

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЛІНГВІСТИЧНИЙ УНІВЕРСИТЕТ**

Г.І. Сташко, Н.Ю. Титова

ВСТУПНИЙ КУРС З АНГЛІЙСЬКОЇ

**Навчальний посібник з англійської мови як другої іноземної
для студентів II курсу факультету перекладачів**

*Рекомендовано Міністерством освіти і науки України
як навчальний посібник для студентів вищих навчальних закладів*

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ПЕРЕДМОВА

Запропонований навчальний посібник розрахований на студентів другого курсу факультету перекладачів.

Посібник має на меті розвиток мовленнєвих і перекладацьких навичок та вмінь з англійської мови як другої іноземної, подальший розвиток соціокультурної й мовної (фонетичної, граматичної та лексичної) компетенції студентів.

Структурно посібник складається з п'яти розділів: “Вступний корективний курс” (“Introductory Corrective Course”), “Покращуємо вимову” (“Improve Your Pronunciation”), “Знайомство та Опис Предметів Навколо” (“Getting Acquainted and Describing Objects Around”), “Вправи Для Просунутого Рівня та Самостійної Роботи ” (“Self-Study and Advanced Exercises”), “Теоретичний Довідник” (“Theory Block”), які розроблено у відповідності до змісту типової та робочої програм з дисципліни в умовах кредитно-модульної системи.

Перший розділ вміщує необхідний мінімум теоретичних явищ фонетики та вправи для їх практичного відпрацювання та подальшого успішного застосування протягом життя, адже правильна і чітка вимова – це своєрідний “паспорт” кожної людини. Другий розділ присвячений автоматизації фонетичних навичок за допомогою скоромовок, віршів, діалогічного та монологічного мовлення, що в подальшому може застосовуватись протягом всього навчального процесу.

На початку третього розділу подано перелік мовного матеріалу, що представлений тематичною лексикою, яка активізується протягом вивчення модуля.

В кінці підручника подана теорія з фонетичних та граматичних явищ, які присутні в усіх розділах.

У підручнику передбачено різноманітні вправи для розвитку вмінь аудіювання, читання, усного та писемного мовлення, перекладу. Завдання спрямовані як на роботу студентів в аудиторії під керівництвом викладача, так і позааудиторну самостійну роботу. Розроблено вправи для багаторівневої аудиторії, що допомагають студенту та викладачеві сконцентруватись на базовому матеріалі та охопити складні фонетичні та лексико-граматичні явища. Кількість вправ з кожної підтеми зумовлена як обсягом лексично-граматичного матеріалу, так і ступенем труднощів його засвоєння студентами, рідною мовою яких є українська.

Текстовий матеріал посібника відзначається автентичністю та інформативністю, а також базується на сучасних джерелах інформації, перелік яких подано наприкінці посібника.

Укладачі вдячні рецензентам посібника – Л.В. Козяревич, кандидату філологічних наук, доценту кафедри зіставного мовознавства і теорії та практики перекладу Київського національного лінгвістичного університету, Л.І. Тараненко, кандидату філологічних наук, доценту кафедри теорії, практики та перекладу англійської мови Національного технічного університету України “КПІ”, Л.В. Онучак, кандидату педагогічних наук, доценту, завідувачу кафедри сучасних європейських мов Національного університету ДПС України за ретельний фаховий аналіз лінгвістичних та методичних властивостей посібника. Також автори висловлюють щире подяку Л.М. Яценко, кандидату педагогічних наук, доценту, завідувачу кафедри англійської мови факультету перекладачів Київського національного лінгвістичного університету за допомогу у створенні посібника та цінні поради, які сприяли його вдосконаленню.

GETTING ACQUAINTED

SECTION I: INTRODUCTORY CORRECTIVE COURSE

PHONETICS:

- The English Alphabet
- Closed and Open Syllables
- Stressed and Unstressed Syllables
- Regular and Irregular Vowel and Consonant Digraphs
- Reading Rules of Vowels and Consonants in Mixed Syllable Types
- Graphical Rules
- Transliteration

1

Repeat the alphabet after the teacher (or the tape) as many times as necessary to have the correct pronunciation.

Повторіть абетку за вчителем (або повторюйте за записом) необхідну кількість разів для правильної вимови.

The English Alphabet

Англійська абетка

- | | | | |
|---------------------|----------------------|----------------------|----------------------------|
| 1. Aa /eɪ/ | 8. Hh /eɪtʃ/ | 15. Oo /əʊ/ | 22. Vv /vi:/ |
| 2. Bb /bi:/ | 9. Ii /aɪ/ | 16. Pp /pi:/ | 23. Ww /'dʌbl 'ju:/ |
| 3. Cc /si:/ | 10. Jj /dʒeɪ/ | 17. Qq /kju:/ | 24. Xx /eks/ |
| 4. Dd /di:/ | 11. Kk /keɪ/ | 18. Rr /ɑ:/ | 25. Yy /waɪ/ |
| 5. Ee /i:/ | 12. Ll /el/ | 19. Ss /es/ | 26. Zz /zed/, /zi:/ |
| 6. Ff /ef/ | 13. Mm /em/ | 20. Tt /ti:/ | |
| 7. Gg /dʒi:/ | 14. Nn /en/ | 21. Uu /ju:/ | |

2

a) Look at the blocks. Listen to the sounds and the letters. Repeat the letters.

Погляньте на блоки літер. Прослухайте звуки та літери. Повторіть літери.

/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/ɑ:/	/u:/
A, H, J	B, C, D, E, G, P	F, L, M, N, S	I	O	R	Q, U

b) Write the letters from the box below in the correct blocks in a). Now listen, check and repeat the letters.

Впишіть літери з таблиці поданої нижче в потрібні блоки в a). Прослухайте, перевірте себе та повторіть літери.

K	T	V	W	X	Y	Z
---	---	---	---	---	---	---

3 Match the letters on the left with the letter that has the same vowel sound on the right. Listen and check.

Підберіть до кожної літери зліва літеру з таким же самим голосним звуком справа. Прослухайте та перевірте правильність своєї відповіді.

a e i u f c h s w y m q g k j u f v

4 Circle the letter with a different sound.

Обведіть кружечком літеру зі звуком, що відрізняється від інших трьох у рядку.

1. A G H K 3. G J P T 5. A H J Y 7. A M X Z
2. C F L S 4. O Q U W 6. D E I V 8. E F M S

5 a) Listen. Can you hear the difference?

Прослухайте запис. Ви чуєте різницю між звуками?

1. M/N 2. K/Q 3. G/J 4. E/I 5. Y/I 6. U/W 7. B/V 8. E/A

b) Listen. Circle the letter you hear.

Прослухайте запис. Обведіть кружечком літеру, яку почуєте.

6 Read the letters as in the alphabet.

Прочитайте літери згідно абетки.

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

7 Listen and write the letters you hear.

Прослухайте та запишіть літери, які почуєте.

a) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

b) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

c) Listen and write the acronyms. Listen to what they mean.

Прослухайте та запишіть акроніми. Послухайте, що вони означають.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

8 Listen to the English names. Write them and repeat.

Прослухайте англійські імена. Запишіть їх та повторіть.

a) _____ b) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

c) 1. Her name's _____. She's from Reading in England. 2. His name's _____. He's from Chicago in the USA. 3. Her name's _____. She's from Brazil. 4. Her name's _____. She's from Bangalore, India. 5. His name's _____. He's from Vancouver in Canada. 6. His name's _____. He's from San Diego, California.

9 Listen, write down and repeat the surnames.

Прослухайте, запишіть та повторіть прізвища.

a) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ b) _____

10 a)  Listen, write down and repeat the first names and surnames.
Прослухайте, запишіть та повторіть імена та прізвища.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

b) Spell your first and last name.

Скажіть по літерах своє ім'я та прізвище.

11 Closed Stressed Syllable. The Short Vowel Sound /æ/.
The Consonant Sounds /b/, /d/, /n/, /p/, /t/, /k/, /l/, /f/, /m/, /s/, /z/.

Закритий наголошений склад. Короткий голосний звук /æ/.

Приголосні звуки /b/, /d/, /n/, /p/, /t/, /k/, /l/, /f/, /m/, /s/, /z/.

Rules:

- The letter “a” in closed stressed syllables represents the phoneme /æ/ in most cases, e.g. bat /bæt/.

Літера “a” в закритих наголошених складах передає фонему /æ/ в більшості випадків, напр. bat /bæt/.

- /p/, /t/, /k/ are aspirated, i.e. pronounced with a stronger breath effort.

/p/, /t/, /k/ – аспіровані, тобто вимовляються з більшим придином.

- /l/ is not palatalized, i.e. pronounced hard (the front part of the tongue touches the alveoli).

/l/ – не палаталізується, тобто вимовляється твердо (передня частина язика торкається альвеол).

- The lips for the English consonants should be pressed together more energetically.

Для вимови англійських приголосних потрібно більш енергійно стискати губи.

Advice:

- For better pronunciation of the sound /æ/ open your mouth a bit wider than in Ukrainian when you pronounce the sound [e].

Для кращої вимови звуку /æ/ відкрийте рот трішки ширше, ніж при вимові українського звуку [e].

bad	fan	tap	lap	dam	mad	pan
tan	pat	sat	fab	lab	fat	dab
map	lam	pad	bat	nap	sap	tab
zap	sad	man	kab	tam	ban	mat

12 The Short Vowel Sound /ɪ/. The Consonant Sounds /h/, /r/, /v/, /w/, /j/, /dʒ/.

Короткий голосний звук /ɪ/. Приголосні звуки /h/, /r/, /v/, /w/, /j/, /dʒ/.

Rules:

- The letter “i” in closed stressed syllables represents the phoneme /ɪ/ in most cases, e.g. lip /lɪp/.
Літера “i” в закритих наголошених складах передає фонему /ɪ/ в більшості випадків, напр. lɪp /lɪp/.
- The letter combination “qu” is read as /kw/ when stressed, e.g. quit /kwɪt/.
Буквосполучення “qu” під наголосом читається як /kw/, напр. quit /kwɪt/.
- The letter “y” is read as /j/ when followed by a vowel in word/syllable-initial position, e.g. yam /jæm/.
Літера “y” перед голосною на початку слова/складу читається як /j/, напр. yam /jæm/.
- The letter “j” is read as /dʒ/, e.g. jam /dʒæm/.
Літера “j” читається як /dʒ/, напр. jam /dʒæm/.
- The letter “x” is read as /ks/ when word/syllable-final, e.g. six /siks/.
Літера “x” читається як /ks/ в кінці слова/складу, напр. six /siks/.
- Double consonants are read as one sound, e.g. mill /mɪl/.
Подвоєння приголосних читається як один звук, напр. mill /mɪl/.

Advice:

- For better pronunciation of the sound /ɪ/ make it between the Ukrainian [i] and [ɪ].
Для кращої вимови звуку /ɪ/ вимовляйте щось середнє між українськими [i] та [ɪ].
- For better pronunciation of the sound /h/ do not produce any noise, just breathe out the air.
Для кращої вимови звуку /h/ не продукуйте ніяких шумів, а просто видихайте струмінь повітря.
- For better pronunciation of the sound /r/ turn up the tip of your tongue. It should not touch the roof of your mouth and the tongue should not vibrate.
Для кращої вимови звуку /r/ підніміть кінчик язика вгору. Він не повинен торкатися піднебіння, а язик не повинен вібрувати.
- For better pronunciation of the sound /v/, pronounce the Russian [в] and do not round the lips.
Для кращої вимови звуку /v/ вимовляйте російський звук [в] та не округляйте губи.

- For better pronunciation of the sound /w/ keep the lips well rounded and even slightly protruded.

Для кращої вимови звуку /w/ добре округліть губи та трішки витягніть їх вперед.

hid	rib	rid	quid	jib	miss	fill
jib	lid	hit	hip	yip	sin	dib
rip	wiz	him	pin	fix	jip	mix
win	hill	six	rim	inn	vim	pit

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The Short Vowel Sounds /æ/, /ɪ/.

Короткі голосні звуки /æ/, /ɪ/.

sill	kit	rim	fizz	yak	hill	jib
jazz	quit	will	lab	six	quid	mat
quiz	razz	jam	bit	tap	van	hiss
pan	had	zip	pad	hid	wit	yam

14

The Short Vowel Sound /ʌ/. Blends.

Короткий голосний звук /ʌ/. Бленди.

Rules:

- The letter “u” in closed stressed syllables represents the phoneme /ʌ/ in most cases, e.g. bus /bʌs/.

Літера “u” в закритих наголошених складах передає фонему /ʌ/ в більшості випадків, напр. bus /bʌs/.

- **The blend** is a combination made of two or three consonants, each of which preserves its own pronunciation.

Бленд – це сполучення двох або трьох приголосних, кожна з яких зберігає своє звучання.

Advice:

- For better pronunciation of the sound /ʌ/ keep your lips in the neutral position and make the sound shorter than the Ukrainian [a].

Для кращої вимови звуку /ʌ/ тримайте губи в нейтральному положенні та вимовляйте звук коротше за український звук [a].

busk	huff	bun	jump	husk	sump	hut
fun	just	sub	rum	slum	mud	flump
sum	flux	run	nun	smut	but	dull
rub	must	snuff	bus	dust	tux	hump

15

The Short Vowel Sounds /æ/, /ɪ/, /ʌ/.

Короткі голосні звуки /æ/, /ɪ/, /ʌ/.

stub	yum	tap	flap	kilt	van	yak
kill	ban	nut	buzz	damp	flit	pin
lap	slip	kiss	yap	hum	mix	tux
plump	map	dust	silk	fill	fuss	hip

16 The Short Vowel Sound /ɒ/. Короткий голосний звук /ɒ/.

Rules:

- The letter “o” in closed stressed syllables represents the phoneme /ɒ/ in most cases, e.g. hot /hɒt/.

Літера “o” в закритих наголошених складах передає фонему /ɒ/ в більшості випадків, напр. hot /hɒt/.

Advice:

- For better pronunciation of the sound /ɒ/ make it between the Ukrainian [a] and [o].

Для кращої вимови звуку /ɒ/ вимовляйте щось середнє між українськими звуками [a] та [o].

bond	fox	joss	lost	pox	lot	sob
fog	stop	hop	dot	job	swop	blond
rob	slot	box	pond	loft	pod	soft
boss	dot	nod	hot	god	loss	opt

17 The Short Vowel Sounds /æ/, /ɪ/, /ʌ/, /ɒ/. Короткі голосні звуки /æ/, /ɪ/, /ʌ/, /ɒ/.

mud	sot	spot	yum	flop	tax	skull
slap	yak	zip	wit	buzz	hill	toss
quiz	dull	did	sox	quid	yon	rib
will	vat	stub	lap	bran	purp	sat

18 The Short Vowel Sound /e/. Короткий голосний звук /e/.

Rules:

- The letter “e” in closed stressed syllables represents the phoneme /e/ in most cases, e.g. pet /pet/.

Літера “e” в закритих наголошених складах передає фонему /e/ в більшості випадків, напр. pet /pet/.

Advice:

- For better pronunciation of the sound /e/ pronounce the Ukrainian [e] and spread your lips as if you want to pronounce the sound [йе].

Для кращої вимови звуку /e/ вимовляйте український звук [e], а губи розтягуйте, як для вимови звуку [йе].

hell	bet	west	dell	ten	yell	jell
jet	left	yes	hex	deck	best	let
men	mess	hen	fen	less	fled	pest
fell	vex	red	vet	web	wet	well

19 The Short Vowel Sounds /æ/, /ɪ/, /ʌ/, /ɒ/, /e/. The Consonant Sounds /k/, /g/.

Короткі голосні звуки /æ/, /ɪ/, /ʌ/, /ɒ/, /e/. Приголосні звуки /k/, /g/.

Rules:

- The vowels in closed stressed syllables represent the following phonemes:
Голосні в закритих наголошених складах передають наступні фонемі:

a /æ/ m <u>a</u> n	o /ɒ/ d <u>o</u> t	u /ʌ/ b <u>u</u> s	e /e/ t <u>e</u> n	i /ɪ/ f <u>i</u> n	y /ɪ/ m <u>y</u> th
---------------------------------	---------------------------------	---------------------------------	---------------------------------	---------------------------------	----------------------------------

According to the table of reading of vowels in the four syllable types this one is **the second**.

Згідно з таблицею читання голосних у чотирьох типах складів це – **другий тип**.

- The letter “c” is read as:

Літера “c” читається як:

/k/	<ul style="list-style-type: none"> before “a”, “o”, “u” <i>перед “a”, “o”, “u”</i> before consonants (except “h”(in some cases)) <i>перед приголосними (крім “h”(в деяких випадках))</i> in word-final position <i>в кінці слова</i> together with “k” in the digraph “ck” <i>разом з “k” в диграфі “ck”</i> 	<u>c</u> at / <u>k</u> æt/ <u>c</u> rab / <u>k</u> ræb/ 'tɒp <u>i</u> c /'tɒp <u>i</u> k/ r <u>o</u> ck /r <u>ɒ</u> k/
/s/	<ul style="list-style-type: none"> before “e”, “i”, “y” <i>перед “e”, “i”, “y”</i> 	<u>c</u> ent / <u>s</u> ent/

- The letter “g” is read as:

Літера “g” читається як:

/g/	<ul style="list-style-type: none"> before “a”, “o”, “u” <i>перед “a”, “o”, “u”</i> before consonants <i>перед приголосними</i> in word-final position <i>в кінці слова</i> 	<u>g</u> un / <u>g</u> ʌn/ <u>g</u> lad / <u>g</u> læd/ <u>l</u> eg / <u>l</u> eg/
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/dʒ/	<ul style="list-style-type: none"> before “e”, “i”, “y” <i>перед “e”, “i”, “y”</i> in the letter combination “dge” <i>в буквосполученні “dge”</i> 	gym /dʒɪm/ edge /edʒ/
/ʒ/	<ul style="list-style-type: none"> in the words of French origin <i>в словах французького походження</i> 	'garage /'gærɑ:ʒ/

a)

gap	cab	cuff	gas	pig	meg	bug
snick	gull	bog	gill	cup	drug	yuck
crump	gloss	cat	gust	lock	cod	cam
god	yak	grip	jock	cell	jig	gel

b)

leg	cent	cig	fag	grab	cram	script
back	rock	gum	clap	veg	big	gun
gag	hug	got	mock	jack	club	brag
crisp	camp	black	mug	cob	stag	quack

20

Blends in Word-Final Position.

Бленди наприкінці слова.

lost	help	film	quilt	camp	hulk	pact
fact	fist	sand	silk	desk	risk	pond
bend	land	belt	loft	hump	vent	dust
melt	bent	cost	just	bond	sand	felt

21

Blends in Word-Initial Position.

Бленди на початку слова.

slot	stress	scruff	truck	twist	crab	floss
brag	clog	dram	spell	plug	sniff	flat
grub	drag	plot	drop	split	snob	slim
fret	twin	grab	stop	frog	drug	dress

22

Consonant Digraphs.

Приголосні диграфи.

Rules:

- The **consonant digraph** is two consonants pronounced as one phoneme.
Приголосний диграф – це дві приголосні літери, які читаються як одна фонема.
- The **main digraphs are:**
Основні диграфи:

sh – /ʃ/	shop	
ch – /tʃ/	chin	- in the words of Scandinavian origin <i>в словах скандинавського походження</i>

– /k/	scheme	- together with “h” in the words of Greek origin <i>разом з “h” в словах грецького походження</i>
– /ʃ/	chic	- together with “h” in the words of French origin <i>разом з “h” в словах французького походження</i>
th – /ð/	clothe	- when intervocalic <i>між голосними</i>
	this	- in functional words <i>в службових словах</i>
– /θ/	thank	- in notional words <i>в самотійних частинах мови</i>
wh – /w/	which	- before any vowel, but “o” <i>перед будь-якою голосною, крім “o”</i>
– /h/	whole	- before “o” <i>перед “o”</i>
ng – /ŋ/	ring	- when word-final <i>в кінці слів</i>
nk – /ŋk/	pink	
nc – /ŋk/	uncle	- before a consonant or “a”, “o”, “u” <i>перед приголосною чи “a”, “o”, “u”</i>
ph – /f/	phone	

*t + ch = /tʃ/ clutch

Examples of functional words with the phoneme /ð/:

Приклади службових слів з фонемою /ð/:

this – <i>цей, ця, це</i>	with – <i>з</i>	though – <i>хоча</i>	thus – <i>таким</i>
that – <i>той, та, те</i>	without – <i>без</i>	although – <i>хоча</i>	<i>чином</i>
these – <i>ці</i>	then – <i>тоді, потім</i>	they – <i>вони</i>	the – <i>означений</i>
those – <i>ті</i>	than – <i>ніж</i>	them – <i>їх, їм</i>	<i>артикль</i>

Advice:

- For better pronunciation of the sounds /θ/ and /ð/ put the tongue slightly between the teeth and blow the air through the narrowing trying to pronounce the Ukrainian sounds [c] and [z].

Для кращої вимови звуків /θ/ та /ð/ розташуйте язик між зубами та видихніть, намагаючись вимовляти українські звуки [c] та [z].

- For better pronunciation of the sound /ŋ/ raise the back of the tongue to the soft palate and push the air through the nose.

Для кращої вимови звуку /ŋ/ підніміть задню частину язика до піднебіння та видихніть через ніс.

shun	tank	phat	when	shop	chunk	ash
whiff	chest	chuck	cloth	which	honk	whisk
chap	shell	shed	phiz	swing	chill	myth
think	whiz	thick	prank	bank	whit	clang

23

Closed Stressed Syllable. Reading of the Ending -s(-es).**Закритий наголошений склад. Читання закінчення -s(-es).****Rules:**

- The ending **-s (-es)** is read as:

Закінчення -s (-es) читається як:

/s/	<ul style="list-style-type: none"> after voiceless consonants except /s, ʃ, tʃ/ <p><i>після глухих приголосних, крім /s, ʃ, tʃ/</i></p>	cat /kæt/ – cats /kæts/
/z/	<ul style="list-style-type: none"> after voiced consonants except /z, ʒ, dʒ/ and after vowels <p><i>після дзвінких приголосних, крім /z, ʒ, dʒ/ та після голосних</i></p>	bag /bæg/ – bags /bægz/ sea /si:/ – seas /si:z/
/ɪz/	<ul style="list-style-type: none"> after the sounds /s, z, ʃ, ʒ, tʃ, dʒ/ which are called sibilants <p><i>після /s, z, ʃ, ʒ, tʃ, dʒ/, які називаються сибілянтами (свистячі та шиплячі)</i></p>	dress /dres/ – dresses /ˈdresɪz/

banks	fusses	swims	lips	hands	nests	grins
lifts	catches	taps	misses	inches	rags	hams
dogs	wishes	nods	buzzes	tubs	crams	traps
yells	foxes	pills	cabs	gyms	crosses	suns

24

Open Stressed Syllable.**Відкритий наголошений склад.****Rules:**

- The open syllable** is the one that ends with a vowel phoneme.
Склад, який закінчується на голосну фонему, називається відкритим.

- The vowel “e” in word-final position changes the reading of the first vowel. It happens because this changes the character of the previous syllable (morphologically), i.e. makes this syllable open. As a rule, in an open stressed syllable vowels are read as in the alphabet. The word-final “e” is normally mute.

Додавання голосної “e” у кінці слова змінює читання першої голосної. Це відбувається тому, що таке додавання змінює характер попереднього складу (морфологічно), тобто робить такий склад відкритим. У відкритому наголошеному складі голосні, як правило, читаються як в алфавіті. Літера “e” у кінці слова, як правило, не читається.

- The vowels in open stressed syllables represent the following phonemes:
Голосні в відкритих наголошених складах передають наступні фонемі:

a	o	u	e	i	y
/eɪ/	/əʊ/	/ju:/	/i:/	/aɪ/	/aɪ/
<u>n</u> ame	n <u>o</u>	<u>t</u> ube	th <u>e</u> me	<u>t</u> ime	<u>t</u> ype

According to the table of reading of vowels in the four syllable types this one is **the first**.

Згідно з таблицею читання голосних у чотирьох типах складів це – перший тип.

- **The diphthong** is a monophonemic combination of two vowel elements in one syllable with gliding articulation.

Дифтонг – це монофонемне сполучення двох голосних в одному складі, які вимовляються зі змінною артикуляцією.

he	quote	site	nape	note	robe	fry
lame	tube	tale	code	gene	cry	tile
mute	by	vote	be	rate	so	she
poke	sole	rake	sale	vine	wipe	go

25 🗣 **Word-final Mute “e”. Read the words according to the rules. Listen and check.**

Німа “e” в кінці слів. Прочитайте слова згідно правил. Прослухайте та перевірте.

- a) 1. make 2. rice 3. ate 4. phone
- b) 1. smile 3. face 5. smoke 7. fine 9. arrive 11. cake
 2. clothes 4. time 6. take 8. phrase 10. wine 12. nice

26 **Regular Vowel Digraphs. Правильні голосні диграфи.**

Rules:

- If in a word there are two neighbouring vowels in a stressed position, the former is read as in the alphabet, the latter is completely reduced. These two vowels are called **the regular vowel digraph**.

*Якщо у слові під наголосом дві голосні стоять поруч, то перша з них читається як в абетці, а друга – не читається взагалі. Такі дві голосні називаються **правильним голосним диграфом**.*

aim	week	feat	drain	goat	road	poach
bee	boat	bail	moan	heat	pain	nail
paid	raid	cloak	sail	jail	oak	deed
coat	sue	doe	seek	keep	day	read

27 **Open and Closed Stressed Syllables. Regular Vowel Digraphs. Відкритий та закритий наголошений склад. Правильні голосні диграфи.**

- a)
- | | | | | | | |
|-------|------|------|------|-----|------|-------|
| due | fume | ebb | joke | hop | odd | us |
| reach | pill | keep | me | ill | goat | why |
| my | ray | lake | yes | cue | he | yeast |
| gum | goal | mute | neat | cut | whim | we |

b)

wick	fox	den	day	up	back	fill
soul	lied	end	byte	vain	hue	moat
beat	suit	coax	fly	feast	way	pie
bye	kite	beet	no	quail	cute	main

c)

bay	keep	vane	mule	died	each	throat
cope	lie	wine	pane	hike	coal	sheep
lime	mute	suit	boat	meet	white	chime
fate	reach	doze	wail	rate	game	oath

d)

blithe	broth	peach	shop	tithe	cheat	thane
chain	lathe	road	speech	whale	three	whine
hope	lithe	sleep	teeth	faith	while	throne
seat	oak	shade	theme	whole	shame	eagle

e)

brake	pray	screech	sway	clothe	smoke	shot
drone	throng	train	grade	breathe	green	cheap
dream	tweed	crane	bleed	snap	price	thump
screen	bride	froze	strode	tweak	squeak	whiz

f)

dream	link	plain	swipe	trap	junk	bring
flame	crush	slope	treat	white	rash	tank
play	beach	frame	chin	bank	such	crash
squeeze	loath	steel	snake	stream	scope	squeal

g)

globe	sting	sank	clothe	whisk	bunk	shelf
sheaf	flinch	thin	why	boat	seep	thing
sneeze	when	cheap	wing	wheel	much	choke
while	scab	rope	rank	shame	thane	teem

h)

bet – beet	pad – paid	bat – bate	plan – plain
mop – mope	cloth – clothe	fin – fine	quit – quite
grim – grime	win – wine	led – lead	jog – joke
scrap – scrape	tub – tube	mutt – mute	cut – cute

i)

back – bake	crock – croak	pip – pipe	shack – shake
check – cheek	duck – duke	chock – choke	pick – pike
din – dine	lack – lake	clock – cloak	smock – smoke
rack – rake	peck – peak	slack – slake	sock – soak

Rules:

- The letter “s” is read as:

Літера “s” читається як:

/z/	<ul style="list-style-type: none"> when intervocalic <i>в інтервокальній позиції</i> when word-final after vowels and voiced consonants <i>в кінці слів після голосних та дзвінких приголосних</i> 	rose /rəʊ <u>z</u> / seas /si: <u>z</u> / bags /bæg <u>z</u> /
/ʃ/	<ul style="list-style-type: none"> in the digraph “sh” <i>в диграфі “sh”</i> 	dish /dɪ <u>ʃ</u> /
/s/	<ul style="list-style-type: none"> in the rest of cases <i>в решті випадків</i> 	desk /des <u>k</u> /

chose	nose	chase	desk	rose	bosh	stone
shake	maps	backs	rugs	sun	cups	use
pens	rise	boss	hose	sprite	apples	ease
gas	sky	shine	plans	bags	fuss	cabs

29

Closed Stressed Syllable with the Letter “r”.

Закритий наголошений склад з літерою “r”.

Rules:

- The vowels in closed stressed syllables with the letter “r” represent the following phonemes:

Голосні в закритих наголошених складах з літерою “r” передають наступні фонемі:

a+r	o+r	u+r	e+r	i+r	y+r
/ɑ:/	/ɔ:/	/ʊ:/	/ɜ:/	/ɜ:/	/ɜ:/
<u>card</u>	<u>fork</u>	<u>purple</u>	<u>her</u>	<u>skirt</u>	<u>myrtle</u>

According to the table of reading of vowels in the four syllable types this one is **the third**.

Згідно з таблицею читання голосних у чотирьох типах складів це – третій тип.

Advice:

- In American English it is common to add the shade of /r/ sound to the preceding vowel phoneme.

В американському варіанті англійської мови зазвичай додається відтінок звуку /r/ до попередньої голосної фонемі.

term	bird	burn	skirl	nurse	quirk	hurl
bark	ark	stern	fork	stir	chart	storm
nor	barn	shark	spurt	turf	twirl	cord
scar	sport	thorn	jar	mark	nerve	char

30

Open Stressed Syllable with the Letter “r”.**Відкритий наголошений склад з літерою “r”.****Rules:**

- The vowels in open stressed syllables with the letter “r” represent the following phonemes:

Голосні в відкритих наголошених складах з літерою “r” передають наступні фонемі:

a+r+e /eə/ <u>care</u>	o+r+e /ɔ:/ <u>more</u>	u+r+e /juə/ <u>pure</u>	e+r+e /iə/ <u>here</u>	i+r+e /aɪə/ <u>fire</u>	y+r+e /aɪə/ <u>tyre</u>
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According to the table of reading of vowels in four syllable types this one is **the fourth**.

Згідно з таблицею читання голосних у чотирьох типах складів це – четвертий тип.

Advice:

- In American English it is common to add the shade of /r/ sound to the preceding vowel phoneme.

В американському варіанті англійської мови зазвичай додається відтінок звуку /r/ до попередньої голосної фонемі.

bare	fire	cure	share	shire	rare	mire
tyre	pure	bore	tore	chore	wire	ware
core	dare	mere	sere	pyre	fare	snore
here	more	hire	gyre	shore	pore	glare

31

Open and Closed Stressed Syllables with the Letter “r”.**Відкритий та закритий наголошений склад з літерою “r”.**

fern	form	blur	mere	fore	turn	fir
here	lore	byre	start	dark	sir	sore
horn	park	skirt	lark	hire	chart	ware
dire	glare	spare	berk	spur	urn	per

32

Reading Rules of the Ending -ed.**Правила читання закінчення -ed.****Rules:**

- The ending **-ed** is read as:

Закінчення -ed читається як:

/t/	• after voiceless consonants except /t/ <i>після глухих приголосних, крім /t/</i>	dress – dressed <u>ed</u> /drest <u>t</u> /
/d/	• after voiced consonants except /d/ <i>після дзвінких приголосних, крім /d/</i>	clean – cleaned <u>ed</u> /kli:nd <u>d</u> /

	<ul style="list-style-type: none"> • after vowels <i>після голосних</i> 	cry – <u>cried</u> /kraɪ <u>d</u> /
/ɪd/	<ul style="list-style-type: none"> • after the sounds /t/ and /d/ <i>після звуків /t/ та /d/</i> 	land – <u>landed</u> /'lænd <u>ɪd</u> /

quirked	added	stopped	died	helped	smashed
started	lied	landed	played	twirled	stayed
cursed	rained	killed	crashed	acted	picked
lacked	parked	waited	turned	checked	painted

33 Unstressed Syllable. Ненаголошений склад.

Rules:

- In most cases the letters “a”, “o”, “u” when unstressed are read as /ə/ and the letters “e”, “i”, “y” are read as /ɪ/, e.g. com'pactly /kəm'pæktlɪ/.

В більшості випадків літери “a”, “o”, “u” в ненаголошеному складі читаються як /ə/, а “e”, “i”, “y” як /ɪ/, напр. com'pactly /kəm'pæktlɪ/.

'twenty	'morning	'vertically	sup'ply	ex'plain	'servant
pre'sent	'terminal	ex'pensive	con'struct	re'sented	'empty
'junket	be'tween	'personal	'dressing	con'duct	'syllable
'destiny	com'pare	con'nected	'dirty	'gypsy	in'vested

34 Reading Rules of the Suffixes “er”, “ar”, “or”, “our”, “ous”. Правила читання суфіксів “er”, “ar”, “or”, “our”, “ous”.

Rules:

- The suffixes “er”, “ar”, “or”, “our” represent the phoneme /ə/ with the slight shade of /ɪ/ sound if final. These suffixes are usually added to form nouns, e.g. 'teacherer /'ti:tʃəɪ/.

Суфікси “er”, “ar”, “or”, “our” передають фонему /ə/ з незначним відтінком /ɪ/ в кінцевій позиції. Це – зазвичай суфікси іменників, напр. 'teacherer /'ti:tʃəɪ/.

- The suffix “ous” is pronounced as /əs/. This suffix is added to form adjectives, e.g. tre'mendous /tri'mendəs/.

Суфікс “ous” вимовляється як /əs/. Цей суфікс додається для утворення прикметників, напр. tre'mendous /tri'mendəs/.

- The letter combinations “er”, “ar”, “or”, “ur”, “ir” when unstressed represent the phoneme /ə/, e.g. sur'vive /sə'vaɪv/.

Буквосполучення “er”, “ar”, “or”, “ur”, “ir” в ненаголошеній позиції передають фонему /ə/, напр. sur'vive /sə'vaɪv/.

- If a word has two suffixes with the first ending with the letter “r” and the second starting with a vowel, the letter “r” is read obligatory, e.g. 'amorrous /'æmərəs/.

Якщо в слові є два суфікси, де перший закінчується літерою “r”, а другий починається з голосної, то літера “r” обов’язково читається, напр. 'amorrous /'æmərəs/.

- “rr” when in word-medial position before vowels is read as /r/, e.g. 'terrrror /'terrə/.

“rr” в середині слова перед голосними читається як /r/, напр. 'terrrror /'terrə/.

Advice:

- In American English it is common to add the shade of /r/ sound to the preceding vowel phoneme.

В американському варіанті англійської мови зазвичай додається відтінок звуку /r/ до попередньої голосної фонемі.

'speaker	'armour	'monster	'partner	e'normous	'ferrous
'doctor	'printer	per'mit	'mirror	'error	col'lector
'cellar	'collar	'dresser	'sculptor	'tailor	'actor
'sailor	per'ceive	'glamorous	for'bid	'arbour	'dortour

35 Reading Rules of the Suffixes “tion”, “sion”, “sian”, “sure”, “ture”, “ci”, “ti”, “al”, “able”, “ic”.

Правила читання суфіксів “tion”, “sion”, “sian”, “sure”, “ture”, “ci”, “ti”, “al”, “able”, “ic”.

Rules:

tion	/ʃ(ə)n/	' <u>action</u> /'ækʃ(ə)n/	
sion, ssion	/ʃ(ə)n/ /ʒ(ə)n/	' <u>pension</u> /'penʃ(ə)n/ dif'f <u>usion</u> /dɪ'fju:ʒ(ə)n/	after a stressed vowel <i>після наголошеної голосної</i>
sian, ssian	/ʃ(ə)n/	' <u>Russian</u> /'rʌʃ(ə)n/	
sure, ssure	/ʃə/ /ʒə/	' <u>fissure</u> /'fɪʃə/ ' <u>closure</u> /'kləʊʒə/	after a stressed vowel <i>після наголошеної голосної</i>
ture	/tʃə/	' <u>picture</u> /'pɪktʃə/	
ci	/ʃ/	' <u>facial</u> /'feɪʃ(ə)l/	
ti	/ʃ/	' <u>partial</u> /'pɑ:ʃ(ə)l/	
al	/(ə)l/	' <u>partial</u> /'pɑ:ʃ(ə)l/	
able	/(ə)bl/	' <u>eatable</u> /'i:t(ə)bl/	
age	/ɪdʒ/	' <u>cottage</u> /'kɒtɪdʒ/	
ic	/ɪk/	' <u>tragic</u> /'trædʒɪk/	

- The sound /ə/ in () means that it may be omitted in the speech flow.

Звук /ə/ в () означає, що його можна не вимовляти в потоці мовлення.

'nation	'social	'torture	'Asian	'pressure	'actionable
'tension	'lecture	'mission	'haulage	'session	'culture
'censure	in'vasion	'logically	'picture	'magical	'Prussian
'garlic	'fiction	'spacious	'fusion	'Persian	'tankage

36 Reading Rules of Vowels in Mixed Syllable Types.
Правила читання голосних в різних типах складу.

a)

'German	'mystically	'wireless	re'vealed	tre'mendous	'stoics
'leakage	im'mortal	re'bellious	'forward	per'former	'puma
'errors	co'caine	be'longings	'speakers	'intricate	'shortage
'boredom	pressed	'liable	'slobbery	curded	'collars

b)

de'serving	po'lite	formed	re'gretted	'Africa	'doctors
circled	'chesters	pre'senter	'censors	per'ceived	'readable
pla'cate	'soapy	'fantasy	'pious	trusted	pre'fer
com'mute	'lobbied	'mirrors	'tension	'cellars	o'mitted

37 Reading Rules of the Letter “a” in the Letter Combinations “au”, “aw”, “al(l)”, “alk”, “alt” in Stressed Syllables.

Правила читання літери “a” в буквосполученнях “au”, “aw”, “al(l)”, “alk”, “alt” в наголошених складах.

Rules:

au /ɔ:/ <u>fraud</u>	aw /ɔ:/ <u>law</u>	al(l) /ɔ:l/ <u>ball</u>	alk /ɔ:k/ <u>talk</u>	alt /ɔ:lt/ <u>salt</u>
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- In the letter combination “alk” the letter “l” is not read, e.g. talk /tɔ:k/.

