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**ВИДАНО ЗА РАХУНОК ДЕРЖАВНИХ КОШТІВ. ПРОДАЖ ЗАБОРОНЕНО**

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Цей підручник є складовою нового навчально-методичного комплексу «Наша англійська» для 6 класу загальноосвітніх навчальних закладів (5-й рік навчання). До комплексу входять також робочий зошит, книжка для вчителя та аудіозапис текстів для аудіювання, начитаних носіями мови.

Навчання за цим комплектом базується на системі комунікативно орієнтованого викладання англійської мови як мови міжкультурного спілкування.

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## ЛЮБІ ДРУЗІ!

У 6 класі ви продовжите навчатися спілкування англійською мовою. Разом з вашими ровесниками — Алі, Роном, Меган, Вірою, Сарою і Ліном — ви побуваєте у міжнародному літньому таборі відпочинку, де відвідаєте заняття різних гуртків і візьмете участь у подорожах. Виконуючи завдання, вміщені в підручнику і робочому зошиті, ви повторите лексику попереднього року навчання і підготуетесь до розповіді про власні літні канікули.

Ви ознайомитеся з історією розвитку транспорту, порівняєте сучасні транспортні засоби і різні види подорожей, вивчите правила дорожнього руху, а також розробите власний маршрут кругосвітньої подорожі. Готуючись до неї, ви ознайомитеся з картою-схемою аеропорту і правилами поведінки в ньому, а також отримаєте поради, як слід поводитися у салоні літака, міжміському поїзді, міському транспорті. Подорожуючи, ви потраплятимете в екстремальні ситуації і навчитесь успішно виходити з них.

Щоб подорож була не лише пізнавальною, а й приємною, слід мати гарну фізичну форму. Працюючи з підручником, ви дізнаєтесь про принципи здорового харчування, навчитесь складати збалансоване меню і розробляти комплекс фізичних вправ, щоб мати міцне здоров'я.

Готуючись до подорожей, ви ознайомитеся з правилами поведінки за столом та із системою закладів громадського харчування у різних країнах, поговорите про улюблені страви, обміняєтесь рецептами їх приготування.

Опрацьовуючи навчальний матеріал, ви навчитесь проводити соціологічні опитування англійською мовою, складати групові психологічні портрети, порівнювати особливості характеру представників різних країн.

Багатьом з вас буде цікаво обговорити роль і місце моди в житті сучасної людини. Ви навчитесь описувати деталі одягу і прикраси, визначати характер людини за її одягом, а також спробуєте спрогнозувати моду майбутнього.

У розділі, присвяченому улюбленим заняттям, ви дізнаєтесь, які є музичні стилі та літературні жанри, а також подискутуєте про улюблених співаків, музикантів і письменників.

Отже, на вас чекають ваші улюблені герої. Тож перегортайте сторінку підручника і поринайте у світ пригод.

Щиро бажаю вам успіхів!

Автор

**1** **1.** Look at the picture and say what countries the children are from. Count how many children there are from each country.



\* Такі цифри позначають початок кожного уроку в розділі.



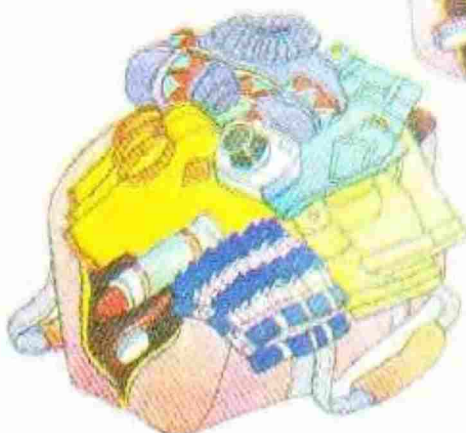
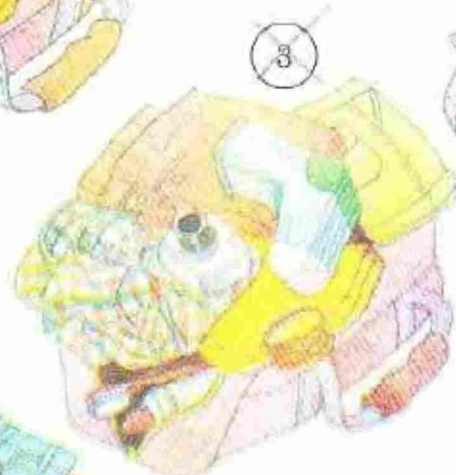
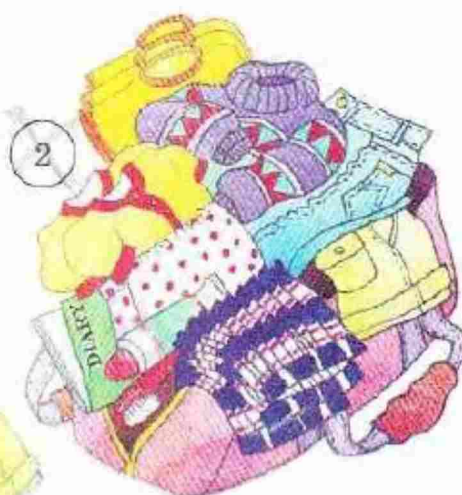
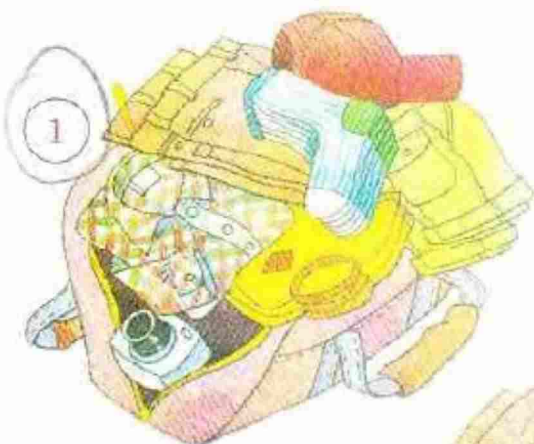
2. Name all the hobbies of the children that came to the camp.

3. Look at the pictures below. Read the descriptions. Which suitcase is it?

A. There are three pairs of socks. There's a cap. There aren't any shorts.

B. There aren't two sweaters. There are three T-shirts. There are two pairs of trousers. There isn't a diary.

C. There is a camera. There isn't a tooth-brush. There are three T-shirts.



4. **Pair work.** Imagine you are going on holiday. Choose which suitcase you are going to take and write down its number. Let your friend ask you questions and guess your suitcase.

E. g. A: Are you going to take a camera?

— B: No, I'm not.

A: Are you going to take jeans?

— B: Yes, I am.

A: Aha, you are going to take suitcase 2.

— B: That's right.

5. **Pair work.** Memory test. How many correct sentences can you say?

E. g.

A: In suitcase 1 there's a shirt. There are two pairs of trousers. There isn't a camera.

B: Wrong. There IS a camera in suitcase 1. That's two correct sentences.

2 6. a) A reporter took pictures of different clubs in the camp. But he mixed the names. Can you help him match them?



1



2



3



4



5



6



7



8



9

a. Origami club

b. Tennis club

c. Biology club

d. Modelling club

e. Drama club

f. Embroidery club

g. Music club

h. Art studio

i. Athletics club

b) What do children usually do in these clubs? What do they need for their activities?



7. Look at the picture in Ex. 1, compare the children's hobbies with the list of clubs in the camp and answer the questions.

1. Can every child find a club for his or her hobby? Why? Why not?
2. Are there such clubs in your school? Do you go to any of them?
3. What other clubs would you like to have in your school?

8. Read the list of duties. Which of them are for a summer camp and which are not?

- |                                     |  |
|-------------------------------------|--|
| a. We must clean our bedrooms.      | f. We must lay the table in the canteen. |
| b. We must clean the territory.     | g. We must take care of our pets.        |
| c. We must clean the blackboard.    | h. We must wash the dishes after meals.  |
| d. We must water the flowers.       |  |
| e. We must keep the rooms in order. |  |

9. Read the following information and fill in the table in the WB (Ex. 5). Who lives in which house? Who does what?

Four men (Mr Brown, Mr Cold, Mr Angel and Mr Daniels) live in the same street, in houses 1, 2, 3 and 4. Each man has a job: one is a doctor, one is a teacher, one is a taxi driver and one is a pilot. Each man speaks one foreign language: Ukrainian, Arabic, Chinese or English. Each man has a hobby: swimming, fishing, collecting coins and playing the violin. Consider the following:

1. The teacher lives next door to the taxi driver.
2. The man who lives at number 4 speaks Arabic.
3. The man who lives between the teacher and the doctor goes fishing.
4. Mr Angel goes fishing with a Chinese friend. His friend doesn't speak any foreign languages.
5. The teacher hates violins.
6. Mr Brown speaks Ukrainian and lives next door to the Arabic speaker.
7. Mr Daniels doesn't speak Arabic.
8. The doctor speaks Ukrainian and collects coins.

3 10. a) Choose one of the adventures from the list below and on the next page and say which four things you are going to take with you.



а week in the mountains



а week in the Sahara Desert



my magnificent trip to the Pacific



for a night in your school

E. g. *I'm going to take a sleeping bag, a tent, food and water.*

water, coat, map, sleeping bag, TV, camera, radio, cup, chocolate, compass, tent, binoculars, fishing rod, food, candle, mobile phone

b) **Pair work.** Find out which things your friend is going to take. Can you guess which adventure he is going to have?

E. g. A: *Are you going to take a candle?*

— B: *Yes, I am.*

A: *A night in your school!*

— B: *That's right.*

**11. Role-play.** a) Read the dialogue. Act it out using the picture.

- Dan, have you seen my shorts?
- Which ones?
- My red ones. My swimming shorts.
- Yes, I have. They are on your chair.
- Have you seen my sunglasses?
- Adam, you are wearing them!



b) Act out similar dialogues using the picture below.





**12. Match the paragraphs with the pictures.**

- A. At Christmas a lot of Christian families buy a special tree. They decorate it with coloured lights, and sometimes put presents under it.
- B. The festival of Eid-UL-Fitr marks the end of Ramadan. Muslims visit each other and give presents. The whole family has a big meal together.
- C. Hindus and Sikhs both celebrate the festival of Diwali. They light lamps inside and outside their houses. Traditionally these lights welcome the goddess of wealth and happiness into their homes.
- D. At Hallowe'en children dress up as witches and ghosts. They have parties and play games. One traditional game is eating an apple in a bowl of water without using your hands.
- E. On Valentine's Day, 14 February, people send cards or flowers to somebody they love. Usually they don't put their name in the card. It's a secret.



**4 13. Answer the questions.**

- 1. What do children usually do in summer?
- 2. What did you do in the summer?
- 3. Did you go on a trip? If yes, where did you go?
- 4. Did you go on an excursion? If yes, where did you go?
- 5. Did you visit any museum? If yes, what museum was it? Find someone in the class who went to the same museum.
- 6. Are there any museums in the place you live? How often do you go there? Who do you go with? What do you like to see there?
- 7. Do you like to listen to a guide or see everything yourself? Why?

**14. Read the text, listen to the guide and say where he was wrong.**

Our planet is called the Earth. It moves around the Sun. It takes 365 days for our planet to go round the Sun. The Sun is a star. It gives us light and warmth. The sunshine passes through space and air and comes to our planet. Then one side of the Earth which faces the Sun has day. The

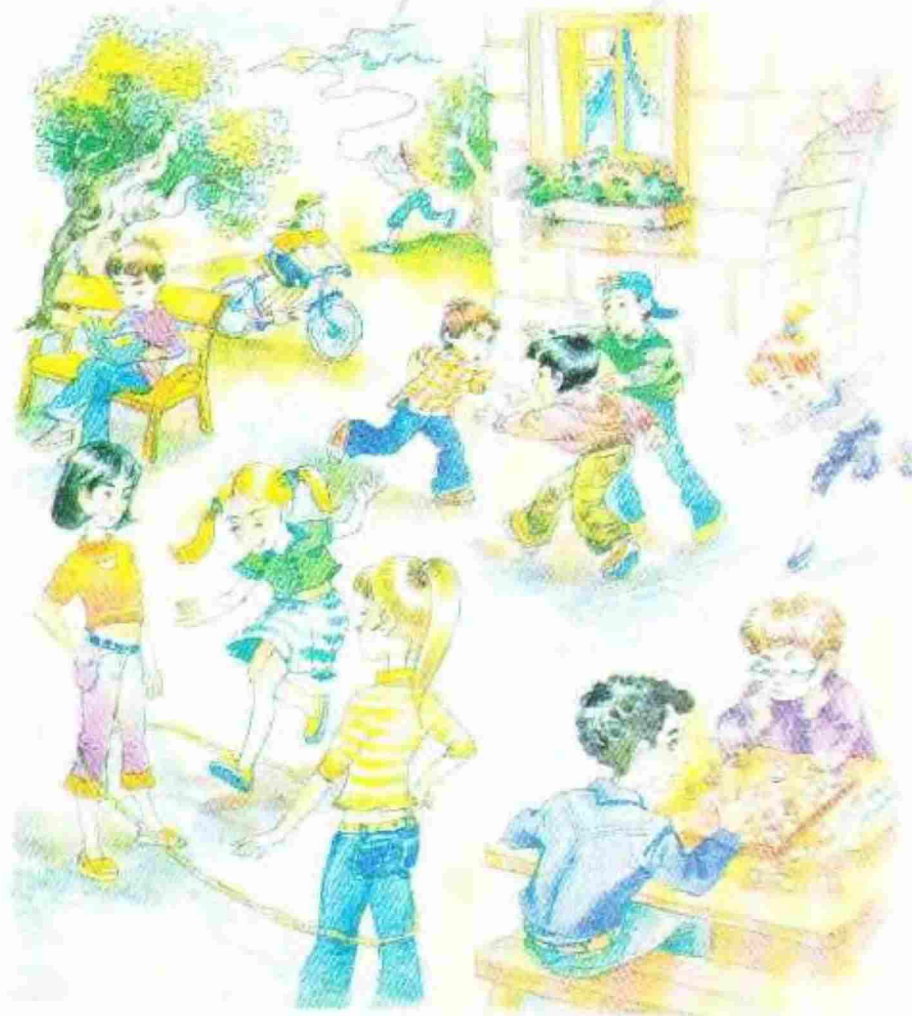
other side has night. Besides the Earth, there are 8 other big planets which move around the Sun. Their names are Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. Mercury is the smallest planet and Jupiter is the biggest one. The Sun and all the planets make the Solar System.

Astronomers say they have found a new planet in the Solar System. They call it Sedna, but some of them dispute if it's really a planet.

There are many other stars in space. But they are far from our planet. You can see stars only at night when the sky is dark. Large groups of stars make galaxies. Our galaxy is called the Milky Way. Galaxies are all different in shape. The Milky Way Galaxy is spiral. Some groups of stars have their own names, for example the Great Bear, the Little Bear.

**15.** Look at the picture. What do you think of the characters of the children in it? Use the words in the box.

serious, sociable, easy-going, reliable, bad-tempered, mean, shy, honest, selfish, talkative, energetic, tolerant, polite, neat, optimistic, aggressive



**16.** Did you do the same things on your summer holidays as the children in the picture? What else did you do? In 2—3 sentences, describe your summer holidays on a piece of paper. Don't put your name on it. Give it to your teacher. Let the teacher read the description and the class guess whose story it is.



1. Read the newspaper article and answer the questions on the next page.

## Sensation! Children Travelling in Space!



Ron



Sara



Vira



Lin



Ali



Megan

People have always been curious about the world around them and about faraway countries and planets. They couldn't stay in one place all the time. First they walked, then used different means of transport to get to new places and learn about them. And finally they are travelling in space! Yesterday a group of six children from different countries of the world started off for an exciting journey in space. They are Ron McGregor from Scotland, Sara Wilson from the USA, Vira Boiko from Ukraine, Lin Tien from China, Ali Makhmud from Egypt and Megan Blake from Australia. These children trained at a special school in Starcity, as our newspaper has already reported. And we promise to give you more information about their adventures in space in our next publications.

*John Curious*

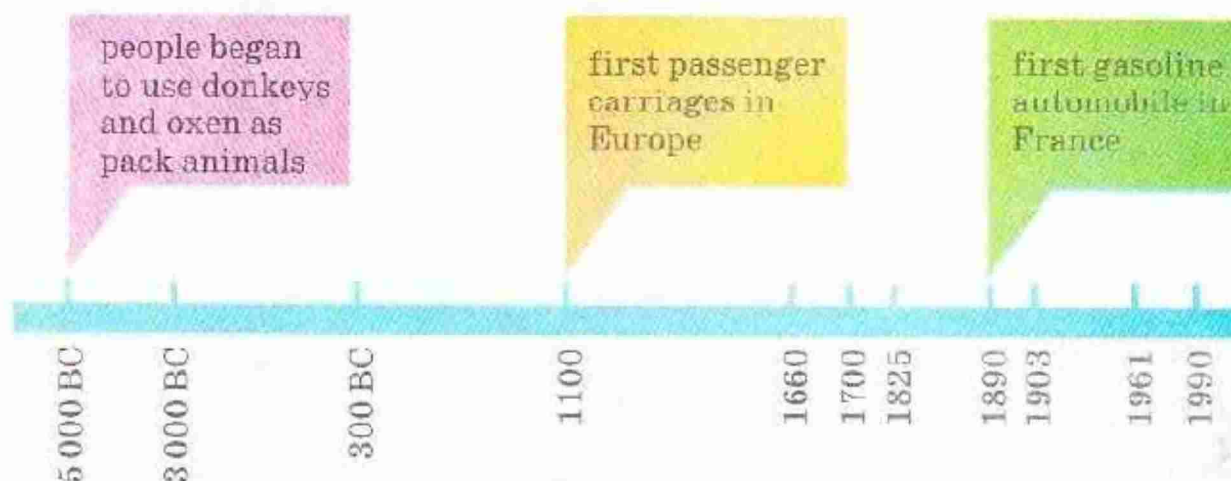
1. Have you ever travelled? Where and why?
2. Why do people travel?
3. What means of transport do people use for travelling?
4. What do people need when they travel?
5. Do you think people will soon travel to other planets?

2. Can you guess what these words mean? Match them with their Ukrainian equivalents given in the box.

wheel /wi:l/, vehicle /'vi:kl/, sail /seil/, carriage /'kærɪdʒ/,  
coach /kəʊtʃ/, steam engine /'sti:m,ɛndʒɪn/, gasoline /'gæsəli:n/

бензин, вітрило, диліжанс, карета, колесо, паровий двигун,  
транспортний засіб

3. Listen to the information, look at the time line and choose the right descriptions for the given dates.



- |                                   |                      |
|-----------------------------------|----------------------|
| a. wheeled vehicles and sailboats | e. man in space      |
| b. paved roads                    | f. electric vehicles |
| c. airplane flight                | g. steam engine      |
| d. city coach line                | h. steam railroad    |

2 4. Answer the questions.

1. Which means of transportation can you see in your town/ village?
2. Are there FRB (Fixed Route Buses\*) in your town/ village?
3. Which means of transportation do you use to get to school?
4. Which means of transportation is the most popular with your classmates? with your parents? with pensioners?
5. Which means of transportation is the fastest? the most convenient? the cheapest? the most expensive? the most comfortable?
6. Do you know any traffic rules or traffic signs?

\* Fixed Route Buses — невеликі маршрутні автобуси, які зупиняються за вимогою пасажирів.



5. Look at the pictures and compare the vehicles (number of wheels, how many passengers they carry and how fast they can go).



60 km/hr



70 km/hr



90 km/hr



15 km/hr



80 km/hr



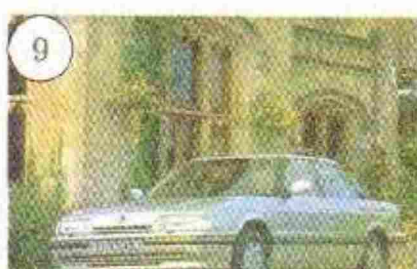
50 km/hr



40 km/hr



100 km/hr

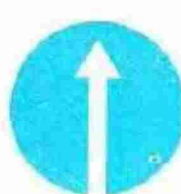


90 km/hr

6. It can be dangerous in the streets of a town with a lot of traffic. To be safe you should follow traffic rules and obey traffic signs. Look at these signs. Do you know what they mean? Match them with the descriptions.



1



2



3

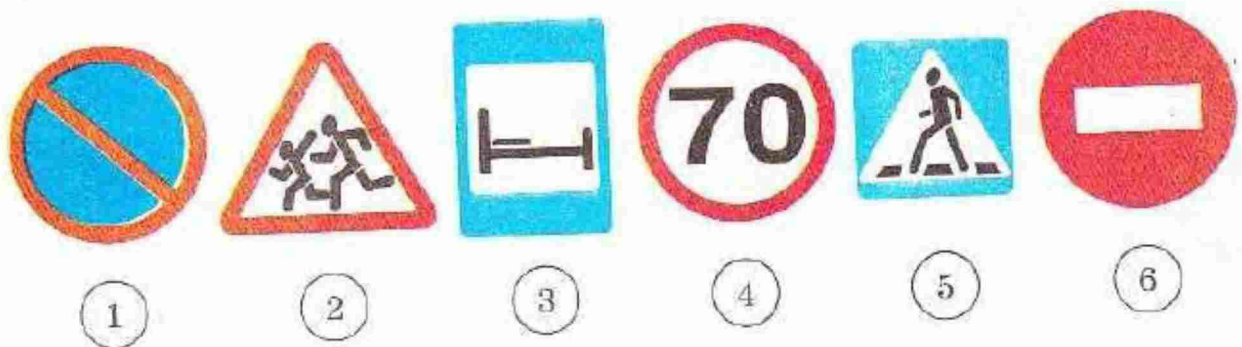


4

A. At this service station you can get food. — This sign gives some information. It is called *an information sign*. Most information signs are rectangles. They are blue.

- B. Go straight on. — This sign gives an order. It is called *an order sign*. Most order signs are circles. Red circles don't allow you to do things. Blue circles order you to do things.
- C. Be careful: there's two-way traffic ahead. — This sign gives a warning. It is called *a warning sign*. All warning signs are triangles. They are red.
- D. It is 12 km to the airport. Go right. — This sign gives some directions. It is called *a direction sign*. All direction signs are rectangles. They are blue.

7. Have you seen these signs? Where did you see them? What do they mean? What kinds of signs are they?



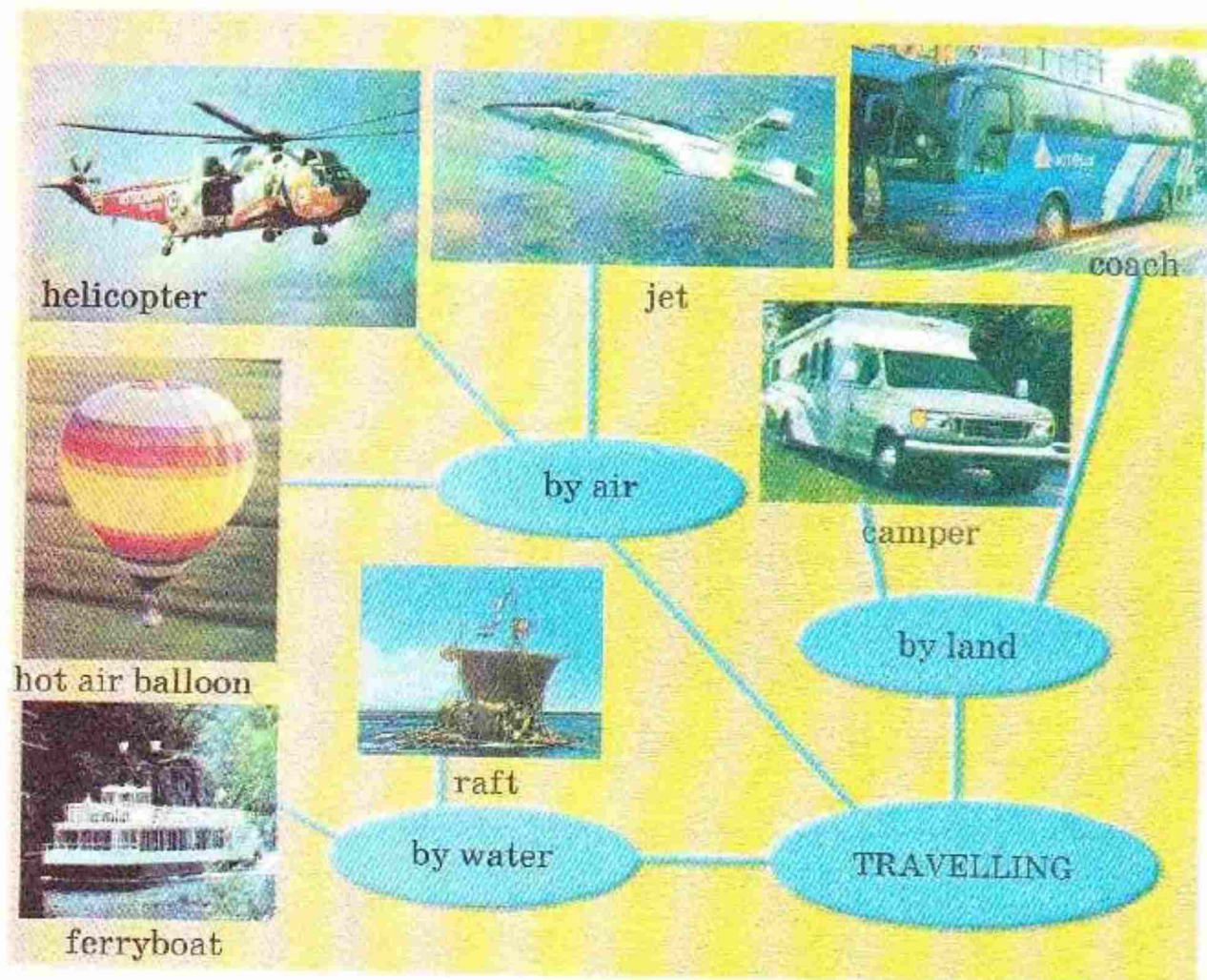
8. Read each rule and decide who it is for: a person who rides a bike, a bus passenger or a person who walks in the street.

1. Cross the streets only at crossings. Obey traffic lights. Stop and look both ways before you cross. Then walk straight across the road. Go quickly but don't run. Never play in the street.
2. Give your money to the driver or conductor and get your ticket. Find a seat. You can stand if there are no empty seats. Let an older person take your seat. Don't talk to the driver. Don't put your head out of the window.
3. Ride on a bicycle only one person at a time. Obey traffic signs and signals. Ride in the same direction as the car traffic and never hold on to a motor vehicle. Always signal before you stop or turn a corner. Put reflectors and lights on your bike if you ride at night.

3 9. Look at the diagram on the next page, listen and answer these questions.

1. What means of travelling from the text can't you see in the diagram?
2. Which of them is the fastest? the slowest?
3. Which of them has got wheels?
4. Which of them are the most popular for travelling?
5. Which of them have you ever used? Where did you go?
6. Which means of travelling from the diagram do you like most of all? Why?





# 10. Match the words with their definitions.

- |                  |  |
|------------------|--|
| 1. to depart     | a. a journey or trip by water                        |
| 2. to arrive     | b. the place to which a person or thing is going     |
| 3. destination   | c. to go away; to leave                              |
| 4. journey/ trip | d. to reach the end of a journey; to come to a place |
| 5. tour          | e. travel from one place to another                  |
| 6. voyage        | f. travel from place to place doing sightseeing      |

11 Look at the railroad ticket and answer the questions on the next page.

22 УЗ		АСУ «ЭКСПРЕС»		ПРОИЗНИЙ ДОКУМЕНТ ПРОЕЗДНОЙ ДОКУМЕНТ		ДК № 537235	
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1. Who is going to travel?
2. What is the vehicle number?
3. What is the departure date?
4. Where does the journey start?
5. What is the place of destination?

6. What is the departure time?
7. What is the arrival time?
8. How long is the trip?
9. How much does it cost?

**12. Pair work.** You are in London. Look at the travel information. Choose a place of destination and means of transportation. Let your partner guess it.

- E. g. A: Are you going by plane? — B: Yes, I am.  
 A: What time does it leave? — B: At 10.30 in the evening.  
 A: How long does the journey take? — B: It takes three hours.  
 A: So you are going to Rome. — B: Right!

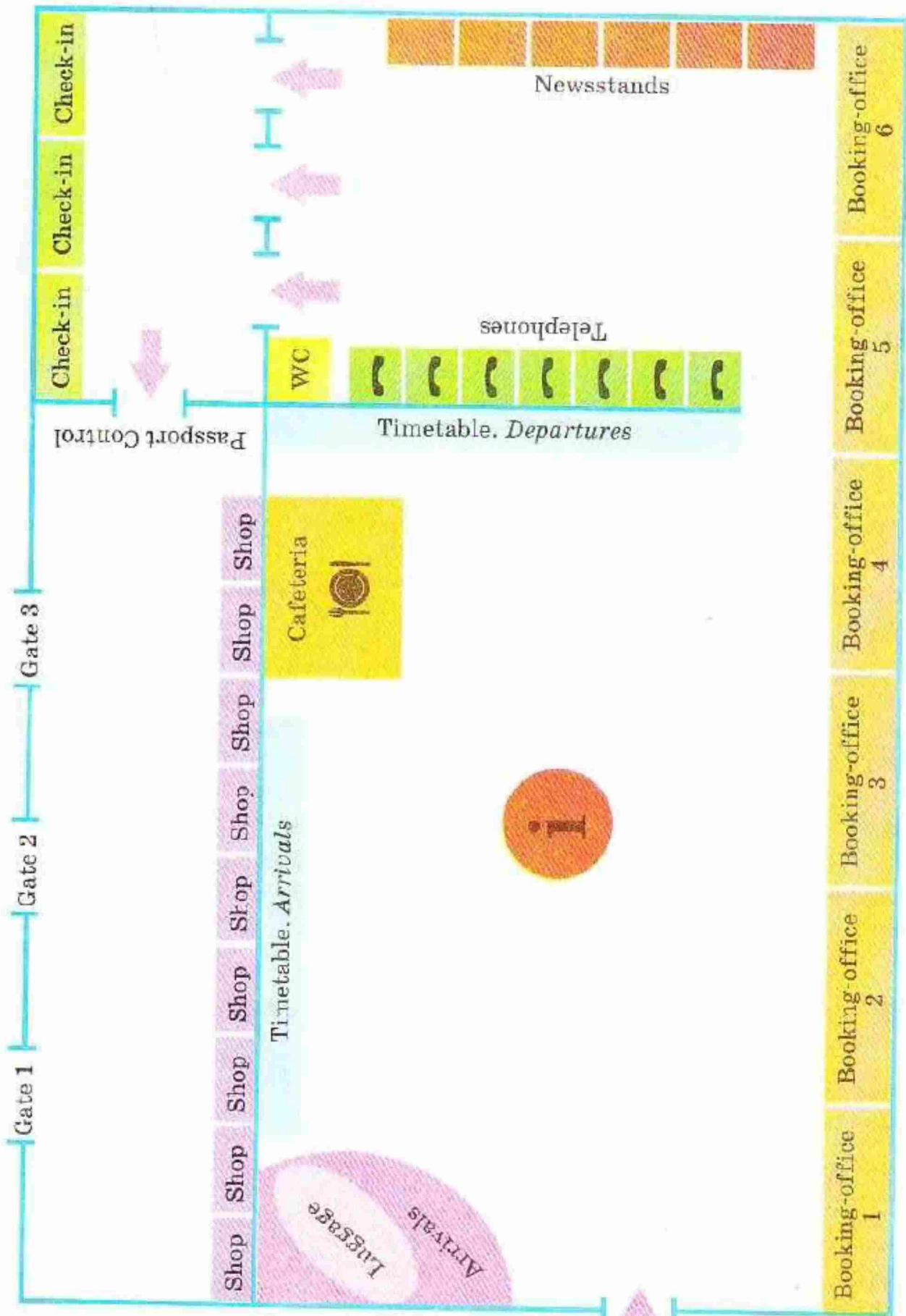
Destination	Means of transportation	Departure time	Length of journey
Berlin	bus	7.00 am	3 days
	train	11.05 pm	2 days
	plane	8.15 pm	3 hours
Paris	bus	7.00 am	12 hours
	train	8.40 am	8 hours
	plane	8.15 pm	55 minutes
Rome	bus	6.30 am	3 days
	train	8.40 am	2 days
	plane	10.30 pm	3 hours
Manchester	bus	6.30 am	12 hours
	train	11.05 pm	6 hours
	plane	10.30 pm	55 minutes

**13.** Read the woman's opinion. Do you agree or disagree with her? Why?

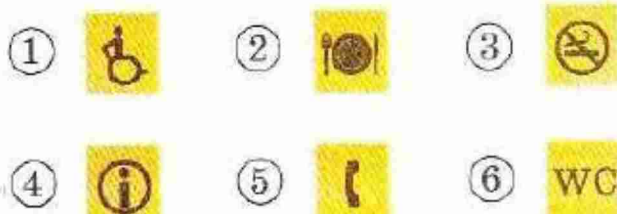
Vira's mother once said: "People travel faster now, but I'm not sure whether they see better things. Personally I don't like travelling and it's quite clear. It's boring to travel by car for more than an hour. It's noisy on a train. Travelling by plane makes me airsick. All places are alike to me — same buildings, same parks and monuments. I feel comfortable enough at home with a good book or in the company of my friends. You just switch the TV and all the world is before your eyes."

**4 14.** Look at the map of the air terminal, listen to the description and find all the places on the map.





**15. Match the information signs with their descriptions.**



- a. information desk
- b. Don't smoke!
- c. cafeteria
- d. toilet
- e. facilities for the disabled
- f. public telephone

**16. Heathrow Airport is the busiest international airport in the world. It is near London. Read some information about it and do Ex. 6 in the WB.**

- More than 90 airlines use Heathrow. They fly direct to around 200 destinations in 85 countries around the world.
- Every year Heathrow operates 430,000 international flights. That's about 1,200 every day — more than 1 a minute from 6 am till midnight.
- 57,000 people work at Heathrow — that's the population of a small town.
- Heathrow operates around 75,000,000 items of luggage every year.
- There are 9,500 luggage trolleys for passengers — more than at any other airport.
- Passengers lose 20 mobile phones at Heathrow every day.
- They buy 26,000 cups of tea and 6,500 sandwiches at Heathrow every day.
- Heathrow police station has 300 police officers and 14 dogs.

**17. Look at the extract from a British Airlines timetable. Make up as many sentences as you can about different flights as in the example.**

E. g. *Flight BAO11 to Brisbane flies three times a week. It leaves London at 2 pm and arrives at 11.35 pm the next day.*

	Days 1234567	Departure time	Arrival time	Flight number
from London				
➤ Brisbane	1----56-	2 pm	11.35 pm+	BA011
➤ Budapest	Daily	10 am	1.35 pm	BA868
➤ Caracas	----5--	10.55 am	3.25 pm	BA259
➤ Karachi	1---5--	10.15 am	1.00 am+	BA147
<b>Key:</b> 1 — Monday, 2 — Tuesday, 3 — Wednesday, 4 — Thursday, 5 — Friday, 6 — Saturday, 7 — Sunday, + — next day.				



**5 18.** Read the texts and say which of them is about going by coach, which is about going by train and which is about going by plane.

1. First you buy a ticket at the booking-office. In the ticket there is information about the date and time of the departure, place of destination and the number of your seat. You show your ticket to the driver, put the things into a luggage compartment, get on the vehicle and take a seat. During the trip you can watch a film and look out of the window. When you arrive at the place of destination you get off the vehicle and take your luggage. Your journey is over.

2. First you buy a ticket at the booking-office. You need to have your passport with you. In the ticket there is information about the date and time of the departure and arrival, number of the flight and place of destination. You should check in an hour before the flight. You check in your luggage and get a boarding pass. It has the number of the gate and your seat. You go through passport control, show your boarding pass to the stewardess and get on the vehicle. There you can have a snack and if the journey is long you get a meal and can watch a film. When you arrive at the place of destination you get off the vehicle and get your luggage. Your journey is over.

3. First you buy a ticket at the booking-office. You need to have your passport with you. In the ticket there is information about the date and time of the departure and arrival, number of the vehicle, number of the carriage, number of your seat and place of destination. Before getting on the vehicle you show your ticket to the conductor. Then you find your place in the compartment. It can be a lower or an upper berth. Children like to travel on the upper berth. During the trip you can sleep, look out of the window or have a meal at a dining car. The conductor can give you tea or coffee. When you arrive at the place of destination you take your luggage and get off the vehicle. Your journey is over.

**19.** Find in the above text the English equivalents of these words and word combinations.

вагон, вагон-ресторан, купе, провідник, верхня полиця, стюардеса, багажне відділення, вихід, посадочний талон, реєструвати

**20.** Answer the questions.

1. What does the train consist of?
2. How do we call rooms in a carriage?
3. Where do we sleep on a train?
4. Where do we eat on a train?
5. Who checks tickets on a train?
6. Where do we put our luggage?
7. Who serves you on a plane?
8. What do you need to get on a plane?
9. Why do you need to come to the airport earlier?
10. What information do you need to know to get on the plane?

**21. Pair work.** Compare the following with your partner. Report the discussion to the class.

- a) the duties of a conductor and stewardess;
- b) a railroad carriage and the saloon of a plane;
- c) travelling by train and by plane;
- d) bus, railroad and air terminals.

**22. Pair work.** You and your partner are on a coach. It has broken down in the countryside at midnight. It is summer and the weather is very hot. It is 30 km to the next town. You decide to walk. You can only take four things with you. Which of them do you think you should take? Why? Report the discussion to the class.



**6 23.** Read the dialogue and fill in the table in Ex. 9 from the WB.

*Mr Boiko:* OK, everyone. Summer has begun and we need to discuss where we will go.

*Vira:* I want to go on a coach tour of Europe. I'd like to see new things and places, the architecture of old streets and ancient churches. I want to take pictures of monuments and castles.

*Mrs Boiko:* I don't understand it. To my mind, they all look the same. It's boring.

*Vira:* But I'm never tired of seeing more and more of the world. I think it's exciting.

*Artem:* As for me, I'm fond of extreme travelling. You travel light, only



with a backpack with minimum things, as matches, potatoes and a clean pair of socks.

*Mrs Boiko:* Summer is for rest. I want to lie in the sun with a book and forget about cooking. And I think we should go by plane. It's very comfortable and fast.

*Artem:* But when you travel on foot you live face to face with nature, hear the birds and the forest spring. Comfortable travelling is not for me.

*Mr Boiko:* Well, well, well... I think I know where we will go. The Crimea is the place that all of you will like. Vira can go on different excursions. There is a lot to see there. Artem can climb mountains there, sleep in a tent and be close to nature. Your mother can go to the beach and relax there.

*Mrs Boiko:* That's a good idea. We need to book the tickets. Who will go to the travel agency?

*Mr Boiko:* Don't worry. I have already been there. Here are our tickets.

*Vira and Artem:* Hooray! Hooray!

*Mr Boiko:* And who will pack the things?

**24. Pair work.** Read the information about these children's holidays. Complete the conversation between them.

	<i>Megan</i>	<i>Ron</i>
Where?	Florida, the USA	Budapest
How/ travel?	plane	ferryboat and train
Where/ stay?	a motel	the Hilton Hotel
How long/ stay?	ten days	six days
What/ do?	visit Disney World	swim, go sightseeing

*Megan:* ...on holiday in the summer?

*Ron:* To Budapest.

*Megan:* ...fly there?

*Ron:* No, I didn't. I went by ferryboat and train.

*Megan:* ...?

*Ron:* In a hotel. The Hilton Hotel.

*Megan:* ...?

*Ron:* For six days, from Friday to Wednesday.

*Megan:* And ...?

*Ron:* Well, the hotel had wonderful swimming pools, so in the mornings... and in the afternoons...

**25. Role-play.** Role-play a conversation between Ron and Megan about her summer holidays.

**26. Group work.** Have similar conversations with at least five classmates. Compare your information with other groups and find out how many people went to the same places or did the same things or used the same means of transportation.

**7 27.** Read the text and choose the right title for each of the paragraphs from the list below.

1. We want to know more about space.
2. Our future life in space.
3. Telescopes found a new planet!
4. We are not alone?!

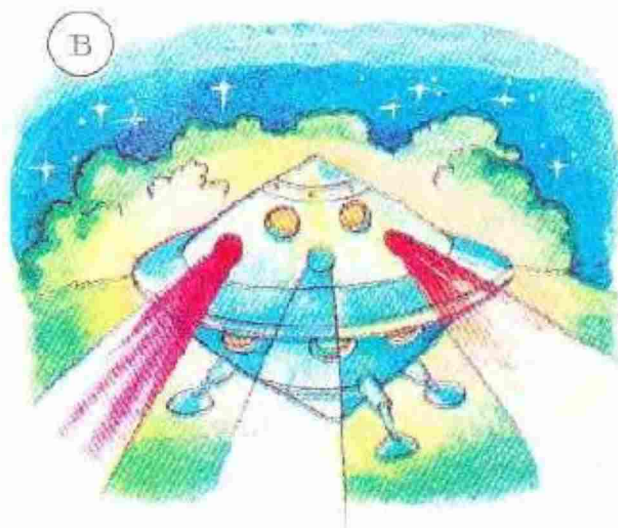
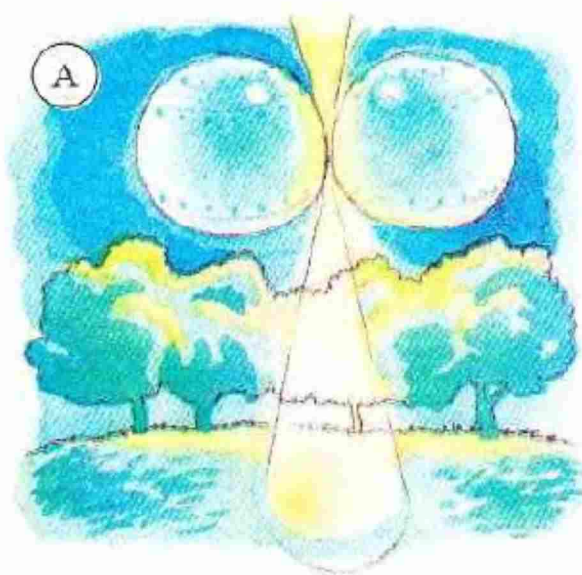
**A.** Some people imagine a time when large numbers of people will live and work in space. Orbiting space colonies, they believe, could provide homes for millions of people. Sometime in the distant future, there could be more human beings living in space than on Earth. If we find life on other planets, people from the Earth will travel to visit them.

**B.** The idea that there is life on other planets is a very old one. In 1959, the United States began to look for life in space and in 1989 a new project started. From the Ames Space Station in California scientists are now sending radio messages into space every few hours. They want to tell the Universe that there is life on Earth. Is anybody listening out there? We really don't know. At the same time scientists are listening to the radio signals that come to our planet. They are looking for signs of intelligent life on other planets.

**C.** Scientists are building very powerful radio telescopes so that they can learn more about the stars and planets. They also hope to learn something from the spaceships. At this moment spaceships are travelling into space. They are sending photographs back to the Earth. Perhaps we can learn a lot from the photographs.

**28. Pair work.** Imagine how people will live in the future: their houses on other planets, their clothes, their food, how they will travel (types of vehicles, how fast they will move). Compare your story with your partner's. What is the same? What is different? Share the descriptions with other pairs.

**29.** Do you know what the word UFO means? That means Unidentified Flying Object. What are UFOs? Are they space rockets or airplanes? Nobody really knows. Listen to three stories and find the right picture for each of them.





C



D



**30.** Look at the pictures of UFOs and compare them. Talk about their shape, size, colour. What do you think they are made of?

**31.** On a piece of paper, draw a picture of your own UFO. Write its description on another piece of paper. Display all the pictures on the blackboard. Read your description aloud. Let your classmates guess where your picture is. Repeat with other pictures.

## Study Skills

**8** A dictionary is a book that has a list of words with their meanings. The words in the dictionary are in alphabetical order. There are monolingual (English-English) and bilingual (English-Ukrainian) dictionaries. Monolingual dictionaries give the meanings of the word in the same language. Bilingual dictionaries give the translations of words.

**1.** Can you say the English alphabet? Find what is wrong here.

A D C B E F J H I G K L N M O P Q R S T U W V X Y Z

**2.** Say where these words are in the dictionary: in the beginning, in the middle or at the end. Find them in the dictionary.

octagon, umbrella, wizard, indigo, noble, yeoman, worm, reduction

**3.** Guess the meaning of the word *mystery*. Check your guess in the dictionary.

**4.** Use your bilingual dictionary to look up the meanings of these words.

earthquake, emergency, floods, nuclear, permission, request, unidentified



## Project



8-9 Work in groups of four or five.

- Imagine that you are working for a travel agency. Make up a tour around the world. Think of: 1) places to go, 2) things to see there, 3) things to do there, 4) means of transportation to get there and use there. Explain your choice.
- Present the information about the tour in a booklet. Find pictures for it and include the most interesting and important facts there.
- Present your projects to the class.



## Test Yourself!



9 Read the text and say what it is about. Choose from the variants below.

1. ...how an iceberg hit the ship.
2. ...how Miss Evans tried to save her life.
3. ...how Miss Evans let the mother of the two children save their lives.
4. ...how Miss Evans died.

### Miss Evans

On a beautiful afternoon in a year now long gone, a big ship set out on its first voyage from England to America. It was a new ship called the *Titanic*. For two days the *Titanic* went on its way over the sea. Then it entered an ice field and a big iceberg hit it.

Everyone came out of their rooms. Men were putting the life boats over the sides of the ship down into the water. Then all the men helped the women and children get into the life boats. There wasn't very much time left. The iceberg was on one side of the ship. It was like a high white wall.

A woman came to the side of the ship. Her two children were in one of the life boats and she was very much afraid. "My children are on the life boat. I must go with them," the woman called to the people in the life boat. "There's no more room," someone called out. "If we take one more the life boat will sink." There was a young woman in the life boat called Miss Evans. When she heard the woman calling, she stood up on the life boat and touched one of the men on the arm. "Let me get back on the ship," she said. "Let that woman take my place. I have no children." "The ship is sinking," said the man. "You know that?" "Yes," said Miss Evans. "I know that." There was no time to talk. People helped Miss Evans get back onto the ship. Very soon after that there was a great noise and the *Titanic* went down under the water.



## Rupinder's Journey

10 1. Rupinder was sitting by himself in the house. It was an important day. Today he and his family were going to leave their village. They were going to emigrate to England. He was feeling very excited and sad. He was feeling sad because he was going to leave his home, his village and his friends. He thought: "I will miss them all. I will probably not like England. I will probably want to come back."

2. Outside there was a crowd of people. They were his relatives and his neighbours. They were all waiting for the bus to Jullunder, the nearest town. There they could take a train to New Delhi. In New Delhi they wanted to take their plane to England. Everybody was going to travel to Jullunder with them to say goodbye. His parents and his sister, Hardeep, were outside, too. He could hear them talking. Hardeep was very excited. She was laughing and talking to her two friends: "We are going to live in England. We are going to travel in a big plane. We are going to live in a big house. And I am going to go to an English school." She was very happy.

3. "Oh, look! Here's the bus. Where is Rupinder?" "Rupinder! Where are you? It's time to go." Everybody got into the bus. It was very crowded inside. There was a lot of luggage on the roof. The driver fixed their boxes onto the roof. It was not far to Jullunder. It only took an hour.

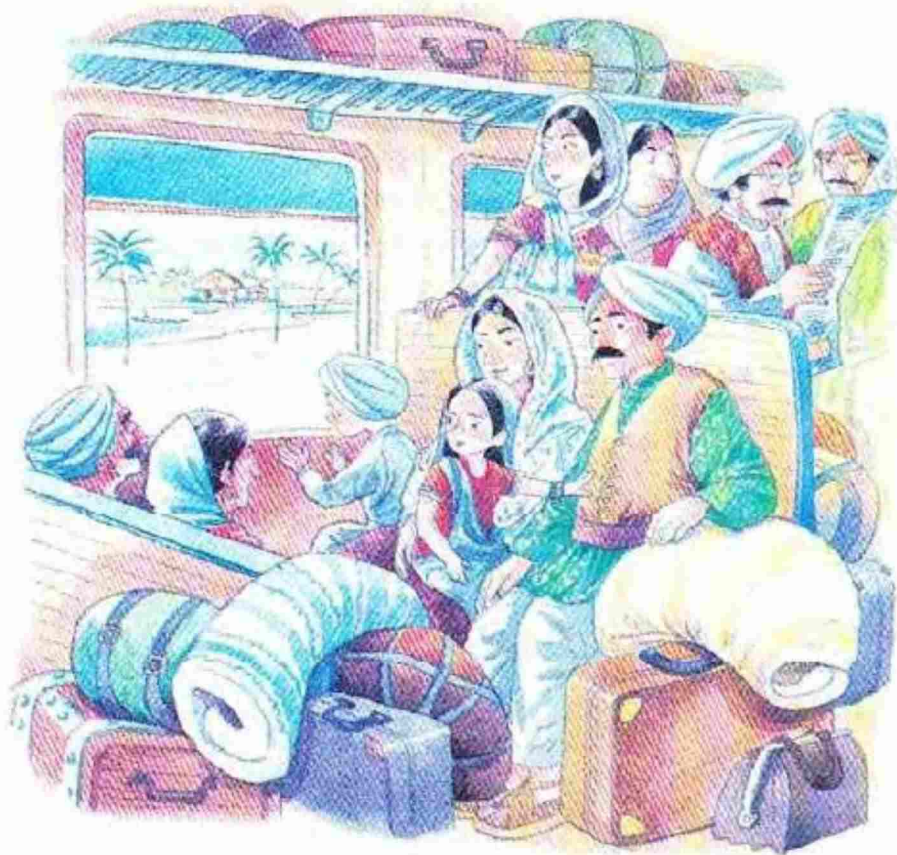


4. At the station everyone waited for the train to New Delhi. Everyone was laughing and talking. Two of their neighbours put garlands of flowers round their necks. Grandmother gave Rupinder some sweets and oranges in a basket. His best friend gave him some cakes. "You are a lucky boy, Rupinder. I would like to go, too. Write to me. Don't forget me. Send me a postcard of London."



Then the train came. It was a steam train. Hardeep was frightened. "I don't like the noise. I don't want to go." "It's all right, Hardeep. It's quite safe. Look at all the people on the train. Come on. Get in here." The father found four seats for them. Everyone was shouting: "Goodbye! Goodbye! Have a safe journey! Write to us when you get to England. Goodbye!" Their grandmother was crying and their relatives looked sad.

5. It was a very long journey to New Delhi. It took eight hours. The train was hot and crowded. Hardeep was excited and impatient. "How far is it to New Delhi? What time shall we get there?" Rupinder was quiet. He was looking out of the window. There were men working in the fields. "Look, Hardeep, there's a baby donkey with his mother." But Hardeep was asleep. Soon Rupinder was asleep, too.



6. "New Delhi! This is New Delhi! New Delhi! All change, please." "Wake up, Rupinder. Wake up, Hardeep. We've arrived." "Is this New Delhi, father?" "Yes, it is. You've been asleep for three hours."

They were hot and tired. It was a long journey. There were crowds of people on the platform. It was very noisy. "I don't like this." "Oh, it's all right, Hardeep."

"Good evening. Are you mister Singh from Jundiala?" "Yes, that's right." "I'm from the travel agency. I'll take you to your hotel. Tomorrow morning I'll call for you and take you to the airport." "Thank you very much. Come on, everybody."

7. It was eight o'clock the next morning. The family were waiting at the airport. "Rupinder, which is our plane? Is it that big one?" "I don't



know, Hardeep. Listen to the airport announcer." "Will passengers travelling to London via Moscow on Flight Air India 307 go to Gate 11, please?" "That's our plane. Hooray! We are off."

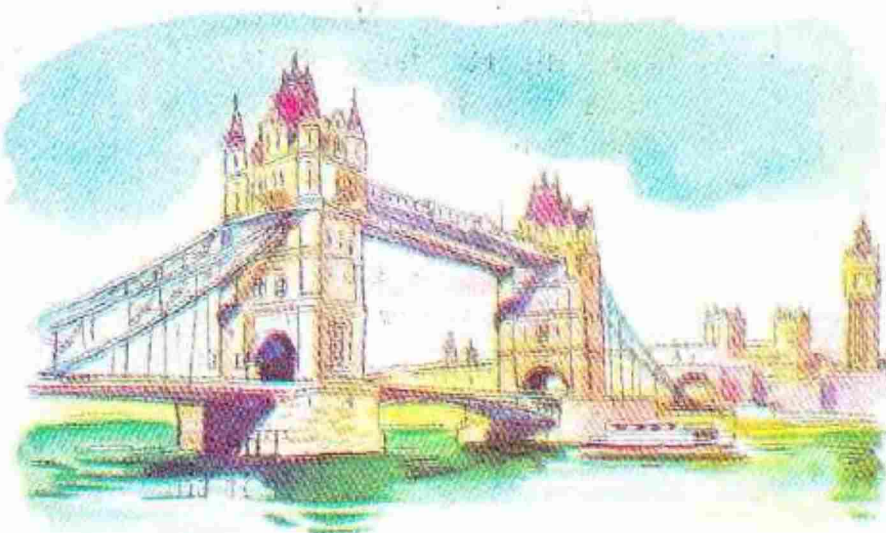
8. A small bus took them to their plane. Hardeep was frightened. "It's so big. I don't want to fly." "Hardeep, don't be silly. You'll like it." Mother was worried, too. "Are we really going to travel in that? I've never travelled in a plane before." Father was laughing. "It's all right. I'll go first."

9. "Let's all sit together. Look, here's a map. It shows our route. First we are going to fly to Moscow. That'll take eight hours. We'll wait at Moscow for an hour. Then we'll fly to London. That'll take four hours. We'll arrive at half past five." "Father, are we going to change planes in Moscow?" "No, Rupinder, we'll stay on this plane all the way. Now fasten your seatbelts. I think we are off."

10. The plane moved forward slowly on the runway. Now it was moving faster and faster. Suddenly they were flying. Hardeep was very surprised. "Are we really flying?" They all laughed at her. "Yes, of course we are. Look out of the window, Hardeep. Everything seems very small because we are high in the air." Their mother was sad: "Goodbye, India. Goodbye." There were clouds in the sky. They looked like cotton wool. The plane flew through them. The sky was clean and blue above the clouds. The sun was shining. It was very beautiful.

11. "What a long journey, father. I'm tired. What time shall we get to Moscow?" "It's not far now. We'll be there at half past twelve." "I'm tired. I don't know what to do." "Never mind, Hardeep. It's a long journey. And you've been a good girl. Listen, I'll tell you a story about my journey to Kenya. When I was four, my father went to live in Kenya. My mother and my brothers and I went to live there two years later. I was very excited..."

12. It was a long story. The children liked listening to their father. Soon it was time to land in Moscow. "I think we are going to land. I think that's Moscow down there. Can you see the buildings? Look at those roofs. They are not the same as the buildings and houses in New Delhi." The family waited an hour at Moscow airport. Then their plane took off again. They arrived in London four hours later. Their new life began.





## LONDON TRANSPORT

### 1. How people travel.

London has got very many famous places but its transport is famous, too. Seven million people live in London. How do they travel?

by car/ taxi — 45%

by train/ the Tube — 33%

by bus — 10 %

on foot — 7%

by bike — 5%

by motorbike — 2%

### 2. London buses.

- London buses are mostly red.
- There are 20,000 buses in London.
- Every day 4,5 million people go on a bus in London.
- Most double-deckers have a conductor.
- Buses stop only at bus stops.
- It's one of the British customs to stand in a straight line if they are waiting for a bus.
- People mustn't smoke on a bus.