В буквосполученні “alk” літера “l” не читається, напр. talk /tɔ:k/.

haul	halt	gall	fault	scrawl	saw	lawn
talked	vaunt	yaw	dawn	jaws	yawn	gauze
raw	hall	malt	ball	balk	stalk	hawk
pall	laws	fraud	chalk	launch	pause	'fauna

38 Reading of the Letter “a” in Stressed Syllables.
Читання літери “a” в наголошених складах.

'August	safe	glade	starch	bad	small	yam
car	band	can	pare	call	gag	sank
gaunt	rain	clause	zap	amp	cause	jail
rack	hall	stare	hate	pain	lax	date

39

Reading Rules of the Letter “a” with the Letter Combinations “ff”, “lf”, “lm”, “nce”, “sk”, “ss”, “sp”, “st”, “th”, “ft” in Stressed Syllables.
Правила читання літери “a” з буквосполученнями “ff”, “lf”, “lm”, “nce”, “sk”, “ss”, “sp”, “st”, “th”, “ft” в наголошених складах.

Rules:

- The letter “a” followed by “ff”, “lf”, “lm”, “nce”, “sk”, “ss”, “sp”, “st”, “th”, “ft” is read as /ɑ:/, e.g. staff /stɑ:f/.

Літера “a” перед “ff”, “lf”, “lm”, “nce”, “sk”, “ss”, “sp”, “st”, “th”, “ft” читається як /ɑ:/, напр. staff /stɑ:f/.

- In the letter combinations “alf” and “alm” the letter “l” is silent, e.g. palm /pɑ:m/.

У буквосполученнях “alf” та “alm” літера “l” не читається, напр. palm /pɑ:m/.

Advice:

- If you prefer American English, you may read the majority of words with these letter combinations according to the conventional reading rules of the letter “a” in closed stressed syllables. Use a dictionary to check the pronunciation.

Якщо ви надаєте перевагу американському варіанту англійської мови, ви можете читати більшість слів з цими буквосполученнями згідно традиційних правил читання літери “a” в закритих наголошених складах. Скористайтеся словником для перевірки вимови.

- The words with * are read only according to the rule given above.

*Слова з * читаються лише згідно даного вище правила.*

bath	chance	'father*	'rafting	trance	flasks	'faster
staff	path	glass	dance	task	calf*	glance
half	asked	drafts	vast	crafts	palms*	shaft*
calm*	hasp	'pasture	brass	cast	grass	mask

40

Reading of the Letter “a” in Stressed Syllables.
Читання літери “a” в наголошених складах.

a)

'lancer	stayed	path	thaw	stand	'grassy	wait
taint	chalk	hate	safe	flasks	lawn	'tartan
cards	staff	'fauna	daunt	way	calk	share
'taller	'stabber	bare	salt	hat	strap	ball

b)

raft	malt	rat	'tactics	brand	laud	chaff
make	fast	bald	ware	palm	talk	balk
law	pall	'father	yawn	faint	'laundry	rare
'hauler	sham	ray	'tannage	lard	half	calm

41

Reading Rules of the Letter “a” in the Letter Combinations “wa”, “qua”, “war”, “quar” in Closed Stressed Syllables.

Правила читання літери “a” в буквосполученнях “wa”, “qua”, “war”, “quar” в закритих наголошених складах.

Rules:

- The letter “a” preceded by “w”, “qu” represents the sound /ɒ/ mainly in stressed closed syllables. But if these letter combinations are followed by the letter “r”, then the letter “a” is read as /ɔ:/, e.g. want /wɒnt/, quart /kwɔ:t/.

Літера “a” після “w”, “qu” читається як /ɒ/ головним чином в закритих наголошених складах. Але якщо до цих буквосполучень додається літера “r”, то літера “a” читається як /ɔ:/, напр. want /wɒnt/, quart /kwɔ:t/.

Advice:

- In American English it is common to add the shade of /r/ sound to the preceding vowel phoneme in the letter combinations “war”, “quar”.

В американському варіанті англійської мови зазвичай додається відтінок звуку /r/ до попередньої голосної фонемі в буквосполученнях “war”, “quar”.

wanted	ward	swap	war	swab	quad	watch
swans	squad	squab	swamp	wad	wand	swarm
'warning	washed	watt	'quarter	'warmly	warp	swatch
squash	'warty	warble	squat	wan	swat	'quality

42

Reading of the Letter “a” in Stressed Syllables.

Читання літери “a” в наголошених складах.

a)

bake	bay	talk	paint	chalk	fade	re'lux
wan	gap	claw	parked	daze	maul	raw
razz	chap	warm	spare	yawn	mall	fake
squad	wand	bag	awl	stay	'swatter	van

b)

stalk	squat	task	yam	squash	maid	thank
'dancer	law	clay	care	blame	all	'trailer
scald	mad	'army	watt	lay	ram	shark
swan	mate	pass	dam	map	paid	want

c)

salt	fare	lawn	mask	hate	pain	hard
fan	crawl	tall	warn	sag	bath	mare
made	'after	tab	gasp	taut	ward	hawk
quad	watch	saw	mast	squab	trance	bank

43 Rules of Irregular Reading of the Letter “a” in Different Types of Syllable.

Правила неправильного читання літери “a” в різних типах складу.

Rules:

- The letter “a” followed by “ble”, “ple”, “ste” or “nge” mainly represents the phoneme /eɪ/ in stressed syllables, e.g. haste /heɪst/.
Літера “a” перед “ble”, “ple”, “ste” чи “nge” в більшості випадків читається як /eɪ/ в наголошених складах, напр. haste /heɪst/.
- The letter combination “nge” is pronounced as /ndʒ/, e.g. change /tʃeɪndʒ/.
Буквосполучення “nge” вимовляється як /ndʒ/, напр. change /tʃeɪndʒ/.
- In some disyllabic and trisyllabic words the letter “a” in open stressed syllables represents the phoneme /æ/, e.g. 'family /'fæmɪli/-(ə)li/.
В деяких двоскладових та трискладових словах літера “a” у відкритих наголошених складах передає фонему /æ/, напр. 'family /'fæmɪli/-(ə)li/.

maple	haste	gable	ex'change	paste	mange
range	change	'danger	cable	'dangerous	sable
taste	stable	'Canada	staple	fable	'malady
table	'gravity	baste	'salary	'stapler	able

44 Reading of the Letter “a”.
Читання літери “a”.

'actable	last	ample	'eatable	ar'range	en'able	called
'altered	a'maze	'warship	haunted	'hamster	stare	'talkative
vain	wamble	'quarter	ramble	warble	past	'hatting
table	'viable	'natty	gains	'audit	'gambler	'amity

45 Reading Rules of the Letter Combinations with “r”.
Правила читання буквосполучень з “r”.

Rules:

- When stressed the following letter combinations are read as:
Слідуючі буквосполучення в наголошеній позиції читаються:

oar /ɔː/ <u>board</u>	our /ɔː/ <u>court</u>	eer /iə/ <u>cheer</u>	air /eə/ <u>fair</u>
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roar	your	leer	soar	deer	flee	boar
stair	air	hoar	sheer	four	chair	jeer
beer	lair	steer	hoard	laird	oar	hair
flair	veer	fourth	glair	a'board	peer	pour

46

Reading Rules of the Letter Combinations “ey”, “ai”, “ay” in Unstressed Syllables.

Правила читання буквосполучень “ey”, “ai”, “ay” в ненаголошених складах.

Rules:

- The digraphs “ey”, “ai”, “ay” are read as /ɪ/ when unstressed, e.g. 'Harley /'hɑ:ɪ/. If these digraphs are situated in mid-word position, they may not be read at all, e.g. 'bargain /'bɑ:gɪn/.

Диграфи “ey”, “ai”, “ay” читаються як /ɪ/ в ненаголошеній позиції, напр. 'Harley /'hɑ:ɪ/. Якщо ці диграфи знаходяться всередині слова, то вони можуть не читатися взагалі, напр. 'bargain /'bɑ:gɪn/.

'bailey	'medley	'curtsey	'chutney	'Sunday	'motley
'darkey	'hockey	'lackey	'murrain	'barley	'blarney
'portrait	'abbey	'bargain	'barney	'parley	'jitney
'mauley	'matey	'Friday	'mickey	'captain	'parsley

47

Reading Rules of the Letter “a”. Summary table.

Правила читання літери “a”. Зведена таблиця.

Rules:

- The letter “a” is read as:

/æ/	a	in closed stressed syllables (II t.)	cat /kæt/
	a	in disyllabic and trisyllabic words in open stressed syllables	' family /'fæmɪli/-(ə)lɪ/
/eɪ/	a	in open stressed syllables (I type)	take /teɪk/
	a (ai, ay)	when first in regular digraphs when stressed	rain /reɪn/
	a + ble, ple, ste, nge	when stressed	haste /heɪst/
/ɑ:/	ar	when stressed (III type)	bar /bɑ:/
	a + ff, lm, lf, ft, th, nce, sk, ss, sp, st	when stressed	staff /stɑ:f/
/eə/	are	when stressed (IV type)	care /keə/
	air	when stressed	chair /tʃeə/
/ɔ:/	au, aw	when stressed	law /lɔ:/
	a + l(l), lk, lt	when stressed	salt /sɔ:lt/
	war, quar	when stressed	quart /kwɔ:t/
	oar	when stressed	board /bɔ:d/
/ɒ/	wa, qua	when stressed	want /wɒnt/
/ɪ/	ai, ay, age(suff)	when unstressed	' bargain /'bɑ:gɪn/

/ə/	a	when unstressed	'tart <u>an</u> /'tɑ:tən/
	ar	in suffixes when unstressed	'coll <u>ar</u> /'kɒlə/
---	a	when second in regular digraphs	ro <u>ad</u> /rəʊd/

lasted	'alter	wanted	re'tainable	'quality	passed
'warmly	'cavity	share	masked	balm	warped
'laundry	'parting	'vanity	groan	glair	shame
'neatly	'cellars	'quarter	bake	'coastal	staple

48 The letter “a” can be read in different ways. Put the words below into the correct boxes.

Літера “a” може читатися по-різному. Розмістіть слова подані нижче в потрібні колонки.

'sailors	'family	a'gain	'falling	'father
'dandy	cracked	flair	'salty	'babies
fare	'hospital	'cellar	'after	'guardian
'camper	di'saster	'charity	grate	'danger
all	stared	'happy	'urban	balm

/ɔ:/	/eə/	/æ/	/eɪ/	/ə/	/ɑ:/

49 Reading Rules of the Letter “o” in Different Combinations in Stressed Syllables.

Правила читання літери “o” в різних сполученнях у наголошених складах.

Rules:

- The digraphs “oi”, “oy” are read as /ɔɪ/ in stressed syllables, e.g. boy /bɔɪ/.

Диграфи “oi”, “oy” читаються як /ɔɪ/ в наголошених складах, напр. boy /bɔɪ/.

- The digraphs “ou”, “ow” are mainly read as /aʊ/ in stressed syllables in medial position, e.g. sound /saʊnd/.

Диграфи “ou”, “ow” читаються як /aʊ/ в наголошеній позиції в середині слів у більшості випадків, напр. sound /saʊnd/.

- The digraph “ow” can be pronounced as /əʊ/ in word-final position both in stressed and unstressed syllables, e.g. snow /snəʊ/. Use a dictionary to check the pronunciation.

Диграф “ow” може вимовлятися як /əʊ/ в кінці слів як у наголошених, так і в ненаголошених складах, напр. snow /snəʊ/. Скористайтеся словником для перевірки вимови.

- Besides, the digraph “ou” represents the phoneme /ʌ/ mainly when followed by “bl(e)”, “pl(e)”, “gh” (with “gh” pronounced as /f/), e.g. trouble /trʌbl/. It represents /ɔ:/ in the letter combination “ought”, e.g. bought /bɔ:t/. In the latter case “gh” is silent.

Крім того, диграф “ou” передає фонему /ʌ/ переважно перед “bl(e)”, “pl(e)”, “gh” (при цьому “gh” вимовляється як /f/), напр. trouble /trʌbl/ та /ɔ:/ в буквосполученні “ought”, напр. bought /bɔ:t/. В останньому випадку “gh” не читається.

- Other types of reading are presented in the following table:

Інші типи читання представлені в наступній таблиці:

/əʊ/	ou	when a regular digraph	<u>soul</u> /səʊl/
/u:/	ou	in the words of French origin	<u>group</u> /gru:p/
/ʊ/	ou	in modals	<u>could</u> , <u>would</u> , <u>should</u> /kʊd/, /wʊd/, /ʃʊd/
/ɒ/	ou	rare spelling	<u>cough</u> /kɒf/
/ɔ:/	our	rare spellings	<u>court</u> /kɔ:t/
/aʊə/	our	rare spellings	<u>flour</u> /flaʊə/
/ʊə/	our	rare spellings	<u>tour</u> /tuə/
/ɜ:/	our	rare spellings	<u>journey</u> /'dʒɜ:ni/
/ə/	our	in suffixes	' <u>armour</u> /'ɑ:mə/
/əs/	ous	in suffixes	' <u>amorous</u> /'æməərəs/

Use a dictionary to check the pronunciation.

Скористайтеся словником для перевірки вимови.

low	boiled	joint	hoist	mow	'poison	'harbour
'oily	thought	e'spouse	'dortour	noise	town	'porker
drown	found	coins	'joyous	couple	joist	oink
'doctor	tough	'fowler	'horror	'decorous	drops	mouth

50 Reading of the Digraph “ou”.

Читання диграфу “ou”.

bound	sound	mouth	double	sur'round	thought	fought
brought	tough	sought	stout	couple	bounce	fourth
e'nough	blouse	a'round	ca'rouse	wi'thout	'ferrous	rough
clouded	ought	court	'couplet	a'bout	'loudly	'mountain

51 Reading of the Letter “o” in Stressed Syllables.

Читання літери “o” в наголошених складах.

boy	honks	long	gong	floats	vote	core
hounds	short	coils	ploy	hot	conk	songs
dot	loaded	gore	foam	shore	thorns	sound
dote	prowl	roe	coins	found	snow	toys

52

Reading Rules of the Letter “o” Followed by “m”, “n”, “v”, “th” and in Word-final Unstressed Position.

Правила читання літери “o” перед “m”, “n”, “v”, “th” та кінцевій ненаголошеній позиції.

Rules:

- In most cases the letter “o” followed by “m”, “n”, “v”, “th” in stressed syllables is read as /ʌ/, e.g. love /lʌv/. Use a dictionary to check the pronunciation.

В більшості випадків літера “o” перед “m”, “n”, “v”, “th” в наголошених складах читається як /ʌ/, напр. love /lʌv/. Скористайтеся словником для перевірки вимови.

- The letter “o” in word-final unstressed position is read as /əʊ/, e.g. 'logo /'ləʊdʒəʊ/.

Літера “o” в кінцевій ненаголошеній позиції читається /əʊ/, напр. 'logo /'ləʊdʒəʊ/.

month	po'tato	sons	'governor	'photo	come	'bumbo
'radio	'tother	to'bacco	done	'London	sti'letto	'covered
'brothers	ton	'solo	a'bove	'banko	dove	'company
some	'wonder	'others	'Soho	'plover	a'nother	'logo

53

Reading of the Letter “o”.

Читання літери “o”.

'arbour	cloud	bound	grow	'fervor	coy	cowl
sound	'potter	'sorting	'torpor	count	'mortar	pounds
gown	'potto	'portrait	'fountain	foible	blow	dross
void	coast	'mountain	'corpora	'ferrous	'govern	'ardour

54

Reading Rules of the Digraph “oo”.

Правила читання диграфу “oo”.

Rules:

- The digraph “oo” represents the phoneme /u:/ in most cases, e.g. moon /mu:n/.

Диграф “oo” передає фонему /u:/ в більшості випадків, напр. moon /mu:n/.

- It is read as /ʊ/ before “k”, e.g. book /bʊk/ and in some exceptions.

Він читається як /ʊ/ перед “k”, напр. book /bʊk/ та у кількох винятках.

- Irregular reading is presented in such exceptions:

Неправильне читання представлено в таких винятках:

good /gʊd/ – хороший; **foot** /fʊt/ – ступня; **floor** /flɔː/ – підлога;
hood /hʊd/ – капюшон; **soot** /suːt/ – сажа, кіптява; **door** /dɔː/ – двері;
wood /wʊd/ – ліс; **blood** /blʌd/ – кров; **poor** /pʊə/ – бідний;
wool /wʊl/ – шерсть; **flood** /flʌd/ – повінь; **moor** /mʊə/ – болото.

book	soot	moon	wood	food	crook	shoot
soon	hook	loo	brook	good	noon	cool
hood	foot	look	pool	took	shook	boot
wool	bloom	hoof	'woozy	fool	loop	room

55 Reading Rules of the Letter “o” before “gr”, “nl”, “ld”, “lt”, “lk”, “st”, “(l)”, “th”.

Правила читання літери “o” перед “gr”, “nl”, “ld”, “lt”, “lk”, “st”, “(l)”, “th”.

Rules:

- The letter “o” before “gr”, “nl”, “ld”, “lt”, “lk”, “st”, “(l)”, “th” when stressed is read as /əʊ/, e.g. 'only /'əʊnli/.

Літера “o” перед “gr”, “nl”, “ld”, “lt”, “lk”, “st”, “(l)”, “th” в наголошеній позиції читається як /əʊ/, напр. 'only /'əʊnli/.

- The letter “l” is silent in the letter combination “olk”, e.g. fo~~l~~k /fəʊk/.

Літера “l” не читається в буквосполученні “olk”, напр. fo~~l~~k /fəʊk/.

- The letter combinations “oll” and “oth” should be checked up in the dictionary, as they may be read differently, e.g. clo~~l~~th /kloʊθ/, 'mo~~l~~ther /'mʌðə/ or bo~~l~~th /bəʊθ/ (additionally see ex. 16, 24 and 52).

Буквосполучення “oll” та “oth” потрібно перевіряти за словником, так як вони можуть читатись по-різному, напр. clo~~l~~th /kloʊθ/, 'mo~~l~~ther /'mʌðə/ чи bo~~l~~th /bəʊθ/ (також див. вправи 16, 24 та 52).

strolls	troth	'only	pa'trol	host	most	con'trol
'older	cold	droll	dolt	poll	yolk	'folder
molt	troll	sloth	mold	gold	holt	toll
fold	posted	'wholly	boll	roll	bold	hold

56 Reading of the Letter “o”.

Читання літери “o”.

a)

'posters	some	done	broke	'sambo	'sofa	'dodo
cloy	'pinto	nose	dogs	come	love	'poison
hoard	stoke	'portion	a'bandon	nord	fore	book
close	'mother	'London	toad	foist	soft	'beano

b)

soap	ground	gloves	fought	'flower	toys	double
'mostly	shore	pool	roads	lore	shop	foe
dole	cods	'pious	globe	folks	hook	cope
north	roe	flow	'corky	'doctor	gold	your

57 Reading Rules of the Letter Combination “wor”.
Правила читання буквосполучення “wor”.

Rules:

- The letter combination “wor” is mainly read as /wɜ:/ in closed stressed syllables, e.g. **work** /wɜ:k/.

*Буквосполучення “wor” в більшості випадків читається як /wɜ:/ в закритих наголошених складах, напр. **work** /wɜ:k/.*

- The exceptions are the following words:

Виятками є наступні слова:

'worry /'wʌrɪ/ – турбуватися; **sword** /sɔ:d/ – меч.

worm	'worship	world	'worker	'wordless	worded
word	'wordily	worth	wort	worse	'worry
'wording	work	'wordsmith	'wordy	'workman	'worminess
'workable	worst	'workless	'working	'worldly	'wormy

58 Reading Rules of the Vowels in Stressed Positions with the Letter “r”.
Правила читання голосних у наголошеній позиції з літерою “r”.

Rules:

- If a vowel in combination with the letter “r” is followed by any vowel but “e” when stressed, it is read as in the 4th syllable type (ex. 30), with the letter “r” giving the phoneme /r/ and the vowels following it are read according to the reading rules of vowels in unstressed positions.

Якщо голосна в сполученні з літерою “r” стоїть в наголошеному складі перед будь-якою голосною, крім “e”, то вона читається як у 4-тій позиції складу (ex. 30), при цьому літера “r” передає фонему /r/, а наступні голосні читаються згідно з правилами читання голосних в ненаголошеній позиції.

a+r +any vowel, but “e”	/eə/	' faro /'feərəʊ/
o+r +any vowel, but “e”	/ɔ:/	' flora /'flɔ:rə/
u+r +any vowel, but “e”	/(j)ʊə/	' fury /'fjʊəri/
e+r +any vowel, but “e”	/iə/	' era /'iərə/
i+r +any vowel, but “e”	/aɪə/	' giro /'dʒaɪərəʊ/
y+r +any vowel, but “e”	/aɪə/	' tyro /'taɪərəʊ/

ma'terial	'serous	in'terior	'various	'serum	'durable
in'ferior	'mural	'period	'vary	'during	'furious
'Biro	'hero	'gyro	'porous	'Mary	'zero
'virus	'serious	'floral	'curious	'variant	'florin

59 Reading Rules of the Letter “o”. Summary table.

Правила читання літери “o”. Зведена таблиця.

Rules:

- The letter “o” is read as:

/ɒ/	o	in closed stressed syllables (II type)	d<u>o</u>g /dɒg/
/əʊ/	o	in open stressed syllables (I type)	g<u>o</u> /gəʊ/
	o (oa, ou, oe)	when first in regular digraphs when stressed	r<u>o</u>ad /rəʊd/
	o + gr, nl, l(l), lt, lk, ld, th, st	when stressed	'<u>o</u>nly /'əʊnli/
	ow	in word-final position	sn<u>o</u>w /snəʊ/
	o	in word-final unstressed position	'l<u>o</u>g<u>o</u> /'ləʊgəʊ/
/ɔ:/	or, ore	when stressed (III, IV type)	f<u>o</u>rk /fɔ:k/
	oar, our	when stressed	b<u>o</u>ard /bɔ:d/
	ou + ght	when stressed	b<u>o</u>ught /bɔ:t/
/ɔɪ/	oi, oy	when stressed	b<u>o</u>y /bɔɪ/
/aʊ/	ou, ow	when stressed in medial position	s<u>o</u>und /saʊnd/
/ʌ/	o + m, n, v, th	when stressed	l<u>o</u>ve /lʌv/
	ou + bl(e), pl(e)	when stressed	tr<u>o</u>uble /trʌbl/
	uo + gh	when stressed	e'<u>n</u>ough /i'nʌf/
/ʊ/	oo	when stressed before “k”	b<u>o</u>ok /bʊk/
	ou	in modals	c<u>o</u>uld /kʊd/
/ə/	o	when unstressed	'cann<u>o</u>n /'kænən/
	or, our	in suffixes when unstressed	'doct<u>o</u>r /'dɒktə/
	ous	in suffixes when unstressed	'lent<u>o</u>s /'lentəs/
/ɜ:/	wor	in closed stressed syllables	<u>w</u>ork /wɜ:k/
	our	rare spellings	'j<u>o</u>urn<u>o</u> /'dʒɜ:nɪ/
/u:/	oo	when stressed, except when followed by “k” or “r”	m<u>o</u>on /mu:n/
	ou	in the words of French origin when stressed	gr<u>o</u>up /gru:p/
/aʊə/	our	when stressed	fl<u>o</u>ur /flaʊə/
/ʊə/	our	rare spelling, when stressed	t<u>o</u>ur /tʊə/

a)	to'day	'gorgon	world	dove	'cloddish	'bubo
	'floral	'folders	dose	'torus	'dormant	'older
	'smoky	boodle	'hoya	'foody	'Dorian	horde
	'kendo	most	noun	worth	em'ploy	thorn

b)	'shoddy	word	poll	'cordon	worst	e'normous
	worse	blot	de'plore	for'got	'polo	'mormons
	'loading	bolt	'promo	'furious	'morphia	to'morrow
	a'voided	work	took	Mo'rocco	'London	con'trol

60

The Phoneme /u:/ and its Representation in Spelling.

Фонема /u:/ та способи її передачі на письмі.

Rules:

- The phoneme /u:/ and its variant /ju:/ are represented in spelling by:

Фонема /u:/ та її варіант /ju:/ представлена на письмі:

 - the letter “u” in open stressed syllables, e.g. cube /kju:b/;
літерою “u” у відкритому наголошеному складі, напр. cube /kju:b/;
 - the regular digraphs “ui” and “ue” when stressed, e.g. suit /sju:t/;
правильними диграфами “ui” та “ue” під наголосом, напр. suit /sju:t/;
 - the irregular digraphs “eu”, “ew” when stressed, e.g. new /nju:/.
неправильними диграфами “eu”, “ew” під наголосом, напр. new /nju:/>.
- The three cases above lose the phoneme /j/ before /u:/ when preceded by the letters “r”, “j”, “l”, “y” and the digraph “ch”, e.g. rule /ru:l/, fruit /fru:t/, chew /tʃu:/.
В трьох описаних вище випадках фонема /j/ перед /u:/ зникає після літер “r”, “j”, “l”, “y” та диграфа “ch”, напр. rule /ru:l/, fruit /fru:t/, chew /tʃu:/>.

fume	suit	blue	rude	fluke	June	feud
threw	drew	fuse	hue	duke	dew	few
Jew	jute	crude	lewd	rue	brute	cute
flew	flue	blew	prune	cue	juke	slue

61

Reading of the Letter “u”.

Читання літери “u”.

a)	cube	cue	flue	murk	haunt	pure	nude
	nuts	fun	flute	lump	Jude	glue	juke
	fur	rule	cut	tube	swum	quite	fuse
	clue	nubble	puce	quart	mule	purl	rude

b)

true	daub	quell	fluff	deuce	dukes	hut
lure	squid	mute	quad	brute	faun	turn
mure	rums	plume	taunt	sue	hue	quirk
fume	tux	due	square	cures	prune	chuck

62

Reading Rules of the Letter Combinations “gu”, “qu” and “que”.
Правила читання буквосполучень “gu”, “qu” та “que”.

Rules:

- The letter combination “**gu**” has silent “**u**” before a vowel, e.g. '**guilty** /'gɪltɪ/.
В буквосполученні “gu” літера “u” не читається перед голосною, напр. 'guilty /'gɪltɪ/.
- The letter combination “**qu**” is read as /kw/, e.g. **quit** /kwɪt/.
Буквосполучення “qu” читається як /kw/, напр. quit /kwɪt/.
- The letter combination “**que**” is read as /k/ when word-final, e.g. **cinque** /sɪŋk/.
*Буквосполучення “que” читається як /k/ в кінці слова, напр. **cinque** /sɪŋk/.*

guest	guy	quite	guess	guarded	'guardian
quest	claque	'guinzo	bisque	league	'guiltily
'Guinness	'guelder	guile	'guidance	guide	'liquid
'guerdon	dis'guise	gui'tar	jerque	re'quire	gui'pure

63

Reading Rules of the Suffixes “ful” and “ment”.
Правила читання суфіксів “ful” та “ment”.

Rules:

- The suffix “**ful**” does not undergo reduction. It is pronounced as /fʊl/, e.g. 'pain**ful** /'peɪn**fʊl**/.
*Суфікс “ful” не редукується. Він вимовляється як /fʊl/, напр. 'pain**ful** /'peɪn**fʊl**/.*
- The suffix “**ment**” is read as /mənt/, e.g. 'pay**ment** /'peɪ**mənt**/.
*Суфікс “ment” читається як /mənt/, напр. 'pay**ment** /'peɪ**mənt**/.*

'helpful	'payment	de'ceitful	'woeful	'armament	em'bankment
'fitment	'tactful	'shipment	'ointment	'fitful	'merciful
'thankful	re'sentful	'handful	re'sentment	'playful	com'mittment
'faithful	'sinful	a'partment	e'ventful	'sentiment	'needful

64

Reading Rules of the Letter “u”. Summary table.
Правила читання літери “u”. Зведена таблиця.

Rules:

- The letter “u” is read as:

/ʌ/	u	in closed stressed syllables (II type)	m <u>u</u> g /mʌg/
/ju:/	u	in open stressed syllables (I type)	f <u>u</u> me /fju:m/
	u (ue, ui)	when first in regular digraphs when stressed	s <u>ue</u> /sju:/
	eu	when stressed	'f <u>eu</u> dal /'fju:d(ə)l/
/u:/	u	after “r”, “j”, “l”, “ch” in open stressed syllables	r <u>u</u> le /ru:l/
	u	after “r”, “j”, “l”, “ch” in regular digraphs when stressed	f <u>ru</u> it /fru:t/
	eu	after “r”, “j”, “l”, “ch” when stressed	'L <u>eu</u> cas /'lu:kəs/
/juə/	ure	when stressed (IV type)	p <u>ure</u> /pjʊə/
/ʊə/	ure	after “r”, “j”, “l”, “ch” when stressed	<u>lure</u> /lʊə/
/ɜ:/	ur	when stressed (III type)	t <u>ur</u> n /tɜ:n/
/ɔ:/	au	when stressed	p <u>au</u> se /pɔ:z/
/ʊ/	ful	in the suffix when unstressed	'pain <u>ful</u> /'peɪn <u>ful</u> /
	u	in some cases after “p”, “b”, “f” in closed stressed syllables	p <u>ull</u> /pʊl/
/ə/	u	when unstressed	'c <u>ircu</u> s /'sɜ:kəs/
	our	in suffixes when unstressed	'arm <u>our</u> /'ɑ:mə/
	ous	in suffixes when unstressed	'l <u>entou</u> s /'lentəs/
---	u	when second in regular digraphs	s <u>ou</u> l /səʊl/
---	qu	when stressed	<u>qu</u> it /kwɪt/
	que	when word-final unstressed	cin <u>que</u> /sɪŋk/
	gu	before a vowel	' <u>gu</u> ilty /'gɪltɪ/

a)

'fluid	'leucine	nurse	'crural	'neutral	'curly
'rural	'aural	'urban	queen	churn	'plural
'Leucas	church	plume	'curious	guide	'turkey
'nurture	'mural	plum	'turban	a'muse	brute

b)

'furious	pour	'query	dunk	bisque	'augur
gaunt	pure	'hunter	glued	'jury	guide
'quantum	clique	'August	surf	shun	'fummy
quite	'mourning	'cupful	a'bout	hues	turned

Rules:

letter combination <i>буквосполучення</i>	silent letter <i>німа літера</i>	position <i>позиція</i>	example <i>приклад</i>
s+c	c	+ “e”, “i”	scene /si:n/
c+k	k	any	brick /brɪk/
k+n	k	word-initial	knee /ni:/
g+n	g	word-initial	gnome /nəʊm/
n+g	g	word-final	ring /rɪŋ/
w+h	h	+ any vowel, but “o”	while /waɪl/
w+h	w	+ “o”	whole /həʊl/
w+r	w	word-initial	write /raɪt/
l+f	l	after “a”	calf /kɑ:f/
l+m	l	after “a”	calm /kɑ:m/
l+k	l	after “a” and “o”	talk /tɔ:k/
t+ch	t	word-final	stretch /stretʃ/

a)

'scion	balm	knew	scent	'knacky	'scentless
whole	knelt	sing	when	wry	why
knot	wrap	'wrecker	gnaw	wrest	knit
wrist	halm	half	balk	calk	wretch

b)

wraith	wrench	'wrinkly	thatch	wrack	twitch
which	'scepter	stitch	wrote	wrung	'scilla
talk	knock	thing	chalk	knob	wing
knife	ditch	wring	whip	catch	wheel

66

Reading Rules of the letter combination with the Silent Letter “l”. Summary table.

Правила читання буквосполучень з німою літерою “l”. Зведена таблиця.

Rules:

a+lf /ɑ:f/ c <u>al</u> f	a+lm /ɑ:m/ p <u>al</u> m	a+l k /ɔ:k/ t <u>al</u> k	o+l k /əʊk/ f <u>o</u> lk	ou+ld /ʊd/ cou <u>ld</u>
--------------------------------	--------------------------------	--	--	--------------------------------

chalk	balk	calk	balm	stalk	molded	yolk
half	would	bol k	talked	malm	should	'malkin
gold	calf	smalm	could	fold	'holder	palms
calm	foul	folk	'dolphin	palp	palk	malt

* There are 8 words in this exercise where “l” is not silent.

У цій вправі є 8 слів, в яких “l” читається.

67

Reading Rules of the Letter “c”. Summary table. Правила читання літери “c”. Зведена таблиця.

Rules:

- The letter “c” is read as:

/k/	before “a”, “o”, “u”	<u>c</u> at /kæt/
	before consonants (except “h”(in some cases))	<u>cr</u> ab /kræb/
	in word-final position	'top <u>ic</u> /'tɒpɪk/
	in the digraph “ck”	ro <u>ck</u> /rɒk/
/s/	before “e”, “i”, “y”	<u>ce</u> nt /sɛnt/
/tʃ/	in the digraph “ch”	<u>ch</u> in /tʃɪn/
/tʃ/	in the letter combination “tch”	pit <u>ch</u> /pɪtʃ/
---	“sc” + “e”/“i”	<u>sc</u> ene /si:n/

cape	clock	dice	cane	cube	dance	cast
cent	cell	cross	cuff	ice	scene	trace
clown	crab	cup	place	crown	count	chop
coat	chance	cede	crest	coin	nice	fetch

68

Reading Rules of the Digraph “ie”(“ye”).

Правила читання диграфу “ie”(“ye”).

Rules:

- The digraph “ie”(“ye”) represents the diphthong /aɪ/ mainly in monosyllabic words when the syllable is open or when it is followed by the letters “s” or “d”, e.g. tie /taɪ/, tries /traɪz/. It represents the phoneme /i:/ when followed by other consonants in a word-medial position, e.g. sieve /si:v/.

Диграф “ie”(“ye”) передає дифтонг /aɪ/ переважно в односкладових словах, коли склад відкритий, або коли після нього стоять літери “s” чи “d”, напр. tie /taɪ/, tries /traɪz/. Він передає фонему /i:/ перед іншими приголосними у середині слова, напр. sieve /si:v/.

field	be'lieve	chief	tie	grieve	thief
lie	re'lief	shield	be'lief	vie	dye
brief	priest	pie	fiend	shriek	a'chieve
piece	fi	re'lieve	rye	niece	yield

69

Reading Rules of the Digraph “ei”(“ey”).

Правила читання диграфу “ei”(“ey”).

Rules:

- The digraph “ei”(“ey”) when stressed represents the diphthong /eɪ/, e.g. grey /greɪ/ and /i:/ mainly after “c”, “s”, e.g. seize /si:z/.

Диграф “ei”(“ey”) під наголосом передає дифтонг /eɪ/, напр. grey /greɪ/ та /i:/ переважно після “c”, “s”, напр. seize /si:z/.

veiled	re'ceive	seize	whey	dey	'ceiling
de'ceit	feinted	drey	prey	ceil	fey
wey	hey	con'ceit	skein	de'ceive	'deity
o'bey	'meiny	vein	per'ceive	ley	'seisin

70 Reading Rules of the Letter “y”. Summary table.
Правила читання літери “y”. Зведена таблиця.

Rules:

- The letter “y” is read as:

/j/	y	before a vowel in word/syllable-initial position	yam /jæm/
/aɪ/	y	in open stressed syllables (I type)	try /traɪ/
	y	when first in regular digraphs	dye /daɪ/
/ɜ:/	yr	when stressed (III type)	myrtle /mɜ:tl/
/aɪə/	yre	when stressed (IV type)	tyre /taɪə/
/eɪ/	ey	when stressed, except after “c”, “s”	grey /greɪ/
/ɪ/	y	in closed stressed syllables (II type)	gym /dʒɪm/
	y	when unstressed	'funny /'fʌnɪ/
	ay, ey	when unstressed	'money /'mʌnɪ/
---	ay, ey	when second in regular digraphs	way /weɪ/

a)

'yellow	cyst	yelp	byte	may	yawn	clay
'dynamo	yoke	played	try	yet	prey	yam
'stylish	gym	why	'yummy	type	dyes	sky
'fruity	'yucky	yes	myth	yen	'weepy	'gypsy

b)

fey	wry	'honey	yours	'Lyons	'malty	lyre
'army	yurt	hey	rye	'symbol	yarn	'myrmidon
'yuppie	tyre	'tyrant	yards	de'lay	dyne	nymph
myrtle	'baby	de'fy	shy	Clyde	bye	gybe

71 Reading Rules of the Digraph “ea”. Summary table.
Правила читання диграфу “ea”.

Rules:

- The digraph “ea” is read as:

Диграф “ea” читається як:

/i:/	ea	when regular in a stressed syll.	eat /i:t/
/e/	ea + d, th, lth	when stressed	bread /bred/
/eɪ/	ea	in 3 exceptions	break, great, steak /breɪk/, /greɪt/, /steɪk/

/ɪə/	ea + r	when stressed	dear /dɪə/
/eə/	ea + r	in 5 exceptions	bea<u>r</u> /beə/, pea<u>r</u> /peə/, wea<u>r</u> /weə/, sw<u>ea</u>r /swəə/, tea<u>r</u> (v) /teə/
/ɜ:/	ea + r + consonant	when stressed	lea<u>r</u>n /lɜ:n/
/ɑ:/	ea + r	in “heart” and its derivatives	hea<u>r</u>ty /'hɑ:ti/

Use a dictionary to check the pronunciation.

Скористайтеся словником для перевірки вимови.

heat	tea	'weather	'eastern	cleaned	'feature
'ready	wealth	search	'treatment	tread	'meaning
health	leave	gleam	dread	de'feat	death
please	'steady	'creature	eave	dear	'feather

72 Reading Rules of the Letter Combinations “en”, “el”, “on” in Unstressed Syllables.

Правила читання буквосполучень “en”, “el”, “on” в ненаголошених складах.

Rules:

- The letters “e” and “o” in the letter combinations “en”, “el” and “on” in word-final unstressed position may either be pronounced as /ə/ or undergo complete reduction, e.g. 'travel /'træv(ə)l/, 'seven /'sev(ə)n/, 'carton /'kɑ:t(ə)n/.

Літери “e” та “o” в буквосполученнях “en”, “el” та “on” в ненаголошеній позиції в кінці слів можуть або читатися як /ə/, або повністю редукуватися, напр. 'travel /'træv(ə)l/, 'seven /'sev(ə)n/, 'carton /'kɑ:t(ə)n/.

'rebel	'model	'fennel	'burden	'balden	'mitten
'cotton	'barken	'carbon	'present	'dampen	'season
'ardent	'reason	'serpent	'darken	'lesson	'shorten
'linden	'strengthen	'pardon	'camel	'maiden	'garden

73 Reading Rules of the Letter “e”. Summary table.

Правила читання літери “e”. Зведена таблиця.

Rules:

- The letter “e” is read as:

/e/	e	in closed stressed syllables (It.)	pe<u>t</u> /pet/
	ea + d, th, lth	in the irregular digraphs when stressed	br<u>ea</u>d /brɛd/

/i:/	e	in open stressed syllables (I t.)	gene /dʒi:n/
	ee, ea, ei	when first in regular digraphs	eat /i:t/
/ɜ:/	er	when stressed (III type)	her /hɜ:/
	ea+r+cons	when stressed	learn /lɜ:n/
/ɪə/	ere	when stressed (IV type)	mere /mɪə/
	eer	when stressed	deer /dɪə/
	ea + r	when stressed	dear /dɪə/
/eə/	ea + r	in 5 exceptions	bear /beə/, pear /peə/, wear /weə/, swear /swəə/, tear (v) /teə/
/ɑ:/	ea + r	in “heart” and its derivatives	'heartly /'hɑ:ti/
/ju:/	eu, ew	when stressed	new /nju:/
/u:/	eu, ew	after “r”, “j”, “l”, “ch” when stressed	chew /tʃu:/
/eɪ/	ei, ey	in the irregular digraphs when stressed	grey /greɪ/
	ea	in 3 exceptions	break, great, steak /breɪk/, /greɪt/, /steɪk/
/ɪ/	e	when unstressed	de'fy /dɪ'faɪ/
	ey	when unstressed	'money /'mʌnɪ/
/ə/	er	in the suffix when unstressed	'teacher /'ti:tʃə/
	er	when unstressed	per'ceive /pə'si:v/
	en, el	when unstressed	'travel /'træv(ə)l/
	ment	in the suffix when unstressed	'payment /'peɪmənt/
---	e	when word-final and when unstressed	take /teɪk/
	e	when second in regular digraphs	due /dju:/
	ed	except after /t/, /d/	cleaned /kli:nd/

a)

'rebel	blew	'fennel	'present	'wetter	sphere
'feeler	'model	'neutral	pre'sented	'serpent	'strengthen
'meadow	'reason	'enter	com'pel	'feature	pro'peller
dean	beer	great	'dental	dene	'healthy

b)

'jetty	death	'heeler	sue	peer	'segment
needed	flee	few	'hefty	de'ment	'medley
scene	'merely	'kernel	when	rue	fer'ment
meat	'serum	knelt	'vennel	here	'query

Reading Rules of the Letter “i” before “nd”, “ld”, “gh(t)”, “gn”, “mb”. Правила читання літери “i” перед “nd”, “ld”, “gh”, “gn”, “mb”.

Rules:

- The letter “i” before “nd”, “ld”, “gh”, “gn”, “mb” in closed stressed syllables is read as /aɪ/, e.g. mild /maɪld/.

Літера “i” перед “nd”, “ld”, “gh”, “gn”, “mb” в закритих наголошених складах читається як /aɪ/, напр. mild /maɪld/.

- The letter combination “ign” has silent “g”, the letter combination “imb” has silent “b” and in “igh(t)” both letters “g” and “h” are silent, e.g. sign /saɪn/, climb /kluaɪm/, high /haɪ/.

В буквосполученні “ign” літера “g” не читається, в буквосполученні “imb” літера “b” не читається, а в “igh(t)” обидві літери “g” та “h” не читаються, напр. sign /saɪn/, climb /kluaɪm/, high /haɪ/.

kind	wild	find	child	bind	thigh
high	blind	mild	be'hind	mind	flight
sign	climb	night	light	sight	grind
fight	hind	bright	sigh	rind	tight

Reading Rules of the Letter “i”. Summary table. Правила читання літери “i”. Зведена таблиця.

Rules:

- The letter “i” is read as:

/ɪ/	i	in closed stressed syllables (II type)	<u>fin</u> /f <u>ɪ</u> n/
/aɪ/	i	in open stressed syllables (I type)	<u>hi</u> /h <u>aɪ</u> /
	i (ie)	when first in regular digraphs	<u>lie</u> /l <u>aɪ</u> /
	i + nd, ld, gh, gn, mb	when stressed	<u>mild</u> /ma <u>ɪ</u> ld/
/ɜ:/	ir	when stressed (III type)	<u>sir</u> /s <u>ɜ</u> :/
/aɪə/	ire	when stressed (IV type)	<u>fire</u> /f <u>aɪ</u> ə/
/ɔɪ/	oi	when stressed	<u>boil</u> /b <u>ɔɪ</u> /
/eə/	air	when stressed	<u>chair</u> /tʃ <u>eə</u> /
/i:/	ie	when stressed before a consonant	<u>sieve</u> /s <u>i</u> :v/
/eɪ/	ei	when stressed before consonants except after “c”, “s”	<u>vein</u> /v <u>eɪ</u> n/
/ɪ/	ai	when unstressed	'barg <u>ain</u> /'bɑ:g <u>ɪ</u> n/
	i	when unstressed	'top <u>ic</u> /'tɒp <u>ɪ</u> k/
/ə/	ir	when unstressed	c <u>ir</u> 'cumference /sə'kʌmfər(ə)ns/

/ʃ/	ti, si, ci	in suffixes when unstressed	' action /'ækʃ(ə)n/
---	i	when second in regular digraphs	stai n /steɪn/

high	mind	thigh	might	'picnic	night
pike	'bitter	'picture	veiled	fight	com'bine
'social	bright	blind	hired	'partial	'dirty
in'form	'circus	sign	com'plain	pie	re'ceive

76 Reading Rules of the Letter Combinations with Silent Consonants.
Правила читання буквосполучень з німими приголосними.

Rules:

letter combination	silent letter(s)	position	example
m+b	b	word-final	dumb /dʌm/
b+t	b	word-final	doubt /daʊt/
g+h	h	word/syllable-initial	ghost /gəʊst/
g+h	gh	word-final	sigh /saɪ/
g+h+t	gh	word-final	light /laɪt/
m+n	n	word-final	hymn /hɪm/
f+t+en	t	any	'often /'ɒf(ə)n/
s+t+en	t	any	'fasten /'fɑ:s(ə)n/
s+t+l	t	any	castle /kɑ:sl/

a)

high	faugh	thigh	nestle	'autumn	'wrestling
lamb	'ghetto	debt	thumb	fight	night
bright	doubt	con'demn	might	caught	folk
jostle	yolk	ghee	'gherkin	bustle	right

b)

dight	Ghent	aught	'gharry	slight	ghyll
a'ghast	hustle	'ghillie	sigh	limn	'glisten
crumb	damn	tight	'soften	ghee	rustle
nigh	'listen	hymn	pestle	caught	plight

77 Reading Rules of the Letter “g” in Mixed Syllable Types.
Правила читання літери “g” в різних типах складу.

Rules:

- The letter “g” is read as:

/g/	before “a”, “o”, “u”	g un /gʌn/
	before consonants	g lad /glæd/
	in word-final position	le g /leg/
	“gu” before a vowel	g uess /ges/
	“gh” when word-initial	g host /gəʊst/

/dʒ/	before “e”, “i”, “y”	gym /dʒɪm/
	in the letter combination “dge”	edge /edʒ/
/ʒ/	in the words of French origin	'garage /'gærɑ:ʒ/
---	“ng” when word-final	ring /rɪŋ/
	“gn” when word-initial	gnome /nəʊm/
	“gn” when word-final	sign /saɪn/
	“gh” when word-final	high /haɪ/
	“ght” when word-final	light /laɪt/

a)

game	huge	lodge	gibe	gush	fig	got
age	germ	gym	gong	gorge	gave	guide
gem	goat	gulp	gist	gin	gay	badge
gaze	sledge	urge	crag	gash	large	lag

b)

god	wedge	bridge	gauze	grill	smudge	go
serge	gene	bang	edge	ridge	gee	gel
sing	goal	gall	glance	gent	garble	gang
page	gage	gentle	light	fudge	gas	merge

78

Reading of the Letter Combinations with the Letter “t”.

Читання буквосполучень з літерою “t”.

Rules:

letter combination	reading	position	example
tch	/tʃ/	word/syllable-final	pitch /pɪtʃ/
th	/ð/	when intervocalic, in functional words	clothe /kləʊð/
th	/θ/	in notional words	thin /θɪn/
bt	/t/	word-final	doubt /daʊt/
ght	/t/	word-final	light /laɪt/
ften	/f(ə)n/	any	' often /'ɒf(ə)n/
sten	/s(ə)n/	any	' fasten /'fɑ:s(ə)n/
stl	/sl/	any	castle /kɑ:sl/
ti	/ʃ/	in suffixes	' partial /'pɑ:ʃ(ə)l/
tion	/ʃ(ə)n/	in suffixes	' action /'ækʃ(ə)n/
ture	/tʃə/	in suffixes	' picture /'pɪktʃə/

hustled	traits	taste	loathe	cloth	welt
'soften	twitch	bustle	teeth	'totter	taint
'motion	'tincture	south	castles	'notion	fight
tithe	'fatten	'gesture	witch	bright	toast

Reading of the Letter “x”.

Читання літери “x”.

Rules:

- The letter “x” is read as /ks/ when word-final and before a consonant, as /z/ when word-initial and as /gz/ when intervocal, e.g. mix /mɪks/, 'xerox /'ziərəks/, e'xam /ɪg'zæm/.

Літера “x” читається як /ks/ наприкінці слова та перед приголосною, як /z/ на початку слова та як /gz/ між голосними, напр. mix /mɪks/, 'xerox /'ziərəks/, e'xam /ɪg'zæm/.

'Xena	box	ex'pire	e'xemplar	e'xist	ex'plain
tax	'xyster	re'lax	'xanthous	coax	e'xalted
e'xam	e'xemplary	hoax	pox	'xanthin	'sixty
ex'cuse	fax	mix	'dexter	next	'exit

Graphical Rules

/ɪ/

is represented in spelling by:

- the letters “i”, “y” in closed stressed syllables – *myth, 'syllable, sit.*
- the letters “y”, “ey” in unstressed syllables – *'money, 'kitty, 'baby.*
- the digraphs “ai”, “ay” in unstressed syllables – *'holiday, 'portrait, fountain.*
- the letter “e” in prefixes – *be'gin, de'cide, be'come.*

Rare spellings:

busy /'bɪzi/ – зайнятий *biscuit* /'bɪskɪt/ – печиво *women* /'wɪmɪn/ – жінки
build /bɪld/ – будувати *foreign* /'fɔːrɪn/ – іноземний

/i:/

is represented in spelling by:

- the letter “e” in open and historically open syllables – *be, he, theme.*
- the digraphs “ee” – *meet, see, tree.*
“ea” – *meat, sea, peace.*
“ie” – *piece, field, be'lieve.*
“ei” – *'ceiling, re'ceive, 'Leila.*

Rare spellings:

people /pi:pl/ – люди *key* /ki:/ – ключ

Exceptions:

breathe /bri:ð/ – дихати *wreath* /ri:θ/ – вінок

/æ/

is represented in spelling by:

- the letter “a” in closed stressed syllables – *lad, glad, cat.*

Note: A number of disyllabic and trisyllabic words with the letter “a” in an open syllable fall under this rule – *'calamity, 'salary, 'cavity*.

/e/

is represented in spelling by:

1. the letter “e” in closed stressed syllables – *bet, 'better, ten*.
2. the digraph “ea” before “d” – *bread, head, dead*.
“th” – *breath, 'weather, death*.
“lth” – *health, wealth, stealth*.

Exceptions:

<i>deaf</i> /def/ – глухий	<i>measure</i> /'meʒə/ – вимірювати
<i>heavy</i> /'hevi/ – важкий	<i>pleasure</i> /'pleʒə/ – задоволення
<i>sweat</i> /swet/ – піт, пітніти	<i>pleasant</i> /'plezənt/ – приємний
<i>sweater</i> /'swetə/ – светр	<i>meant</i> /ment/ – означав (мин. від <i>означати</i>)
<i>breakfast</i> /'brekfəst/ – сніданок	<i>dealt</i> /delt/ – мав справу (мин. від <i>мати справу</i>)
<i>weapon</i> /'wepən/ – зброя	

Rare spellings:

<i>any</i> /'eni/ – будь-який	<i>says</i> /sez/ – (він/вона/воно) каже
<i>many</i> /'meni/ – багато	<i>said</i> /sed/ – казав (мин. від <i>казати</i>)
<i>bury</i> /'beri/ – ховати, закопувати	<i>friend</i> /frend/ – друг

/ə/

is represented in spelling by:

1. the letter “a” in prefixes and articles – *a'bout, a'sleep, a big 'city*.
2. the suffixes “er” – *'teacher, in'terpreter, 'weaver*.
“or” – *'doctor, 'actor, 'auditor*.
“ar” – *'poplar, 'cellar, 'pillar*.
“our” – *'arbour, 'colour, 'armour*.
“ous” – *'spacious, 'copious, 'odious*.
3. the letters “a”, “o”, “u” in unstressed syllables (hard reduction) – *'sofa, 'autumn, 'random*.

/ɒ/

is represented in spelling by:

1. the letter “o” in closed stressed syllables – *not, 'office, hot*.
2. the letter combination “wa” – *swan, want, swap*.
3. the letter combination “qua” – *'quality, 'quantity, squash*.

Rare spellings:

<i>because</i> /bi'kɒz/ – тому що	<i>knowledge</i> /'nɒlɪdʒ/ – знання
<i>sausage</i> /'sɒsɪdʒ/ – ковбаса	<i>cough</i> /kɒf/ – кашляти

Exceptions:

water /'wɔ:tə/ – вода *wax* /wæks/ – віск *swam* /swæm/ – плавав (мин. від *плавати*)

/ɔ:/

is represented in spelling by:

1. the letters “or” – *port, sport, lord*.

Note: the third syllable type.

2. the letter combinations “oor” – *floor, door*.

“our” – *your, course, source*.

“oar” – *board, roar, soar*.

3. the letter “a” followed by “ll” – *all, tall, small*.

“lk” – *chalk, talk, calk*.

“lt” – *salt, malt, halt*.

4. the digraphs “au” and “aw” – *'autumn, 'author, lawn*.

5. the letter combinations “ought” – *ought, thought, nought*.

“aught” – *caught, taught, 'daughter*.

6. the letter combination “war” – *warm, ward, dwarf*.

Irregular readings:

our /aʊə/ – наш

sour /saʊə/ – кислий

poor /pʊə/ – бідний

hour /aʊə/ – година

flour /flaʊə/ – борошно

moor /mʊə/ – болото

/ɜ:/

is represented in spelling by:

1. the letter combinations “er” – *term, 'service, 'Germany*.

“ir” – *bird, fir, stir*.

“ur” – *turn, fur, nurse*.

“yr” – *myrtle, 'myrmidon, Byrd*.

Note: the third syllable type.

2. the digraph “ea” + “r” + cons. – *earth, heard, learn*.

3. the letter combination “wor” – *work, word, world*.

Rare spellings:

journey /'dʒɜ:nɪ/ – подорож

colonel /'kɜ:n(ə)l/ – полковник

journalist /'dʒɜ:n(ə)lɪst/ – журналіст

were /wɜ:/ – були (мін. від *бути*)

/ʌ/

is represented in spelling by:

1. the letter “u” in closed stressed syllables – *'hurry, uncle, con'sult*.

2. the letter “o” followed by “m” – *come, some, 'comfort*.

“n” – *son, ton, won*.

“v” – *love, glove, 'oven*.

“th” – *'mother, 'other, 'brother*.

3. the digraph “ou” followed by “gh” – *e'nough, tough, rough*.

“bl(e)” – *trouble, double*.

“pl(e)” – *couple, 'couplet*.

Remember: “ou” + other consonants:

country /'kʌntri/ – сільська місцевість

courage /'kʌrɪdʒ/ – мужність

cousin /'kʌz(ə)n/ – кузен(а)

touch /tʌtʃ/ – торкатися

young /jʌŋ/ – молодий

southern /'sʌðən/ – південний

Rare and irregular spellings:

blood /blʌd/ – кров

flood /flʌd/ – повінь

worry /'wʌri/ – хвилюватися

once /wʌns/ – один раз, одного разу

does /dʌz/ – робить (3 ос.одн. від *do*)

one /wʌn/ – один

/ɑ:/

is represented in spelling by:

1. the letter combination “ar” – *cart, 'party, 'market.*

Note: the third syllable type.

2. the letter “a” followed by “ss” – *pass, grass, glass.*

“st” – *past, fast, last.*

“sk” – *ask, 'basket, mask.*

“sp” – *grasp, clasp, rasp.*

“ff” – *staff, chaff, daff.*

“ft” – *'after, craft, draft.*

“th” – *path, 'father, bath.*

3. the letter “a” followed by “lm” – *calm, palm, balm.*

“lf” – *half, calf.*

Note: the letter “l” is silent here.

4. the suffixes “ance” – *France, glance, dance.*

“and” – *de'mand, com'mand, re'mand.*

Rare spellings:

aunt /ɑ:nt/ – тітка

clerk /kla:k/ – клерк

derby /'dɑ:bi/ – дербі, змагання

sergeant /'sɑ:dʒənt/ – сержант

heart /hɑ:t/ – серце

hearth /hɑ:θ/ – домашнє вогнище

drama /'dra:mə/ – драма

laughter /'lɑ:ftə/ – сміх

tomato /tə'mɑ:təʊ/ – помідор

banana /bə'nɑ:nə/ – банан

moustache /mə'sta:ʃ/ – вуса

aria /'ɑ:riə/ – арія

vase /vɑ:z/ – ваза

/ʊ/

is represented in spelling by:

1. the digraph “oo” followed by “k” – *book, look, took.*

2. the letter “u” after “p”, “b”, “f” in some words – *pull, bull, full.*

3. the suffix “ful” – *'playful, 'scornful, 'doubtful.*

Exceptions:

bus /bʌs/ – автобус

butter /'bʌtə/ – масло

pulse /pʌls/ – пульс

but /bʌt/, /bət/ – але

fun /fʌn/ – веселощі

pulp /pʌlp/ – м'якуш плоду

Rare spellings:

could /kʊd/, /kəd/ – міг (мин. від *can*)

should /ʃʊd/ – слід (рекомендація)

would /wʊd/ – би

wolf /wʊlf/ – вовк

woman /'wʊmən/ – жінка

bosom /'bʊzəm/ – груди

Irregular spellings:

good /gʊd/ – хороший

woods /wʊdz/ – ліс

foot /fʊt/ – ступня

hood /hʊd/ – капюшон

wool /wʊl/ – вовна

soot /sʊt/ – сажа, кіптява

/u:/

is represented in spelling by:

1. the letter “u” in open syllables /ju:/ – *tune, mute, huge.*

It sounds /u:/ preceded by “r”, “j”, “l”, “y”, “ch” – June, rule, blue.

2. the digraphs “eu”, “ew” /ju:/ – *'feudal, 'neutral, new.*

It sounds /u:/ preceded by “r”, “j”, “l”, “y”, “ch” – Jew, crew, flew.

3. the digraph “ui” /ju:/ – *suit, 'suitable, 'suitor.*

It sounds /u:/ preceded by “r”, “j”, “l”, “y”, “ch” – juice, cruise, sluice.

4. the digraph “oo” in all positions except when followed by “k” or “r” –
moon, soon, spoon.

5. the digraph “ou” in words of French origin – *soup, route, youth.*

Rare spellings:

who /hu:/ – хто

shoe /ʃu:/ – черевик

prove /pru:v/ – доводити

whom /hu:m/ – кому

two /tu:/ – два

beauty /'bju:ti/ – краса

whose /hu:z/ – чий

move /mu:v/ – рухатися

queue /kju:/ – черга

/ɔɪ/

is represented in spelling by:

1. the digraphs “oi” – *boil, join, 'poison.*

“oy” – *toy, joy, em'ploy.*

/eɪ/

is represented in spelling by:

1. the letter “a” in open stressed syllables – *take, make, fake.*

2. the digraphs “ai” and “ay” in stressed position – *main, plain, day.*

3. the digraphs “ei” and “ey” in stressed position – *vein, grey, hey.*

4. the letter “a” followed by “nge”, “ste”, “ble”, “ple” – *change, haste, table.*

Irregular readings:

key /ki:/ – ключ

height /haɪt/ – висота

/aɪ/

is represented in spelling by:

1. the letters “i”, “y” in open stressed syllables – *tie, pie, try.*

2. the letter “i” followed by “gh(t)” – *light, night, high.*

3. the letter “i” followed by “ld” – *child, wild, mild*.
 “nd” – *kind, blind, find*.

Irregular reading:

wind /waɪnd/ – вітер, *but* /waɪnd/ – заводити (годинник)

Irregular spellings:

either /'aɪðə/ – той чи той

neither /'naɪðə/ – ні той, ні інший
 /əʊ/

is represented in spelling by:

1. the letter “o” in open stressed syllables – *go, stone, vote*.
2. the letter “o” followed by “ll” – *poll, roll, stroll*.
 “ld” – *old, told, gold*.
 “st” – *most, post, host*.
3. the letter “o” in word-final unstressed position – *'hero, 'photo, po'tato*.
4. the digraph “oa” – *boat, road, float*.
5. the digraph “ow” in word-final position – *know, 'window, low*.

Exceptions:

now /naʊ/ – тепер

brow /braʊ/ – брова

allow /ə'laʊ/ – дозволяти

cow /kaʊ/ – корова

how /haʊ/ – як

bow /baʊ/ – кланятися, *but* /bʊt/ – лук

vow /vaʊ/ – клятва

row /raʊ/ – суперечка, *but* /rəʊ/ – ряд

Irregular spellings:

mould /məʊld/ – формувати

soul /səʊl/ – душа

shoulder /'ʃəʊldə/ – плече

poultry /'pəʊltri/ – свійська птиця

own /əʊn/ – власний

brooch /brəʊtʃ/ – брошка
 /aʊ/

is represented in spelling by:

1. the digraph “ou” – *cloud, 'thousand, mouth*.
2. the digraph “ow” in medial position – *town, brown, crowd*.

Irregular spellings:

now, how, cow, vow, brow, allow, row, bow – see /əʊ/

bough /baʊ/ – гілка, сук

plough /pləʊ/ – орати

drought /draʊt/ – засуха
 /ɪə/

is represented in spelling by:

1. the letter combinations “ere” – *here, se'vere, mere*.
 “ear” – *hear, dear, fear*.
 “eer” – *cheer, deer, beer*.
2. the letter combination “ier” – *pier, tier, ca'shier*.
3. the letter “e” followed by “r” + vowel – *'era, 'hero, 'period*.

Rare spellings:

museum /mju:'ziəm/ – музей

theory /'θiəri/ – теорія

real /riəl/ – справжній

theatre /'θiətə/ – театр

idea /aɪ'diə/ – ідея

beard /biəd/ – борода

/eə/

is represented in spelling by:

1. the letter combinations “are” – *care, fare, pre'pare*.
“air” – *chair, air, hair*.
2. the letter “a” followed by “r” + vowel – *'vary, 'Mary, 'variant*.

Irregular spellings:

<i>bear</i> /beə/ – терпіти, ведмідь	<i>tear</i> /teə/ – рвати,	<i>pear</i> /peə/ – груша
<i>wear</i> /weə/ – носити (про одяг)	<i>but</i> /tʌ/ – сльоза	<i>where</i> /weə/ – де
<i>swear</i> /sweə/ – клястися		<i>there</i> /ðeə/ – там

Irregular reading:

are /ɑ:/ – є (2 ос.одн. і мн. теп. часу від *be*)

/ʊə/

is represented in spelling by:

1. the combination “ure” – *cure, pure, mure*.
2. by the letter “u” followed by “r” + vowel – *'jury, 'fury, 'during*.

Irregular spellings:

<i>poor</i> /pʊə/ – бідний	<i>tour</i> /tʊə/ – подорож
<i>moor</i> /mʊə/ – болото	<i>tourist</i> /'tʊərɪst/ – мандрівник
<i>boor</i> /bʊə/ – невихована людина	<i>Europe</i> /'jʊərəp/ – Європа

/k/

is represented in spelling by:

1. the letter “k” – *keep, kit, kind*.
2. the letter “c” before “a”, “o”, “u” – *cat, cut, coat*.
before consonants – *cry, class, crab*.
in word-final position – *sync, 'topic, 'magic*.
3. the digraph “ck” – *sick, back, 'bucket*.
4. the digraph “ch” in words of Greek origin – *me'chanic, 'character, school*.
5. the digraph “qu” – /kw/ when stressed – *quest, queen, quite*.
– /k/ when unstressed – *'conquer, u'nique, 'pique*.

/g/

is represented in spelling by:

1. the letter “g” before “a”, “o”, “u” – *gave, god, gun*.
before consonants – *'grammar, glue, green*.
in word-final position – *bag, hug, dig*.
2. the letter combination “gu” + vowel – *guess, guest, 'guilty*.

Irregular readings:

<i>give</i> /gɪv/ – давати	<i>finger</i> /'fɪŋgə/ – палець на руці	<i>girl</i> /gɜ:l/ – дівчина
<i>get</i> /get/ – отримувати	<i>begin</i> /bɪ'gɪn/ – починати	

/s/

is represented in spelling by:

1. the letter “s” – *best, test, sea*.
2. the letter “c” before “e”, “i”, “y” – *cent, 'circus, 'cynic*.

/ʃ/

is represented in spelling by:

1. the digraph “sh” – *shut, she, flash*.
2. the suffixes “ci” and “ti” – *of'ficial, 'social, 'partial*.
3. the suffixes “tion”, “(s)sion”, “(s)sian” – *ex'pression, e'motion, ex'cursion*.

Rare spellings:

Asia /'eɪʃə/ – Азія

anxious /'æŋkʃəs/ – занепокоєний

Russia /'rʌʃə/ – Росія

fascist /'fæʃɪst/ – фашист

sure /ʃʊə/ – впевнений

sugar /'ʃʊɡə/ – цукор

/tʃ/

is represented in spelling by:

1. the digraph “ch” and the letter combinations “tch” – *church, bench, stretch*.
2. the suffix “ture” /tʃə/ – *'nature, 'culture, 'creature*.

Irregular spellings:

fortune /'fɔ:tʃən/ – удача, доля

question /'kwɛstʃən/ – питання

century /'sɛntʃəri/ – століття

/dʒ/

is represented in spelling by:

1. the letter “g” before “e”, “i”, “y” – *huge, gin, 'gypsy*.
2. the letter combination “dg(e)” – *edge, judge, 'budget*.
3. the letter “j” in word-initial position before vowels – *just, join, joke*.

Rare spellings:

suggest /sə'dʒɛst/ – пропонувати

soldier /'səʊldʒə/ – солдат

/w/

is represented in spelling by:

1. the letter “w” – *want, wine, win*.
2. the digraph “wh” + any vowel, but “o” – *whale, wheat, when*.

/ŋ/

is represented in spelling by:

1. the digraph “ng” – *sing, thing, 'reading*.
2. the digraph “nk” and “nc” (except + “e”, “i”, “y”) – *ink, think, uncle*.

80**The Phonemes /ɪ/ and /i:/. Review.****Фонеми /ɪ/ та /i:/. Повторення.**

a)

bit – beet	wheel – will	pick – peek	king – keen
Greece – grim	peep – pip	sheep – ship	trip – tree
chick – cheek	pig – peak	lin – lean	rich – reach
dean – din	quit – sweet	it – eat	fit – feat

b)

theme – thin	Pete – pit	feel – fill	reed – rid
thrill – three	beat – bit	deal – dill	breed – bid
sick – seek	bin – bean	lift – leave	hill – heel
teen – tin	seat – sit	slip – sleep	feed – fid

c)

rich	thin	seem	tease	sealed	'reading	middle
ridge	fee	thick	teethe	dis'tinct	'weekly	'deeply
niece	till	weak	breeze	'easy	people	'tickets
knees	feet	east	in'deed	things	'fitly	flings

81**The Phonemes /ɪ/ and /aɪ/. Review.****Фонеми /ɪ/ та /aɪ/. Повторення.**

a)

kin – kind	pill – pile	gin – grind	hide – hid
min – mine	file – fill	shine – sin	white – wit
fine – fin	till – tile	my – myth	chin – 'china
thin – tine	bin – bind	pile – ply	style – still

b)

bind	'chimney	tip	'trying	'icy	de'ny	de'spite
dine	dis'like	type	re'sist	wrist	quite	'missing
die	'bicycle	tight	nymph	rye	'quiet	write
dye	in'vite	blind	grind	link	climb	'Sydney

82**The Phonemes /aɪ/, /ɪ/ and /ɔɪ/. Review.****Фонеми /aɪ/, /ɪ/ та /ɔɪ/. Повторення.**

a)

kite – kit	fight – 'filter	quit – quite	kind – kink
tie – toy	spoil – spill	voice – vice	im'ply – em'ploy
ride – rid	bye – boy	knight – knit	'writing – wrinkle
whip – wipe	'bitter – bite	moist – might	mine – 'mincer

b)

sight	in'sist	site	flit	ap'point	died	de'light
sly	blind	noise	'silly	'fighter	'tidy	re'ly
cried	'silence	a'bide	point	'wintry	fridge	be'hind
'oyster	'dinner	thin	wise	pies	fright	ex'ploit

83**The Phonemes /æ/, /e/ and /ə/. Review.****Фонеми /æ/, /e/ та /ə/. Повторення.****a)**

mat – net	bat – bet	fat – let	send – sand
bed – bad	tap – ten	van – when	mat – met
men – man	pan – pen	bend – ban	cap – kept
sat – set	beg – bag	pack – peck	tan – ten

b)

apple	'salary	hands	quest	sample	capped	'actor
vet	bread	'happy	'present	'censor	'gangster	'western
'happen	stand	'healthy	'actor	'letter	'ever	dead
crash	Ja'pan	'cancel	at'tacks	'matter	'seldom	canned

84**The Phonemes /eɪ/, /æ/ and /ɑ:/. Review.****Фонеми /eɪ/, /æ/ та /ɑ:/. Повторення.****a)**

scrap – scrape	pad – paid	bat –bate	rack – rake
play – plan	man – main	lack – lake	past – paste
shack – shake	slack – slake	harm – ham	plan – plain
bad – bard	park – pack	fast – fact	back – bake

b)

change	hay	prey	chaste	half	'raptor	'capture
play	lake	rack	ankle	'ardent	game	rank
card	feint	tart	lasted	large	a'larm	ex'plain
mad	rash	sat	say	trace	calm	great

85**The Phonemes /ʌ/ and /ɑ:/. Review.****Фонеми /ʌ/ та /ɑ:/. Повторення.****a)**

tug – start	bun – barn	hum – harm	shut – chart
part – cut	bard – bud	park – puck	star – stuck
bath – but	tarn – ton	cud – card	hard – hut
path – such	double – garble	lark – luck	dark – duck

b)

cars	large	'partner	'summer	'after	'lancer	son
'asking	'justice	'rubber	chances	'tartar	'under	'mother
'supper	'farmer	'mugger	'lancet	'numbers	'marquis	palm
drafts	'father	bus	rushed	'dancers	trouble	half

86**The Phonemes /ɒ/, /ɔ:/ and /z:/. Review.****Фонеми /ɒ/, /ɔ:/ та /z:/. Повторення.**

a)

nod – norm	dot – port	cot – caught	sod – surd
boss – birth	force – first	hock – hawk	raw – rock
hot – horde	fir – for	cord – cod	chalk – clock
fought – pot	her – horse	stalk – stock	sir – sore

b)

shot	box	saw	false	'balking	be'fore	'normally
york	irks	faults	'Laura	'causing	'crawling	im'portant
laws	'surfing	'hospital	burst	ac'cording	'August	'horror
fog	born	cords	horn	furs	golf	bottles

87

The Phonemes /əʊ/, /aʊ/, /ɒ/ and /ʌ/. Review.

Фонеми /əʊ/, /aʊ/, /ɒ/ та /ʌ/. Повторення.

a)

owl – grow	doss – dose	not – note	tow – ton
mouth – most	cloud – cod	mount – mote	town – toe
glove – glow	code – cud	dove – doe	done – down
boat – blouse	fowl – soil	soap – sop	gold – god

b)

'dodo	crown	odd	'loco	hose	count	'oven
sound	drop	won	shot	'bimbo	'logo	pot
love	'halo	'photo	clown	son	some	lout
host	hot	drown	'money	a'bout	hold	'mango

88

The Phonemes /ɔɪ/, /əʊ/ and /aʊ/. Review.

Фонеми /ɔɪ/, /əʊ/ та /aʊ/. Повторення.

a)

cold – cloud	roll – roil	fold – foil	town – tow
moist – most	coat – coin	coil – coal	join – joke
spoil – prowl	stroke – troy	mouth – oath	grouse – rose
boat – a'bout	slow – soil	so – soy	toe – toy

b)

boil	point	'solo	roll	join	host	roan
'loudly	crowd	load	stout	old	fowl	goat
hoist	re'mote	doubt	woe	shout	boiled	'rowel
close	void	spoil	'power	dole	'dado	roe

89

The Phonemes /ʊ/ and /u:/. Review.

Фонеми /ʊ/ та /u:/. Повторення.

a)

hood – hook	tune – June	moon – hewn	good – rude
food – full	new – flew	few – flew	fume – brume
pull – pool	fruit – suit	book – duke	cruise – bulls
cool – wood	would – stood	fool – full	new – rue

b)

'neutral	threw	'skewers	re'fuse	'carefully	'sooner	con'fusions
rule	zoo	bal'loons	smooth	a'buse	deuce	'scornfully
soon	re'duce	shoots	knew	'snoopy	con'sume	'toothsome
ex'cuse	cooked	bruise	cools	'fummy	choose	'looking

90

The Phonemes /ɪə/, /eə/ and /ʊə/. Review.

Фонемы /ɪə/, /eə/ та /ʊə/. Повторення.

beer – bare	deer – dare	steer – stare	mere – mare
here – hair	steer – stair	pair – poor	cheer – chair
pair – peer	fare – fair	peer – pure	cure – care
share – sheer	peer – pair	leer – lure	pure – pair

91

The Phonemes /k/ and /s/. Review.

Фонемы /k/ та /s/. Повторення.

cane – sane	kite – sight	cute – suit	sick – kick
scene – skin	sit – kit	loss – lock	miss – milk
cold – sold	talk – toss	sat – cat	soap – cope
slip – clip	seen – keen	keep – seep	sent – cent

92

The Phonemes /k/ and /g/. Review.

Фонемы /k/ та /g/. Повторення.

back – bag	gap – cap	dig – disk	pick – pig
car – gar	gain – cane	came – game	log – lock
gold – cold	lack – lag	coat – goat	crab – grab
could – good	cope – go	pack – bag	glue – clue

93

The Phonemes /θ/, /ð/ and /s/. Review.

Фонемы /θ/, /ð/ та /s/. Повторення.

a)

thin – sin	path – pass	loath – loathe	lathe – lath
cloth – clothe	face – faith	thick – sick	sink – think
moth – moss	bath – bathe	sought – thought	loath – loss
sing – thing	thank – sank	mass – math	theme – seem

b)

rests	six	cents	mirth	sole	'bossy	screen
thud	space	thin	brass	quits	pith	scene
oath	fourth	dace	since	ice	fists	'risky
stand	'wither	myth	'ceiling	south	zest	thane

94

The Phonemes /tʃ/ and /dʒ/. Review.

Фонемы /tʃ/ та /dʒ/. Повторення.

chess – jess	breach – bridge	rich – ridge	porch – forge
Jane – chain	choke – joke	torch – gorge	jog – jock
Jew – chew	gin – chin	chit – jilt	chink – jink
gym – chimp	jug – chug	check – Jack	hatch – hedge

95 The Phonemes /f/, /v/ and /w/. Review.

Фонеми /f/, /v/ та /w/. Повторення.

save – safe	loaf – love	wine – fine	life – five
feel – veal	white – fight	wheel – veal	wear – veer
vain – fain	vail – whale	leaf – leave	fair – wear
fail – vale	van – when	vent – went	wet – vet

96 The Phonemes /p/, /b/, /t/ and /d/. Review.

Фонеми /p/, /b/, /t/ та /d/. Повторення.

pub – tub	pad – pet	cap – cab	mate – made
tend – bend	rate – bate	state – stayed	sat – sad
mat – mad	bank – tank	bye – pie	train – drain
tape – date	bold – told	toy – boy	bath – path

97 The Letter “t”. Review.

Літера “t”. Повторення.

thin	'tartan	trite	tart	state	'torture
light	teach	stopped	'torrent	worth	at'tention
castle	clutch	hunted	courts	loathe	teeth
trait	taunt	toe	knit	street	hate

98 The Phonemes /n/ and /ŋ/. Review.

Фонеми /n/ та /ŋ/. Повторення.

kin – king	bun – bunk	sing – thin	ban – bang
thing – thin	sink – sin	ring – rain	wing – win
inn – ink	bin – bing	ran – rank	son – sung
run – rung	brain – bring	ding – din	link – lean

99 In each line three words rhyme. Circle the odd man out in each case.

В кожному рядку три слова римуються. Знайдіть те слово, яке не підходить.

1	card	ward	hoard	sawed
2	awed	ford	scored	word
3	sore	sow	saw	soar
4	choose	brews	fuse	clues
5	wool	pool	pull	bull
6	bard	ward	fraud	sawed
7	lair	'liar	tyre	wire

1. Beauty and the Beast; 2. The Big Sleep; 3. Mission Impossible; 4. Pretty Woman; 5. E.T.; 6. Robin Hood: Prince of Thieves; 7. The Prince of Egypt.

104 a) ♻️ Put the words in the right column. Listen and check.

dream 'weather *beach* *please* *bread* 'breakfast eat *sea* *speak*
 /i:/ - tree /e/ - egg

b) ♻️ Add some more words into the columns above. There is one word that doesn't fit the columns. Which one? Listen and check.

bread 'breakfast eat *health* 'ice cream *meat* *peas* *steak* *tea*

105 a) ♻️ Listen to the pairs of words below. Can you hear the difference in the vowel sounds? Repeat after the speaker.