### 3. London taxis.

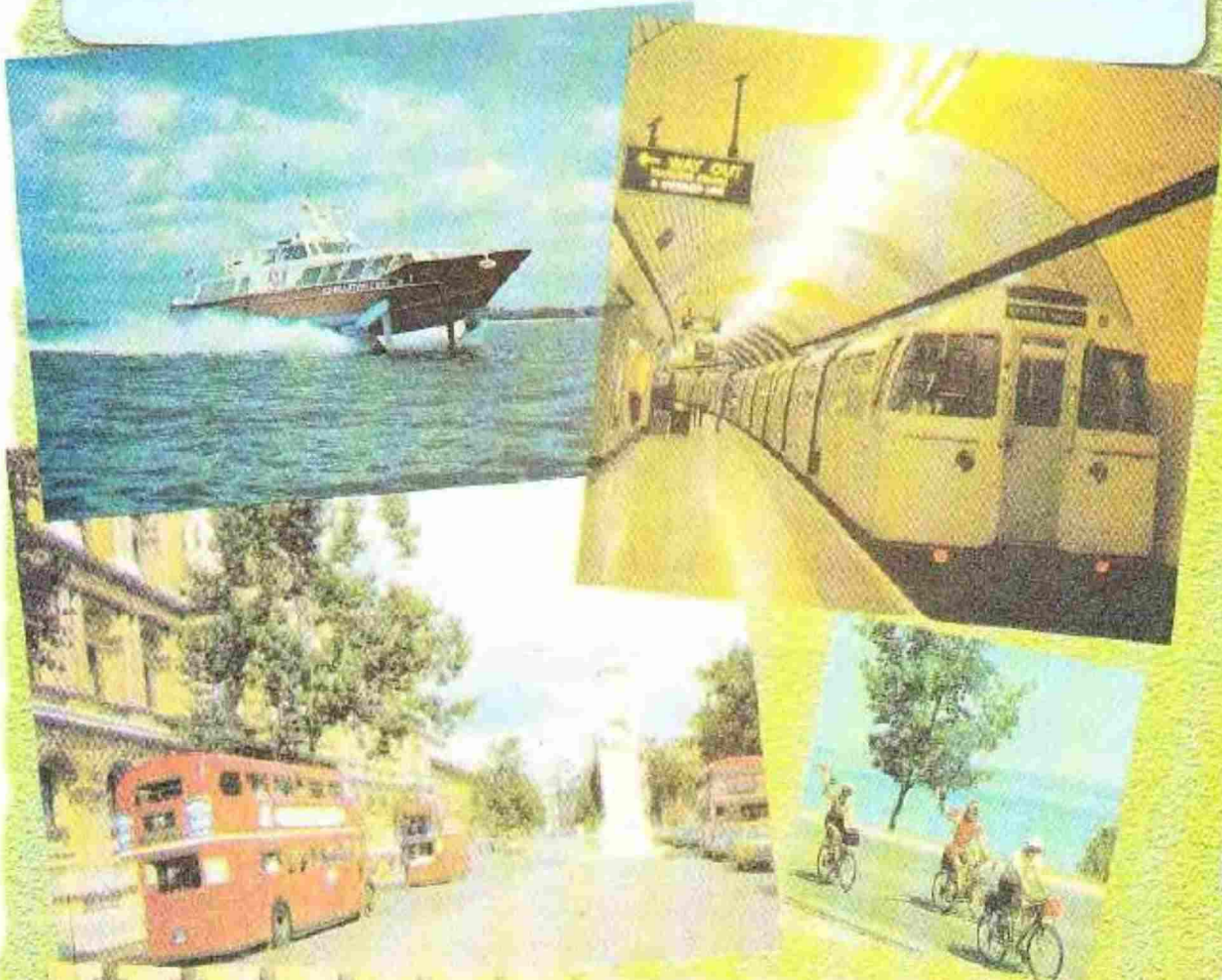
- London taxis are mostly black.
- They are called black cabs.
- There are 18,300 taxis in London.
- Taxi drivers study for 2 years and take a test before they drive.
- Taxis are more expensive at night, on Sundays and public holidays.





#### 4. London Underground (the Tube).

- There are 275 stations in London.
- Every hour 150,000 people go on the Tube.
- Rats and mice live in the Tube.
- The trains run all day and most of the night.
- There are 10 basic lines. Each line has a name and a colour.
- You can get a free pocket map of the Tube at each Underground station.



#### 5. Buying your ticket.

- There are 6 zones in London Underground. The price of the ticket depends on the distance: the farther you go, the more you pay.
- You can buy a single or return ticket or a travel card.
- With a travel card you can travel on London Underground and most buses within the zones you choose.
- Children under 5 travel free. Those between 5 and 15 buy a cheaper ticket.



1. Read a page from Vira's diary and answer the questions.

Dear diary,

We are in space at last! We learned all about the flight at school but I feel that everything is so new, so much different from what I expected. The Sun looks different and the stars are brighter. Our days here are different, too. We don't have usual mornings and evenings. When it is "morning" we can't see the Sun. We know it's morning only by the clock. We have a lot of duties and do everything at a definite time. It helps us feel that we have the same time as people on Earth.

Now I have to go — it's time for my duty at the central post.

1. Do you get up early or late?
2. How do you know it's time to get up?
3. Can you tell the time without looking at the clock?

2. a) Read part A of the text and say if these statements are true or false.

1. We all have a body clock.
2. Our body clock doesn't operate in the dark.

### Body Clocks

A. Are you the kind of person who sometimes stays up late to do your homework? Or do you prefer to get up early in the morning to finish it? Your body clock helps decide what you prefer. Scientists say that everybody has an internal body clock that controls their activities at different times of the day. Our body clock makes us sleepy at night but not during the day, and hungry at meal times but not during the night. It even controls how active we feel.

- b) Read part B of the text and answer the questions.

B. Some people are like owls, birds that are active at night; others are like larks, birds that are active in the morning. "Owls" like to stay up late at night, but it's very difficult for them to get up in time for work or school. "Larks" like to go to bed early and start their day before other people usually get up. "Owls" are not lazy — they have a slow body clock, so they always need more time in the morning. "Larks" have fast clocks — they have no problem getting up, but they are ready for sleep before most people. Everyone can learn to follow school time, but some body clocks make it more difficult than others.



1. Do you know Ukrainian words for *owl* and *lark*?
2. What is the difference between "owls" and "larks"?
3. What do you think happens to a person's body clock in space?

### 3. Class survey. Are you a class of "larks" or "owls"?

a) Work in small groups of three or four. Ask the questions and complete the table.

E. g. What time do you go to bed during the week/ at weekends?

	Name	Name	Name
1. time/go/bed/week?			
2. time/go/bed/weekends?			
3. time/get up/ week?			
4. time/get up/ weekends?			
5. easy to get up?			
6. how/ get up? alarm-clock?			
7. favourite time of the day?			

b) Tell the class about your group's habits.

E. g. We are all "larks". We all get up early during the week.

### 24. Match these phrases with the pictures below and on the next page.

- every day
- once a month
- twice a year
- three times a year

1

**Січень**

3 10 17 24 31  
4 11 18 25  
5 12 19 26  
6 13 20 27  
7 14 21 28  
1 8 15 22 29  
2 9 16 23 30

**Квітень**

4 11 18 25  
5 12 19 26  
6 13 20 27  
7 14 21 28  
1 8 15 22 29  
2 9 16 23 30  
3 10 17 24

**Листопад**

3 10 17 24 31  
4 11 18 25  
5 12 19 26  
6 13 20 27  
7 14 21 28  
1 8 15 22 29  
2 9 16 23 30

**Лютий**

7 14 21 28  
1 8 15 22  
2 9 16 23  
3 10 17 24  
4 11 18 25  
5 12 19 26  
6 13 20 27

**Травень**

2 9 16 23 30  
3 10 17 24 31  
4 11 18 25  
5 12 19 26  
6 13 20 27  
7 14 21 28  
1 8 15 22 29

**Листопад**

7 14 21 28  
1 8 15 22 29  
2 9 16 23 30  
3 10 17 24  
4 11 18 25  
5 12 19 26  
6 13 20 27

**Березень**

7 14 21 28  
1 8 15 22 29  
2 9 16 23 30  
3 10 17 24 31  
4 11 18 25  
5 12 19 26  
6 13 20 27

**Червень**

6 13 20 27  
7 14 21 28  
1 8 15 22 29  
2 9 16 23 30  
3 10 17 24  
4 11 18 25  
5 12 19 26

**Грудень**

5 12 19 26  
6 13 20 27  
7 14 21 28  
1 8 15 22 29  
2 9 16 23 30  
3 10 17 24 31  
4 11 18 25

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2

**Січень**

3 10 17 24 31  
4 11 18 25  
5 12 19 26  
6 13 20 27  
7 14 21 28  
1 8 15 22 29  
2 9 16 23 30

**Квітень**

4 11 18 25  
5 12 19 26  
6 13 20 27  
7 14 21 28  
1 8 15 22 29  
2 9 16 23 30  
3 10 17 24

**Жовтень**

3 10 17 24 31  
4 11 18 25  
5 12 19 26  
6 13 20 27  
7 14 21 28  
1 8 15 22 29  
2 9 16 23 30

**Лютий**

7 14 21 28  
1 8 15 22  
2 9 16 23  
3 10 17 24  
4 11 18 25  
5 12 19 26  
6 13 20 27

**Травень**

2 9 16 23 30  
3 10 17 24 31  
4 11 18 25  
5 12 19 26  
6 13 20 27  
7 14 21 28  
1 8 15 22 29

**Листопад**

7 14 21 28  
1 8 15 22 29  
2 9 16 23 30  
3 10 17 24  
4 11 18 25  
5 12 19 26  
6 13 20 27

**Березень**

7 14 21 28  
1 8 15 22 29  
2 9 16 23 30  
3 10 17 24 31  
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5 12 19 26  
6 13 20 27

**Червень**

6 13 20 27  
7 14 21 28  
1 8 15 22 29  
2 9 16 23 30  
3 10 17 24  
4 11 18 25  
5 12 19 26

**Грудень**

5 12 19 26  
6 13 20 27  
7 14 21 28  
1 8 15 22 29  
2 9 16 23 30  
3 10 17 24 31  
4 11 18 25

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3

# 23 Серпень

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Понеділок

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Пн	2	9	16	23	30
Вт	3	10	17	24	31
Ср	4	11	18	25	
Чт	5	12	19	26	
Пт	6	13	20	27	
Сб	7	14	21	28	
Нд	1	8	15	22	29

2004

4

# 23 Серпень

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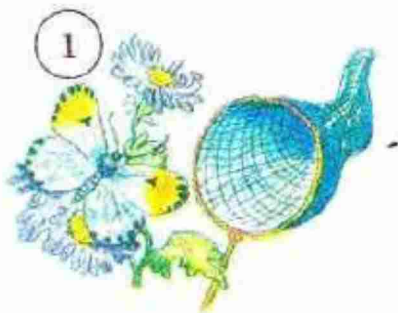
Понеділок

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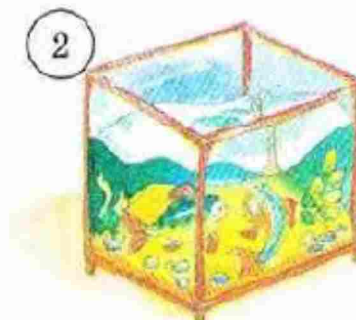
Пн	2	9	16	23	30
Вт	3	10	17	24	31
Ср	4	11	18	25	
Чт	5	12	19	26	
Пт	6	13	20	27	
Сб	7	14	21	28	
Нд	1	8	15	22	29

2004

5. Listen to the dialogue and find the pictures for each activity Sara and Ali did. Using the pictures, tell who did what and how often.



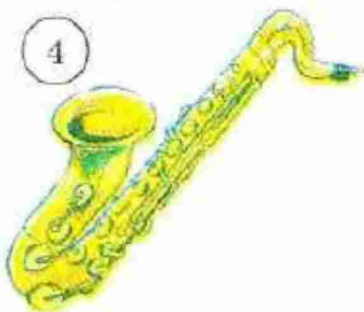
three or four  
times a year



every day



two or three  
times a month



once a week



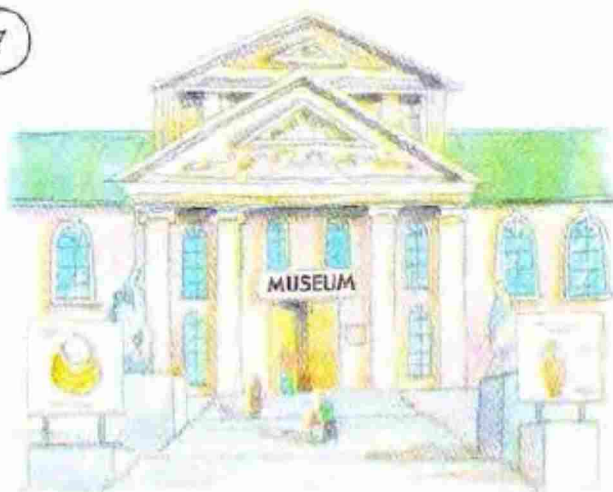
once a week



twice a month



7



two or three times a year

8



three or four times a week

**6. Read the words and phrases in the box. Do any of them mean the same? Copy the line and put the words and phrases from the box on the line between *never* and *always*.**

almost always, normally, not very often, rarely, often, quite often,  
usually, sometimes, very often

never

always

0      1      2      3      4      5      6      7      8      9      10

**7. Class survey.** a) Choose one of the questions and find out the answer to it from all the pupils in your group.

1. How often do you lie in bed after waking up?
2. Do you usually get dressed before or after breakfast?
3. How often do you eat between meals?
4. Do you ever shut yourself in the bathroom to be alone?
5. How often do you talk to yourself?
6. How often do you daydream at school?
7. How often do you have arguments in your head with other people?
8. How often do you sing in the bathroom?
9. How often do you cook for yourself?
10. How often do you cook for other people?
11. How often do you go shopping?
12. How often do you eat in bed?
13. How often do you look in a mirror?
14. How often do you go to the dentist?

b) Make a portrait of a typical pupil in your class. Each person should say one sentence.

E. g. *The typical pupil in this class cooks for himself/herself once a week.*

38. a) Read the interview. Copy the table and make a list of Megan's good and bad habits.

*Reporter:* Megan, do you have any habits that your mom doesn't like?

*Megan:* No, I don't think so. I'm quite tidy. I clean my own room. My mom sometimes gets angry with me when I use the phone for a long time and she doesn't like my music. But we don't argue a lot about it.

*Reporter:* We asked Mrs Blake the same questions earlier this week. Did she agree with Megan? Let's see.

*Mrs Blake:* Megan is quite good really. She's very tidy and she doesn't leave her clothes on the floor like her brother does.

*Reporter:* So she never does anything that you dislike?

*Mrs Blake:* Oh, she does. I mean she's always talking to her friends on the phone — she talked for forty minutes last night. She never finishes a meal. She's always leaving the food on her plate. I ask her to finish but she rarely listens. She often gets up very late on Sundays, too.

*Reporter:* Is there anything else?

*Mrs Blake:* Yes, I am always telling her to turn her music down — it's so loud. We love her really and we do try to understand her. I am sure we as well do lots of things that she dislikes.

Good habits	Bad habits
<i>She is very tidy.</i>	<i>She is always talking on the phone.</i>

b) Look through the list of habits which are, according to Mrs Blake, bad. Do you agree they are bad? Discuss with a partner.

9. Compare these sentences and say which habit each of them describes: a good one or a habit that someone dislikes.

a) She **doesn't** leave her clothes on the floor.

b) She **is** always leaving the food on her plate.

(See Grammar Reference, §1, p. 142.)

10. **Pair work.** a) Ask and answer questions about your partner's habits. Use these expressions:

tidy your room, speak on the phone for a long time, eat all the food on your plate, leave your clothes on the floor, eat in bed, exercise, stay in bed on Sundays, close doors after you leave a room, put the top on the toothpaste, do make-up, listen to loud music, play computer games late, help about the house, read in bed, stay up late, brush your teeth twice a day



E. g.

A: Do you tidy up your room?

B: No, I don't.

A: Why not?

B: Because I'm always studying.

b) Make a list of three of your partner's good habits and three of their bad ones. Tell the class about some of your partner's habits. Use the right verb forms.

**11. Group work.** a) In small groups discuss if it is easy to get along with people who:

- are always giving advice to everybody;
- never listen to someone's point of view;
- are always changing their mind;
- are always criticizing someone;
- are always interrupting.

b) What about yourself? Can anyone use these qualities to talk of you?

**4 12.** a) What qualities do you think are important for an astronaut? Which qualities mustn't an astronaut have? Which qualities are not very important? Sort out the words in the box into these three groups.

serious, disciplined /'disiplnd/, sociable /'səʊsəbl/, easy-going, reliable /rɪ'laɪəbl/, generous, bad-tempered, mean, honest, forgetful, selfish, talkative, energetic, tolerant, polite, optimistic, shy, neat, aggressive, active, untidy, clever, adventurous, emotional, friendly, helpful, kind, brave, lazy, boring, stupid, hard-working

b) Listen to the radio interview. Does the psychologist name the same qualities as you have chosen?

**13.** Can you tell what a person is like by the things he or she has? Look at the picture and say what you think of the person who lives in this room.



**14. Group work.** a) Make a list of 10 things which belong to you. Choose only those things which are typical of you. Don't show the list to anyone.  
b) Mix up the lists and read them out in groups. The group must guess who wrote each list.

**15.** Can you tell what a person is like by the things which he or she likes?  
a) Complete the sentences below with one of the following words or phrases.

- |  |                   |
|--|-------------------|
| 1. I ... going to discos and parties.    |                   |
| 2. I ... playing computer games.         | love              |
| 3. I ... meeting new people.             | really like       |
| 4. I ... listening to classical music.   | like              |
| 5. I ... travelling by plane.            | quite like        |
| 6. I ... pop music.                      | don't really like |
| 7. I ... babies.                         | don't like        |
| 8. I ... my school and classmates.       | hate              |
| 9. I ... cats.                           | detest            |
| 10. I ... being alone.                   | can't stand       |
| 11. I ... jigsaw puzzles.                |                   |
| 12. I ... getting up early.              |                   |
| 13. I ... the taste of lemon.            |                   |
| 14. I ... going to the dentist.          |                   |
| 15. I ... walking in rainy weather.      |                   |
| 16. I ... being the centre of attention. |                   |
| 17. I ... doing my homework.             |                   |
| 18. I ... tests at school.               |                   |
| 19. I ... family meetings.               |                   |
| 20. I ... solving problems.              |                   |

b) Find people in the class who like and dislike the same things. Form groups for each statement. How many groups do you belong to?

**5 16.** We all belong to many different groups. Look through the list of groups below. Which ones do you feel a part of? Why? Discuss in pairs or small groups.

- |                    |   |
|--------------------|---|
| • same continent   | • same family                           |
| • same nationality | • same position in family (e.g. oldest) |
| • same religion    | • same age group                        |
| • same region      | • same education                        |
| • same language    | • same friends                          |

**17. Group work.** One of the groups to which all of us belong is a group of friends. Read the statements about friends' qualities and discuss them in small groups. Do you agree or disagree with them? Compare your answers with other groups.

1. "I love basketball, but my best friend hates it. My friend needn't be interested in all the things that I like. We can have our own interests."
2. "A good friend mustn't let you down. I was best friends with a girl but in the middle of the school year she suddenly started ignoring me. I felt really terrible."



3. "I'm beautiful, but my friends needn't be good looking. They must be interesting though — I don't like boring people."
4. "My friends must be honest. They mustn't tell lies or say bad things about me. We should never offend our friends."
5. "Some of my best friends are girls. Friends needn't be the same sex as you."
6. "My friends needn't buy me presents. I can buy the things I really want. A good friend however must offer you something. There must be give and take."
7. "My best friend is two years older than me. Friends needn't always be the same age but they must be interested in the same things."

**18. Pair work.** a) What do you expect of your best friend?

- Make a list of three things he/she **must** do/have/be.  
E. g. *He must be honest.*
- Make a list of three things he/she **mustn't** do/have/be.  
E. g. *She mustn't lie to me.*
- Make a list of three things he/she **needn't** do/have/be.  
E. g. *She needn't be the same age as me.*

b) Discuss your lists in pairs. What do the lists have in common?

c) Are you a good friend? What qualities make you a good friend? What qualities do you need to develop?

**19. Read the story and answer the questions.**

Once a man built a house. The house was nice but very small. He invited his friends to visit him. He wanted them to see his house. His friends came and looked at the house. But no one said anything good about it.

"The front of the house is not nice enough," said one.

"The house is small and there are not enough windows in it," said another.

"Look at these windows!" cried the third. "They are so ugly!"

"Look at the roof!" said the fourth. "It will probably fall down when it snows."

"And the doors! They are not big enough."

"Have you ever seen such rooms?" asked another. "They are too small even for one man."

The man listened to his friends in silence. At last he said, "It may be true that my house is small. But it is also true that I haven't enough good friends who can live with me even in such a small house."

1. Were the man's friends his real friends? Why? Why not?
2. Should you always tell the truth to your friends? Why? Why not?

**6 20. a) For many people their brothers and sisters are their best friends. Ron's father Malcolm has a twin brother Martin. Look through the information in the table and make up a story about them.**

	Martin	Malcolm
date of birth	22 August	22 August
time of birth	11.10 am	11.20 am
hair	fair	fair
looks like	Mum	Dad
how tall	1.90	1.93
school	Central College	Central College
Geography	A	B
Maths	C	B
English	D	D
profession	Art teacher	banker

b) Listen to more information about the twins, take notes and use the facts to describe Martin and Malcolm.

**21.** Read a letter that a girl sent to a newspaper. What do you think of her relationship with her sister? Are they friends?

*I am fed up with my sister. My mum and dad treat her like an adult and they treat me like a child. She's only two years older than me. But she can do what she wants. She never helps at home and I have to help with cooking, washing-up and cleaning. It's not fair. My sister and I both go to the same school. I usually get better results than her and she never does her homework. She's got a boyfriend who rides a motorbike. She mustn't go on it but I've seen her in town with him on the motorbike. I'm more responsible than she is but I can't have a boyfriend. I'm so unhappy. What can I do? Please help me.*

**22. Group work.** Discuss these questions in groups of three or four.

1. Do you think the feelings described in the letter are really typical? Why? Why not? Give arguments.
2. Analyse your own feelings towards your sister/ brother (if you have any). Have you ever been jealous of her/him? If yes, why?
3. Have you ever felt that your parents or grandparents are/ were more critical towards you than towards your sister/ brother?
4. Have you ever been punished or praised instead of your sister/ brother? Can you tell your group how it happened?
5. Have you ever wanted to be or to look like your sister/ brother? Why? Why not?
6. Have you ever wanted to be an only child in the family? Why? Why not?



7. What can be reasons for conflicts between brothers and sisters?
8. What do you dislike about your sister or brother? When do you get angry with each other?
9. Does it make a difference whether your brothers or sisters are older or younger than you?
10. In what ways can brothers and sisters care for each other?
11. What are the advantages and disadvantages of having brothers and sisters or of being an only child?

**23. Role-play.** a) Choose one of the situations and role-play it. Compare the endings of your role-plays with other pairs.

1. Two sisters or two brothers are quarrelling about whose turn it is to choose which TV channel to watch.
2. Someone has borrowed something from their brother or sister without asking.

b) Role-play your own situations.

**7 24.** Read the poem and answer the questions.

### The Quarrel

I quarrelled with my brother,  
I don't know what about,  
One thing led to another  
And somehow we fell out.  
The start of it was slight,  
The end of it was strong,  
He said he was right,  
I knew he was wrong!

We hated one another.  
The afternoon turned black.  
Then suddenly my brother  
Thumped me on the back,  
And said, "Oh, come along!  
We can't go on all night —  
I was in the wrong".  
So he was in the right.

1. Who do you think was right in the quarrel?
2. How did the boys feel about their quarrel?
3. How did they show their feelings?

**25** Have you ever quarrelled with someone? How did you feel? a) Choose a face or some faces that show what you felt (see also the next page).

1



2



3



4



5



6



b) Choose a word to match each of the pictures.

happy, unhappy, nervous, surprised, angry, bored

26. Look at these situations. How do the people feel?

1



2



3



4





5



6



**27.** Read the story and fill in the gaps with the words from the box.

bored, cold, happy, hungry, sad, thirsty, tired

One day Sara went for a walk in the yard. There were no children there and she was ...(1). She didn't know what to do. Suddenly she saw a little kitten. Sara became very ...(2) because she understood somebody threw it away. The kitten was ...(3). The girl found a box, put a piece of cloth in it and made a bed for the kitten. She thought the kitten was ...(4) and ...(5), so Sara gave it some food to eat and some milk to drink. Then they began to play. The kitten was funny and Sara was ...(6) that she found a new friend. Soon the kitten got ...(7) and went to sleep in the box.

**28. Pair work.** Write a list of three emotions. Let your partner guess them.

E. g. *Are you tired?* — *Yes, I am.*

*Are you bored?* — *No, I am not.*

.....

## Study Skills

**8** If you don't know how to read a word, you can find its transcription in the dictionary. The dictionary does not only give the transcription of the word, but also shows the stress in it:

**in-va-sion** /in'veiz(ə)n/ *n* [C,U] when the army of one country enters another country by force, in order to take control of it

the number of syllables (3)      the stressed syllable (inVAsion.)

Read these words. Find the words with the stress on the first syllable, with the stress on the second syllable, with two stresses.

Europe, America, domestic, penguin, tadpole, omnivore, cartoon, documentary, interview, detective, reporter, comedies, serial, exercise, homework, competition, postcards, embroidery, modelling, embroider, plasticine, origami, foreign, language, ocean, mountain, country, village, nationality, Ukraine, businessman, pensioner, serious, eyelashes, reptile, museum, mosquito, vocabulary, policeman, resurrection, congratulate



## Project



**8-9** What is your personality? Use pictures or real objects to make a poster-collage that represents you. Include information about:

- your favourite things, food and clothes;
- things you can do very well and things you would like to do better;
- your likes and dislikes;
- your habits;
- your qualities;
- other things that you think can help understand you.

Present your project to the class. Explain why you have included this or that picture or object. What do they say about you?



## Test Yourself!



**9 1.** Listen to the text and say if the statements are true or false. Get one point for each correct answer.

1. John Smith and his wife Mary lived in the forest.
2. Once, when Smith was in the forest, he found a dog.
3. He took the dog home and gave him some vegetables.
4. In the morning he couldn't find the dog.
5. In a week he found the dog in the forest and brought him home.
6. The dog didn't let Smith touch him.
7. The Smiths liked the dog and called him Wolf.
8. When the dog saw Smith for the first time he jumped at him.
9. A man came to the Smiths and took the dog with him.
10. The dog remembered his old master and ran with him.

**2.** On a sheet of paper, put these sentences (in figures) in the correct order. Get one point for each correct answer.

1. At last the day came when the dog stayed in the house.
2. But the dog ran away and it continued for a long time.



3. He took the dog home.
4. He wanted to take the dog with him.
5. Once a man who knew the dog appeared in their place.
6. Once John was in the forest and saw a dog, very hungry and tired.
7. Smith and his wife liked him very much and called him Wolf.
8. Smith gave him some fresh meat and left him in the house.
9. The dog ran after the man and never turned his head.
10. The Smiths didn't want to let the dog go.



## Reading Corner

### Pandora's Box

10 1. Long, long ago, when the world was new and happy Epimetheus lived with his beautiful young wife Pandora in a house made of branches and leaves. The sun always shone brightly and the wind was never cold. Merry voices came on the wind and you could hear laughter everywhere. Epimetheus and Pandora were the happiest of all as they loved one another and were always together.

2. One day as they were dancing under the trees they saw the god Mercury coming towards them. He had a wooden box on his shoulder and looked tired and hot. "Ask him what he has in that box," said Pandora to Epimetheus. But Mercury didn't want to tell them. "That is not for you to know," he answered. "Will you let me put my box in your house for some time? I am going far away and the heavy box makes my steps slow. I will come for it on my way back."

"We will take care of it for you," said Epimetheus. "Put it in a corner of our house. It will be safe there." "Don't open it," said Mercury. "You will be sorry for it, if you do." "We shall not even look at it," said Epimetheus. "You needn't worry, Mercury." So the god placed his box on the ground in the corner of Pandora's house. Then he set off again through the forest.

3. Pandora was curious to know what was in the box. She left Epimetheus who was dancing with his friends and came into the house. She looked at the box for a long time and then her eyes opened wide in surprise. The box was whispering. Little sounds came from it. Pandora felt more curious than ever: "There must be something alive inside that makes that whispering noise." She ran to the box and sat down by it. It was very beautiful, made of fine dark wood. Round the box was a strong golden cord.





4. The whispering went on and on. Pandora listened, but she couldn't hear the words. Just then Epimetheus came in to ask her to come and play with him. "Oh, Epimetheus, I want to know what is in this box," said Pandora. "Do you think I can just peep?" Epimetheus was shocked. "Mercury said that we mustn't know," he said. "Come away, Pandora. Come and play with me in the sunshine where everyone is happy."

But Pandora didn't go. Epimetheus looked at her in surprise and then left her alone. He ran out to his friends.

5. Pandora heard the laughter of her friends, but she thought only of the whispering box. Surely she could peep into the box. Her clever fingers worked

at the golden cord, but she couldn't do anything with it for a long time. "Pandora, Pandora, come and dance!" cried her friends outside. But the girl didn't answer. She had to know what was in the box. She couldn't be happy without it.

6. Suddenly the golden cord fell on the floor. And there lay the box ready to open. "Now it is stupid not to open the box," thought the girl. "Shall I just peep inside and then close it? What harm could that do to anyone? I really must find out what makes the whispering noise." She put her ear to the box and listened. Then quite clearly she heard tiny voices. "Pandora, sweet Pandora!" they said. "Let us out, we ask you. The box is so dark." The girl was surprised. As she was trying to decide what to do she heard Epimetheus coming again. So she quickly opened the box and looked inside before he came.



7. Alas! Within the box were all the sorrows, pains and evils of the world. As soon as Pandora opened the box they all flew away. They flew to Pandora and surprised Epimetheus and touched them. At once they both felt pain and anger for the first time. Then the creatures flew out into the forest to Pandora's friends and they changed their cries of happiness to pain and sorrow. Epimetheus and Pandora began to quarrel.

8. In the middle of their quarrel they suddenly heard a sweet voice calling to them. They stopped their angry words to listen. The voice came from the box, which Pandora closed. It was a high



voice, sweet and loving. "Let me out, let me out!" it cried. "I will take away your sorrow and bring you peace, only let me out." "Shall I open the box again?" said Pandora. "You cannot do much worse than you have already done. So you may see what is left," said Epimetheus.

9. So for the second time Pandora opened the box and this time out flew a little creature with white wings. She was called Hope. She flew at once to Pandora and Epimetheus and touched them with her wings. Then off she flew to do the same for their unhappy friends outside. All of them became happy again.

10. So because of Pandora's foolish curiosity, sorrow, pain and evil came into the world and have been with us since then. But Hope stayed, too.



## ENGLISH CHARACTER

1. English people are **reserved**. It's their best known quality. A reserved person doesn't talk very much to strangers, doesn't show much emotion. He or she never tells you anything about himself or herself. If an Englishman is travelling by train he will try to find an empty compartment. If there are two strangers in a compartment they can travel many miles without talking to each other. The great topic of conversation between strangers in Britain is the weather.



2. Englishmen are also very **modest**. If a person, for example, is very good at tennis, and someone asks him if he is a good player, he will probably give an answer like "I'm not bad", or "I think I'm quite good."



3. English sense of **humour** is famous around the world. The ideal sense of humour is when you can laugh at oneself. "He is a man of humour" or "He has no sense of humour" are the phrases that you can often hear in Britain.



4. English people are **well-disciplined**. They have very **good manners** and know how to behave. They are very **polite**; they never use bad expressions. When they are in a shop or waiting for a bus they always stand in line.



**1. Read a page from Vira's diary and answer the questions.**

Dear diary,

I am getting used to the life on the spaceship but I still miss home. I miss my mum's food, for example. Here the food is not bad, it's like the ready-made food that we buy in the supermarkets. We need only to put it in the microwave and it's ready. I can't imagine how astronauts ate all the food from tubes. And it was only about ten years ago! Anyway, my mum's fried potatoes and varenyky are the best in the world. How much I would like to eat them now!

Today we are having one more medical test. There is a different test every day. The doctors on Earth want to know everything about our state of health.

1. What do you prefer: ready-made or home-made food?
  2. How often do you eat ready-made food?
  3. What's your favourite home-made food? Can you cook it yourself?
- 2. Play a game. Who can make the most word combinations using the words from the box? a) Write them on the blackboard. Get one point for each correct word combination.**

butter, chicken, meat, sausage, fried, vegetable, fruit, soup, egg, tomato, potato, cheese, cucumber, salad, boiled, orange, banana, lemon, apple, omelette, porridge, cutlet, sandwich, bread, fish, jam, pie, baked, yoghurt

- b) Play *Bingo*! Choose any ten phrases from the blackboard. Write them in your copybook. Then listen to the teacher. If you hear the phrase that is in your copybook, cross it out. When you have no phrases left on your list, shout "Bingo!" You are the winner.

- 3. a) Make a list of your five most favourite dishes and five things you hate to eat.**

b) **Group work.** Talk to each other and find out who likes and dislikes the same food as you do. Ask how often they eat this food.

c) Make a portrait of a typical pupil in your class. Each person should say one sentence.

E. g. *The typical pupil in this class loves potatoes: he eats them almost every day,*

.....



4. a) Read the sentences and sort them out to make two stories.

1. Very few people know that a very rich Englishman invented a sandwich. 2. Most people know what a hot dog is. 3. He liked playing cards very much. 4. It's a sausage in a roll. 5. The long red sausage is called frankfurter. 6. He could spend the whole day and night playing cards. 7. It got its name from the German town of Frankfurt. 8. When he was hungry he didn't want to stop the game. 9. The sausages became very popular. 10. People ate a lot of them during baseball matches. 11. He took a piece of meat and put it between two slices of bread. 12. But it wasn't easy to have a hot sausage in the hand. 13. In this way it was easier for him to eat and play at the same time. 14. One man, Harry M. Stevens, had an idea! 15. The name of this Englishman was Sandwich. 16. He put frankfurters in long hot bread rolls. 17. It made them easier for people to eat. 18. Since 1762 rich people in restaurants started eating sandwiches, too. 19. In 1906 one newspaper published a cartoon in which there was a long dog in the roll instead of the frankfurter. 20. Today almost every office worker in Great Britain has a sandwich for lunch. 21. People started to call rolls with frankfurters *hot dogs*.

b) What foods are these stories about? When did they appear? What is similar and what is different between them? Who are their inventors?

25. What can we do with foods? a) Look at the pictures given below and on the next page and read these words.

grill /grɪl/, fry /fraɪ/, steam /sti:m/, roast /rəʊst/, boil /boɪl/,  
stew /stju:/

1



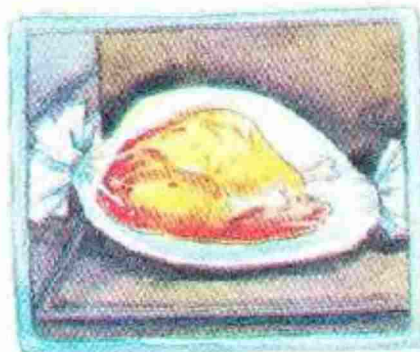
2



3



4



5



6



b) Match the words given on p. 49 with their Ukrainian equivalents.

варити, смажити, тушкувати, смажити на рашпері / на решітці, запікати (у духовці), готувати на пару

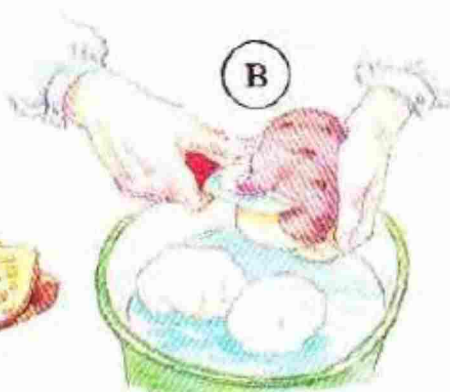
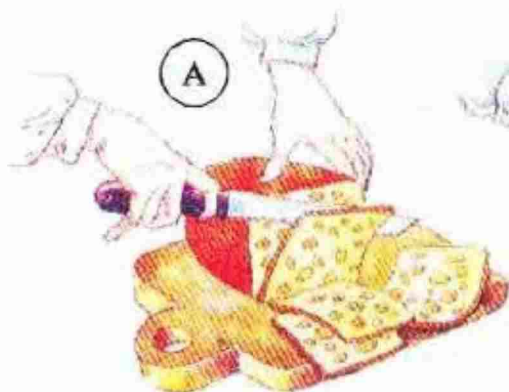
c) Say what we can do with these foods. Use the verbs from the first column and the nouns from the second column.

Verbs	Nouns		
grill	meat	potatoes	pizza
bake	vegetables	eggs	fish
fry	chicken	cake	cutlet
boil	fruit	milk	omelette
stew	bread	apple	soup
steam	sausage	rice	biscuits
roast	cheese	spaghetti	salad

6. a) Read the sentences and guess the meanings of the words in bold type.

1. Megan is **slicing** the cheese for sandwiches.
2. Before making a salad we usually **peel** the vegetables which we put in it.
3. When we cook for babies we usually **mash** the food.

b) Match the pictures with the verbs from a).





7. Read the recipe. Fill in the gaps with the words from the box. Guess what recipe it is.

add, boil, cut, get, mash, peel, put, take, wash, add

1. (1) 3 or 4 potatoes. (2) them. Then ... (3) them carefully. If the potatoes are very big, ... (4) them into smaller pieces. Then ... (5) them into cold water, (6) some salt and (7) till they are ready. (8) the water out and (9) some milk and butter. Wait till the milk starts boiling. ... (10) everything carefully.

8. What traditional dishes do you usually cook in your family when you invite someone for a holiday dinner / birthday / New Year's Day / Christmas, etc.? Can you explain what they are made of? How do you cook them?

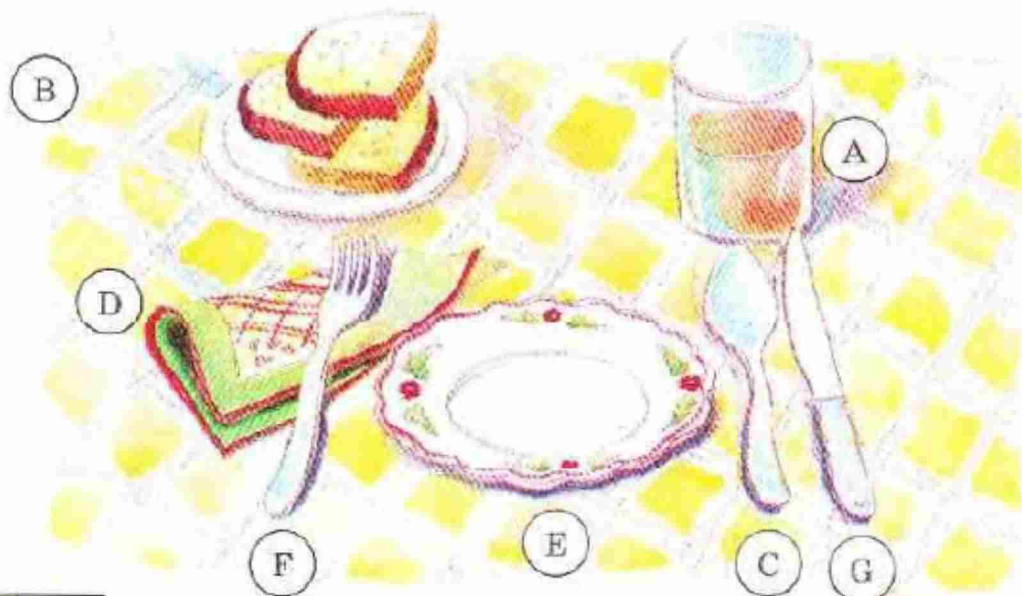
E.g.

Holiday	Dish	Ingredients	Recipe
New Year	Russian salad*	potatoes, eggs, cucumbers, sausage, mayonnaise, salt, pepper, peas	wash, boil, peel, cut, mix, add

39. Read the text, look at the picture and match the numbers in the text with the letters in the picture. Do you always lay the table for guests like this?

### How to Lay the Table

First you spread the table cloth (1) and put the plates (2). Then you take soup spoons for the soup, spoons for the sweet and all the knives and forks. You should put the knife (3) and the soup spoon (4) on the right of the plate and the fork (5) on the left. On the left of each guest you put a small plate for bread and on the right — a glass (6). Don't forget to put out the table napkins (7) for each guest.



\* Russian salad — салат-оливье

**10. Listen to the text and answer the questions.**

1. Where did Thomas Coryat come from?
2. What did he see there for the first time in his life?
3. What did his friends do when he showed it to them?
4. Why did people in Italy eat with forks?
5. Why did Thomas eat his meat with fingers?

**11. Parents often teach their children table manners. Are table manners the same all over the world? Read and compare the different attitudes to these table manners: plates, noises, hands. What are they in Ukraine?**

Table manners are very different in different countries. For example, in Britain, you mustn't lift your soup plate to your mouth. In Japan, however, lifting your plate to your mouth is a traditional way of drinking your soup. And in Japan you needn't worry about making a noise when you drink it. It shows that you are enjoying the food. That's not true in Britain.

In Britain people don't put their hands or elbows on the table at all during a meal. In Mexico however guests keep their hands on the table throughout a meal. But in Arab countries we really must be attentive about what we do with our hands. You see, in Arab countries you mustn't eat with your left hand. This is very-very impolite.

So what should you do if you visit another country? Well, you needn't worry. Look at your host and hostess and try and do as they do.

**12. Group work. In groups of three or four, discuss which of these rules are true and which are false in Ukraine.**

1. When eating take as much as you can but don't eat everything.
2. Don't eat too fast or too slowly. Cut as you eat.
3. Take a little of every dish that the hostess gives you.
4. Sit up straight. Put your elbows on the table while eating.
5. Don't reach across the table — say: "Would you please pass the pepper?"
6. Start eating first. Don't wait for others.
7. To show that you have had enough, place knife and fork together.
8. When refusing a dish say: "No, thank you", when accepting: "Yes, please".
9. Don't leave the spoon in your cup when drinking tea or coffee.

**4 13. What can you see on a restaurant menu? a) Match the words with their definitions.**

- |                |   |   |
|----------------|---|---|
| 1. starter     | — | a. a person who brings food in a restaurant |
| 2. main course | — | b. a sweet dish at the end of a meal        |
| 3. dessert     | — | c. the first dish in a meal                 |
| 4. waiter      | — | d. the most important dish in a meal        |

**b) Answer the questions. Choose the answers from the list in the box.**

1. What dishes do we eat as starters?
2. What can you see on a menu as the main course?
3. What is there on it for the dessert?



chicken soup, chocolate cake, orange juice, fried fish, apple pie, chips, tea, mashed potatoes, macaroni, cutlet, ice cream, mineral water, roast chicken, fruits, chocolate, egg salad, black coffee, tomato soup, grilled meat, cookies

**14. Match the parts of the dialogues.**

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| 1. Could I have the menu, please?   | a. No, thank you, I wouldn't.   |
| 2. Whose is the tomato soup?        | b. Tomato or chicken?           |
| 3. Would you like a dessert?        | c. Here it is, sir.             |
| 4. Have you got any fish?           | d. Black or white?              |
| 5. We'd like two coffees, please.   | e. It's mine, thank you.        |
| 6. Could we have two soups, please? | f. I'd like vanilla, please.    |
| 7. Which flavour would you like?    | g. Sorry, fish is off the menu. |

**15. Group work.** a) In groups of four, make up menus for a café. You should have starters, main courses, drinks and desserts.

b) Role-play conversations in a café. One person from each group goes to some other group and plays the role of a waiter. The other three people play the roles of visitors.

**16.** The people below are at the airport and looking for something to eat. There are descriptions of three eating places on the next page. Decide which place would be the best for each of them.



Jim and his children want a place where they can serve themselves as they each like different things to eat. They can have hot or cold food.



Susan and her friend have arrived too soon for their morning flight. They got up very early and now they want a hot drink and something sweet to eat with it.

### A. Tea and Coffee House

We serve six different kinds of tea and coffee along with various cakes, biscuits and cookies. Open 24 hours.

### B. Sea Food and Salad Bar

Recently opened and already a favourite with all our passengers. Help yourself to our delicious cold fish and salads. That's always something different on the menu. Close to the departure gates to save your time. Our friendly staff will make sure you don't miss your flight. Open 10.00 am—9.00 pm.

### C. Café Rapide

We offer quick freshly prepared hot dishes. Ideal for people waiting for family or friends, as it is near the arrivals point, or just for those who enjoy watching the world go by. Open 6.00 am—10.00 pm.

**5 17.** People eat to have energy. We use the word *calories* when we talk about energy. a) Look through the table. It shows how many calories different foods have.

Food	Number of calories	Food	Number of calories
✓ cornflakes (30g)	100	✓ chips (100g)	180
✓ cheese (100g)	300	rice (100g)	100
✓ chocolate (50g)	250	potatoes (100g)	50
fish (100g)	100	orange (100g)	35
bread (50g)	150	✓ Coke (100ml)	250
✓ roll (100g)	350	milk (100ml)	65

b) If Ron eats 45g of cornflakes and 200ml of milk, 75g of bread, 50g of cheese and a 150g orange for breakfast, how many calories is that?

c) Find out how many calories you eat for breakfast, lunch and dinner in one day. Boys of your age need 2,650 calories per day, girls need 2,150 calories. Do you have enough or too many?

**18.** Read the text. Match the words in bold type with their Ukrainian equivalents.

білки, вітаміни, вуглеводи, жири, клітковина, мінерали

Your body needs six things to grow and be healthy: carbohydrates /kɑ:bəʊ'haidreɪts/, fats, fibre /'faɪbə/, minerals, proteins /'prəʊti:nz/ and vitamins. **Carbohydrates** give you energy. **Fats** give you energy and help to keep you warm. **Fibre** is very important for your body to work well. Your body also needs about twenty different **minerals**. **Proteins** help your body grow. **Vitamins** help to keep you healthy. It is important that your food has all of these things. But it is also important that you don't eat too much or too little.



**19.** Look at the pictures. Where can we find all the things that we need to be healthy? a) Name the foods.



**Proteins**



**Fibre**



**Minerals**



**Carbohydrates**



**Vitamins**



**Fat**

b) This is what Ron likes to eat on Sundays. What useful things has he got in his food? Is his food healthy?

<i>Breakfast</i>	<i>Lunch</i>	<i>Dinner</i>
cornflakes and milk omelette white bread butter slices of toast tea with sugar	meat sandwich fish and chips salad cake ice cream Coke	vegetables rice pudding fish macaroni yoghurt fruit juice

20. a) Write down everything you eat during one day. Put down the time and the food.

b) **Group work.** Bring your notes to the class and discuss them in your group. Who had the healthiest meals?

6 21. Read the text and answer the questions.

What does it mean to **be fit**? The dictionary says that this expression means to be in a good physical form. What do you need to be fit? Doctors explain that several things are important: what food you eat, how you take care of your body and your clothes, what daily habits you have, how often you exercise. Here's their list of advice on keeping fit:

- Eat well. Choose healthy food and have regular meals.
- Don't always sit around — exercise regularly — three times a week.
- Help your parents with the housework — often.
- Keep your clothes clean and change them regularly.
- Take care of your body. Keep it clean and healthy.
- Sleep more — go to bed earlier.

1. Which advice do you follow?
2. Which advice don't you follow? Why?
3. Do you think that you are fit? Which advice can help you get fitter?

22. **Group work.** Discuss these questions in groups of three or four. Compare your answers with other groups.

#### You and your clothes

How often should you...

- change your underwear?
- change your socks?
- change your jeans (skirt, trousers)?
- change your blouse (shirt)?

#### You and your body

How often should you...

- wash your hands?
- wash your face and body?
- wash your hair?
- brush your teeth?






23. **Pair work.** Look through the activities given in the table and discuss the answers to these questions.

Are you fit? How do you think you can do in these tests?



Use these symbols to mark how difficult you find each activity: *x* — very hard, *xx* — quite hard, *xxx* — OK, *xxxx* — quite easy, *xxxxx* — very easy. Do it on sheets of paper.

(Note: don't do these exercises now — try them later at home.)

1. Run twice round the playground.		
2. Step on and off a low bench for three minutes.		
3. Try to do eight press-ups.		
4. Try to do eight sit-ups.		
5. Sit down with your legs straight out in front of you. Try to touch your toes and stay in this position for three seconds.		
<p>How fit do you think you are?</p> <p>Put a tick in one of the boxes.    Very fit <input type="checkbox"/>    Quite fit <input type="checkbox"/></p> <p style="padding-left: 150px;">Not very fit <input type="checkbox"/></p>		

7 24. a) Look at the pictures and match them with the dialogues below.

- |   |   |
|---|---|
| A. — I've got a terrible <b>headache</b> .<br>— You shouldn't watch TV late.                          | D. — I've got a <b>sore throat</b> .<br>— You shouldn't eat too much ice cream. |
| B. — I've <b>caught a cold</b> .<br>— Here. Take the <b>temperature</b> .                             | E. — I've got an <b>earache</b> .<br>— You should wear a hat. It's cold.        |
| C. — I've got a <b>stomachache</b> .<br>— You should eat regularly. And not chips, but healthy meals. | F. — I've got a <b>toothache</b> .<br>— You shouldn't eat too much chocolate.   |

1



2



3



4



5



6





b) Match the words in bold type with their Ukrainian equivalents.

застудилася/застудився, зубний біль, головний біль, біль у животі, біль у дусі, біль у горлі, міряти температуру

c) What does the verb *should* express?  
(See Grammar Reference, §2, p. 142.)

**25. Answer the questions.**

1. What can happen if you eat too much chocolate and sweets?
2. What can happen if you play computer games long?
3. What can happen if you drink cold water?
4. What can happen if you eat unhealthy food?
5. What can happen if you don't wear a hat in cold weather?
6. How do you feel when you catch a cold?
7. What should you do when you catch a cold?
8. What should you do to keep your teeth healthy?
9. What should you do not to have a stomachache?
10. What should you do to have good eyesight?

**26. Read the story. Explain why the boy got well so quickly.**

One morning, when John's mother came to wake him up, he said: "Mum, I'm unwell. I have a terrible headache and a sore throat. My left ear aches, too. I have taken the temperature and it's very high. I probably have caught a cold. I can't eat anything, even my favourite chocolate cake, because I have an awful stomachache. Besides, I have a toothache, too." His mother was very sorry: "Oh, my poor little boy! It's good that today is Saturday and you don't have to go to school. You may stay in bed as long as you want." John looked surprised: "Did you say Saturday? Oh, you know, Mum, I think I feel much better already. I will have breakfast now. Don't forget to put a big piece of chocolate cake for me. And after breakfast I'll go and play with my friends in the park."

## Study Skills

**8** A dictionary tells you what part of speech the word is:

**work** /wɜ:k/ *n, v*     **good** /gʊd/ *a*

A **noun** (*n*) names a thing, person or place: *an apple, a girl, a town.*

A **verb** (*v*) names an action: *to read, to jump.*

An **adjective** (*a*) describes a thing or person: *old, blue, angry.*

Match the words from column A and column B.

A

1. brush
2. cook
3. do
4. learn
5. make
6. watch

B

- a. dinner
- b. film
- c. mistake
- d. morning exercises
- e. teeth
- f. words

## Project

8-9 Work in groups of three or four.

- Choose one of the topics given in the box.
- Find information on this topic and pictures for illustrations.
- Make a poster.
- Present your project to the class. Each member of the group should talk on a part of the project.

1. Foods that give us energy and help us grow.
2. Healthy habits.
3. Table manners.
4. How to keep fit.

## Test Yourself!

9 Read the text. There is a mistake in every line. Find the mistake and write the word correctly (near the number of the line) in your copybook. Get one point for each correct answer.

I was travelling in the Sudan by train and the journey I had to  
make was going to last about 48 hours. In about an hour  
someone from my compartament put a large cloth on the floor  
and people began to bring out fude. No one had a knife, so the people  
were breaking up the food and placing it on the cloth. I hed only  
three or four tomatoes. So I brouk up my tomatoes and put them  
on the cloth and then we all started to eet the food. And there  
was bred and meat and many different things; the people were  
eeting and I noticed that no one was eating my tomatoes. So I  
asked them to eat my tomatoes and everyone smiled vary politely  
but didn't take any. And slowli the food disappeared and disap-  
peared and my tomatoes were left. So at the end of the mele there  
was nothing left but my tomatoes. And I felt uncomfertable about  
this. I didn't know why. So I eated the tomatoes myself. Only  
sum time later I learned that the people didn't eat my tomatoes  
because I break them up with my both hands.



## Laughing Gas

(from the book *Mary Poppins* by Pamela L. Travers)

10 1. One day Mary Poppins took Jane and Michael and went to Mr Wigg, her uncle, for tea. The children were very happy because they wanted to visit him. "Why is he called Mr Wigg? Does he wear a wig?" asked Michael walking quickly beside Mary Poppins along the street. "He is called Mr Wigg because Mr Wigg is his name. And he is bald," said Mary Poppins. "And if you ask any more questions we'll go home." Mary Poppins didn't like to talk much. And she didn't like when Jane and Michael talked much.

2. At last they came to a new house where Mr Wigg lived. Mary Poppins rang and the children were pleased. They wanted to have tea with Mr Wigg. "Come in! Come in! I'm glad to see you!" said a loud and cheerful voice from the door. They all went in. The room was large. In the centre of the room there was a large table laid for tea — four cups, bread and butter, different cakes, sweets, ice-cream. "It's a real pleasure to see you," they heard a voice again.

3. Jane and Michael looked round the room. They didn't see anybody there. "Oh, Uncle Albert, again? Is it your birthday today?" said Mary Poppins. And as she spoke she looked up. Jane and Michael looked up, too. To their surprise they saw a round fat man without any hair on his





head. He was hanging in the air, reading a newspaper. "My dear," said Mr Wigg smiling at the children. "But today it is my birthday. I remembered it only last night and I had no time to ask you to come another day. I see you are very much surprised, children." Yes. Jane and Michael's mouths were open.

4. "I'll explain everything to you. I'm a very cheerful man and I like to laugh very much. I can laugh at anything. Many things can make me laugh." Mr Wigg began to laugh. He laughed and laughed and laughed. "Uncle Albert!" said Mary Poppins and Mr Wigg stopped laughing. "Oh, Mary, I won't laugh if I can. Now, listen to me, children. When I have a birthday on Friday, I'm always up in the air." "But why...?" began Jane. "But how...?" began Michael. "If I laugh on that day I become so full of Laughing Gas that I can't keep on the ground. I can't keep on the ground even if I only smile. And I'm up in the air till I think about something serious." Mr Wigg began to laugh again but when he looked at Mary he stopped laughing.

5. "And now it is Friday again and it is my birthday and you and Mary Poppins have come to visit me. Oh, don't make me laugh." And Mr Wigg began to laugh again. Jane and Michael began to laugh, too. Mary Poppins looked at them seriously. They shut their mouths and tried not to smile but they couldn't. Jane laughed and laughed and she became lighter and lighter. And then she suddenly jumped in the air and hung there near Mr Wigg. Michael was in the air, too. He was laughing and jumping like a ball.





6. "Mary Poppins! Mary Poppins! Please come up!" said Jane and Michael. "Think about something comic and you'll be here in the air with us!" "All right!" said Mary Poppins. "If you can't come down, I'll come up to you." And to the surprise of Jane and Michael she put her hands down to the sides and without any laughter, without even any smile, she flew up in the air and sat down near Jane.

7. "And now we can have tea," said Mr Wigg. "Oh," he looked down at the table. "What shall we do? The table is down there and we are up here. But it's very comic!" And he began to laugh again. "And there is only one thing to do," he said at last. We must think of something serious, something unpleasant. And only then we shall get down. Now — one, two, three! Think! Something unpleasant!" Michael and Jane thought about school but today this idea seemed very comic to them and they began to laugh.

8. "I see we can't do anything," said Mr Wigg. "Mary, can you help us? We want our tea!" And even today Jane and Michael can't explain this. They only know that the table began to jump and then with all the cups, cakes and sweets it flew up into the air and stopped near them. "Thank you, Mary," said Mr Wigg. "And now let's have tea. Everybody usually begins with bread and butter but it's my birthday and we'll begin in the wrong way — which I think is right — with a cake!" And he gave a large piece of cake to everybody.

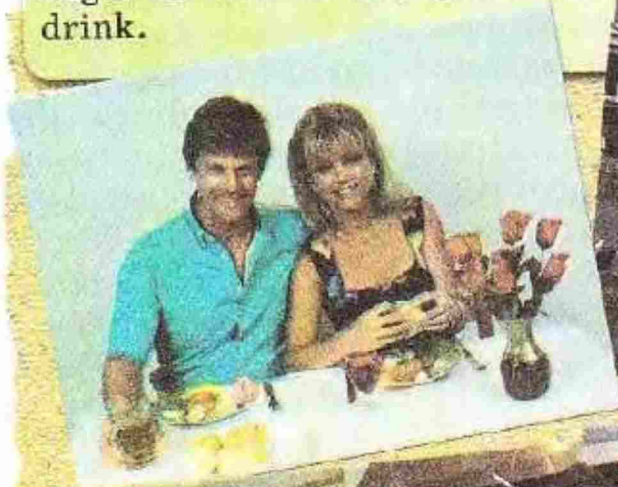




## BRITISH FOOD

11

1. Most British cooking is simple. The British like roasted and grilled meats and use fewer spices than other Europeans. The English also like fish. Fish and chips is a favourite dish for lunch or supper. A typical meal includes roast meat with potatoes and one or more other vegetables and a dessert — often a fruit pie. The British have also started to eat more chicken, fresh fruit and vegetables. Tea with milk and sugar is the most popular hot drink.



2. Many hotels serve what they call *full English breakfast*. First they bring you cereal and fruit juice. Then you get egg, bacon and tomato and then toast and marmalade. In fact few people in Britain eat such a big breakfast. It's more normal to have just one of these things with a cup of tea or coffee. Nowadays a lot of people start the day with muesli or yoghurt.





3. You can expect the following on a typical café menu:

- |                           |                         |
|---------------------------|-------------------------|
| ❖ Soup — tomato, chicken  | ❖ Salads — ham, chicken |
| ❖ Fish and chips          | ❖ Ice cream, apple tart |
| ❖ Chicken and chips       | ❖ Pot of tea            |
| ❖ Hamburger and chips     | ❖ Coffee                |
| ❖ Sausage, eggs and chips | ❖ Bread and butter      |



4. Over half the restaurants in Britain are fast foods and takeaways. A *takeaway* is a meal you buy to take home or eat outside. The most common kind of takeaway meal is fish and chips. You can usually order: chips, fish, fish and chips. Some fish and chips shops still wrap your meal in newspaper. Others use special bags to keep it warm. Some give you a plastic fork. Fish and chips shops also sell cooked pies and sausages. Other common kinds of takeaways are Indian and Chinese.



## 1. Read a page from Vira's diary and answer the questions.

1

Dear diary,

It's so difficult to be far away from home. I am sick and tired of wearing the same dark blue overalls\* every day, of sleeping in special sleeping bags and wearing blindfolds\*\*. How much I would like to wear my favourite jeans and T-shirts of different colours. I even miss my school uniform. I hated it when we had to wear it at school. But now I would be happy to change my overalls to it. On Earth I could wear different clothes for different events: parties, concerts, picnics. But here it's the same every day. I liked to go shopping for clothes with my friends. Sometimes we didn't buy anything at all but we saw so many interesting things in the shop windows. We had such a good time window-shopping.

1. Do you have to wear a school uniform at your school?
2. If yes, what is it? If not, what do you wear to school?
3. Do your friends from other schools wear a school uniform?
4. Is it the same as yours?
5. Do you like your school uniform? Why? Why not?
6. Did your parents wear a school uniform? What was it?
7. Do you think it's important to wear a school uniform? Why? Why not?

2. Play a game. Remember all the words for clothes and put them on the blackboard. Choose any ten words from the blackboard. Write them in your copybook. Then listen to the teacher. If you hear the word that you have in your copybook, cross it out. When you have no words left, shout "Bingo!" You are the winner.

3. a) Read and choose the right picture.

A. We have to wear a school uniform at our school. I wear a green jacket, a grey jumper, grey trousers and black shoes. We have to wear a white shirt, but worst of all we have to wear a tie — a grey and green tie.

B. Our school colours are blue and yellow. In the winter I wear a blue jacket, a blue skirt, a yellow blouse and a blue jumper. We have to wear a blue and yellow tie, too, and a blue hat. It's summer now, so we can wear a yellow dress or a blue dress (mine's blue). We don't have to wear a tie, but we still have to wear the hat. We can wear tights or white socks and black shoes or sandals.

C. At the weekends I wear jeans and a T-shirt. This is my favourite T-

\* overalls /'əʊvərs:lz/ — комбінезон

\*\* blindfold /'blaɪndfəʊld/ — пов'язка з темної тканини на очі



shirt. It's yellow. I also wear an anorak and brown boots. Do you like my red braces? Good, aren't they?

D. At the weekend I like to wear lots of different things: sometimes I wear jeans or a skirt or a dress. I'm wearing shorts at the moment, because the weather's warm. They're dark green. My T-shirt is green and white and my trainers are yellow.



b) Compare the uniforms in pictures 3 and 4 and the uniform schoolchildren wear in Britain.

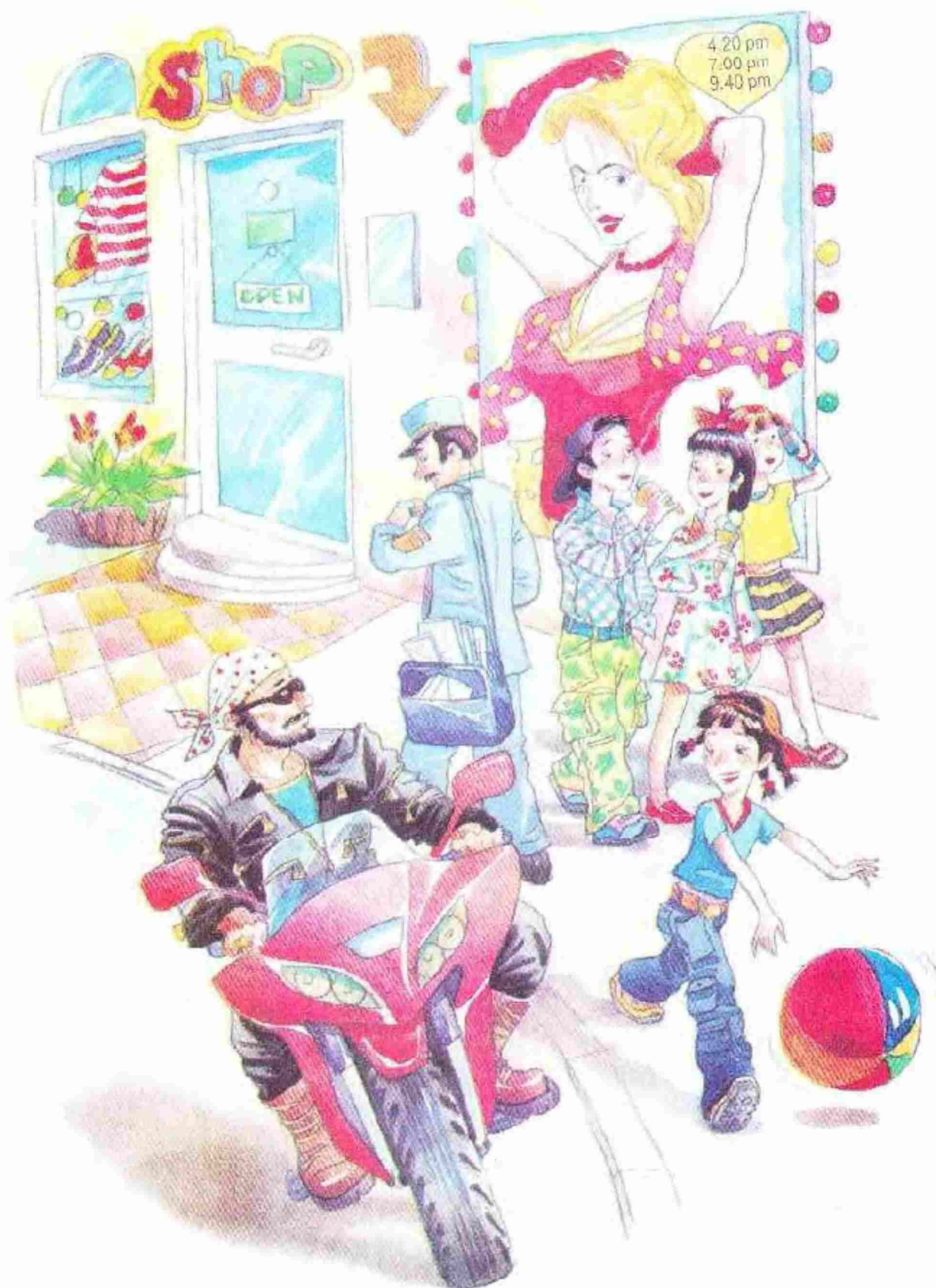
2 4. Listen to the text and match the words and pictures.

A. plain, B. light, C. dark, D. patterned, E. striped, F. checked, G. flowery, H. polka-dotted, I. casual, J. smart



5. a) Find these people in the picture. What are they doing?

- a boy in a checked shirt and trainers
- a man wearing dark-brown boots
- a man wearing a light-blue uniform
- a woman wearing a polka-dotted scarf
- a girl in a flowery dress
- a girl in dark-blue jeans





- b) **Pair work.** Choose one of the people in the picture; say what he/she is wearing. Can your partner find the person?
- c) Play a game. Memory test. How many true sentences can you say?

E.g.

— *The girl in a light blue T-shirt and dark-blue jeans is playing with a ball.*  
 — *Right. That's one true sentence. What else do you remember?*

**6.** On a piece of paper, write what you are wearing at the moment. Give the paper to the teacher to read out. Can other students identify you?

**3 7.** Read the article from a fashion magazine and guess the meanings of the words in bold type. Match them with their Ukrainian equivalents. Answer the questions after the text.

а. рукав б. браслет в. гудзик д. сережки е. застібка-блискавка,  
 ф. ремінь г. обручка ж. карман і. намисто

People started to decorate their clothes thousands of years ago. And they are still doing it now. Let's look at some ways of decorating clothes.

One of the elements is the **sleeve** /sli:v/ (1). Its main function is to cover the arms, but its length and forms can be part of decoration: long, middle and short sleeves, wide and narrow sleeves, sleeves with cuts and so on. Another interesting element is the **pocket** /'pɒkɪt/ (2). Originally people used them to keep things there. But now pockets of different shapes and sizes are part of decoration, too. They can make your jeans or dress unique. In old times men used **belts** /belts/ (3) to keep their trousers on. Now a lot of women wear belts just as a decoration on their clothes. People used **buttons** /'bʌtnz/ (4) to keep two parts of a jacket together in cold weather. They were wooden discs then. Nowadays buttons can be metal, plastic, wooden or glass. They are of many different shapes, colours and they have become an important detail in decorating clothes. A modern invention — **zipper** /'zipə/ (5) — has also become a decorative element, especially in the clothes for young people.

There are other things people use to decorate themselves. They wear **rings** /rɪŋz/ (6) on their fingers, **bracelets** /'breɪslɪts/ (7) on their arms, **necklaces** /'nekliːsɪz/ (8) on their necks and **earrings** /'ɛərɪŋz/ (9) in their ears. People invent more and more new things and use them in different ways.

1. Why do people decorate themselves?
2. Do you wear any decorations? Why? Why not?
3. How do you think people will decorate themselves in the future?

**8.** a) In the picture on p. 68, find the following:

- |                                  |  |
|----------------------------------|--|
| • a dress with long wide sleeves | • a jacket with zippers on the pockets |
| • a short red necklace           | • a big golden ring                    |
| • jeans with many big pockets    | • earrings in the shape of stars       |
| • plastic bracelets              | • a T-shirt with short sleeves         |
| • an orange belt                 |  |
| • a shirt with round buttons     |  |

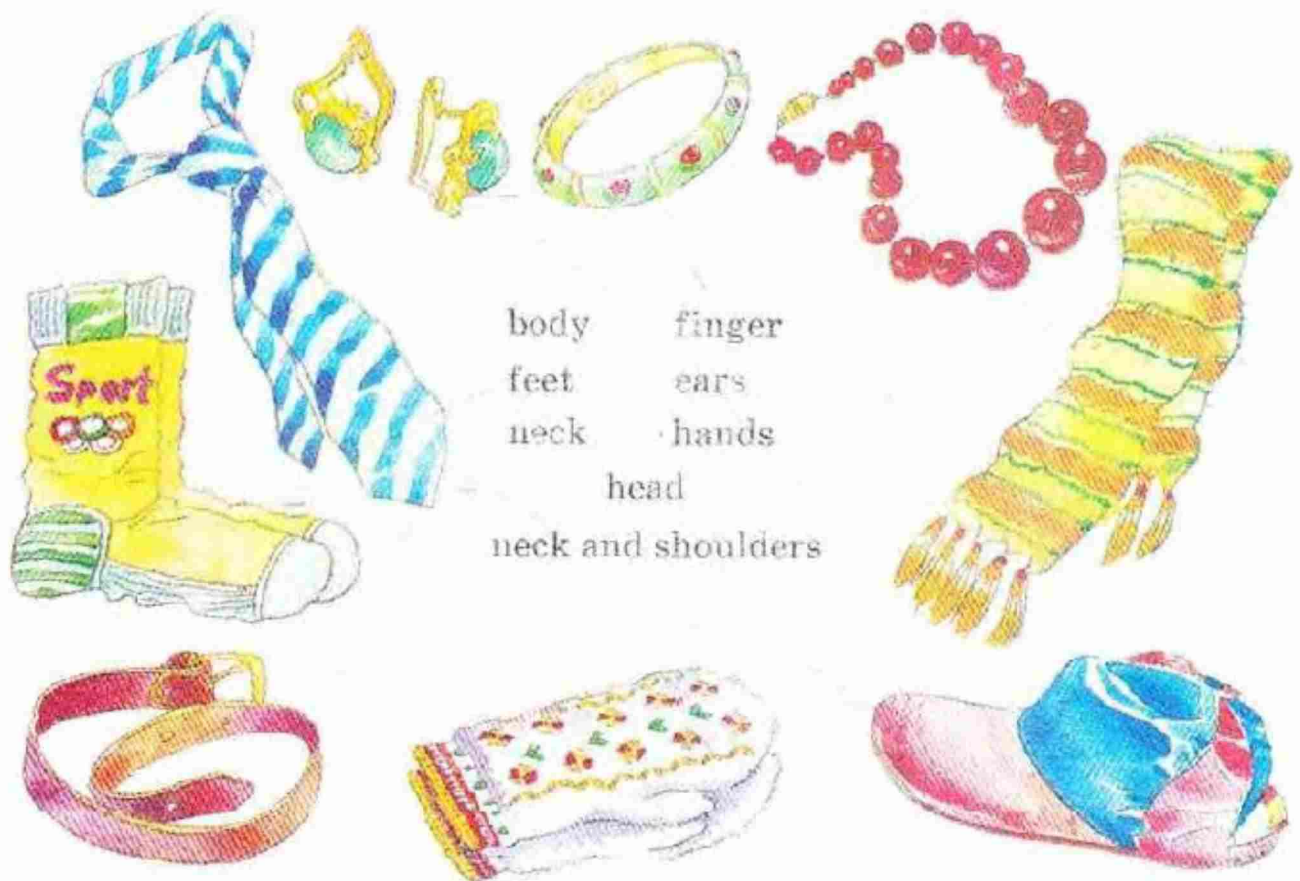
b) Who is wearing them? What are these people doing?

**9. Class survey.** Who is wearing what? Count the number of people in the class who are wearing these items.

earrings	short sleeves	scarf	belt
bracelet	long sleeves	decorative buttons	ring
necklace	zipper	decorative pockets	tie

**10.** Match the clothes and decorations with the correct part of the body.

E.g. *We wear a scarf on our neck and shoulders.*



**4 11.** Match the descriptions with the pictures from a fashion magazine. What do the words in bold type mean? Match them with their Ukrainian equivalents.

1. The grey **leather** jacket is good for young people. It has many pockets and is decorated with lots of zippers.
2. The light-brown **woolen** sweater with decorative lilac and yellow elements on the sleeves is warm and soft. It will keep you warm on a chilly winter day.
3. The red polka-dotted skirt is made of **cotton**. It is good for a hot summer day at the seaside or a walk in the park.
4. The blue silk blouse looks very smart with those little golden buttons. You can wear a bracelet and a necklace with it to a party.

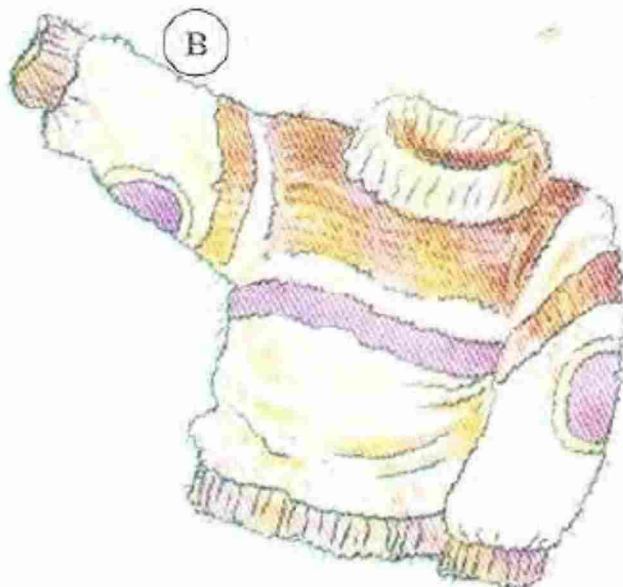
а. вовняний    б. шовковий    в. бавовняний    г. шкіряний



A



B



C



D



**12. a)** Who can make the most word combinations using the words from the box? Write them on the blackboard. Play *Bingo*!

belt, blouse, cotton, dress, gloves, hat, jacket, jeans, leather, mittens, scarf, shirt, shorts, silk, skirt, socks, suit, sweater, tie, trainers, trousers, woolen

**b)** Where and when can you wear each of those things?

- at a party      • on a beach      • at school      • in summer
- on a picnic      • at the theatre      • in the park      • in winter

**13.** Read the text and fill in the gaps with the words from the box. Do you agree with what the text says?

There are four seasons in the year. Each of them brings different weather and different dresses. When it is hot people wear ... (1) and shorts, light ... (2) blouses and skirts, sport shoes, socks and sandals. In summer people dress like this in Africa, Ukraine, Britain and America.

In cold weather people usually put on 4. (3) clothes: jeans and trousers, ... (4) sweaters and jackets, overcoats and caps. In winter they wear fur coats and fur caps, high boots and ... (5) or gloves.

The proverb says: "Everything is good in its ... (6)." When you think what to wear choose the right dress. Think what is good at the sports-ground and what is good at a party and why a long 4. (7) dress looks beautiful on a woman but is funny on a little girl.

cotton, mittens, season, silk, T-shirts, warm, woolen

**14. Pair work.** a) Make lists of things and decorations that people can wear:

- |                                |  |
|--------------------------------|--|
| 1. on a quiet evening at home. | 3. at an open air rock concert.                |
| 2. at a football match.        | 4. at a formal dinner with a business partner. |

b) Compare your lists with your partner's. Explain your choices.

**15.** Play the *Dressing Game* in groups of five or six. Choose two "it"s. Decide where you are going (for example, to a ball). Let the "it"s make up two sets of clothes for you in secret. Then listen to their descriptions and choose the one you like best.

E.g.

- *Do you want a long red silk dress without sleeves and with golden buttons or a short black leather dress with metal zippers on the pockets?*  
 — *I want a red dress.*

Now you become an "it" with the person whose description you have chosen and the other person takes your place.

**5 16.** Match the expressions from column A with the situations in which they are used from column B.

- | A   | B   |
|---|---|
| 1. I am looking for a dress.                  | a. when you don't like the colour;                  |
| 2. Can I try it on?                           | b. when you decide to buy (not to buy) something;   |
| 3. Do you have it in a bigger (smaller) size? | c. when you need the shop assistant's help;         |
| 4. Do you have it in a different colour?      | d. when you want to see how the thing looks on you; |
| 5. I'll have (leave) it.                      | e. when something is small (big) on you.            |

**17. Role-play.** Complete the conversations with the expressions from Ex.16 and role-play them.

1.

A: Can I help you?

— B: Well, ...a suit.

A: All the suits are over there on the left.

— B: Thanks. ...this one on?

A: Yes, sure. The fitting rooms are over there.

— B: Thanks.



2.

A: Is it any good?

— B: No, not really. That skirt is too long. ...?

A: No, I'm sorry we haven't.

— B: OK, then...

**18.** Play in groups of five. Each player has got five pieces of paper. On one of them write a name of clothes (shirt or dress), on the other — its colour, on the third — describe the sleeves, on the fourth — the pockets and on the fifth — the buttons:

E.g.

1 — dress, 2 — flowery blue, 3 — no sleeves, 4 — two big round pockets, 5 — big blue buttons.

Put the cards into the appropriate piles, mix the cards in the piles. Now take a card from each pile. Put your five cards together and get the description of a piece of clothes. Draw a picture of it. Choose a shop assistant. Role-play conversations in the shop using your pictures.

**19.** a) Read three short conversations and match them with the pictures.

A. — Can I **try** this coat on?

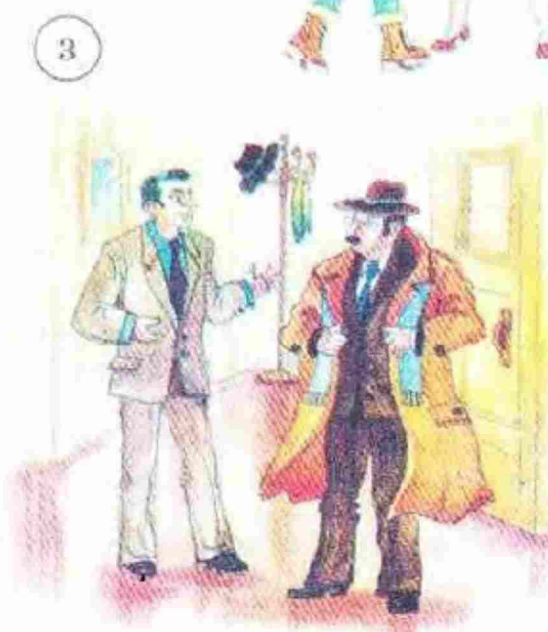
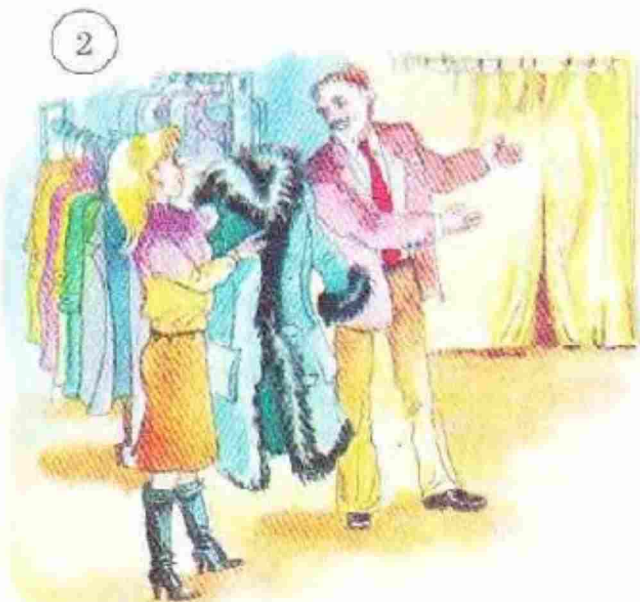
— Sure. The fitting room is over there.

B. — Put your warm coat on. It's cold today.

— Ok, Mum.

C. — Where can I take my coat off?

— This way, please.



b) Compare the pairs of sentences. What do the verbs in bold type mean?

**Put** the book on the table.

Try to guess the word.

**Put** the warm coat on.

Can I **try** this coat on?

(See Grammar Reference, §3, p. 142.)

**20.** Fill in the gaps with the correct phrasal verb. Use a verb from box A and an adverb from box B.

A

fill, wash, take, get

B

in, off, up, up

1. It's very hot in here. — ...your jumper, then.
2. Helen starts work at 8.00 am. So she has to... at 6.00 am.
3. Can you help me ... the gaps in the text? I don't know some words.
4. The meal is over. I think I'll... now.

**6 21.** Do clothes affect the way you react to other people? What can the clothes tell us about a person who wears them? a) Complete the following statements using some of the words given in the box.

1. People who never clean their shoes are...
2. People who wear all clothes of the same colour are...
3. People who always wear a suit and a tie are...
4. People who always wear dark clothes are...
5. People who wear bright colours are...
6. People who like to invent their own clothes are...
7. People who never experiment with their clothes are...
8. People who prepare in the evening the clothes they will wear the next day are...
9. People who dislike decorative elements on their clothes are...
10. Women who love to wear bracelets, rings and earring are...

optimistic, disciplined, pessimistic, adventurous, intelligent, hard-working, undisciplined, conservative, creative, unfriendly, friendly, boring, stupid, shy, tidy, untidy, lazy

b) Discuss your answers with the partner.

**22. Class Survey.** a) Make a list of three of your favourite items of clothing. State what kind of clothes they are, their colour and other important details.

b) Move round the class and find as many people as you can, who like the same kinds of clothes. Put their names next to the items on your list.

c) Choose one of the items on your list that has got the most names. How does wearing this piece of clothes characterize you? Compare yourself with other people on this list. Do they have the same characteristic?

d) If you have an item that nobody else likes, think about it. How does it characterize you?

e) Report the results to the class. You can make a class diagram of favourite clothes together.



**23.** Look at the pictures of the people. What do you think of them?

1



2



3



4



**24.** Listen to the story *The Shirt* and answer the questions.

1. Why was the king unhappy?
2. Why was the farmer happy?
3. Can clothes make people happy? Why? Why not?
4. Can clothes change a person? Why? Why not?
5. What role do clothes play in our life?

**7 25.** Read the definition of the word *fashion* and discuss the questions.

**Fashion** /'fæʃn/ is a popular style of clothes at a definite time and place. Every fashion goes through three stages. At first it is different: it may be exciting, shocking or surprising. Then it becomes popular, and the original idea is imitated. Finally it becomes boring and out of date as a new fashion starts.

1. What is fashionable in your home place at the moment?
2. Why do people want to be fashionable?
3. If you are dressed fashionably, does it mean that you are dressed well?
4. Are there people who look well in usual clothes? Why?
5. Do you like to wear the clothes that other people prefer or do you try to wear something original?
6. Do your parents advise you what to wear? If so, do you follow their advice?

**26.** Listen to the text about changes in fashion in the 20th century and put the pictures in the correct order.



**27.** Put the sentences in the correct order, read the text and answer the question in it. Give arguments for your answer.

1. But in the 1950s jeans became fashionable for young people. 2. For 100 years jeans were working clothes only. 3. It was in the 1850s in the USA. 4. Mr Levi Strauss sold cloth for gold-miners' wear. 5. Maybe jeans will be in fashion when your children are of your present age? 6. Now they are rather fashionable as well. 7. Once he bought strong cotton cloth and made working trousers of it. 8. The history of jeans is rather interesting. 9. The miners had to change them often. 10. Then people of other ages liked them. 11. They were much stronger and gold-miners liked new trousers, called jeans, very much. 12. When your parents were of your age jeans were in fashion.



28. Read the poem. Do you know what your parents wore when they were your age? What do you think your children will wear at your present age?

### Clothes

(adapted from Elizabeth Jennings)

My mother keeps on telling me  
When she was in her teens  
She wore quite different clothes from mine  
And didn't hear of jeans,  
T-shirt, no hats and dresses that  
Were far above her knees.  
I laughed at first and then I thought  
One day my kids will tease  
And laugh at what I am wearing now.  
What will their fashion be?  
I'd give an awful lot to know  
To look ahead and see.



## Study Skills

Some words in the dictionary have more than one **meaning**. They can be the same or different parts of speech.

8 1. Read the dictionary articles of the word *air* and count all its meanings. What parts of speech are they?

**air** I /ea/ *n* 1) повітря; атмосфера; fresh ~ свіже повітря; 2) обстановка, атмосфера; friendly ~ дружня атмосфера; 3) легкий вітерець; 4) вигляд, вираз обличчя; with an ~ of importance поважно; 5) арія, мелодія.

**air** II /ea/ *a* 1) повітряний; ~ passage вентиляційна шахта; 2) пневматичний; 3) авіаційний; ~ letter авіаліст.

**air** III /ea/ *v* 1) провітрювати; вентиляувати; to ~ the room провітрювати кімнату; 2) сушити; 3) виставляти напоказ; 4) обговорювати.

2. Choose the right meaning of the word *back* for each sentence. What part of speech is it in each sentence?

**back** а. спина б. задній с. назад д. підтримувати

1. He **backed** my plan to go shopping.
2. There are two humps on the camel's **back**.
3. They came **back** from school at 2 o'clock.
4. She came into the house through the **back** door.

## Project

- 8-9** Produce a poster with illustrations (draw them yourself or take out of magazines) on changes in teenage fashion. Choose one of the topics given in the box.

1. Changes in teenage fashion since your parents were your age.
2. What teenagers will wear in 20 years' time.

Prepare a fashion commentary for the class on the clothes on your poster.

## Test Yourself!

### Hungry Clothes

- 9** A poor man heard that the Rajah enjoyed talking to clever people and was always glad to see them. "People say I'm clever," the man said to himself. "If I go to the Rajah's palace perhaps he will help me."

When he got to the palace the soldiers at the door stopped him and asked what he wanted. "I want to see the Rajah and talk to him," the poor man explained. The Rajah was just leaving the palace and heard what the poor man was saying. "Send him away," he said to his soldiers. "His clothes are old and dirty. I don't enjoy talking to such people or looking at them." The soldiers pushed the poor man away from the door and promised to beat him if he came back.

The poor man had a friend who lived not far away, so he went to that man's house to rest before returning home. The poor man described his meeting with the Rajah to his friend and said, "It's clear that without better clothes I'll never get into the palace." "Yes, I think you are quite right," his friend said. "Take my new clothes and put them on. Then try again."

The old man agreed, and the next morning he put on his friend's new clothes and again went to the palace. The Rajah came to the door and said, "Come in, come in. I'm glad to see you. I'm just going to have dinner and you will be my guest. I don't like to eat alone."

They went in together and sat down to table with all kinds of good things on it to eat. But instead of eating the Rajah's visitor began to put the food into the pockets of his clothes. The Rajah looked at him in surprise. "Why are you putting the food into your pockets?" he asked. "When I came here yesterday in my old clothes," the poor man explained, "you refused to see me or talk to me. I came today in these fine clothes and you invited me to dinner. So I understand that the food is not for me. It is for my fine clothes."



## The Wild Swans

**10** 1. Long ago and far away there lived a King. He was very proud of his eleven sons and one daughter. All of his children were good, kind and wise, even young Eliza who was still only a baby. The Queen died and after a while the King thought that his children needed a mother and married again. The new Queen was very jealous of the eleven princes and Eliza and their life soon changed. She sent Eliza to the country to live on a farm. The Queen cast a spell on the princes. She turned them into swans with golden crowns on their heads. Away they flew. They flew over the cottage where Eliza lived but no one saw them.



2. Eliza lived happily on the farm, but she missed her brothers. When she was fifteen she returned to the palace. The Queen was angry at how pretty Eliza became. She made Eliza's skin dark, and her hair — untidy with fat. The King turned away from Eliza. He didn't know that that ugly girl was his daughter.

3. Eliza was very upset and decided to run away to look for her brothers. She went over the fields and through the forests. She came at last to a stream and saw her own reflection. "No wonder my father didn't know me," she said and jumped in to wash herself. Moments later her hair became clean and golden, and her skin was fair again. For many days she walked looking for her brothers.

4. One day she met an old woman. She had a basket of fruit and shared some with Eliza. "Have you seen eleven princes riding through the forest?" asked Eliza. "I haven't, my dear," said the old woman. "But yesterday I did see eleven swans riding down the string. Each had a golden crown on his head." She showed Eliza the river.

5. As the sun was setting eleven swans flew down. They turned into eleven princes with golden crowns on their heads. "My brothers!" cried Eliza. And she ran to greet them. They were happy to see their young sister who was now a lovely girl. They soon realized that they became swans because of the wicked Queen. "We are swans during the day," said the eldest. "But when the sun goes down we get our human form again. We will take you with us when we leave tomorrow. Tonight we must weave a net to carry you."

6. All night the brothers and sister wove a net. In the morning, as Eliza slept, the eleven swans flew up into the air carrying the net. On the other side of the sea was a beautiful land. The brothers flew hard to reach it in daylight. "Here is your new home," they said as they landed.



7. Eliza had a dream the next night. A fairy came to her and said, "There is a way to save your brothers. But it means hardship and pain for you. There are stinging nettles around the cave you live in. Gather them and make up eleven shirts for your brothers. But you must never speak from the moment you start until you finish. Even if it takes years or your brothers will die." Eliza awoke with a nettle stinging her hand.

8. Her brothers left already, so Eliza began her work. When they returned they saw her poor hands. The brothers asked her questions but she couldn't say a word. So they realized that she was working for them. Two more days, and the first shirt was finished.

9. A day later she was at her work when the royal huntsmen came to the forest. She ran to her cave but the dogs followed her. The young King was among the huntsmen and fell in love with Eliza when he saw her. "I'll take you to the palace," he told Eliza.

10. The young King made her his Queen, but she didn't smile or say a word. "My present to you," the young King said taking her to a small room, "is a room like your cave with all your familiar things around you." There Eliza saw the prepared nettles and the finished shirt and she was happy. Night after night the young Queen continued her work.





11. Soon seven shirts were finished. But she had no more nettles. Eliza knew that nearest nettles grew in the graveyard. At night, when all were asleep, she went to the graveyard. The Archbishop saw that Eliza left, and followed her. He didn't trust her.

12. "The Queen is a witch," the Archbishop told the young King. "I have proof." The young King didn't want to believe it. But he watched when Eliza went out at night and followed her. He saw the witches on the gravestones and believed Eliza was one of them. "The people must judge her," said the young King sadly. And the people judged that she was a witch and should be burned. They threw Eliza into prison. She continued her work there.

13. In the morning they carried Eliza in a cart. She was still making the eleventh shirt. The others lay at her feet. "Look at the witch!" cried the people. "Take it from her!" They wanted to take the shirts from her when eleven swans appeared, golden crowns on their heads.

14. Eliza quickly threw the shirts over her brothers and they became princes again. Sadly, the youngest still had a wing instead of an arm as Eliza didn't finish one shirt. "Now I may speak!" cried Eliza turning to the young King.

15. She told the whole story to the young King, who was very happy. He didn't want to lose Eliza. There was a happy wedding procession back to the palace where the young King and Eliza lived happily.



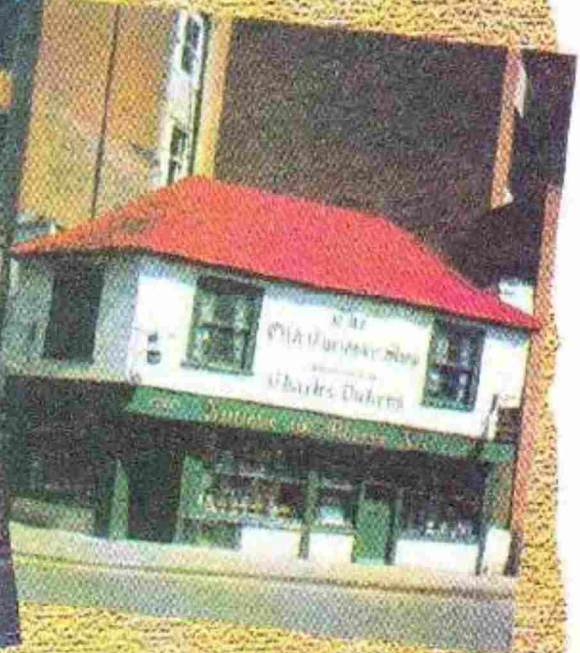
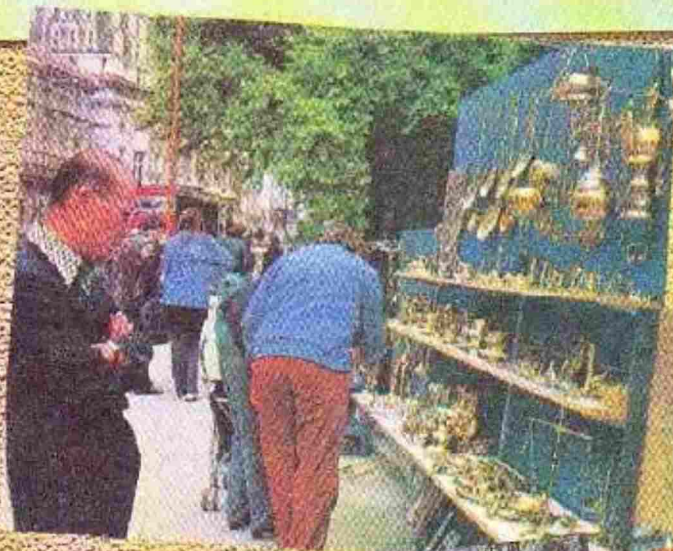




### CLOTHES AND SHOPPING IN BRITAIN

11

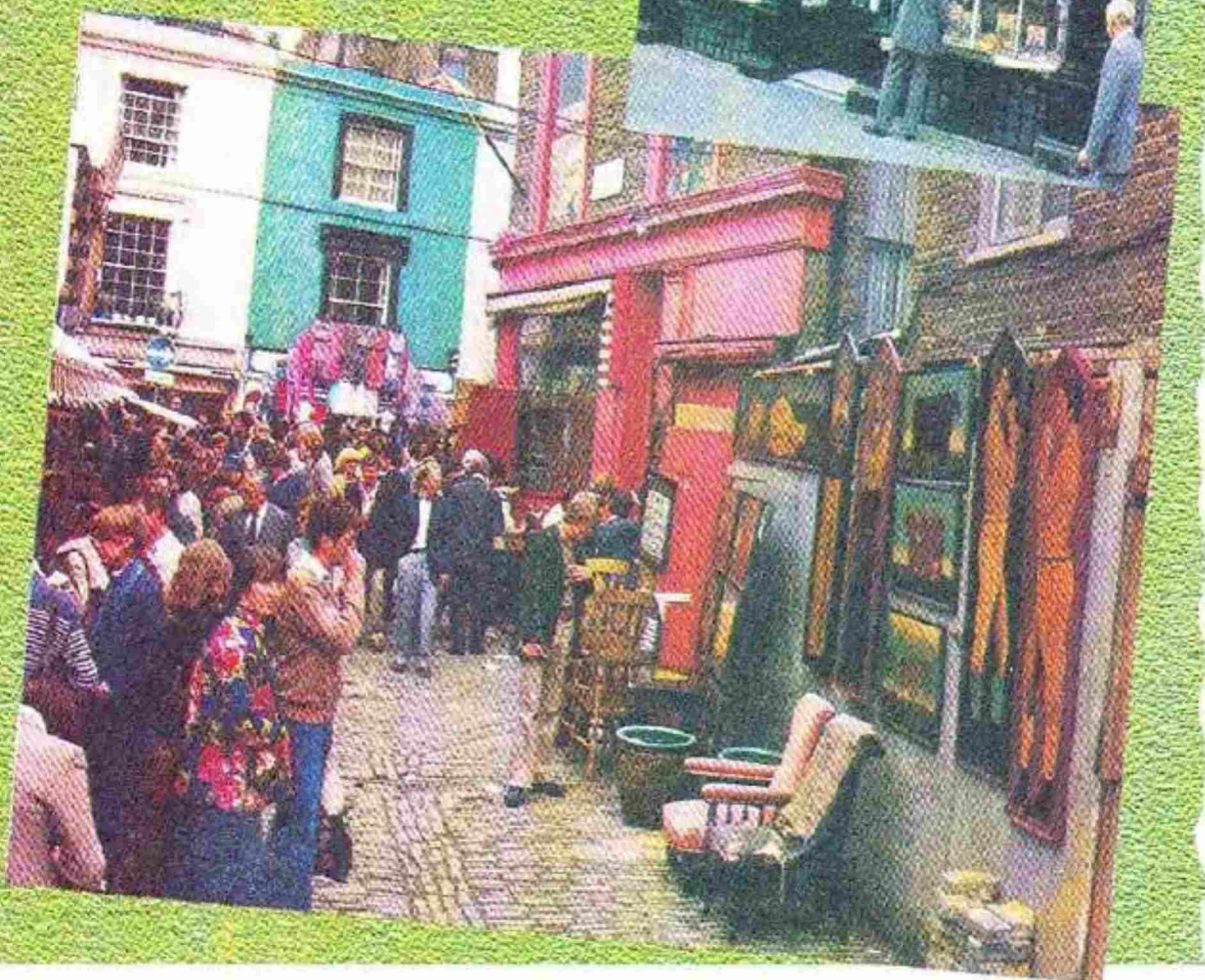
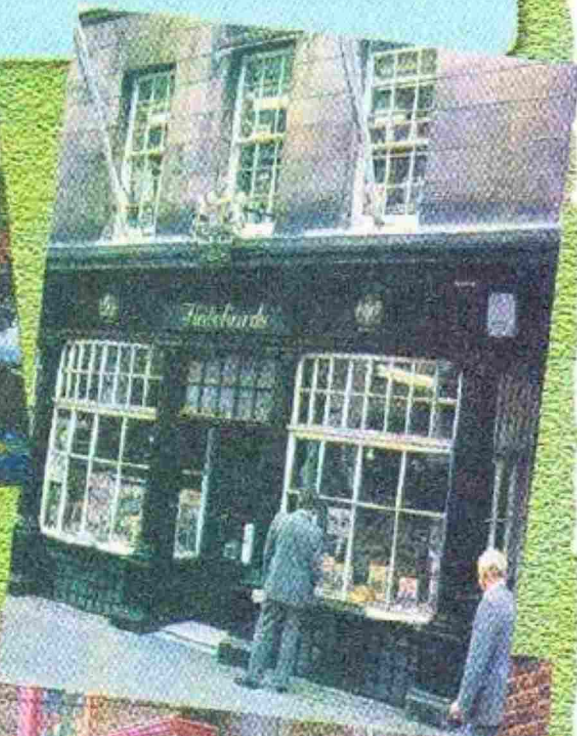
1. The British are the world's worst shoppers. They never know what they want, when they go shopping, particularly when they go shopping for clothes. They always ask for advice and they believe the shop assistant who says "It suits you perfectly, Madam", or "Purple is just the right colour for you, Sir."



2. Englishmen do not, as a rule, like bright colours, extravagant hairstyles, very tight trousers, short shorts or very fashionable things. British people in general don't care much about clothes.



3. During the day, many Londoners enjoy shopping at the city's large department stores, its many small specialty shops, and the colourful street markets that sell everything from fresh fruits and vegetables to jewelry, clothing and antiques. Popular street markets include Petticoat Lane (Middlesex Street) market, in the eastern part of the City; Berwick Street market, in Soho; and Portobello Road market, near Kensington Gardens.





**1. Read a page from Vira's diary and answer the questions.**

Dear diary,

Here on the spaceship we all miss our hobbies. I can't play my violin, Sara and Megan can't take care of their pets, Lin can't practice martial arts, Ron misses his modelling club and Ali — his butterfly collection. But some of us have got a new hobby here — we started painting. The Earth looks great from space, comets and stars are so colourful! Every day we see something beautiful through the windows of the spaceship and we want to keep this beauty in our memory. We have several albums of our paintings already. We also spend a lot of free time reading or listening to music. Our central computer has got a huge collection of books to all tastes and musical recordings of all styles. Today we are going to listen to a concert of my favourite classical music.

1. What hobby have you got? How long have you had it?
2. Who advised you to have this hobby or got you interested in it?
3. What interests you in your hobby?
4. How does it help you in your life?
5. What do you need for your hobby?
6. How much time do you spend on your hobby?
7. What do you enjoy about your hobby most of all?
8. Is it important for a person to have a hobby?

**2. Play a game. Remember all the hobbies that you know and put them on the blackboard. Choose any ten words. Write them in your copybook. Then listen to the teacher. If you hear the word that is in your copybook, cross it out. When you have no words left on your list, shout "Bingo!" You are the winner.**

**3. Put the hobbies into the following groups:**

1. indoor (those that people can do in the building) and outdoor (those that people do in the open air);
2. energetic and quiet;
3. practical (useful for everyday life) and impractical.

embroidery, beading, modelling, collecting stamps, camping, collecting coins, playing basketball, drama, playing the violin, riding a bike, reading, watching TV, playing the guitar, drawing, dancing, flying kites, doing martial arts, collecting butterflies, playing Scrabble, doing jigsaw puzzles, collecting stickers, doing crosswords, playing chess, listening to music, growing flowers, painting, pets



**4. Read the text and fill in the table in the WB.**

Forty years ago Gordon Alford was on holiday when he decided to ask some famous footballers for their autographs. Since that time he has collected 7,000 autographs of famous people. He has thirteen specially made albums for them. Most of his autographs are from famous actors, musicians and athletes. Every weekend Gordon leaves his house before seven in the morning to go and stand outside radio and television stations. He hopes to catch anyone famous coming in or going out. In the evening he waits outside London theatres.

Autographs can be very expensive. For example, an autograph from any of *The Beatles* (a very famous rock'n'roll group in the 1960s) may cost as much as £1,500. The highest price anyone has paid for an autograph is \$1,320,000, which was for President Abraham Lincoln's signature. And the autograph that every collector would love to have is the signature of William Shakespeare, the famous English dramatist who died in 1616. A collector could pay more than two million pounds to get his signature.

**2 5. Answer the questions.**

1. Is sport your hobby? Why? Why not?
2. Do you like sports?
3. What are your favourite sports and games?
4. Do you like to play games yourself or do you just like to watch sports programmes on television?
5. Do you like team sports or individual sports?
6. How good are you at sports?

**6. Put these sports into the following groups:**

1. winter sports, summer sports, all-the-year-round sports;
2. indoor sports, outdoor sports, both;
3. competitive sports, non-competitive sports;
4. team sports, individual sports, both.

hockey, skating, skiing, sledging, figure skating, ski jumping, swimming, boating, cycling, football, cricket, volleyball, basketball, badminton, boxing, gymnastics, track and field events, aerobics, martial arts, karate, billiards, table tennis, chess, baseball, golf, handball, jogging, ballooning, camping, car racing, dominoes, horse racing, running, windsurfing, water polo.

**7. a) Read the riddle and guess what kind of sport it is.**

It's an outdoor winter sport. It can be both — competitive and non-competitive. It is mostly an individual sport. You need a ski-suit, warm socks and mittens, a hat, goggles, special boots, skis and poles. What sport is it?

b) Play in pairs. Choose any kind of sports from Ex. 6. Make up a riddle. Let your partner guess the sport. Then change parts.



8. Listen to the text. Then read it. What is wrong in the book?

### Olympic Games

The world's greatest international sports games are the Olympic Games. The Olympic idea means friendship and cooperation among the people of the world. The Olympic emblem is five rings: blue, yellow, brown, green and red. The flag of any country has at least one of these colours.

The original Olympic Games began in ancient Greece in 776 BC. It was a great music festival including competitions in six kinds of sports: running, long jumps, throwing of discus and javelin\*, wrestling\*\*. The games were for men and children only. Women couldn't take part in the competitions or even watch them at the stadium. The first modern Olympic Games took place in Athens in 1899. The ancient Greeks had no winter sports. Only in 1924 the first Winter Olympic Games took place in Britain. Now we have Summer and Winter Olympic Games every second year in different countries. The latest Summer Olympic Games were in Greece in 2004, the latest Winter Olympic Games were in the USA in 2002.

9. a) Match the kinds of sports with their definitions.

- |                     |   |
|---------------------|---|
| 1. ballroom dancing | a. hitting a small ball against the walls of a court              |
| 2. squash           | b. moving with the partner to waltz and Latin American music      |
| 3. karate           | c. cross-country racing with a map and compass                    |
| 4. orienteering     | d. a martial art in which they use the hands, feet, head or elbow |
| 5. surfing          | e. riding on a board on big waves in the sea                      |

b) Can these sports be in the Olympics? Give each sport points: 2— yes, 1— maybe, 0— no way. Discuss with your partner.

3 10. Read the text and match the words in bold type with their Ukrainian equivalents.

Music is everywhere in our lives. We hear it on the radio, on TV, in the streets, in the shops and cafés, in the cars, in the parks, everywhere. People buy tapes, go to different concerts, visit concert halls and opera theatres. For someone music is just a hobby. He or she learns to play a musical instrument at a musical school, sings in the **choir** (1) or tries to compose music. For somebody else it's a profession. There are professional singers who sing alone or in a group, **musicians** (2) who play different instruments in **orchestras** (3), **composers** (4) who write music, and **conductors** (5) who direct choirs and orchestras. The names of the best of them are famous all over the world. Everyone knows such singers as Michael Jackson and Whitney Huston, Ruslana and Eminem. People in all countries listen to music by such composers as Bach, Mozart,

\* javelin /'dʒævlɪn/ — спис

\*\* wrestling /'reslɪŋ/ — боротьба



Beethoven, Chaikovsky. The orchestra of a famous conductor and violin player Vladimir Spivakov has become popular in many countries of the world.

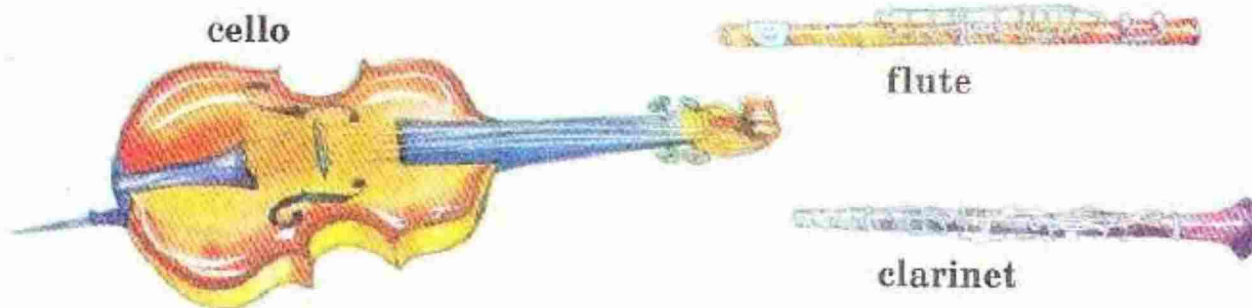
a. композитор   b. хор   c. диригент   d. оркестр   e. музыкант

**11. Answer the questions.**

1. Do you play any musical instrument? What instrument do you play? Where did you learn to play it?
2. Can you sing? Is there a choir in your school? Do you sing in it? Who directs the choir?
3. Is there an orchestra at your school? How many musicians are there in it?
4. What composers do you know from your lessons of Music at school? Do you know any modern composers?
5. Have you ever been to a concert hall or an opera theatre? What music did you listen to?

**12. Listen to the text about Miss Newman's music group and answer the questions.**

1. How many students like music?
2. How many do not sing in the school choir?
3. How many can play a musical instrument?
4. How many do not play in the school orchestra?
5. How many can play the guitar?



(See Grammar Reference, § 4, p. 143.)

**13. Read the text about a famous singer and guess who it is.**

Michael ... was born in a town near Chicago on August 29, 1958. His parents were both musicians. His mother played the clarinet, and his father played the guitar. Mr and Mrs ... had nine children — six boys and three girls — and they all learnt to play musical instruments.

In 1969, when ... was nine years old, he and his brothers started a group, *The ... Five*. Michael was the lead singer. (His brothers sometimes called him *big nose*, so when he made a lot of money, he asked the doctors to change his nose.) The group won competitions and they were famous in Chicago for their singing and their dancing. They made their first record in 1969. In 1970 the group had four number one records.

Now, because Michael is so famous, he doesn't like to talk to TV or magazine people. He lives in a big house in California with some of his strange pets, for example, a chimpanzee, a cheetah and a llama.

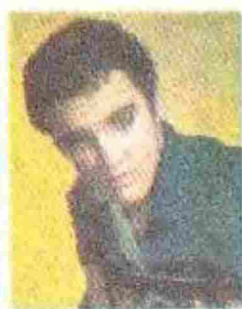
**4 14. Match the styles of music with their descriptions.**

- |              |  |
|--------------|--|
| 1. classical | a. a serious and emotional type of music; listening to it needs some musical education                           |
| 2. folk      | b. a type of music based on old traditions; it reflects the lives and life problems of the people of the country |
| 3. jazz      | c. a type of music in which the singer doesn't sing but speaks the words of a song in a rhythm to music          |
| 4. rap       | d. a type of music which is popular with young people and consists of simple tunes with a strong beat            |
| 5. rock      | e. a type of music which has a strong beat and parts for performers to play alone                                |

**15. Every style of music has got its stars. Can you match these names with the information about them? What styles of music do they represent?**



Michael  
Jackson



Elvis  
Presley



Louis  
Armstrong



Eminem  
(Slim Shady)

1. Family and friends remember him as a sweet kid. When he was five years old his grandmother sent his photos to her friends as Christmas cards. His family moved very often so he was always a new kid at school. His classmates called him names and often beat him. So he started opening up when he was in the 8th grade. This was the period when he first got into rap. He didn't finish school, he had to take part in hip-hop battles to make money. Now he is the top rapper and one of the richest musicians.

2. He was one of nine children in the family of a driver. There were two bedrooms in their house. He got into show business at the age of seven. Today he lives in the house which has seventeen rooms downstairs and sixteen rooms upstairs. He also has some tennis courts, a swimming pool, a football field, gardens, forests, lakes and a zoo near his house. He doesn't like to be in public. That's why there are a lot of strange stories about him. In public he always wears a face mask. One of his best friends is a chimpanzee, who travels everywhere with him.

3. He was one of the most famous jazz musicians of all the times. He was born in New Orleans, the City of Jazz. His family was very poor. He



loved music from a very early age and liked to listen to street bands at parades. He began to play music at school and in 1924 he got his own band. He started travelling with it. Later he organized several large bands. When he was seventy a number of jazz clubs had birthday celebrations in his honour. He was truly the king of jazz.