- | | | |
|----------------|--------------------|------------------|
| 1. sang / sung | 3. ran / run | 5. drank / drunk |
| 2. rang / rung | 4. be'gan / be'gun | 6. swam / swum |

b) ♻️ Read and transcribe the words. Listen and repeat. Divide them into two groups: with the sound /ʌ/ and /æ/.

- | | | | | |
|----------|-----------|----------|-----------|----------|
| 1. drunk | 3. be'gan | 5. drank | 7. ran | 9. sung |
| 2. sang | 4. run | 6. swam | 8. be'gun | 10. swum |

106 ♻️ Listen how the underlined sound /ə/ is pronounced in these words. Transcribe the given words.

'father 'mother 'daughter 'actor um'brella 'doctor

107 ♻️ Listen, transcribe and circle the /ə/ sound in the following words. Which two words do not have an /ə/ sound?

'average	per'cent	'parents	'leisure
'employ'ee	'colleague	'relative	'pensioner
'neighbour	'father-in-law	'cousin	'stomach,ache

108 a) ♻️ Listen and transcribe the words with the /ɜ:/ sound. Repeat after the speaker.

nrse wrk her wrd frst

b) Circle the words with the /ɜ:/ sound. Transcribe them.

learn twirl fur goal world word first worst sports course

c) ♻️ Underline the word in each group that doesn't contain the sound /ɜ:/. Listen and check.

- | | | | | | | | |
|----------|----------|--------|----------|--------------|-------|-------|----------|
| 1. burn | circle | heart | 'journey | 3. earn | girl | heard | re'cord |
| 2. birth | com'pare | 'early | 'nervous | 4. 'interest | learn | nurse | 'service |

109 a) ⚡ Which of these words contain the sound /ɔ:/? Listen and check your answers.

- | | | | | |
|-----------|--------------|---------------|------------|-----------|
| 1. 'awful | 3. cause | 5. im'portant | 7. squash | 9. walk |
| 2. caught | 4. 'daughter | 6. 'morning | 8. thought | 10. would |

b) Circle the words with the /ɔ:/ sound.

shirt court rose know score sport shorts hole shout ball

110 ⚡ Write the words in the correct column. Listen and check your answers.

<u>ball</u>	<u>serve</u>	<u>caught</u>	<u>world</u>	<u>draw</u>	<u>fought</u>	<u>hurt</u>
<u>score</u>	<u>sport</u>	<u>shirt</u>	<u>warm up</u>	<u>worse</u>	<u>court</u>	

/ɜ:/ -

/ɔ:/ -

111 Underline the word with a different sound.

- | | | | | |
|----------------------|---------------------|---------------------|---------------------|-------------------|
| 1. 'c <u>o</u> ntact | <u>a</u> c'countant | 'p <u>e</u> rmanent | 'a <u>c</u> tor | <u>a</u> p'ply |
| 2. 'b <u>a</u> lcony | 's <u>a</u> lary | 'f <u>a</u> mily | 'm <u>a</u> nager | 'd <u>a</u> nger |
| 3. 'o <u>r</u> ange | <u>f</u> lat | 'c <u>o</u> ttage | 'd <u>a</u> mage | 'b <u>a</u> ndage |
| 4. h <u>a</u> wk | <u>w</u> ork | <u>b</u> ored | <u>s</u> hort | t <u>a</u> ll |
| 5. s <u>a</u> id | 'm <u>a</u> ny | 't <u>e</u> mporary | re' <u>g</u> ret | pre' <u>f</u> er |
| 6. 'c <u>u</u> rly | <u>w</u> ork | <u>s</u> hort | 'p <u>e</u> rmanent | <u>e</u> arn |
| 7. <u>l</u> eak | <u>s</u> eat | <u>e</u> arth | <u>s</u> peed | 'g <u>r</u> eedy |
| 8. <u>s</u> on | <u>c</u> ouple | <u>d</u> raw | 'c <u>o</u> usin | <u>d</u> uck |
| 9. g <u>u</u> ess | <u>r</u> ent | <u>b</u> read | st <u>r</u> essed | <u>s</u> peak |

112 ⚡ Listen to the three sounds, practice saying them. Look at the lists of words below. Circle the word where the underlined vowel sound is different. Then listen and check.

/ɒ/ – want, box, hot. /ɔ:/ – warn, four, more. /əʊ/ – don't, won't, coat.

- | | | | | | |
|-------------------|------------------------|------------------------|-------------------------|---------------|--------------|
| 1. g <u>o</u> t | <u>l</u> ong | <u>o</u> ld | 4. a' <u>l</u> one | <u>g</u> one | <u>m</u> ost |
| 2. <u>c</u> ourse | im' <u>p</u> ortant | <u>q</u> ualifi'cation | 5. <u>b</u> oss | <u>l</u> ost | <u>t</u> old |
| 3. <u>b</u> ored | 'c <u>o</u> ncen,trate | <u>j</u> ob | 6. 'c <u>o</u> nfidence | <u>s</u> core | <u>w</u> alk |

113 a) ⚡ Listen and repeat the words with the /ʊ/ sound.

should shouldn't would wouldn't could couldn't

b) ⚡ Put the words into the correct column. Listen, check and repeat them.

'butcher juice cook mousse food soup fruit spoon good 'sugar

/ʊ/ -

/u:/ -

c) 🎧 **Transcribe the phrases with the letter “a”. Listen and practise them.**
 A black cat; a fantastic family; the same day; fast cars; a small ball.

116 a) 🎧 **Listen and repeat the words and sounds.**

fish /ɪ/-it; Italy; six; 'Mexico; 'England. bike /aɪ/-'China; I; five; nine; hi; nice.

b) **Underline the word with a different sound.**

- | | | | | |
|-------------------|----------------|--------------------|------------------|-----------------|
| 1. 't <u>i</u> ny | pick | 'traff <u>i</u> c | 't <u>i</u> cket | 'f <u>i</u> fty |
| 2. 'd <u>i</u> al | m <u>i</u> ght | 'fr <u>i</u> ghten | t <u>i</u> me | f <u>i</u> lm |
| 3. k <u>i</u> nd | cl <u>i</u> mb | sl <u>i</u> m | be'h <u>i</u> nd | ch <u>i</u> ld |

117 a) **Transcribe the words. Put them into the right columns.**

Weight; 'eighty; light; might; sight; tight; straight; height; bright; high; weigh.
 /eɪ/ - /aɪ/ -

b) 🎧 **Look at the underlined letters in the words below. Are they pronounced /eɪ/ or /aɪ/? Put the words into the correct column. Then listen and check.**

b <u>r</u> ight	h <u>e</u> ight	h <u>i</u> gh	in his 'e <u>i</u> ghties	l <u>i</u> ght brown	
m <u>i</u> ght	'n <u>e</u> ighbour	'overw <u>e</u> ight	s <u>i</u> ght	str <u>a</u> ight	w <u>e</u> igh
/eɪ/ -			/aɪ/ -		

118 a) 🎧 **Listen and repeat the words and sounds.**

chair /eə/ - where; there; 'airport; 'upstairs ear /ɪə/ - near; here; beer; i'dea

b) **Match the words to the correct sound.**

't <u>i</u> ny	<u>m</u> ere	<u>g</u> reat	'b <u>o</u> iling	<u>m</u> ow	<u>s</u> tare
/ɔɪ/	/ɪə/	/eə/	/aɪ/	/eɪ/	/əʊ/

c) 🎧 **Match the words to the correct sound. Listen and repeat.**

don't	fame	go	house	most	place	show	Spain	stay	town
down	find	home	kind	out	quite	sound	state	time	twice
night /aɪ/ -		know /əʊ/ -		now /aʊ/ -		name /eɪ/ -			

d) 🎧 **Match the words to the correct sound. Listen and repeat.**

time	out	break	wife	train	play	nice	'thousand
make	go	house	'photo	wine	no	brown	don't
/aɪ/ -		/eɪ/ -		/aʊ/ -		/əʊ/ -	

119 **The following groups of 4 words are spelt with -ou-. Write the words in phonetic symbols and find the word with different pronunciation.**

a	your	court	'neighbour	pour
b	would	should	'shoulder	could
c	ac'countant	'country	count	'fountain
d	drought	ought	bought	thought
e	e'nough	cough	rough	tough
f	a'nonymous	mouse	e'normous	'furious
g	trouble	double	doubt	'country
h	through	group	soup	though

120 a) Put the following words into the correct column, according to the pronunciation of *-ough-*.

cough *tough* *bough* *though* *trough* *nought* *through*
e'nough *plough* *ought* *sought* *rough* *fought* *drought*
bought *'thorough* *thought* *'borough* *dough*

/ɔ:/ (6)	/ʌf/ (3)	/ɒf/ (2)	/u:/ (1)	/ə/ (2)	/əʊ/ (2)	/aʊ/ (3)

b) And here are fourteen words that rhyme with different pronunciations of *-ough-*. Put them into the correct boxes in the columns below. There are two per column.

caught *'toffee* *'terror* *cuff* *groan* *doubt* *'burglar*
snuff *frown* *glow* *warn* *off* *stew* *queue*

/ɔ:/	/ʌf/	/ɒf/	/u:/	/ə/	/əʊ/	/aʊ/

c) Write the words in the list into the correct column. Now listen, check and say which three words finish with the sound /f/.

al'though bought brought caught 'daughter
e'nough laugh thought through tough

/ʌ/	/ɔ:/	/əʊ/	/ɑ:/	/u:/

121 a) Listen and repeat the sounds and the words.

/æ/ - have /e/ - get /eɪ/ - wake /əʊ/ - go

b) Put these words into the correct column above. Listen and repeat.
nap; break; home; bed; desk; make; 'seven; eight; 'any; day; flat; lamp; no.

122 a) Listen and repeat the sounds and the words.

/aɪ/ - hi /aʊ/ - house /u:/ - room /ʌ/ - up

b) Which word sounds different? Underline the different word. Listen and check. Say the words.

1. time hi drink wife 3. son bread bus some
 2. house aunt brown now 4. blue new June good

123 a) Put the words into the correct columns. Listen and check.

camp do get go re'lax know lose rain speak
make play have rent meet send snow see use

train /eɪ/	egg /e/	boot /u:/	phone /əʊ/	cat /æ/	tree /i:/

b) Listen and underline the words the speaker mentions. Listen and check. Put the rest of the words into the correct columns.

wrote read could gave had under'stood
taught woke bought spoke thought swam
ate drank went took said made

/əʊ/	/ʊ/	/ɔ:/	/e/	/eɪ/	/æ/

c) Put the words into the correct columns. Listen and check.

known read 'written done come
made 'driven 'spoken met 'broken
'given won paid 'taken slept

/əʊ/	/ɪ/	/ʌ/	/eɪ/	/e/

124 Write the sound that fits each word in the line. Listen and check.

1. 'model, in'volve, 'offer, hot _____ 5. door, 'orders, ab'sorb, sore _____
 2. cook, 'wooden, look, hook _____ 6. room, too, food, shoe _____
 3. front, double, doesn't, come _____ 7. work, worse, worth, world _____
 4. 'serious, 'neighbours, com'plain, _____ 8. house, proud, 'down'stairs, now _____
 kind of _____ 9. home, old, know, go _____

125 Underline the word with a different sound.

<u>haunt</u>	<u>court</u>	<u>ball</u>	<u>roast</u>	<u>prawns</u>
<u>was</u>	' <u>sausage</u>	' <u>bossy</u>	<u>golf</u>	' <u>frozen</u>
<u>awe</u>	aff <u>ord</u>	<u>board</u>	<u>coach</u>	e' <u>normous</u>
<u>slow</u>	' <u>country</u>	' <u>cosy</u>	<u>close</u>	<u>stone</u>

<u>cop</u>	<u>block</u>	' <u>copy</u>	' <u>modern</u>	' <u>homework</u>
<u>lie</u>	a' <u>fra</u> id	<u>cry</u>	' <u>overt</u> ime	ap' <u>ply</u>
<u>snow</u>	<u>down</u>	<u>show</u>	<u>soaps</u>	<u>slow</u>
<u>fir</u>	' <u>mur</u> der	' <u>birth</u> day	' <u>care</u> ful	<u>turn</u>
sw <u>an</u>	' <u>o</u> ver	<u>boss</u>	<u>job</u>	<u>want</u>
<u>move</u>	<u>blue</u>	<u>juice</u>	<u>go</u>	<u>boom</u>
<u>heart</u>	<u>earn</u>	<u>stir</u>	' <u>per</u> manent	<u>work</u>

126 Match the words that rhyme. Write two of the words on each line according to the sound. Then listen and check. Practise saying them.

Words:

*red hat kissed green
park whose short*

=

*list mean shoes said
that bought dark*

eyes near grey hair those ours = beer wear size knows 'flowers pay

- | | |
|-----------------------|-----------------------|
| 1. /e/ _____, _____. | 1. /aɪ/ _____, _____. |
| 2. /æ/ _____, _____. | 2. /ɪə/ _____, _____. |
| 3. /ɪ/ _____, _____. | 3. /eɪ/ _____, _____. |
| 4. /i:/ _____, _____. | 4. /eə/ _____, _____. |
| 5. /ɑ:/ _____, _____. | 5. /əʊ/ _____, _____. |
| 6. /u:/ _____, _____. | 6. /aʊ/ _____, _____. |
| 7. /ɔ:/ _____, _____. | |

127 In each line three words rhyme. Circle the odd man out in each case.

1	goose	loose	lose	use (<i>noun</i>)
2	due	though	through	who
3	sung	tongue	wrong	young
4	fear	near	pear	rear
5	aren't	aunt	can't	want
6	weird	beard	heard	cheered
7	'flower	'lower	sour	'tower
8	build	child	wild	mild
9	down	own	sewn	thrown
10	so	sew	soul	sound
11	a'bove	glove	love	prove
12	choose	loose	fuse	clues
13	heir	air	fare	'player
14	rough	sew	though	throw
15	eight	freight	height	weight
16	done	phone	son	won

17	bone	groan	brown	shone
18	come	crumb	home	some
19	fierce	spheres	peers	fears
20	tough	rough	cough	e'nough
21	lair	'liar	'buyer	wire
22	wear	where	ware	here
23	cows	rose	grouse	al'lows

128 Place these words in the grids according to how they rhyme. Transcribe the words.

a'lert / bean / be'tween / canned / com'plain / con'vene / core / cork / curt / de'light / de'sign / earl / four / furl / gate / hand / hawk / height / hurl / hurt / in'cite / in'sane / kite / land / mean / pane / pearl / pert / pine / po'lite / raw / re'fine / reign / re'late / re'sign / roar / scene / shirt / shore / sign / spanned / stalk / state / stork / tanned / wait / walk / weight / whirl

/i:n/	/eɪn/	/eɪt/	/ɔ:/	/aɪn/
seen	main	hate	law	wine

/ænd/	/ɜ:t/	/ɜ:l/	/ɔ:k/	/aɪt/
band	dirt	girl	fork	white

129 Place these words in the grids according to how they rhyme. Transcribe the words.

act / a'loft / a'tone / beast / break / caught / ceased / chew / con'fer / coughed / de'mur / doffed / fir / flu / fort / fought / fur / gist / hissed / in'sist / jerk / kissed / least / list / loan / loft / lone / mown / o'paque / perk / pieced / purr / quake / re'tract / sacked / sewn / shirk / smirk / shake / snort / steak / taught / threw / through / too / tracked / Turk / waft / whacked / yeast

/əʊn/	/u:/	/ɜ:/	/ɔ:t/	/i:st/
phone	who	sir	court	east

/ɜ:k/	/eɪk/	/ɪst/	/ækt/	/ɒft/
work	make	mist	pact	soft

130 a) Read the words with -ed and write which group has /t/, /d/ or /ɪd/ sounds.

135

Write the sound (/ð/ or /θ/) that fits each word in the line. Listen and repeat the words and sounds.

a)

_____ think 'Thursday three third 'seventh ninth
 _____ they then their

b)

_____ this the 'other there they with
 _____ 'Thursday 'thir'teenth third 'birthhday think throw

c)

_____ thanks thing 'thosand _____ than this those

d) Read the words and put them into the correct column.

'Thirty, tenth, 'father, 'theatre, 'theory, thought.

/ð/ -

/θ/ -

e) Listen and tick the word you hear.

four six sink day dare
 fourth sixth think they their

136

a) Listen to the recording. What is the difference between the pronunciation of the word the in groups A and B?

A the database, the reasons, the research, the survey, the world.

B the advertisements, the EU, the importance, the other factors, the United States

b) Listen and repeat the phrases. Pay attention how to pronounce the.

the shop the 'address the 'owner the sun the 'engineer the world

137

Listen and say the words.

/w/ - 'waiter Will 'Washington 'Wendy 'working 'whisky

/v/ - vet Vic'toria 'Vincent 'vegetables vo'cabulary Vi'enna

/b/ - 'builder Bob 'Barbara 'Brighton bread beer

138

Listen and repeat the /ŋ/ sound and the words.

a) thing 'having 'eating

b) 'waiting young 'flying 'eating think 'English

c) 'shopping 'waiting think things thanks young

d) thing bring wrong 'language 'sitting 'watching thanks think

139

a) Listen and repeat the /h/ sound and the words.

how 'hardly 'heavy high have half 'hungry 'happy

b) 🎧 Listen to the words and tick the ones that begin with the /h/ sound. Repeat the words.

house 'hospital whose 'happy his 'hamburgers her
hot what hair have has who hour

c) 🎧 Find two words in the box that do not begin with the sound /h/. Listen to the recording and check your answers.

'happy	'honest	who	home	what
'holiday	ho'tel	'hospital	house	whole

d) 🎧 Write the words into the right column. Listen and check.

what how when where who which why whose
/w/ - /h/ -

140 Cross out the silent letters in each word. Practise saying them.

'salmon 'yoghurt 'chocolate 'ghastly school
would knife 'butcher psy'chology white

141 🎧 Cross out silent letters in these words. Then listen and check. Practise saying them.

- a) half 'Wednesday know 'listen white school talk write
b) calf wrist palms wrinkles comb kneel thumb
c) walk 'autumn eight work flight wrong
'listen write 'island hour could 'daughter
d) castle 'foreign knife ghost whole
climb hour re'ceipt 'Wednesday wreck

142 🎧 Write the words after the transcription. Then listen and check. Practise saying them.

1. /bɔ:n/ _____ 4. /'ɑ:nsə/ _____
2. /bɔ:t/ _____ 5. /'kʌbəd/ _____
3. /wɜ:ld/ _____ 6. /'krɪsməs/ _____

143 🎧 Form nouns from the verbs and adjectives below and write them in the chart.

dis'cuss 'govern 'happy mad move ,orga'nize
'possible pro'pose re'act re'lax 'similar sur'vive

-ment	-ation	-ion	-al	-ness	-ity
-------	--------	------	-----	-------	------

144

Homographs.**Rules:**

- Homographs are words which are written in the same way but have different pronunciation and meanings:

bow	/bəʊ/ – лук	/baʊ/ – кланятися
close	/kləʊs/ – закритий	/kləʊz/ – закривати
excuse	/ɪk'skju:s/ – вибачення	/ɪk'skju:z/ – вибачати
lead	/led/ – свинець	/li:d/ – вести, керувати
loose	/lu:s/ – вільний, не тісний	/lu:z/ – відпускати
read	/ri:d/ – читати	/red/ – читав
sow	/saʊ/ – свиня	/səʊ/ – сіяти
use	/ju:s/ – користь	/ju:z/ – використовувати
wind	/wind/ – вітер	/waɪnd/ – заводити годинника
wound	/wu:nd/ – рана	/waʊnd/ – завів годинника

- There are also stress-influenced homographs. In a number of two-syllable words the stress is on the first syllable of the word when it is a noun and on the second syllable if it is a verb:

combine	/'kɒmbaɪn/ – об'єднання	/kəm'baɪn/ – об'єднувати
content	/'kɒntent/ – суть, вміст	/kən'tent/ – задовільняти
decrease	/'di:kri:s/ – зменшення	/dɪ'kri:s/ – зменшувати(ся)
increase	/'ɪnkri:s/ – збільшення	/ɪn'kri:s/ – збільшувати(ся)
suspect	/'sʌspekt/ – підозрюваний	/sə'spekt/ – підозрювати

145

Mark the stressed syllable in each of the words in bold.

1. They paid a \$1 million **transfer** fee for **transferring** the player to their team. 2. His friends always **suspect** him, but this time the police concentrate on Mark as the main **suspect**. 3. There are **conflicting** views as to the cause of the **conflict**. 4. All this **upset** over the wedding can really **upset** them. 5. The cost of living **increased** while there was a **decrease** in wages. 6. A work **permit** **permits** you to work for a period of six months. 7. I hope he can **record** a hit **record**! 8. Despite the disgraceful **conduct** of the audience, Peter started **conducting** the orchestra. 9. Wool is a major Scottish **export**. This country **exports** a lot of wool! 10. It was difficult to **contest** as it was an unequal **contest**. 11. Trucks are not comfortable means of **transport** to **transport** people. 12. Mary often shouts **insults** at her boyfriend because he **insults** her by ignoring her complaints. 13. The publishers **reprinted** that book several times, but the last **reprint** was of a very bad quality. 14. Teenagers sometimes **conflict** with their parents, but they also do nothing to solve the **conflict**. 15. He **deserted** her for another woman and she felt as if she was in a **desert**.

146

How would you pronounce each of the underlined words in the sentences below? Transcribe these words.

1. I live in the north of England. 2. Your favourite pop star is singing live on TV tonight. 3. I read in bed every night. 4. I read *Gone with the Wind* last year. 5. The lead singer in this group is great. 6. A pencil contains lead. 7. The wind can blow the trees down. 8. Don't forget to wind your watch. 9. I wound my watch last night. 10. He got a terrible wound in the war. 11. That book is called *English Vocabulary in Use*. 12. You must know how to use these words. 13. They live in a large old house. 14. The buildings house a library and two concert halls. 15. The sow has five piglets. 16. The farmers sow the seeds in spring. 17. The violinist in the bow tie took a bow. 18. I heard a row from the last house in the row.

147

Homophones.

Rules:

- Homophones are words which are pronounced in the same way but are spelt differently and have different meanings, e.g. I see the sun /sʌn/. I have a son /sʌn/.

Here are some of the many examples of homophones in English:

see – sea	right – write	witch – which	to – two – too
I – eye	dear – deer	pact – packed	by – buy – bye
die – dye	more – maw	would – wood	where – wear – ware
air – heir	prey – pray	pair – pear	soar – sore – saw
be – bee	some – sum	cold – coaled	so – sew – sow
toe – tow	mail – male	there – their	or – ore – awe
not – knot	hair – hare	meet – meat	cent – sent – scent
tale – tail	great – grate	plain – plane	'principal – 'principle
oh – owe	queue – cue	break – brake	'current – 'currant
for – four	wrest – rest	wait – weight	'council – 'counsel
sun – son	Paul – pall	course – coarse	'morning – 'mourning
hi – high	hall – haul	'altar – 'alter	in'sure – en'sure
lore – law	floor – flaw	whole – hole	'capital – 'capitol
pale – pail	days – daze	whine – wine	'weather – 'whether
tide – tied	rain – reign	Wight – white	'father – 'farther
read – red	hear – here	board – bored	whales – Wales
our – hour	way – weigh	night – knight	'formerly – 'formally
eight – ate	him – hymn	piece – peace	al'lowed – a'loud
sell – cell	site – sight	brews – bruise	guessed – guest
fir – fur	beat – beet	place – plaice	'canon – 'cannon
sole – soul	shaw – shore	born – borne	threw – through

read – reed	won – one	bare – bear	'lesson – 'lessen
led – lead	fare – fair	sale – sail	flour – 'flower
hey – hay	isle – aisle	been – bean	hire – 'higher
due – dew	vane – vain	week – weak	waist – waste
gnaw – nor	maid – made	knew – new	sweet – suite
know – no	main – mane	herd – heard	scene – seen
'tier – tire	seed – cede	pain – pane	'bury – 'berry
flew – flue	ball – bawl	choose – chews	blue – blew
base – bass	creak – creek	find – fined	build – billed

148

a) Write the words in phonetic script in the correct spelling for the context.

1. I really must do some more exercise or I'll never lose /weɪt/. 2. Watching sport on TV is such a /weɪst/ of time. 3. You are not /ə'laʊd/ to talk during the test. 4. Max didn't /breɪk/ that window. 5. Don't throw away that /flaʊə/. I need it for a recipe. 6. I don't want to read /ə'laʊd/. 7. We were cooking the /həʊl/ evening. 8. She is slim. Her /weɪst/ is narrow. 9. /weɪt/ for me! I'm coming! 10. Look! There is a /həʊl/ in your sweater.

b) Look at the phonetic symbols. Write the two words with the same pronunciation.

1. /nəʊ/ _____ 3. /tu:/ _____ 5. /hɪə/ _____
 2. /sʌn/ _____ 4. /raɪt/ _____ 6. /weə/ _____

149

Choose the correct word to complete the sentences.

1. The rattle on the end of the tail / tale is a warning signal. 2. Don't move and he'll stay still too. In principal / principle anyway! 3. They generally swallow their pray / prey whole. 4. We need to ensure / insure that we give people the right antidote. 5. Fried rattlesnake, rattlesnake kebabs, barbecued rattler, or just plain / plane baked rattlesnake can be fantastically delicious. 6. You could have a three-coarse / course meal and eat nothing but snake. 7. The idea is to pick it up with your bare / bear hands and throw it in the sack. 8. I'm getting tired of the hole / whole thing.

150

Complete the sentences with a word that you didn't use in the ex. 149.

1. Some passengers began to _____ as the _____ took off. 2. The film's use of _____ language was my _____ reason for not liking it. 3. The rain came through a _____ in the roof and we had forgotten to _____ against water damage. 4. *Goldilocks* is a children's _____ about a little girl who goes into a house belonging to a _____ family.

151**a) Correct eight spelling mistakes in the text.**

Cape Fear is a classic tale of revenge. Max Cady has just been released from jail. His principle aim is to track down the attorney who put him inside and torment him and his whole family. They all fall prey to his evil plans, from the dog to the attorney's teenage daughter. When the family can no longer bare the pressure, they escape from their home, take refuge on their yacht and set course for Cape Fear. But Cody is following them and he's going to insure that this is one sailing trip they'll never forget.

b) Correct the two spelling mistakes in each sentence. Listen and repeat.

1. I can here you, but I can't sea you.
2. There are three bedrooms in hour house.
3. I don't know wear Jill lives.
4. My sun lives near the see.
5. Don't where that hat, by a new won!
6. Know, eye can't come two your party.
7. You were write. Sally can't come four dinner.
8. There daughter could right when she was three.

152**Transliteration.****Rules:**

- Transliteration is used to write words, especially Proper Names using letters of a different alphabet or language.

Here is Ukrainian-English Transliteration Table:

Ukr. letter	Eng. letter	Note	Example
А	A	-	Алушта – Alushta
Б	B	-	Борщаківка – Borschahivka
В	V	-	Вишгород – Vyshhorod
Г	H, gh	H - in most cases, gh - when recreating the combination “зг”	Гадяч – Hadiach; Згорани – Zghorany
Ґ	G	-	Ґалаган – Galagan
Д	D	-	Дон – Don
Е	E	-	Рівне – Rivne
Є	Ye, ie	Ye - in the beginning of words, ie - in other positions	Єнакієве – Yenakiieve; Наєнко – Naienko
Ж	Zh	-	Житомир – Zhytomyr
З	Z	-	Закарпаття – Zakarpattia

И	Y	-	Медвин – Medvyn
І	I	-	Іршава – Irshava
Ї	I	Yi - in the beginning of words, i - in other positions	Їжакевич – Yizhakevych; Кадіївка – Kadiivka
Й	Y, i	Y - in the beginning of words, i - in other positions	Йосипівка – Yosypivka; Стрий – Stryi
К	K	-	Київ – Kyiv
Л	L	-	Лебедин – Lebedyn
М	M	-	Миколаїв – Mykolaiv
Н	N	-	Ніжин – Nizhyn
О	O	-	Одеса – Odesa
П	P	-	Полтава – Poltava
Р	R	-	Ромни – Romny
С	S	-	Суми – Sumy
Т	T	-	Тетерів – Teteriv
У	U	-	Ужгород – Uzhhorod
Ф	F	-	Фастів – Fastiv
Х	Kh	-	Харків – Kharkiv
Ц	Ts	-	Біла Церква – Bila Tserkva
Ч	Ch	-	Чернівці – Chernivtsi
Ш	Sh	-	Шостка – Shostka
Щ	Sch, shch	-	Гоща – Hoscha
Ь	‘	-	Русь – Rus’; Львів – L’viv
Ю	Yu, iu	Yu - in the beginning of words, iu - in other positions	Юрій – Yurii; Крюківка – Kriukivka
Я	Ya, ia	Ya - in the beginning of words, ia - in other positions	Яготин – Yahotyn; Ічня – Ichnia
‘ apost- rophe	“	-	Знам’янка – Znamianka

153

Transliterate the list of proper names.

Луцьк, Конча Заспа, Алушта, Черкаси, Донецьк, Борис Єльцин, Рожни, Хортиця, Запоріжжя, Миргород, Кривий Ріг, Здравниця, Ялта, Боярка, Стрий, Євген Коцюбинський, Галина Брежнева, Прилуки, Їжакевич, Ужгород, Глухів, Верка Сердючка, Ірина Білик, Вирлиця, Майдан Незалежності, Житомир, Валерій Авдєєв, Руслан Корнієнко, Євпаторія, Биковня, Григорій Липський, Ізмаїл, Ярослава Їжакевич, Шостка, Володимир Кличко, Хрущов, Єва Гаврись, Валентина Терешкова, Броди.

SECTION II: IMPROVE YOUR PRONUNCIATION

PHONETICS:

- Vowel and Consonant Drills

VOWELS

- 1** Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /ɪ/.
(*Sheep or Ship, Unit 2*)

An interesting film

- Bill: Is Tim in?
Lyn: Is he coming to the pictures?
Mrs Smith: Tim's ill.
Bill: Here he is! Hello, Tim.
Tim: Hello, Bill.
Lyn: Are you ill, Tim?
Tim: Is it an interesting film?
Lyn: It's "Big Jim and the Indians".
Bill: And it begins in six minutes.
Mrs Smith: If you're ill, Tim...
Tim: Quick! Or we'll miss the beginning of the film!



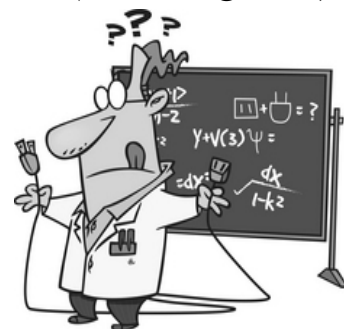
- 2** Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /ɪ/. (*Sound Right 1.1*)

- A: Does it fit?
B: Yes, it fits, but it isn't very pretty.
A: This pink one's very pretty.
B: But it's a bit big.
A: Well, ... this silk one isn't big.
B: No, But it's a bit frilly.



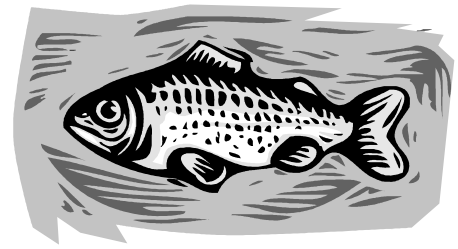
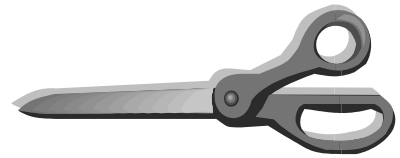
- 3** Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /ɪ/. (*Sound Right 1.2*)

- A: Jim's a brilliant physicist.
B: Jim's a silly nitwit.
A: Criticism! Nothing but criticism! If it isn't Jim, it's Billy, and if it isn't Billy, it's...
B: Billy's ridiculous!
A: Philip, it's silly to criticise everybody.
B: Yes, Jill, it is. Now, why are you criticising me?



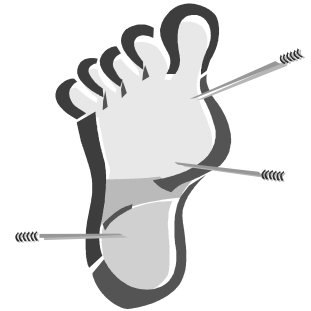
- 4** Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /ɪ/ correctly.

1. Fit six thin bricks into this big tin lid.
2. Scissors sizzle, thistles sizzle.
3. I wish to wish the wish you wish to wish,
But if you wish the wish the witch wishes,
I won't wish the wish you wish to wish.
4. This fish has a thin fin,
That fish has a thick fin.
This fish is a fish
That has a thinner fin
Than that fish.



5 **🔊 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /i:/. (Sound Right 2.2)**

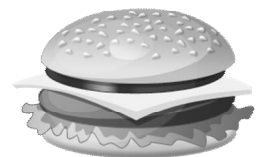
- A: These feet are in a terrible condition. They need treatment.
- B: I agree, Doctor. My feet do need treatment.
- A: The treatment for these feet is to eat lots of green vegetables. But don't eat meat for at least a week.
- B: No meat, Doctor?
- A: I repeat – you must not eat meat for at least a week.
- B: But I do eat green vegetables, Doctor. And I don't eat meat at all.
- A: Then you don't seem to need the treatment.
- B: But Doctor, my feet!
- A: Next patient, please.



6 **🔊 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /i:/. (Sheep or Ship, Unit 1)**

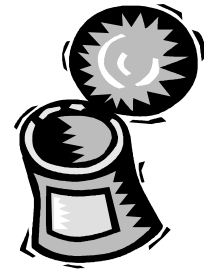
In a restaurant

- Peter: What would you like to eat, Edith?
- Edith: A meat sandwich.
- Peter: Jean? Would you like a meat sandwich or a cheese sandwich?
- Jean: A cheese sandwich, please, Peter.
- Waiter: Good evening.
- Peter: Good evening. We'll have one meat sandwich and two cheese sandwiches.
- Edith: And three teas, please!
- Waiter: (*writing down the order*) One meat sandwich... two cheese sandwiches... and... three teas.



7 **🔊 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sounds /i/ and /i:/. (Sound Right 3.2)**

- A: Is there any meat?
 B: There's only tinned meat.
 A: Is it beef?
 B: It's chicken.
 A: Is it ready to eat?
 B: Well, you have to heat it before you eat it.



8 🔊 Circle the /ɪ/ and /i:/ sounds in the following sentences. Listen and check. Practise reading the sentences.

They live in a big city. She meets him in the gym. He works in films, she's a teacher. She kisses him and he thinks she loves him. But in the end she leaves him.

9 🗣️ Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /i:/ correctly.

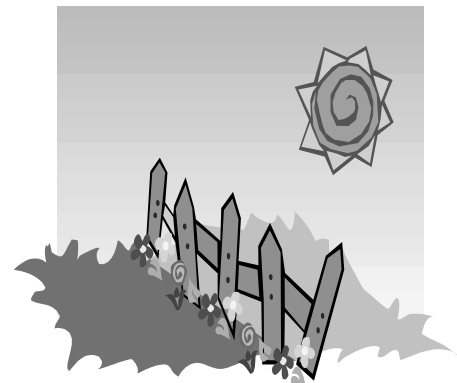
1. We need tea for three, please, for Jean, Steve and me.
2. I scream, you scream, we all scream for ice-cream!
3. The queen in green screamed.
4. I eat eel while you peel eel.



10 🔊 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sounds /ɪ/ and /e/.

(Sound Right 5.1)

- A: Ben...
 B: Yes, Betty.
 A: Did you empty the bin?
 B: Yes, I did empty the bin.
 A: Did you send the letters?
 B: Mm?
 A: And did you finish the fence?
 B: I did everything, Betty. Everything.
 A: But did you remember to...
 B: Good night, Betty.



11 🔊 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sounds /ɪ/ and /e/.

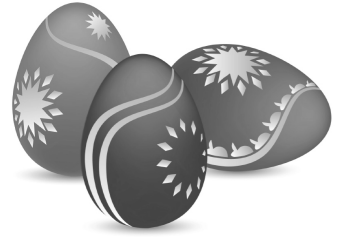
(Sound Right 5.2)

- A: You're getting thinner every minute.
 B: I'm slimming.
 A: I don't think slimming's a very good idea.
 B: But it isn't a very good idea to get heavy, is it?
 A: Who's heavy?
 B: Well, you are getting a bit thick round the middle.



12 Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /i:/ and /e/ correctly.

1. Seventy seven benevolent elephants.
2. Each Easter Eddie eats eighty Easter eggs.
3. Elizabeth has eleven elves in her elm tree.
4. Denise sees the fleece, Denise sees the fleas.
At least Denise could sneeze
And feed and freeze the fleas.



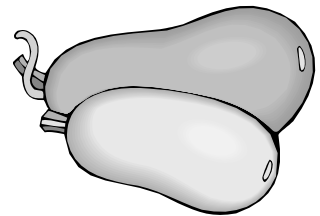
13 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /æ/. (*Sheep or Ship, Unit 4*)

A bad hijacker

- Hostess Bradley: Alice! Perhaps that passenger is a hijacker!
- Hostess Allen: Which passenger, Anne? That sad man with the camera? He's wearing black slacks and a jacket.
- Hostess Bradley: No. That fat lady with the big black handbag in her left hand.
- Hostess Allen: Is she standing next to the lavatory?
- Hostess Bradley: Yes. She's travelling to Amsterdam.
- Hostess Allen: You're mad, Anne, I don't understand.
- Hostess Bradley: You see, when she went into the lavatory she didn't have that handbag in her hand, and now she's...
- Fat lady: (*clapping her hands*) EVERYBODY STAND!
I'm a hijacker. And in this handbag I have a...
- Handbag: BANG!

14 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /æ/. (*Sound Right 6.1*)

- A: Have you got a marrow, Mr Sparrow?
- B: A marrow, madam? Yes, ... there's this one, and that... and there's that.
- A: Oh, that's a nice fat marrow. Yes, I'll have that. Will you wrap it in paper for me?
- B: Gladly, Mrs Bradley. There you are. Now, madam... apples? Or... carrots, perhaps?
- A: Er... Actually, it's Miss Bradley, Mr Sparrow.



15 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /æ/. (*Sound Right 6.2*)

- A: Alfred owns a bank, Ann.
- B: I'm going to marry Frank, Dad.
- A: Harry owns a jam factory, Ann.
- B: I want to marry Frank, Dad.
- A: Marry Alfred, Ann. Or marry Harry.

- B: Frank, Dad. I'm going to marry Frank.
 A: Ann, you're mad!
 B: I've had a word with Grandfather.
 A: Your grandfather's mad too!
 B: Dad...
 A: Yes?
 B: I'm glad you didn't marry Miss Parry.

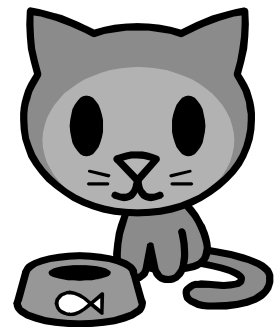


16

Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sounds /æ/ and /e/.

(Sound Right 7.1)

- A: Get a pet, Pat.
 B: Alan, I've got a pet, I've got a cat.
 A: That terrible black cat outside?
 B: Terrible?
 A: That smelly cat?
 B: Alice is an elegant cat.
 A: Mm. Well, perhaps that cat at the back isn't Alice.
 B: Alice! Puss-puss! Alice! Alice, you haven't met Alan. Puss-puss!...
 Now, Alan, this is Alice.
 A: Yes, Pat (*sniffs*). Yes, that's Alice.

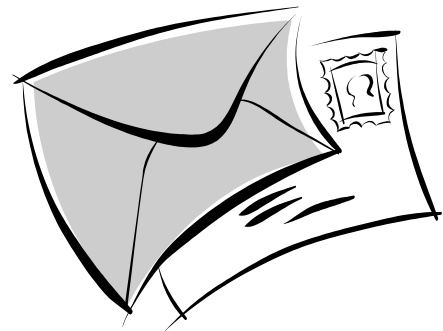


17

Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sounds /æ/ and /e/.

(Sound Right 7.2)

- A: Thank you for your letter.
 B: Is your leg any better?
 A: My leg's getting better, yes.
 B: Well, I'm glad you're getting better.
 A: I was glad to get your letter.
 B: I'll be back again next Saturday.
 A: Yes.



18

Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /æ/ correctly.

1. A slightly fat cat sat on a mat and ate a bad fat rat.
2. Kat said: "Let him go to bed, because he looks sad,
 Almost already dead, he isn't even fat
 And has a black hat".
3. That handsome man standing with his back to the track
 has a hat in his hand.

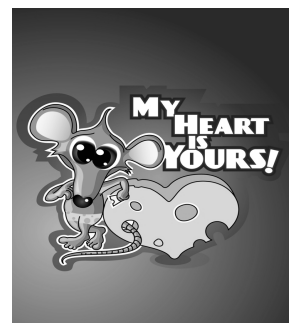


4. Oh, the sadness of her sadness when she's sad.
 Oh, the gladness of her gladness when she's glad.
 But the sadness of her sadness, and the gladness of her gladness,
 Are nothing like her madness when she's mad!

19 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /ʌ/. (*Sheep or Ship, Unit 5*)

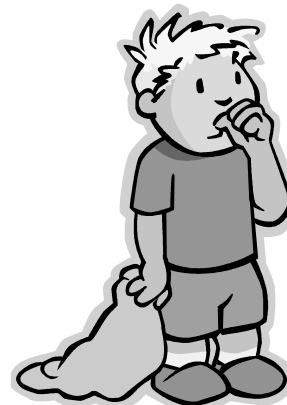
I Love You

- Russ: Honey, why are you so sad? (*Janet says nothing*)
 Russ: Honey, why are you so unhappy? I don't understand.
 Janet: You don't love me, Russ!
 Russ: But, honey, I love you very much.
 Janet: That's untrue. You love my cousin, Sunny. You think she's lovely and I'm ugly.
 Russ: Janet, just once last month I took Sunny out for lunch. You mustn't worry. I like your company much better than Sunny's.
 Janet: Oh, shut up, Russ.
 Russ: But, honey, I think you're wonderful. You mustn't...
 Janet: Oh, SHUT UP!



20 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /ʌ/. (*Sound Right 10.1*)

- A: Now, what have you done, young man?
 B: I've cut my thumb.
 A: Mm. Well, put out your tongue.
 B: But it's my thumb. I've cut my thumb.
 A: Put out your tongue!
 B: Mummy! Mummy! Why doesn't Mummy come?
 A: Mummy's coming – put out your tongue.
 B: It's not my tongue, Mummy. It's my thumb!
 A: Please, Sonny – just put out your tongue.



21 Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /ʌ/ correctly.

1. Plain bun, plum bun, bun without plum.
2. Double bubble gum bubbles double.
3. The gum has come unstuck in the sun and the colours have begun to run.
4. Old Mr. Hunt had a cuddy punt,
 Not a cuddy punt but a hunt punt cuddy.
 Mrs Hunt had a country cut front in the front of her country cut pettycoat.

22

👂 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /ɑ:/. (Sheep or Ship, Unit 6)

At a party

- Margaret: Where's your glass, Barbara?
Barbara: It's on the bar.
Martin: Barbara! Margaret! Come into the garden!
Marta and Charles are dancing in the dark.
Margaret: In the garden? What a laugh!
Barbara: So they are! They're dancing on the grass!
Margaret: They're dancing under the stars!
Martin: And Arnold's playing his guitar.
Barbara: Doesn't Martha look smart!
Margaret: Look at Charles! What a marvellous dancer!
Barbara: Ah! Let's take a photograph of Martha and Charles.
Martin: We can't. It's too dark.



23

👂 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /ɑ:/. (Sound Right 11.2)

- A: Aren't Carl and Marcia ghastly people?
B: Ghastly, aren't they?
A: But aren't their parties marvellous?
B: Oh, they have marvellous parties, yes.
A: Charles and Martha have ghastly parties.
B: Mm. But they're marvellous people, aren't they?
A: They're marvellous people, yes.
B: What time does their ghastly party start, by the way?



24

Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /ɑ:/ correctly.

1. "It's hard to park such a large car in the dark", Arthur remarked.
2. Come, come, stay calm, stay calm,
No need for alarm,
It only hums, it doesn't harm.
3. Cast the last nasty card.
4. He laughs best who laughs last.



25

👂 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /ɒ/. (Sheep or Ship, Unit 8)

TV advertisement for 'Onwash'

- Voice A: What's wrong with you, Mrs Bloggs?
Mrs Bloggs: What's wrong with me? I want a holiday from this horrible job of washing socks!

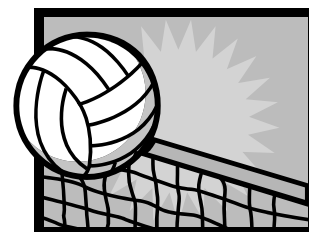
Voice B: Buy a bottle of “Onwash”, Mrs Bloggs!
 Voice C: “Onwash” is so soft and strong.
 Voice D: You don’t want lots of hot water with “Onwash”.
 Voice A: It’s not a long job with “Onwash”.
 Voice B: Use “Onwash” often.
 Voice C: You won’t be sorry when you’ve got
 “Onwash”.
 Voice D: Everybody wants “Onwash”.
 Everybody: “Onwash” is so popular!



26 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /ɔ:/. (Sheep or Ship, Unit 9)

Sports report from Channel 4

Announcer: This morning the Roarers football team arrived back from York. Paul Short is our sports reporter, and he was at the airport.
 Paul Short: Good morning. This is Paul Short. All the footballers are walking towards me. Here’s George Ball, the goalkeeper. Good morning, George.
 George Ball: Good morning. Are you a reporter?
 Paul Short: Yes. I’m from Channel 4. Please tell our audience about the football match with York.
 George Ball: Well, it was awful. We lost. And the score was four, forty-four. But it wasn’t my fault.
 Paul Short: Whose fault was it?
 George Ball: The forwards.
 Paul Short: The forwards?
 George Ball: Yes. The forwards. They were always falling dawn or losing the ball!



27 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /ɔ:/. (Sound Right 24.1)

A: So this is your small daughter.
 B: I’m called Paula. And I’m not small, I’m tall.
 A: Can you walk?
 B: Of course – I can walk and walk. And I’m never naughty!
 A: Well, look, Paula – I’ve brought you a small present. It’s a lovely ball.
 B: And I’ve got four balls already!



28 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sounds /ɔ:/ and /ɒ/. (Sound Right 26.1)

- A: I've bought a dog, Polly.
 B: What sort of dog, Paul?
 A: Oh, just an ordinary dog, Polly.
 B: What's it called?
 A: Oh, it's got just an ordinary name.
 B: Is it called Spot?
 A: No – it's called... Polly.

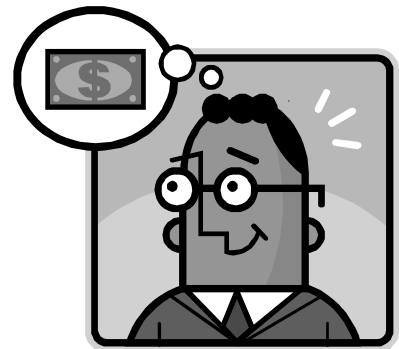


29 **Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /ɔ:/ and /ɒ/ correctly.**

1. The socks that the shop had got in stock were not what I wanted.
2. Octopus ocular optics.
3. George ought to draw up a short report on this morning's talk.
4. Salty broccoli, salty broccoli, salty broccoli...

30 **Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /ɜ:/. (Sound Right 16.1)**

- A: What does Irvine do?
 B: I'm not certain. But he earns a lot. He has money to burn.
 A: And Bernard?
 B: Oh, I prefer Bernard, of course, but...
 A: What a superb fur coat, by the way!
 B: As I say, I prefer Bernard, of course, but...
 A: And what beautiful pearls!



31 **Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /ɜ:/. (Sound Right 16.2)**

- A: Sh! There's a burglar behind the curtain!
 B: Are you certain, Bertha?
 A: Don't disturb him! He might hurt us – or worse, he might even murder us!
 B: But are you perfectly certain it's a burglar?
 A: Perfectly. Only a burglar would hide behind a curtain in that way.
 B: Oh, Bertha – do you remember Percy Turner?
 A: Sh! Gertrude! We're not the girls we were thirty years ago, you know.



32 **Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /ɜ:/. (Sheep or Ship, Unit 12)**

The worst nurse

- Sir Herbert: Nurse!
 Colonel Burton: Nurse! I'm thirsty!

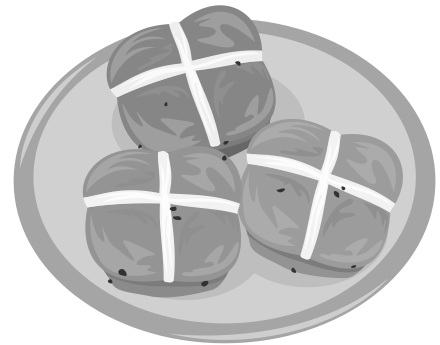
Sir Herbert: Nurse! My head hurts!
 Colonel Burton: NURSE!
 Sir Herbert: Curse these nurses!
 Colonel Burton: Nurse Sherman always wears such dirty shirts.
 Sir Herbert: And such short skirts.
 Colonel Burton: She never arrives at work early.
 Sir Herbert: She and... er... Nurse Turner weren't at work on Thursday, were they?
 Colonel Burton: No, they weren't.
 Sir Herbert: Nurse Sherman is the worst nurse in the ward, isn't she?
 Colonel Burton: No, she isn't. She's the worst nurse in the world!



33 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sounds /ɜ:/ and /ʌ/.

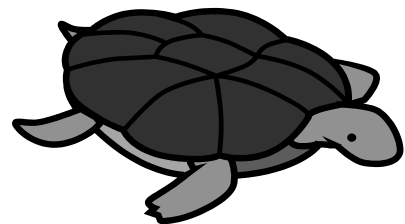
(Sound Right 17.1)

A: Something's burning.
 B: Oh, my buns!
 A: Mm! I love burnt buns!
 B: Curse this... oven! Curse it!
 A: But I prefer burnt buns.
 B: It's the worst... oven in the world!
 A: Wonderful! A perfect bun! Perfect!
 B: Well, there are thirty of them. Have another.
 A: Mm! Lovely!



34 Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /ɜ:/ correctly.

- How much myrtle would a wood turtle hurdle
 If a wood turtle could hurdle myrtle?
 A wood turtle would hurdle as much myrtle
 As a wood turtle could hurdle
 If a wood turtle could hurdle myrtle.
- Percy was the first to learn that an early bird catches the first worm.



35 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sounds /u:/ and /ʊ/.

(Sound Right 29.1)

A: Who would he choose?
 B: He'd choose you.
 A: He wouldn't choose me, I'm much too young. He doesn't think I could do it.

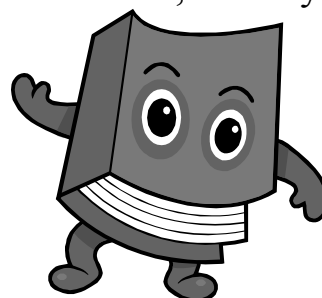
B: Well, if he wouldn't choose you, who would he chose?
A: He'd choose Wood. Wood's very good.
B: Mm. Much too good to be true.

36

🔊 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /u/. (Sheep or Ship, Unit 10)

A lost book

Mr Cook: Woman! Could you tell me where you've put my book?
Mrs Cook: Isn't it on the bookshelf?
Mr Cook: No. The bookshelf is full of your cookery books.
Mrs Cook: Then you should look in the bedroom, shouldn't you?
Mr Cook: I've looked. You took that book and put it somewhere, didn't you?
Mrs Cook: The living-room?
Mr Cook: No. I've looked. I'm going to put all my books in a box and lock it!
Mrs Cook: Look, Mr Cook! It's on the floor next to your foot.
Mr Cook: Ah! Good!



37

🔊 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /u:/. (Sheep or Ship, Unit 11)

In a good school

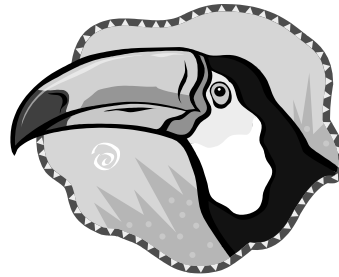
Miss Luke: Good afternoon, girls.
Girls: Good afternoon, Miss Luke.
Miss Luke: This afternoon we're going to learn how to cook soup. Open your books at unit twenty-two.
Prue: Excuse me, Miss Luke.
Miss Luke: Yes, Prue?
Prue: There's some chewing gum on your shoe.
Miss Luke: Who threw their chewing gum on the floor? Was it you, Prue?
Prue: No, Miss Luke. It was June.
Miss Luke: Who?
Prue: June Cook.
June: It wasn't me, stupid. It was Sue.
Sue: It was you!
June: It wasn't me, you stupid fool. My mouth's full of chewing gum. Look, Miss Luke!
Sue: Stop pulling my hair, June. It was you!
June: YOU!
Sue: YOU!
Miss Luke: Excuse me! You're being very rude. You two nuisances can stay in school this afternoon instead of going to the swimming pool.



38

Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /u:/ and /ʊ/ correctly.

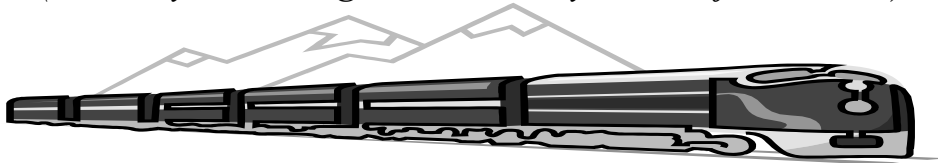
1. How many cookies could a good cook cook
If a good cook could cook good cookies?
A good cook could cook as many cookies
As a good cook who could cook cookies.
2. The cook took a good look at the pudding
And put sugar in it.
3. Whatever one toucan can do
Is sooner done by toucans two.
And three toucans can do
Much more than two can do.
4. If Stew chews shoes, should Stew
choose the shoes he chews?
5. Tuesday's too soon to bring the new music stool into the school.

**39**

Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /ei/. (Sheep or Ship, Unit 15)

At the railway station

(Mr Grey is waiting at the railway station for a train.)



- Mr Grey: Hey! This train's late! I've been waiting here for ages.
Porter: Which train, sir?
Mr Grey: The 8.18 to Baker Street.
Porter: The 8.18? I'm afraid you've made a mistake, sir.
Mr Grey: A mistake? My timetable says: Baker Street train – 8.18.
Porter: Oh no, sir. The Baker Street train leaves at 8.08.
Mr Grey: At 8.08?
Porter: You see, sir, they changed the timetable at the end of April.
It's the first of May today.
Mr Grey: Changed it? May I see the new timetable?
Porter: It says: Baker Street train – 8.08.
Mr Grey: Hm! So the train isn't late. I'm late.

40

Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /ei/. (Sound Right 8.1)

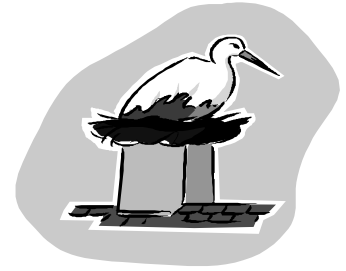
- A: Oh, may I stay, Mummy? Please, say I can stay all day.
B: Yes. If they say you may.
A: They've got lots of places to play and they've...
B: Wait, Jane!

A: I'll take my painting book, and some of my games...

B: Wait – till they say you may!

41 Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /ei/ correctly.

1. My dame has a lame tame crane,
My dame has a crane that is lame.
Let my dame's tame crane
Feed and come home again.
2. On a lazy laser raiser lies a laser ray eraser.
3. Mr Grey is waiting at the railway station for a train.



42 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /ai/. (Sheep or Ship, Unit 16)

Mike, Myra and Violet

(Myra and Violet are typists in the library)

Myra: *(smiling)* Hello, Mike!

Mike: Hello, Myra. Hello, Violet! You're looking nice, Violet.
(silence)

Mike: Would you like some ice-cream, Violet?

Violet: No thanks, Mike. I'm busy typing. Talk to me some other time. I have ninety-nine pages to type by Friday.

Mike: Never mind. Do you like riding, Violet?

Violet: Sometimes.

Mike: Would you like to come riding with me tonight, Violet?

Violet: Not tonight, Mike. I'm going for a drive with Nigel.

Mike: What about Friday?

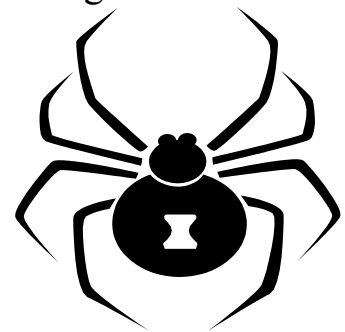
Violet: I'm going climbing with Miles.

Mike: Hm! Oh, all right. Bye!

Myra: Violet, he's put something behind your typewriter.

Violet: Is it something nice, Myra?

Myra: No, it's a spider.



43 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /ai/. (Sound Right 22.1)

A: Do you like my bike?

B: Yes – it's a fine bicycle.

A: I think it's very nice.

B: But why did you buy it?

A: I didn't buy it. I've hired it for a fortnight.

B: But why? You don't like cycling or any kind of exercise.

A: Well, Myra likes cycling, and I like Myra.



B: Does Myra like you?

A: In a fortnight she might, if I'm still alive.

44 Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /aɪ/ correctly.

1. No need to light a night light on a light night like tonight.
2. I'm driving rather nice with Nigel sitting by my side.

45 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /ɔɪ/. (*Sheep or Ship, Unit 17*)

Joyce's Rolls Royce

(Joyce takes her Roll Royce to the garage.)

Garage boy: What a terrible noise.

Joyce: Eh?

Garage boy: *(raising his voice)* WHAT A TERRIBLE NOISE!
This is the noisiest Rolls Royce I've ever heard.

Joyce: *(pointing)* It's out of oil.

Garage boy: Out of oil? And look! The water's boiling. Madam, a Rolls Royce isn't a toy. Perhaps you've spoilt the motor or even destroyed it.

Joyce: How annoying! While you're changing the oil, I'll go and visit my boyfriend, Roy.

46 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sounds /aɪ/ and /ɔɪ/.

(Sound Right 23.1)

A: What shall I buy for Simon?

B: You spoil that boy.

A: But he'll cry if I don't buy him a toy.

B: Let him cry. He's got plenty of toys. Why not to buy him an ice-cream?

A: Last time he said he didn't like ice-cream.

B: Well, I enjoy it.



47 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /aʊ/.

(Sheep or Ship, Unit 19)

A mouse in the house

Mrs Brown: *(shouting loudly)* I'VE FOUND A MOUSE!

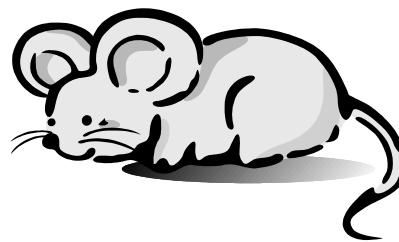
Mr Brown: Ow! You're shouting too loudly. Sit down and don't shout.

Mrs Brown: *(sitting down)* I've found a mouse in the house.

Mr Brown: A brown mouse?

Mrs Brown: Yes. A little round mouse. It's running around in the lounge.

Mr Brown: On the ground?
 Mrs Brown: Yes. It's under the couch now.
 Mr Brown: Well, get it out.
 Mrs Brown: How?
 Mr Brown: Turn the couch upside-down.
 Get it out somehow. We don't want a mouse in our house.
 Ours is the cleanest house in the town!



48 Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /aʊ/ correctly.

1. The mouse that I found in our house
Was running around in the lounge.
2. Clowns grow glowing crowns.

49 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sounds /aʊ/ and /əʊ/.

(Sound Right 30.1)

A: Is Howard in or out?
 B: Howard! Howard!
 A: It sounds as if he's out.
 B: I'll shout a bit louder. Howard!
 A: Howard! Sue Brown's in town!
 B: Mm. It sounds as if he's in.

50 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /əʊ/. *(Sheep or Ship, Unit 20)*

Snow in October

(Joe Jones is sleeping, but Joan woke up a few minutes ago)

Joan: Joe! Joe! JOE! Hello!
 Joe: *(groans)* Oh! What is it, Joan!
 Joan: Look out of the window.
 Joe: No. My eyes are closed, and I'm going to go to sleep again.
 Joan: Don't go to sleep, Joe. Look at the snow!
 Joe: Snow? But it's only October. I know there's no snow.
 Joan: Come over to the window, Joe.
 Joe: You're joking, Joan. There's no snow.
 Joan: OK. I'll put my coat on and go out and make a snowball and throw it at your nose, Joe Jones!



51 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sounds /aʊ/ and /əʊ/.

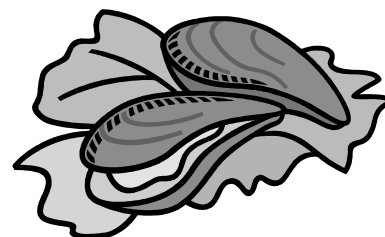
(Sound Right 30.2)

- A: What was the row about?
 B: He took me out in his boat. It's a motor-boat.
 But it broke down.
 A: So he rowed you home.
 B: No, his doctor won't allow him to row. He's
 had a broken shoulder, you know. So I rowed and we had a row.
 A: Well, if he's had a broken shoulder, how could he row?
 B: Oh, I don't mind rowing.
 A: Well, then...
 B: But he told me I was slow!



52 Practise reading the following tongue twisters as quickly as possible.
 Make sure you pronounce all the sounds /əʊ/ and /ɔɪ/ correctly.

- Moses supposes, his toeses are roses,
 But Moses supposes erroneously;
 For nobody's toeses are posies of roses
 As Moses supposes his toeses to be.
- Joan's boyfriend Joe knows that there is no snow in October.
- No nose knows like a gnome's nose knows.
- What noise annoys an oyster most?
 A noisy noise annoys an oyster most.
- Joyce's boyfriend has the noisiest Rolls-Royce
 with a destroyed motor.



53 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /ɪə/. (*Sheep or Ship, Unit 22*)

A bearded mountaineer

(Mr and Mrs Lear are on holiday in Austria)

- Mr Lear: Let's have a beer here, dear.
 Mrs Lear: What a good idea! They have very good beer here. We came here last year.
 Mr Lear: The atmosphere here is very clear.
 Mrs Lear: And it's windier than last year.
 Mr Lear: (*speaking to the waiter*) Two beers, please.
 Mrs Lear: Look, dear! Look at that mountaineer drinking beer.
 Mr Lear: His beard is in his beer.
 Mrs Lear: His beard has nearly disappeared into his beer!
 Mr Lear: Sh, dear! He might hear.
 Waiter: (*bringing the beer*) Here you are, sir. Two beers.
 Mr Lear: (*drinking his beer*) Cheers, dear!
 Mrs Lear: Cheers! Here's to the bearded mountaineer!



54

🔊 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /eə/. (*Sheep or Ship, Unit 23*)

A pair of hairbrushes

- Mary: I've lost two small hairbrushes, Claire. They're a pair.
 Claire: Have you looked carefully everywhere?
 Mary: Yes. They're nowhere here.
 Claire: Have you looked upstairs?
 Mary: Yes. I've looked everywhere upstairs and downstairs. They aren't anywhere.
 Claire: Hm! Are they square, Mary?
 Mary: Yes. They're square hairbrushes. Have you seen them anywhere?
 Claire: Well, you're wearing one of them in your hair!
 Mary: Oh! Then where's the other one?
 Claire: It's over there under the chair.

**55**

Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /ɪə/, /eə/ and /ʊə/ correctly.

1. The bearded mountaineer has a fear of putting his beard into his beer.
2. Near an ear, a nearer ear, a nearly eerie ear.
3. The square hairbrushes that I lost are nowhere, upstairs or downstairs.
4. He was cured during his tour of Europe.



CONSONANTS

56

🔊 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /p/. (*Sheep or Ship, Unit 24*)

Passports, please

(*Mr and Mrs Lear Tupman are at the airport. They have just got off the plane from Paris.*)

- Official: Passports, please!
 Mr Tupman: I think I've lost the passports, Poppy.
 Mrs Tupman: How stupid of you, Peter! Didn't you put them in your pocket?
 Mr Tupman: (*emptying his pockets*) Here's a pen... a pencil... my pipe... a postcard... an envelope... a stamp... a pin...
 Mrs Tupman: Oh, stop taking things out of your pockets. Perhaps you put them in the plastic bag.
 Mr Tupman: (*emptying the plastic bag*) Here's a newspaper... an apple... a pear... a plastic cup... a spoon... some paper plates... a piece of pork pie... a pepper pot...

Mrs Tupman: Oh, stop pulling things out of the plastic bag, Peter. These people are getting impatient.

Mr Tupman: Well, help me, Poppy.

Mrs Tupman: We've lost our passports. Perhaps we dropped them on the plane.

Official: Then let the other passengers past, please.

Mr Tupman: Poppy, why don't you help? You aren't being very helpful. Put the things in the plastic bag.

Official: Your name, please?

Mr Tupman: Tupman.

Official: Please go upstairs with this policeman, Mr Tupman.



57 Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /p/ correctly.

1. Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?
2. A proper cup of coffee from a proper copper coffee pot.



58 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /b/. (Sheep or Ship, Unit 25)

Happy birthday

Bob: Hello, Barbara.

Barbara: Hello, Bob. It's my birthday today.

Bob: Oh, yes! Your birthday! Happy birthday, Barbara!

Barbara: Thanks, Bob. Somebody gave me this blouse for my birthday.

Bob: What a beautiful blouse! It's got brown and blue butterflies on it.

Barbara: And big black buttons.

Bob: Did Ruby buy it for you?

Barbara: Yes. And my brother gave me a hairbrush and a book about baby birds.

Bob: I didn't remember your birthday, Barbara. I'm terribly sorry.

Barbara: Well, you can buy me a big bottle of perfume, Bob!

Bob: I've got a better idea. We'll get into a cab and go to a pub, and I'll buy you a bottle of beer!



59 Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /b/ correctly.

1. Betty Botter had some butter,
"But", she said, "this butter's bitter.
If I bake this bitter butter,

It would make my batter bitter.
 But a bit of better butter,
 That would make my batter better".
 So she bought a bit of butter,
 Better than her bitter butter –
 And she baked it in her batter;
 And the batter was not bitter.
 So 'twas better Betty Botter
 Bought a bit of better butter.



2. Good, better, best! Never let it rest,
 Till your good is better, and your better best.
3. To begin to toboggan first, buy a toboggan.
 But do not buy too big a toboggan!
 Too big a toboggan is too big a toboggan
 To buy to begin to toboggan.



60 Practise reading the following tongue twisters as quickly as possible.
 Make sure you pronounce all the sounds /t/ correctly.

1. Two tiny tigers take two taxis to town.
2. Tommy Tucker tried to tie Tammy's Turtles tie.
3. Never trouble trouble till trouble troubles you.
 It only doubles trouble and troubles others, too.
4. Three tree turtles took turns talking tongue twisters.
 If three tree turtles took turns talking tongue twisters,
 Where're the twisters the three tree turtles talked?



61 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /d/. (*Sheep or Ship, Unit 27*)

A damaged telephone

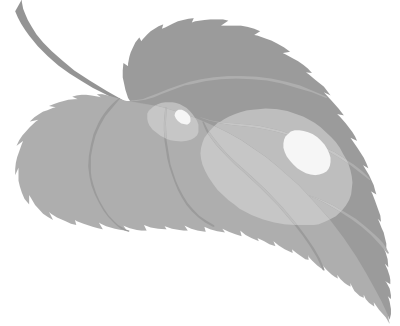
- Daisy: Dunston 238282.
 Donald: Hello, Daisy. This is Donald.
 Daisy: Oh, hello, darling.
 Donald: What did you do yesterday, Daisy? You forgot our date, didn't you?
 Daisy: Well, it rained all day, Donald, and I had a bad cold, so I decided to stay at home.
 Donald: Did you? I telephoned twenty times and nobody answered.
 Daisy: Oh, the telephone was damaged. They repaired it today.
 Donald: What did David do yesterday? Did he and Dotty go dancing?
 Daisy: No. They stayed at home and played cards with the children.
 Donald: And what did you do? Did you play cards too?
 Daisy: No. Sidney and I listened to the radio and studied. What did you do yesterday, Donald?
 Donald: I've just told you, Daisy. I tried to phone you twenty times!



62

Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /d/ correctly.

- How much dew does a dewdrop drop
If dewdrops do drop dew?
They do drop, they do
As do dewdrops drop
If dewdrops do drop dew.
- How much dough would Bob Dole dole
If Bob Dole could dole dough?
Bob Dole would dole as much dough as Bob Dole could dole
If Bob Dole could dole dough.

**63**

Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /k/. (Sheep or Ship, Unit 28)

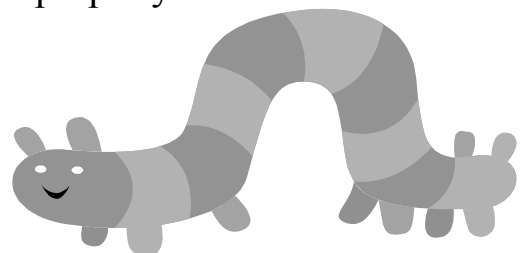
The cuckoo clock

- Mrs Cook: Would you like some cream in your coffee, Mrs Clark?
Mrs Clark: No, thank you. But I'd like a little milk.
Mrs Cook: Would you like some chocolate cakes?
Mrs Clark: Thank you.
Mrs Cook: Take two. Here's a cake fork, and here's a...
Mrs Clark: Excuse me, Mrs Cook. But what's that next to your bookshelf? Is it a clock?
Mrs Cook: Yes. It's an American cuckoo clock.
Mrs Clark: Is it plastic?
Mrs Cook: Oh, no, Mrs Clark. It's a very expensive clock. It's an electric clock.
Mrs Clark: Well, it's exactly six o'clock now, and it's very quiet. Doesn't it say 'cuckoo'?
Mrs Cook: Of course, Mrs Clark. Look!
Clock: Cuckoo! Cuckoo! Cuckoo! Cuckoo! Cuckoo! Cuckoo!
Mrs Clark: How exciting! What a clever clock!
Clock: Cuckoo!

**64**

Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /k/ correctly.

- If coloured caterpillars could change their colours constantly,
Could they keep their coloured coat coloured properly?
- Critical cricket critic.
- Clean clams crammed in clean cans.
- A canner exceedingly canny
One morning remarked to his granny:
"A canner can can everything that he can,
But he can't can a can, can he?"



5. Cook, come quickly!
 Quickly, cook!
 You'd better come and look.
 Cake is taking no time baking.
 Look, cook! Look, cook!

65  **Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /g/. (Sheep or Ship, Unit 29)**

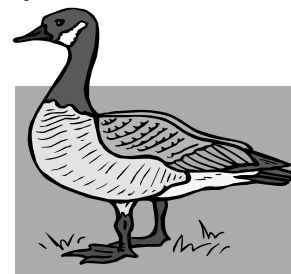
Guests in August

- Craig: I've just got a telegram from Margaret and Greg.
 Carol: Are they coming to England again?
 Craig: Yes. At the beginning of August.
 Carol: Good. We can all get together again.
 Craig: I'm glad they're coming in August.
 We can take the dog and go for walks together.
 Carol: Yes. And we can give a garden party.
 Craig: And Margaret can play her guitar in the garden and sing Greek songs again.
 Carol: Yes. August is a good time to come to England.



66 **Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /g/ correctly.**

- Three grey geese in the green grass grazing.
 Grey were the geese
 And green was the grazing.
- How much ground would a groundhog hog
 If a groundhog could hog ground?
 A groundhog would hog all the ground he could hog
 If a groundhog could hog ground.



67  **Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /s/. (Sheep or Ship, Unit 30)**

It's expensive

- Sam: Let's go to the seaside on Saturday.
 Alice: Yes! Let's go sailing and water-skiing. That's exciting.
 Sam: It's expensive, too. Let's just sit in the sun and go swimming instead.
 Alice: Let's stay in the Six Star Hotel and spend Sunday there, too.
 Sam: Be sensible, Alice. It's too expensive. Let's sleep outside instead.
 Alice: Yes. Let's sleep on the sand. That's more exciting.



68

Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /s/ correctly.

1. Singing Sammy sang songs on sinking sand.
2. A sailor went to sea to see what he could see.
And all that he could see was sea, sea, sea.
3. Seven slick slimey snakes slowly sliding southward.

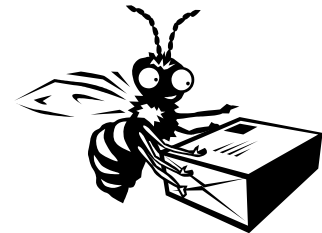


69

Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /z/. (Sheep or Ship, Unit 31)

Surprises in the post office

Mrs Smith: This parcel smells, Mrs Jones.
 Mrs Jones: Something's written on it.
 Mrs Smith: What does it say?
 Mrs Jones: It says: This parcel contains six mice.
 Mrs Smith: Pooh!
 Mrs Jones: Listen! What's in this sack?
 Mrs Smith: It's making a strange hissing noise.
 Sack: *(hisses)* Sssssssssssssss!
 Mrs Jones: Mrs Smith! It's a sack of snakes!
 Mrs Smith: So it is! And what's in this box, Mrs Jones?
 Mrs Jones: It's making a buzzing sound.
 Box: *(buzzes)* Zzzzzzzzzzzzz!
 Mrs Smith: These are bees!
 Mrs Smith: A parcel of mice! And a sack of snakes! And a box of bees! This is very surprising.
 Mrs Jones: It's amazing. This isn't a post office, Mrs Jones. It's zoo!



70

Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /z/ correctly.

1. She sees seas slapping shores.
2. Fuzzy Wuzzy was a bear,
Fuzzy Wuzzy had no hair,
Fuzzy Wuzzy wasn't very fuzzy, was he?
3. Susie is kept busy visiting zebras at the zoo.

71

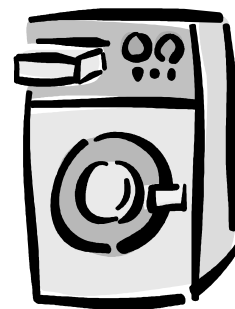
Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /ʃ/. (Sheep or Ship, Unit 32)

A special washing machine

Mrs Marsh: Does this shop sell washing machines?
 Mr Shaw: Yes. This is the newest washing machine, madam.

Mrs Marsh: Is it Swedish?
 Mr Shaw: No, madam. It's English.
 Mrs Marsh: Please show me how it washes.
 Mr Shaw: Shall I give you a demonstration? Here are some sheets and shirts. You put them in the machine. You shut the door. And you push this button.

Mrs Marsh: The machine shouldn't shake like that, should it?
 Mr Shaw: Washing machines always shake, madam. Ah! It's finished now.
 Mrs Marsh: But the sheets have shrunk, and so have the shirts.
 Mr Shaw: Do you wish to buy this machine, madam?
 Mrs Marsh: I'm not sure.



72 Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /ʃ/ correctly.

1. This is Mrs Smith.
 She sells sea-shells by the sea-shore.
 The shells that she sells are sea-shells I'm sure.
 But if Sally sells sea-shells by the sea-shore,
 Then where are the sea-shells Sally sells?
2. Six selfish shellfish.
3. Wishes don't wash dishes.
4. Ashley is a shy fish.
5. Sherwood is on a fishing expedition.
6. Five fit fishers shipped six thick fish dishes.



73 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /ʒ/. (Sheep or Ship, Unit 33)

Television programmes: Channel O

- 7.00 – Children's film: "Treasure Island"
- 7.15 – News comment: An Unusual Collision
- 7.30 – Fashion: Casual Clothes
- 7.45 – Travel film: Across Asia in a Peugeot
- 8.15 – Do-it-yourself: How to Measure a New Garage
- 8.30 – Variety show: It's a Pleasure



74 Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /ʒ/ correctly.

1. They took usual measures.
2. The vision was a real pleasure.

75 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /tʃ/. (Sheep or Ship, Unit 34)

At the butcher's shop

- Butcher: Good morning, Mrs Church.
Mrs Church: Good morning, Mr Cheshire. I'd like some chops for the children's lunch.
Butcher: Chump chops or shoulder chops, Mrs Church?
Mrs Church: I'll have four shoulder chops, and I want a small chicken.
Butcher: Would you like to choose a chicken, Mrs Church?
Mrs Church: Which one is cheaper?
Butcher: This one's the cheapest. It's a delicious chicken.
Mrs Church: How much is all that? I haven't got cash. Can I pay by cheque?
Butcher: Of course, Mrs Church.