4. He was born in a small town in the South of the USA. His parents were poor factory workers. Everyone loved him in his childhood. At the age of ten he learned to play the guitar and sang in church. When he left school he had to work as a driver. Later he served in the US Army, went to Hollywood and appeared in 33 films, sold millions of records. He brought together the musical sounds of blacks and country people. His songs started a new period in American music. He was called the king of rock'n'roll music.

**16.** Play a game. Find some information about your favourite singer or group. Write it on a piece of paper. Don't give the name of the singer. Read the information to your classmates and let them guess who you are describing.

## 5 17. Match the words with their definitions.

- |                    |  |
|--------------------|--|
| 1. diary           | a. a book in which you write down the events of each day and your thoughts   |
| 2. drama           | b. poems or the art of writing poems   |
| 3. fairytale       | c. a play for the theatre, television, or plays in general   |
| 4. fiction         | d. a poem that has 14 lines  |
| 5. myth            | e. a story for children in which magical things happen   |
| 6. poetry          | f. a story from ancient times that describes the early history of people   |
| 7. science fiction | g. a type of book about imaginary events in the future; it is usually about space travel and life on other planets |
| 8. sonnet          | h. a type of literature that describes imaginary people and events   |

**18.** Study the list of different kinds of books. Say what you can enjoy in each kind of book and why and when each of them is interesting to a reader.

### Fiction

historical novels  
adventure stories  
love stories  
detective stories  
humorous stories

### Folklore

fairytale  
legends  
myths

### Drama

plays

### Non-fiction

biographies  
documentaries  
diaries  
reference books  
encyclopedias

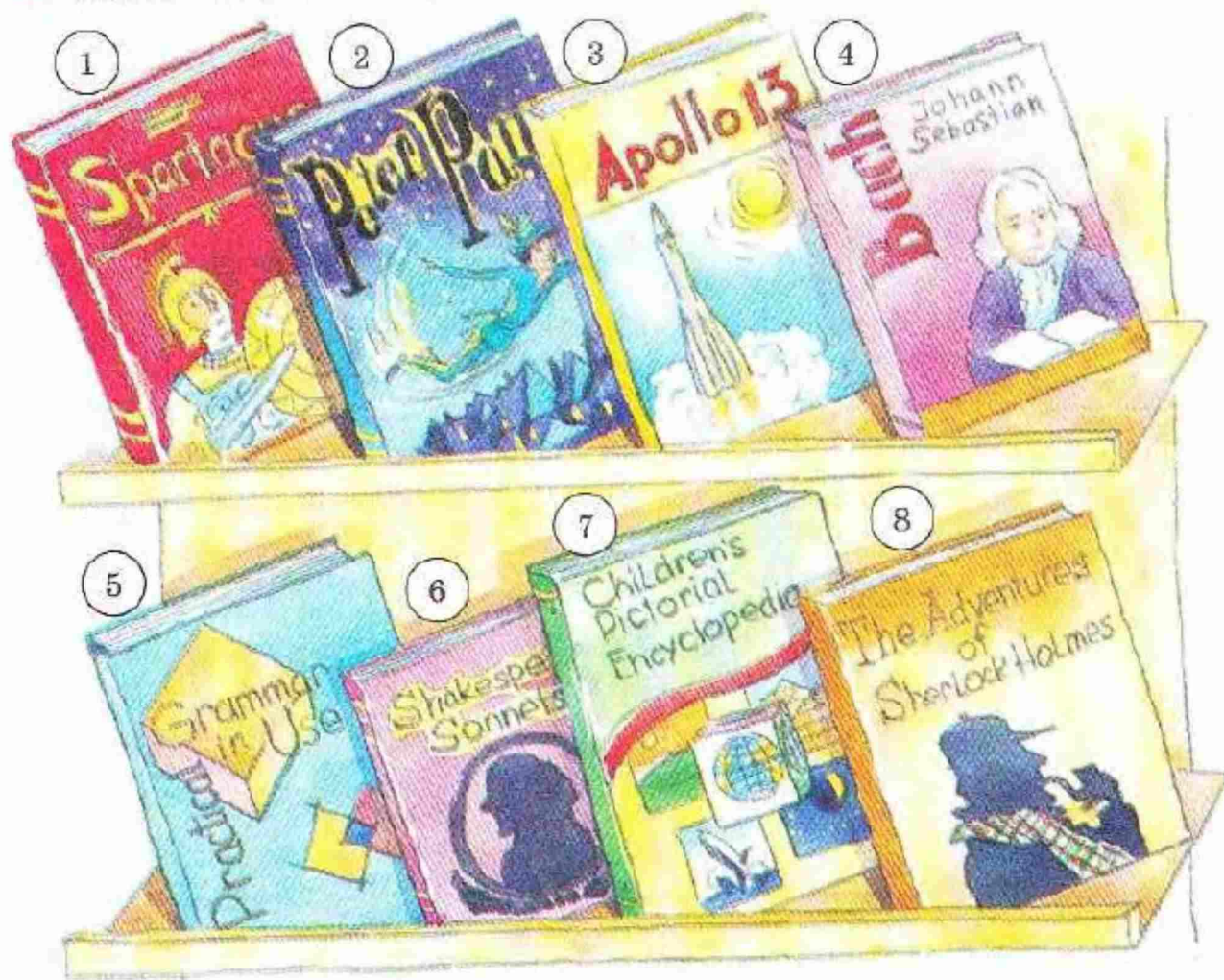
### Poetry

poems  
sonnets

### Science fiction

scientific novels and stories

19. Look at the picture. Say to what kind each book belongs.



20. Complete the sentences to say what kind of books people like to read.

Those who are fond of	history art geography travelling nature stories about relations between people adventures theatre poetry life stories of other people true facts about life relaxation	usually read...
-----------------------	---	-----------------

21. a) Read these three short annotations of different books. What books are they about?

- Captain Grant's Children* by Jule Vern
- Robinson Crusoe* by Daniel Defoe
- Harry Potter* by Joanne K. Rowling



1. This book is about the adventures of a boy and a girl who were looking for their father — the captain of a ship. Their friends **eagerly** helped them in their search. They had to go through many difficult situations, **sometimes** dangerous for their lives. But **finally** the children met their father.

2. This book is about a boy who studied at a school of magic. He had a lot of adventures **there**. He fought **heroically** against the Dark Lord. His true friends **courageously** helped him in everything.

3. This book is about the adventures of a seaman, who lived alone on an unknown island which was **far** from where the ships were going. He had to work **hard** but he **never** gave up. **Finally** a ship found him and he got back home.

b) What do the words in bold type mean? What questions do they answer? Find the words that tell *where*, *when* or *how* the action took place. What is the place of such words in the sentence?

(See Grammar Reference, §5, p. 143.)

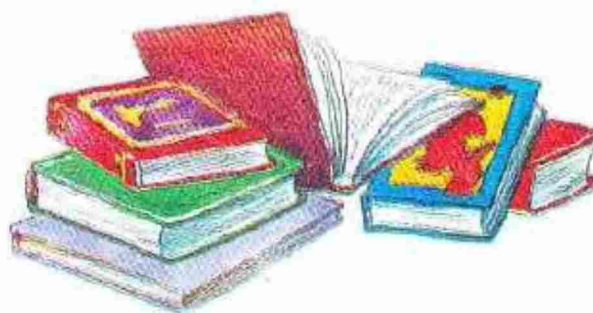
**22.** People or animals in a book are called *characters*. Which words can you use to describe the following characters? Why?

Robinson Crusoe, Harry Potter, Captain Grant, Red Riding Hood, Star Boy

honest, dishonest, kind, generous, strong, clever, poor, evil, cheerful, brave, intelligent, tough, innocent, attractive, gentle, charming, skilful, truthful, courageous, naughty, creative, selfish

**23.** Read the poem and answer the questions.

Words and pages, words and pages;  
So many words on so many pages.  
Some books are awful, terribly boring,  
I pick one up and soon start snoring.  
But other words and other pages  
Are quite different. I read for ages.  
Fascinating, exciting, full of fun,  
I am really sad when my reading's done.  
Reading a good book is like talking to a friend,  
You wish the experience would never end.  
Reading a bad one is a terrible bore,  
You just want to close it and drop it on the floor!



1. What kind of books do you enjoy reading?
2. Do you sometimes read the same book again and again? What book have you read more than once? What was the reason for that?
3. What are the reasons why you choose a book to read?
4. Do you often choose a book because a friend has recommended it?
5. Can you reproduce a memorable episode that impressed you most in your reading? What is it about?
6. Who are your favourite authors?

24. Play a game. a) Write a short annotation of one of your favourite books. Describe the main events of the book. Where, when and how do they take place? Who are the main characters? What kinds of people are they? Who would you recommend this book to?

b) Read your annotation to the class. Let your friends guess what book it is.

7 25. Read the text and match the words or word combinations in bold type with the pictures.

### Libraries

Books are very important in our life. We use books for study, for work and for rest. We can get books at special bookstores, at a book market or at a library. There are large and small libraries in every town and village. Every school has its library, too.

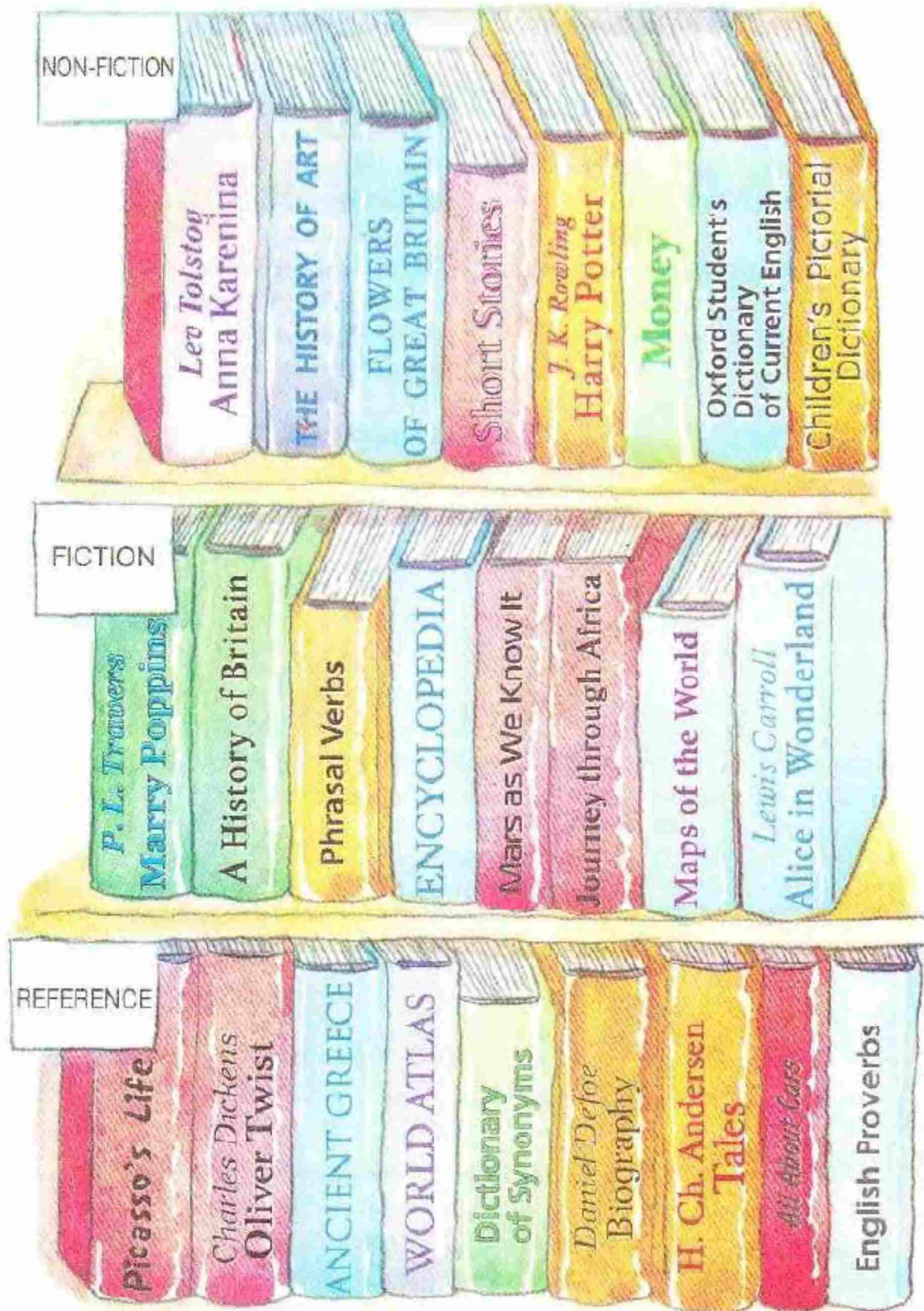
A large public library has a lot of sections. The three main sections are fiction, non-fiction and reference. You can read a book in the reading hall or borrow /'brəʊ/ it and read it at home.

Libraries also have other facilities. In some libraries there are listening centres. There you can borrow CDs and cassettes or listen to them there. There are also photocopiers /'fəʊtə'kɒpiəz/ — machines which you can use to make a copy of some page or story. An important section in every library is a catalogue /'kætə'lɒg/. It's a system of cards which give you information about books and where to find them in the library. The cards in the catalogue are in alphabetical order by titles of books and by authors. Catalogues are often in computers and then it takes you less time to look for books.





**26.** The books below are on the wrong shelves. Put them on the right shelves in alphabetical order. Make an alphabetical list of titles for each shelf.



**27.** Match the phrases to get a conversation at the library and then act out the dialogue.

- |  |   |
|--|---|
| 1. Hello! We've just moved into this district and I'd like to borrow books from your library.                      | a. Please fill in this form. Write your name and address.   |
| 2. No, not yet.  | b. Ten days. If you need some books for a longer period you can renew them. You can do it by telephone. You needn't specially come to the library for that. |
| 3. How many books can I borrow at a time?  | c. Three fiction books and four non-fiction.  |
| 4. How long can I keep the book?   | d. Good. Have you got a library card?   |
| 5. Thank you. Do you have any books on the American Civil War? I am interested in that period of American history. | e. Look through the catalogues. Our library is rich and I'm sure you'll find the books you need.  |
| 6. Thank you.  |   |



## Study Skills



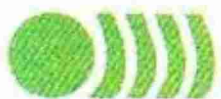
- 8** Some dictionaries give synonyms and antonyms of the words. **Synonyms** are words with the same meaning or with similar meanings (*big — large*). **Antonyms** are words with opposite meanings (*big — small*).

Find pairs of words (synonyms or antonyms).

bad, clean, cold, dirty, false, fast, glad, good, happy, hot, long, new, old, quick, right, sad, short, slow, tidy, true, wrong, young

In a dictionary, you can also find **expressions** which the main word can form with other words:

**head** /hed/ *n* 1) голова; 2) розум; глузд; a clear ~ ясний розум; a hot ~ гаряча голова; a wooden ~ тупоголовий; ... by the ~ and ears СИЛОМІЦЬ.



## Project



- 8–9** ➤ Choose a book or story that you have recently read or like very much.  
 ➤ Choose an important character from that book or story.  
 ➤ Make a paper mask or costume for that character.  
 ➤ Prepare your presentation of the book. Give the title of the book and its author; tell what kind of book it is, when and where the events take place, who the main characters are, what kinds of people they are.



Give a short description of the events of the book. Say who you can recommend it to and why.

- Present the book in the class in the name of the character that you have chosen. Remember that we usually use Present Simple to describe the events of the book.

## Test Yourself!

- 9** 1. Listen to the text and say if the statements are true or false. Get one point for each correct answer.

1. Hamelin is a town in Britain.
2. There were a lot of rats in the town.
3. The people of the town asked the Mayor to take the rats away.
4. The Mayor began to play the pipe.
5. The people of Hamelin began to dance.
6. The rats jumped into the water.
7. The Mayor gave the piper a bag of gold.
8. The piper played his pipe again.
9. All the people of the town went after the piper.
10. The piper never came back to Hamelin again.

2. Put the sentences in the correct order. Get one point for each correct answer.

- A. At this moment a piper came into the room.
- B. But the Mayor didn't want to pay the piper.
- C. The events happened in Hamelin six hundred years ago.
- D. The Mayor promised him a bag of gold for his help.
- E. The piper played his pipe again and all the children went after him.
- F. The people of Hamelin were not happy because of many rats.
- G. The children and the piper never came back to Hamelin.
- H. The piper kept his promise: all the rats jumped into the water.
- I. They asked their Mayor to take the rats away from the town.
- J. He promised to help the people of the town.

## Reading Corner

### A Basket of Fir Cones

(from Konstantin Paustovsky, abridged and adapted)

- 10** 1. The composer Grieg was spending the autumn in the forest around Bergen. All forests are beautiful with their golden leaves and mushrooms. One day Grieg met the woodman's daughter, a little girl with pig-tails and a basket, collecting fir cones in the forest. "What's your name, little girl?" asked Grieg. "Dagni Pederson," she replied in a low voice. It was shyness, not fear that made her speak quietly. She couldn't be afraid



of someone with such friendly twinkling eyes.

2. "What a pity," said Grieg. "I haven't got anything to give you — not a single doll, or velvet rabbit. But I'll give you something interesting. Not now — in about ten years time." "That's an awfully long time!" said Dagni. "The thing is I've got to make it first." "What is it?" "It's not a toy. I can probably make it in a few days. But it's not for little children. I make presents for grown-ups. Now let me carry that basket. It's much too heavy for you."

3. When the woodman's house appeared between the trees, Grieg said, "You can go on your own now, Dagni Pederson. There are lots of little girls with your name in Norway. What's your father's name?" "Hageroop," she replied. Grieg said goodbye and walked off. "I'll write a piece of music," he decided. "And on the title page I'll ask them to print the words *To Dagni Pederson, daughter of Hageroop Pederson, the woodcutter, on the occasion of her eighteenth birthday.*"



4. Back in Bergen Grieg spent more than a month writing the music for Dagni Pederson. It is impossible to put music into words. Grieg was writing about happiness and the joy of being a young girl. As he wrote he saw a girl with shining green eyes running towards him with a smile. She put her arm round his neck and pressed her warm cheeks against his grey unshaven one. "Thank you," she said not knowing yet what she was thanking him for.

5. "You are like the sun," Grieg would tell her. "Like an early morning. You are a White Night with its mysterious light. Your voice brings joy and happiness to my heart. I am an old man now but I have given my life, work and talent to the young." Grieg put all these thoughts into music.





6. Dagni left school when she was eighteen and her father decided that she should go and visit his sister Magda in the capital. Let the girl have a look at the world and enjoy herself a bit. On a warm day in June Dagni set off for an open air concert held in the city park. She was with Aunt Magda and Uncle Niels. This was the first time that Dagni had heard a symphony and it had a strange effect on her.



7. Suddenly she looked up. She heard her name. Yes, the man was repeating: "Ladies and Gentlemen! The next item in our programme is a song by the celebrated composer Edward Grieg dedicated to Dagni Pederson on the occasion of her eighteenth birthday."



8. Dagni sighed so deeply that it hurt her chest. She was trying to hold back the tears but it was no good. She covered her face with her hands. Dagni felt fresh air coming from the music. Yes, it was her forest, her own native land with its mountains, the sound of horns and the murmuring sea, the tinkling of bluebells and the trill of birds. So that grey-haired old man who had helped her to carry the basket of fir cones home had been Grieg. And this was the present he had promised to give her in ten years time.

9. Dagni was crying. The music now seemed to fill all the space between the earth and clouds over the city. The music was calling Dagni to go into that life where sorrow can never kill love, where no one will destroy another's happiness. "I love you, life," she said quietly.







### MUSICAL TRADITIONS IN GREAT BRITAIN

11

1. Since the Second World War the cultural highpoint of Scottish life has been the famous annual Edinburgh Festival of Music and Drama. The festival is held at the end of August and beginning of September. Everything in the arts, including orchestral and chamber music and recital, opera, ballet, drama, painting and sculpture, is an Edinburgh Festival attraction. An International Film Festival is an integral part of the whole festival.

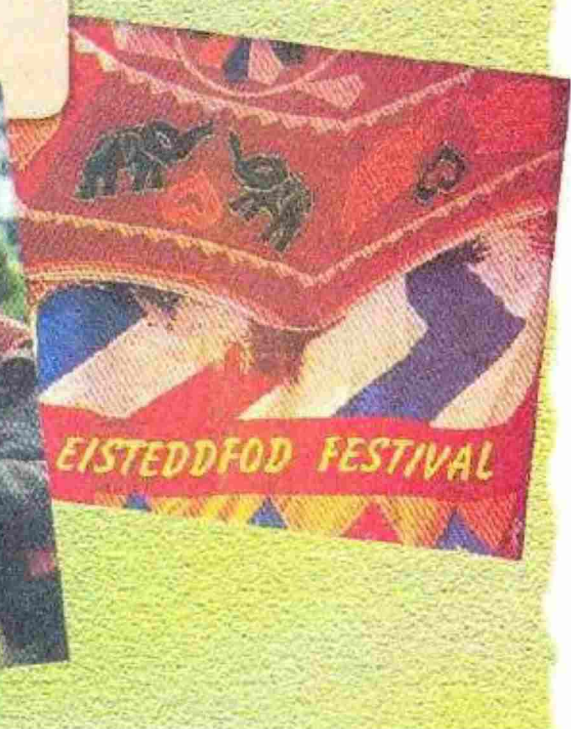


2. On the Saturday afternoon before the opening of the International Festival each year, the Highland Games are held. At these Games athletes from all over the world take part in track and field events.



3. There is no other part of the British Isles where national spirit is stronger or national pride more intense than in Wales. The Welsh still proudly wear their national dress on festive occasions. They have sentimental love for traditions because they are old. The Welsh are a nation of singers. They always sing. Folk songs may be hundreds of years old, so nobody knows who composed them. There is a choir in every town. It gathers almost every night to practice for the Eisteddfod.

Their national Eisteddfod is held every year in the first week in August. This festival is quite international in its character. It is devoted to music, literature and arts. Prizes are awarded for music, for prose and verse, painting and craftwork, for drama. The festival includes a colourful ceremony — the Crowning of the Bard. The winner is dressed in purple and crowned with golden oak leaves. The prize is a chair or throne.





## 1. Read a page from Vira's diary and answer the questions.

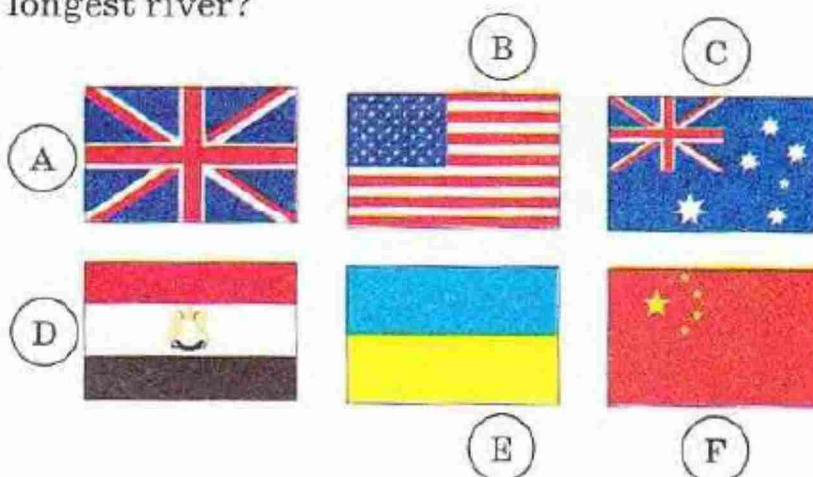
Dear diary,

Today we are having the Where Fair — a party at which each of us will present his or her country. We should present the symbols of the country, talk about the capital and famous people, customs and traditions. It's very responsible and I am a bit nervous. Of course, we know something about all the countries that we are from: Australia, China, Egypt, Great Britain, Ukraine and the USA. But now everyone wants to make their presentation the most interesting. Unfortunately, we can't wear our national costumes, because all the clothes that we have here are just our overalls. But I think our Ukrainian national clothes are the most colourful. I will talk about Kyiv, its places of interest and museums, about our people, their wonderful talents and strong character, about our traditions that we are trying to keep in the families. I will show many slides and hope that my friends will feel what a beautiful country Ukraine is. Now I have to go. The presentation is starting in 10 minutes.

1. Which is the longest river in Ukraine?
2. In what country is Mount Everest situated?
3. Is Gobi in Egypt or China?
4. What animals live in Australia?
5. Which is the highest mountain in Ukraine?
6. What are the countries where you can see deserts?
7. Where do pandas live?
8. Which country is one of the biggest in Europe?
9. Which country has the longest river?

## 2. Match the countries with their flags.

1. Ukraine
2. Australia
3. Egypt
4. China
5. the USA
6. Great Britain





**3. Read the text and fill in the table in Ex. 2 from the WB.**

**The Symbols of Ukrainian State**

The national flag of Ukraine consists of two horizontal stripes. The top is blue and the bottom is yellow. These are the colours of the sky, the rivers and the golden fields of our beautiful country. Blue and yellow (or gold) were symbols of Kyivan Rus' many centuries ago. They were important colours of the Cossack age. The flag first became the national symbol of Ukraine in 1848. It came back in 1992 when Ukraine became an **independent\*** state.

The **trident\*\*** is an ancient symbol of Ukrainian people. Its history began about 1,000 years BC. In the 10th century it became the emblem of Kyivan princes Volodymyr Velykyi and Yaroslav Mudryi. It officially became the national emblem again in 1992.

The **anthem\*\*\*** of Ukraine is "Sche ne vmerla Ukrainy...". Pavlo Chubyn's'kyi wrote the words in 1863 and later composer Mykhailo Verbyts'kyi wrote the music. First it became the national anthem in 1919. In 1992 it came back again.

**2 4. What do you know about Ukrainian and British capitals? Read the statements and say which city each of them describes.**

1. It is one of the biggest cities in Europe.
2. About three million people live in this city.
3. This city has the oldest metro in Europe.
4. The metro in this city is one of the most beautiful in Europe.
5. There are 35 theatres and about 40 museums in this city.
6. The city consists of four big parts.
7. This city stands on the river.
8. There is a monument to a famous person in the central square.

**5. a) Read the information about the history of the two capitals. What do they have in common? What is different?**

London is a very old city. It began life two thousand years ago. Here on the banks of the Thames there **had been** a small settlement named Llyn-din when Caesar came to this place in the year 55 BC. Llyn-din became Londinium. The Romans made Londinium a large and rich city with good streets, beautiful palaces and shops. In the 5th century the Romans left Britain and other nations came and ruined the city. Londinium **had lain** in ruins for nearly 400 years when in the 9th century the Saxon kings began to rebuild the city. In 1066 it became the capital of Britain and was called London. ✓

Kyiv is one of the most ancient settlements of Ukraine and Europe. The first people **had lived** on the territory of modern Kyiv more than 20 thousand years before Prince Kyi, his brothers Schek and Khoryv and

\*i n d e p e n d e n t /,ɪndɪˈpendənt/ — незалежний

\*\*t r i d e n t /ˈtraɪdənt/ — тризуб

\*\*\*a n t h e m /ˈæntəəm/ — гімн

their sister Lybid' started a settlement on the banks of the River Dniro in 482. At the end of the 9th century the ancient state Kyivan Rus' appeared there. Kyiv became its capital and political centre.

b) Translate the sentences with the words in bold type. What actions do these verbs denote?

c) Compare the time of the actions expressed by the verbs in the following sentences. Which action was earlier and which happened later?

1. I **had done** my homework before my friend came to me.
2. When the bell **rang** all the pupils **had written** their tests already.

(See Grammar Reference, § 6, p. 143.)

6. Use the verbs in the sentences in the correct tense form.

1. Before the Romans (*to come*) to Llyn-din ancient people (*to live*) there.
2. Kyi and his brothers and sister (*to travel*) for a long time when they (*to find*) a nice place for a settlement on the bank of the river.
3. Londinium (*to be*) in ruins for 400 years before the Saxon kings (*to begin*) to rebuild it.
4. Kyiv (*to become*) an important political centre after the state Kyivan Rus' (*to appear*).

7. Read the story about the Great Fire of London. Put the verbs in the correct tense form.

In 1666 a young King's baker (*leave*) a piece of wood at night not far from the hot cooker. In a few hours the fire (*start*). A strong wind (*begin*) some days before, and soon all the wooden houses in the narrow street (*be*) on fire. People couldn't get water to put the fire down because the fire (*ruin*) the water-wheel. People (*run*) to the river to save their lives. There (*be*) a lot of pigeons in London in those days. They (*not want*) to leave their houses and (*fly*) about the windows until their wings (*get*) burnt and they (*fall*) down dead. In four days the wind (*stop*) and with it the fire (*stop*), too. But 3,000 houses and 89 churches (*disappear*). People had to rebuild their town.

3 8. Read the text and match the words in bold type with their Ukrainian equivalents.

Museum is a place which **displays** (1) a collection of objects illustrating science, art, history, or other subjects. There are three main kinds of museums: art museums, history museums, and science museums. Art museums **exhibit** (2) paintings, sculpture, and other works of art. History museums illustrate the life and **events** (3) of the past. Their collections include documents, furniture, **tools** (4), and other materials. Science museums have **exhibits** (5) on the natural sciences and technology. Museums of **natural** (6) **history** show displays of animals, plants, rocks, and other objects. The exhibits in **science-technology** (7) museums explain the operations of different types of machines. Children's or youth museums have exhibits that explain the arts and sciences to young people.



а. виставляє б. експонує с. експонати д. знаряддя е. науково-технічний ф. події г. природознавство

9. What type of museum does each picture illustrate? Give reasons for your answer.

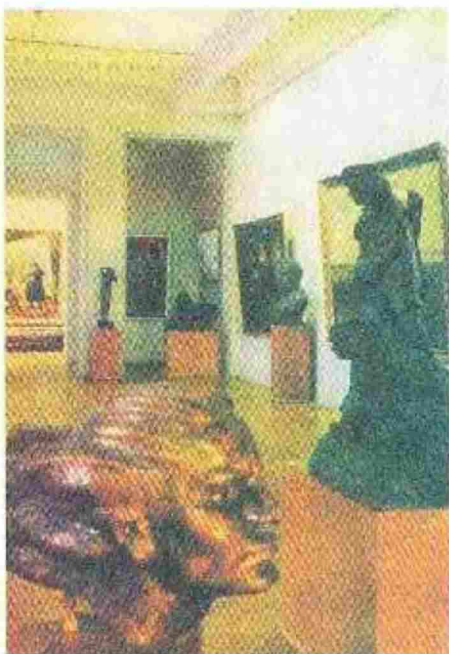
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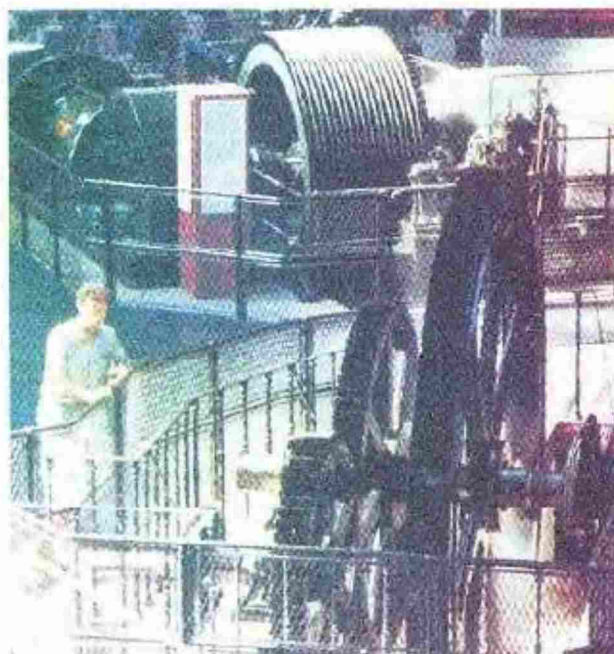
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3



4



10. Read the information about some museums and match the paragraphs with the pictures of exhibits.

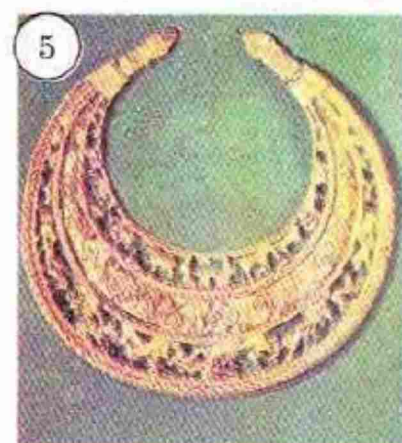
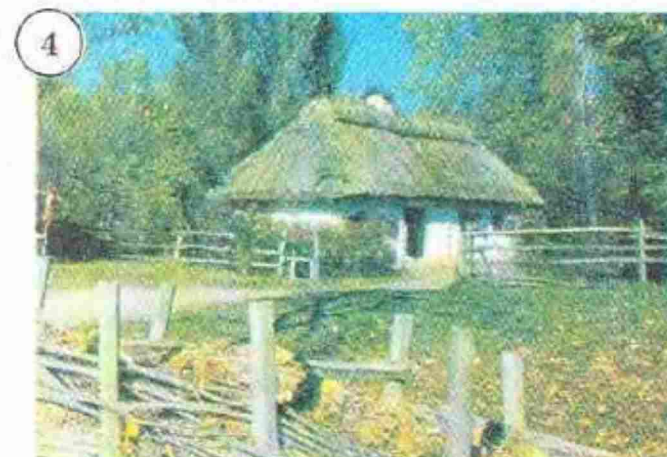
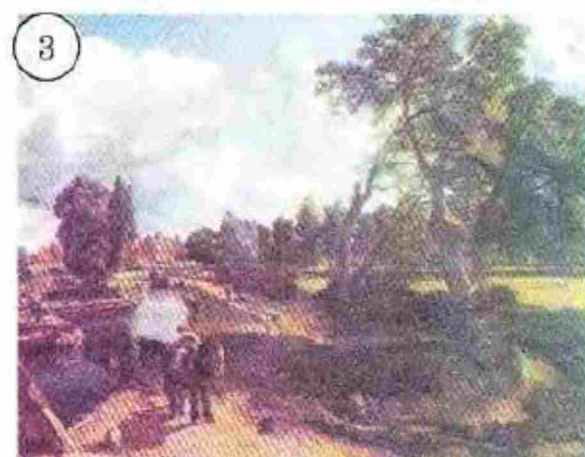
A. Madam Tussaud's is one of London's busiest museums. Visitors can see life-size wax figures of famous people: politicians, actors, athletes and even the Royal Family.

B. The National Gallery contains Britain's best known collection of 2,200 pictures. The Gallery is rich in paintings by Italian masters; it contains pictures of all European schools of art, and of course the best English tradition including Turner, Gainsborough and Constable.

C. The Ukrainian Museum of Folk Architecture includes 300 authentic buildings — houses, churches, mills, and special constructions that exhibit work tools, dresses and other things which make the total of 80,000 pieces.



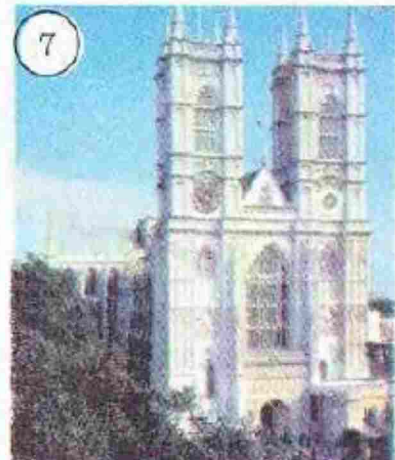
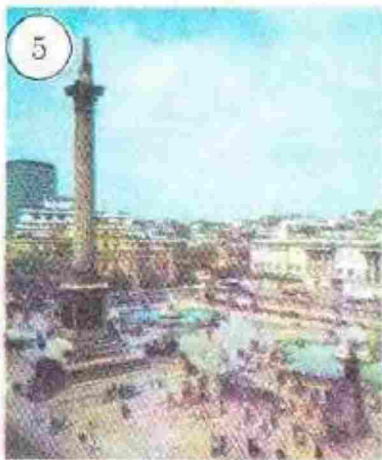
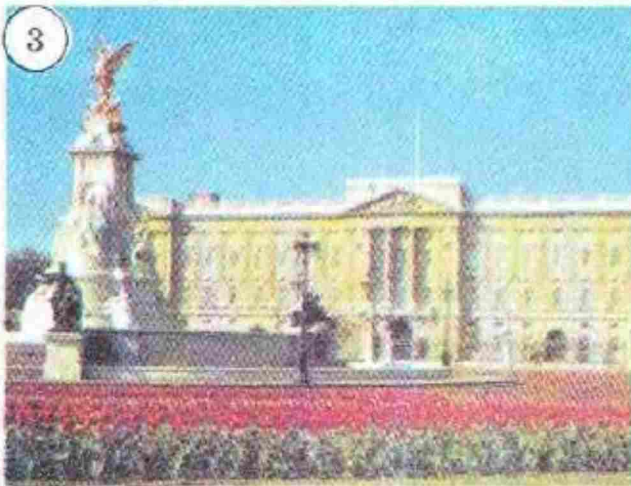
**D. The National History Museum of Ukraine** gives information about Ukrainian culture, history, traditions and people's lifestyle from ancient times to our days. It exhibits clothes, documents, manuscripts, ancient dishes and decorations.



**4 11.** Match the pictures on pages 105–107 with the names of sights.

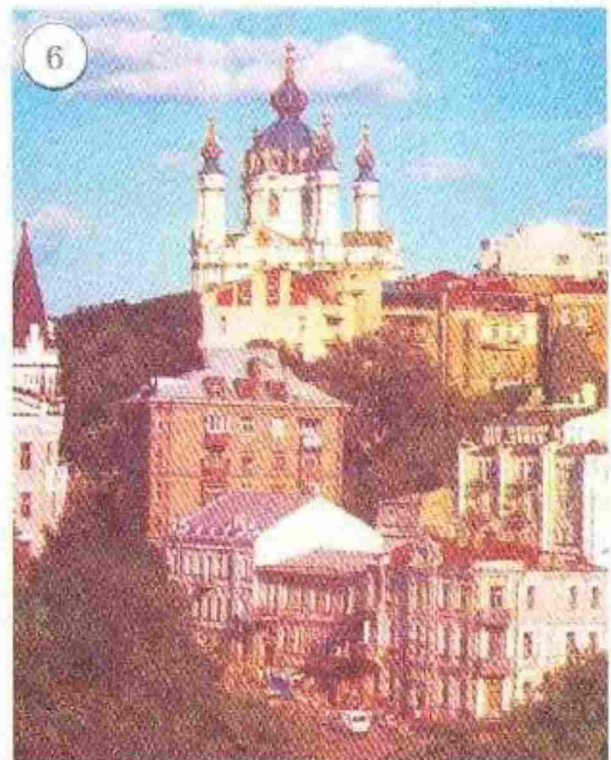
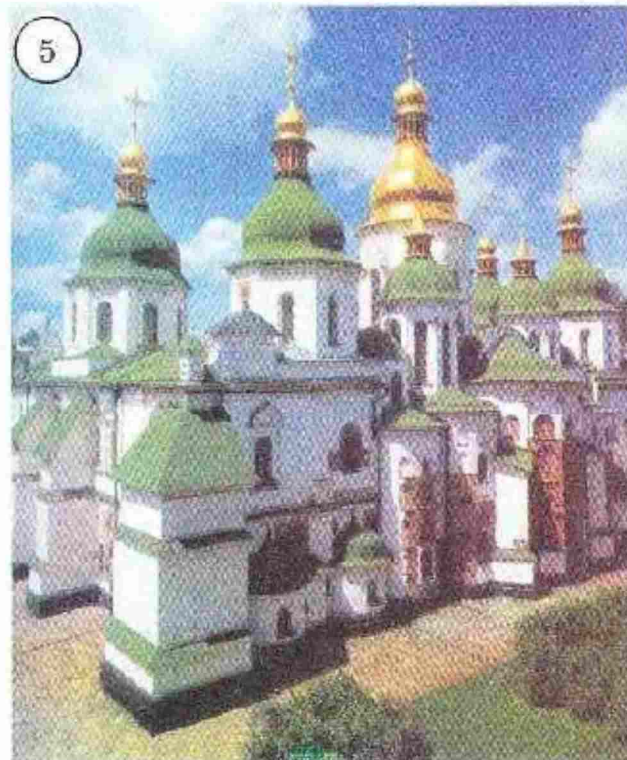
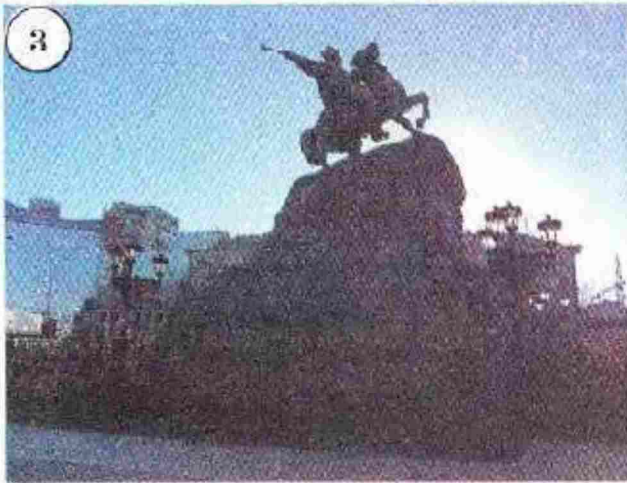
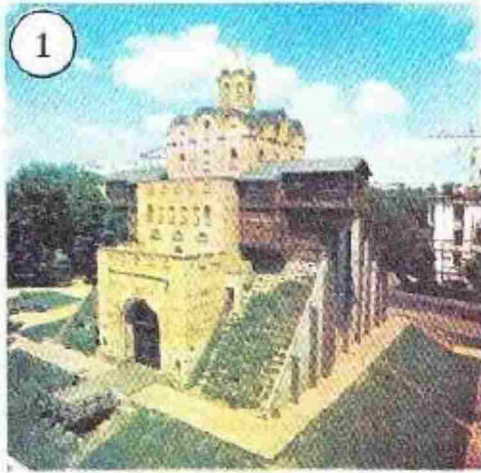
**A.** Westminster Abbey, Trafalgar Square, Piccadilly Circus, the Tower of London, the Houses of Parliament, Big Ben, Buckingham Palace, St Paul's Cathedral, Tower Bridge



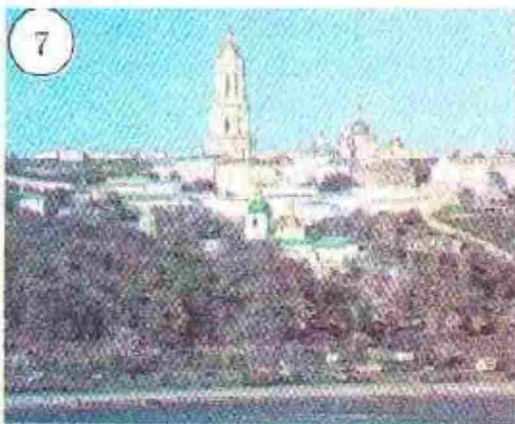




**B. Kyievo-Pechers'ka Lavra, Andriivs'kyi Uzviz, National Opera of Ukraine, Bohdan Khmel'nyts'kyi Monument, Taras Shevchenko National University, Zoloti Vorota, St Sophia Cathedral, Khreschatyk, Maidan Nezalezhnosti**







**12. Group work.** What do you know about the sights of Kyiv and London? Read the descriptions and name the sights.

1. It is the main and the most beautiful street in the city. A lot of chestnut trees grow along this street. These trees are a symbol of the city.
2. It's a big monastery with many ancient churches and museums. It is famous for its underground caves. Thousands of Christians from different countries of the world come to visit it every year.
3. It's a tower of the Houses of Parliament with a huge bell in the clock. It has boomed out the hours since 1859.
4. It is one of the oldest streets in Kyiv. In ancient days it was the shortest way from the Upper Town to the Lower Town. Nowadays this street is a traditional place for concerts, art festivals and city holidays. There are many interesting picture galleries and souvenir stores there.
5. It has been the official royal residence since 1837. Most mornings, the famous Changing-of-the-Guard Ceremony takes place at its front gates.
6. It is London's oldest sight. It consists of a group of structures built around a central tower and surrounded by two stone walls. It has served as a fortress, a palace, and a prison. Today it is a national monument and museum.
7. It is one of the biggest and oldest universities in the country.
8. It is the best-known square in the city. In the centre of it is Nelson's Column on the top of which is a giant stone statue of the British admiral Nelson.
9. It is one of the most famous churches in the country. Most British kings and queens were crowned and buried there.

*R*



**13.** Listen to the descriptions of different tours of the two capitals and take notes of the places that each of them offers. Trace the routes on the maps. Which route is the longest? Which one is the shortest?

**14.** Choose the best tour in each city for:

- a. foreign guests;
- b. those who live in the country but in a different city or village;
- c. those whose hobby is taking pictures of historical places;
- d. those who love art;
- e. those who enjoy visiting museums;
- f. young people;
- g. religious people;
- h. those who prefer active rest.

**15. a)** Read the conversation and find the route on the map.

A: Excuse me, can you tell me the way to Maidan Nezalezhnosti?

B: Let me see. We are in front of Taras Shevchenko National University. There are two ways to get there — walking or going by the Metro. Which do you prefer?

A: How long will it take me to walk there?

B: About 20 minutes. And it's almost the same time by the Metro.

A: I would like to walk then. I am in Kyiv for the first time and would like to see as much as possible.

B: Then cross this park and turn left. Go down Shevchenko Boulevard to Khreschatyk Street. Turn left again and go along the main and the most beautiful street of our capital till you come to Maidan.

A: Thank you very much.

B: You are welcome.

**b) Pair work.** Make up and act out your own conversations using the maps of Kyiv and London.

**5 16.** Put the paragraphs in the correct order and read the biography of William Shakespeare.

#### William Shakespeare

A. At the age of 18 he married and had three children. He was quite poor. Then he left for London and we know absolutely nothing of his life for the next seven years. He began to write his poems and plays at that time.

B. He was born on April 23, 1564 in the town of Stratford-on-Avon. His father was a glove-maker. His mother was a farmer's daughter. William was the eldest son in the family of eight children. In his childhood William went to the grammar school. He finished his studies at the age of 13 and never went to school again.

C. His sonnets first appeared in 1609. During the last years of his life he wrote less and less. After the fire had destroyed the Globe during the performance of Henry VIII he retired to Stratford and stopped writing altogether (1613). He died on April 23, 1616.

D. In 1597 he bought the largest house in Stratford. The first mention of Shakespeare as dramatist was in 1598. There appeared a list of his



plays and sonnets, some of which he had probably written at an earlier date.

E. Since 1593 he began to work for the theatre company of the Lord Chamberlain's Servants. In 1599 the theatre company built and occupied the best known of Elizabethan theatres — the Globe. Shakespeare became the principal playwright to the company and was also an actor.

F. The new Globe Theatre opened in London in 1997, which looks the same as the one in which Shakespeare worked. The people on the main floor stand in front of the stage, just as the people did in Shakespeare's time. There is a Shakespeare museum in Stratford-on-Avon.



**17. Choose sentences and make stories about two famous politicians. Compare their lives. What did they have in common?**

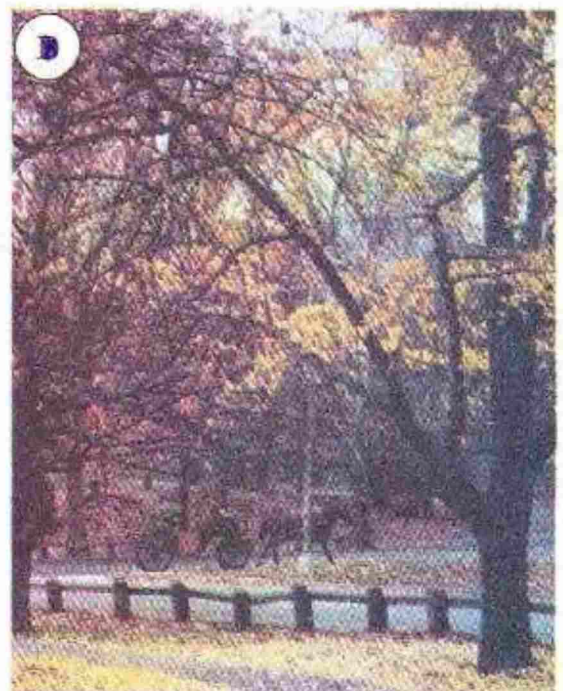
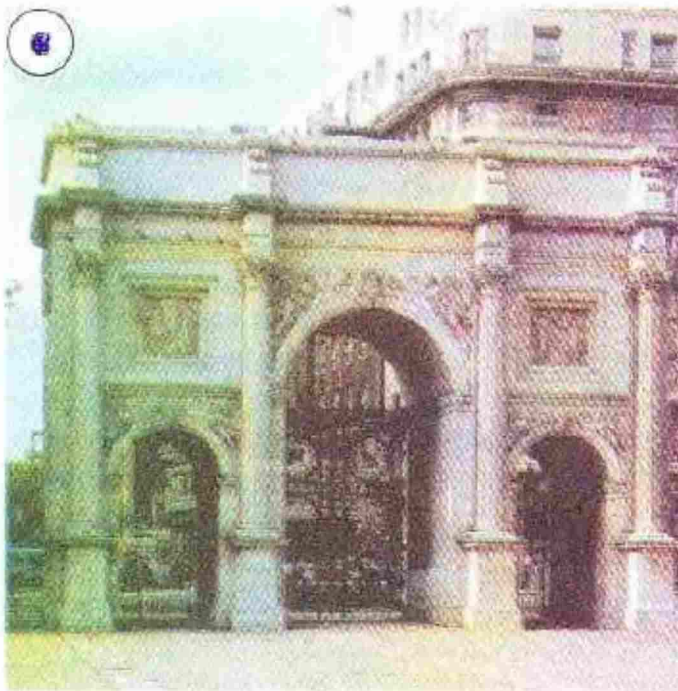
1) After February revolution of 1917 he came back to Kyiv and headed the Tsentral'na Rada. 2) After graduation she helped develop methods for preserving ice cream. 3) After school he entered history department of Kyiv University. 4) After graduation he worked in Kyiv and then in L'viv University. 5) Because of her character people called her the *Iron Lady*. 6) But he had no real power and had to live in different countries. 7) He became the first President of Ukraine in 1918. 8) He began writing at that time. 9) He died on November 25, 1934. Margaret Hilda Roberts Thatcher was born on October 13, 1925. 10) He got primary education at home. 11) He studied well and was good at all subjects but he was fond of Ukrainian history and literature. 12) He was the founder of Ukrainian National Democratic Party. 13) Her father had a grocery shop in the town and was active in politics. 14) His father taught history at Kyiv University. 15) In 1905 he returned to Kyiv but later was arrested for his political activity and moved from city to city. 16) In 1922 he came back to Kyiv. 17) In 1929 he became the member of Academy of Sciences. 18) In 1931 he was arrested and had to live in Moscow. 19) In 1951 Margaret became a lawyer. 20) In 1979 she became the first woman prime minister. 21) In 1990 she left the post but she is still an active politician. 22) Mykhailo Hrushevs'kyi was born on September 17, 1866. 23) She brought a lot of changes into the economic and cultural life of the country. 24) She did well at a girls' grammar school, and then at Somerville College, Oxford, where she studied chemistry. 25) She was a member of the team that developed the first soft frozen ice cream. 26) She was an active Conservative and in 1959 became a Member of Parliament. 27) Then he studied at Tiflis gymnasium.



**6 18.** Read the information about London parks and match the description of each park with its picture.

*monarch* London's largest parks are the royal parks. They belong to the British monarchs, but are open for public use. Central London has five royal parks: St James's Park, Green Park, Hyde Park, Kensington Gardens and Regent's Park.

- mythical arch*
1. Hyde Park is famous for Marble Arch, a triumphal arch near its north-east corner, and for Speakers' Corner, close to the arch. Large crowds gather at Speakers' Corner to hear people express their opinions on politics, religion, and many other topics. Hyde Park also has a lake called the Serpentine, popular with Londoners for boating, fishing and swimming.
  2. St James's Park has a large lake with wild ducks and swans. The Mall is a street which on the north of St James's Park forms the chief route for royal parades.
  3. Green Park is noted for its shade trees and walking paths.
  4. Regent's Park contains the famous London Zoo.





**19.** Look at the map of Kyiv and answer the questions.

1. How many parks are there in Kyiv?
2. What parks are there in the centre of the city?
3. Which park is the biggest?
4. Which parks are there on the banks of the Dnipro?

**20.** Divide the text into words and sentences. Read the description of one of Kyiv's parks.

Trukhaniv Ostriv is one of the favourite places of those who live in Kyiv and guests of the city. They come here to spend their free time and enjoy the company of each other. On Trukhaniv Ostriv there are the best and cleanest city beaches. Trukhaniv Ostriv is an island connected with the city by the Parkovy Walking Bridge. The island is a great place for fishers who enjoy sitting on the banks of the river and admire beautiful landscapes. There are numerous stories the fishers tell each other about great catches and unbelievable sizes of fish they caught on the Trukhaniv Bridge. The fishers believe that the island is a very lucky place. Until 1957 those who wanted to go to Trukhaniv Ostriv had to take a boat in the summer or cross the river by ice in the winter. In 1957 the Parkovy Bridge appeared and Trukhaniv Ostriv became a fashionable place for rest.

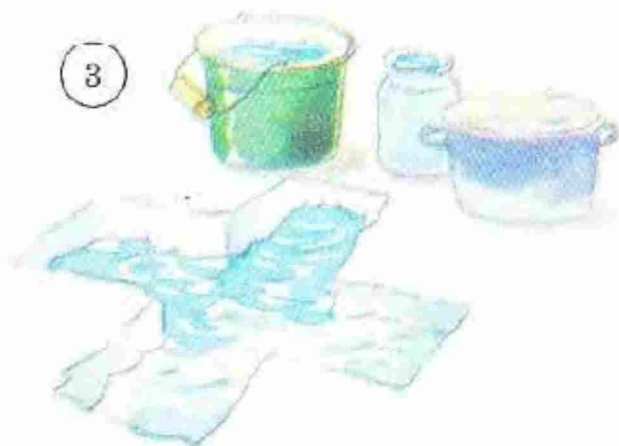
**21.** Look at the pictures and make up a story.



**7 22.** Listen to the text about an English tradition, read the text in the book and say what is wrong in it.

Everyone knows that tea is the most popular drink in America. It's even more popular than coffee which people drink everywhere in Europe and Asia. The Dutch brought the first tea to Europe in 1510. But only in 1668 the first advertisement for tea appeared in a London newspaper. At that time a skilled worker could buy only a kilo of the cheapest tea for the money that he got for his week's work. The lady of the house kept tea in special containers often with a lock and carefully measured it out by the teacups. By 1760 tea had become the principal drink of all the classes in Britain. Later tea drinking developed into a fashionable social ritual. Tea parties were popular at clubs and soon the ritual of afternoon tea became traditional. Nowadays the custom of tea-time continues everywhere. Most people in Britain prefer a rich strong cup of tea with milk and sometimes sugar.