76

Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /tʃ/ correctly.

1. Chester Cheetah chews a chunk of cheap cheddar cheese.
2. How much wood would a woodchuck chuck
If a woodchuck could chuck wood?
He would chuck as much wood as a woodchuck could chuck
If a woodchuck could chuck wood.
3. Out in the pasture the nature watcher watches the catcher while the catcher watches the pitcher who pitches the balls.
Whether the temperature's up or whether the temperature's down, the nature watcher, the catcher and the pitcher are always around. The pitcher pitches, the catcher catches and the watcher watches. So whether the temperature rises or whether the temperature falls the nature watcher just watches the catcher who's watching the pitcher who's watching the balls.



77

Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /dʒ/. (Sheep or Ship, Unit 35)

George Churchill

- Jerry: Just outside this village there's a very dangerous bridge.
John: Yes. Charles told me two jeeps crashed on it in January. What happened?
Jerry: Well, George Churchill was the driver of the larger jeep, and he was driving very dangerously. He'd been drinking gin.
John: George Churchill? Do I know George Churchill?
Jerry: Yes. That ginger-haired chap. He's the manager of the travel agency in Chester.
John: Oh, yes. I remember George. He's always telling jokes. Well, was anybody injured?

Jerry: On, yes. The other jeep went over the edge of the bridge, and two children and another passenger were badly injured.
 John: Were both the jeeps damaged?
 Jerry: Oh, yes.
 John: And what happened to George?
 Jerry: George? He's telling jokes in jail now, I suppose!



78 Practise reading the following tongue twister as quickly as possible. Make sure you pronounce all the sounds /dʒ/ correctly.

The passengers of the jet-engine airplane flying to Germany
 Were agitated having become hostages of the hijackers.

79 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /f/. (Sheep or Ship, Unit 36)

At the photographer's

Phillip: I want a photograph of myself and my wife.
 Photographer: Please, fill in this form, sir.
 Would you prefer a full front photograph or a profile?
 Phillip: A full front, don't you think, Phillippa?
 Phillippa: Yes. A full front photograph.
 Photographer: Please sit on this sofa. Is it comfortable, Mrs Puffin?
 Phillippa: Yes. It feels fine.
 Photographer: Mr Puffin, please give a friendly laugh.
 Phillip: That's difficult. If you say something funny, I can laugh.
 Photographer: And, Mrs Puffin, please, look soft and beautiful.
 Phillip: (laughs)
 Phillippa: Is it finished?
 Photographer: Yes.
 Phillip: Will the photograph be ready for the first of February?
 Photographer: Yes. Please phone my office after five days, Mr Puffin.



80 Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /f/ correctly.

1. Flies fly but a fly flies.
2. Five fat friars frying flat fish.
3. Five fuzzy French frogs frolicked through the fields in France.
4. Four furious friends fought for the phone.
5. Five frantic frogs fled from fifty fierce fishes.
6. Freshly fried fresh flesh.



81

☞ Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /v/. (Sheep or Ship, Unit 37)

A Fine View

- Vera: Has your family lived here for very long?
 Victor: Five and a half years. We arrived on the first of February.
 Vera: What a fine view you have!
 Victor: Yes. I love living here.
 Vera: Look! You can see the village down in the valley.
 Victor: Yes. It's a lovely view.

**82**

☞ Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /v/. (Sound Right 31.2)

- A: It's marvelous, isn't it? It's a lovely view! And over there, you can see the volcano. Lovely, isn't it? A marvelous view! Don't you love this valley, Vera?
 B: Ivor, I've been feeling very tired all evening – as I've said several times.

**83**

☞ Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /w/. (Sheep or Ship, Unit 38)

A walk in the woods

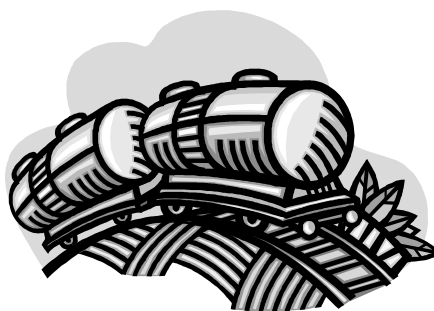
- Gwen: Did you see Victor on Wednesday, Wendy?
 Wendy: Yes. We went for a walk in the woods near the railway.
 Gwen: Wasn't it cold on Wednesday?
 Wendy: Yes. It was very cold and wet. We wore warm clothes and walked quickly to keep warm.
 Gwen: It's lovely and quiet in the woods.
 Wendy: Yes. Further away from the railway it was very quiet, and there were wild squirrels everywhere. We counted twenty squirrels.
 Gwen: How wonderful! Twenty squirrels! And did you take lunch with you?
 Wendy: Yes. About twelve we had veal sandwiches and sweet white wine, and we watched the squirrels. It was a very nice walk.

**84**

☞ Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /w/. (Sound Right 31.1)

- A: Where's the wagon?
 B: Where's what wagon?

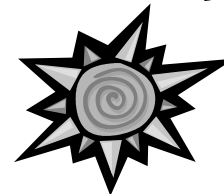
- A: The water wagon.
 B: What water wagon?
 A: The wagon with the water.
 B: What water?
 A: I want water.
 B: We all want water.
 A: Well, where's the water?
 B: Good question!



85

Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /w/ and /v/ correctly.

1. I wish to wash my Irish wristwatch.
2. Whether the weather is fine or whether the weather is not,
 Whether the weather is cold or whether the weather is hot,
 We'll weather the weather whatever the weather
 Whether we like it or not.
3. William always wears a very warm woolen vest in winter;
 Victor, however, will never wear woolen underwear, even in
 the Wild West.
4. A weaver in Vienna weaves wonderful velvet.
 But he never wears it, as the weather is warm.
5. I wish to wish the wish you wish to wish,
 But if you wish the wish the witch wishes,
 I won't wish the wish you wish to wish.
6. Very well, very well, very well... However, however, however...
7. Vinegar, veal and venison are very good victuals I vow.



86

Practise reading the following text as quickly as possible. Make sure you pronounce all the sounds /w/ and /v/ correctly.

The Vile VIP

When revising his visitor's version of a plan for a very well-paved avenue, the VIP was advised to reveal none of his motives. Eventually, however, the hapless visitor discovered his knavish views and confided that it was vital to review the plans together to avoid a conflict. The VIP was not convinced, and averred that he would have it vetoed by the vice president. This quite vexed the visitor, who then vowed to invent an indestructible paving compound in order to avenge his good name. The VIP found himself on the verge of a civil war with the visitor with whom he had previously conversed easily. It was only due to his insufferable vanity that the inevitable division arrived as soon as it did. Never again did the visitor converse with the vain VIP and they remained divided forever.

87

Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /j/. (Sheep or Ship, Unit 39)

A stupid student

Jim: Excuse me. Did you use to live in York?

Jack: Yes.

Jim: Did you use to be a tutor at the University?

Jack: Yes. For a few years.

Jim: Do you remember Hugh Young? He was a music student.

Jack: Hugh Young? Did he use to have a huge yellow jeep?

Jim: Yes. And he used to play beautiful tunes on the tuba.

Jack: Yes, I knew Hugh. He used to be a very stupid student. Do you have any news of Hugh?

Jim: Yes. He's a millionaire now in New York.

Jack: A millionaire? Playing the tuba?

Jim: Oh, no. He produces jam in tubes, and tins of sausages and onion stew, and sells them in Europe. I read about Hugh in the newspaper yesterday.

Jack: Oh! Well, he wasn't so stupid.



88

🔊 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /h/. (*Sheep or Ship, Unit 40*)

A horrible accident

Helen: Hello, Ellen.

Ellen: Hello, Helen. Have you heard? There's been a horrible accident.

Helen: Oh, dear! What's happened?

Ellen: Hilda Higgins' husband has had an accident on his horse.

Helen: How awful! Is he injured?

Ellen: Yes. An ambulance has taken him to hospital.

Helen: How did it happen?

Ellen: He was hit by an express train. It was on the crossing just behind his house.

Helen: How horrible!

Ellen: He's having an important operation in hospital now. Poor Hilda! She's so unhappy.

Helen: Perhaps he'll be all right.

Ellen: I hope so.



89

Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /h/ correctly.

1. I have a house, he has a house, we have huge houses.
2. In Hertford, Hereford and Hampshire hurricanes hardly ever happen.
3. The horses' hard hooves hit the hard highroad.
4. When in high spirits, I eat honey and ham and hum happy songs.
5. The hammer man hammers the hammer on the hard highroad.

90

☞ Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /θ/. (Sheep or Ship, Unit 41)

Gossips

Judith: Edith Smith is only thirty.

Ethel: Is she? I thought she was thirty-three.

Judith: Edith's birthday was last Thursday.

Ethel: Was it? I thought it was last month.

Judith: The Smith's house is worth thirty thousand pounds.

Ethel: Is it? I thought it was worth three thousand.

Judith: Mr Smith is the author of a book about moths.

Ethel: Is he? I thought he was a mathematician.

Judith: I'm so thirsty.

Ethel: Are you? I thought you drank something at the Smiths'.

Judith: No. Edith gave me nothing to drink.

Ethel: Shall I buy you a drink?

Judith: Thank you.

**91**

☞ Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /θ/. (Sound Right 33.1)

A: Date of birth?

B: The third of March, nineteen thirty three.

A: The third of March, nineteen thirty three.

B: I think.

A: You think what?

B: I think it was the third. But perhaps it was the fourth.

A: You think it was either the third or the fourth?

B: No, I don't think it was either the third or the fourth – I know it was the third or the fourth. And I think it was the third.

A: Mm. Well anyway, I think you ought to know...

B: Yes?

A: The positions have been taken. We've filled the vacancies already.

B: What? Both?

A: Both.

**92**

☞ Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /ð/. (Sheep or Ship, Unit 42)

The hat in the window

Miss Brothers: I want to buy the hat in the window.

Assistant: There are three hats together in the window, madam.
Do you want the one with the feathers?

Miss Brothers: No. The other one.
 Assistant: The small one for three pounds?
 Miss Brothers: No. Not that one either. That one over there. The leather one.
 Assistant: Ah! The leather one.
 Now this is another leather hat, madam. It's better than the one in the window. It's a smoother leather.
 Miss Brothers: I'd rather have the one in the window. It goes with my clothes.
 Assistant: Certainly, madam. But we don't take anything out of the window until three o'clock on Thursday.

93

Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sounds /ð/ and /f/.

(Sound Right 34.1)

A: It's got fifty pearls in it! It's worth a lot. It's worth the earth!
 B: I don't think it's worth the earth.
 A: You can have it for one thousand five hundred – as my friend.
 B: I thought a thousand would be enough.
 A: A thousand?
 B: Thirteen hundred.
 A: Thirteen fifty.
 B: You're an old thief. All right – thirteen fifty.

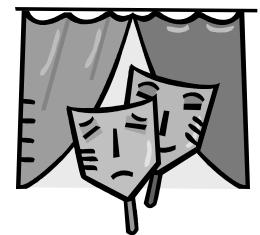


94

Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sounds /ð/ and /θ/.

(Sound Right 36.1)

A: Arthur and Martha are such enthusiasts. They're so enthusiastic.
 B: What are they so enthusiastic about?
 A: Oh, about everything. Among other things, they're both very enthusiastic about the theatre.
 B: The theatre. Mm.
 A: I loathe the theatre. And I loathe enthusiasts.
 B: I loathe Arthur and Martha.



95

Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /ð/ and /θ/ correctly.

1. He threw three socks.
2. Nothing is worth thousands of deaths.
3. Thirty-three thousand people think
That Thursday is their thirteenth birthday.
4. The thirty-three thieves thought
That they thrilled the throne throughout Thursday.



5. I thought a thought.
 But the thought I thought wasn't the thought
 I thought I thought.
 If the thought I thought I thought
 Had been the thought I thought,
 I wouldn't have thought so much.

6. Elizabeth's birthday is on the third Thursday of this month.

96 🎧 Listen and practise reading the text with a partner. Pay attention to your pronunciation of the sounds /ð/ and /θ/.

The throng of thermometers from The Thuringian Thermometer Folks arrived on Thursday. There were a thousand thirty-three thick thermometers, though, instead of a thousand thirty-six thin thermometers, which was three thermometers fewer than the thousand thirty-six we were expecting, not to mention that they were thick ones rather than thin ones. We thoroughly thought that we had ordered a thousand thirty-six, not a thousand thirty-three thermometers, and asked The Thuringian Thermometer Folk to reship the thermometers; thin, not thick. They apologized for sending only a thousand thirty-three thermometers rather than a thousand thirty-six and promised to replace the thick thermometers with thin thermometers.

97 🎧 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /m/. (*Sheep or Ship, Unit 43*)

Mum's crumpets

Jim: Mum, may Tom Mitcham come home with me for tea tomorrow?
 Mrs Smith: Of course, Jim. Have I met Tom before?
 Jim: You met him in the summer. He's very small and smart.
 Mrs Smith: Oh, yes. I remember Tom. Does his family come from Cambridge?
 Jim: Yes. Oh, Mum! Will you make some home-made crumpets tomorrow?
 Mrs Smith: Mm... maybe. If I have time.
 Jim: I told Tom about your crumpets, Mum. That's why he's coming for tea tomorrow!



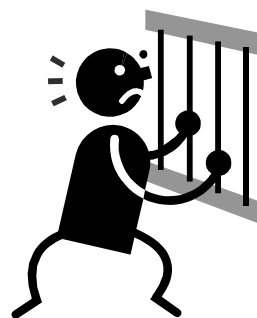
98 Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /m/ correctly.

1. Mommy made me eat my M&Ms.
2. There was minimum of cinnamon in the aluminum can.
3. Can you imagine an imaginary menagerie manager
 Imagining managing an imaginary menagerie?

99 🎧 Listen to the dialogue. Practise reading it with a partner. Pay attention to your pronunciation of the sound /n/. (*Sheep or Ship, Unit 44*)

At an accommodation agency

- Mr Mason: Good morning. Want an apartment in central London.
Manager: Certainly, sir. How much rent did you want to pay?
Mr Mason: No more than £27 a month.
Manager: £27 a month? We don't often have apartments as inexpensive as that. We have one apartment for £29 a month in Northern Avenue. It's down near the station.
Mr Mason: Is it furnished?
Manager: No. It's unfurnished. The kitchen has no oven. It's forbidden to use the garden. No friends in the apartment after eleven in the evening. No noise and no television after 11.15. No...
Mr Mason: No, thank you! I want an apartment, not a prison!



100

Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /n/ correctly.

1. He who knows and knows not
That he knows not is a fool. Shun him.
He who knows and knows not
That he knows not is a child. Teach him.
He who knows and knows not
That he knows not is asleep. Wake him.
He who knows and knows not
That he knows not is wise. Follow him.
2. Ninety-nine new-born babies need ninety-nine new napkins.



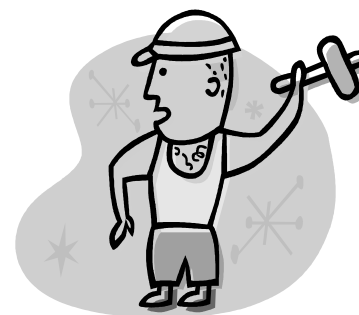
101

Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /ŋ/.

(Sheep or Ship, Unit 45)

Noisy neighbours

- Mr Pring: *(angrily)* Bang! Bang! Bang! What are the Kings doing at seven o'clock on Sunday morning?
Mrs Pring: Well, Mr King is singing.
Mr Pring: Yes, but what's the banging noise?
Mrs Pring: *(looking out of the window)* He's standing on a ladder and banging some nails into the wall with a hammer. Now he's hanging some strong string on the nails.
Mr Pring: And what's Mrs King doing?



Mrs Pring: She's bringing something pink for Mr King to drink. Now she's putting it under the ladder, and... Ohh!

Mr Pring: What's happening?

Mrs Pring: The ladder's falling.

Mr Pring: What's Mr King doing?

Mrs Pring: He's hanging from the string. He's holding the string in his fingers and he's shouting to Mrs King.

Mr Pring: And is she helping him?

Mrs Pring: No. She's running to our house. Now she's ringing our bell.

Mr Pring: I'm not going to answer it. I'm sleeping.

102 Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /ŋ/ correctly.

1. Don't spring on the inner-spring this spring
Or there will be an offspring next spring.
2. Mrs King is bringing something pink for Mr King to drink.
3. The king would sing about a ring that would go ding.

103 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /l/.
(*Sheep or Ship, Unit 46*)

Early for lunch

Mr Allen: Hello, Lily. You're looking lovely today.

Waitress: Hello, Mr Allen. You're early for lunch. It's only eleven o'clock.

Mr Allen: When I come later, there's usually nothing left.

Waitress: What would you like?

Mr Allen: Leg of lamb, please.

Waitress: And would you like a plate of salad? It's lettuce with black olives.

Mr Allen: Marvellous! I love olives.

Waitress: And would you like a glass of lemonade?

Mr Allen: Yes, please, Lily. And a slice of melon and some yellow jelly.



104 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /l/.
(*Sheep or Ship, Unit 47*)

A spoilt little boy in a bicycle shop

Paul: What a beautiful bicycle!

Uncle Bill: Paul! Be careful!

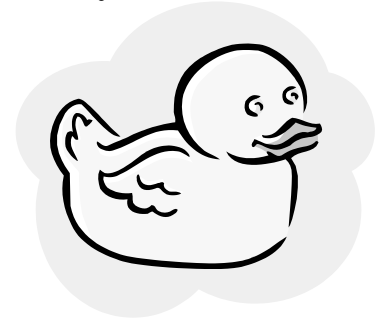
Paul: Excuse me, sir. This child is too small to ride this bicycle. It's a very difficult bicycle to...

Uncle Bill: Be careful, Paul!
 Paul: You always tell me to be careful. Don't help me. I won't fall.
 Uncle Bill: But, sir. This is a very special bicycle. It's...
 Paul: Don't pull the bicycle, Uncle Bill. I'll do it myself.
 Uncle Bill: Be sensible, Paul. This gentleman says it's a...
(Paul falls)
 Paul: It was Uncle Bill's fault. He was holding the bicycle.



105 Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /l/ correctly.

1. Luke Luck likes lakes.
 Luke's duck likes lakes.
 Luke Luck licks lakes.
 Luke's duck licks lakes.
 Duck takes licks in the lakes Luke Luck likes.
 Luke Luck takes licks in the lakes his duck likes.
2. Lucky little Lucy found the lovely locket.
 Lazy little Lucy lost the lovely locket.



106 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /r/.
(Sheep or Ship, Unit 48)

A proud parent

Mrs Randal: Are all the children grown up now, Ruth?
 Mrs Reed: Oh, yes. Laura is the cleverest one. She's a librarian in the public library.
 Mrs Randal: Very interesting. And what about Rita?
 Mrs Reed: She's a secretary at the railway station.
 Mrs Randal: And what about Rosemary? She was always a very pretty child.
 Mrs Reed: Rosemary is a waitress in a restaurant in Paris. She's married to an electrician.
 Mrs Randal: And what about Jerry and Roland?
 Mrs Reed: Jerry drives a lorry. He drives everywhere in Europe.
 Mrs Randal: Really? Which countries does he drive to?
 Mrs Reed: France and Austria and Greece and Russia.



Mrs Randal: And does Roland drive a lorry too?
 Mrs Reed: Oh, no. Roland is a pilot.
 Mrs Randal: Really? Which countries does he fly to?
 Mrs Reed: Australia and America.

107 🎧 Listen to the dialogue. Practise reading the dialogue with a partner. Pay attention to your pronunciation of the sound /r/.
 (Sheep or Ship, Unit 49)

In the airport

Announcer: The 2.30 plane to New York will depart later this afternoon at four forty-four. Passengers on this flight are forbidden to leave the airport.

Dr Darling: Wonderful! I'm going to the bar to order some more German beer.

Mr Martin: Where's the bar?

Dr Darling: It's upstairs. There's a bookshop, too. And a supermarket. This is a marvellous airport!

Mr Martin: O dear! I wanted to get to New York earlier. Ah! Here's an air hostess.

Air hostess: Excuse me. I don't understand. Has there been an emergency? Oh, no, sir. There's just a storm, and the weather forecast says it will get worse. So the plane will leave a little later this afternoon.

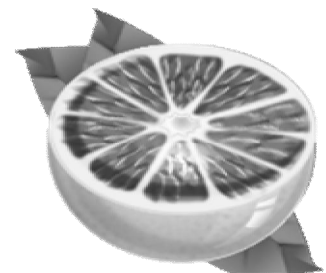
Mr Martin: Are you sure?

Air hostess: Oh, yes, sir. Our departure time is at four forty-four.



108 Practise reading the following tongue twisters as quickly as possible. Make sure you pronounce all the sounds /r/ correctly.

1. Robert Rowley rolled around roll round.
 A round roll Robert Rowley rolled round.
 Where's the round roll Robert Rowley rolled round?
2. A group of Greek gourmets agreed
 That the game under grapefruit juice was first-grade.
3. Round and round the rugged rock
 The ragged rascal ran.
 How many Rs are there in that?
 Now tell me if you can.
4. We gathered ripe red raspberries along the river road.
5. Mary reads a very rare romance.
6. Two wrongs don't make right.



“Hints on pronunciation for foreigners”

I take it you already know
Of *tough* and *bough* and *cough* and *dough*?
Others may stumble but not you,
On *hiccough*, *thorough*, *laugh* and *through*...
Well done! And now you wish, perhaps,
To learn of less familiar traps.

Beware of *heard*: a dreadful word
That looks like *beard* and sounds like *bird*.
And *dead*: it's said like *bed* not *bead* –
For goodness sake don't call it *deed*.
Watch out for *meat* and *great* and *threat*
(They rhyme with *suite* and *straight* and *debt*!)

A *moth* is not a *moth* in *mother*;
Nor *both* in *bother*, *broth* in *brother*;
And *here* is not a match for *there*,
Nor *dear* and *fear* for *bear* and *pear*.
And then there's *dose* and *rose* and *lose*
(Just look them up) and *goose* and *choose*,
And *cork* and *work* and *card* and *ward*,
And *font* and *front* and *word* and *sword*,
And *do* and *go* and *thwart* and *cart*...
Come, come! I've hardly made a start.
A dreadful language? Man alive!
I'd mastered it when I was five!

I will teach you in my verse
Words like *corps*, *corks*, *horse* and *worse*
For this phonetic labyrinth
Gives *monkey*, *donkey*, *ninth* and *plinth*;
Wounded, *rounded*, *grieve* and *sieve*;
Friend and *fiend*; *alive* and *live*.
Query does not rhyme with *very*,
Nor does *fury* sounds like *bury*.
Dies and *diet*; *lord* and *word*,
Earth and *hearth* and *clerk* and *herd*;
Evil, *devil*, *tomb*, *bomb*, *comb*;
Doll, *roll*, *dull*, *bull*, *some* and *home*.

Finally – for I've said enough –
Through, *though*, *thorough*, *plough*, *cough*, *tough*!
While *hiccough* has the sound of *cup*... My advice is: GIVE IT UP !



Pronunciation VS Spelling

Here is some pronunciation.
Ration never rhymes with *nation*.
Say *prefer*, but *preferable*,
Comfortable and *vegetable*.
B must not be heard in *doubt*,
Debt and *dumb* both leave it out.
In the words *psychology*,
Psychic and *psychiatry*,
You must never sound the **p**.
Psychiatrist you call the man
Who cures the complex, if he can.
In *architect*, **ch** is **k**.
In *arch* it is the other way.

Please remember to say *iron*
So that it'll rhyme with *lion*.
Advertisers advertise,
Advertisements will put you wise.
Time when work is done is *leisure*,
Fill it up with useful *pleasure*.
Accidental, *accident*,
Sound the **g** in *ignorant*.
Relative, but a *relation*,
Then say *creature*, but *creation*.
Say the **a** in *gas* quite short,
Bought remember rhymes with *thwart*,
Drought must always rhyme with *bout*,
In *daughter* leave the **gh** out.

Wear a *boot* upon your *foot*,
Root can never rhyme with *soot*.
In *muscle*, **sc** is **s**,
In *muscular*, it's **sk**, yes!
Choir must always rhyme with *wire*,
That, again, will rhyme with *liar*.
Then, remember it's *address*,
With an accent like *possess*.
G in *sign* must silent be,
In *signature*, pronounce the **g**.

Please remember, say *towards*
Just as if it rhymed with *boards*.
Weight's like *wait*, but not like *height*,
Which should always rhyme with *might*.
Sew is just the same as *so*,
Tie a ribbon in a *bow*.
When you meet the queen you *bow*,
Which again must rhyme with *how*.
In perfect English make a start.
Learn this little rhyme by heart.

Sounds and Letters Don't Agree

When the English tongue we speak,
Why does *break* not rhyme with *weak*?
Won't you tell me why it's true
We say *sew*, but also *few*?
And the maker of a verse
Can't rhyme his *horse* with *worse*?
Beard is not the same as *heard*.
Cord is different from *word*,
Cow is *cow*, but low is *low*,
Shoe is never rhymed with *foe*.
Think of *hose* and *dose* and *lose*,

And think of *loose* and yet of *choose*,
Think of *comb* and *tomb* and *bomb*,
Doll and *roll* and *home* and *some*.
And since *pay* is rhymed with *say*
Why not *paid* with *said* I pray?
Think of *blood* and *food* and *good*;
Mould is not pronounced like *could*.
Why is it *done*, but *gone* and *lone*
Is there any reason known?
To sum up, it seems to me
That sounds and letters don't agree.

SECTION III: GETTING ACQUAINTED AND DESCRIBING OBJECTS AROUND

GRAMMAR:

- **Articles**
- **The Plural Form of Nouns**
- **Sentence Structure**
- **Affirmative, Interrogative and Negative Sentences**
- **The “*There is/There are*” Construction**
- **The Modal Verbs *Can, May***
- **The Imperative Mood**
- **The Possessive Case**
- **Pronouns**
- **Prepositions**
- **Numerals**
- **The Present Indefinite Tense**
- **The Present Continuous Tense**
- **The “*to be going to do sth*” Construction**

Vocabulary

Об'єкти (предмети)

an apple	яблуко
a bag	сумка, сумочка
a ball	м'яч
a bed	ліжко
a blackboard; a board	шкільна дошка
a book	книга
a box	коробка
a ceiling	стеля
a chair	стілець
a clock / a watch	настінний годинник / наручний ~
a computer / a laptop	комп'ютер / портативний комп'ютер
a copy-book; an exercise book	зошит
a curtain / a curtain rail	занавіска / карниз
a desk	парта
a door	двері
a floor	підлога
a flower / a plant	квітка / (домашня) рослина
a pen	ручка
a pencil	олівець
a picture	картина

a rose	троянда
a rubber; an eraser	гумка
the sky	небо
the sun	сонце
a sunflower	сонях, соняшник
a table	стіл
a tree	дерево
a wall	стіна
water	вода
a window	вікно
a windowsill	підвіконня, підвіконник
and	та, а
but	але, проте

Colours (кольори)

black • jet-black	чорний • вороний
blue • azure • navy blue • pale blue • sky blue	блакитний, синій • лазуровий • темно-синій • блідо-синій • небесно-блакитний
brown • chocolate brown	коричневий • шоколадний
chestnut	каштановий
colourless	безбарвний
copper	мідний
cream	кремовий
crimson	малиновий
golden	золотистий
green • malachite green	зелений • малахітовий
grey	сірий
hazel	горіховий, світло-коричневий
lilac	бузковий
orange	помаранчевий
pastel	пастельний
pink; rosy	рожевий
purple	пурпурний, багряний
red • cherry-red	червоний • вишневий

reddish; ginger	червонуватий, рудий
scarlet	яскраво-червоний
silver	сріблястий
transparent	прозорий
turquoise	бірюзовий
vinous	бордовий, винний
violet	фіолетовий
white • snow-white; lily-white	білий • білосніжний
yellow	жовтий
black-and-white	чорно-білий
multicoloured	різнокольоровий
dark / dark-	темний / темно-
delicate / delicate-	ніжний / ніжно-
deep / deep-	насичений / насичено-
light / light-	світлий / світло-
bright / bright-	яскравий / яскраво-

* суфікс **-ish** додається до назв базових кольорів, щоб передати відтінок, напр. **green** (зелений) – **greenish** (зеленуватий)

Articles (Артикли)

В сучасній англійській мові є два артикли: неозначений та означений.

Неозначений артикль **a (an)**

Форма **a** /ə/ використовується перед словами, які починаються з приголосного звуку (*a book*); **an** /ən/ вживається зі словами, що починаються з голосного звуку (*an apple*).

Неозначений артикль вживається тільки зі злічуваними іменниками в однині, коли мова йде про окремого (одного) представника даного класу речей і відповідає за змістом слову “будь-який”, “один з багатьох”.

Означений артикль **the**

Має одну графічну форму, але дві фонетичних: він читається /ði/ перед голосним звуком (*the apple*) та /ðə/ перед приголосним звуком (*the bag*).

Означений артикль використовується перед злічуваними та незлічуваними іменниками як в однині, так і в множині, вказуючи на те, що мова йде про конкретну чи унікальну річ. Цей артикль відповідає за змістом словам “цей, той, котрий”.

Ці два артикли співвідносяться з іншими словами зі схожим значенням наступним чином: **a (an)** = some, any, such; **the** = this, that, the same.

“Нульовий” артикль

Відсутність артиклів має місце з незлічуваними іменниками зі значенням “будь-який” (*water*) та зі злічуваними іменниками в множині, щоб показати, що іменники використовуються в загальному сенсі (*flowers*).

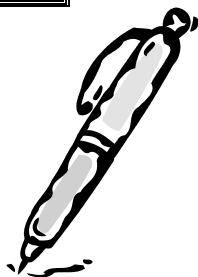
Plural of Nouns (Множина Іменників)

Зазвичай іменники утворюють множину шляхом додавання закінчення *-s* або *-es* (якщо іменник закінчується на *-s*, *-ss*, *-x*, *-sh*, *-ch*, *-tch*) до форми іменника в однині. Ці закінчення вимовляються як:

- /z/ після дзвінких приголосних та голосних: *a bed – beds, a tree – trees*;
- /s/ після глухих приголосних: *a book – books*;
- /ɪz/ після свистячих та шиплячих *-s*, *-ss*, *-x*, *-sh*, *-(t)ch*, *-(d)ge*: *a rose – roses*.

1

Supply the articles. Translate the words and phrases into Ukrainian.



_____ pen; _____ sun; _____ water; _____ apple; _____ book;
_____ table; _____ sky; _____ blue pencil; _____ orange rose;
_____ white door; _____ brown desk; _____ yellow sunflower;
_____ transparent water; _____ light-blue sky; _____ orange
boxes; _____ lilac curtain; _____ red bags; _____ snow-white
windows; _____ green chairs; _____ yellowish roses.

2

Listen and write down the colours. Repeat after the speaker. Make up phrases with these colours. Model: *red – a red rose*

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

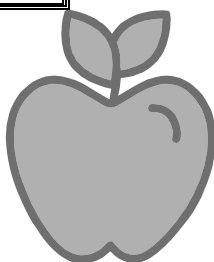
3

Write the colours.

- | | | | | | |
|------------------|---|-------|----------------|---|-------|
| 1. blue + yellow | = | _____ | 4. white + red | = | _____ |
| 2. black + white | = | _____ | 5. red + green | = | _____ |
| 3. red + yellow | = | _____ | 6. blue + red | = | _____ |

4

Translate the phrases into English.



Зелене яблуко; темна картина; рожева квітка; сріблястий карниз; сіре небо; біла дошка; світло-коричнева коробка; помаранчеве підвіконня; бірюзовий зошит; білосніжна книга; яскраво-червона троянда; сірий олівець; бордова стіна; темно-синій стіл; жовтий соняшник; прозора вода; блакитна підлога; білосніжна стеля; зелений годинник.

Demonstrative Pronouns (Вказівні Займенники)

This – These / That – Those

Вказівний займенник **this** /ðɪs/ (цей, ця, це) вживається, коли йдеться про предмет або особу, що знаходиться поблизу. У множині має форму **these** /ði:z/ (ці). Вказівний займенник **that** /ðæt/ (той, та, те) вживається, коли мова йдеться про предмет, особу, віддалену від того, хто говорить. В множині має форму **those** /ðəʊz/ (ті).

near (близько) This is a chair. These are chairs.	far (далеко) That is a box. Those are boxes.
---	--

Verb (Дієслово) to be

Дієслово **to be** відповідає українському дієслову “бути”, “перебувати”. Найчастіше вживається у функції дієслова-зв’язки у складі іменного присудка і в теперішньому часі, зазвичай, не перекладається.

Структура речень з дієсловом **to be**

Стверджувальні (+)		Заперечні (-)		Питальні (?)
Довга форма	Коротка форма	Довга форма	Коротка форма	
I am	I'm	I am not	I'm not	Am I?
You are	You're	You are not	You aren't	Are you?
He is	He's	He is not	He isn't	Is he?
She is	She's	She is not	She isn't	Is she?
It is	It's	It is not	It isn't	Is it?
We are	We're	We are not	We aren't	Are we?
You are	You're	You are not	You aren't	Are you?
They are	They're	They are not	They aren't	Are they?

5

Change the sentences according to the model.



Model: *This/It is a chair. – These/They are chairs.*
chair That/It is a chair. – Those/They are chairs.

Box, pen, door, flower, apple, window, computer, picture, blackboard, book.

Примітка: якщо у фразі чи реченні слово закінчується літерою “r” чи буквосполученням “re” а наступне слово починається з голосної фонемі і між ними немає паузи, то зв’язуючий звук /r/ є обов’язковим. *Наприклад: These are apples. /ði:z a: r æplz||/*

6

Fill in the verb **to be** in the Present Simple Tense.

- This _____ a wall.
- The boxes _____ white.
- That curtain _____ purple.
- The copy-books _____ red.
- These _____ sunflowers.
- These windows _____

_____ silver. 7. This _____ an apple. 8. The chair _____ grey. 9. This eraser _____ white. 10. This _____ a yellow chair. 11. The books _____ greenish. 12. I _____ Olivia. 13. She _____ Sarah. 14. It _____ water. 15. I _____ Ann.

7

Rewrite the sentences with the colour.

1. This pen is ULBE. 2. The apple is DRE. 3. The trees are NEREG. 4. That bag is TEHIW. 5. The table is KLBAC. 6. The windows are WELOYL. 7. The chair is ENOGRA. 8. The door is WBORN.

8

Translate the sentences into English. Then make them plural.



1. Квітка жовто-пурпурова. 2. Це біла троянда. 3. То сірий олівець. 4. То темно-коричнева парта. 5. Це білосніжна занавіска. 6. Це біло-сріблястий карниз. 7. Картина світло-рожева. 8. Підлога темно-зелена. 9. Соняшник світло-жовтий. 10. Двері темно-сірі. 11. Яблуко біло-рожеве.

9

Translate the sentences into English. Then make them plural.

1. Це не зелена дошка. 2. Це не чорна ручка. 3. Те вікно не червоне. 4. Це не фіолетова сумка. 5. То не коричневе дерево. 6. Підвіконня не світло-жовте. 7. Сонце не яскраво-біле. 8. Це не світло-помаранчева троянда. 9. Комп'ютер не темно-зелений. 10. Те ліжко не світло-блакитне. 11. Ця стіна не білосніжна. 12. То не золотиста коробка. 13. Це не білувата стіна.

10

Describe the pictures according to the model.

Model: *This is a tree. The tree is green.*



Interrogative Sentences (Questions) (Питальні речення)

1. General Questions. (Yes/No) Загальні питання – це такі питальні речення, на які можна відповісти “так” або “ні”. Вони ставляться до всього речення з метою отримати підтвердження або заперечення інформації та, як правило, вимовляються з висхідною інтонацією. Починаються загальні питання з допоміжного чи модального дієслова, після якого стоїть підмет, а потім – основне дієслово. Якщо присудок у реченні виражений дієсловом *to be*, воно стоятиме на початку речення.

2. Alternative questions. (or) Альтернативні питання передбачають вибір. За будовою це загальні питання, що містять альтернативу (варіанти відповіді). Вони можуть бути окремими або входити до складу спеціального питання. Частини альтернативного питання з'єднуються сполучником *or (чи)*. У таких питаннях перша частина вимовляється з висхідною інтонацією, а друга – з низхідною.

3. Tag-questions / Disjunctive questions. Розділові питання вживаються для підтримки бесіди, уточнення інформації. Мають дві частини. У першій міститься розповідне речення у стверджувальній або заперечній формі, у другій – стисле загальне питання. У другій частині вживаються займенник (відповідає підмету основної частини) та допоміжне чи модальне дієслово (співвідносне з присудком). Перша частина речення (до коми) має низхідний тон як у стверджувальних реченнях, “хвостик” (після коми) вимовляється з висхідним термінальним тоном і перекладається “*чи не так?*”

4. Special Questions. Спеціальні питання – це питання до певних членів речення. Вони використовуються, коли необхідно отримати детальну або конкретну інформацію. Інтонація в них нейтральна, падаюча, часто починається з високих тонів із наголосом на ключових словах.

Починаються такі питання з питального слова чи конструкції:



What – що? (питання до підмета)

Who – хто? (питання до підмета)

When – коли?

Where – де? куди?

Why – чому?

Which – який з? (на вибір)

What + іменник без артикля – який? (до означення)

What colour – якого кольору?

How – як?

How much – скільки? (з незлічуваними іменниками)

How many – скільки? (зі злічуваними іменниками)

How often – як часто?

Who (Whom) – кому?

Whose – чий? чия? чиє? чий?

Who – кого? (питання до додатку)

What – що? (питання до додатку)



Model:

The bag is blue.

- **General questions:** Is the bag ↗ blue?
Isn't the bag ↗ blue?
- **Alternative questions:** Is the ↗ bag or the ↘ ball blue?
Is the bag ↗ blue or ↘ white?
- **Disjunctive questions:** The bag is ↘ blue, ↗ isn't it?
The bag ↘ isn't blue, ↗ is it?
- **Special questions:** What colour is the ↘ bag?
What colour is the ↘ bag – ↗ red or ↘ green?
What is ↘ blue?



Model:

The flowers are white.

- **General questions:** Are the flowers ↗ white?
Aren't the flowers ↗ white?
- **Alternative questions:** Are the ↗ flowers or the ↘ books white?
Are the flowers ↗ white or ↘ pink?
- **Disjunctive questions:** The flowers are ↘ white, ↗ aren't they?
The flowers ↘ aren't white, ↗ are they?
- **Special questions:** What colour are the ↘ flowers?
What is ↘ white?