**23.** Listen to the texts and choose the pictures that match them.



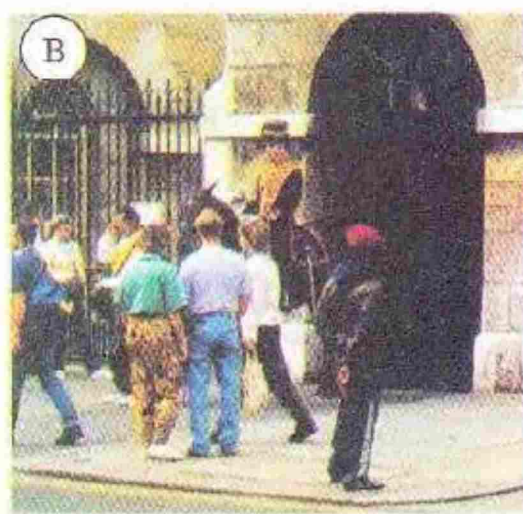
**24.** Read the descriptions of two most famous and colourful traditional ceremonies in London. Are there any similar ceremonies in Ukraine?

A. At the royal palace you can always see soldiers who wear colourful uniforms: scarlet tunics, blue trousers and bearskin caps. They traditionally guard the palace. The history of the Foot Guards goes back to 1656 when King Charles II recruited a small bodyguard when he had to



live in Holland. Later his small bodyguard grew into a regiment of guards. Changing of the Guard is one of the most popular ceremonies. It takes place at Buckingham Palace every day at 11.30 am. The ceremony always attracts a lot of spectators — both Londoners and visitors of the British capital.

B. Mounting the Guard is another colourful ceremony. It takes place at the Horse Guards in Whitehall at 11 am every weekday and at 10 am on Sundays. It always attracts sightseers. The Guard is a detachment of cavalry troops and consists of the Royal Horse Guards and the Life Guards. The ceremony begins with the trumpeters sounding the call. The new guard arrives and the old guard returns to its barracks. The ceremony lasts 15 minutes.



## Study Skills



- 8 We know Arabic and Roman numerals. Can you work out the missing Arabic or Roman numerals and English words in the table? Do it in your copybook.

Arabic	Roman	English words
1	I	one
5	...	five
50	L	...
...	D	five hundred
3	III	three
54	...	fifty-four
649	DCXLIX	six hundred and forty nine
1789	MDCCLXXXIX	...

## Project

**8–9** Produce a guidebook or a booklet about your native town. Make it interesting for young visitors.

- Suggest the contents of the guidebook. Discuss the sections and the headings in it.
- Discuss the guidebook format.
- Divide tasks among your group:
  - a) make a design;
  - b) write texts;
  - c) find visual materials (pictures, sketches, photographs);
  - d) draw maps and charts;
  - e) classify the selected material.
- Combine the work of all students. Present your project to the class.

## Test Yourself!

**9** Read the text about Joanne K. Rowling's childhood. There is a mistake in every line. Find the mistake and correct it (do it in your copybook). Get one point for each correct answer.

### Joanne K. Rowling

When a child Joanne Rowling was argly and fatty. She had 1  
bad sight. Her parents were pure and they couldn't buy good 2  
glasses for her. That's why she had to were ugly thick glasses 3  
which poor people got at the ckemist's free of charge. At the age 4  
of five Joanne wrote a story about a rabbit whose name was Rabbit. 5  
He had a sore throust. The rabbit's doctor was a bee whose name 6  
was Bee. Joanne read that story to her yunger sister. 7

When at school Joanne Rowling had the best maks in 8  
Literature and the werst marks in all the other subjects 9  
espeshially in PE. Her classmates called her names because of her 10  
appearance. Joanne began to write storyes about her classmates 11  
who were herous. The classmates loved the stories and one day 12  
Joanne got the title *the Gerl of the Year*. 13

## Reading Corner

### The Sword in the Stone

**10** 1. Wart was a page who lived in the castle of Sir Ector. The boy's real name was Arthur but nobody called him by his name. Everybody called him just Wart. Sir Ector had a big, lazy son named Kay. Kay liked to lie



in the sun and sleep. His favourite place for sleeping was a green meadow near the castle. But poor Wart had to work and work. He cleaned pots and pans in the castle kitchen. He brought water to the cook of the castle. He swept the castle yard. He polished, washed, cleaned all day long. Poor Wart! He was always tired.

2. But one day there was a strange noise in the great hall of the castle. There was a puff of smoke and there stood a strange old man. "My name is Merlin. I am a wizard," he said. "I must give some lessons to Wart. So I am here." Sir Ector and Kay laughed. "Lessons! Why do you want to teach Wart? Go away, old man," said Sir Ector. Merlin waved his wand. And right there, inside the great hall it began to snow! It snowed and it snowed and it snowed. Now Sir Ector was afraid of the old man. He let Merlin stay on, and said, "Give Wart lessons, if you like."

3. Nobody understood why Wart needed lessons, but Merlin began to teach him. One day Merlin led Wart to a lake, waved his wand and Wart changed into a little fish, and fell into the water. At first it was great fun. But then a big fish came along. The big fish wanted to catch the little fish for lunch. Poor little Wart! What could he do? He used his head. He hid in a hole so the big fish couldn't find him. "Very good," said Merlin. "You learned your lesson, Wart. **WHEN IN TROUBLE USE YOUR HEAD.**"



4. Merlin gave Wart many lessons. Once he changed Wart into a squirrel. Wart learned to climb trees and gather nuts. Another time Merlin changed him into a bird. Wart flew high in the sky. He saw many different things and grew wiser and wiser. But still nobody understood why Wart needed lessons.

5. One day a man came to the castle. He brought news of a great tournament in London. Many brave knights were going to take part in it. The winner had to become King of all England. "It is the best way to choose King of England," said Sir Ector. He thought that Kay could win.



6. And so they all went to London. Kay rode a beautiful white horse. Sir Ector rode a big grey horse. And Wart rode an old donkey because he was only a page.

7. After many days and many nights they came to London. And when they came at last to the tournament field Kay smiled proudly and said, "Soon with my sword I shall fight to become King." Suddenly Wart ran from the field. "Where is Kay's sword? Poor Wart forgot Kay's sword at the inn where they had slept. Wart ran as fast as he could but when he got to the inn it was closed.



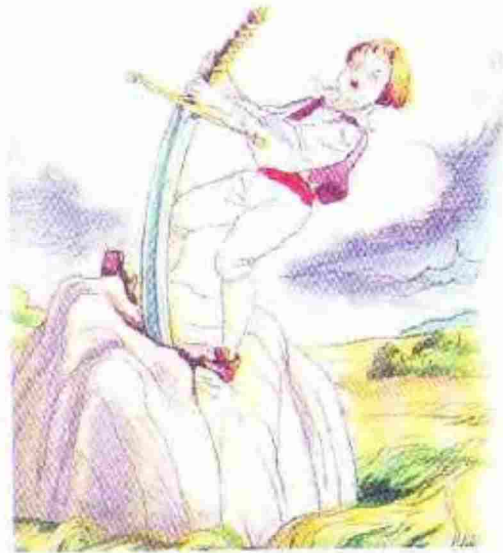
8. Poor Wart — where could he find a sword? He ran and ran. Suddenly in the meadow he saw a very large stone and stuck through the stone was a shining sword. A sword! Wart quickly pulled it out and quickly carried it back to the tournament field.

9. "But that's not Kay's sword!" cried Sir Ector when he saw it. Then he saw some words written in gold on the sword. Sir Ector and other people read, "*Who can pull this sword out of this stone must be King of all England.*" Now the people understood that in that way they had to choose their King. But how could Wart pull it out? Probably there was some mistake.

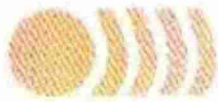


10. They all went to the meadow. Wart put back the sword into the stone. Then everybody tried to pull the sword out. But nobody could do it. Only Wart could pull it out again. So it was no mistake.

11. But King must know many things. How could Wart be King? — Merlin's lessons prepared Wart to be King. Wart was wise and knew many things. So Wart became King. There are many wonderful stories about King Arthur and his brave knights.







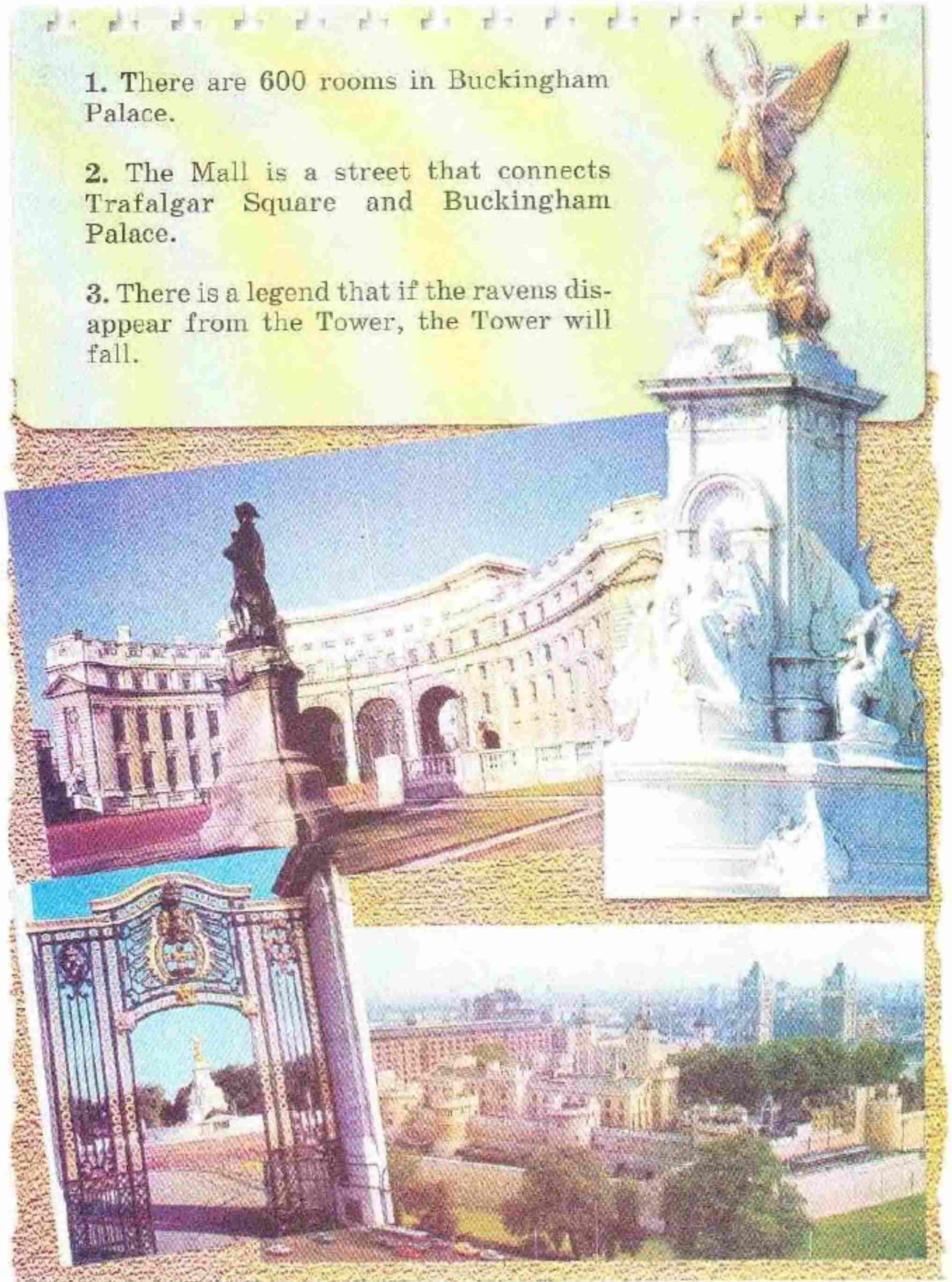
### IT'S INTERESTING TO KNOW

11

1. There are 600 rooms in Buckingham Palace.

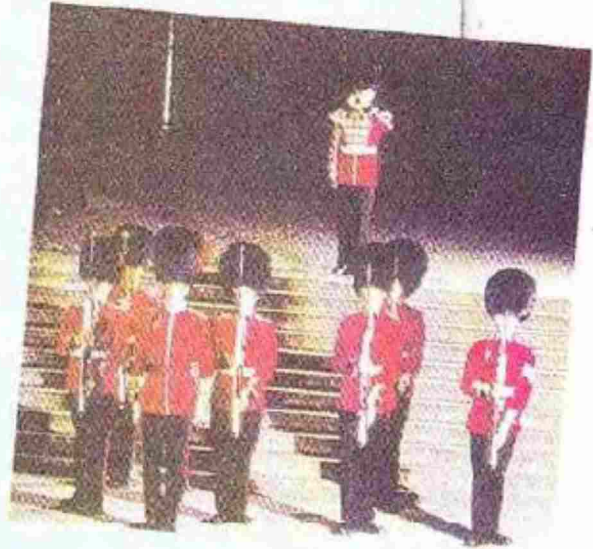
2. The Mall is a street that connects Trafalgar Square and Buckingham Palace.

3. There is a legend that if the ravens disappear from the Tower, the Tower will fall.





4. The Ceremony of Keys happens every night at 10 pm at the Tower of London. It goes back to the Middle Ages. Five minutes before 10 the Headwarder comes out with a bunch of keys and an old lantern. He goes to the guardhouse and cries, "Escort for the Keys!" Then he locks the three gates and goes to the sentry who calls, "Halt! Who comes here?" The Headwarder replies, "The Keys!" "Whose Keys?" demands the sentry. "Queen Elizabeth's Keys," comes the answer. So the Keys are carried to the Queen's House where they are safe for the night.



5. The Thames, the "noblest river in Europe", has a number of bridges and tunnels, but until 1750 London Bridge was the one and only.



1. a) Read a page from Vira's diary. What activities were her favourite ones at school?

Dear diary,

The Where Fair was a great success. It was so interesting to know more about different countries. Everyone liked my presentation of Ukraine very much. They especially liked our Ukrainian songs. Nobody in our group knows Ukrainian so I had to translate the words of the songs into English. It's interesting how we, children from different countries, can communicate with each other. We all speak English and now I am glad that I studied it at school. I was lucky because I had a very good teacher. Svitlana Vasylivna was a strict teacher but she made every lesson interesting. We didn't only do exercises, we sang songs in English, played games, watched video and did projects. Those were my favourite activities. She also brought a lot of interesting material about the English language. Everyone in our class liked English. It was one of my favourite subjects, too.

- b) Match the lessons with the activities that you can do in them.

- |                       |                        |                     |
|-----------------------|------------------------|---------------------|
| 1. Mathematics        | a. copy from the board | k. do projects      |
| 2. History            | b. describe            | l. go on excursions |
| 3. Geography          | c. discuss             | m. jump             |
| 4. Biology            | d. do exercises        | n. learn by heart   |
| 5. Physics            | e. do sums             | o. listen           |
| 6. Ukrainian          | f. listen to music     | p. make up stories  |
| 7. Foreign Language   | g. paint               | q. play games       |
| 8. Arts               | h. read                | r. sing songs       |
| 9. Physical Education | i. run                 | s. use dictionaries |
| 10. Music             | j. write               | t. watch video      |

## 2. Answer the questions.

1. What subjects do you study at school?
2. Which of them are your favourite ones?
3. What are your favourite activities in these lessons?
4. What languages do you study?
5. What do you usually do in the language lessons?
6. What are your favourite activities in the language lessons?
7. Are all language lessons the same? What is different?
8. Where can you see and hear foreign languages outside school?



**3. Read the text and choose the words that describe the English language. What do they mean? Why has English become so important?**

English is the main language of business, sports and science. Three quarters of the world's mail are in English. It is the world's computer language. It has become the language of international traffic control and police and emergency services. English is a chief language of international business and academic conferences and the leading language of international tourism. It is also the main language of popular music, advertising, home computers and video games.

**4. Why do people learn foreign languages? a) Listen to some people's explanations, and choose the reasons that they mention from the list below.**

- to be better educated
- to be famous
- to travel abroad
- to be able to talk to people from English-speaking countries
- to get a lot of money

**b) What other reasons do they speak of? Which of these reasons are true for you? What other reasons can you add?**

**2 5. Read the text and count the languages that have formed modern English.**

The earliest people who lived on the territory of Britain more than three thousand years ago were the Celts. Some English words have come to us from the language which they spoke. These words are *woman, man, sun, hand, love, go, eat* and others. The Romans came to Britain in AD 43 and stayed there until the early 400's. They brought a lot of new words with them, which stayed in the language after they returned to Rome. Later, Germanic people came to Britain. They were called the Angles, the Jutes, and the Saxons. The Angles lived in central Britain. They brought their language to the country. It got the name *English*. Later, many words came to English from other languages, such as French, German, Greek, Italian, Latin, Russian and Spanish. For example, *fashion* is from French, *piano* — from Italian and *canyon* — from Spanish.

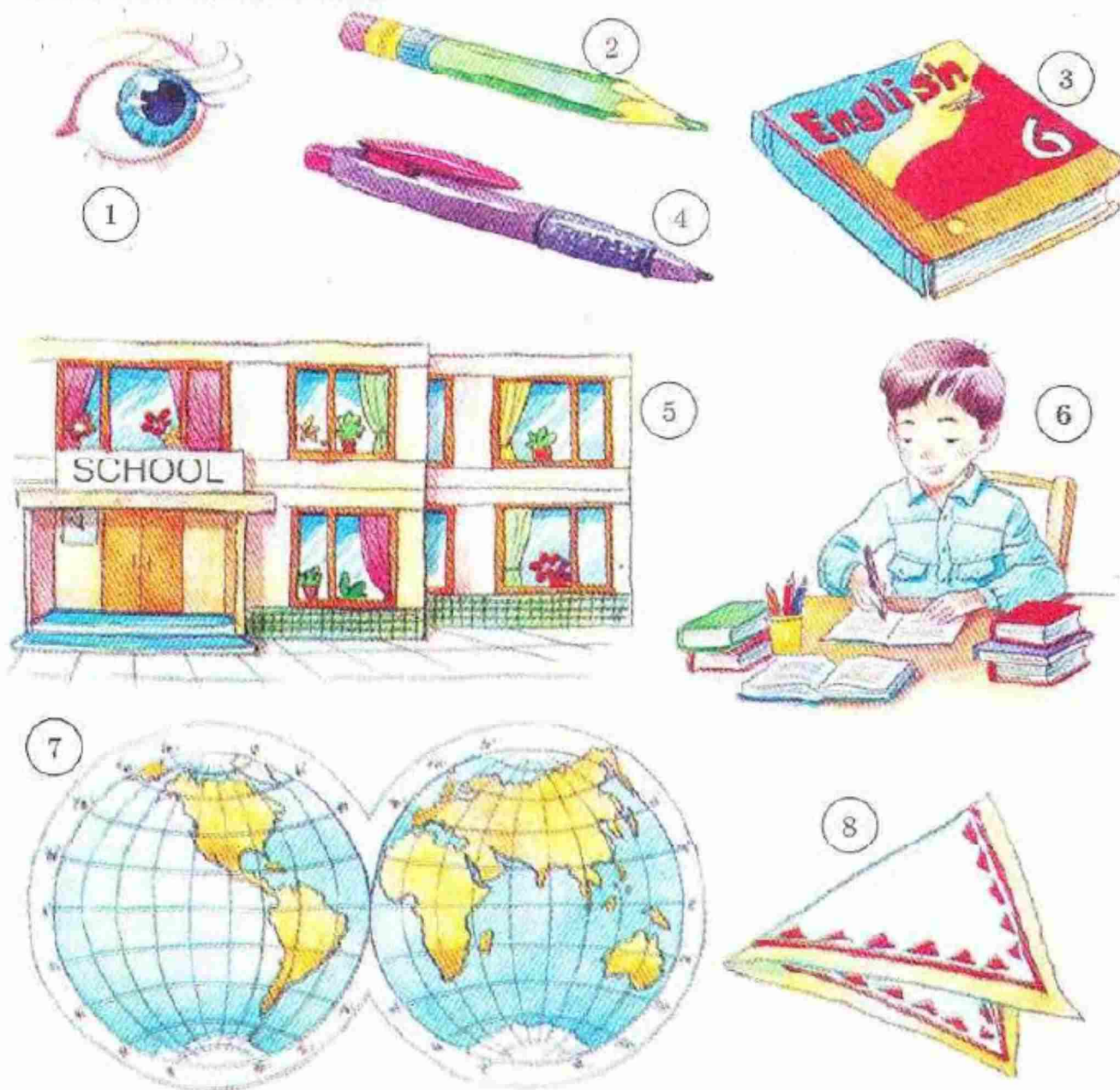
**6. Answer the questions.**

1. How do words from one language get into another?
2. Are there any words in Ukrainian and English that sound alike?
3. Are there any words in Ukrainian that have come from other languages? Can you give examples?
4. Can you remember the words that are the same in Ukrainian and English? How did they come to Ukrainian?
5. Are there any words that have come to English from Ukrainian?

**7. Read the description and find as many Greek words in the dictionary as you can.**

There is one trick which can help you find Greek words easily. If you put the letter *p* and then letter *h* together you'll have *ph*. You read it /f/. It shows that the word is Greek. Do you know any Greek words?

8. Listen to the texts and choose pictures of the things, the names of which come from the same word.



9. Read the texts and match them with the words that came to English from other languages.

1. This word comes from the Greek word *schole* which meant rest. In old Greece some people worked hard and others had much free time to study. At first it was just a discussion: people talked about different problems of life. Time passed, more people could get education. It happened at a regular time and in special places. So, the word that first meant *rest* began to mean *learning in free time*. And later the word began to name *the place where children learn*.

2. This word had appeared in the language of ancient Germanic tribes before they came to Britain. In early time the word *boc* was the name of the tree, which grew in the place where the Germanic tribes lived. The old Germans made cuts on the trees. It was a kind of writing. Later, people



began to make tablets from the bark of the tree. Then people began to use parchment for writing, but the word remained. Years passed and people began to write on paper, but still they use the same word.

pencil, pen, school, paper, book

**3 10. a)** Listen to three foreigners speaking English. Are they good at it? What do they have problems with? Think about these things:

- pronunciation: how they pronounce words and sounds;
- intonation: stress and rhythm;
- grammar: the forms of words, word order, whether they combine words into sentences correctly;
- vocabulary: how many words and what kind of them they know.

**b) Pair work.** Think about yourself. What are your own strengths and weaknesses in English? Make some notes and discuss them with your partner.

**11.** The spelling of some English words remained the same for centuries, but their pronunciation changed. Read these pairs of words and say if their pronunciation has changed.

doubt — owl	mouse — bowl	month — much	clear — wear
brow — know	phone — float	meat — bread	here — hear
loud — down	nose — throw	though — close	thank — then

**12.** Sometimes it is difficult to learn new words in a foreign language. Do you agree? a) Choose the statements below that you agree with.

English words are:

- |   |                              |
|---|------------------------------|
| 1. very easy to learn.                  | 5. difficult to learn.       |
| 2. quite easy to learn.                 | 6. quite difficult to learn. |
| 3. easy to learn.                       | 7. very difficult to learn.  |
| 4. sometimes easy, sometimes difficult. |                              |

**b)** If you choose 4, 5, 6 or 7, then arrange the following words in groups of meaning. They will help you learn. How many groups can you form using these words? Compare your groups with your classmates'.

passenger, driver, vehicle, garage, conductor, wheel, carriage, compartment, stewardess, terminal, booking-office, boarding pass, napkin, waiter, lunch, dessert, uniform, pocket, belt, overalls, button, outdoor, fiction, display, route, leather, fork, knife, responsible, habit, trip, luggage, cafeteria, glass

**13.** Grammar is a system of rules, which help us make sentences. a) Can you say which of these five sentences is a positive statement, a negative statement and a question? What helps you understand that? Mind the place of adverbs *yet*, *ever*, *never* and *already* in the sentence.

- |                                   |  |
|-----------------------------------|--|
| 1. Has he read that book already? | 4. He has never been to that park.       |
| 2. He hasn't read that book yet.  | 5. We always go to that park on Sundays. |
| 3. Has he ever been to that park? |  |

b) Now look through these ten sentences. Find:

A. three questions, expecting the answer *yes*; B. three suggestions;  
C. two positive comments; D. two negative comments.

- |                            |                             |
|----------------------------|-----------------------------|
| 1. Isn't she beautiful!    | 6. Isn't that wonderful!    |
| 2. Let's go to the circus! | 7. What about the cinema?   |
| 3. Isn't his name James?   | 8. Isn't she stupid!        |
| 4. Isn't that book scary!  | 9. Isn't he from the USA?   |
| 5. Aren't they ready?      | 10. Well, shall we go home? |

c) Answer the questions.

- Which of the above sentences have the same structure but different meanings or express a different attitude?
- Which sentences have different structures but the same meaning or express similar attitudes?
- What else do we need to know about the language, except vocabulary, pronunciation and grammar?

**14.** Play a miming game. Your teacher will put two piles of cards on the table. Get one card from each pile. Mime the action from the first card in the manner that the second card tells you. Let your friends guess what you are doing and how.

**4 15.** a) Where can you hear English? Choose from the list below.

songs	advertisements	in the bus
lectures	announcements	in the airport
films	radioprogrammes	in the lesson
cartoons	TV programmes	in the street
	business meetings	in a shop

b) Listen to some extracts and say where you can hear them. Do you need to understand every word in all these situations? Can you hear the same piece one more time? Which of the situations is the most difficult for listening?

**16.** a) You are going to listen to the song *I'd Like to Teach the World to Sing*. What do you think it is about?

- |                    |              |
|--------------------|--------------|
| • a world festival | • friendship |
| • a singing lesson | • a party    |
| • a singer         |              |

b) Listen to the song and check if your guess was right. Then listen again and fill in the gaps in Ex. 5 from the WB.

c) Answer the questions.

1. Can you guess what the word *harmony* means? Does it sound like a Ukrainian word? What does it mean to *sing in harmony*?
2. Can you guess what the word *furnish* means? What part of speech is it? Does it sound like some English noun? What noun is it? What does it mean to *furnish the world with love*?
3. What does the expression *hand in hand* mean? How did you guess?
4. What does the expression *keep company* mean? What helped you guess?
5. What strategies can help you understand the meaning of a new word or expression?



6. What do you see in your mind when you hear the words *apple trees, bee, white bird*? What feelings do you have?
7. What do you feel when somebody holds you in her arms?
8. What is the main idea of the song?

**17. a) Match the paragraphs with the sources they come from.**

**1. Dinosaur National Monument.** Millions of years ago dinosaurs walked all over the United States. Today at Dinosaur National Monument between Colorado and Utah you can see the enormous skeletons of these animals. You can see the complete bones and eggs of many dinosaurs and discover how they lived. Visit the monument and learn about prehistoric life.

**2. Robot.** The word *robot* first appeared in a play in the 1920s. The word comes from a Czech word meaning *forced work* or *slavery*. In the play the robots do very boring work but at the end of the play they kill their human masters and take over the world.

Japan has the largest number of industrial robots in the world today. The robots mainly do repetitive jobs. In the future robots will become more mobile and they'll do domestic jobs.

**3. Dear George,**

I am a good student and I get good marks in all my subjects — except French. I don't know why. I always revise grammar and vocabulary before the exams. And I try hard in class, but I don't get very good marks. I know that languages are going to be very important in the future. What should I do?

- 2 a. a science fiction book
- b. an encyclopedia
- 1 c. a museum guide
- d. a tour guide

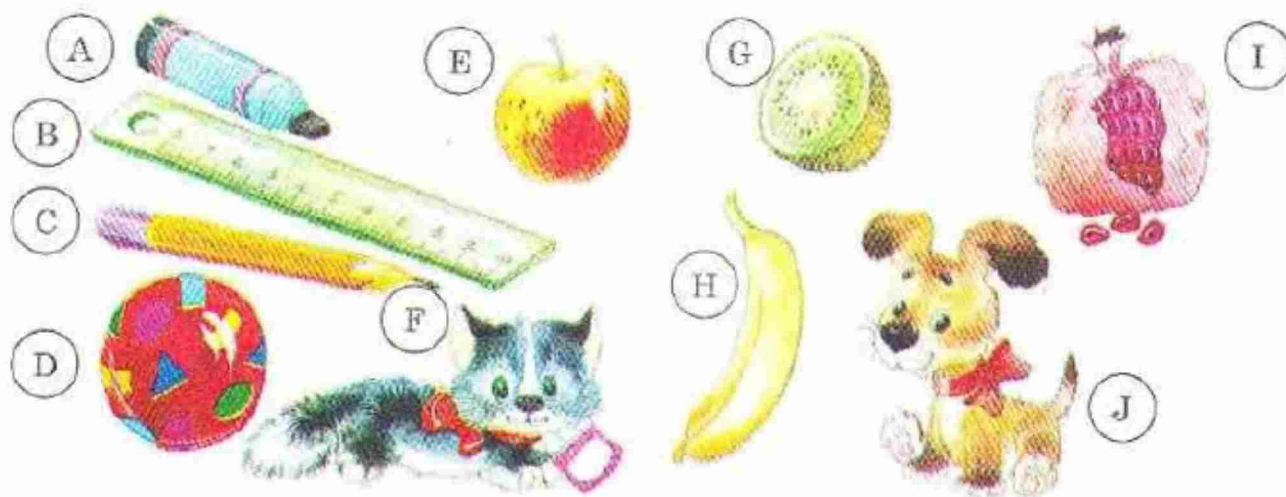
- e. a novel
- f. a dictionary
- 3 g. a personal letter
- h. a news article

**b) Answer the questions.**

1. How long did it take you to identify the source of each text?
2. How many times did you read each text?
3. Did you need to know every word in the texts to do the task?
4. Which words did you use and which ones did you ignore?
5. When is it important to know every word? Why?

**5 18. When we describe something we paint a picture in words. a) Read the descriptions and choose the pictures they describe.**

1. It is a round yellow and red fruit. It feels hard in the hand. It tastes sweet and juicy. It smells good.
2. It is a grey fluffy toy. It feels very soft in the hands. When you press it, it makes a funny sound.
3. It is a long yellow thing. It's hard. You can draw with it.



b) **Pair work.** Choose one thing from the picture. Describe it. Let your partner guess what it is. Then change roles and repeat.

**19.** Read the text in Ex. 6 from the WB. Answer the questions.

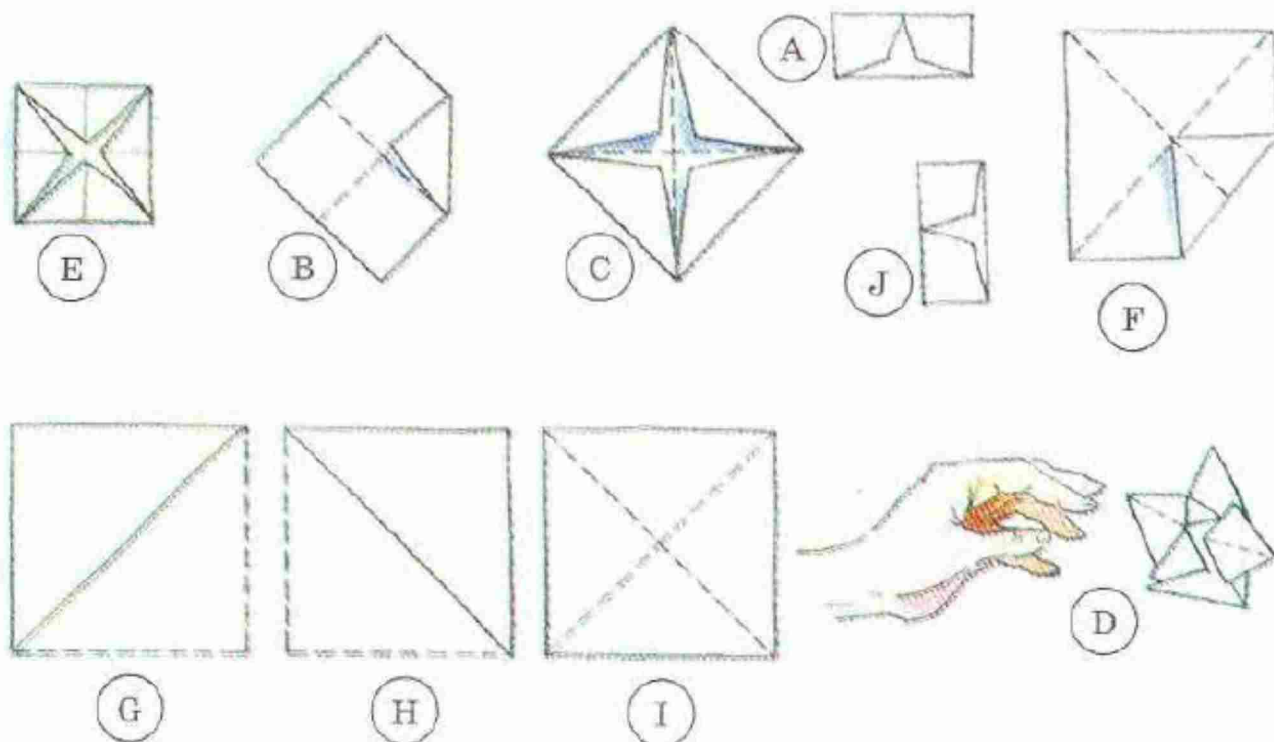
1. What kind of text is it: a description or an instruction?
2. Is it clear? Are there unknown words in it?
3. Are the sentences in it long?
4. What is the order of the sentences?
5. What words help to show the order?

**20.** Put the pictures in the correct order and then make up an instruction. Use the rules that you developed in Ex. 19 and the words in the box. Start like this:

1. Make a square and fold it in half diagonally. (G)
2. Fold the square diagonally the other way. (H)

.....

fold, press, unfold, diagonally, vertically, horizontally





**21. Answer the questions.**

1. When do you describe things?
2. When do you give instructions?
3. What is the difference between a description and an instruction?
4. What things do you have to read in your life?
5. What things do you have to write?
6. Do you often write postcards and letters?
7. How do they differ from your writing class exercises?
8. Is there any difference between writing something and telling something?

**6 22. Here are some things which people have said about learning a foreign language. Do you agree or disagree with them?**

1. Some people find learning language easy but other people find it very hard.
2. If I don't practice I forget.
3. If you have a good memory it's easy to learn.
4. British and American people speak too fast for me.
5. I have to translate everything inside my head.
6. I need to know that the grammar is correct before I can say anything.
7. You can learn in class but you always need to study by yourself as well.
8. I feel very nervous about saying things because I am afraid that my pronunciation is bad.
9. I can understand things when I read them. But I can't make sentences when I speak or write.
10. If I make a mistake when I am speaking I feel stupid.

**23. Do you want to find out if you are a good language learner? Read the following statements and answer "Yes" or "No". Then read the comments.**

**A Good Language Learner Test**

1. I don't panic if I see a lot of new words in a text, I enjoy working with a dictionary.
2. I very seldom use dictionaries when I read for pleasure.
3. I always enjoy speaking in a foreign language even if I know that I make a lot of mistakes.
4. I enjoy watching video films in foreign languages even if I don't understand much.
5. I like to listen to recordings in foreign languages if I do some physical work.
6. If I don't understand some grammar point I always try to find an explanation in a reference book or ask my teacher/ friend to explain.
7. I read a lot of books in my mother tongue.
8. I would like to know more about people behind the language.
9. I like to experiment with foreign languages.

**Comments.** If you have more "Yes" answers — you are a great language learner. You enjoy learning and using foreign languages. If you have more "No" answers — learning languages is hard work for you. A bit more concentrated practice — and you'll get there in the end.

**24.** Read the descriptions of three types of learners and say which group you belong to. Prove this by remembering what you were doing during the previous English lesson.

E.g. *During the previous English lesson I was / we were doing the project. ...*

1. This type of learners likes to see everything. They remember everything better if they can read the information. They like to learn languages using pictures or real objects.
2. This type of learners has a very good ear. They remember everything very well if they hear it. They like listening to tapes, to their teacher and classmates.
3. This type of learners is very active. They remember everything much better when they do something practical. They like doing projects, writing something, drawing pictures when they learn a language.

**25.** Answer the questions.

1. Which of the three types is better for work in class? for homework? Why?
2. Is it important to know what type of learner you are? Why?
3. Is it important to use other types of learning? Why?
4. Can you develop a different type of learning? How?

**7 26.** Here are some ways of studying and practicing English. Which ones were you doing during the previous English lesson or as your homework? Choose the items. Then answer the questions and do the tasks.

In class I was... / We were...	Outside the class I was... / We were...
listening to the teacher. listening to tapes of texts. repeating words and sentences. asking and answering questions. learning about grammar. doing exercises. learning vocabulary. reading stories. speaking with a partner. working in groups. role-playing. discussing some problems. listening to songs. watching videos. writing exercises. writing letters. copying from the board. using dictionaries.	doing workbook exercises. doing other written homework. looking up new words in my / our dictionaries. studying the grammar reference. studying the grammar book. translating words and sentences. testing myself/ourselves on vocabulary. reading simple readers. listening to tapes and radio. watching TV programmes in English. watching films in English. listening to pop songs in English. reading newspapers and magazines. writing in English to a pen friend. speaking in English to people from other countries.



1. How many of these things were you doing during the previous English lesson?
2. Look back at both lists. Write numbers from 1 to 10 next to the things which you enjoy doing the most.
3. Make a list from A to J of the things that you need the most.
4. Are the things you enjoy the most the same as the things you need the most?
5. What could you do for studying and practicing English last month? last year? in the first year of studying English?

**27.** Everybody loves to hate homework, but it's important when you are learning a language. It gives time to think and to experiment. Look through the recommendations below. Choose those items that you do.

- a. Check you understand what you are learning.
- b. Learn a little often; don't learn everything at once.
- c. Find ways of learning that suit you (not everybody learns in the same way).
- d. Learn with the help of clear notes.
- e. Don't learn when you are tired.
- f. Work with a friend, ask each other questions.

**28.** Read a letter with recommendations about learning a foreign language. Can you suggest anything else?

Dear Anthony,

You are right. You should never give up. We never stop learning a language, and I am sure that you've made more progress than you think. If I were you, I would talk to your teacher about your marks. Ask her what you should do to get a better grade. It seems that you only revise your French just before the exams. You really should learn regularly. Try to do a little every day.

Talk to your friends who are good at what they do, but remember that we all learn language in slightly different ways. For example, some people find that using pictures in their heads can help them remember new words. Others find that hearing the words helps them a lot. Find something that helps you.

Best wishes,  
George



## Study Skills



- 8** **Spelling** is an important part of writing. Knowing how to spell improves your ability to communicate important information and ideas. One way of practicing spelling is keeping a personal word list. If you do not know how to spell a word, follow these steps:

1. Write the word as you think you must spell it.
2. Look up the word in the dictionary.
3. Correct your spelling.
4. Practice spelling the word several times.

Keep your personal word list in a special notebook. Try to analyse your word list. Do you make the same kinds of mistakes repeatedly? As you learn to spell the words, think about them. Are they similar to the words you already know how to spell? Do you recognize familiar spelling patterns? You will want to develop your own strategy for learning to spell words.

## Project

**8-9** All language learners have to do language tests. They can test the learner's pronunciation, vocabulary, grammar, speaking, listening, reading and writing skills. Develop a test of your own.

- First choose what you are going to test.
- Choose a topic for vocabulary, sounds for pronunciation, a grammar topic or some skill that you want to test.
- Decide what kind of test you are going to use.
- Develop not less than ten tasks for your test. Write it on a big piece of paper.
- On a separate piece of paper, write a key to the test.
- Present your test to the class at the next lesson. Say what actions you have to do for a project. Start like this: *First I have to choose what I am going to test. ....*

## Test Yourself!

**9** Read the text and do the tasks in the WB.

### Babylonia

The people of Babylonia were rich and powerful. They were also happy. They loved each other and they enjoyed working together. But men could live only on earth. Heaven was for God and his angels.

The King of Babylonia decided that his people should have heaven, too. So he ordered them to build a great tower. Six hundred thousand men began making bricks and mixing mortar\* and putting up a building higher. All day every day men carried bricks and mortar up a stairway on the west side of the tower. Then they walked down another stairway on the west. This went on for forty-two years until the tower was twenty-

\* mortar /'mɔ:tə/ — будівельний розчин



seven miles high. It was so high that it took a man a whole year to carry bricks from the ground to the top.

Now the tower had risen nearly to heaven. And God saw that he had to do something. He sent seventy angels down to earth. The angels had orders: first to take away the one language everybody understood, then to put the people into groups with a new language in each group.

In no time the men who made bricks couldn't talk to the men who carried them and the men who carried bricks couldn't say an understandable word to the men who laid the bricks. Everything was a mess, and everybody blamed everybody else for not understanding. The people no longer talked about the Tower of Heaven. They talked about the Tower of Babel, which meant the Tower of Confusion. Their work came to a dead stop. The builders went away carrying their new languages with them.

That is how it happened that different languages appeared in different parts of the world.

## Reading Corner

### First Day at School in Year Five

(from *Harry Potter and the Order of Phoenix* by Joanne K. Rowling)

10 1. History of Magic was the most boring subject ever. Professor Binns, their ghost teacher, had such a boring voice, that everyone could fall asleep within ten minutes, five in warm weather. He never changed the form of their lessons, but lectured them without pausing. And they took notes or more often looked sleepily into space. Harry and Ron had passed everything in this subject only because they copied Hermione's notes before exams. She alone could resist the sleepy power of Binns's voice. Today they suffered an hour and a half's lecture on the subject of giant's wars.

2. In the first ten minutes Harry understood that in another teacher's hands this subject could be interesting, but then he spent the hour and twenty minutes playing "Hangman" on a corner of his parchment with Ron. Hermione looked furiously at them out of the corner of her eye. "How will it be," she asked them coldly as they left the classroom for break (Binns disappeared through the blackboard), "if I don't give you my notes this year?" They didn't stop arguing all the way down to Snape's dungeon.





3. Harry came into the Potions classroom behind Ron and Hermione and followed them to their usual table at the back, where he sat down between Ron and Hermione. "Settle down," said Snape coldly shutting the door behind him. There was no real need for that; the moment the class had heard the door close, all movements stopped. Snape's presence was usually enough to produce a class's silence. "Today we will be mixing a new potion. The ingredients and method are on the blackboard. You will find everything you need in the cupboard. You have an hour and a half... Start." At the end of the lesson Snape said, "Fill a flagon with some of your potion, label it clearly with your name and bring it up to my desk for testing. Homework: twelve inches of parchment on moonstones. I want it on Thursday."



4. Divination was Harry's least favourite class after Potions, because Professor Trelawney spoke of her death every few lessons. A thin woman in shawls and strings of beads, she always reminded Harry of some kind of insect with her huge glasses which made her eyes very big. She was busy putting copies of old books on each of many little tables. When Harry entered the room she didn't notice him, because the room wasn't light with lamps under scarves and the low fire with a strong smell. He took a seat in the shadows. The rest of the class arrived over the next five minutes.

5. "Good day," said Professor Trelawney in her usual dreamy voice. "And welcome back to Divination. You will find on the tables before you copies of the 'The Dream Oracle' by Inigo Imago. 'Turn, please, to the introduction, and read what Imago says on dream interpretation. Then, divide into pairs. Use the Dream Oracle to interpret each other's latest dreams. Carry on.'" By the time they had all finished reading the introduction of the book, they had only ten minutes left for dream interpretation. It was dull work and in the end Professor Trelawney set them the task to keep a dream diary for a month as homework. Harry wasn't happy about that at all.

6. When they entered the Defense Against the Dark Arts classroom they found Professor Umbridge at the teacher's desk. The class was quiet as it entered the room; Professor Umbridge was new and nobody knew yet, how strict she was. "Well, good afternoon!" she said when finally the whole class had sat down. A few people murmured "Good afternoon" in reply. "Tut, tut," said Professor Umbridge. "That won't do, now, will it? I should like you, please, to reply, 'Good afternoon, Professor Umbridge.'" One more time, please. Good afternoon, class!" "Good afternoon, Professor Umbridge," they chanted back at her.



7. "There, now," said Professor Umbridge sweetly. "That wasn't too difficult, was it? Wands away and quills out, please." Many of the class exchanged dark looks; the order "wands away" had never promised an interesting lesson. "Copy down the following, please," said Professor Umbridge. She touched the blackboard and a message appeared on it:

*Course aims:*

- 1. Understanding the principles of defensive magic.*
- 2. Learning to know situations in which we can use defensive magic.*



For a couple of minutes the room was full of the sound of quills writing on parchment. When everyone had copied down, Professor Umbridge said, "Good. I should like you to turn to page five and read chapter one 'Basics for Beginners'. There will be no need to talk." Professor Umbridge left the blackboard and settled herself in the chair behind the teacher's desk observing them all closely with her little eyes.

8. After that they had double Charms. Professor Flitwick spent the first fifteen minutes of their lessons lecturing the class on the importance of O.W.L.s. — the exams that they had to sit in June. "We shall be working harder than ever to make sure that you all do well," said little Professor Flitwick, sitting as usual on a pile of books so that he could see over the top of his desk. It was the same, if not worse, in Transfiguration with Professor McGonagall. Now panicking slightly about how much homework they had to do, Harry and Ron spent their lunch hour in the library.







**НГЮ - український фразеологічний словник**

**OXFORD STUDENT'S DICTIONARY OF CURRENT ENGLISH**  
A. B. HONNBY

**THE OXFORD-DUDEN PICTORIAL ENGLISH DICTIONARY**  
ILLUSTRATIONS

**Strategies and Practice**  
Advanced

**TENSES**

ASPECT	TENSE	ACTIVE	PASSIVE
PRESENT	PRESENT	am, is, are	am, is, are + being
	PAST	was, were	was, were + being
	FUTURE	will, shall	will, shall + be + past participle
PAST	PRESENT	was, were + doing	was, were + being + done
	PAST	was, were + doing	was, were + being + done
	FUTURE	will, shall + be + doing	will, shall + be + being + done
FUTURE	PRESENT	will, shall + do	will, shall + be + done
	PAST	would, could + do	would, could + be + done
	FUTURE	will, shall + do	will, shall + be + done

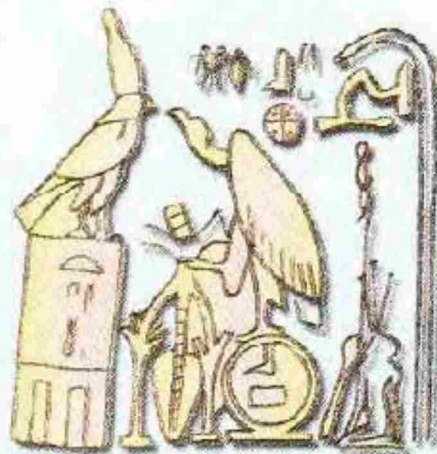
**NUMERALS**

ENGLISH	RUSSIAN
1 ONE	один
2 TWO	два
3 THREE	три
4 FOUR	четыре
5 FIVE	пять
6 SIX	шесть
7 SEVEN	семь
8 EIGHT	восемь
9 NINE	девять
10 TEN	десять
11 ELEVEN	одиннадцать
12 TWELVE	двенадцать
13 THIRTEEN	тринадцать
14 FOURTEEN	четырнадцать
15 FIFTEEN	пятнадцать
16 SIXTEEN	шестнадцать
17 SEVENTEEN	семнадцать
18 EIGHTEEN	восемнадцать
19 NINETEEN	девятнадцать
20 TWENTY	двадцать
21 TWENTY ONE	двадцать один
22 TWENTY TWO	двадцать два
23 TWENTY THREE	двадцать три
24 TWENTY FOUR	двадцать четыре
25 TWENTY FIVE	двадцать пять
26 TWENTY SIX	двадцать шесть
27 TWENTY SEVEN	двадцать семь
28 TWENTY EIGHT	двадцать восемь
29 TWENTY NINE	двадцать девять
30 THIRTY	тридцать
31 THIRTY ONE	тридцать один
32 THIRTY TWO	тридцать два
33 THIRTY THREE	тридцать три
34 THIRTY FOUR	тридцать четыре
35 THIRTY FIVE	тридцать пять
36 THIRTY SIX	тридцать шесть
37 THIRTY SEVEN	тридцать семь
38 THIRTY EIGHT	тридцать восемь
39 THIRTY NINE	тридцать девять
40 FORTY	сорок
41 FORTY ONE	сорок один
42 FORTY TWO	сорок два
43 FORTY THREE	сорок три
44 FORTY FOUR	сорок четыре
45 FORTY FIVE	сорок пять
46 FORTY SIX	сорок шесть
47 FORTY SEVEN	сорок семь
48 FORTY EIGHT	сорок восемь
49 FORTY NINE	сорок девять
50 FIFTY	пятьдесят
51 FIFTY ONE	пятьдесят один
52 FIFTY TWO	пятьдесят два
53 FIFTY THREE	пятьдесят три
54 FIFTY FOUR	пятьдесят четыре
55 FIFTY FIVE	пятьдесят пять
56 FIFTY SIX	пятьдесят шесть
57 FIFTY SEVEN	пятьдесят семь
58 FIFTY EIGHT	пятьдесят восемь
59 FIFTY NINE	пятьдесят девять
60 SIXTY	шестьдесят
61 SIXTY ONE	шестьдесят один
62 SIXTY TWO	шестьдесят два
63 SIXTY THREE	шестьдесят три
64 SIXTY FOUR	шестьдесят четыре
65 SIXTY FIVE	шестьдесят пять
66 SIXTY SIX	шестьдесят шесть
67 SIXTY SEVEN	шестьдесят семь
68 SIXTY EIGHT	шестьдесят восемь
69 SIXTY NINE	шестьдесят девять
70 SEVENTY	семьдесят
71 SEVENTY ONE	семьдесят один
72 SEVENTY TWO	семьдесят два
73 SEVENTY THREE	семьдесят три
74 SEVENTY FOUR	семьдесят четыре
75 SEVENTY FIVE	семьдесят пять
76 SEVENTY SIX	семьдесят шесть
77 SEVENTY SEVEN	семьдесят семь
78 SEVENTY EIGHT	семьдесят восемь
79 SEVENTY NINE	семьдесят девять
80 EIGHTY	восемьдесят
81 EIGHTY ONE	восемьдесят один
82 EIGHTY TWO	восемьдесят два
83 EIGHTY THREE	восемьдесят три
84 EIGHTY FOUR	восемьдесят четыре
85 EIGHTY FIVE	восемьдесят пять
86 EIGHTY SIX	восемьдесят шесть
87 EIGHTY SEVEN	восемьдесят семь
88 EIGHTY EIGHT	восемьдесят восемь
89 EIGHTY NINE	восемьдесят девять
90 NINETY	девяносто
91 NINETY ONE	девяносто один
92 NINETY TWO	девяносто два
93 NINETY THREE	девяносто три
94 NINETY FOUR	девяносто четыре
95 NINETY FIVE	девяносто пять
96 NINETY SIX	девяносто шесть
97 NINETY SEVEN	девяносто семь
98 NINETY EIGHT	девяносто восемь
99 NINETY NINE	девяносто девять
100 A HUNDRED	сто

**R**



- The oldest written language is Egyptian which is 5,000 years old.
- Mandarin Chinese is spoken by 700 mln people. English is second only to Mandarin Chinese in the number of people who speak it.
- India has 845 languages.



### LA FAMILIA ANTES

Hace mucho tiempo, la familia tradicional estaba formada por un numeroso grupo de personas: los abuelos, los padres, los hijos y las hijas, los tíos y las tías, los primos y las primas, etc.

Todas estas personas vivían muy unidas y tenían el deber de ayudarse. A veces compartían el mismo trabajo y las mismas formas de vida.

El hombre de más edad era el cabeza de familia. Era el que decidía qué había que hacer y el que repartía las responsabilidades familiares.

En algunas sociedades quedan todavía familias organizadas a la manera tradicional.

大道之行也天下為一選賢與能講信睦故  
人不獨親其親不獨子其子使老有所終壯有  
所用幼有所長矜寡孤獨廢疾者皆有所養男  
有女有歸貧賤是棄地也夫是故謀閉而不興  
外戶而不閉是謂大同

孔子語生二千五百三十三年  
壬戌之秋八月既望

孫毓麟書



## 1. Read the newspaper article and answer the questions.

**Sensation in Space! Children Meet Aliens!**

We have already written about the unusual project — a spaceship with children travelling in space. They started their mission nine months ago after they had prepared for the flight at a special school in Starcity. We have told you a lot about the children and their life on the spaceship: the food they eat, the clothes they wear, what they do on the spaceship and how they spend their free time.

Today we have something exciting to tell you. Yesterday morning the children noticed some strange object. It was approaching them. First they thought it was a meteor. But as it was coming closer they understood it was a UFO — a spaceship from some other planet. From 9.00 am till 9.20 am the children were communicating with the aliens. This morning they have got a reply from the aliens: photos of them and of their planet. The children say that the aliens look different from us but they are handsome men and beautiful women. We will publish the pictures as soon as we get them from the spaceship.

*John Curious*

1. What were you doing yesterday morning from 9.00 till 9.20?
2. What do you think is the best way to start communication with aliens?
3. What photos would you send to the aliens: people or places? Which places or who should be in the photos?

## 2. Study the table that shows the use of adjectives. Then comment on the pictures given on the next page using these adjectives.

Adjectives	man	woman	animal	object
beautiful		X	X	X
cheap				X
expensive				X
handsome	X			
horrible	X	X	X	X
nice	X	X	X	X
pretty		X	X	X
ugly	X	X	X	X



E.g. *Isn't it/she beautiful? — Yes, it/she is.*



**3. a)** Here are some beginnings and ends of traditional expressions with *as...as*. How many can you put together?

E.g. *as cold as ice*

AS...	AS...
cold, blind, black, wise, good, green, stubborn, hard, busy, happy, pretty, comfortable, free, hard, poor, warm, old	gold, a bird, a picture, grass, a church mouse, an old shoe, nails, ice, iron, a bat, a bee, an owl, a mule, a lark, toast, the hills, night

**b) Pair work.** Talk about your favourite school subjects. Compare them using *as... as* and *so... as*.

E.g. — *You know, Physics is my favourite.*

— *I think Maths is as interesting as Physics.*

— *Well, for me studying numbers and shapes is not so exciting as discovering facts about objects and energy.*

**2 4.** Listen, read and say what is different in the texts. Discuss the text.

The USA has more cars than any other country. Americans drive further than people in other countries. This means that there is a traffic problem in the cities but there are a lot of garages under the buildings. The car is a great convenience, and drive-ins appeared to make life even more convenient. For example, people go to drive-in cinemas. They are open-air and people watch films from their cars. The largest drive-in cinema has space for 4,000 cars. There are now drive-in restaurants, phones, banks and even drive-in churches which are in drive-in cinemas on Sunday mornings.

5. a) The people of Starcity made a list of facilities which different groups of people need. Choose the facilities that you think each group needs. Copy the table and fill in the *Total* column with the number of ticks. Then decide the order of importance from 1—9.

	post office	shops	play- ground	libra- ry	bus route	doc- tor	café	swim- ming pool	hall
mothers with children									
young people									
old people									
Total									
Import- ance									

- b) **Group work.** Compare the table.

E.g. *I think the bus route is the most important.*

6. Read the text and complete the notes in Ex. 2 from the WB.

In the UK school sports are usually called *Games*. All school children have sports lessons. In many schools students have *Games* and other outdoor activities on Wednesday afternoons.

Westminster Comprehensive School is in London. In the first and second years the outdoor sports are football and hockey in the winter and tennis and cricket in the summer. In the third and fourth years they concentrate on athletics. In the fifth year the students choose their favourite outdoor sport. The boys usually choose football and cricket. The girls usually prefer hockey and tennis.

The students also do a lot of indoor sports and activities. Every Monday they play basketball. The volleyball club meets on Tuesdays and there is a chess club every Wednesday evening. On Thursday evenings a lot of children play table tennis. But Friday evenings are the favourite — the students go to the school's popular disco dancing club. There is no school on Saturday but some students go to the swimming pool then.