11

Make all types of *interrogative* sentences. Make *negative* sentences according to the model.



Model:

This is a red apple.

– Is this a red apple?

– This isn't a red apple.

1. This is a red ceiling. 2. The boxes are blue. 3. That is the grey sky. 4. This book is dark-yellow. 5. These chairs are whitish. 6. Those are light-ginger flowers. 7. The computer is silver. 8. These are hazel doors. 9. That curtain is crimson. 10. Those beds are purple. 11. The bag is navy blue. 12. This is a pen.

12

Work in pairs. Choose any 3 objects in the classroom. Ask and answer as in the model.



Model:

A: *What colour is the board?*

B: *The board is black. And what colour is ...?*

13

Translate the sentences into English. Then make them plural.



1. Якого кольору троянда? 2. Ручка зелена чи чорна? 3. Що це? 4. Цей стілець сірий? 5. Дошка чорна, чи не так? 6. Якого кольору карниз? 7. Це яскраво-зелене вікно? 8. Зошит білий чи світло-жовтий? 9. Це сріблястий комп'ютер? 10. Те ліжко темно-червоне? 11. Стіл коричневий, чи не так? 12. Що це? Це коробка? 13. То олівець? Якого кольору олівець? Олівець сріблястий чи чорний?

14

Translate the sentences into English.



1. – Це сумки. – Сумки сірі чи жовті? – Сумки помаранчеві. 2. – Це троянда. – Якого кольору троянда? Троянда біла? – Троянда червона. 3. Якого кольору коробка? Коробка біла, чи не так? 4. Підвіконня фіолетове? 5. – Що це? – Це соняшники. – Соняшники жовті, чи не так? – Так. 6. – Якого кольору книги? – Книги червоні. 7. – Якого кольору зошит? – Зошит світло-рожевий. 8. Це не яскраво-червона троянда, це світло-жовтий соняшник. 9. Це дерево, дерево зелене. А то квітка, квітка фіолетова. 10. – Якого кольору шкільна дошка? – Дошка чорна, дошка не синя. 11. – Це ручка? – Ні, це не ручка. Це олівець. – Якого кольору олівець? – Олівець сірий. 12. – Це столи? – Ні, це не столи. Це парти. – Якого кольору парти? – Парти коричневі. 13. – Це двері чи вікно? – Це вікно. – А що це? – Це стіни. – Стіни сірі чи білосніжні? – Стіни світло-сірі. А стеля білосніжна. 14. – Що це? – Це занавіска. – Занавіска біла? – Ні, занавіска не біла. – Якого кольору занавіска? – Занавіска бузкова. 15. – Якого кольору підлога? – Підлога не жовта, підлога темно-коричнева. 16. – Небо блакитне? – Ні, небо біле.

Vocabulary

an armchair	крісло
a basket	корзина, кошик
a bottle	пляшка
a car	автомобіль
a carpet / a rug	килим / килимок (біля ліжка)
a cat	кішка

chalk	крейда
a classroom / a room	класна кімната / кімната
a coat	пальто
coffee	кава
a cup	чашка, філіжанка
a dictionary	словник
a file	файл
a glass / glasses	склянка / окуляри
a jar	банка
a key	ключ
a lamp	лампа
a log	колода (дерев'яна)
milk	молоко
paper / a piece of paper / a paper	папір / клаптик паперу / документ
a phone / a mobile phone	телефон / мобільний телефон
a photo; a photograph	фотографія
a plate	тарілка
a rabbit	кролик
snow	сніг
a sofa	диван
a street	вулиця
a student	студент
tea	чай
a TV set; a television / a TV set stand	телевізор / підставка під телевізор
an umbrella	парасолька
a vase	ваза (для квітів)
good; nice / bad	гарний / поганий
big; large / small	великий / малий
high / low	високий / низький
comfortable	зручний
clean	чистий
mineral	мінеральний
different / various	різний / різноманітний
full	повний
other; another	інший
each; every	кожен
there / here	там / тут
with / without	з / без
too; also	ТАКОЖ (стверджувальна та питальна форми)
either; neither	ТАКОЖ (заперечна форма)

Prepositions of Place (Прийменники Місця)

on	на
in	в
at; near; by; beside	біля, поруч, за
next to; close to	біля, поруч (безпосередня близькість)
against	біля, поруч (впритул)
above / over	над / над (безпосередня близькість)
below / under	під / під (безпосередня близькість)
between	між (двома предметами)
behind	позаду, за
opposite; in front of	навпроти
in the middle of; in the centre of	посередині
on the left of / on the right of	зліва від / справа від
right-hand / left-hand	по праву руку / по ліву руку
in the corner of	в кутку

Примітка: Прийменник **of** читається /əv/.

“There is/There are” Construction (Конструкція)

➤ Конструкція **There is/There are** вживається тоді, коли є необхідність вказати на місцезнаходження об'єкту. При цьому сам об'єкт цікавить менш, ніж його місцезнаходження. Порівняйте:

<i>The book is on the table.</i> Книга на столі. <i>The pictures are on the wall.</i> Картини на стіні.	<i>There is a book on the table.</i> На столі знаходиться (є) книга. <i>There are pictures on the wall.</i> На стіні знаходяться (є) картини.
--	--

➤ Існує такий порядок слів у реченні:

- 1) зворот **There is/There are**;
- 2) іменник(и);
- 3) обставина місця або часу (*де? коли?*).

1) *There is*

На столі

2) *a pencil*

знаходиться (є)

3) *on the table.*

олівець.

➤ Такі речення перекладаються з кінця (з обставини), а дієслово **to be** у звороті має значення “**знаходиться**”, “**є**”, “**існує**”. Іноді за контекстом у перекладі доцільно використовувати інші дієслова для більш чіткої передачі змісту:

There is a book on the table.

На столі **лежить** (є) книга.

There are pictures on the wall.

На стіні **висять** (є) картини.

There is a chair in the corner.

У кутку **стоїть** (є) стілець.

➤ Дієслово **to be** у цьому звороті завжди узгоджується з першим іменником:

*There is a pencil on the table.
 There are two pencils on the table.
 There is a pen and two pencils on the table.
 There are two pencils and a pen on the table.*

*На столі лежить олівець.
 На столі лежать два олівці.
 На столі лежить ручка та два олівці.
 На столі лежать два олівці та ручка.*

➤ Зі злічуваними іменниками в однині завжди вживається неозначений артикль *a/an*, а в множині можливі такі неозначені займенники:

<i>few</i>	<i>мало</i>
<i>some, a few, several</i>	<i>декілька</i>
<i>enough</i>	<i>достатньо</i>
<i>many, a lot of, a great number of</i>	<i>багато</i>

➤ З незлічуваними іменниками вживається нульовий артикль та неозначені займенники:

<i>little</i>	<i>мало</i>
<i>some, a little</i>	<i>трішки</i>
<i>enough</i>	<i>достатньо</i>
<i>much, a lot of, plenty of, a great amount of</i>	<i>багато</i>

some (+)	something	somebody/someone	somewhere
any (-;?)	anything	anybody/anyone	anywhere
no (-)	nothing	nobody/no one/none	nowhere
every	everything	everybody/everyone	everywhere

some – деяка кількість, трішки, декілька	something – що-небудь, щось
any – деяка кількість, декілька, ніякі	anything – що-небудь, щось
no – ніякі	nothing – нічого
every – кожен, кожна, кожне	everything – все

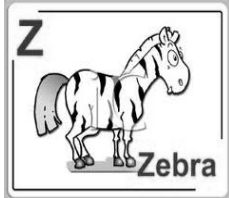
somebody/someone – хто-небудь, хтось	somewhere – де-небудь, куди-небудь, десь
anybody/anyone – хто-небудь, хтось	anywhere – де-небудь, куди-небудь, десь
nobody/no one/none – ніхто	nowhere – ніде
everybody/everyone – кожен, всі	everywhere – скрізь

15 🎧👂 Listen and write down the words you hear. Repeat the words. Describe where these objects are located in your room.

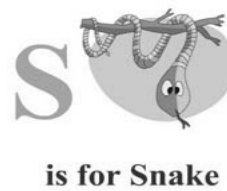
a)
 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

- b)
1. _____ 3. _____ 5. _____ 7. _____ 9. _____
2. _____ 4. _____ 6. _____ 8. _____ 10. _____

16 Listen and repeat the plurals. Translate them.



chairss
photoss
keyss
bagss



bookss
coatss
laptopss
clockss

/ɪz/ watchess glassess piecess classess

17 Read and order the things 1-5. Listen and check.

The **top five** things people leave on the British trains are:

- bags coats glasses mobile phones umbrellas

18 Listen. Say the plurals. Translate.

1. _____ - _____ 3. _____ - _____ 5. _____ - _____ 7. _____ - _____ 9. _____ - _____
2. _____ - _____ 4. _____ - _____ 6. _____ - _____ 8. _____ - _____ 10. _____ - _____

Adverbs (Прислівники) too / also / either

too /tu:/, **also** /'ɔ:lsoʊ/, **either** /'aɪðə/ – ТАКОЖ

The pen is on the table **too**.
The pen is **also** on the table.
The pen is **not** on the table **either**.

19 Read the text and translate it into Ukrainian. Pay attention to the cases of linking "r".

Our Classroom



This is a **classroom**. It is not very **large**, but it is **light** and **comfortable**. The **walls** in it are yellow; the **ceiling** is white and the **floor** is dark-brown. The **windows** and the **door** are white. The **door** is on the left of the **board**. There are six **desks** in the class-room. There is one **table** in it. It is hazel with a light-brown **chair** at it. There is a blue **book**, a grey **eraser** and some **pencils** and **pens** on the table. The yellow pencil is on the left of the book. The red pen is on the right of the book. The blue book is between the yellow

pencil and the red pen. This is a **box**. It is with **various** books. It is on the table too. The **other** box is **full** of multicoloured **balls**. The box is on the floor under the table. The table is in front of the board. The board is on the wall. It is green. There is a **clock** in the right-hand corner above the board and a nice **picture** on the left of the board. There are some books, pens, pencils and **copy-books** on the desks. There are two chairs at **each** desk. There are many **flowers** on the **windowsills**. The classroom is **nice** and **clean**.

20 Make up sentences with the following words according to the model.



Model: *The pen is **on** the table.*
*The pen is **under** the table.*
*The pen is **on the left of** the table.*

- | | | |
|----------------------|-----------------------|--------------------------|
| 1. basket, pencil | 4. ball, floor | 7. chair, wall |
| 2. clock, blackboard | 5. box, book | 8. picture, computer |
| 3. copy-book, bag | 6. windowsill, bottle | 9. curtain, curtain rail |

21 Work in pairs. Ask and answer about any 5 objects in the classroom according to the model.



Model:
 Student A: *Where is the clock?*
 Student B: *The clock is above the blackboard.*

22 Study some prepositions. Make up sentences with them.

<ul style="list-style-type: none"> • in • behind • on • near • under • between • next to 	<table border="0"> <tr> <td>on</td> <td>above</td> <td>over</td> <td>in front of</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>beside</td> <td>below</td> <td>under</td> <td>behind</td> </tr> </table>	on	above	over	in front of									beside	below	under	behind
on	above	over	in front of														
beside	below	under	behind														

23

Insert the necessary *prepositions*.



- 1) The clock isthe wall.
- 2) The ball isthe table.
- 3) The cat isthe armchair.
- 4) The table isthe armchair.
- 5) The carpet isthe floor.
- 6) The lamp isthe table.
- 7) The flowers arethe vase.
- 8) The table isthe chair and the armchair.

Fluffy, the Kitty

- 1) Where is the cat ?
.....
It is on the computer.....
- 2) Where is the cat ?
.....
- 3) Where is the cat ?
.....
- 4) Where is the cat ?
.....
- 5) Where is the cat ?
.....
- 6) Where is the cat ?
.....
- 7) Where is the cat ?
.....

24

Fill in the blanks with appropriate words.



1. – Are _____ books blue? – No, _____ books _____ not blue. These books _____ yellow.
2. – _____ this a chair? – No, _____ is not a chair, _____ is _____ table.
3. – Is _____ sofa in the middle _____ the room? – No, _____ sofa _____ in the corner of _____ room.
4. – What _____ this? – _____ a classroom.
5. – What colour _____ the board? – The board _____ green.
6. – What _____ are _____ desks in the classroom? – The desks _____ brown, blue and yellow.
7. – Where _____ the pen? – The pen is _____ the table, the pen is _____ the right _____ the book.
8. – _____ these tables? – No, _____ desks.
9. – Where _____ the clock? – The clock _____ above _____ board.
10. – _____ this a classroom? – Yes, this _____ a classroom.

25

Choose the correct form of the verb *to be* in the following sentences.



1. There *is/are* a big bed in the room.
2. There *is/are* nice books on the desks.
3. There *is/are* a large table in the middle of the room.
4. There *is/are* a desk, some beds and a small table there.
5. There *is/are* some pens, pencils and copy-books here.
6. There *is/are* erasers on the desk.
7. There *is/are* some mineral water in the bottle.
8. There *is/are* a brown chair at the table.
9. There *is/are* no apples in the box.
10. There *is/are* no milk in the green cup.

26

Make all possible questions to these sentences according to the model.



Model:

There is a white plate near the cup.

- **General question:** Is there a white plate near the cup?
- **Alternative questions:** Is there a white or blue plate near the cup?
Is there a white plate or a red pen near the cup?
Is there a white plate near or behind the cup?
Is there a white plate near the cup or near the box?
- **Disjunctive question:** There is a white plate near the cup, isn't there?
- **Special questions:** What is there near the cup?
What colour is the plate?
Where is the white plate?

1. There are big sofas in the room. 2. There is little milk in the glass. 3. There is a red flower in the vase on the floor. 4. There is a lot of tea in the cup. 5. There are many grey pencils in the bag. 6. There are several green apples on the plate.

27

Rewrite the following sentences in the *plural* form.



1. Is there a cup on the floor? 2. There is a book on the desk. 3. There is a picture on the wall. 4. Is there a basket in the classroom? 5. There is a table and a chair here. 6. Is there a bag on the chair? 7. Is there a sofa in the room? 8. There is a blue curtain on the curtain rail. 9. There isn't any apple on the plate. 10. There is no computer on the table.

28

Fill in the blanks with the verb *to be* in the necessary form and appropriate *prepositions*. Make shifts if needed.

1. There _____ a book _____ the bag. 2. There _____ no milk _____ the glass. 3. There _____ two pens _____ the desk. 4. There _____ some pictures _____ the wall. 5. There _____ no coffee _____ the cup. 6. There _____ no clocks _____ the wall. 7. There _____ a few apples _____ the basket. 8. There _____ many beds _____ the room. 9. There _____ a little milk _____ the bottle. 10. There _____ a lot of boxes _____ the corner. 11. There _____ much tea _____ the cup. 12. There _____ any students _____ the classroom? 13. There _____ a great number of chairs _____ the table. 14. There _____ enough paper _____ the file. 15. There _____ not any water _____ the bottle. 16. There _____ any windows _____ the room? 17. There _____ several pencils _____ the box. 18. There _____ little chalk _____ the table. 19. There _____ a great amount of snow _____ the street. 20. There _____ plenty of coffee _____ the jar?

29

Fill in the blanks with *some, any, no* and their *derivatives*.



1. There is _____ chalk somewhere. 2. There are _____ books on the sofa. 3. Is there _____ on the desk? 4. Are there _____ students in the classroom? 5. Is there _____ milk in the cup? 6. There is _____ in the street. 7. Are there _____ pictures in the book? 8. Are there _____ books in the bag? 9. There is _____ on the table. 10. There are _____ pictures on the wall. 11. There is _____ coffee in the jar. 12. Are there _____ books on the desk? 13. Is there _____ in the room? 14. There are _____ glasses in the box. 15. Is there _____ in the bag?

30

Make up affirmative and negative sentences with the *there is/there are* construction.

- | | | |
|----------------------|------------------------------|--------------------|
| 1. milk – glass | 6. pens and pencils – desk | 11. paper – file |
| 2. blackboard – wall | 7. windowsills – windows | 12. chairs – table |
| 3. pictures – sofa | 8. doors – classroom | 13. coffee – cup |
| 4. eraser – box | 9. table, some chairs – room | 14. balls – basket |
| 5. books – bags | 10. clock – bottle | 15. apple – floor |

31

Translate the sentences into English.

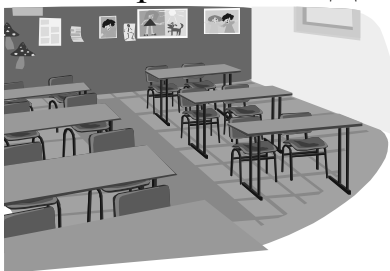


1. В кошику багато чи мало квітів? 2. На столі також є декілька олівців та ручка. 3. Чи в пляшці є щось? 4. В сумці також немає книг. 5. – Де книги? – Вони в сумці. Там також є кілька олівців і зошит. 6. Скільки в синій сумці зошитів? 7. На підвіконні немає чашки. 8. Скрізь є студенти. 9. – На столі є щось? – На столі нічого немає. 10. В кімнаті також нікого немає. 11. Біля дерева чи в кімнаті є різноманітні квіти? 12. В коробці є багато м'ячів, чи не так? 13. Чи в аудиторії є хто зараз? 14. Чи в класі є трішки крейди? 15. Там також нічого немає. 16. В сумці є багато зошитів, там також є книга. 17. Біля склянки є пляшка з мінеральною водою?

32

Translate the sentences into English.

Це класна кімната. Вона світла та зручна. Також вона дуже велика та чиста. Це шкільна дошка. Дошка висить на стіні. Над дошкою знаходиться гарний годинник. Навпроти дошки стіл. Якого кольору стіл? Стіл коричневий. Дошка коричнева також. На столі є книги? Блакитна



книга на столі? Так, вона на столі, і жовтий олівець також лежить на столі. Олівець зліва від книги. А де ручки? Вони справа від книги. Якого вони кольору? Вони чорні. На стіні є декілька картин. Біля вікна висить картина? Ні, картина знаходиться біля дверей. А що в кутку? В кутку на підлозі є зелений м'яч. Він дуже гарний.

🗨️ Describe your classroom (or in the picture) using the vocabulary.



Cardinal Numerals (Кількісні Числівники)

1	one	11	eleven	21	twenty-one
2	two	12	twelve	22	twenty-two
3	three	13	<u>thirteen</u>	30	thirty
4	four	14	<u>fourteen</u>	40	<u>forty</u>
5	five	15	<u>fifteen</u>	50	<u>fifty</u>
6	six	16	<u>sixteen</u>	60	sixty
7	seven	17	<u>seventeen</u>	70	seventy
8	eight	18	<u>eighteen</u>	80	<u>eighty</u>
9	nine	19	<u>nineteen</u>	90	ninety
10	ten	20	twenty	100	a (one) hundred

200	two hundred
368	three hundred and sixty-eight
1 000	a (one) thousand
2 569	two thousand five hundred and sixty-nine
1 500	one thousand five hundred
1 000 000	a (one) million
1 000 000 000	a (one) billion

200 books – two hundred books

3000 cups – three thousand cups

4000000 students – four million students

But: *hundreds* of books, *thousands* of cups, *millions* of students.

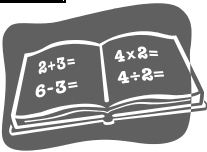
36

Do the sums according to the model.

**Model:**How much is three **minus** one? – Three minus one is two.How much is four **plus** seven? – Four plus seven is eleven.How much is ten **divided by** five? – Ten divided by five is two.How much is two **multiplied by** three? – Two multiplied by three is six.

$6+14=$	$36-8=$	$16-5=$	$3-3=$	$140:20=$
$24:12=$	$9\times 4=$	$20\times 20=$	$78+9=$	$7\times 2=$
$7+5=$	$19-12=$	$9-7=$	$12:6=$	$200:10=$
$11\times 8=$	$344+16=$	$5\times 13=$	$55:5=$	$111-10=$

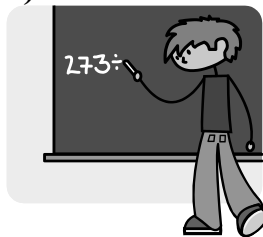
37

a) Translate the numbers.

1) one million three hundred thousand 2) two hundred and eighty-nine; 3) seven thousand two hundred and three; 4) nine hundred thousand; 5) forty; 6) two billion; 7) sixty-eight million; 8) five hundred and forty-four; 9) ninety; 10) eighteen thousand.

b) Which is correct? Underline the correct variant.

1. two millions/two million; 2. a hundred and ten/hundred ten; 3. two thousand four hundred/two thousand and four hundred; 4. fifty thousands/fifty thousand.

c) Read the following numbers.

41; **97**; 60; **796**; 1 820; **12 019**; 117 151; **2 000 000**;
 62; **65**; 17; **617**; 6 213; **13 300**; 255 149; **8 456 730**;
 89; **12**; 70; **789**; 9 309; **40 501**; 151 587; **1 480 905**;
 18; **35**; 450; **999**; 8 006; **49 256**; 201 116; **89 547 203**;
 16; **13**; 125; **402**; 5 470; **56 734**; 752 847; **63 056 401**.

d) Listen and write the numbers. Then listen again and repeat. Practice saying them.

1. _____ 3. _____ 5. _____ 7. _____ 9. _____
 2. _____ 4. _____ 6. _____ 8. _____ 10. _____

e) Listen and write the numbers. Say them aloud. Repeat after the speaker.

1. _____ 3. _____ 5. _____ 7. _____
 2. _____ 4. _____ 6. _____ 8. _____

f) Listen and write the numbers. Say them aloud. Repeat after the speaker.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

Telephone Numbers (Телефонні Номери)

- В телефонних номерах кожна цифра вимовляється окремо.
24 – two four.
- Нуль – /əʊ/.
105 – one oh five
- Між групами цифр є невеликі паузи.
376 47 05 – three seven six ξ four seven ξ oh five
- Дві однакові цифри підряд вимовляються двічі в американському варіанті, а в британському використовується слово “**double**”.
376 47 75 – three seven six ξ four seven ξ seven five (AmE)
– three seven six ξ four ξ double seven ξ five (BrE)

38

a) Write the phone numbers.

- | | |
|---|--|
| 1. eight two seven double three oh _____ | 4. five six two three double two _____ |
| 2. nine double one five six three _____ | 5. double seven three oh eight two _____ |
| 3. four nine six seven double eight _____ | 6. double two nine double oh four _____ |

b) Practice saying these phone numbers. Listen and check.

- | | | |
|--------------|------------------|---------------------|
| 1. 688 57 13 | 3. 0131 496 0261 | 5. 44 0378 543 0157 |
| 2. 844 79029 | 4. 687 054 265 | 6. 350 2871 |

c) Listen and underline the phone number you hear. Then say the phone numbers.

- | | |
|-------------------------------------|---|
| 1. 1 455 635 0403 // 1 455 635 0413 | 3. 0802 788 743 // 0802 728 743 |
| 2. 639 099 088 // 639 099 098 | 4. 011 513 992 0732 // 011 516 992 0732 |

39

Listen to the telephone numbers, write them down and then read them aloud.



- | | | |
|-------------|----------|----------|
| a) 1. _____ | 2. _____ | 3. _____ |
| b) 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |
| c) 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

40

Listen to some phone numbers in American English. What differences are there between British and American English?

- | | | | | |
|----------|----------|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ | 5. _____ |
|----------|----------|----------|----------|----------|

41

Listen to the dialogues and write the phone numbers.

Dialogue 1. The tel. number is _____.

- Dialogue 2.* The tel. number is _____.
- Dialogue 3.* The tel. number is _____.
- Dialogue 4.* The tel. number is _____.
- Dialogue 5.* The tel. number is _____.
- Dialogue 6.* The tel. numbers are _____ and _____.
- Dialogue 7.* The tel. numbers are _____ and _____.
- Dialogue 8.* The tel. numbers are _____ and _____.

Vocabulary

an antenna	антена
a blanket / a pillow	ковдра / подушка
a bone	кістка
a bookcase / a wardrobe	книжкова шафа / шафа для одягу
a bowl	миска, вазочка, глибока тарілка
a boy / a girl	хлопець / дівчина
a cabinet / a bedside table	тумбочка / приліжкова тумбочка
clothes	одяг, речі
a coffee table; a low table; a small table	журнальний столик
a dog	пес
a fire; a fireplace	камін
a flower pot / a flower stand	горщик для квітів / підставка для квітів
a fork / a spoon	виделка / ложка
a knife	ніж
a label	етикетка
a living room	вітальня
a man / a woman	чоловік / жінка
a mantelpiece; a mantelshelf	поличка над каміном
a mirror	дзеркало
a mushroom	гриб
a music centre	музичний центр
a person / people	людина / люди
a radiator	батарея опалення
a radio; a radio set	радіоприймач
a shelf / a bookshelf	поличка / книжкова поличка
a stool	табуретка

Plural of Nouns (Множина Іменників)

1. Якщо іменник закінчується на -f(e):

f(e) → v + es = /vz/

a knife – knives (ніж)
a life – lives (життя)
a wife – wives (дружина)
a thief – thieves (зłodий)
a leaf – leaves (листок)

a half – halves (половина)
a wolf – wolves (вовк)
an elf – elves (ельф)
a shelf – shelves (поличка)
a loaf – loaves (хлібина)

Але є іменники, які **не** мають змін:

a chief – chiefs (начальник)
a roof – roofs (дах)
a belief – beliefs (віра)
a safe – safes (сейф)

a gulf – gulfs (затока)
a kerchief – kerchiefs (хусточка)
a handkerchief – handkerchiefs
 (носова хусточка)

Існують кілька іменників з двома формами:

a scarf – scarfs/scarves (шарф)
a hoof – hoofs/hooves (копито)
a wharf – wharfs/wharves (пристань)

2. Деякі іменники латинського та грецького походження зберігають свою первинну форму:

• a /ə/ → ae /i:/	<i>an antenna – antennae, a formula – formulae;</i>
• ex(ix) /ks/ → ices /si:z/	<i>an appendix – appendices, an index – indices;</i>
• is /Is/ → es /i:z/	<i>a basis – bases, an oasis – oases;</i>
• on /ən/ → a /ə/	<i>a criterion – criteria, a phenomenon – phenomena;</i>
• um /əm/ → a /ə/	<i>a medium – media, a curriculum – curricula;</i>
• us /əs/ → i /ai/	<i>a cactus – cacti, a nucleus – nuclei;</i>
• o /əʊ/ → i /i:/	<i>a tempo – tempi.</i>

* Можете дізнатись переклад слів латинського та грецького походження в розділі *Граматика*.

42

Do as in the model.



Model: a book (3)

This is a book. – These are three books.

- | | | | |
|-----------------|------------------|-------------------|----------------------|
| 1. a door (12) | 5. a basket (15) | 9. a knife (100) | 13. a mirror (5 379) |
| 2. a pen (37) | 6. a glass (70) | 10. a floor (8) | 14. a blanket (101) |
| 3. a sofa (4) | 7. a fork (16) | 11. a window (17) | 15. an antenna (98) |
| 4. a pencil (9) | 8. a chair (769) | 12. a cat (6) | 16. a shelf (40) |

43

Fill in the appropriate prepositions. Translate the sentences into Ukrainian.



1. The blue carpet is _____ the floor. 2. The radiator is _____ the windowsill. 3. The knife is _____ the glass. 4. The curtain rail is _____ the white window. 5. The armchair is _____ the wall. 6. The red blanket is _____

the bed. 7. The flower stand is _____ the carpet _____ the floor. 8. The window is _____ the left _____ the brown door. 9. The mushroom is _____ the basket. 10. The black pen is _____ the book and the copy-book.

44

Think logically and correct the sentences.

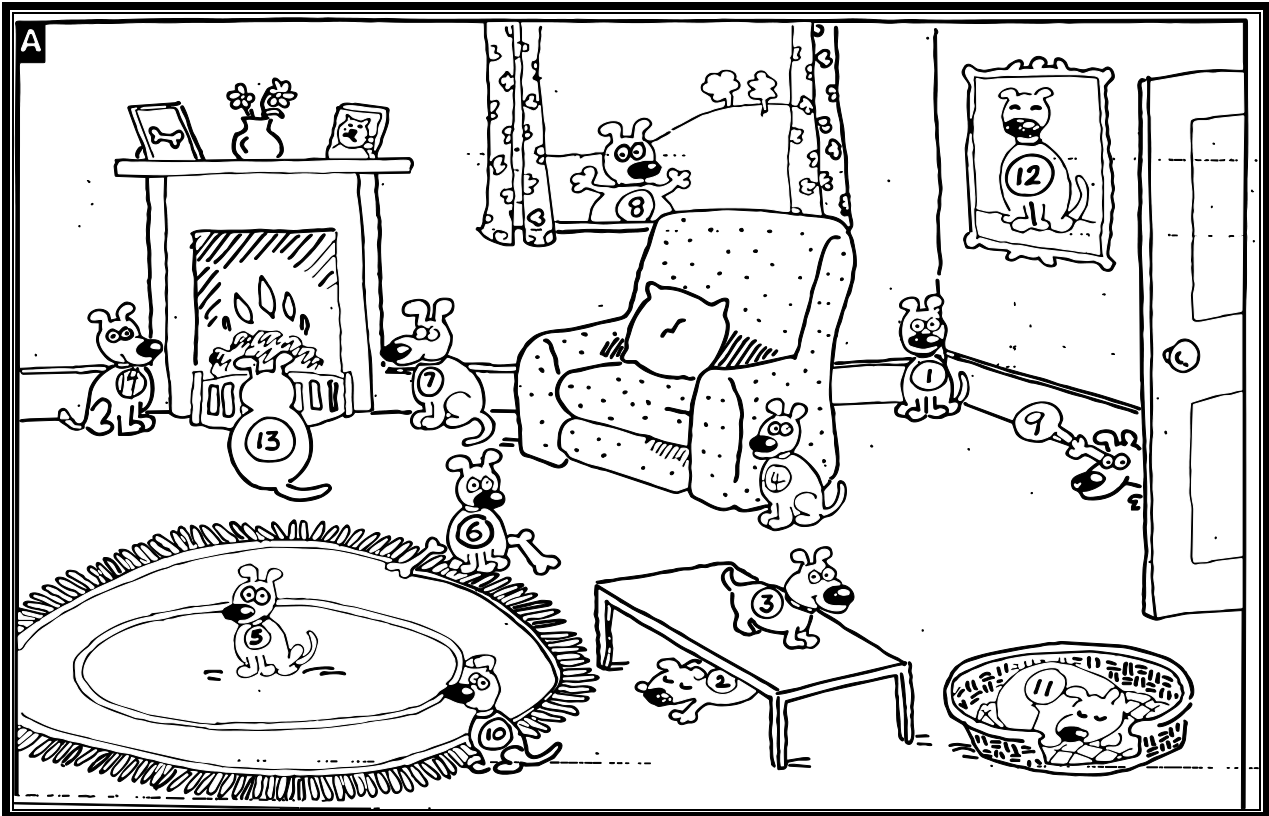


1. The computer is under the bed. 2. The blanket is under the bed. 3. The flower pot is in the clock. 4. The picture is in the window. 5. The pencil is under the TV set. 6. The door is in the window. 7. The knife is under the cabinet. 8. The crimson flower is on the yellow flower pot. 9. The bottle is in the radiator. 10. The table is on the armchair.

45

Describe every dog in the picture.

Model: The dog number one is in the corner of the room.



46

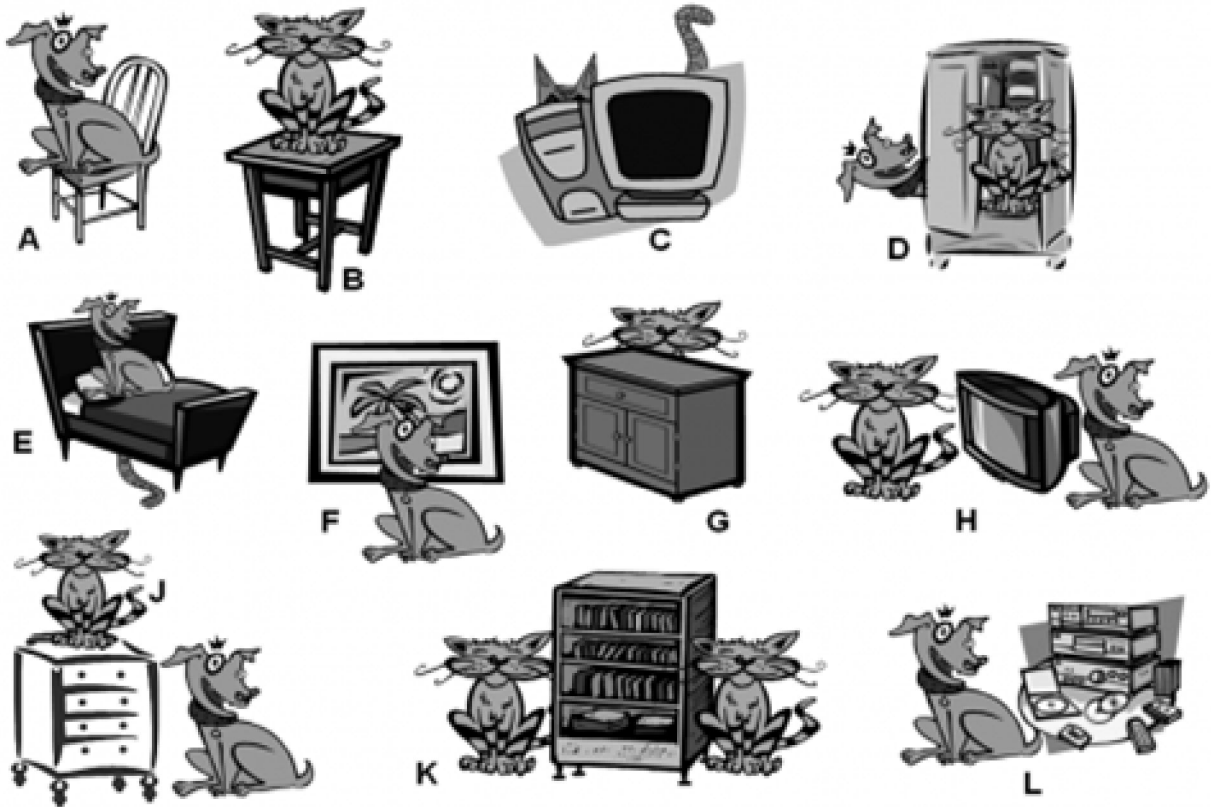
Correct the sentences according to the picture above.



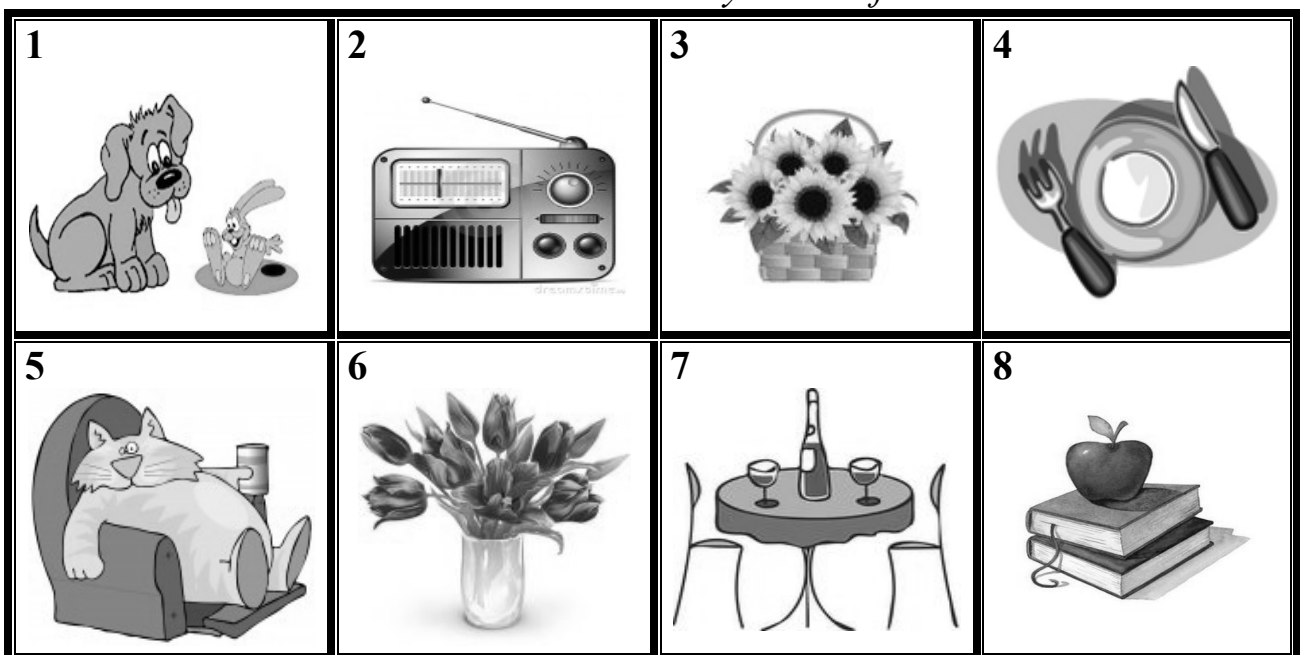
1. The dog number **one** is on the ceiling. 2. The dog number **two** is at the coffee table. 3. The dog number **three** is between the coffee table and the door. 4. The dog number **four** is above the armchair. 5. The dog number **five** is under the carpet. 6. The dog number **six** is on the coffee table. 7. The dog number **seven** is in front of the armchair. 8. The dog number **eight** is on the window. 9.

The dog number **nine** is under the door. **10**. The dog number **ten** is in the carpet. **11**. The dog number **eleven** is over the basket. **12**. The dog number **twelve** is behind the picture. **13**. The dog number **thirteen** is in the fireplace. **14**. The dog number **fourteen** is on the right of the picture.

47 Describe each picture.



48 Describe the pictures in two ways.
Model: *The white cat is under the yellow sofa.*
There is a white cat under the yellow sofa.