7. Read the descriptions of two people and choose a hobby for each of them from the list. Explain your choice.

learning to play a musical instrument, chess club, photography, yoga, flying lessons, walking club, flower compositions class, do-it-yourself club



1. Megan, aged 28, was a teacher in the past but she has no work now. She reads most of her day but is now getting bored. She worries about her future.

2. Mike, aged 35, is a worker. His job is difficult and monotonous. He likes to watch football and listen to jazz. But he wants an active, creative hobby.

**38.** Do you know any interesting facts from the history of food? Do the quiz and learn more about it.

1. What was used as money in the 16th century Sweden?  
a tomatoes b chocolate c cheese
2. Egyptian slaves went on strike and stopped building the pyramids when they didn't have enough  
a garlic b peppers c sugar
3. What appeared in France in 1869?  
a butter b mayonnaise c margarine
4. Tomato ketchup appeared in  
a America b Spain c Canada
5. What is around some Indian sweets?  
a flour and water b gold and silver c paper and plastic
6. Pizza originally came from  
a America b Italy c Germany
7. Ice cream was invented in  
a Italy b China c America
8. The world's greatest cheese-eaters are  
a the Swiss b the Germans c the French
9. What is the main food for over half the world's population?  
a potatoes b rice c bread
10. The saying *We will eat anything with wings except an airplane and anything with four legs except a table* comes from  
a England b China c Malaysia

**9. Pair work.** a) Many people like to wear jeans. Can you decide which group of people wears jeans more often? Compare your answers with other pairs.

- |                                |                                   |
|--------------------------------|-----------------------------------|
| a. actors or politicians?      | d. poor people or rich people?    |
| b. boys or girls?              | e. city people or country people? |
| c. young people or old people? | f. children or parents?           |

b) What clothes are the most popular with each of these groups?

**10.** In every country, there are some things that people strongly believe. Sometimes they can be true but sometimes not. Such things are called superstitions. Which of these British superstitions are true for your country? What other superstitions do you know? What's your attitude towards superstitions?

1. If you blow all the candles out on your birthday cake you'll get a wish.
2. If you eat carrots you'll be able to see in the dark.
3. If you break a mirror you'll have seven years of bad luck.
4. If you see a black cat you'll have good luck.
5. Seven is a lucky number, thirteen is an unlucky number.
6. If you eat a lot of fish you'll become more intelligent.

7. If you spill salt on the table you'll have bad luck — if only you don't throw some over your shoulder immediately.

**4 11. Pair work.** A young member of your family goes to school for the first time.

a) Tell him/her what things he/she should/shouldn't do there.

b) Tell him/her what things he/she may/may not do at school.

**12. Group work.** Customs and manners differ from country to country. Look through the following statements. Are they true in your country? Do you know whether they are true in Britain? Discuss them.

1. When you meet someone you should always shake hands.
2. When you meet an old friend you should kiss them on both cheeks.
3. A man kisses a woman's hand when they are introduced.
4. You should remove your shoes when you enter someone's home.
5. You should stand up when someone enters a room where you are sitting.
6. You always respond with another phrase after someone has said "Thank you" ("Not at all", "You are welcome", etc.).
7. Men usually open doors for women and let them go through first.
8. At a meal you don't begin eating until everybody has been served.
9. Women usually cover their mouths when they laugh.
10. It's impolite to interrupt. You should wait for your turn to speak.
11. When you see your friends off you wish them a happy trip.

**13. Read the joke. Then answer the questions.**

The Maths teacher was asking questions. "How many grams are there in a kilogram?" she asked. "A thousand," replied a clever student quickly. "And now for something difficult. How many seconds are there in a year?" There was a moment's silence, then a voice from the back of the class called, "Twelve! The second of January, the second of February, the second of March..."

1. Can you translate this joke into your language?
2. Why not?
3. Do you know any Ukrainian joke that uses the play of words?

**14. Read the text and give titles to the paragraphs.**

In British schools most people learn French or German. In some schools you can also learn Italian, Spanish or Russian. All pupils must study one foreign language till they become 16.

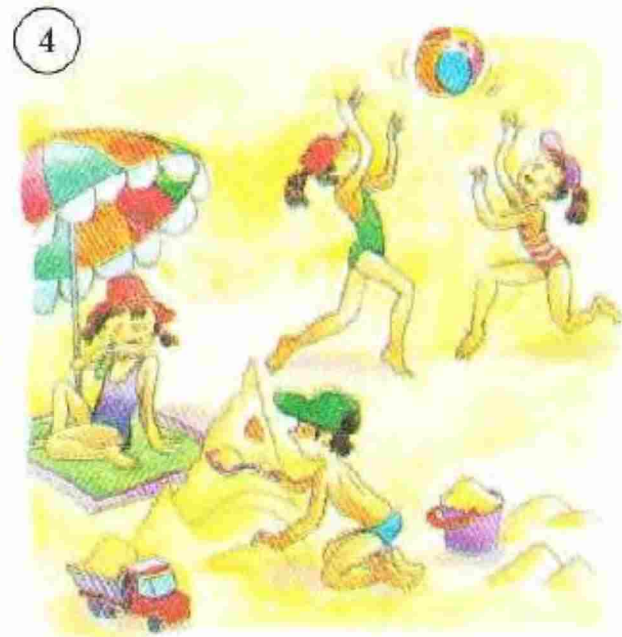
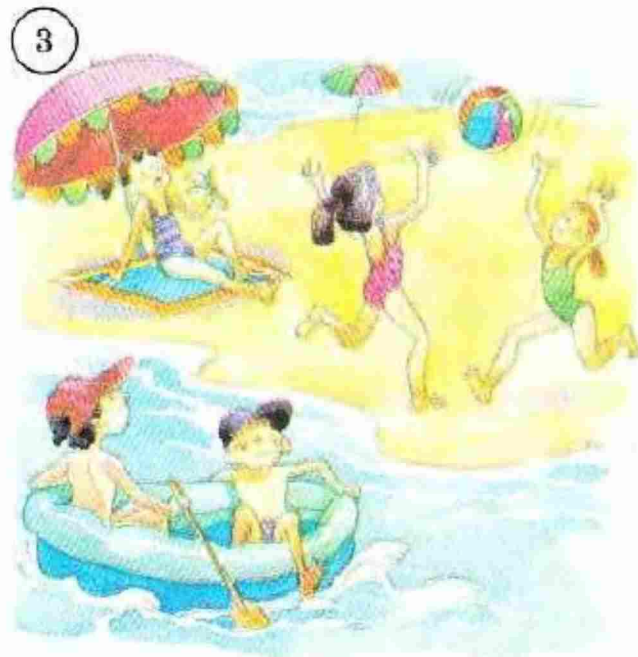
Schools usually organize school trips to France and Germany. Pupils travel in a group with their teacher. They stay in a hotel or they go camping.

Some schools have an exchange programme with another school in France or Germany. A group of pupils from the British school goes to the town in the other country. Each pupil has a partner and they stay with their partner's family. They sometimes go to school with their partner.



Later in the year pupils from France or Germany come to Britain and stay with their British partners. Such programmes help learn about life in another country.

**15. Pair work.** Look at the pictures, choose one and describe it. Let your partner guess what picture you are describing.



## Grammar Reference

### § 1. ...is always (doing smth)

Теперішній тривалий час (**Present Progressive**) може виражати емоційне ставлення (докір, роздратування тощо) до чийось звичок чи дій. У такому разі ця форма, як правило, супроводжується прислівником *always*:

You are always leaving some food on your plate at meals.

#### Запам'ятай!

В англійській мові є дієслова, які не вживаються у **Present Progressive**. Це дієслова, які виражають відчуття (*see, hear, smell*), розумову діяльність (*notice, remember, understand, believe, know, forget*), почуття або бажання (*love, like, hate, want, wish*), відношення між істотами чи предметами (*belong, consist, be, have*).

### § 2. should

В англійській мові є група дієслів, які виражають не дію, а тільки необхідність, можливість, бажаність, дозвіл, заборону, здатність виконання дії. Ці дієслова називаються модальними (**modal verbs**).

Модальне дієслово **should** вживається для вираження поради, пропозиції, побажання. Порівняй речення з цим дієсловом, а також з модальним дієсловом *must*:

You **should** take some medicine. (*порада*)

You **must** always come to school in time. (*правило*)

You **must** tidy the room at once! (*наказ*)

### § 3. hurry up, try on, look around

Деякі дієслова в англійській мові складаються з двох частин. Друга частина таких дієслів — це короткий прислівник. Називаються ці дієслова фразовими (**phrasal verbs**). Найуживанішими фразовими дієсловами є такі: *to be in, to be out, to get up, to go away, to come in, to hurry up, to lie down, to look round, to sit down, to stand up, to turn round, to wake up, to come back, to try on, to take off, to put on*:

Come in and sit down.

Let's go out for a walk.

She didn't even look up when I came in.

Прислівник може стояти перед іменником і після нього:

Put on the coat. Або: Put the coat on.



#### § 4. play the piano

Коли говорять про гру на музичному інструменті, зазвичай вживають означений артикль **the**:

He played the saxophone in a jazz band.

Pete played the drums in a pop group.

She accompanied me on the piano.

#### § 5. how, where, when, how often

Для характеристики дії, стану або якості вживають прислівники (adverbs):

The team played **badly**. — *How did it play?* (прислівник способу дії)

The team played **yesterday**. — *When did it play?* (прислівник часу)

The team played **nearby**. — *Where did it play?* (прислівник місця)

They **seldom** play football. — *How often do they play football?*  
(прислівник частотності)

She is driving **too** quickly. — *How quickly is she driving?* (прислівник ступеня)

У реченні прислівники способу дії вживають після дієслова або, якщо є додаток, — після додатка:

They have done **well** at school this year.

I read the letter **carefully**.

Прислівники часу і прислівники місця можуть стояти на початку або в кінці речення:

Yesterday they went to the library. | **There** they saw a lot of musicians.  
They went to the library yesterday. | They saw a lot of musicians **there**.

Прислівники ступеня вживають перед означуваним словом — прикметником або прислівником:

He was **badly** wounded.

We did the sum **very** quickly.

Якщо в реченні кілька прислівників, то вони мають стояти в такій послідовності:

присл. ступеня	присл. способу дії	присл. місця	присл. часу
----------------	--------------------	--------------	-------------

He worked **very** **hard** **here** **yesterday**.

#### § 6. had lived

Якщо дія відбулася раніше іншої дії в минулому або до певного моменту в минулому, вона позначається дієсловом у минулому перфектному часі (Past Perfect):

I **had done** my homework before my friend *came* to me.

When the bell *rang* all the pupils **hadn't written** their tests yet.

**Had** they **sat** down do dinner *by* 8 o'clock yet?

У реченнях з Past Perfect вживаються такі прислівники: у стверджувальних реченнях — **already**; у питальних і заперечних —

*yet*. Речення, у якому йдеться про дію, що відбулася пізніше, починається, як правило, словом *when* чи *before*. Момент, до якого відбулася дія, позначається словосполученнями *by ten o'clock*, *by that time*, *by January* тощо.

### § 7. *the strongest man, the most interesting project*

Іменник, перед яким стоїть прикметник у найвищому ступені порівняння, вживається з означеним артиклем **the**:

**the busiest** street

**the warmest** overcoat

**the shortest** hair

**the most optimistic** book

**the most helpful** information

**the most inventive** pupil

Означений артикль вживається перед прикметником у найвищому ступені і тоді, коли іменник лише мається на увазі:

Tourists can use several means of transportation in London. The Underground is **the quickest**.

### § 8. *as...as, not so...as*

Для порівняння предметів, явищ і осіб із однаковою мірою якості вживають порівняльний зворот **as...as**:

The new building is **as tall as** Big Ben.

Для порівняння предметів, явищ і осіб із різною мірою якості вживають порівняльний зворот **not so...as**:

The Thames is **not so long as** the Severn.

Для увиразнення якості вживають прислівник ступеня **so**:

The journey on a red double-decker was **so** interesting!

### § 9. *can, could, may, have to*

Модальні дієслова **can** і **could** виражають:

- **здатність**: I **can** **play** the piano.

I **could** read when I was five.

- **можливість**: Hurry up. We **can** **miss** the train.

You are so ill. But you **could** see a doctor yesterday.

- **дозвіл або заборону**: The sum is not easy, so you **can** **do** it later.

In ancient times, people **could** travel without a passport.

Nowadays, people **can't** travel without a passport.

У значенні дозволу **could** вживається також для вираження ввічливого прохання:

**Could** you carry my bag?

Модальне дієслово **may** виражає:

- **дозвіл**: Dad, **may** I **play** with my friend?

- **можливість**: This mistake **may** lead to new problems.

Модальне дієслово **have to** виражає **необхідність**, зумовлену обставинами:

We **have to** ask somebody the way to the Woodlands Hotel.



## § 10. *the tenth, the twenty-second*

Числівники (*numerals*) в англійській мові поділяються на дві групи: кількісні та порядкові. Кількісні числівники означають кількість предметів чи осіб і відповідають на питання *скільки?* Вони, як правило, не вживаються з артиклями. Порядкові числівники означають номер по порядку того чи іншого предмета і відповідають на питання *який по порядку?* Порядкові числівники утворюють від кількісних додаванням суфікса *-th* і вживають з артиклем *the*: *ten — the tenth, four — the fourth*.

Але:

one — the first	three — the third	nine — the ninth
two — the second	five — the fifth	twenty — the twentieth

Складні числівники утворюють порядкові числівники шляхом заміни останнього кількісного числівника на відповідний порядковий і додаванням означеного артикля *the*: *twenty-one — the twenty-first*.

## § 11. *was travelling, were writing*

1. Для вираження дії, що тривала у певний момент (або період часу) в минулому, вживається минулий тривалий час (*Past Progressive*):

*They were playing tennis at 5 pm yesterday.*

*Were their friends playing tennis at 5 pm yesterday?*

*Their friends were not playing tennis at 5 pm yesterday.*

2. *Past Progressive* вживається також для вираження дії, що тривала в момент, коли відбулася інша дія. При цьому в реченні, в якому ідеться про миттєву дію, вживається слово *when*, а в реченні, в якому описується тривала дія, — слово *while*:

*When the bell rang, everybody was doing the test.*

*While we were skiing, I hurt my leg.*

## § 12. *yet, never*

Для позначення дії, яка відбулася до моменту мовлення і якимсь чином зв'язана з ним або його стосується, вживається теперішній перфектний час (*Present Perfect*):

*You have dropped your pen, sir.*

У реченнях з *Present Perfect* вживаються такі прислівники: *already* — у стверджувальних реченнях; *ever, yet* — у питальних; *never, yet* — у заперечних:

*We have already made a tour around London.*

*Have you ever seen a ghost?*

*Have they done their project yet?*

*I have never been to Australia.*

*He hasn't been to Poland yet.*

*She has never seen this film.*

1. Назви материків, країн, міст, сіл, вулиць, площ уживаються без артикля:

Eurasia, Ukraine, London, Popivka, Shevchenka Street, Main Square

*Але:* якщо у назві країни є загальний іменник, то вона вживається з означеним артиклем:

the United States, the United Kingdom

2. Назви гірських хребтів уживаються з означеним артиклем:

the Carpathian Mountains, the Crimean Mountains

*Але:* назви гірських вершин вживаються без артикля:

Everest, Hoverla, Ben Nevis

3. Назви океанів, морів, річок, озер вживаються з означеним артиклем:

the Atlantic Ocean, the Black Sea, the Dnipro, the Ontario

*Але:* назви озер вживаються без артикля, якщо назві передує слово *озеро*:

Lake Huron, Lake Ontario

4. Назви сторін світу вживаються з означеним артиклем:

the west, the east, the south, the north

5. Назви груп островів уживаються з означеним артиклем:

the British Isles, the Polynesian Islands

*Але:* назви окремих островів уживаються без артикля:

Coney Island, Zanzibar



## Irregular Verbs

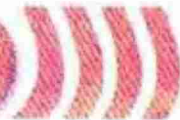
awake	awoke	awoke	будити; прокидатися
be	was	were	бути
become	became	become	ставати
begin	began	begun	починати
blow	blew	blown	дути
break	broke	broken	розбивати
bring	brought	brought	приносити
build	built	built	будувати
burn	burnt, burned	burnt, burned	палити; горіти
buy	bought	bought	купувати
can	could	could	могти
catch	caught	caught	ловити
choose	chose	chosen	вибирати
come	came	come	приходити
cost	cost	cost	коштувати
cut	cut	cut	різати
do	did	done	робити
draw	drew	drawn	малювати; тягти
dream	dreamed, dreamt	dreamed, dreamt	мріяти; бачити сни
drink	drank	drunk	пити
drive	drove	driven	їхати
eat	ate	eaten	їсти
fall	fell	fallen	падати
feed	fed	fed	годувати
fight	fought	fought	битися; боротися
find	found	found	знаходити
fly	flew	flown	літати
forget	forgot	forgotten	забувати
get	got	got	одержувати, отримувати
give	gave	given	давати
go	went	gone	іти, їхати
grow	grew	grown	рости; вирощувати
have	had	had	мати, володіти
hear	heard	heard	чути
hide	hid	hidden	ховати
hit	hit	hit	ударяти
hold	held	held	тримати
keep	kept	kept	зберігати
know	knew	known	знати
lead	led	led	вести, керувати
learn	learnt, learned	learnt, learned	вчити (щось)

leave	left	left	залишати
let	let	let	дозволяти
lie	lay	lain	лежати
lose	lost	lost	губити
make	made	made	робити
mean	meant	meant	означати
meet	met	met	зустрічати; знайо- митися
pay	paid	paid	платити
put	put	put	класти
read	read	read	читати
ride	rode	ridden	їздити верхи
ring	rang	rung	дзвонити
rise	rose	risen	підніматися
run	ran	run	бігати
say	said	said	сказати; говорити
see	saw	seen	бачити
sell	sold	sold	продавати
send	sent	sent	посилати
shake	shook	shaken	трясти
shine	shone	shone	світити, сяяти
show	showed	shown	показувати
sing	sang	sung	співати
sit	sat	sat	сидіти
sleep	slept	slept	спати
speak	spoke	spoken	говорити
spend	spent	spent	витрачати
spin	span	spun	прясти
stand	stood	stood	стояти
swim	swam	swum	плавати
take	took	taken	брати
teach	taught	taught	навчати
tell	told	told	розповідати
think	thought	thought	думати
throw	threw	thrown	кидати
understand	understood	understood	розуміти
wake	woke	woken	будити; прокидатися
wear	wore	worn	носити (одяг)
win	won	won	вигравати
write	wrote	written	писати





## Tapescripts



### TS1

Dear children! Welcome to our International Summer Camp *Friendship*! Let me tell you about our timetable. We are going to have a lot of fun here. Your days will start at 7 o'clock in the morning and will be over at 10 at night. You are going to have 15 minutes morning exercises every day starting at 7.15. After that you'll have half an hour for breakfast. Dinner time is from 12 am till 1 pm and all the time after breakfast you'll be able to swim and sunbathe. After dinner comes rest-time: from 1.30 pm till 3.30 pm. Then there'll be an afternoon snack for half an hour till 4.30 pm. Right after that you'll take part in the work of different clubs. Then you'll have supper and after it you'll enjoy your free time till 9.30 pm. You can watch a film or go to a disco. I hope you will like your life here. Good luck!

### TS 2

Welcome to the Space Museum. I'm going to tell you about our planet, the Solar System and the Galaxy. Our planet is called the Moon. It moves around the Sun. It takes 265 days for our planet to go round the Sun. Our Sun is a planet. It gives us light and warmth. The sunshine passes through space and air and comes to our planet. Then one side of the Earth which faces the Sun has day. The other side has night. Besides the Earth, there are 10 other big planets which move around the Sun. Their names are Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. Mercury is the biggest planet and Jupiter is the smallest one. The Sun and all the stars make the Solar System.

There are many other stars in space. But they are far from our planet. You can see stars only in the daytime when the sky is dark. Large groups of stars make galaxies. Our galaxy is called the Milky Way. Galaxies are all different in shape. The Milky Way Galaxy is spiral. Some groups of stars have their own names, for example the Great Pig, the Little Pig.

### TS 3

In prehistoric times, people travelled mainly on foot. They took things on their backs or heads. About 5 000 BC, people began to use animals to carry things. In 3 000 BC people used wheeled vehicles and sailing boats. They could transport things farther and more easily than before. They needed good roads for that and between 300 and 20 BC the Romans built a large system of paved roads. Later people made vehicles to carry passengers. First passenger carriages appeared in Europe in 1100. They took people to the places they needed. And in 1660 there appeared the first coach line in Paris which we can call the great grandfather of our bus lines.



Inventors produced the first steam engine during the 1700's. This development marked the beginning of a revolution in transportation that has continued to the present. In 1825 the first steam railroad started operating in England. In 65 years there appeared first gasoline engines and the progress went so fast that at the beginning of the 20th century people started flying. First by airplanes, but later, in 1961, they went off to space. Today, airliners carry travellers nearly as fast as the speed of sound. Automobiles are a convenient transportation for millions of people. Nowadays you can see not only gasoline but also electric automobiles on the roads. We don't stay where we are, we move forward very quickly and soon people will travel from planet to planet in space shuttles.

#### TS 4

There are three main kinds of travelling: by land, by water, and by air. People use cars, bikes, motorbikes, coaches, trains, campers and vans for travelling by land. All of them are wheeled vehicles. Land transportation is the most common means of travelling. Most people in the United States travel by car. Automobiles are also the chief means of passenger transportation in Australia, Canada, Japan, New Zealand, and most of the countries of Western Europe. Rail and coach travel are the main modern means of intercity travel in most developing countries.

Ships and boats are the most important water vehicles. But people also use ferryboats and rafts. They use boats mostly on rivers, canals, and lakes. A ship is larger and people use it for ocean travel. Only one ocean liner, the United Kingdom's Queen Elizabeth II, still makes transatlantic voyages. Most ocean liners today operate as tour ships. In general, ships and boats are the slowest vehicles with an engine. A raft is a platform made of logs. Sometimes people put on sails on rafts. People use rafts to travel along rivers.

Travelling by air depends mostly on jets and airplanes. They are the world's fastest practical means of transporting passengers. In the case of especially long trips, nearly as many Americans travel by air as by automobile. Helicopters are smaller than most airplanes and cannot fly as fast or as far. They can't carry as many passengers as airplanes. Helicopters are used in fighting forest fires. Hot air balloons are used mainly for fun.

#### TS 5

Look at the map of the air terminal. It has got four big halls. When you enter the terminal you get into the biggest hall. In the centre of it there is an *information desk*. You can ask any questions there. People usually meet at the information desk. To the right there are *booking-offices* of different airlines. Here you can buy a ticket to any city of the world. Opposite the booking-offices there is a *cafeteria*. Here you can have a snack if you have to wait for the plane. To the right of the cafeteria there is a *timetable for departing planes*. To the left of the cafeteria there is a *timetable for arriving planes*. Next to it there is the *arrival hall*. Those who have arrived to their destination get their luggage there.



Next to the main hall there is a *waiting hall* with *public telephones* on the left and *newsstands* on the right. Behind the telephones, in the left-hand corner there are *toilets*. There are *facilities for disabled people* there. In the centre there are benches for people to sit.

From the waiting hall you can get to the *check-in hall*. Here there are desks for checking in passengers and their luggage. To the left there is a *passport control desk*. Through it you get into the *departure hall*. To the left there are various shops where you can buy souvenirs. Opposite them there are *gates* through which you get to the planes.

#### TS 6

*Sara*: Hi, Lin! How were your summer holidays? Did you go anywhere?

*Lin*: Oh, yes. I went to Kenya. Can you imagine! It's in Africa. It took me 7 hours by plane. What about you? Did you go anywhere?

*Sara*: Yes, I went to Scotland for a week. It was in July. I took a plane, too. It was a long journey — 8 hours. When did you go to Kenya?

*Lin*: In June. I stayed there for three weeks. It was great! I lived in a tent and took a lot of photos of wild animals: elephants, lions and giraffes.

*Sara*: Wow! Will you show them to me? I like animals. Did you see any crocodiles?

*Lin*: No! I wanted to but I wasn't lucky. And what about you? What animals did you see there?

*Sara*: Unfortunately I didn't see any animals in Scotland, even the famous Loch Ness monster. But I went walking in the mountains and saw some beautiful lakes. We stayed in a hotel and our guide came to get us every day. It was a great holiday. I enjoyed it a lot.

*Lin*: So did I. Mine was exciting, too.

#### TS 7

Leonid Kadeniuk is the first Ukrainian astronaut. He was born on January 28, 1951 in Ukraine in the village Klyshkovychi not far from Chernivtsi. In 1967 Leonid Kadeniuk finished school in Chernivtsi. He dreamt to be a pilot. So he went to Chernihiv high military flying school. In 1971 his dream came true. Leonid became a test-pilot. Since 1976 he has trained for flights in different kinds of spaceships. In 1996 Leonid Kadeniuk became one of Ukrainian astronauts. He trained to fly on spaceships *space shuttle*. In July 1996 Leonid Kadeniuk arrived in the USA for space flight training. On December 5, 1997, he made a space flight as an experimenter on the American spaceship *Columbia*. His flight was 15 days 16 hours 35 minutes and 1 second long. After his space flight Leonid Kadeniuk returned to Ukraine. He is still in the group of the NASA astronauts. Ukrainian people are proud of the first Ukrainian astronaut.

#### TS 8

1. On the 6th November, 1987 in a town in England a 10-year-old boy Paul Stone saw a UFO. He was walking back to school after lunch when

he saw a small silver object in the sky. It wasn't moving. Then it came quickly towards him and stayed above him. He looked up and saw a round shape with two windows. It stayed there for two minutes and then disappeared.

2. Two girls, Louise, aged 13, and her 12-year-old sister Emma were walking to school in San Francisco, California, on the 10th August, 1988 when they saw a strange object. It was two large balls made of metal with a light between them. It was moving very slowly and making a noise. After about three minutes it flew away. Nobody else saw it.

3. On the 25th February, 1990 two 10-year-old boys, Tom Fisher and David Carter, saw a UFO. It landed in the snow in West Yorkshire, England. The boys were sledging when they saw an object with green and red lights. They were very frightened when it made a very loud noise and landed about ten metres away. It was as big as a car and had short wings.

#### TS 9

I'm thirteen now and I'm an "owl". Most of my friends are in bed by 10.30 pm, but I really don't like going to bed early, so after I have finished my homework I usually watch TV or read in my room until about 11.30 pm. School starts at 9.00 am and I get up at 7.00 am. I don't find it easy. I have a big alarm clock but my mother usually has to come in my room and wake me. Often I am half-asleep during the first lesson — I can't help it.

#### TS 10

*Ali:* Hey, Sara! Do you think you are going to miss things we did on Earth?

*Sara:* Yes, Ali. I already miss my pet fish. I fed it every day and talked to it and it knew when I came up to the aquarium. And I miss my saxophone. I played jazz once a week. I can listen to music here, but I would like to play, too.

*Ali:* I know what you mean. I played my drums once a week on Earth. And I miss my butterflies. I have a very big collection at home. Three or four times a year I went to some place to look for new butterflies. Some butterflies in my collection are even bigger than in the Natural History Museum. I went to that museum two or three times a month.

*Sara:* Did you? I love history and liked going to the History Museum. But I went there two or three times a year only.

*Ali:* There is one thing I can do here — watch my favourite *Harry Potter* movies on DVD. I watch them three or four times a week.

*Sara:* I like movies, too. But I prefer going to the cinema. On Earth I went to the cinema twice a month, but now I can only watch DVD or video.

*Robot:* Lunch time!

*Sara:* Let's go.

#### TS 11

— Hello! This is a special report from the space centre. We are talking to the psychologist Peter Brown. He took part in choosing children for the



space flight. Mr Brown, what personal qualities were important in your choice? I guess the candidates had to be clever, brave and serious?

— Well, not necessarily. Of course an astronaut mustn't be lazy, aggressive or stupid. Meanness and selfishness are also negative qualities. The flight is very long and a very important thing for the group is to be able to live together. So we were looking for such qualities as tolerance, helpfulness, friendliness.

— What about being sociable, easy-going, reliable? Were these qualities important?

— Yes, of course. But I should say that the most important thing we were looking for was a personality. And I think we made a very good choice. Each of the children who are in space now is an interesting personality.

— What makes a personality?

— Well, a lot of things. I think your dress and your face play an important role. But we shouldn't forget that the inner world of the person, his manners and character are even more important. Another factor is education. It's my personal belief that hard work is the first and most important thing that makes a personality. One more factor is how a person spends his free time.

— So, it's very difficult to become an ideal person.

— There are no ideal people. You should always try to change yourself in order to become a better personality.

— Thank you very much, Mr Brown. I hope we'll meet again some day.

## TS 12

*Martin:* Malcolm is very clever, like our father. He is a banker. He lives in a lovely house in Scotland with his wife, Sophie, and their two children. My nephew and niece are very smart and lively. Malcolm is rather quiet and serious. We are very different but we are good friends.

*Malcolm:* Martin's got blue eyes and fair hair. And he's tall like me. But he doesn't wear glasses. He is an Art teacher. He's very good with his hands. His hobbies are painting and classical music. He plays the violin. He lives in a village in Richmond and he's got a lot of animals — dogs, cats and a horse. My children love him and his house. He's very friendly and talkative.

## TS 13

### A Strong Family

A father lived in the country with his four sons. The sons liked to quarrel. So the family was unhappy.

One day the father called his sons together. He put some sticks on the ground in front of them. He picked up one of the sticks and broke it with his hands. Then he picked up five sticks and tied them together. He gave them to the strongest son and said, "Break them!"

The young man couldn't break the five sticks. The other three sons couldn't break them either.

Then the farmer said, "It's easy to break one stick. But it's not easy to break five sticks together. Our family is like those sticks. By quarrelling you'll become weak. By staying together you'll be strong."

TS 14

### **A Brown Wolf** (from *J. London*)

John Smith and his wife Mary lived in the mountains. Once John was in the forest and saw a dog, very hungry and tired. There were no villages around and he decided to save the dog's life. He took the dog home. But the animal was so wild that didn't let Smith and his wife touch him. But he went after them to their house. Smith gave him some fresh meat and left him in the house. In the morning he couldn't find the dog. In two days he found the dog in the forest and brought him back home. But the dog ran away again and it continued for a long time.

At last the day came when the dog stayed in the house. He never let the people touch himself but Smith and his wife liked him very much. They called him Wolf.

Once a man appeared in their place. As soon as the dog saw him he jumped towards the man. Smith noticed that the man knew the dog.

"His name is not Wolf," he said. "It's Brown. This dog is my friend. My true friend."

"Oh," cried Mary. "Please don't take him away. We like the dog and he likes us."

"Are you sure he wants to stay with you?" asked the man.

"Yes, of course," said Smith. "I'm sure of it."

"Well," said the man. "I'll go away. If he wants to stay, let him stay. But if he wants to go with me, let him go."

Smith and his wife agreed.

The man walked away and Wolf ran after him and tried to stop him. But the man didn't stop. And the dog ran back to Smith and Mary. He wanted to be with them and with the man. Marry looked at her husband and smiled. She was happy that their Wolf came back. But the dog stood for a while and suddenly ran after the man. He ran quicker and quicker and never turned his head.

TS 15

### **Forks and Fingers**

Now when you eat with a fork you think it's quite a usual thing. But it was different many years ago. Not always did people eat with forks. Here's a story to illustrate it. It was many, many years ago, in 1608. Thomas Coryat, an English traveller, went to Italy. There for the first time in his life he saw forks. People in Italy ate meat with them.

When Thomas came back to England he brought some forks with him. He showed them to his friends. His English friends laughed very much. They said that people in Italy were fools. "It's very good to eat with fingers," they said. Then Thomas said, "Look here. It's very good to eat with forks, not with fingers. Because people not always have clean hands."



"Do you think that people in England don't wash their hands before eating?" asked one of the friends.

"Aren't the ten fingers that nature gave people enough for us?" asked another friend.

Then Thomas got angry. He wanted to show them how to eat with a fork. He took some meat with a fork but the meat fell down. His friends laughed and laughed and joked about it. So Thomas put the fork back into his pocket and went on eating meat with his fingers like his friends.

#### TS 16

We all prefer home-made food for breakfast, lunch and dinner. So we like to have our meals at home. But when we are at work, have no time or don't want to cook we usually go to cafés or fast food restaurants to have our lunch or dinner there. If we are very busy to have a quick sandwich with coke, tea or coffee in a café we may take food away to have it later in the office, at home or in a car.

We use spoons and forks at home, but very rarely use knives. At restaurants we must remember about table manners, use knives and napkins, keep our elbows off the table. Food in restaurants is for all tastes: fried potatoes, fish, salads of tomatoes, cucumbers and cabbage. For dessert we can have ice cream with fruits, like bananas or oranges.

#### TS 17

##### Conversation 1

- Hi!
- Good morning!
- Yeah...er...give me an egg salad, please and ... um... an apple pie.
- An egg salad and an apple pie. Anything to drink?
- Yeah... Give me an orange juice, please.
- Right.

##### Conversation 2

- Afternoon!
- Good afternoon! Can I help you?
- Well, I want a tuna sandwich, please... and... er... a chicken sandwich.
- OK. Anything else?
- Mmm... A drink... A tea, please. Oh, and an ice cream.
- Fine. That's three pounds fourteen.
- Here you are.
- Thank you. Goodbye.

##### Conversation 3

- Good evening. A cheese salad, an apple juice... and an apple pie, please.
- OK. Is that all?
- Yes, that's all. Thank you very much.
- Fine, you can pay over there.

#### Conversation 4

- Hi!
- Hi!
- A chicken salad and an egg sandwich, please.
- Anything for dessert?
- Oh, yes. Um... An apple... No. An ice cream, please.
- An ice cream. Drink?
- An... No. No, thank you. That's fine.

TS 18

#### **Healthy Habits**

Some foods have a lot of proteins, vitamins and fibre. These foods are healthy and you should eat a lot of them. Other foods have a lot of sugar and fat. You shouldn't eat too much of them. Eat more fruit and vegetables. They have a lot of vitamins, minerals and fibre. Fruit have all the sugar your body needs. Too much salt is as bad for your health as too much sugar. Don't add salt when you are cooking or eating. Add lemon juice or spices instead. Eat fewer chips and salted nuts. We don't need a lot of fat, so choose low-fat products if possible. Grilled food is much healthier than fried. There's less fat in it. Another important piece of advice is to eat regularly and drink five or six glasses of water every day. Enjoy your meals!

TS 19

#### **What Schoolchildren Wear in Britain**

In many schools in Britain pupils must wear uniforms. Schoolboys wear white shirts and ties with the colours of their schools. Over their shirts they wear school jackets; their school jackets are called blazers. The schoolboys have the school badges on the pockets of their blazers; they have the school badges on their caps, too. English schoolgirls wear blouses or shirts and skirts. In some schools the schoolgirls wear dresses and hats with coloured ribbons and badges. Girls usually wear black stockings or tights and shoes. At the PE lessons boys and girls wear T-shirts, shorts and trainers.

TS 20

Thousands of years ago, when people just learned to make clothes, they made them of animals' skin. Later they started making cloth. It was always one colour. Nowadays we wear clothes of different types and colours. If we go to a party or to the theatre we wear smart clothes. These are our best clothes and sometimes they are very expensive. When we meet friends to play, work in the garden, or go on a picnic, we wear casual clothes. They are not very expensive. We are not afraid that our clothes will get dirty.

Our clothes can be plain, which means they are just of one colour, or patterned — that is consisting of several colours that make a pattern — a



picture of some kind. Plain colours can be dark and light. Usually people wear dark colours when they are doing some dirty work. In summer people prefer light colours. It's not so hot in them.

There are different patterns that make our clothes colourful: a striped pattern is made of stripes of two or more colours, a checked pattern is squares. They can be the same or different colours. Flowery patterns have big or small flowers in them and polka-dotted patterns — round spots. These spots can be big or small, same or different colour.

So as you see we have a wide choice. Our clothes can help us make our life brighter.

## TS 21

Mr Smith lives in London. He is a police officer. At home Mr Smith usually wears a cotton shirt, trousers, a jacket, socks and shoes. But when he goes to work he puts on his police uniform. When it is cold he puts on a woolen sweater. It keeps him warm during his night duties. He also puts on his boots and his belt. The boots and the belt are made of leather. Then he puts on a police jacket or a raincoat and takes his police cap. When Mr Smith comes home from work he always changes his clothes and puts his uniform into the wardrobe.

## TS 22

### The Shirt

Many, many years ago there lived a king. He was very rich and he had everything he wanted. His country was strong and famous, but the king was not happy. So one day he went to a wise old man and asked him how to become happy. The wise man listened to him and then said, "There is very little happiness in this world, but I know the way to find it." "Show me the way to find it, then," said the king. "It's very easy," answered the old man. "You have only to put on the shirt of a happy man." The king thanked the old man and began to look for a happy man. He visited most of the capitals of the world. He met kings, barons and other aristocrats, but they were not happy. At last he came back to his own country. One day he saw a poor farmer working in a field. He was singing and there was a happy look on his face. The king came up to the farmer and said, "My good man, are you happy?" "Very happy," answered the farmer. "Well, then," said the king, "sell me your shirt." "My shirt?" said the farmer in surprise. "I haven't got a shirt. I hope to buy a shirt soon."

## TS 23

### Twentieth Century Fashion

1. Before the First World War fashions didn't change very quickly. Men wore suits. They had short hair. Women wore long dresses and they had long hair.

2. In the 20s dresses and hair became much shorter. People saw women's knees for the first time. A straight figure was fashionable. For men



trousers with very wide legs became fashionable. They were called Oxford bags.

3. In the 30s and 40s hair, dresses and coats became longer again. Men's fashion didn't change very much. Men wore a suit, a tie and usually a hat, too.

4. In the 1950s people were richer and teenagers spent a lot of money on clothes. For men this was the age of the teddy boy. Teddy boys wore long jackets in very bright colours — pink, orange or yellow — and very narrow trousers. For women jumpers and blouses with wide skirts and short socks were the fashion. Both men and women wore shoes with long toes.

5. The 1960s saw a revolution in clothes. Everything changed. This was the time of the mini skirt and long boots. The first time in the twentieth century men had long hair — the famous Beatle haircut.

6. In the late 1960s and the early 70s the hippy "flower power" style was in. Women wore wide maxi dresses. Men wore jeans and brightly coloured shirts or T-shirts. Clothes were very colourful. Very long hair was fashionable for men and women.

7. The 80s brought teenagers with punk hairstyles in red, blue, purple and green and brightly coloured make up.

8. The 1990s brought about unisex fashion as well as rockers and bikers with leather jackets, leather trousers, a lot of metal decorations.

What will the 21st century bring us?

## TS 24

1. I'd like to give you some advice about my hobby — photography. I'm sure many of you already use a camera. But you can only call it your hobby if you do it all year, not just on holidays or at weekends. It needn't be an expensive hobby. Cheap cameras can take wonderful pictures. You will also need something to keep your photos in. In the beginning an old shoe box will do, later you can buy special photo albums. You don't need any special preparation to take good photographs. But remember a simple rule. Don't aim the camera into the sun; keep the sun behind you. You may take pictures of holidays and your friends in funny positions. They will be wonderful memories when you get older.

2. As far as my interests are concerned my favourite occupation is drawing. In my early childhood I could be sitting for hours every day filling my albums with fancy flowers, animals, people and houses. I drew on everything (including wall paper, furniture, sand and asphalt) and with everything (with pencils, felt-pens, water colours, chalks and sticks on the sand or ground). My room is full of drawings. In it there are cartoon characters, faces of my friends, parents and teachers, landscapes. Drawing is my favourite activity in my free time. It helps me relax.

3. My younger brother hopes to make his computer hobby his future profession. He began playing computer games when he was two. Later he



became seriously interested in computers and is now using it in his everyday life. He usually writes his school reports, listens to CDs and invents programs on his computer. I think his choice is both interesting and useful.

TS 25

### Olympic Games

The world's greatest international sports games are the Olympic Games. The Olympic idea means friendship and cooperation among the people of the world. The Olympic emblem is five rings: blue, yellow, black, green and red. The flag of any country has at least one of these colours.

The original Olympic Games began in ancient Greece in 776 BC. It was a great athletic festival including competitions in five kinds of sports: running, long jumps, throwing of discus and javelin, wrestling. The games were for men only. Women couldn't take part in the competitions or even watch them at the stadium. The first modern Olympic Games took place in Athens in 1896. The ancient Greeks had no winter sports. Only in 1924 the first Winter Olympic Games took place in France. Now we have Summer and Winter Olympic Games every fourth year in different countries. The latest Summer Olympic Games were in Greece in 2004 and the latest Winter Olympic Games were in the USA in 2002.

TS 26

There are 23 students in Miss Newman's music group. All of the students in the group like music very much. And they enjoy Miss Newman's lessons a lot. Fifteen of the students are good singers. Ten of them are in the school choir. There is a choir practice every week, on Wednesday evening. The choir can sing songs in different languages, including English, German, French and Spanish. Some students in the group can play a musical instrument. Four can play the flute, two can play the clarinet and one can play the cello. Another student in the group can play the piano. And one can play the saxophone. Four of the students are very good players and they are in the school orchestra. All the students in the group are very musical, but none of them can play the guitar. So next week Miss Newman is starting guitar lessons. And next month she is teaching them about the history of rock music.

TS 27

A very young girl who was fond of playing the piano found out that a young critic whose name was Bernard Show was coming to their house for dinner. She found out that he liked music and she decided to please him. It took her a lot of time to choose something very beautiful that the young critic might like. Almost all the guests arrived and the young girl was playing the piano when a young man entered the sitting room. It was Bernard Show. The girl looked at him with admiration. She continued to play the piano. Bernard Show didn't pay attention to the young girl and started talking with one of the guests. The young girl wanted to attract

Show's attention. She turned round to him and said loudly: "Excuse me, I've heard that you are fond of music." "I am," answered Bernard Show. "But never mind. Go on playing."

TS 28

### **The Piper of Hamelin**

Hamelin is a town in Germany. It is a beautiful town near a large river. This story happened six hundred years ago. The people of Hamelin lived well but they were not happy because there were a lot of rats in the town. The rats were in every house and ate up everything. They ran in the streets and people were afraid of them. At last people came to the Mayor and said, "Take the rats away from the town or you will not be our Mayor!"

At that minute a man came into the room. His clothes were yellow and red and he had a pipe in his hand. "I am a piper," he said, "and when I play my pipe all animals go with me. I'll take all the rats away from your town if you give me a small bag of gold." "Oh, my good man, help us, please. Take the rats away and I'll give you a big bag of gold," said the Mayor.

The piper went out into the street and began to play. His music was beautiful. He played for a few minutes and the people of Hamelin heard a great noise. This noise came from the feet of many-many rats in all the houses of the town. The piper played again. The rats quickly ran out of the houses. They ran out of the doors and jumped out of the windows. The piper walked out of the town and the rats ran after him. He came to the river and the rats jumped into the water. There were no more rats in the town. The people of Hamelin were very happy now. They danced in the streets and sang songs. The Mayor heard the songs and was very happy, too.

At that moment the door of the room opened and the piper came in. "Please give me my bag of gold," he said to the Mayor. The Mayor got angry. "What?" he cried. "You played some music in the streets and now you want a bag of gold for it. My man, I shall give you a little money and you must go away from my town." "I want my bag of gold," said the piper. "Your bag of gold? Go away from here or I...!"

The piper went out into the street. He began to play his pipe again. The music was beautiful. He played and played and the people of Hamelin heard a great noise. This time it was the noise of children's feet. The children danced and sang songs in the streets. They walked with the piper. They went out of the town and away to the mountains. The children and the piper never came back to Hamelin.

TS 29

### **The Symbols of Great Britain**

The flag of Britain is called the Union Jack. It represents the emblems of three countries which are parts of Great Britain: England, Scotland and Ireland. The emblems that we see on the Union flag are the crosses of three patron saints: the red cross of St George for England on a white



ground, the white diagonal cross of St Andrew for Scotland on a blue ground and the red diagonal cross of St Patrick for Ireland on a white ground. The final variant of the Union flag appeared in 1801 after the union of Great Britain with Ireland. There is no emblem of Wales in the Union flag.

The British national anthem *God Save the Queen* came from a patriotic song which first appeared in 1745. The author of the song is unknown. The words are traditional. During official ceremonies people sing the first verse only.

TS 30

### The Museum Zoloti Vorota (Golden Gates)

The modern building includes two different constructions — what is left of the gate walls of the 11th century and a modern structure reconstructing the original look of the gates. In May 1982 there opened a museum which gives information on the history of Zoloti Vorota and on ancient Kyiv. From the upper gallery there is a wonderful view of the city. The Museum is open to exposition in spring-summer period from 10 am till 5 pm. Day off — Thursday.

### The National Art Museum of Ukraine

Its fund of Ukrainian art has nearly 20, 000 exhibits. So works of Taras Shevchenko, Illya Repin, Volodymyr Borovykovs'kyi and other painters became a part of the Museum's collection. The collectors have found even some older works: ancient icons and Cossacks times portraits of military and church leaders and humorous comic pictures *Cossack Mamay*. Today there are a lot of new works of art coming to the Museum's collections. Among these new comings are a unique icon relief *St George in His Lifetime* dating to the 12th century and works of the founder of international abstractionism Kazymyr Malevych, who was native Ukrainian. Opening hours: 10 am — 5 pm. Day off — Friday.

### The Taras Shevchenko Museum

Its galleries and halls describe the hard life of the world famous Ukrainian poet Taras Shevchenko. It includes more than 800 works of the great poet and painter and his personal things. There is a big collection of folk songs, legends and proverbs about the poet. Opening hours: Tuesday through Sunday from 10 am till 5 pm. Day off — Monday.

### The St Sophia Cathedral-Museum

St Sophia Cathedral is a historical and architectural monument of the first half of the 11th century. It is world famous for a large area of mosaics and frescos. In the times of Yaroslav Mudryi, the cathedral was a social, political and cultural centre of Kyivan Rus, where the first Russian library, founded by Yaroslav Mudryi himself, functioned. In the cathedral we can see portraits of Yaroslav Mudryi family members. The Museum is open from 10 am till 5 pm. Day off — Thursday.



### The National Gallery

It displays Britain's best known collection of 2,200 pictures. The collection started in 1824. The Gallery is rich in paintings by Italian masters; it exhibits pictures of all European schools of art, and of course the best English tradition including Turner, Gainsborough and Constable. The Museum is open from 10 am till 6 pm on Sunday through Thursday. On Friday and Saturday it's open from 10 am till 8 pm.

### The British Museum

This is the world famous museum. There are 4 km of the space inside in nearly 100 galleries of exhibits from everywhere in the world, some as old as humankind itself. This unique collection in brief represents the progress of civilization. You'll find here the mausoleum of Halicarnassus, one of the seven wonders of the ancient world, Egyptian mummies and a lot more unique exhibits. Opening hours: Saturday — Wednesday 10 am — 5.30 pm; Thursday — Friday 10 am — 8.30 pm.

### The Museum of Childhood

There is a large toy collection in the Museum: games, toys, toy theatres, dolls, doll's houses. Opening hours: Tuesday through Saturday: 10 am — 6 pm. Sundays: 2.30 pm — 6 pm.

### TS 31

Welcome to the capital of Ukraine — Kyiv! We offer you four different routes.

**The first route** starts at Maidan Nezalezhnosti — the central square of our beautiful capital. The bus will take you along the main street of the capital Khreschatyk to Yevropeis'ka Square. Then we will turn right and go along Hrushevs'koho Street. There you will see the buildings of the Verkhovna Rada of Ukraine and the beautiful Mariinskyi Palace. From there you will go to Park Slavy where you can have a wonderful view of the Dnipro River. The last point of the excursion is the Kyievo-Pechers'ka Lavra — an ancient monastery, where you can have a special tour with our guide. The tour is about 2 hours.

**The second route** includes the Kyievo-Pechers'ka Lavra with its museums and underground caves and the Museum of the Second World War with its exhibition of military equipment. This walking tour is about 3 hours.

**The third route** starts at Kyiv National Taras Shevchenko University with the famous monument to Taras Shevchenko in front of it. Then the bus will take you along Volodymyrs'ka Street past the National Opera of Ukraine, the Museum *Zoloti Vorota*, St Sophia Cathedral to Andriivs'kyi Uzviz. There you will get off the bus and walk down the street with its museums and souvenir shops to the oldest part of the city — Podil. The tour is about 1,5 hour.

**The fourth route** starts at Yevropeis'ka Square. It's a walking tour, which will take you along the park alleys past the *Dynamo* Stadium with a monument to Valerii Lobanovs'kyi, and the Mariinskyi Palace to Park Slavy. This tour is about an hour.



Welcome to the capital of Great Britain — London! See London's major sights on an open-top double-decker bus. Original sightseeing buses start every 15 to 20 minutes and one journey takes about 1,5 — 2 hours depending on routes.

**The City Sightseeing Tour (Red Route)** is recommended for foreign visitors and children. It includes the best of London's sights with a commentary in many languages. Madame Tussaud's, Piccadilly Circus, the National Gallery, Nelson's Column and Trafalgar Square, Big Ben and Parliament, St Paul's Cathedral, Tower Bridge, the Tower of London, Westminster Abbey and Buckingham Palace.

**The Original Tour (Yellow Route)** is the first choice for the English-speaking tourists. It takes you to the best of London's sights with our fully qualified guides. The National Gallery, Nelson's Column and Trafalgar Square, Big Ben and Parliament, St Paul's Cathedral, Tower Bridge, the Tower of London, Westminster Abbey, Buckingham Palace and the Changing of the Guard and finally Piccadilly Circus.

**The Green Route:** the British Museum, Trafalgar Square, Big Ben, Buckingham Palace.

**The Blue and Purple Routes** include the best of London's museums, palaces and great shopping areas. Nelson's Column and Trafalgar Square, Natural History Museum, Science Museum and Madame Tussaud's. These tours run daily every 25—35 minutes from 8.15 am until 10.15 pm.

## TS 32

Taras Shevchenko is a great Ukrainian poet. He was born in the family of a serf on March 9, 1814. Young Taras lost his mother at the age of 9. There were five children in the family. His father taught them to read and write. Taras's childhood was very hard. At home there were always quarrels, fights between the children and between his father and his stepmother. When Taras was 11 his father died. His uncle took him into his family and he began working for him. But it was very difficult and he ran away. As he was very fond of drawing, he painted everywhere and always: he drew with chalk and a piece of coal, he drew on the walls, gates and doors. And soon Pavel Engelhart helped Taras to find a job as a pupil-painter. The boy was very talented. Soon several artists noticed him. They collected the money necessary to buy his freedom. With their help he began studying at Petersburg Academy of Arts. He was famous for his illustration to books by Pushkin, Gogol, Lermontov, Shakespeare. He wasn't only an artist but first he was a great poet. In 1838 Taras Shevchenko wrote his first poems in Ukrainian. Two years later he published his first book which he named *Kobzar*. Some of his poems became songs. Shevchenko died on 10 March, 1861. He is a favourite poet of millions of Ukrainians. The name of Taras Shevchenko is alive in the names of streets, monuments and other places. There is Tarasa Shevchenka



Boulevard in Kyiv, and the biggest University has his name. There are monuments to Taras Shevchenko in front of the University in Kyiv and in almost every town of Ukraine. There are also museums of Taras Shevchenko, the most famous of them are in Kaniv and Kyiv.

### TS 33

Everyone knows that tea is the most popular drink in Britain. It's even more popular than coffee which people drink everywhere in Europe and America. The Dutch brought the first tea to Europe in 1610. But only in 1658 the first advertisement for tea appeared in a London newspaper. At that time a skilled worker could only buy a pound of the cheapest tea for the money that he got for his week's work. The lady of the house kept tea in special containers often with a lock and carefully measured it out by the teaspoon. By 1750 tea had become the principal drink of all the classes in Britain. Later tea drinking developed into a fashionable social ritual. Tea parties were popular at home and soon the ritual of afternoon tea became traditional. Nowadays the custom of tea-time continues everywhere. Most people in Britain prefer a rich strong cup of tea with milk and sometimes sugar.

### TS 34

#### Apple Spas

It is a traditional harvest festival celebrated at the end of August. On this occasion churches are decorated with round loaves of bread, various kinds of fruit, berries, etc. On this day people sanctify apples and pears and can start eating them. This happens on the third Sunday in August.

#### Epiphany

On that day there was a religious procession marching to the bank of the river or a lake after a morning holiday service. A hole was made in the ice and the place was decorated with fir trees. A priest put his cross into the ice hole thus sanctifying the water. Those present at the ceremony wanted to bring that water to their homes. People believed that that water could help when someone was sick during the year.

### TS 35

1. I think that it's important to know foreign languages if you want to travel. How can you understand people in other countries? I like travelling a lot. My dream is to travel around the world and see all the famous places. That's why I study English. People in many countries know this language.

2. I think that foreign languages can help me learn more about my hobby — ships. There are thousands of books in the world about them. And they are all in different languages. Some of those books have translations, but some — don't. If I learn some foreign languages I will be able to read those books and will know more about ships.



3. I am studying English because I want to have a good job in the future. I want to have my own business. I will have partners in different countries of the world and I will need English to discuss different questions with them.

4. Foreign languages give us a chance to talk to more and more people. If you know one language, you can only talk to those people who know it. But if you know two languages, you can meet much more people and make more friends. My dream is to learn three foreign languages: English, Spanish and German.

5. When I learn a foreign language it helps me understand my own language better. I compare them, find something similar and something different and then develop my own rules about how these languages work.

6. I think foreign languages open other worlds for us. We can read about the country and its people, their traditions and culture in a foreign language. It makes us richer.

7. Our world is so big. There are so many inventions and discoveries in it. If we know many foreign languages we can read about all of them and become more educated.

#### TS 36

1. Maps are made of paper. But the word itself meant *cloth* once. This word came into English from Latin and the Latin *mappa* was *cloth*. First maps were on cloth. In Latin there was the word combination *mappa mundi* — *cloth of the world*. It was the first presentation of the word as a drawing on the cloth. Later people began to make maps from paper but the word remained. This word came to English for the second time. In late Latin this word changed into *nappa* and later through French it came to the English language with a new meaning of napkin.

2. Aren't you surprised that a student and the little black circle in the centre of the eye are both called pupils? You may think there is nothing alike between them. But there is. This word came into the English language through French from Latin. In Latin there was the word *pupa* — a girl and *pupus* — a boy. When the Latin ending *ilia* was added to *pupa* or *pupus* the word meant a *little girl* or a *little boy*. Children begin to go to school at the age when they are still pupils. And if you attentively look into your friend's eyes you can see a little girl or a little boy there. That's why the round black spot in the centre of the eyes is called a *pupil*.

#### TS 37

1. Gud mornneeng! I ... leRn English becorser... becorser... I wont stody ... in ... OOniverzite. I ... I ... to go Britan... er ... year next. Wont. I there ... wont ... er ... stody.

2. I study English because I want read English books. I study English because I want listen English songs. I study English because I want go to English.

3. I study English because it's a wonderful language. It opens new worlds for me: literature, arts, culture, history. My dream is to visit Great

Britain one day and see the sights of its capital London, walk in its shadowy parks and talk to Londoners.

TS 38

Sell, late, gate, man, fail, paper, pen, whale, wet, tail.

TS 39

1. Attention! Passengers flying with the *Aerosvit* Airline flight 3456 at 12.35 am are invited to come to Gate 17 for check-in and passport control. Attention! Passengers flying with the *Aerosvit* Airline flight 3456 at 12.35 am are invited to come to Gate 17 for check-in and passport control.

2. — Hi!

— Hi!

— A chicken salad and an egg sandwich, please.

— Anything for dessert?

— Oh, yes. Um... An apple... No. An ice cream, please.

— An ice cream. Drink?

— An... No. No, thank you. That's fine.

3. Good evening. You are listening to Channel 105 FM. I'm Sam Brown and I'm going to be with you for the next two hours. On our programme today is an interview with a pop star, a recipe from a famous actor and a new song. Let's start...

TS 40

### **I'd Like to Teach the World to Sing**

I'd like to build the world a home  
and furnish it with love,  
Grow apple trees and honey bees  
and snow-white turtle doves.

I'd like to teach the world to sing  
in perfect harmony,  
I'd like to hold it in my arms  
and keep it company.

I'd like to see the world for once  
all standing hand in hand,  
And hear them echo through the hills  
for peace throughout the land.

TS 41

The USA has more buses than any other country. Americans drive faster than people in other countries. This means that there is a traffic problem in the cities but there are a lot of garages in the buildings. The train is a great convenience, and drive-ins appeared to make life even more convenient. For example, people go to drive-in theatres. They are open-air and



people watch films from their bikes. The largest drive-in house has space for 4,000 cars. There are now drive-in restaurants, phones, schools and even drive-in churches which are in drive-in cinemas on Sunday mornings.

## TS 42

You need to eat a balanced diet. Each day you should eat some body-building foods (proteins), some energy-giving foods (carbohydrates and fats), and some foods which give you vitamins and fibre. You can get the proteins you need from animal products (meat, fish, milk, cheese, eggs) or vegetable products (soya products, nuts, cereals). Carbohydrates give you energy but you shouldn't eat too many of these foods, because they will fill you up without giving you all you need. Sugar consists only of carbohydrates. You shouldn't eat too many sweets, cakes or biscuits — or too many crisps or chips (too many sweets and sugar drinks can ruin your teeth). Fresh fruit and vegetables are especially good foods because they have both vitamins and fibre. The human body needs water as well as foods — up to two litres a day. We get water from foods as well as drinks.

# Vocabulary

## УМОВНІ СКОРОЧЕННЯ

### Українські

*астр.* — астрономія  
*геогр. н.* — географічна назва  
*грам.* — граматики  
*збірн.* — у збірному значенні  
*знев.* — зневажливо  
*зоол.* — зоологія  
*іст.* — історія  
*лінгв.* — лінгвістика  
*мат.* — математика  
*міф.* — міфологія  
*розм.* — розмовне слово, розмовний вислів  
*спорт.* — спортивний термін  
*тех.* — техніка

### Англійські

*a* — adjective — прикметник  
*adv* — adverb — прислівник  
*conj* — conjunction — сполучник  
*int* — interjection — вигук  
*n* — noun — іменник  
*num* — numeral — числівник  
*phr v* — phrasal verb — фразове дієслово  
*pl* — plural — множина  
*p.p.* — past participle — дієприкметник минулого часу  
*prep* — preposition — прийменник  
*pron* — pronoun — займенник  
*v* — verb — дієслово

## УМОВНІ ПОЗНАЧЕННЯ

□ (квадрат) — сполучення дієслова з прийменниками і прислівниками  
 ◇ (ромб) — словосполучення, які позначають окремі поняття, сталі вирази, фразеологічні звороти тощо  
 ~ (тильда) — повторюване заголовне англійське слово

## A

abbey	/'æbi/	n абатство, монастир
about	/ə'baʊt/	adv близько; prep про
above	/ə'baʊ/	prep над
absolutely	/'æbs(ə)lu:tli/	adv цілком; абсолютно
academic*		a академічний

\* Слова і словосполучення, позначені зірочкою, не входять до активного лексичного мінімуму; трапляються в текстах для читання та аудіювання.



academy	/ə'kædəmi/	n академія
accept*		v приймати; допускати
ache	/eɪk/	n біль; v боліти
across	/ə'krɒs/	prep через
action	/ˈækʃn/	n дія
active	/ˈæktɪv/	a активний
activity	/æk'tɪvɪti/	n діяльність
actor	/ˈæktə/	n актор
adapted*		a адаптований
add	/æd/	v додавати
address	/ə'dres/	n адреса
adjective	/ˈædʒektɪv/	n прикметник
admiral*		n адмірал
adult	/ˈædʌlt/	n дорослий
advantage	/əd'vɑ:ntɪdʒ/	n перевага
adventure	/əd'ventʃə/	n пригода
adventurous	/əd'ventʃərəs/	a який любить пригоди; небезпечний; пригодницький
adverb	/ˈædvɜ:b/	n прислівник
advertisement	/əd'vɜ:tɪsmənt/	n оголошення, реклама
advice	/əd'vaɪs/	n порада
advise*		v радити
aerobics	/eə'reʊbɪks/	n аеробіка
affect*		v впливати (на щось), діяти
afraid	/ə'freɪd/	a зляканий
Africa	/ˈæfrɪkə/	n геогр. н. Африка
after	/ˈɑ:ftə/	prep після
afternoon	/ˈɑ:ftə'nun/	n час пополудні
again	/ə'geɪn/	adv знову
against	/ə'geɪnst/	prep проти, навпроти
age	/eɪdʒ/	n вік
agency	/ˈeɪdʒənsɪ/	n агенція; представництво; бюро
aggressive	/ə'ɡresɪv/	a агресивний; задиристий
ago	/ə'ɡəʊ/	adv тому (про час)
agree	/ə'ɡri:/	v погоджуватися
ahead	/ə'hed/	adv уперед; попереду
air	/eə/	n повітря
airline	/ˈeəlaɪn/	n авіалінія
airplane	/ˈeəpleɪn/	n літак
airport	/ˈeəpɔ:t/	n аеропорт
airsick	/ˈeəsɪk/	a який хворобливо почуває себе в повітрі (у літаку)
alarm-clock*		n будильник
alas *		int на жаль
album	/ˈælbəm/	n альбом
alien	/ˈeɪlɪən/	n чужоземець, іноземець
alike	/ə'laɪk/	a схожий, подібний
alive*		a живий
all	/ɔ:l/	a весь, вся, все
allow	/ə'lau/	v дозволяти
almost	/ˈɔ:lmaʊst/	adv майже, мало не

<b>alone</b>	/ə'laʊn/	<i>a</i> сам, один, самотній
<b>along</b>	/ə'lon/	<i>prep</i> по, уздовж
<b>alphabet*</b>		<i>n</i> азбука, алфавіт
<b>alphabetical*</b>		<i>a</i> алфавітний
<b>already</b>	/ɔ:l'redɪ/	<i>adv</i> уже; раніше
<b>also</b>	/ɔ:lsəʊ/	<i>adv</i> також
<b>always</b>	/ɔ:lweɪz/	<i>adv</i> завжди
<b>America</b>	/ə'merɪkə/	<i>n</i> геогр. н. Америка
<b>among</b>	/ə'mʌŋ/	<i>prep</i> серед, між
<b>analyse*</b>		<i>v</i> аналізувати, детально розбирати
<b>ancient</b>	/ˈeɪnʃənt/	<i>a</i> старовинний, давній
<b>and</b>	/ænd/	<i>conj</i> і, й, та
<b>anger</b>	/ˈæŋɡə/	<i>n</i> гнів
<b>Angles</b>	/ˈæŋɡlɪz/	<i>n pl</i> збірн. іст. англи
<b>angrily</b>	/ˈæŋɡrɪli/	<i>adv</i> гнівно, сердито
<b>angry</b>	/ˈæŋɡrɪ/	<i>a</i> гнівний, сердитий
<b>animal</b>	/ˈænɪməl/	<i>n</i> тварина
<b>annotation*</b>		<i>n</i> анотація; примітки
<b>announcement</b>	/ə'naʊnsmənt/	<i>n</i> оголошення, анонс
<b>announcer</b>	/ə'naʊnsə/	<i>n</i> диктор
<b>anorak*</b>		<i>n</i> анорак, тепла куртка на змійці з капюшоном
<b>another</b>	/ə'nʌðə/	<i>a, pron</i> інший, іще один
<b>answer</b>	/ˈɑ:nsə/	<i>n</i> відповідь; <i>v</i> відповідати
<b>anthem</b>	/ˈænθəm/	<i>n</i> гімн
<b>antique*</b>		<i>n</i> антикварна річ
<b>antonym</b>	/ˈæntənɪm/	<i>n</i> лінгв. антонім
<b>any</b>	/eni/	<i>a</i> будь-який (у стверджувальних реченнях); який-небудь (у питальних реченнях)
<b>anybody</b>	/ˈeni'bɒdi/	<i>pron</i> будь-хто (у стверджувальних реченнях); хто-небудь (у питальних реченнях)
<b>anyone*</b>		<i>див.</i> anybody
<b>appear</b>	/ə'piə/	<i>v</i> з'являтися
<b>appearance</b>	/ə'piərəns/	<i>n</i> зовнішність
<b>appropriate*</b>		<i>a</i> відповідний
<b>aquarium*</b>		<i>n</i> акваріум
<b>Arabic</b>	/ˈæərəbɪk/	<i>n</i> арабська мова; <i>a</i> арабський
<b>arch</b>	/ɑ:tʃ/	<i>n</i> арка
<b>archbishop*</b>		<i>n</i> архієпископ
<b>architecture</b>	/ˈɑ:kɪtektʃə/	<i>n</i> архітектура
<b>area</b>	/ˈeəriə/	<i>n</i> ділянка, район; площа
<b>argue*</b>		<i>v</i> сперечатися
<b>argument*</b>		<i>n</i> аргумент; дискусія
<b>around</b>	/ə'raʊnd/	<i>prep</i> навколо; по; за
<b>arrange</b>	/ə'reɪndʒ/	<i>v</i> влаштовувати
<b>arrest*</b>		<i>v</i> арештовувати



<b>arrival</b>	/ə'raɪvl/
<b>arrive</b>	/ə'raɪv/
<b>art</b>	/ɑ:t/
<b>article*</b>	/'ɑ:tɪkl/
<b>artist</b>	/'ɑ:tɪst/
<b>as</b>	/æz/
<b>ask</b>	/ɑ:sk/
<b>asleep</b>	/ə'sli:p/
<b>assistant</b>	/ə'sɪstənt/
<b>associate*</b>	
<b>association*</b>	
<b>astronaut*</b>	
<b>at</b>	/æt/
<b>ate</b>	/et/
<b>athlete</b>	/'æθli:t/
<b>athletics</b>	/æθ'letɪks/
<b>attention</b>	/ə'tenʃn/
<b>attentive</b>	/ə'tentɪv/
<b>attract</b>	/ə'trækt/
<b>attraction</b>	/ə'trækʃn/
<b>attractive</b>	/ə'træktɪv/
<b>August</b>	/'ɔ:gəst/
<b>aunt</b>	/ɑ:nt/
<b>Australia</b>	/n'streɪliə/
<b>authentic</b>	/ɔ:'θentɪk/
<b>author</b>	/'ɔ:θə/
<b>autograph*</b>	
<b>awake</b>	/ə'weɪk/
<b>award</b>	/ə'wɔ:d/
<b>away</b>	/ə'weɪ/
<b>awful</b>	/'ɔ:fəl/
<b>awoke</b>	/ə'wəʊk/

**n** 1. приїзд, прибуття;  
 2. новоприбулий  
**v** прибувати; приїжджати  
**n** мистецтво  
**n** стаття  
**n** художник  
**adv** як; щодо  
**v** запитувати  
**a** сплячий  
**n** помічник  
**v** асоціювати, пов'язувати  
**n** асоціація, зв'язок  
**n** астронавт, космонавт  
**prep** біля, при; на, за  
**past vid eat**  
**n** атлет; спортсмен  
**n** атлетика, гімнастика  
**n** увага  
**a** уважний  
**v** приваблювати  
**n** атракціон  
**a** привабливий  
**n** серпень  
**n** тітка  
**n** геогр. н. Австралія  
**a** справжній, аутентичний  
**n** автор  
**n** автограф  
**v** будити; прокидатися  
**n** нагорода  
**a** відсутній; **adv** геть  
**a** жахливий; страшний  
**past vid awake**

## B

<b>back</b>	/bæk/
<b>backpack</b>	/'bækpæk/
<b>bacon*</b>	
<b>badly</b>	/'bædli/
<b>badminton</b>	/'bædmɪntən/
<b>bad-tempered</b>	/'bæd'tempəd/
<b>bake</b>	/beɪk/
<b>baker</b>	/'beɪkə/
<b>ballet</b>	/'bæleɪ/
<b>balloon*</b>	
<b>ballooning*</b>	
<b>ballroom dancing*</b>	
<b>banana</b>	/bə'nɑ:nə/

**n** спина; **a** задній; **adv**  
 назад; позаду  
**n** рюкзак  
**n** копчена свиняча грудин-  
 ка, бекон  
**adv** погано; вкрай  
**n** бадмінтон  
**a** злий, сердитий, роздра-  
 тований  
**v** пекти  
**n** пекар; булочник  
**n** балет  
**n** повітряна куля  
**n** запуск куль-зондів  
 бальні танці  
**n** банан

band	/bænd/	n оркестр
bank	/bæŋk/	n 1. берег (ріки); 2. банк
banker*		n банкір
bar*		n бар
bark	/bɑ:k/	n кора
barrack	/'bærək/	n казарма; барак
baseball	/'beɪsbɔ:l/	n спорт. бейсбол
basket	/'bɑ:skɪt/	n кошик; корзина
basketball	/'bɑ:skɪtbɔ:l/	n спорт. баскетбол
bathroom	/'bɑ:θrʊm/	n ванна кімната
battle	/'bætl/	n битва, бій; боротьба
be	/bi:/	v бути; □ ~ off вирушати, відходити; бути вільним; ◇ ~ all at sea розгубитися; збитися з пантелику; ~ in hot water ускочити в халепу, бути в біді
beach	/bi:tʃ/	n пологісний морський берег; пляж
beading	/'bi:diŋ/	n вишивання бісером
bear	/beə/	n ведмідь; v 1. терпіти, зносити; 2. народжувати
bearskin	/'beəskɪn/	n ведмежа шкура; ведмеже хутро
beat	/bi:t/	v бити, ударяти
became	/'bi'keɪm/	past від become
because	/'bi'kɒz/	conj тому що; оскільки
become	/'bi'kʌm/	v ставати
bee	/bi:/	n бджола
before	/'bi'fɔ:/	adv раніше; prep перед, до
began	/'bi'gæn/	past від begin
begin	/'bi'gɪn/	v починати
beginning	/'bi'gɪnɪŋ/	n початок
behave	/'bi'heɪv/	v поводитися
behind	/'bi'haɪnd/	adv позаду; prep за
believe	/'beli:v/	v вірити
bell	/bel/	n дзвін; дзвінок
belong*		v належати
below	/'bi'ləʊ/	adv унизу; нижче
belt	/belt/	n пояс, пасок; ремінь
berth	/'bɜ:θ/	n полиця (у вагоні)
beside	/'bi'saɪd/	prep поруч з; поблизу, біля
besides*		adv крім того; prep крім, окрім
best	/best/	a (найвищий ступінь порівняння від good) найкращий
better	/'beta/	a (вищий ступінь порівняння від good) кращий
between	/'bi'twi:n/	prep між, поміж, посеред
bicycle	/'baɪsɪkl/	n велосипед
big	/bɪg/	a великий; ◇ ~ talk хвастощі, перебільшення
bike	/baɪk/	n розм. велосипед



bilingual	/baɪˈlɪŋɡwəl/	а двомовний
billiards*		п pl більярд
binoculars*		п pl бінокль
biography	/baɪˈɒɡrəfi/	п біографія; життєпис
biology*	/baɪˈɒlədʒi/	п біологія
birth	/bɜːθ/	п народження
biscuit	/'bɪskɪt/	п печиво
blame	/bleɪm/	в звинувачувати
blazer	/'bleɪzə/	п блейзер, яскрава спортив- на куртка
blindfold*		п пов'язка на очі
blouse	/blaʊz/	п блузка
blow	/bləʊ/	в дути
board	/bɔːd/	п дошка
boarding pass	/'bɔːdɪŋˌpas/	посадочний талон
boat	/bəʊt/	п човен
boating	/'bəʊtɪŋ/	п гребний спорт
body	/'bɒdi/	п тіло
bodyguard	/'bɒdɪɡɑːd/	п охоронець
boil	/boɪl/	в кип'ятити(ся); варити(ся)
bold type*		жирний шрифт
bone	/bəʊn/	п кістка
book	/'bʊk/	п книга, книжка; в замов- ляти заздалегідь (квитки тощо)
booking-office	/'bʊkɪŋpɪs/	п квиткова каса
booklet*		п буклет; брошура
bookstore*		п книгарня, книжковий магазин
boom	/buːm/	в гудіти; гриміти
boot	/'buːt/	п черевик; ботинок
bored	/bɔːd/	а пудьгуєчий, онуджений
boring	/'bɔːrɪŋ/	а нудний; набридливий
born	/bɔːn/	р. р. від bear
borrow	/'bɒrəʊ/	в позичати
both	/bəʊθ/	а, проп обидва; і той, і інший
bottom	/'bɒtəm/	п низ; дно
bought	/bɔːt/	past і р. р. від buy
bowl	/bəʊl/	п миска; ваза; чаша
box	/'bɒks/	п 1. коробка; 2. таблиця
boxing	/'bɒksɪŋ/	п спорт. бокс
bracelet	/'breɪslɪt/	п браслет
braces*		п pl підтяжки
branch*		п 1. гілка (дерева); 2. галузь
brave	/breɪv/	а хоробрий, сміливий
bread	/'bred/	п хліб
break	/'breɪk/	в ламати(ся); □ - down злама- тися; вийти з ладу
brick	/'brɪk/	п цеглина
bridge	/'brɪdʒ/	п міст
bright	/'braɪt/	а яскравий; блискучий
brightly	/'braɪtli/	adv яскраво; блискуче

brilliantly\*

bring	/brɪŋ/
brought	/brɔ:t/
brow	/braʊ/
brown	/braʊn/
brush	/brʌʃ/
building	/'bɪldɪŋ/
bunch	/'bʌntʃ/

*adv.* brightly  
*v* приносити  
*past i p. p.* *vid* bring  
*n* брова  
*a* коричневий  
*n* щітка  
*n* будівля  
*n* букет, в'язка, пучок

## C

cab	/kæb/
cabbage	/'kæbɪdʒ/
cabin	/'kæbɪn/

*n* таксі  
*n* капуста  
*n* будиночок, хатина; кабіна; будка

café	/'kæfeɪ/
cafeteria	/'kæfə'tɪəriə/
cake	/keɪk/
call	/kɔ:l/
calorie	/'kæləri/
came	/keɪm/
camel	/'kæml/
camera	/'kæməre/
camp	/kæmp/
camper	/'kæmpə/

*n* кав'ярня, кафе  
*n* кафетерій, кафе-закусочна  
*n* тістечко; торт

camping	/'kæmpɪŋ/
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*v* кричати; гукати; називати  
*n* калорія  
*past vid* come  
*n* верблюд  
*n* фотоапарат  
*n* табір

can	/kæn/
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*n* житловий автофургон; дача-причіп  
*n* кемпінг; відпочинок на лоні природи (*в наметовому таборі*)  
*n* бляшана банка; банка консервів; *v* могти, вміти

candle	/'kændl/
canteen*	
canyon	/'kæniən/
cap	/kæp/
capital	/'kæpɪtl/
captain	/'kæptɪn/
car	/kɑ:/
carbohydrate	/'kɑ:bəʊ'haidreɪt/
card	/kɑ:d/
care	/keə/
carefully	/'keəfʊli/

*n* свічка  
*n* їдальня  
*n* каньйон, глибока ущелина  
*n* кепка  
*n* столиця  
*n* капітан

car-racing*	
carriage	/'kærɪdʒ/
carrot	/'kærət/
carry	/'kæri/
cart	/kɑ:t/
cartoon	/'kɑ:'tu:n/
cassette	/'kæsət/
cast	/'kɑ:st/

*n* (легковий) автомобіль  
*n* вуглевод  
*n* картка; поштова картка  
*n* турбота; *v* турбуватися  
*adv* старанно; обережно  
*n* автомобільні перегони  
*n* пасажирський вагон

castle	/'kɑ:sl/
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*n* морква  
*v* нести; ☐ - out виконувати  
*n* візок; екіпаж  
*n* мультфільм  
*n* касета  
*v* кидати; ☐ - a spell зачарувати (когось)  
*n* замок



casual	/ˈkæʒuəl/	а повсякденний
cat	/kæt/	п кіт
catalogue*		п каталог
catch	/kætʃ/	в ловити; 0 ~ a cold застудитися
cathedral	/kəˈθiːdrəl/	п собор
caught	/kɔ:t/	past і p. p. від catch
cavalry*		п кавалерія, кіннота
cave	/keiv/	п печера
celebrate	/ˈselibreit/	в святкувати
celebrated*		а знаменитий, прославлений
cello	/ˈtʃeləʊ/	п віолончель
Celts	/kelis/	п pl збірн. іст. кельти
centre	/ˈsentə/	п центр
central*		а центральний
century*	/ˈsentʃəri/	п століття
cereal	/ˈsiəriəl/	п 1. хлібний злак; 2. вівсяна каша
ceremony	/ˈseriməni/	п церемонія
certainly	/ˈsɜːtɪnli/	adv звичайно; неодмінно; безумовно
chair	/tʃeə/	п стілець
chamber music*		камерна музика
change	/tʃeɪndʒ/	в змінювати
channel	/ˈtʃænl/	п канал
character	/ˈkærɪktə/	п характер; герой, персонаж
characteristic*		п характеристика
characterize*		в характеризувати
charm	/tʃɑːm/	п заклинання; pl чари
charming*		а чарівний; чудовий
cheap	/tʃiːp/	а дешевий, недорогий
check	/tʃek/	в перевіряти
checked	/tʃekt/	а картатий (про тканину)
cheek	/tʃiːk/	п щока
cheerful	/ˈtʃiːfʊl/	а життєрадісний
cheese	/tʃiːz/	п сир
cheetah*		п гепард
chemistry	/ˈkemɪstri/	п хімія
chess	/tʃes/	п шахи
chest	/tʃest/	п груди
chestnut	/ˈtʃesnʌt/	п каштан
chewing gum	/ˈtʃuːɪŋɡʌm/	жувальна гумка
chicken	/ˈtʃɪkn/	п курча
chief	/tʃiːf/	а головний
child	/tʃaɪld/	п дитина
children	/ˈtʃɪldrən/	п pl від child
chilly	/ˈtʃɪli/	а прохолодний
chimpanzee*		п шимпанзе
China	/ˈtʃaɪnə/	п геогр. н. Китай
Chinese	/tʃaɪˈniːz/	п китаєць; китаянка; the - збірн. китайці; китайська мова; а китайський
chip	/tʃɪp/	п тонка скибочка; pl розм. чіпси

chocolate	/'tʃɒklət/	<i>n</i> шоколад; <i>a</i> шоколадний
choice	/'tʃɔɪs/	<i>n</i> вибір
choir	/'kwaɪə/	<i>n</i> хор
choose	/'tʃuːz/	<i>v</i> вибирати
Christian	/'krɪstʃən/	<i>n</i> християнин; християнка; <i>a</i> християнський
Christmas	/'krɪsməs/	<i>n</i> Різдво
church	/'tʃɜːtʃ/	<i>n</i> церква
circle	/'sɜːkl/	<i>n</i> круг, коло
circus	/'sɜːkəs/	<i>n</i> цирк
city	/'sɪti/	<i>n</i> (велике) місто
city coach line	/'sɪti'kəʊtʃlaɪn/	міський автобусний маршрут
civil*		<i>a</i> громадянський
clarinet	/'klærɪ'net/	<i>n</i> кларнет
class	/'klaːs/	<i>n</i> клас; заняття
classical	/'klæsɪkl/	<i>a</i> класичний
classmate*	/'klaːsmeɪt/	<i>n</i> однокласник; однокласниця
clean	/'kliːn/	<i>a</i> чистий, охайний; <i>v</i> чистити
clear	/'klɪə/	<i>a</i> ясний; чистий
clearly	/'klɪəli/	<i>adv</i> ясно; чітко, зрозуміло
clever	/'klevə/	<i>a</i> розумний, здібний
climb	/'klaɪm/	<i>v</i> підніматися; вилазити
clock	/'klɒk/	<i>n</i> годинник (стінний, настільний)
close	/'kləʊz/	<i>a</i> близький; <i>v</i> закривати
cloth	/'klɒθ/	<i>n</i> тканина
clothes	/'kləʊðz/	<i>n pl</i> одяг
cloud	/'klaʊd/	<i>n</i> хмара
club	/'klʌb/	<i>n</i> клуб; гурток
coach	/'kəʊtʃ/	<i>n</i> карета, екіпаж; міжміський автобус
coat	/'kəʊt/	<i>n</i> пальто; куртка
coffee	/'kɒfi/	<i>n</i> кава
coin	/'kɔɪn/	<i>n</i> монета
coke	/'kəʊk/	<i>n</i> кока-кола
cold	/'kəʊld/	<i>a</i> холодний
collage*		<i>n</i> колаж
collect	/'kə'lekt/	<i>v</i> колекціонувати
collection	/'kə'leɪkʃn/	<i>n</i> колекція
college	/'kɒlɪdʒ/	<i>n</i> коледж
colony*		<i>n</i> колонія
colour	/'kʌlə/	<i>n</i> колір
coloured	/'kʌləd/	<i>a</i> пофарбований; кольоровий
colourful	/'kʌləfʊl/	<i>a</i> яскравий, барвистий
column*		<i>n</i> стовпчик
combination*		<i>n</i> комбінація, поєднання



# D

dance	/da:ns/	n танець; v танцювати
dancing	/'da:nsɪŋ/	n танці
dangerous	/'demdʒərəs/	a небезпечний
dark	/da:k/	a темний
daydream*		v мріяти, фантазувати
dear	/dɪə/	a любий, дорогий
decide	/dɪ'saɪd/	v вирішувати
decorate	/'dekəreɪt/	v прикрашати
decoration	/'dekə'reɪʃn/	n прикраса
decorative	/'dekə'reɪtɪv/	a декоративний
dedicate	/'dedɪkeɪt/	v присвячувати
deer	/dɪə/	n олень
defence	/dɪ'fens/	n захист; оборона
definite*		a визначений, певний; грам. означений
definitely*		adv напевно; звисно
definition*		n визначення
degree*		n ступінь
delicious	/dɪ'lɪʃəs/	a дуже смачний
demand	/dɪ'ma:nd/	v вимагати
democratic*		a демократичний
denote	/dɪ'nəʊt/	v означати
dentist	/'dentɪst/	n стоматолог
depart	/dɪ'pɑ:t/	v від'їжджати
department store	/dɪ'pɑ:t'mɒnt'stɔ:/	універмаг
departure	/dɪ'pɑ:tʃə/	n від'їзд
depend	/dɪ'pend/	v залежати
describe*		v зображати, описувати
description*		n зображення, опис
desert	/'dezət/	n пустеля
dessert	/dɪ'zɜ:t/	n десерт
destination	/'destɪ'neɪʃn/	n місце призначення
destroy	/dɪ'strɔɪ/	v руйнувати
detachment	/dɪ'tætʃmɒnt/	n підрозділ, загін
detail*		n деталь, подробиця
detective	/dɪ'tektɪv/	n детектив; a детективний
detest	/dɪ'test/	v ненавидіти, мати відразу
develop	/dɪ'veləp/	v розвивати
devote	/dɪ'vəʊt/	v присвячувати
diagonally	/daɪ'æɡənəlɪ/	adv по діагоналі
diagram*		n діаграма
dialogue	/'daɪəlɒɡ/	n діалог
diary	/'daɪəri/	n щоденник
dictionary	/'dɪkʃənərɪ/	n словник
did	/dɪd/	past vid do
die	/daɪ/	v помирати
difference	/'dɪfrəns/	n різниця; відмінність
different	/'dɪfrənt/	a різноманітний
dinosaur	/'daɪnəsɔ:/	n динозавр
direct	/dɪ'rekt/	a прямий

direction	/di'rekʃn/	n напрямок, напрям
direction sign	/di'rekʃn'sain/	дорожній знак, дороговказ
dirty	/'dɜ:ti/	a брудний; нечистий
disabled	/dis'eibld/	n людина з фізичними вадами
disagree	/,disə'gri:/	u не погоджуватися, розходитися в думках
disappear	/,disə'piə/	u зникати
disc	/disk/	n диск
disciplined	/'distplind/	a дисциплінований
disco	/'diskəʊ/	n дискотека
discover	/dis'kʌvə/	u відкривати, робити відкриття
discuss	/di'skʌs/	u обговорювати
discussion*		n обговорення
dish	/dɪʃ/	n блюдо; pl посуд
dishonest	/dis'ɒnɪst/	a нечесний; непорядний
display*	/dis'pleɪ/	n виставка; u демонструвати; виставляти
distance	/'distəns/	n відстань
distant*		a віддалений
district	/'distrikt/	n район
divide	/di'vaɪd/	u розділяти
divination	/,divi'neɪʃn/	n ворожба
do	/du:/	u робити, виконувати
documentary	/,dɒkjʊ'mentəri/	n документальна передача (по радіо, телебаченню); a документальний
domestic	/də'mestɪk/	a свійський
dominoes	/'dominəʊz/	n pl доміно
donkey	/'dɒŋki/	n віслик, осел
double-decker	/,dʌbl'dekə/	n двоповерховий автобус або тролейбус
doubt	/daʊt/	n сумнів; u сумніватися
dove	/dʌv/	n голуб
down	/daʊn/	adv вниз, prep вздовж; по, за
downstairs	/'daʊnsteez/	adv вниз
drama	/'drɑ:mə/	n драма
dramatist	/'dræmətɪst/	n драматург
drank	/dræŋk/	past від drink
draw	/drɔ:/	u креслити; малювати
drawing	/'drɔ:ɪŋ/	n малювання; малюнок
dress	/dres/	n сукня; u одягати; □ ~ up одягатися
drink	/drɪŋk/	u пити
drive-in	/'draɪv'ɪn/	n ресторан (кіно, магазин тощо) для автомобілістів
driver	/'draɪvə/	n водій
drum	/drʌm/	n барабан
dungeon	/'dʌndʒən/	n склеп; підземелля
during	/'djʊərɪŋ/	prep під час; протягом
Dutch	/dʌtʃ/	n 1. збірн. (the ~) голландці; 2. голландська мова;
duty	/'djʊti/	n обов'язок



# E

<b>each</b>	/i:tʃ/	<i>a, pron</i> кожний
<b>eagerly</b>	/i:ɡəli/	<i>adv</i> з радістю; палко; за- взято
<b>earache</b>	/iərəʊk/	<i>n</i> вушний біль
<b>early</b>	/ɜ:li/	<i>a</i> ранній; <i>adv</i> рано
<b>earring</b>	/iəriŋ/	<i>n</i> сережка
<b>earth</b>	/ɜ:θ/	<i>n</i> земля; земна куля
<b>earthquake</b>	/ɜ:θkweɪk/	<i>n</i> землетрус
<b>eastern</b>	/i:stən/	<i>a</i> східний
<b>easy</b>	/i:zi/	<i>a</i> легкий, неважкий
<b>easy-going</b>	/i:zi'ɡəʊɪŋ/	<i>a</i> добродушно-веселий
<b>echo</b>	/i'ekəʊ/	<i>n</i> луна; відбитий звук
<b>economic</b>	/i:kə'nɒmɪk/	<i>a</i> економічний
<b>economical*</b>		<i>a</i> економний
<b>education</b>	/edʒu'keɪʃ(ə)n/	<i>n</i> освіта
<b>effect*</b>		<i>n</i> ефект
<b>Egypt</b>	/i:dʒɪpt/	<i>n</i> геогр. н. Єгипет
<b>Eisteddfod*</b>		<i>n</i> Дйстедфод, конкурс бардів (щорічний фестиваль в Уелсі)
<b>elbow</b>	/elbəʊ/	<i>n</i> лікоть
<b>electric*</b>		<i>a</i> електричний
<b>element*</b>		<i>n</i> елемент
<b>elite*</b>		<i>a</i> елітний
<b>emblem</b>	/embləm/	<i>n</i> емблема
<b>embroider</b>	/ɪm'brɔɪdə/	<i>v</i> вишивати
<b>embroidery</b>	/ɪm'brɔɪdəri/	<i>n</i> вишивання; вишивка
<b>emergency</b>	/ɪ'mɜ:dʒənsi/	<i>n</i> крайня необхідність
<b>emigrate</b>	/emɪɡreɪt/	<i>v</i> емігрувати
<b>emotion</b>	/ɪ'məʊʃn/	<i>n</i> емоція
<b>empty</b>	/empti/	<i>a</i> порожній
<b>encyclopedia</b>	/en'saɪkləʊ'pi:diə/	<i>n</i> енциклопедія
<b>energetic</b>	/enə'dʒetɪk/	<i>a</i> енергійний
<b>energy</b>	/enədʒi/	<i>n</i> енергія
<b>engine</b>	/endʒɪn/	<i>n</i> двигун; локомотив
<b>enjoy</b>	/m'dʒɔɪ/	<i>v</i> насолоджуватися; діста- вати задоволення
<b>enjoyable</b>	/m'dʒɔɪəbl/	<i>a</i> приємний; який дає насолоду
<b>enormous</b>	/ɪ'nɔ:məs/	<i>a</i> величезний
<b>enough</b>	/ɪ'nʌf/	<i>adv</i> досить; доволі
<b>enter</b>	/entə/	<i>v</i> заходити; вступати
<b>entrance</b>	/entrəns/	<i>n</i> вхід
<b>episode*</b>		<i>n</i> епізод
<b>equipment*</b>		<i>n</i> обладнання, оснащення
<b>equivalent*</b>		<i>n</i> еквівалент
<b>especially</b>	/ɪ'speɪʃ(ə)li/	<i>adv</i> особливо; головним чином
<b>Europe</b>	/juərəp/	<i>n</i> геогр. н. Європа
<b>even</b>	/i:vən/	<i>adv</i> навіть; хоча б

event	/ɪ'vent/	<i>n</i> подія
ever	/ˈevə/	<i>adv</i> коли-небудь; будь-коли
every	/ˈevri/	<i>a</i> кожний, всякий
everyone	/ˈevriwʌn/	<i>pron</i> кожний
everything	/ˈevriθɪŋ/	<i>pron</i> усе
everywhere	/ˈevriweə/	<i>adv</i> скрізь
evil	/ˈi:vl/	<i>n</i> зло
exam	/ɪgˈzæm/	<i>n</i> екзамен
example	/ɪgˈzɑ:mpəl/	<i>n</i> приклад
except	/ɪkˈsept/	<i>prep</i> за винятком, крім
excited	/ɪkˈsaɪtɪd/	<i>a</i> збуджений, схвилюваний
exciting	/ɪkˈsaɪtɪŋ/	<i>a</i> хвилюючий; захопливий
excursion	/ɪkˈskɜ:ʃn/	<i>n</i> екскурсія
excuse	/ɪkˈskju:z/	<i>v</i> вибачати; вибачатися
exercise	/ˈeksəsaɪz/	<i>n</i> вправа; <i>v</i> виконувати
exhibit	/ɪgˈzɪbɪt/	вправу
expensive	/ɪkˈspensɪv/	<i>n</i> експонат; <i>v</i> експонувати
experience*		<i>a</i> дорогий, коштовний
experiment*	/ɪksˈperɪment/	<i>n</i> досвід
experimenter*		<i>n</i> експеримент; <i>v</i> експериментувати
explain	/ɪkˈspleɪn/	<i>n</i> експериментатор
express*		<i>v</i> пояснювати
expression*		<i>v</i> виражати
extract*		<i>n</i> вираз, словосполучення
extravagant*		<i>n</i> уривок (з книги тощо)
extreme	/ɪkˈstri:m/	<i>a</i> екстравагантний
eyelash	/ˈaɪləʃ/	<i>a</i> екстремальний
		<i>n</i> вій

## F

facility	/fəˈsɪlɪti/	<i>n</i> <i>pl</i> зручності; <i>pl</i> засоби, пристрої
fail	/feɪl/	<i>v</i> зазнати невдачі
fair	/feə/	<i>n</i> ярмарок; <i>a</i> 1. справедливий; 2. світлий, білявий
fairy	/ˈfeəri/	<i>n</i> фея, чарівниця
fairytale	/ˈfeərɪteɪl/	<i>n</i> казка
fall	/fɔ:l/	<i>v</i> падати; <i>Ø</i> ~ in love закохатися
false*	/fɔ:ls/	<i>a</i> хибний; неправильний; підробний, фальшивий
familiar	/fæˈmɪliə/	добре обізнаний, поінформований
far	/fɑ:/	<i>a</i> далекий, віддалений; <i>adv</i> далеко
fascinating	/ˈfæsɪneɪtɪŋ/	<i>a</i> чарівний; принадний
fashion	/ˈfæʃn/	<i>n</i> мода
fashionable	/ˈfæʃnəbl/	<i>a</i> модний
fashionably	/ˈfæʃnəbli/	<i>adv</i> модно



fast	/fɑ:st/	<i>a</i> швидкий, прудкий
fasten	/ˈfɑ:sn/	<i>v</i> прив'язувати; скріплювати; застібати
fat	/fæt/	<i>n</i> жир
fatty	/ˈfæti/	<i>n</i> товстун; <i>a</i> повний, огрядний, товстий
favourite	/ˈfeɪvərɪt/	<i>adj</i> улюблений
fear	/fiə/	<i>n</i> страх; <i>v</i> боятися
feather	/ˈfeðə/	<i>n</i> перо
fed	/fed/	<i>past i p. p. við feed</i>
feed	/fi:d/	<i>v</i> годувати; $\diamond$ - up (with) набридло; остогидло; ситий донесхочу
feel	/fi:l/	<i>v</i> відчувати на дотик; почувати
feeling	/ˈfi:liŋ/	<i>n</i> почуття
feet	/fi:t/	<i>pl við foot</i>
fell	/fel/	<i>past við fall</i>
felt	/felt/	<i>past við feel</i>
ferryboat	/ˈferɪbəʊt/	<i>n</i> пором; перевізний засіб
festival*	/ˈfestɪvəl/	<i>n</i> свято
few	/fju:/	<i>a</i> мало, небагато
fibre	/ˈfaɪbə/	<i>n</i> клітковина
fiction	/ˈfɪkʃn/	<i>n</i> белетристика, художня література
figure skating	/ˈfɪɡəskeɪtɪŋ/	фігурне катання
fill	/fɪl/	<i>v</i> наповнювати; $\square$ - in заповнювати
finally	/ˈfaɪnəli/	<i>adv</i> нарешті; врешті-решт
find	/faɪnd/	<i>v</i> знаходити
fine	/faɪn/	<i>a</i> гарний; чудовий
finger	/ˈfɪŋɡə/	<i>n</i> палець
finish	/ˈfɪnɪʃ/	<i>n</i> кінець; <i>v</i> закінчувати
fir	/fɜ:/	<i>n</i> ялина
fire	/faɪə/	<i>n</i> пожежа
first	/fɜ:st/	<i>a, num</i> перший
fish	/fɪʃ/	<i>n</i> риба
fishing	/ˈfɪʃɪŋ/	<i>n</i> рибна ловля; рибальство
fishing rod	/ˈfɪʃɪŋrəd/	вудочка
fit	/fɪt/	<i>a</i> здоровий, бадьорий, у гарній формі
fitting room	/ˈfɪtɪŋrʊm/	примірочна
five	/faɪv/	<i>num</i> п'ять
fix	/fɪks/	<i>v</i> закріплювати
fixed route bus	/ˈfɪkstrʊtˈbʌs/	маршрутний мікроавтобус, який зупиняється за вимогою пасажирів
flavor	/ˈfleɪvə/	<i>n</i> аромат; присмний запах
flew	/flu:/	<i>past við fly</i>
flight	/flaɪt/	<i>n</i> політ
float	/fləʊt/	<i>v</i> пливти
flood	/flʌd/	<i>n</i> повінь; розлив

flowery	/ˈflaʊəri/
fluffy	/ˈflʌfi/
flute	/flut/
fly	/flai/
fold	/fəʊld/
folk	/fəʊk/
follow	/ˈfɒləʊ/
fond	/fɒnd/

а рясно укритий квітами  
а пухнастий, м'який  
п флейта  
в літати  
в згортати; складати  
п народ; а народний  
в іти слідом; супроводити  
а люблячий

## G

galaxy*	
gallery	/ˈgæləri/
gap*	
garage	/ˈgæra:ʒ/
garland	/ˈgɑ:lənd/
gasoline	/ˈgæsəli:n/
gate	/geit/
gather	/ˈgæðə/
gave	
general*	
generous	/ˈdʒen(ə)rəs/
geographical*	
geography	/dʒiˈɒɡrəfi/
get	/get/

п галактика  
п галерея  
п пропуск  
п гараж  
п гірлянда; вінок  
п бензин  
п ворота; хвіртка  
в збирати; знімати  
past від give  
а загальний  
а щедрий  
а географічний  
п географія  
в одержувати; отримувати;  
□ ~ in заходити; ~ off сходи-  
ти; ~ on заходити, сідати в;  
~ up вставати, підводитися;  
◇ ~ used to звикати

ghost	/ɡəʊst/
giant	/ˈdʒaɪənt/
girl	/ɡɜ:l/
give	/ɡiv/

п привид, примара; дух  
а гігантський  
п дівчина  
в давати; дарувати; □ ~ up  
здатися; відмовлятися  
п 1. склянка; стакан; скло;  
2. pl окуляри; а скляний

glass	/ɡlɑ:s/
glove	/ɡlʌv/
glove-maker	/ˈɡlʌvmeɪkə/
go	/ɡəʊ/

п рукавичка  
п рукавичник  
в іти, їхати

goalkeeper*	
God	/ɡɒd/
goggles	/ˈɡɒɡlz/
gold	/ɡəʊld/
golden*	/ˈɡəʊldən/

п воротар  
п Бог, Всевишній  
п pl захищені окуляри  
п золото  
а золотистий; золотий

gold-miner*	
got	
grade	/ɡreɪd/
graduation	/ˈɡrædʒu'eɪʃən/
grammar	/ˈɡræmə/
grammar reference	/ˈɡræmə'refrəns/
gravestone	/ˈɡreɪvstəʊn/
graveyard	/ˈɡreɪvjɑ:d/

п золотошукач  
past і p. p. від get  
п ступінь; клас  
п закінчення вузу  
п граматика  
довідник з граматики  
п могильна плита  
п кладовище, цвинтар



<b>grew</b>	
<b>grill</b>	/grɪl/
<b>grilled</b>	/grɪld/
<b>grocery</b>	/'grəʊsəri/
<b>ground*</b>	/graʊnd/
<b>group</b>	/gru:p/
<b>grow</b>	/grəʊ/
<b>grown-up*</b>	
<b>guard</b>	/gɑ:d/
<b>guess*</b>	
<b>guest</b>	/gest/
<b>guide</b>	/gaɪd/
<b>guidebook</b>	/'gaɪdbʊk/
<b>guitar</b>	/gɪ'ta:/
<b>gymnasia</b>	/dʒɪm'neɪziə/
<b>gymnastics</b>	/dʒɪm'næstɪks/

*past* *old* grow  
*v* смажити на грилі, решітці  
*a* смажений; запечений  
*n* бакалія  
*n* 1. земля; 2. фон, тло  
*n* група  
*v* вирощувати  
*n* дорослий  
*n* охорона; караул; *v* охоро-  
 няти  
*v* здогадуватися; вгадувати  
*n* гість  
*n* гід, екскурсовод  
*n* путівник  
*n* гітара  
*n* гімназія  
*n* гімнастика

## H

<b>habit</b>	/'hæbɪt/
<b>had</b>	
<b>hair</b>	/heə/
<b>hairstyle*</b>	
<b>half</b>	/hɑ:f/
<b>Halloween*</b>	
<b>halt*</b>	
<b>ham</b>	/hæm/
<b>hamburger</b>	/'hæmbɜ:ɡə/
<b>handball</b>	/'hændbɔ:l/
<b>handsome</b>	/'hænsəm/
<b>hang</b>	/hæŋ/
<b>happen</b>	/'hæp(ə)n/
<b>happily</b>	/'hæpɪli/
<b>happiness</b>	/'hæpɪnis/
<b>happy</b>	/'hæpi/
<b>hard</b>	/hɑ:d/
<b>hardship*</b>	
<b>hard-working</b>	/hɑ:d'wɜ:kɪŋ/
<b>harm</b>	/hɑ:m/
<b>harmony*</b>	
<b>hate</b>	/heɪt/
<b>have</b>	/hæv/
<b>headache</b>	/'hedeɪk/
<b>heading*</b>	
<b>Headwarder*</b>	
<b>health</b>	/helθ/
<b>healthy</b>	/'helθi/
<b>hear</b>	/hiə/

*n* звичка  
*past i p. p. old* have  
*n* збірн. волосся  
*n* зачіска  
*n* половина  
*n* Хеллоуїн, переддень Дня  
 усіх Святих (31 жовтня)  
*v* зупиняти; зупинятися  
*n* шинка  
*n* гамбургер, булочка з руб-  
 леним біфштексом  
*n* спорт. гандбол  
*a* вродливий (про чоловіка)  
*v* вішати; висіти  
*v* ставатися; траплятися  
*adv* щасливо  
*n* щастя  
*a* щасливий; радісний  
*a* важкий, тяжкий; *adv*  
 важко, тяжко  
*n pl* труднощі  
*a* працелюбний  
*n* шкода; зло; неприємність  
*n* гармонія  
*n* ненависть; *v* ненавидіти  
*v* мати; володіти  
*n* головний біль  
*n* заголовок; рубрика  
*n іст.* головний вартовий  
*n* здоров'я  
*a* здоровий; життєздатний  
*v* чути

heard	/hɜ:d/	<i>past i p. p. vid</i> hear
heaven	/'hevn/	<i>n pl</i> небеса
held	/held/	<i>past i p. p. vid</i> hold
helicopter	/'helɪkɒptə/	<i>n</i> вертоліт, гелікоптер
help	/help/	<i>n</i> допомога; <i>v</i> допомагати
helpful	/'helpful/	<i>a</i> готовий допомогти; корисний
heroically*		<i>adv</i> героїчно
herself	/hɜ:'self/	<i>pron</i> себе, собі, собою
hid	/hɪd/	<i>past vid</i> hide
hide	/haɪd/	<i>v</i> ховатися; приховувати
high	/haɪ/	<i>a</i> високий; <i>adv</i> високо
high boots	/haɪ'bu:ts/	чоботи
highpoint*	/haɪ'pɔɪnt/	<i>n</i> найважливіша подія; кульмінаційний момент
himself	/hɪm'self/	<i>pron</i> себе, собі, собою
hit	/hɪt/	<i>v</i> бити, ударити
hobby	/'hɒbi/	<i>n</i> хобі, улюблене заняття
hockey	/'hɒki/	<i>n</i> хокей
hold	/həʊld/	<i>v</i> тримати; триматися
hole	/həʊl/	<i>n</i> дірка; отвір; нора
holiday	/'hɒlɪdɪ/	<i>n</i> свято; неробочий день; <i>pl</i> канікули
home	/həʊm/	<i>n</i> дім, житло
honest	/'ɒnɪst/	<i>a</i> чесний, порядний

# I

iceberg	/'aɪsbɜ:g/	<i>n</i> айсберг
icon	/'aɪkɒn/	<i>n</i> ікона
idea	/aɪ'diə/	<i>n</i> ідея
identity*		<i>n</i> 1. ідентичність; істинність; 2. особа
if	/ɪf/	<i>conj</i> якщо
ignore	/ɪg'nɔ:/	<i>v</i> ігнорувати
illustration*		<i>n</i> ілюстрація
imaginary*		<i>a</i> уявний
imagine*		<i>v</i> уявляти
imitate*		<i>v</i> наслідувати, імітувати
immediately	/ɪ'mi:diətlɪ/	<i>adv</i> негайно
impatient	/ɪm'peɪʃ(ə)nt/	<i>a</i> нетерплячий
impolite	/ɪmp(ə)'laɪt/	<i>a</i> неввічливий, нечемний
important	/ɪm'pɔ:tənt/	<i>a</i> важливий, значний
impractical*		<i>a</i> непрактичний
impress*		<i>v</i> вражати, справляти враження
improvise*		<i>v</i> імпровізувати
in	/ɪn/	<i>prep</i> в
include*		<i>v</i> містити в собі; включати до складу
independent	/ɪndɪ'pendənt/	<i>a</i> незалежний; самостійний
indigo	/'ɪndɪɡəʊ/	<i>n</i> індиго, темно-синій колір
individual*		<i>a</i> індивідуальний



indoor	/ɪnˈdɔː/	<i>a</i> кімнатний; який відбувається в приміщенні
information*		<i>n</i> інформація
ingredient*		<i>n</i> складова частина, компонент
inn	/ɪn/	<i>n</i> постійний двір
innocent*		<i>a</i> невинний, чистий
insect	/ˈɪnsekt/	<i>n</i> комаха
inside	/ɪnˈsaɪd/	<i>adv</i> всередині
instead	/ɪnˈsted/	<i>adv</i> замість, натомість
instruction	/ɪnˈstrʌkʃn/	<i>n</i> інструкція
instrument	/ˈɪnstrʊmənt/	<i>n</i> інструмент
integral*		<i>a</i> невід’ємний
intelligent	/ɪnˈtelɪdʒənt/	<i>a</i> розумний; тямущий
interactive	/ˌɪntərˈæktɪv/	<i>a</i> узгоджений, взаємний; інтерактивний
interest	/ˈɪntrɪst/	<i>n</i> інтерес, зацікавленість
interested	/ˈɪntrɪstɪd/	<i>a</i> зацікавлений
interesting	/ˈɪntrəstɪŋ/	<i>a</i> цікавий
internal*		<i>a</i> внутрішній
international*		<i>a</i> міжнародний
interrupt*		<i>v</i> втручатися; заважати
interview*		<i>n</i> інтерв’ю
invent	/ɪnˈvent/	<i>v</i> винаходити
invention	/ɪnˈvenʃn/	<i>n</i> винахід
inventor	/ɪnˈventə/	<i>n</i> винахідник
invite	/ɪnˈvaɪt/	<i>v</i> запрошувати
iron	/aɪən/	<i>n</i> залізо; <i>a</i> залізний
irregular*		<i>a</i> грам. неправильний
island	/ˈaɪlənd/	<i>n</i> острів
item*		<i>n</i> пункт; питання; окремий предмет ( <i>y</i> списку)

## J

jacket	/ˈdʒækt/	<i>n</i> жакет; куртка
jam	/dʒæm/	<i>n</i> варення, джем
javelin*		<i>n</i> металевий спис
jazz	/dʒæz/	<i>n</i> джаз
jealous	/ˈdʒeləs/	<i>a</i> ревнивий
jeans	/dʒiːnz/	<i>n</i> р/ джинси
jet	/dʒet/	<i>n</i> реактивний літак
jewelry*		<i>n</i> ювелірні вироби
jigsaw puzzle	/ˈdʒɪɡsoʊˌpʌzl/	картинка-загадка (головоломка, в якій слід скласти дрібні шматочки так, щоб утворилася картинка)
job	/dʒɒb/	<i>n</i> праця, робота
jogging	/ˈdʒɒɡɪŋ/	<i>n</i> спорт. біг підтюпцем
journey	/ˈdʒɜːni/	<i>n</i> подорож; поїздка
joy	/dʒɔɪ/	<i>n</i> радість; веселість
judge	/dʒʌdʒ/	<i>v</i> судити; оцінювати

juice	/dʒu:s/
juicy	/ˈdʒu:si/
jump	/dʒʌmp/
jumper	/ˈdʒʌmpə/
June	/dʒu:n/
Jupiter*	
just	/dʒʌst/
Jutes	/dʒu:ts/

*n* сік  
*a* соковитий  
*v* плигати; стрибати  
*n* джемпер  
*n* червень  
*n астр.* Юпітер  
*adv* саме, якраз; щойно;  
 просто  
*n pl* збірн. іст. юти

## K

karate	/kə'reɪtɪ/
keep	/ki:p/
kept	/kept/
kid	/kɪd/
kill	/kɪl/
kilt*	
kind	/kaɪnd/
king	/kɪŋ/
kiss	/kɪs/
kite	/kaɪt/
kitten	/ˈkɪtn/
knee	/ni:/
knew	/nju:/
knife	/naɪf/
knight	/naɪt/
knit	/nɪt/

*n спорт.* карате  
*v* тримати, мати, зберігати  
*past i p. p.* від keep  
*n* дитина, малюк  
*v* убивати; знищувати  
*n* кілт, спідниця шотландського горянина  
*n* вид; сорт; *a* добрий, доброзичливий  
*n* король  
*v* цілувати  
*n* паперовий змії  
*n* кошеня  
*n* коліно  
*past від know*  
*n* ніж  
*n* лицар  
*v* в'язати, плести

## L

lama*	
land	/lənd/
language	/ˈlæŋɡwɪdʒ/
lantern	/ˈlæntən/
lark	/lɑ:k/
last	/lɑ:st/
late	/leɪt/
laugh	/lɑ:f/
laughter	/ˈlɑ:ftə/
lawyer	/ˈlɔ:jə/
lay	/leɪ/
lazy	/ˈleɪzi/
lead	/li:d/
leaf	/li:f/
learn	/lɜ:n/
learner	/ˈlɜ:nə/

*n* 1. лама (буддійський монах); 2. зоол. гуанако; лама  
*n* земля, країна; *v* приземлятися; робити посадку  
*n* мова  
*n* ліхтар  
*n* жайворонок  
*a* останній; *v* тривати  
*a* пізній; *adv* пізно  
*v* сміятися, реготати  
*n* сміх  
*n* юрист, адвокат  
*v* класти; накривати; *Q - the table* накривати на стіл  
*a* лінивий  
*v* вести, показувати шлях  
*n* листок; листя  
*v* вчити, вивчати  
*n* учень; той, хто вчиться



<b>learnt</b>	/lɜːnt/	<i>past i p. p. від learn</i>
<b>leather</b>	/'leðə/	<i>n</i> шкіра (вичинена); шкіряний
<b>leave</b>	/li:v/	<i>v</i> піти; від'їжджати; покидати
<b>led</b>	/led/	<i>past i p. p. від lead</i>
<b>left</b>	/left/	<i>past i p. p. від leave; a</i> лівий
<b>leg</b>	/leg/	<i>n</i> нога (від стегна до ступні)
<b>legend</b>	/'ledʒənd/	<i>n</i> легенда
<b>lemon*</b>		<i>n</i> лимон
<b>length*</b>		<i>n</i> довжина
<b>let</b>	/let/	<i>v</i> дозволяти; надавати можливості; □ ~ out випускати, звільняти
<b>lie</b>	/lai/	<i>v</i> 1. брехати; 2. лежати
<b>life-size*</b>		<i>a</i> у повний зріст; у натуральну величину
<b>lifestyle*</b>		<i>n</i> стиль життя
<b>light</b>	/laɪt/	<i>n</i> світло, вогник; <i>pl</i> світлофор; <i>a</i> світлий; легкий
<b>line</b>	/lain/	<i>n</i> лінія; черга
<b>list</b>	/list/	<i>n</i> список; <i>v</i> скласти список
<b>litre</b>	/'lɪtə/	<i>n</i> літр
<b>location*</b>		<i>n</i> розташування, місцезнаходження
<b>lock</b>	/lɒk/	<i>v</i> замикає(ся) на замок
<b>look</b>	/lʊk/	<i>v</i> дивитися; □ ~ up шукати (у словнику чи довіднику)
<b>lord</b>	/lɔ:d/	<i>n</i> володар, повелитель
<b>lose</b>	/lu:z/	<i>v</i> губити; втрачати
<b>lost</b>	/lɒst/	<i>past i p. p. від lose</i>
<b>loud</b>	/laʊd/	<i>a</i> звучний; гучний
<b>low</b>	/ləʊ/	<i>a</i> низький; тихий
<b>low-fat*</b>		<i>a</i> який має низький вміст жирів
<b>lucky</b>	/'lʌki/	<i>a</i> щасливий, удачливий
<b>luggage</b>	/'lʌdʒɪʒ/	<i>n</i> багаж
<b>lunch</b>	/'lʌntʃ/	<i>n</i> обід, ленч, другий сніданок

## M

<b>macaroni*</b>		<i>n</i> макарони
<b>made</b>	/meɪd/	<i>past i p. p. від make</i>
<b>magic</b>	/'mædʒɪk/	<i>n</i> магія; чари
<b>mail</b>	/meɪl/	<i>n</i> пошта
<b>main</b>	/meɪn/	<i>a</i> основний, головний
<b>mainly*</b>		<i>adv</i> головним чином, здебільшого
<b>make</b>	/meɪk/	<i>v</i> виготовляти, робити; спонукати; □ ~ up скласти
<b>make-up</b>	/'meɪkʌp/	<i>n</i> грим; косметика
<b>mammal</b>	/'mæməl/	<i>n</i> зоол. ссавець
<b>manner</b>	/'mænə/	<i>n</i> манера, поведінка

margarine*		n маргарин
mark	/mɑ:k/	n позначка; оцінка; v позначати; ставити оцінку
market*		n базар, ринок
marry	/ˈmæri/	v одружуватися
Mars*		n астр. Марс
martial art	/ˈmɑ:f(ə)lʰɑ:t/	«мистецтво бою» (спортивна боротьба типу карате, дзюдо, кунфу)
mash	/mæʃ/	v товкти, розминати
mask	/mɑ:sk/	n маска
master	/ˈmɑ:stə/	n майстер
match 1	/mætʃ/	n 1. матч; 2. сірник; v добирати до пари; відповідати
mayonnaise*		n майонез
mayor	/meɔ/	n мер
meadow	/ˈmedəv/	n лука; дуг
meal	/mi:l/	n їда, вживання їжі
mean	/mi:n/	a жадібний, скупий, скнарий; v означати
meaning	/ˈmi:nɪŋ/	n значення
means	/mi:nz/	n засіб, спосіб
measure	/ˈmeʒə/	v вимірювати; відміряти
medical*		a медичний
meet	/mi:t/	v зустрічати, зустрічатися
meeting	/ˈmi:tɪŋ/	n зустріч
member	/ˈmembə/	n член (клубу, гуртка тощо)
memorable*		a пам'ятний, незабутній
memory*	/ˈmeməri/	n пам'ять
mention*		v згадувати, посилається
menu	/ˈmenju:/	n меню
Mercury*		n астр. Меркурій
merry	/ˈmeni/	a веселий, радісний
mess	/mes/	n безладдя; плутанина
message	/ˈmesɪdʒ/	n повідомлення, послання
met	/met/	past i p. p. від meet
metal*		a металевий
meteor*		n метеор
method*		n метод, спосіб
metro	/ˈmetrəv/	n метро
mice	/maɪs/	pl від mouse
microwave oven*		мікрохвильова піч
middle	/ˈmɪdl/	n середина
midnight*		n північ (про час)
mile	/maɪl/	n миля
military*		a військовий
Milky Way*		астр. Чумацький Шлях
mill	/mɪl/	n млин
mime*		v зображати мімічно; імітувати
mine	/maɪn/	pron мій, моя, мое, мої
miner*		n шахтар
mineral	/ˈmɪnr(ə)l/	n мінерал; a мінеральний



minute	/ˈmɪnɪt/	<i>n</i> хвилина, мить
mirror	/ˈmɪrə/	<i>n</i> дзеркало
miss	/mɪs/	<i>v</i> 1. спізнитися, пропустити; 2. скучати
mission*		<i>n</i> місія; доручення
mitten	/ˈmɪtn/	<i>n</i> рукавиця
mix	/mɪks/	<i>v</i> змішувати; змішуватися
mobile phone*		мобільний телефон
modelling †	/ˈmɒdəlɪŋ/	<i>n</i> моделювання
modern	/ˈmɒdən/	<i>a</i> сучасний; новий; модерний
modest	/ˈmɒdɪst/	<i>a</i> скромний; стриманий
monarch	/ˈmɒnək/	<i>n</i> монарх; цар
monastery*		<i>n</i> монастир
monolingual	/ˌmɒnəˈlɪŋɡwəl/	<i>a</i> одномовний
monotonous*		<i>a</i> монотонний
month	/mʌnθ/	<i>n</i> місяць ( <i>про час</i> )
monument	/ˈmɒnjumənt/	<i>n</i> пам'ятник, монумент
mosquito	/məˈski:təʊ/	<i>n</i> комар
mostly	/ˈməʊs(t)li/	<i>adv</i> головним чином, здебільшого
motor*		<i>n</i> двигун
motor bike	/ˈməʊtəbaɪk/	мотоцикл; мопед
move	/mu:v/	<i>v</i> рухати; рухатися
muesli*		<i>n</i> крупи, горіхи, сухофрукти з молоком; мієслі ( <i>страва, яку подають на сніданок</i> )
murmur	/ˈmɜ:mə/	<i>n</i> приглушений шум голосів; шепіт, бурмотання
museum	/mjuˈziəm/	<i>n</i> музеї
mushroom	/ˈmʌʃrʊm/	<i>n</i> гриб
music	/ˈmju:zɪk/	<i>n</i> музика
musical	/ˈmju:zɪkl/	<i>a</i> музичний; музикальний
musician	/mju:ˈzɪʃn/	<i>n</i> музикант
Muslim	/ˈmuzlɪm/	<i>n</i> мусульманин; мусульманка; <i>a</i> мусульманський
must	/mʌst/	<i>modальне дієслово, що виражає необхідність, обов'язок</i>
myself	/maɪˈself/	<i>pron</i> себе, собі; мене самого
mysterious	/mɪˈstɪəriəs/	<i>a</i> таємничий; незбагненний
mystery	/ˈmɪstəri/	<i>n</i> таємниця
myth	/mɪθ/	<i>n</i> міф

## N

napkin	/ˈnæpkɪn/	<i>n</i> серветка
narrow	/ˈnæəəʊ/	<i>a</i> вузький
national*		<i>a</i> національний
nationality*	/ˌnæʃəˈnælɪti/	<i>n</i> національність
native	/ˈneɪtɪv/	<i>a</i> 1. рідний; 2. місцевий
nature	/ˈneɪtʃə/	<i>n</i> природа
naughty	/ˈnɔ:ti/	<i>a</i> вередливий

near	/niə/	prep біля, коло
nearly*		adv майже, мало не
neat	/ni:t/	a охайний; чистий, чепурний
necessary*		a необхідний, потрібний
neck	/nek/	n шия
necklace	/'neklɪs/	n намисто; колъє
need	/ni:d/	n потреба; v потребувати
negative*		a заперечний
neighbour	/'neɪbə/	n сусід; a сусідній
Neptune*		n астр. Нептун
nervous	/'nɜ:vəs/	a неспокійний
net	/net/	n сітка; павутина
nettle	/'netl/	n кропива
never	/'nevə/	adv ніколи; $\phi$ - mind не звер- тай уваги; нічого
next	/nekst/	a наступний; prep поруч, біля, збоку, попліч
noble	/'nəʊbl/	a благородний, шляхетний
nobody	/'nəʊbədi/	pron ніхто
noise	/nɔɪz/	n шум, гамір, галас
noisy	/'nɔɪzi/	a галасливий; шумний, шум- ливий
non-fiction	/'nɒn'fɪkʃn/	n документальна (наукова) література; нехудожня літе- ратура
normally	/'nɔ:məli/	adv зазвичай
note	/nəʊt/	n запис; замітка; записка; примітка
notice	/'nəʊtɪs/	v помічати
noun	/naʊn/	n грам. іменник
novel	/'nɒvl/	n роман; новела
now	/naʊ/	adv зараз
nuclear	/'nju:kliə/	a ядерний
number	/'nʌmbə/	n число; кількість; поряд- ковий номер
numeral	/'nju:m(ə)r(ə)l/	n цифра; грам. числівник
nut	/nʌt/	n горіх

## O

obey	/ə'beɪ/	v 'слухатися, підкорятися; виконувати
object*	/'ɒbdʒɪkt/	n предмет; річ; об'єкт
occasion	/ə'keɪʒn/	n нагода; випадок
ocean	/'əʊʃn/	n океан
octagon	/'ɒktəɡən/	n мат. восьмикутник
offend	/ə'fend/	v ображати, кривдити
offer	/'ɒfə/	n пропозиція; v пропонувати
office	/'ɒfɪs/	n офіс; контора; канцелярія
officer*		n офіцер
officially	/ə'fɪʃəli/	adv офіційно; формально
often	/'ɒfn/	adv часто



Olympic	/ˈɒlɪmpɪk/	а олімпійський
omelet(te)	/ˈɒmlɪt/	п омлет
on	/ɒn/	prep на, по, в, біля, коло
once	/wʌns/	п один раз; adv одного разу
only	/ˈəʊnli/	adv тільки, лише
open-air	/ˈəʊpənˈeə/	а який відбувається на відкритому повітрі
opera	/ˈɒpərə/	п опера
operate*		в діяти; приводити в рух
opinion	/əˈpɪniən/	п думка; погляд; переконання
optimistic	/ˈɒptɪˈmɪstɪk/	а оптимістичний
orange	/ˈɒrɪndʒ/	п апельсин
orbit*		в рухатися по орбіті
orchestra	/ˈɔːkɪstrə/	п оркестр
orchestral*		а оркестровий
order	/ˈɔːdə/	п порядок; наказ; в наказувати
orienteering	/ˌɔːrɪənˈtɪərɪŋ/	п спортивне орієнтування (на місцевості)
origami*		п орігамі, мистецтво складання фігурок із паперу
original*		adv оригінальний; справжній
originally*		adv спочатку; на самому початку, за походженням
other	/ˈʌðə/	а, проп інший
out	/aʊt/	adv означає: відсутність, перебування за межами чогось; рух назовні
outside	/ˈaʊtsaɪd/	а зовнішній; adv зовні; надворі; prep поза, за; із
outskirt	/ˈaʊtskɜːt/	п звич. pl околиця
oval	/ˈəʊvəl/	а овальний
over	/ˈəʊvə/	prep. над, понад; adv указує на закінчення, припинення дії: the lesson is ~ урок закінчився
overall*		п робочий халат; спецодяг; pl широкі робочі штани; комбінезон
overcoat	/ˈəʊvəkəʊt/	п пальто
owl	/aʊl/	п сова
own	/əʊn/	а власний, свій
ox	/ɒks/	п бик, буйвіл

## Р

Pacific*		п геогр. н. (the P.) Тихий океан
pack	/pæk/	п пакунок; в пакувати
pack animal		в'ючна тварина
page	/peɪdʒ/	п 1. сторінка; 2. паж
paid	/peɪd/	past і p. p. від pay
pain	/peɪn/	п біль

painting	/ˈpeɪntɪŋ/	n 1. картина; 2. живопис
pair	/peə/	n пара
palace	/ˈpælɪs/	n палац
parade*		n парад
paragraph*		n параграф; абзац
parchment	/ˈpɑːtʃmənt/	n пергамент
parent	/ˈpeərənt/	n один із батьків
parliament*		n парламент
part	/pɑːt/	n частина
particularly*		adv особливо; дуже
partner*		n партнер
party	/ˈpɑːti/	n вечірка
pass	/pɑːs/	v проходити; минати
passenger	/ˈpæs(ɪ)n(d)ʒə/	n пасажир
passport	/ˈpɑːspɔːt/	n паспорт
past	/pɑːst/	a минулий
path	/pɑːθ/	n прохід, шлях
patron saint*		святий — покровитель храму
patterned	/ˈpætənd/	a у візерунках (про тканину)
pay	/peɪ/	v платити
pea	/piː/	n горох; горошина
peel	/piːl/	v чистити (овочі, фрукти)
peep	/piːp/	v заглядати; підглядати
penguin	/ˈpɛŋɡwɪn/	n пінгвін
pensioner	/ˈpɛnʃənə/	n пенсіонер
pepper	/ˈpepə/	n перець
perfectly	/ˈpɜːf(ə)ktli/	adv 1. цілком, зовсім; 2. чудово, прекрасно
performer	/pəˈfɔːmə/	n виконавець
perhaps	/pəˈhæps/	adv можливо, може бути
period*	/ˈpiəriəd/	n період
permission	/pəˈmɪʃ(ə)n/	n дозвіл
person	/ˈpɜːsn/	n людина, особа; особистість
personality	/pɜːsəˈnælɪti/	n особистість
personally	/ˈpɜːsnli/	adv особисто, сам
pessimistic	/ˌpesɪˈmɪstɪk/	a песимістичний
pet	/pet/	n улюблена домашня тварина
philosophical*		a філософський
phone	/fəʊn/	v телефонувати
photo	/ˈfəʊtəʊ/	n фото
photocopier	/ˈfəʊtəʊˈkɒpiə/	n фотокопіювальний пристрій
photograph	/ˈfəʊtəɡrɑːf/	див. photo
phrase	/freɪz/	n фраза, вислів, вираз
physical	/ˈfɪzɪkl/	a фізичний
piano	/ˈpiænəʊ/	n піаніно
pick	/pɪk/	v вибирати, відбирати, підбирати
picnic	/ˈpɪknɪk/	n пікнік
pie	/paɪ/	n пиріг
piece	/piːs/	n шматок
pig	/pɪɡ/	n порося
pigeon	/ˈpɪdʒɪn/	n голуб



pigtail	/ˈpɪɡteɪl/	<i>n</i> кіска (волосся)
pile*		<i>n</i> купа, пачка, купка
pilot*		<i>n</i> льотчик, пілот
pipe	/paɪp/	<i>n</i> дудка, дуда; сопілка
piper	/ˈpaɪpə/	<i>n</i> дудар
pirate*		<i>n</i> пірат
pity	/ˈpɪti/	<i>n</i> жалість
plain	/pleɪn/	<i>a</i> однобарвний, без узору (про тканину)
plane	/pleɪn/	<i>n</i> літак
planet*		<i>n</i> планета
plastic*		<i>a</i> пластмасовий
plasticine	/ˈplæstɪsɪn/	<i>n</i> пластилін
plate	/pleɪt/	<i>n</i> тарілка
platform*		<i>n</i> платформа
player	/ˈpleɪə/	<i>n</i> гравець
playground	/ˈpleɪɡraʊnd/	<i>n</i> спортивний майданчик
playwright	/ˈpleɪraɪt/	<i>n</i> драматург
please*	/pliːz/	<i>v</i> хотіти; радувати; догоджати
pleased	/pliːzd/	<i>a</i> задоволений, вдоволений
pleasure	/ˈpleʒə/	<i>n</i> задоволення
plenty	/ˈplenti/	<i>n</i> безліч; велика кількість
Pluto*		<i>n астр.</i> Плутон
poetry	/ˈpəʊtri/	<i>n</i> поезія
point	/pɔɪnt/	<i>n</i> пункт; точка; позначка
pole	/pəʊl/	<i>n</i> палиця; стовп, жердина
polish	/ˈpɒlɪʃ/	<i>v</i> полірувати, шліфувати
polite	/pəˈleɪt/	<i>a</i> ввічливий
politely	/pəˈleɪtli/	<i>adv</i> ввічливо
politics	/ˈpɒlɪtɪks/	<i>n</i> політика
polka-dotted	/ˈpɒlkaˈdɒtɪd/	<i>a</i> в горошок (про тканину)
pool	/puːl/	<i>n</i> ставок; басейн
pop music		популярна музика
popular	/ˈpɒpjələ/	<i>a</i> популярний
population*	/ˌpɒpjʊˈleɪʃn/	<i>n</i> населення
porridge	/ˈpɒrɪdʒ/	<i>n</i> вівсяна каша
portrait*		<i>n</i> портрет
position*	/pəˈzɪʃn/	<i>n</i> позиція
positive*		<i>a</i> грам. стверджувальний (про речення)
possible	/ˈpɒsɪbl/	<i>a</i> можливий
postcard	/ˈpəʊstkɑːd/	<i>n</i> поштова картка
poster*		<i>n</i> плакат; афіша
pot*		<i>n</i> горщик; каструля; <i>♂</i> pots and pans кухонний посуд
potion	/ˈpəʊʃ(ə)n/	<i>n</i> зілля, ліки
pound	/paʊnd/	<i>n</i> фунт стерлінгів
power	/paʊə/	<i>n</i> влада
powerful*	/ˈpaʊəfʊl/	<i>a</i> сильний, могутній
practical	/ˈpræktɪkl/	<i>a</i> практичний
practice	/ˈpræktɪs/	<i>v</i> практикуватися, тренуватися

<b>praise</b>	/preɪz/	υ хвалити
<b>prefer</b>	/prɪ'fɜː/	υ віддавати перевагу
<b>prehistoric*</b>		а доісторичний
<b>prepare</b>	/prɪ'peə/	υ готувати
<b>present</b>	/'preznt/	п подарунок; а теперішній
<b>present</b>	/prɪ'zent/	υ представляти, показувати
<b>presentation*</b>		п представлення; презентація
<b>preserve</b>	/prɪ'zɜːv/	υ зберігати
<b>press</b>	/pres/	υ тиснути, давити
<b>press-up</b>	/'presʌp/	п віджимання (на руках)
<b>price</b>	/praɪs/	п ціна
<b>primary</b>	/'praɪməri/	а початковий
<b>prince</b>	/'prɪns/	п принц; князь
<b>princess</b>	/prɪn'ses/	п принцеса; князівна
<b>principal</b>	/'prɪnsəpl/	а головний; основний; кардинальний; провідний
<b>print</b>	/prɪnt/	υ друкувати
<b>prison</b>	/'prɪzn/	п в'язниця
<b>private</b>	/'praɪvət/	а приватний; особистий
<b>prize</b>	/praɪz/	п приз; нагорода; премія
<b>probably</b>	/'prɒbəbli/	adv можливо, мабуть
<b>problem*</b>		п проблема
<b>product</b>	/'prɒdəkt/	п продукт; виріб
<b>profession*</b>		п професія
<b>professor*</b>		п професор
<b>program, programme</b>	/'prɒɡrəm/	п програма
<b>project*</b>		п проект
<b>promise</b>	/'prɒmɪs/	υ обіцяти
<b>pronunciation</b>	/prəˌnʌnsɪ'eɪʃn/	п вимова
<b>proof*</b>		п доказ
<b>prose</b>	/prəʊz/	п проза
<b>protein</b>	/'prəʊtiːn/	п протеїн, білок
<b>proud</b>	/'praʊd/	а гордий; який відчуває задоволення
<b>proudly</b>	/'praʊdli/	adv з гордістю, гордо
<b>proverb*</b>		п прислів'я, приказка
<b>provide*</b>		υ забезпечувати
<b>psychologist</b>	/saɪ'kɒlədʒɪst/	п психолог
<b>public</b>	/'pʌblɪk/	п публіка; громадськість; а громадський
<b>publication*</b>		п публікація
<b>publish</b>	/'pʌblɪʃ/	υ публікувати
<b>puff</b>	/'pʌf/	п 1. димок; 2. пупок
<b>pull</b>	/'pul/	υ тягти; □ - out витягати
<b>pullover*</b>		п пуловер, светр
<b>punish</b>	/'pʌnɪʃ/	υ карати
<b>punk</b>	/'pʌŋk/	п панк (різновид хіпі; фарбують волосся в яскравий колір, протикають вуха і щокви шпильками, носять на шиї масивні предмети як прикраси тощо)



purple /'pɜ:pl/  
push /pʊʃ/  
put /pʊt/

puzzle /'pʌzl/  
pyramid /'pɪrəmid/

quality /'kwɒlɪti/  
quarrel /'kwɒrəl/  
quarter /'kwɔ:tə/  
queen /'kwi:n/  
question /'kwestʃən/  
quiet /'kwaɪət/  
quietly /'kwaɪətli/  
quite /'kwaɪt/  
quiz /'kwɪz/

## Q

*a* пурпурний; багрянний  
*v* штовхати  
*v* класти, ставити; □ - on  
надівати; ♦ - somebody on  
the map\* робити відомим  
*n* загадка, головоломка  
*n* піраміда

*n* якість  
*n* сварка; *v* сваритися  
*n* чверть  
*n* королева  
*n* запитання  
*a* тихий, спокійний  
*adv* тихо, спокійно  
*adv* цілком, зовсім  
*n* вікторина

## R

raft /rɑ:ft/  
railroad /'reɪlroʊd/  
raincoat /'reɪnkəʊt/  
ran /ræn/  
rang /ræŋ/  
rank /ræŋk/  
rap /ræp/  
  
rapper /'ræpə/  
rarely /'reəli/  
rat /ræt/  
rather\*  
raven /'reɪvn/  
reach /'ri:tʃ/  
react\*  
real /riəl/  
realize /'riəlaɪz/  
really /'riəli/  
reason /'ri:zn/  
recently /'ri:sntli/  
receptionist /rɪ'sepʃ(ə)nɪst/  
recipe /'resɪpi/  
recital\*  
recommend /,rekə'mend/  
record /'rekɔ:d/  
recording\* /rɪ'kɔ:dɪŋ/  
recruit /rɪ'kru:t/  
rectangle\*  
reduction /rɪ'dʌkʃ(ə)n/  
referee /,refə'ri:/  
reference /'refrəns/

*n* пліт  
*n* залізниця  
*n* дощовик; плащ  
*past* *eid* run  
*past* *eid* ring  
*v* класифікувати  
*n* реп (речитатив під музику у стилі рок-н-ролу)  
*n* виконавець репу  
*adv* рідко, зрідка, нечасто  
*n* пацюк  
*adv* досить, до деякої міри  
*n* ворон, крук  
*v* досягати  
*v* реагувати  
*a* справжній; реальний  
*v* усвідомлювати  
*adv* справді, насправді  
*n* причина  
*adv* недавно; останнім часом  
*n* секретар; реєстратор  
*n* рецепт  
*n* сольний концерт  
*v* рекомендувати  
*n* запис; облік; звукозапис  
*n* звукозапис  
*v* набирати (новобранців)  
*n* прямокутник  
*n* зменшення, скорочення  
*n* суддя, рефері  
*n* довідка; *a* довідковий

reflect	/rɪˈflekt/	<i>υ</i> відбивати ( <i>світло</i> ); відтворювати зображення
reflection*		<i>n</i> відбиття, відображення
reflector*		<i>n</i> рефлектор, відбивач
refuse \	/rɪˈfjuːz/	<i>υ</i> відмовляти; відмовлятися
reggae*		<i>n</i> регі, регей ( <i>проста ритмічна музика в стилі «рок» вест-індського походження</i> )
regiment	/ˈredʒɪmənt/	<i>n</i> полк
region*		<i>n</i> область; район
regularly	/ˈregjʊləli/	<i>adv</i> регулярно
relation	/rɪˈleɪʃn/	<i>n</i> родич; родичка
relationship*		<i>n</i> зв'язок; стосунки
relative	/ˈrelatɪv/	<i>div.</i> relation
relaxation	/ˌriːləkˈseɪʃ(ə)n/	<i>n</i> відпочинок
reliable	/rɪˈlaɪəbl/	<i>a</i> надійний; який заслужує довіру
religion*	/rɪˈlɪdʒən/	<i>n</i> релігія
religious	/rɪˈlɪdʒəs/	<i>a</i> релігійний
remain	/rɪˈmeɪn/	<i>υ</i> залишатися
remember	/rɪˈmembə/	<i>υ</i> пам'ятати
remove*		<i>υ</i> знімати, скидати
repetitive	/rɪˈpetɪtɪv/	<i>a</i> який повторюється
reply	/rɪˈplaɪ/	<i>n</i> відповідь; <i>υ</i> відповідати
report*		<i>υ</i> повідомляти
reporter	/rɪˈpɔːtə/	<i>n</i> кореспондент
represent*		<i>υ</i> представляти, репрезентувати
reproduce	/ˌriːprəˈdjuːs/	<i>υ</i> відтворювати; відновлювати
reptile	/ˈreptail/	<i>n</i> зоол. рептилія, плазун
request	/rɪˈkwest/	<i>n</i> прохання
reserved	/rɪˈzɜːvd/	<i>a</i> стриманий
residence	/ˈrezɪdəns/	<i>n</i> місце проживання; резиденція
respect	/rɪˈspekt/	<i>υ</i> поважати
responsible	/rɪsˈpɒnsəbl/	<i>a</i> відповідальний
restaurant*		<i>n</i> ресторан
result	/rɪˈzʌlt/	<i>n</i> результат
resurrection	/ˌrezəˈrekʃ(ə)n/	<i>n</i> воскресіння
return	/rɪˈtɜːn/	<i>n</i> повернення; ◇ ~ ticket зворотний квиток
revise	/rɪˈvaɪz/	<i>υ</i> повторювати ( <i>навчальний матеріал</i> )
revision*		<i>n</i> повторення ( <i>навчального матеріалу</i> )
revolution*		<i>n</i> революція
rhythm	/ˈrɪðm/	<i>n</i> ритм
rice	/raɪs/	<i>n</i> рис
riddle	/ˈrɪdl/	<i>n</i> загадка
ride	/raɪd/	<i>υ</i> їхати; керувати
right	/raɪt/	<i>a</i> правий; правильний; належний



ring	/rɪŋ/	<i>n</i> кільце, обручка; перстень; <i>v</i> дзвонити ( <i>про дзвінок, телефон тощо</i> )
rink	/rɪŋk/	<i>n</i> ковзанка, каток
ritual	/'ritʃuəl/	<i>n</i> ритуал
road	/rəʊd/	<i>n</i> дорога
roast /	/rəʊst/	<i>v</i> запікати(ся)
rock	/rɒk/	<i>n</i> рок ( <i>стиль музики</i> )
rock'n'roll		<i>див. rock</i>
rode	/rəʊd/	<i>past</i> <i>від ride</i>
role	/rəʊl/	<i>n</i> роль
roll	/rəʊl/	<i>n</i> булочка
roof	/ru:f/	<i>n</i> дах
round	/raʊnd/	<i>a</i> круглий; <i>adv</i> навколо
route	/ru:t/	<i>n</i> маршрут
royal	/'rɔɪəl/	<i>a</i> королівський
ruin	/'ruːn/	<i>n</i> руїна; <i>v</i> руйнувати
rule	/ru:l/	<i>n</i> правило; <i>v</i> правити; панувати
runway*		<i>n</i> злітно-посадочна смуга

## S

said	/sed/	<i>past</i> <i>i p. p. від say</i>
sail	/seɪl/	<i>n</i> вітрило, парус
sailboat	/'seɪlbəʊt/	<i>n</i> вітрильний (парусний) човен
salad	/'sæləd/	<i>n</i> салат
sale	/seɪl/	<i>n</i> продаж
sandal*		<i>n</i> сандаля, сандалія
sandwich	/'sænwɪdʒ/	<i>n</i> сандвіч, бутерброд
sang	/'sæŋ/	<i>past</i> <i>від sing</i>
Saturn	/'sætən/	<i>n</i> <i>астр.</i> Сатурн
save	/seɪv/	<i>v</i> рятувати
saw	/sɔ:/	<i>past</i> <i>від see</i>
Saxons	/'sæksənz/	<i>n pl</i> збірн. <i>іст.</i> (the ~) саксонці
scar	/skɑ:/	<i>n</i> шрам
scarlet	/'skɑ:lɪt/	<i>a</i> яскраво-червоний
science	/saɪəns/	<i>n</i> наука
science-technology museum	/'saɪənstek'nɒlədʒɪ mju:'ziəm/	<i>a</i> науково-технічний музей
scientific	/saɪə'nɪfɪk/	<i>a</i> науковий
scientist	/'saɪəntɪst/	<i>n</i> вчений
Scrabble*		<i>n</i> гра в слова ( <i>алфавітними кісточками на розграфленій дошці; фірмова назва</i> )
sculpture*	/'skʌlptʃə/	<i>n</i> скульптура; статуя
seaman*		<i>n</i> моряк; мореплавець
search	/sɜ:tʃ/	<i>n</i> пошук
seaside	/'si:saɪd/	<i>n</i> морське узбережжя
season	/'si:zn/	<i>n</i> пора року
seat	/si:t/	<i>n</i> місце; стілець; лавка
seatbelt	/'si:tbel/	<i>n</i> прив'язний ремінь
second	/'sekənd/	<i>n</i> секунда; <i>пит</i> другий

<b>secret</b>	/ˈsi:kret/	<i>n</i> таємниця; секрет
<b>section*</b>		<i>n</i> секція; сегмент
<b>seem</b>	/si:m/	<i>v</i> здаватися; уявлятися
<b>seldom</b>	/ˈseldəm/	<i>adv</i> зрідка, рідко
<b>selfish</b>	/ˈselfɪʃ/	<i>a</i> егоїстичний
<b>sell</b>	/sel/	<i>v</i> продавати
<b>send</b>	/send/	<i>v</i> посилати, відсилати
<b>sensation*</b>		<i>n</i> сенсація
<b>sense</b>	/sens/	<i>n</i> чуття; почуття
<b>sense of humor</b>	/ˈsensevˈhju:mə/	почуття гумору
<b>sent</b>	/sent/	<i>past i p. p.</i> від send
<b>sentence</b>	/ˈsentəns/	<i>n</i> речення
<b>sentry</b>	/ˈsentri/	<i>n</i> вартовий, сторожа
<b>serf</b>	/sɜ:f/	<i>n</i> кріпак
<b>serial</b>	/ˈsiəriəl/	<i>n</i> серіал
<b>serious</b>	/ˈsiəriəs/	<i>a</i> серйозний
<b>servant</b>	/ˈsɜ:vənt/	<i>n</i> слуга
<b>serve</b>	/sɜ:v/	<i>v</i> слугувати; обслуговувати
<b>service</b>	/ˈsɜ:vɪs/	<i>n</i> слугування; сервіс; служба
<b>set</b>	/set/	<i>v</i> сідати (про сонце); □ ~ out* вирушати
<b>settlement</b>	/ˈsetlmənt/	<i>n</i> поселення
<b>several</b>	/ˈsevrəl/	<i>a</i> декілька
<b>sex</b>	/seks/	<i>n</i> стать
<b>shade</b>	/ʃeɪd/	<i>n</i> тінь, прохолода
<b>shake</b>	/ʃeɪk/	трясти
<b>shake hands</b>		потискати руки
<b>shape</b>	/ʃeɪp/	<i>n</i> форма; обрис
<b>share</b>	/ʃeə/	<i>v</i> ділити, розділяти; ділитися
<b>shine</b>	/ʃaɪn/	<i>v</i> сяяти
<b>shocked</b>	/ʃɒkt/	<i>a</i> приголомшений
<b>shocking*</b>		<i>a</i> приголомшливий, жахливий
<b>shopping</b>	/ˈʃɒpɪŋ/	<i>n</i> відвідання магазину, щоб купити щось
<b>shorts</b>	/ʃɔ:ts/	<i>n</i> шорти
<b>shoulder</b>	/ˈʃəʊldə/	<i>n</i> плече
<b>shout</b>	/ʃaʊt/	<i>v</i> кричати
<b>show</b>	/ʃəʊ/	<i>n</i> шоу; <i>v</i> показувати, демон- струвати
<b>shy</b>	/ʃaɪ/	<i>a</i> сором'язливий
<b>shyness</b>	/ˈʃaɪnɪs/	<i>n</i> сором'язливість
<b>side</b>	/saɪd/	<i>n</i> бік
<b>sigh*</b>		<i>v</i> зітхати
<b>sight</b>	/saɪt/	<i>n</i> 1. зір; 2. вид; краєвид
<b>sightseeing</b>	/ˈsaɪtsi:ɪŋ/	<i>n</i> огляд визначних місць
<b>sightseer</b>	/ˈsaɪtsi:ə/	<i>n</i> той, хто оглядає визначні місця; турист
<b>sign</b>	/saɪn/	<i>n</i> знак
<b>signal</b>	/ˈsɪgnəl/	<i>n</i> сигнал; <i>v</i> сигналізувати
<b>signature*</b>		<i>n</i> підпис
<b>silence</b>	/ˈsaɪləns/	<i>n</i> тиша
<b>silk</b>	/sɪlk/	<i>a</i> шовковий



silly	/ˈsɪlɪ/	a дурний
silver	/ˈsɪlvə/	a срібний
similar*		a подібний, схожий
simple	/ˈsɪmpl/	a простий, нескладний
since	/sɪns/	prep з (якогось часу)
single	/ˈsɪŋɡl/	n проїзний квиток в один напрям
sink	/sɪŋk/	v тонути
sir	/sɜː/	n сер, добродій (звернення)
situation*		n ситуація
size	/saɪz/	n розмір
sketch	/ˈsketʃ/	n ескіз
skill	/skɪl/	n навичка
skilled	/skɪld/	a кваліфікований
skillful	/ˈskɪlfʊl/	n вправний, майстерний
skin	/skɪn/	n шкіра; шкірка
slave	/sleɪv/	n раб
slavery*		n рабство
sledging	/ˈsledʒɪŋ/	n катання на санках
sleep	/sliːp/	v спати; ◇ ~ like a log спати мертвим сном; спати без задніх ніг; ~ on the problem відкладати вирішення питання до ранку
sleeping bag	/ˈsliːpɪŋ bæɡ/	спальний мішок
sleepy	/ˈsliːpi/	a сонний
sleeve	/sliːv/	n рукав
slept	/slept/	past i p. p. від sleep
slice	/slaɪs/	v різати тонкими скибочками
slide	/slaɪd/	n слайд
slight*		a незначний
slightly	/slaɪtlɪ/	adv трохи; злегка; ледь
slow	/sləʊ/	a повільний
slowly	/ˈsləʊli/	adv повільно, тихо
smart	/smɑːt/	a 1. нарядний; 2. дотепний
smile	/smaɪl/	v посміхатися
smoke	/sməʊk/	n дим; v палити
snack	/snæk/	n легка закуска
snore*		v хропіти, хронти
snowboard	/ˈsnəʊbɔːd/	n сноуборд
sociable	/ˈsəʊfəbl/	a товариський; дружелюбний
social	/ˈsəʊʃ(ə)l/	a 1. суспільний; 2. дружній
sock	/sɒk/	n шкарпетка
soft	/sɒft/	a м'який; віжний
solar system*		сонячна система
sold	/səʊld/	past i p. p. від sell
solve	/sɒlv/	v вирішувати
some	/səm/	a якийсь; деякі; adv приблизно
somebody	/ˈsəmbədi/	pron хтось; хто-небудь
somehow	/ˈsəmhəʊ/	adv якимось; як-небудь
sometimes	/ˈsəmtaɪmz/	adv інколи

sonnet	/ˈsɒnəl/	n сонет
sore	/sɔ:/	a хворий; запалений
sorrow	/ˈsɒrəʊ/	n смуток, горе
sorry	/ˈsɒri/	a засмучений; який шкодує
sound	/saʊnd/	n звук; v звучати
soup	/su:p/	n суп
source	/sɔ:s/	n джерело
souvenir	/ˈsu:vəniə/	n сувенір
space	/speɪs/	n космос; a космічний
spaceship	/ˈspeɪʃɪp/	n космічний корабель
spaghetti	/spəˈɡeti/	n спагеті (макарони)
special	/ˈspeʃl/	a особливий
spectator	/spekˈteɪtə/	n глядач
speech*		n мова
speed	/spi:d/	n швидкість
spice*		n спеція
spiral*		a спіральний
spoke	/spəʊk/	past від speak
spread	/spred/	v розстилати
squash	/skwɒʃ/	n спорт. сквош, гра в м'яч
squirrel	/ˈskwɪrəl/	n білка
stadium	/ˈsteɪdiəm/	n стадіон
staff*		n штат, персонал
stage*		n стадія
star	/stɑ:/	n зірка
start	/stɑ:t/	v починати; □ ~ off вирушати
starter	/ˈstɑ:tə/	n перша страва
state	/stert/	n 1. стан; положення; 2. держава
statement*		n твердження
station	/ˈsteɪʃn/	n станція
statue	/ˈstætju:/	n статуя
stay	/steɪ/	v залишатися; □ ~ up late довго не лягати спати
steam	/ˈsti:m/	n (водяна) пара; v готувати (варити) на пару
steam engine	/ˈsti:mˌendʒɪn/	паровий двигун
step	/step/	n крок; східень
stepmother	/ˈstepmʌðə/	n мачуха
stew	/stju:/	v тушкувати
stewardess	/ˈstjuədɪs/	n стюардеса
stick	/stɪk/	n палиця; палка
still	/stɪl/	adv все ще; досі
sting	/stɪŋ/	v жалити
stocking	/ˈstɒkɪŋ/	n панчоха
stomachache	/ˈstʌməkək/	n біль у шлунку
stood	/stud/	past і p. p. від stand
store	/stɔ:/	n магазин, крамниця
story	/ˈstɔ:ri/	n оповідання; історія
straight	/streɪt/	adv прямо; безпосередньо



stranger	/ˈstreɪndʒə/	n незнайомець
strategy*		n стратегія
strawberry	/ˈstrɔːbəri/	n суниця
stream	/stri:m/	n струмок; потік
strength	/ˈstreŋθ/	n сила
stress	/stres/	n наголос
strict	/strikt/	a суворий, строгий
strike	/straɪk/	n страйк
stripe	/straɪp/	n смуга
striped	/straɪpt/	a смугастий
strong	/strɒŋ/	a сильний, міцний
structure	/ˈstrʌktʃə/	n структура
study	/ˈstʌdi/	n 1. кабінет; 2. навчання; v навчатися
stupid	/ˈstjuːpɪd/	a нетямущий; дурний
style	/stɑɪl/	n стиль
subject	/ˈsʌbdʒɪkt/	n предмет (розмови); на- вчальний предмет
such	/sʌtʃ/	a такий; <i>pron</i> той, такий
suddenly	/ˈsʌdnli/	adv раптом
suffer	/ˈsʌfə/	v страждати
sugar	/ˈʃʊɡə/	n цукор
suggestion	/səˈdʒestʃən/	n пропозиція
suit	/sju:t/	n костюм; v личити
suitcase	/ˈsjutkeɪs/	n невелика плоска валіза
sunglasses	/ˈsʌŋɡləsɪz/	n захисні окуляри від сонця
sunshine*		n сонячне світло
supermarket*		n супермаркет
superstition	/ˈsju:pəˈstɪʃn/	a забобон, передсуд
superstitious*		a забобонний
sure	/ʃʊə/	a упевнений
surely	/ˈʃʊəli/	безперечно
surfing	/ˈsɜːfɪŋ/	n спорт. серфінг, ковзання на прибігній хвилі
surprise	/səˈpraɪz/	n здивування, подив
surround	/səˈraʊnd/	v оточувати
survey*		n опитування
swam	/swæm/	<i>past vid swim</i>
swan	/swɒn/	n лебідь
sweater	/ˈswetə/	n светр
sweet	/swi:t/	n цукерка; a 1. солодкий; 2. любий
swim	/swɪm/	v плавати
switch	/swɪtʃ/	v вмикати
sword	/sɔːd/	n меч
syllable	/ˈsɪləbl/	n склад (слова)
symbol	/ˈsɪmbəl/	n символ
symphony	/ˈsɪmfəni/	n симфонія
synonym	/ˈsɪnənɪm/	n лінгв. синонім

# T

<b>tadpole</b>	<i>/ˈtædpəʊl/</i>	<i>n</i> пуголюнок
<b>take</b>	<i>/teɪk/</i>	<i>v</i> брати; $\square$ ~ off роздягатися; знімати; $\diamond$ ~ care of піклуватися; - part брати участь
<b>takeaway*</b>		<i>a</i> який продають навинос (про готові страви); який продає (обіди тощо) додому (про ресторан)
<b>talent*</b>		<i>n</i> талант
<b>talkative</b>	<i>/ˈtɔːkətɪv/</i>	<i>a</i> балакучий, просторікуватий
<b>tape</b>	<i>/teɪp/</i>	<i>n</i> магнітофонна стрічка
<b>taste</b>	<i>/teɪst/</i>	<i>n</i> смак; <i>v</i> пробувати на смак; мати смак
<b>taught</b>	<i>/tɔːt/</i>	<i>past i p. p.</i> від teach
<b>taxi</b>	<i>/ˈtæksɪ/</i>	<i>n</i> таксі
<b>teach</b>	<i>/tiːtʃ/</i>	<i>v</i> вчити, навчати; $\diamond$ - a lesson провчити
<b>team</b>	<i>/tiːm/</i>	<i>n</i> команда, група
<b>tear</b>	<i>/tiə/</i>	<i>n</i> сльоза
<b>tease*</b>		<i>v</i> дражнити, чіплятися
<b>teenage*</b>		<i>a</i> підлітковий
<b>teenager</b>	<i>/ˈtiːneɪdʒə/</i>	<i>n</i> підліток
<b>telescope*</b>		<i>n</i> телескоп
<b>tell</b>	<i>/tel/</i>	<i>v</i> розповідати
<b>tell lies</b>		брехати
<b>temperature</b>	<i>/ˈtemprətʃə/</i>	<i>n</i> температура
<b>tennis</b>	<i>/ˈtenɪs/</i>	<i>n</i> теніс
<b>tent</b>	<i>/tent/</i>	<i>n</i> намет
<b>terminal</b>	<i>/ˈtɜːmɪnəl/</i>	<i>n</i> термінал, вокзал
<b>terrible</b>	<i>/ˈterɪbl/</i>	<i>a</i> жахливий, страшний
<b>territory</b>	<i>/ˈterɪtri/</i>	<i>n</i> територія
<b>test</b>	<i>/test/</i>	<i>n</i> тест; <i>v</i> тестувати
<b>than</b>	<i>/ðæn/</i>	<i>conj</i> ніж, від, за, як; <i>prep</i> порівняно з, ніж
<b>thank</b>	<i>/θæŋk/</i>	<i>v</i> дякувати
<b>that</b>	<i>/ðæt/</i>	<i>a</i> той, та, те; <i>pron</i> те; який, яка, які
<b>their</b>	<i>/ðeə/</i>	<i>pron</i> їхній; який належить їм
<b>them</b>	<i>/ðem/</i>	<i>pron</i> їх, їм; себе, собою
<b>then</b>	<i>/ðen/</i>	<i>adv</i> потім
<b>there</b>	<i>/ðeə/</i>	<i>adv</i> там
<b>these</b>	<i>/ðiːz/</i>	<i>pron</i> (pl від this) ці
<b>thing</b>	<i>/θɪŋ/</i>	<i>n</i> річ, предмет
<b>thirsty</b>	<i>/ˈθɜːsti/</i>	<i>a</i> спраглий; який відчуває спрагу
<b>those</b>	<i>/ðəʊz/</i>	<i>pron</i> (pl від that) ті
<b>thought</b>	<i>/θɔːt/</i>	<i>n</i> думка; <i>v</i> <i>past i p.p.</i> від think
<b>thousand</b>	<i>/ˈθaʊzənd/</i>	<i>n, num</i> тисяча
<b>threw</b>	<i>/θruː/</i>	<i>past</i> від throw
<b>thriller</b>	<i>/ˈθrɪlə/</i>	<i>n</i> трилер



throat	/θrəʊt/	n горло
throne*		n трон
through	/θru:/	adv наскрізь; prep через
throughout	/θru:'aʊt/	adv скрізь, всюди; prep через
throw	/θrəʊ/	v кидати, шпурляти
thump*		v ударити; ударятися
tick	/tɪk/	n позначка, галочка
ticket	/'tɪkɪt/	n квиток
tidy	/'taɪdɪ/	a охайний, чепурний; v прибирати, наводити порядок
tie	/taɪ/	n краватка
tight	/taɪt/	a вузький, тісний
tights	/'taɪts/	n pl колготи
time	/taɪm/	n час
timetable	/'taɪmteɪbl/	n розклад; графік
tinkle*		v дзвеніти, дзенькати
tiny	/taɪnɪ/	a крихітний
tired	/taɪəd/	a втомлений
title	/'taɪtl/	n заголовок, назва
toast	/təʊst/	n грінка, шматочок підсмаженого хліба
together	/tə'ɡedə/	adv разом, спільно
toilet	/'tɔɪlət/	n туалет
told	/təʊld/	past i p. p. від tell
tolerant	/'tɒlə(ə)nt/	a терпимий, толерантний
tonight	/tə'naɪt/	adv сьогодні увечері
took	/tu:k/	past від take
tool	/tu:l/	n інструмент, знаряддя
toothache	/'tu:θeɪk/	n зубний біль
tooth-brush	/'tu:θbrʌʃ/	n зубна щітка
topic*		n тема; предмет обговорення
touch	/tʌtʃ/	v торкатися
tough	/tʌf/	a грубий; не поступливий
tour	/tuə/	n подорож; турне; поїздка
tourism	/'tuəɪzɪzəm/	n туризм
tourist	/'tuəɪst/	n турист
tournament	/'tuənəmənt/	n турнір
towards*		prep у напрямі до; щодо, стосовно
tower	/taʊə/	n вежа, башта
track	/træk/	n бігова доріжка; трек
track and field events*		спорт. легка атлетика
tracksuit*		n теплий тренувальний костюм
traditional*		a традиційний
traditionally*		adv традиційно
traffic	/'træfɪk/	n рух транспорту; транспорт
train	/treɪn/	n поїзд; v тренувати(ся)
trainer	/'treɪnə/	n тренер
trainers	/'treɪnəz/	n pl кросівки
transcription	/'trænskɪpʃn/	n транскрипція
transfiguration	/'trænsfɪɡjʊ'reɪʃn/	n перетворення

translation	/træns'leɪʃn/	<i>n</i> переклад
transport	/'trænsپɔ:t/	<i>n</i> транспорт
transportation	/,trænsپɔ:'teɪʃn/	<i>dis.</i> transport
travel	/'trævəl/	<i>v</i> подорожувати
traveller	/'trævələ/	<i>n</i> мандрівник
travelling	/'trævəlɪŋ/	<i>n</i> подорож; подорожування
treat	/tri:t/	<i>v</i> ставитися
tribe	/'traɪb/	<i>n</i> плем'я
trident	/'traɪdənt/	<i>n</i> тризуб
trill*		<i>n</i> трель
trip	/trɪp/	<i>n</i> поїздка; рейс
triumphal*		<i>a</i> триумфальний
trolley	/'trɒli/	<i>n</i> візок
trouble	/'trʌbl/	<i>n</i> клопіт, неприємність
trousers	/'traʊzəz/	<i>n pl</i> штани
true	/tru:/	<i>a</i> правдивий; який відповідає дійсності
trumpeter*		<i>n</i> сурмач
trunk*		<i>n</i> валіза
trust	/trʌst/	<i>v</i> довіряти
trustful	/'trʌstfʊl/	<i>a</i> довірливий
truth	/tru:θ/	<i>n</i> правда
try	/'traɪ/	<i>v</i> намагатися; □ ~ on примі- ряти
T-shirt	/'ti:ʃz:t/	<i>n</i> футболка
tube	/'tju:b/	<i>n</i> 1. тюбик; 2. (the T.) метро- політен (у Лондоні)
tune	/'tju:n/	<i>n</i> мелодія
turn	/'tɜ:n/	<i>v</i> повертати; повертатися; □ ~ down зменшити гучність; ~ into перетворити на; пере- творитися на; ~ on вмикати
turtle	/'tɜ:tl/	<i>n</i> черепаха (морська)
twice	/'twais/	<i>adv</i> двічі; удвічі
twin	/'twɪn/	<i>n</i> близнюк
twinkle*		<i>v</i> мерехтіти
type	/taɪp/	<i>n</i> тип, вид
typical*		<i>a</i> типовий

## U

### UFO\*

ugly	/'ʌgli/
umbrella	/'ʌm'brelə/
uncomfortable	/'ʌn'kʌmf(ə)t(ə)bl/
under	/'ʌndə/
underground	/'ʌndəgraʊnd/
understand	/'ʌndə'stænd/
understood	/'ʌndə'stʊd/
underwear	/'ʌndəweə/

НЛО, нерозпізнаний літаю- чий об'єкт  
*a* бридкий; потворний  
*n* парасолька, зонт  
*a* незручний; незатишний  
*prep* під; біля; за, при  
*n* метрополітен, метро;  
*a* підземний  
*v* розуміти  
*past i p. p.* *ʊd* understand  
*n* спідня білизна



unfortunately /ʌn'fɔ:ʃnɪtli/  
 unhappy /ʌn'hæpi/  
 unhealthy /ʌn'helθi/  
 unidentified /ʌnaɪ'dentɪfaɪd/

uniform /'ju:nɪfɔ:m/  
 unisex\*

unit\*  
 university /ju:nɪ'vɜ:sɪti/  
 unknown /ʌn'nəʊn/  
 unpleasant /ʌn'plezənt/  
 unshaven\*

untidy /ʌn'taɪdi/  
 until /ʌn'tɪl/  
 unwell /ʌn'wel/  
 upper /'ʌpə/  
 upset /ʌp'set/

Uranus\*  
 use /ju:z/

usual /'ju:ʒuəl/  
 usually /'ju:ʒuəli/

## V

van /væn/  
 variant\* /'veəriəns/  
 various /'veəriəs/  
 vegetable /'vedʒ(ɪ)əbl/  
 vehicle /'vi:kl/

verb /vɜ:b/  
 verse /vɜ:s/  
 vertically /'vɜ:tɪkəli/  
 very /'veri/  
 view /vju:/  
 violin /'vaɪəlɪn/  
 visitor /'vɪzɪtə/  
 vitamin /'vɪtəmin/  
 vocabulary /və'kæbjʊləri/  
 voice /vɔɪs/  
 voyage /'vɔɪdʒ/

*adv* на жаль, на біду  
*a* нещасливий, нещасний  
*a* нездоровий, недужий  
*a* неідентифікований, нероз-  
 пізнаний  
*n* формений одяг, форма  
*a* придатний для осіб обох  
 статей  
*n* розділ, частина  
*n* університет  
*a* невідомий  
*a* неприємний  
*a* непоголений  
*a* неохайний, неакуратний  
*prep* до; *conj* поки, доки  
*a* нездоровий, хворий  
*a* верхній  
*a* засмучений  
*n* *астр.* Уран  
*v* користуватися, користова-  
 вати  
*a* звичайний, звичний  
*adv* зазвичай

*n* мікроавтобус  
*n* варіант  
*a* різноманітний  
*n* овоч  
*n* 1. транспортний засіб;  
 2. екіпаж  
*n* *грам.* дієслово  
*n* вірш; поезія  
*adv* вертикально  
*adv* дуже, значно  
*n* вид, пейзаж, краєвид  
*n* скрипка  
*n* відвідувач  
*n* вітамін  
*n* словник; словниковий запас  
*n* голос  
*n* подорож (морська)

## W

wait /weɪt/  
 waiter /'weɪtə/  
 wake /weɪk/  
 walk /wɔ:k/  
 walkman /'wɔ:kmən/

*v* чекати  
*n* офіціант  
*v* прокидатися; будити (*та-  
 кож* - up)  
*v* ходити; іти (пішки); гуляти  
*n* аудіоплеєр

wand	/wʌnd/	n чарівна паличка
want	/wɒnt/	v хотіти, бажати
warm	/wɔ:m/	a теплий; сердечний
warmth	/wɔ:mθ/	n тепло; сердечність
warn	/wɔ:n/	v попереджати
warning	/ˈwɔ:nɪŋ/	n попередження
wart	/wɔ:t/	n розм. знев. прищ (про людину)
watch	/wɒtʃ/	v спостерігати; дивитися
wave	/weɪv/	v махати, подавати знак (рукою)
way	/weɪ/	n 1. шлях, дорога; 2. спосіб
weakness*		n слабкість; квалітет
wealth	/welθ/	n багатство
wear	/weə/	v носити (одяг); бути одягненим
weather	/ˈweðə/	n погода
weave	/wi:v/	v ткати; плести
wedding*		n весілля, одруження
weekend	/ˈwi:k'end/	n уїкенд, кінець тижня
welcome	/ˈwelkəm/	v вітати (гостя); гостинно приймати
well	/wel/	adv добре; гарно, вдало
went	/went/	past вид go
wet	/wet/	a вологий; сирий
whale	/weɪl/	n кит
what	/wɒt/	a який, якого (у прямих запитаннях); який (у вигукках); котрий; adv навіщо, чому; проп що; хто; скільки
wheel	/wi:l/	n колесо
when	/wen/	adv, conj коли
where	/weə/	adv, conj де, куди
whether	/ˈweðə/	conj чи
which	/wɪtʃ/	a який, котрий; проп що (у прямих запитаннях); conj що; хто; котрий
whisper	/ˈwɪspə/	n шепіт; v шепотіти; шептатися
whistle	/ˈwɪsl/	n свисток; свист
who	/hu:/	проп хто; той, що; який
whole	/həʊl/	a весь; цілий
whose	/hu:z/	проп чий, чия, чие, чії
why	/waɪ/	adv, conj чому
wicked	/ˈwɪkɪd/	a злий
wife	/waɪf/	n дружина, жінка
wig	/wɪɡ/	n перука, парик
win	/wɪn/	v перемагати
wind	/wɪnd/	n вітер
window	/ˈwɪndəʊ/	n вікно; ♦ - shopping розглядування вітрин
windsurfing*		n спорт. віндсерфінг
wing	/wɪŋ/	n крило
winner	/ˈwɪnə/	n переможець



wise	/waɪz/	а мудрий, розумний
witch	/wɪtʃ/	п відьма
with	/wɪð/	прер вказує на зв'язок, узгодженість, відповідність: з, за, у
within*		adv усередині
without	/wɪˈðaʊt/	прер без; крім
wizard	/ˈwɪzəd/	п чарівник
won	/wʌn/	past і р. р. від win
woodcutter	/ˈwʊdˌkʌtə/	п лісоруб
wooden	/ˈwʊdn/	а дерев'яний
woodman	/ˈwʊdˌmæn/	див. woodcutter
woolen	/ˈwʊːlən/	а вовняний
word	/wɜːd/	п слово
wore	/wɔː/	past від wear
world	/wɜːld/	п світ
worm	/wɜːm/	п черв'як; гусінь
worry	/ˈwʌrɪ/	υ хвилюватися, турбуватися
worst	/wɜːst/	а (найвищий ступінь порівняння від bad) найгірший
wove	/wəʊv/	past від weave
wrap	/ræp/	υ загортати, обгортати
wrestling*		п спорт. боротьба
wrong	/rɒŋ/	а неправильний, помилковий
wrote	/raɪt/	past від write

## Y

yard	/jɑːd/	п подвір'я
year	/jɜː/	п рік
yeoman	/ˈjəʊmən/	п 1. селянин; 2. придворний страж
yoghurt	/ˈjɒɡət/	п йогурт
your	/jɔː/	pron твій, ваш
yourself	/jɔː'self/	pron себе, собі, собою

## Z

zipper	/ˈzɪpə/	п застібка-блискавка; змійка
zone	/zəʊn/	п зона; пояс; район
zoo	/zuː/	п зоопарк

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