49 Read the text and translate it into Ukrainian. Pay attention to the cases of linking "r".

My Room



This is a **room**. The room is not **big**. It is **small**, but **light**. The rosy **ceiling** is **high**. The **windows** are big. They are light blue. These are **curtains**. The curtains are yellow. The curtains are on the brown **curtain rail**. The curtain rail is above the window. There is a nice **picture** on the **wall** on the right of the window. There is a white **radiator** under the window. The brown **bed** with a blue **blanket** is at the window. There is

a **bedside table** on the right of the bed. It is yellow. There is a **radio set** on the bedside table. The radio set is black. It is a **good** radio set. It is not **bad**. It is with an **antenna**. There is a **stool** at the bedside table. The **flower pot** with **flowers** is on the **flower stand** in the corner of the room. The flower pot and the flower stand are brown. The flowers are light pink.

This is another bedside table. It is on the left of the bed. This bedside table is yellow too. There is a good **TV set** near the bedside table. The TV set is not big, but it is very good. This is a colour TV set with an antenna. The TV set is on the **TV set stand** under the **bookshelves**. The bookshelves with good **books** are on the wall. The books are **multicoloured**.

There is a **table** in the middle of the room. The table is on the nice multicoloured **carpet**. There is a white **cup** and a **bottle** of **mineral water** on the table. The bottle is green. The **label** is red-and-white. The mineral water is very good. There are **glasses** on the right and on the left of the bottle. The **vase** with flowers is behind the glass. There is also a **bowl** with red and yellow **apples** near the vase. This is a **knife**, and that is a **fork**. The **plate** is between the knife and the fork. The plate is white. There are many **mushrooms** in the **basket**. The basket is under the table on the **floor**. The **armchair** is on the right of the table.

My room is **nice** and I like it very much.

50

🔊 Read and listen. Complete the answers.

- a) 1. Is there a television? _____ 2. Is there a computer? _____ 3. Are there any books? _____ 4. How many books are there? _____ 5. Are there any pictures? _____
- b) 1. Is there a sofa? _____ 2. Is there a computer? _____ 3. Are there any armchairs? _____ 4. Are there any photographs? _____

51

a) 🔊 Listen to someone describing the room. Write what he says. Here is a list of objects he mentions. Translate them before you listen.

people a living room a man a woman a sofa a girl an armchair
a radio a coffee table a rug a cat a fire a picture a wall a plant
a photograph a floor a television a flower a small table

b) Make sentences with the pairs of objects as in the model.

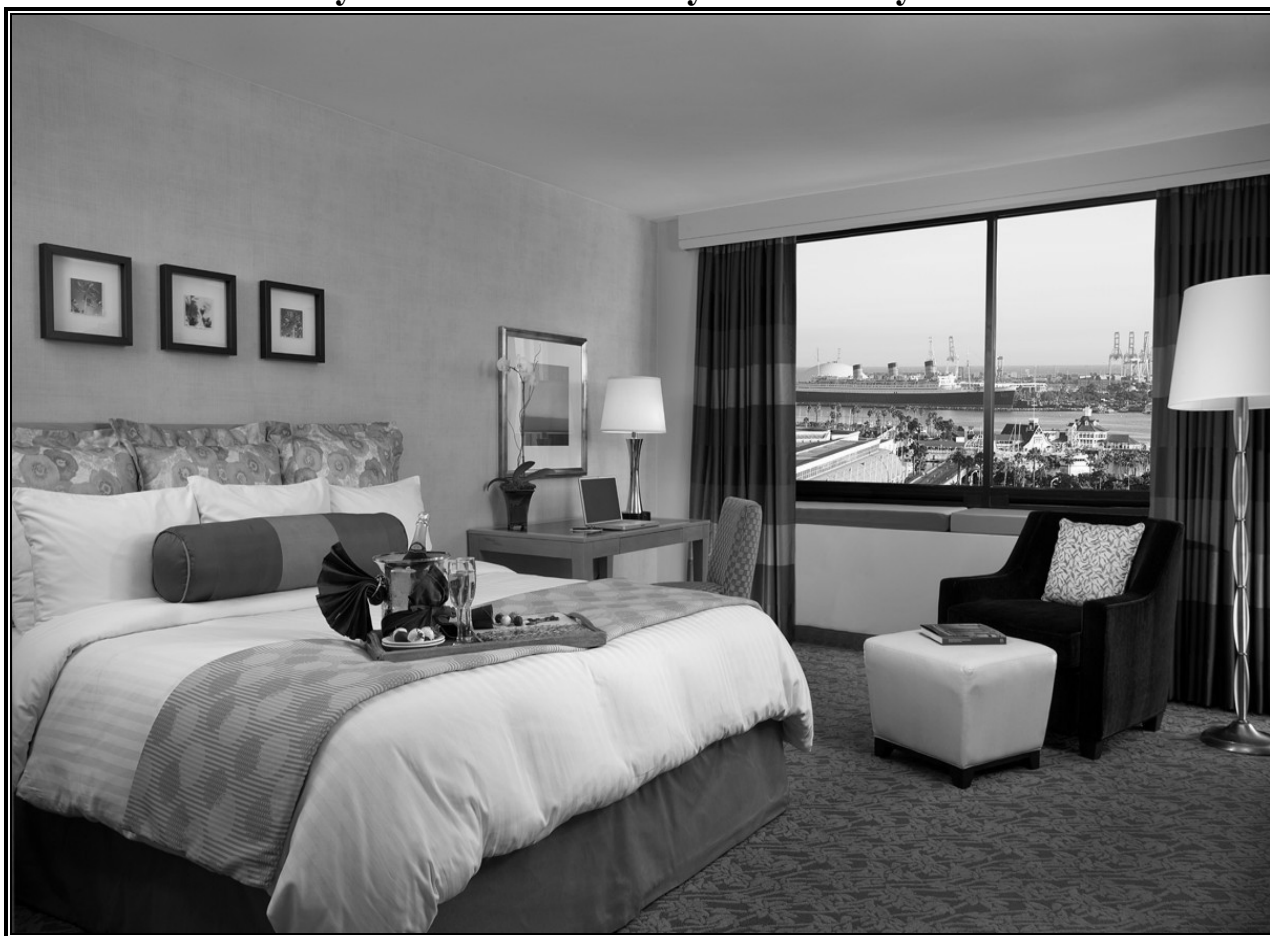
Model: floor – rug *The brown rug is on the floor.*

There is a brown rug on the floor.

- | | | |
|--------------------|-----------------------|----------------------|
| 1. man – sofa | 4. cat – coffee table | 7. plant – floor |
| 2. girl – armchair | 5. picture – wall | 8. television – sofa |
| 3. people – room | 6. woman – fire | 9. photograph – wall |

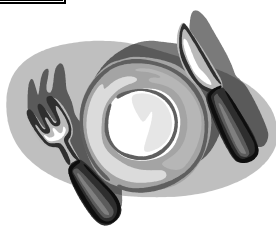
52

Describe your own room or the room in the picture below using the vocabulary list and a dictionary if necessary.



53

Translate into English.



1. – Де ніж? – Ніж на столі біля блакитної тарілки. На столі є ніж, чотири виделки та тарілка. 2. В склянці мінеральна вода. Вона прозора. Склянка знаходиться на столі. 3. Біля тарілки є ніж та виделка, чи не так? 4. – На пляшці є етикетка? Якого вона кольору? – Так. Етикетка біло-синя. 5. На тарілці є шість зелених яблук. Там червоних яблук немає. 6. – На підлозі є килим? – Ні. Там килима немає. На підлозі нічого немає. 7. На столі маленька срібляста ваза з красивими квітами. Квіти різнокольорові. 8. Під столом світло-коричневий кошик з грибами. В ньому є багато грибів. 9. Де крісло? В кріслі є кішка? Чому вона там? Якого кольору кішка? Вона чорно-біла? 10. Навпроти телевізора є камін. Він коричневий. 11. На полицках є книги чи зошити? Там є олівці? 12. Крісло справа чи зліва від ліжка? Чому крісло знаходиться зліва від ліжка? Що є на ліжку? 13. – В кошику немає яблук. – А що в ньому? – В ньому білі, рожеві, блакитні та помаранчеві квіти. 14. Зліва від пляшки знаходиться склянка чи тарілка? 15. Коричнева сумка знаходиться під столом чи біля крісла? 16. Стіл також стоїть в кутку? Якого кольору стіл?

Translate into English.

Це кімната, вона світла та зручна, але маленька. В ній є два вікна. Під одним вікном стоїть ліжка з білою приліжковою тумбочкою біля нього. А що на тумбочці? Там знаходиться гарний радіоприймач з антеною. Зліва від ліжка стоїть кольоровий телевізор на підставці. Це книжкові полиці? Вони висять на стіні? Там є багато книг?

Якого кольору килим в кімнаті? Він різнокольоровий? В центрі кімнати великий стіл. На ньому стоїть ваза з гарними квітами. Зліва від вази стоїть пляшка мінеральної води, а справа – дві склянки. Там немає виделок, ножів, тарілок та мисок. В коричневому кошику під столом є червоні та зелені яблука. Червоні яблука дуже гарні, але зелені також красиві. Скільки яблук у кошику? А де крісло? Крісло зручне? Воно в кутку? Крісло в кутку, чи не так? Крісло стоїть навпроти каміну зліва від вікна.

**Vocabulary**

a second	секунда
a minute	хвилина
an hour	година
midday; noon	полудень (12:00)
midnight	північ (0:00)
tonight	сьогодні ввечері
an eve	канун
a watch	годинник (наручний)
by my watch	за моїм годинником
to be slow / to be fast	відставати / поспішати (про годинник)
to be busy with sth	бути зайнятим чимось
It is late.	Пізно.
It is (high) time (for me) to leave.	(Мені) час йти.
Let's hurry up.	Давайте поспішимо.; Хутчіш.
Here's the bell.	Ось і дзвінок.
Settled.; Agreed.	Домовились.
With pleasure.	З задоволенням.
a bit; a little; a little bit	трішки
only	тільки, лише
a time	раз
once; one time	один раз, одного разу
twice; two times	двічі, два рази
thrice; three times	тричі, три рази

Time (Час)



– What time is it now? – Котра зараз година?

– It is 3 o'clock. – 3 години.

– It is 3 o'clock sharp. – 3 години рівно.

It is 10 o'clock in the morning. = It is 10 a.m. = 10 годин ранку.

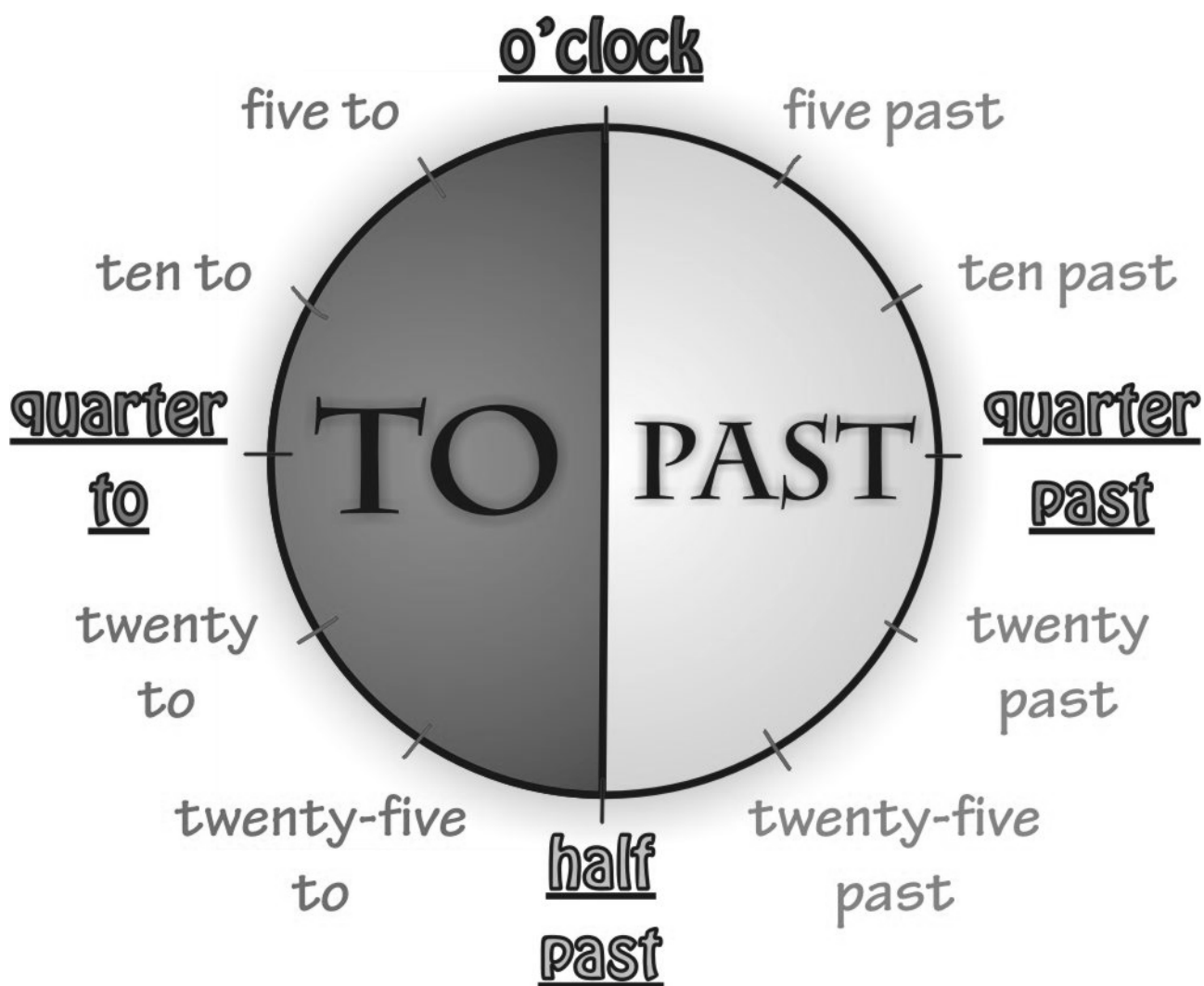
It is 3 o'clock in the afternoon. = It is 3 p.m. = 3 години дня.

It is 7 o'clock in the evening. = It is 7 p.m. = 7 годин вечора.

- з 24 до 12 = **a.m.** (ante meridiem) = **in the morning**
- з 12 до 17 = **p.m.** (post meridiem) = **in the afternoon**
- з 18 до 24 = **p.m.** (post meridiem) = **in the evening**

12:00 = It is midday. / It is noon. – Полудень.

00:00 = It is midnight. – Північ.



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🔊 Listen and repeat the times from the table after the speaker.

1:00	It's 1 o'clock.		
1:05	It's 5 (minutes) <i>past</i> 1 (a.m.).	1:35	It's 25 <i>to</i> 2 (a.m.).
1:10	It's 10 <i>past</i> 1 (a.m.).	1:40	It's 20 <i>to</i> 2 (a.m.).
1:15	It's (a) quarter <i>past</i> 1 (a.m.).	1:45	It's (a) quarter <i>to</i> 2 (a.m.).
1:20	It's 20 <i>past</i> 1 (a.m.).	1:50	It's 10 <i>to</i> 2 (a.m.).
1:25	It's 25 <i>past</i> 1 (a.m.).	1:55	It's 5 <i>to</i> 2 (a.m.).
1:30	It's half <i>past</i> 1 (a.m.).		

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Read the times.

- | | | | | |
|----------|-----------|-----------|-----------|-----------|
| 1. 15:55 | 6. 5:05 | 11. 21:20 | 16. 13:35 | 21. 23:20 |
| 2. 7:30 | 7. 14:45 | 12. 19:00 | 17. 14:10 | 22. 0:00 |
| 3. 4:15 | 8. 2:25 | 13. 9:15 | 18. 17:05 | 23. 16:45 |
| 4. 22:10 | 9. 12:30 | 14. 18:55 | 19. 1:40 | 24. 20:20 |
| 5. 3:50 | 10. 12:00 | 15. 8:45 | 20. 0:30 | 25. 2:10 |

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🔊 Write the times. Then listen and check. Practice saying them.

- | | | |
|---------------|----------------|---------------|
| a) 9:55 _____ | e) 6:45 _____ | i) 9:25 _____ |
| b) 7:15 _____ | f) 12:05 _____ | j) 7:50 _____ |
| c) 9:30 _____ | g) 2:45 _____ | k) 2:55 _____ |
| d) 8:40 _____ | h) 3:10 _____ | l) 9:35 _____ |

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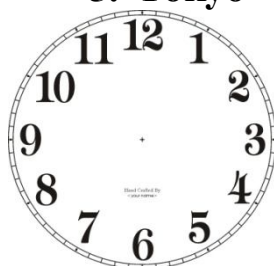
🔊 Write the times after the tape. Practice saying them.

- a)
- | | | | |
|----------|----------|-----------|-----------|
| 1. _____ | 5. _____ | 9. _____ | 13. _____ |
| 2. _____ | 6. _____ | 10. _____ | 14. _____ |
| 3. _____ | 7. _____ | 11. _____ | 15. _____ |
| 4. _____ | 8. _____ | 12. _____ | 16. _____ |
- b)
- | | | | |
|----------|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ | 7. _____ |
| 2. _____ | 4. _____ | 6. _____ | 8. _____ |
- c)
- | | | | |
|----------|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
|----------|----------|----------|----------|

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🔊👥 It's 4 o'clock in London. Listen and mark the time around the world on the clocks. Then work in pairs. Ask and answer.

Model: *What time is it in Los Angeles?*

1. Los Angeles**2. Sao Paulo****3. London****4. Moscow****5. Tokyo****6. Auckland****How to Say “Hello” (Форми Вітання)**

How do you do!	Здрастуй(те)! (<i>під час знайомства</i>)
Hello!	Здрастуй(те)!
Hi!; Hi there!; Cheers!	Привіт!
Good morning!	Доброго ранку!
Good afternoon!	Доброго дня! (<i>з 12:00 до 17:00</i>)
Good evening!	Добрий вечір!
Nice to see you again!; Glad to see you again!	Радий Вас знову бачити!

Примітка: Привітання *Good day!* (*Доброго дня!*) є калькою з української мови.

How to Say “Good Bye” (Форми Прощання)

Good bye!	До побачення!
Bye-bye!; Bye!; Cheers!	Пока!
Cheerie-bye!	Па-па!; Пока-пока!
Cheerio!	Щасливо!; На все добре!
See you! / See you later!	Побачимося! / Ще побачимося!
See you soon!	До скорої зустрічі!
See you tomorrow!	Побачимося завтра!
Hope to see you soon!	Сподіваюсь, скоро побачимося!
Hope we meet again!	Сподіваюсь, ми ще зустрінемося!
Good night!	Добраніч!

How to Ask (Форми Прохання)

Please.	Будь ласка.; Прошу.
I pray you!; I beg you!	Прошу Вас!; Благаю Вас!

If you please!	З Вашого дозволу.; Якщо Ви дозволите (<i>іронічно</i>).
Be so kind (good) as to ... (<i>інфінітив</i>)	Будьте ласкаві ...
Would you please ...? (<i>інф.</i>)	Чи не могли б Ви ...?
Would you mind ...? (<i>герундій</i>)	Ви не проти ...?
May I trouble (ask) you to ...? (<i>інф.</i>)	Чи можу я попрохати Вас ...?

How to Accept Requests (Форми Прийняття Прохання)

Of course!; Sure!; Sure thing!; Surely!; Certainly!	Так!; Авжеж!; Ну звичайно!
--	----------------------------

How to Thank (Форми Подяки)

Thank you.; Thanks.; Cheers!	Дякую.
Thank you very much.; Thanks a lot.; Thank you so much.	Велике спасибі.

How to Accept Thanks (Форми Прийняття Подяки)

You are welcome.; My pleasure.; Here you are.	Будь ласка.; Прошу.
Don't mention it. / Not at all.	Не варто подяки. / Нема за що.

How to Apologize (Форми Вибачення)

I'm (so) sorry.	Пробачте.; Перепрошую. (<i>за щось</i>)
Excuse me.	Вибачте. (<i>щоб привернути увагу</i>)
I beg your pardon.	Прошу вибачення.
Pardon. / Pardon?; Sorry?	Вибачте./Прошу? (“Що ви сказали?”)
Sorry for keeping you waiting.	Пробачте, що змусив Вас чекати.
Sorry for being late.	Пробачте за запізнення.
Excuse my having done so.; Forgive me for doing that.	Вибачте, що я так вчинив.
Present my apologies to ...	Вибачтесь за мене перед ...

How to Accept Apologies (Форми Прийняття Вибачення)

Never mind (that).	Не звертайте (на це) уваги!
It does not matter!; No matter!; Of no importance!	Не важливо!

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👂👄 Listen to the dialogues and complete them. What are they about? In pairs, practice them with a partner.

Dialogue 1

A: _____!
B: Good _____!

Dialogue 2

A: Hello!
B: _____!

Dialogue 3

A: Good bye!
B: _____!

Dialogue 4

A: _____!
B: **Hi!**
A: What's
_____ name?
B: _____ name
_____ Jack.

Dialogue 5

A: Good _____!
B: **Good _____!**

Dialogue 6

A: _____!
B: **Hello!**
A: I'm Ryan. What's
_____ name?
B: **My _____'s
Emily.**

Dialogue 7

A: What's your
_____?
B: **Willy!**
A: _____ bye,
Willy!

Dialogue 8

A: _____!

Dialogue 9

A: Good _____!

Dialogue 10

A: _____ to meet
_____.
B: _____ to meet
you, _____.

Dialogue 11

A: Hi! How _____
you?
B: **I'm _____! And
_____?**
A: _____. Thanks.

Dialogue 12

A: _____! What's
your _____?
B: **I'm Tomas.**
A: _____, Tomas!

Dialogue 13

A: I'm Mr. Smith.
_____ 's your name?
B: **My _____'s Jessica.**
A: Good _____, Jessica!
B: _____!

Dialogue 14

A: _____, Lucy!
B: _____, **Den!** _____ is
Philip.
A: _____ to meet _____,
Philip!
B: _____ to meet you, _____.

Dialogue 15

A: _____, John!
How _____ you?
B: **Fine, _____,
Sandra. _____
you?**
A: I'm _____,
thanks!

Dialogue 16

A: _____, Hiro!
_____ are you?
B: **Very _____.
Thanks. And you?**
A: I'm fine, _____!

Dialogue 17

A: _____! My _____ 's Rita.
What's your _____?
B: _____ 'm Tina. And _____ is
Mary.
A: _____, Tina! _____, Mary!
C: _____, **Rita!** _____ are _____?
A: I'm _____, thanks. _____ you?
C: **Fine, _____.**

Dialogue 18

A: _____!
B: **Good _____!**
A: My _____ is Alyssa.
B: **Hah. You _____ new.
_____! I'm Charles. I'm _____
manager.**



Dialogue 19

A: Good _____, Julian!
 B: **Good _____, Charles!**
 A: Julian, this _____ Alison, _____ is new.
 B: _____ **to meet _____, Alison.**
 C: I'm _____ Alison.
 B: _____?
 C: _____ name isn't Alison, it's Alyssa.
 B: **Nice to _____ you, Alyssa.**
 A: _____.



Dialogue 21

A: She's _____.
 B: **What's _____ name?**
 A: Alyssa.
 B: **Alyssa?**
 A: _____ do you spell _____?
 B: _____ **don't know.**

Dialogue 22

A: _____, Lisa Jefferson!
 B: _____, **Lisa.** _____'s
Mike.
 A: Mike! How _____
 you?
 B: **I'm _____, thank**
_____! And _____?
 A: I'm _____, thanks.

Dialogue 23

A: _____, Marco! _____
 a nice _____!
 B: _____ **And _____.**
See _____ later!
 A: _____! At _____ at
 the cinema.
 B: **Great! _____,**
Emma!

Dialogue 24

A: _____, 270899.
 B: _____, **Alice! It's**
_____ Charles. How
are _____?
 A: Not bad, _____, and
 you?
 B: _____ **well, thanks.**
 A: How _____ the _____?
 B: **They are _____.**

Dialogue 25

A: Good _____!
 B: _____ **morning, Mr. Brown.**

Dialogue 26

A: Good _____, the Grand Hotel.
 B: **Good _____.**

Dialogue 27

A: _____ evening, madam.
 B: _____ **evening.**

Dialogue 28

A: Good _____!
 B: **Good _____, Peter! Sleep _____.**

Dialogue 29

A: _____ bye!
 B: **Good _____! Have a _____**
journey!

Dialogue 30

A: _____, Lisa. How are
 _____?
 B: **OK, _____, Mike.** _____
you?
 A: _____, thanks. See
 _____ at _____ in the
 café?
 B: **Yes, _____ you later,**
Mike. Have a _____ day!
 A: _____ **And you.** _____,
 Lisa!
 B: _____, **Mike!**

Dialogue 31

- A: _____! What's your _____?
 B: *Tom.*
 A: Are _____ Tom Banks?
 B: *No, I'm _____. I'm Tom King.*
 A: _____ are in room _____.
 B: _____?
 A: _____ are in room _____.
 B: *Ok, _____ you.*

Dialogue 32

- A: _____ me?
 B: _____! *Are you Tom?*
 A: Yes, nice to _____ you.
 B: *Nice to _____ you.*
 A: Am I _____?
 B: *Yes, you _____.*
 A: _____.

61

We use certain expressions in different social situations. Match the expressions and responses. When do we use them? Use a dictionary if needed. Listen and check.

- | | |
|---------------------------------|----------------------------------|
| 1. How are you? | a. Sleep well! |
| 2. Hello, Jane! | b. Yes. Can I help you? |
| 3. How do you do? | c. Good morning! |
| 4. See you tomorrow! | d. Fine, thanks. |
| 5. Good night! | e. Pleased to meet you, Ela. |
| 6. Good morning! | f. Not at all. Don't mention it. |
| 7. Hello, I'm Ela Paul. | g. Thanks. |
| 8. Cheers! | h. Same to you! |
| 9. Excuse me! | i. That's very kind. Thank you. |
| 10. Bless you! | j. Bye! |
| 11. Have a good weekend! | k. How do you do? |
| 12. Thank you very much indeed. | l. Hi, Peter! |
| 13. Make yourself at home. | m. Cheers! |

62

Translate into English.



1. – Здрастуйте! – Доброго дня! 2. – Вибачтесь за мене перед Софією, будь ласка. – Пусте! Не звертайте уваги. 3. – Дякую. – Немає за що. Сподіваюсь, ми з вами ще зустрінемося! 4. – До побачення! – На все добре! 5. – Добраніч! – До побачення! Побачимося завтра! 6. – Прошу вибачення! – Не звертайте на це уваги! 7. – Пока! – Побачимося! 8. – Велике спасибі. – Прошу. 9. – Пробачте за запізнення. – Не звертайте на це уваги! 10. – До скорої зустрічі! – Пока-пока!

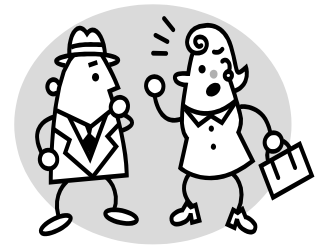
63

Read, learn and act out the following dialogues.

Dialogue 1

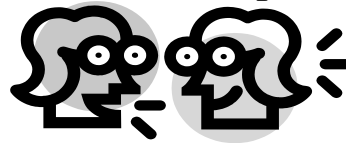
- Ann: **Hi!**
 John: Hello!
 Ann: **What time is it now?**

John: It's half past ten by my watch.
Ann: And by mine it's only a quarter past ten.
 John: Your watch is 15 minutes slow, I'm afraid.
Ann: Then it's time for me to leave. It's late. See you!
 John: Bye-bye, then.



Dialogue 2

Andrew: What's the time by your watch?
 Steve: It's ten to one.
Andrew: Oh, really? It's 5 minutes to one by mine.
 Steve: Isn't your watch too fast?
Andrew: No, it isn't. It's a bit slow, in fact. It's one sharp.
 Steve: Let's hurry up. Here's the bell.
Andrew: So it's exactly one o'clock.
 Steve: Yeah.



Dialogue 3

Helen: Hello!
 Emma: Hi!
Helen: What are you busy with?
 Emma: I'm busy with my homework. Why?
Helen: It's time to leave.
 Emma: What time is it now?
Helen: It's already 6 o'clock in the evening.
 Emma: Oh, really? It's time to leave.
Helen: Agreed. Let's go together.
 Emma: With pleasure.



64 🎧👂 Listen and complete the dialogues. Listen again and practice them with a partner.

Dialogue 1

A: What _____ is it?
B: It's half past _____. Go back to sleep.
 A: OK. Have a nice _____.
B: You, _____.



Dialogue 2

A: Excuse _____. What _____ is it?
B: Sorry, I don't know. I don't have a _____.
 A: Excuse _____. What _____ is it?
C: Just a _____. It's _____ to seven.
 A: _____.
 C: **You're _____.**



Dialogue 3

A: What _____ is it, _____?
B: It's _____ o'clock.
 A: _____ you _____ much.

Dialogue 4

A: _____ me, what _____ is it, _____?

B: It's 5 _____ 12.

A: _____.

Dialogue 5

A: _____ me? _____? What's the _____, please?

B: I'm _____, I don't know. I don't have a _____.

A: Oh, _____.

Dialogue 6

A: _____ time is _____ class?

B: It's at 8:30 _____.

A: That's _____.

Dialogue 7

A: I'm tired. What's the _____?

B: It's _____ past one.

A: _____ past one? Oh, _____ for bed.

65

Role-play the following situations.

- Ви з товаришем звіряєте час. Вам здається, що його годинник поспішає. Насправді, він трішки відстає. У цю мить дзвонить дзвінок на урок і ви можете звірити час.
- Ви запитуєте товариша, котра година. Виявляється, ваш годинник відстає, і вам час іти. Ви прощаєтесь.
- Після занять ви зайшли за товаришем, але він зайнятий. Запропонуйте піти додому разом, оскільки вже пізно.



Years (Роки)

1917 – nineteen seventeen

2100 – twenty one hundred

1905 – nineteen-oh /əʊ/-five

2001 – twenty-oh-one or two thousand and one

1950s – the fifties

18th C – the eighteenth century

66

Read the following years.



a) 1643;

e) 1543;

i) 1661;

m) 1941;

b) 2004;

f) 1908;

j) 1999;

n) 2026;

c) 1987;

g) 2867;

k) 2012;

o) 1107;

d) 1900;

h) 1980;

l) 1543;

p) 1764.

67

Listen and repeat the years.

1. _____

2. _____

3. _____

4. _____

5. _____

68

Listen and repeat the years the people below were born in.

1. Marilyn Monroe was born in _____. 2. Charlie Chaplin was born in _____.

3. Jodie Foster was born in _____. 4. Clint Eastwood was born in _____. 5.

Orlando Bloom was born in _____. 6. Scarlett Johansen was born in _____.

Ordinal Numerals (Порядкові Числівники)

<u>1</u> <i>the first</i>	<u>11</u> the eleventh	<u>21</u> the twenty-first
<u>2</u> <i>the second</i>	<u>12</u> <u>the twelfth</u>	<u>22</u> the twenty-second
<u>3</u> <i>the third</i>	<u>13</u> the thirteenth	<u>30</u> the thirtieth
<u>4</u> the fourth	<u>14</u> the fourteenth	<u>40</u> the fortieth
<u>5</u> <u>the fifth</u>	<u>15</u> the fifteenth	<u>50</u> the fiftieth
<u>6</u> the sixth	<u>16</u> the sixteenth	<u>60</u> the sixtieth
<u>7</u> the seventh	<u>17</u> the seventeenth	<u>70</u> the seventieth
<u>8</u> <u>the eighth</u>	<u>18</u> the eighteenth	<u>80</u> the eightieth
<u>9</u> <u>the ninth</u>	<u>19</u> the nineteenth	<u>90</u> the ninetieth
<u>10</u> the tenth	<u>20</u> <u>the twentieth</u>	<u>100</u> the hundredth

200	the two hundredth
368	the three hundred and sixty-eighth
1 000	the thousandth
2 569	the two thousand five hundred and sixty-ninth
1 500	the one thousand five hundredth
1 000 000	the millionth
1 000 000 000	the billionth

69 a) Listen to the ordinal numerals from the 1st to the 31st. Repeat them.

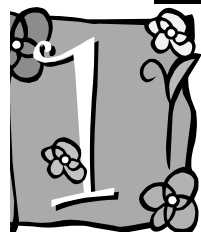
b) Listen and write the ordinal numerals you hear. Repeat them.

- | | | | | | |
|----------|----------|----------|-----------|-----------|-----------|
| 1. _____ | 4. _____ | 7. _____ | 10. _____ | 13. _____ | 16. _____ |
| 2. _____ | 5. _____ | 8. _____ | 11. _____ | 14. _____ | 17. _____ |
| 3. _____ | 6. _____ | 9. _____ | 12. _____ | 15. _____ | |

c) Listen and underline the number you hear. Practice saying them.

- | | | | |
|----------------------|----------------------|------------------------|------------------------------------|
| 1. 1 1 st | 3. 7 7 th | 5. 10 10 th | 7. 2 nd 3 rd |
| 2. 3 3 rd | 4. 9 9 th | 6. 5 5 th | 8. 4 th 5 th |

70 Read the ordinal numerals.



67; 34; 609; 6 543; 56 478; 34 975 239;
 93; 17; 100; 1 111; 673 096; 53 967 003;
 11; 12; 248; 5 291; 9 721 453; 76 398 555;
 52; 21; 635; 4 003; 8 888 888; 904 006 743;
 90; 83; 318; 3 027; 1 056 302; 742 052 613.

71 Listen and say the cardinal and ordinal numerals.

- | | | |
|------------------|------------------|-------------------|
| 1. _____ - _____ | 5. _____ - _____ | 9. _____ - _____ |
| 2. _____ - _____ | 6. _____ - _____ | 10. _____ - _____ |
| 3. _____ - _____ | 7. _____ - _____ | 11. _____ - _____ |
| 4. _____ - _____ | 8. _____ - _____ | |

Find and correct the mistakes.

The fiveth; the twentyth; the eighthth; the twoth; the twelvth; the forteenth, the fist.

Vocabulary

a date	дата
a working day	робочий день
a weekend day	вихідний день (<i>субота та неділя</i>)
a day off	вихідний (вільний) день
a birthday / a name day	день народження / день ангела
today	сьогодні
yesterday	вчора
the day before yesterday	позавчора
tomorrow	завтра
the day after tomorrow	післязавтра
a week	тиждень
a month	місяць
a season	пора року
a year / a leap year	рік / високосний рік
a century	століття
favourite	улюблений

day

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

день

- понеділок
- вівторок
- середа
- четвер
- п'ятниця
- субота
- неділя

season

- winter
- spring
- summer
- autumn/fall

пора року

- зима
- весна
- літо
- осінь



a) 🎧 Listen and repeat the days of the week in the table above. Use a good dictionary to transcribe them.

b) Continue the series.

1. Friday, Saturday, _____

2. Monday, Tuesday, _____

3. Tuesday, Wednesday, _____

4. Monday, Wednesday, _____

5. Tuesday, Thursday, _____

6. Sunday, Monday, _____

c) 🎧 Listen to five conversations. Underline the day of the week you hear.

1. Monday/Sunday

3. Friday/Saturday

5. Friday/Thursday

2. Tuesday/Thursday

4. Saturday/Sunday

d) 🎧 🗣️ Listen and complete the dialogues with days of the week. Practice the dialogues with a partner.

Dialogue 1

Man: What _____ is it today?

Woman: It's _____. Why?

Man: Because it's my wife's _____ on _____ and I don't have a present!

Dialogue 2

Woman: Is it _____ tomorrow?

Man: No, _____. Today is _____.

74 🎧 🗣️ Listen, write down and repeat. Practice saying goodbye with different days of the week.

a)	b)	c)	
Man 1: _____	Woman: _____	Man: _____	Man: _____
Woman 1: _____	_____	Woman: _____	Woman: _____
Woman 2: _____	_____	Man: _____	Man: _____
Man 2: _____	_____	Woman: _____	_____

month

місяць

- | | | | |
|------------|------------|-------------|------------|
| • January | • січень | • July | • липень |
| • February | • лютий | • August | • серпень |
| • March | • березень | • September | • вересень |
| • April | • квітень | • October | • жовтень |
| • May | • травень | • November | • листопад |
| • June | • червень | • December | • грудень |

75 a) 🎧 Listen and repeat the months from the list above. Use a dictionary to transcribe them.

b) 🎧 Listen and write the months you hear.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

c) Guess the months.

1. There are 28 or 29 days in this month. _____ 2. This is the eighth month. _____
3. This is the last month in a year. _____ 4. This is the sixth month. _____
5. It is the month before August. _____ 6. There are three letters in this month. _____
7. This is the second spring month. _____

d) Put the letters in order to make days of the week and months.

- | | | |
|-------------------|-------------------|---------------------|
| 1. ARSAYDUT _____ | 5. BREVONME _____ | 9. LIRPA _____ |
| 2. UJYL _____ | 6. EUASDTY _____ | 10. DSYEEAWND _____ |
| 3. NYAUDS _____ | 7. ODNHYMA _____ | 11. GUUATS _____ |
| 4. HRDYTUSA _____ | 8. DFARYI _____ | 12. MCHAR _____ |

78 Listen and repeat the dates. Are they in British or American English?

- a)
- | | | | |
|----------|----------|----------|-----------|
| 1. _____ | 4. _____ | 7. _____ | 10. _____ |
| 2. _____ | 5. _____ | 8. _____ | 11. _____ |
| 3. _____ | 6. _____ | 9. _____ | 12. _____ |
- b)
- | | | | |
|----------|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ | 7. _____ |
| 2. _____ | 4. _____ | 6. _____ | 8. _____ |
- c)
- | | | | | |
|----------|----------|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ | 5. _____ |
|----------|----------|----------|----------|----------|
- d)
- | | | | |
|----------|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
|----------|----------|----------|----------|
- e)
- | | | | | | |
|----------|----------|----------|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ | 5. _____ | 6. _____ |
|----------|----------|----------|----------|----------|----------|

79 Listen and fill in the gaps in the dialogues. Practice saying them. Work in pairs and make similar dialogues.

Dialogue 1

Woman: What's the _____ today?
Man: It's the _____ of _____. It's _____, _____.



Dialogue 2

Man: What's the _____ today?
Woman: It's the _____ of _____.
Man: Is it? I thought it was the _____!



Dialogue 3

Woman: When is your _____?
Man: On the _____ of _____.

80 Match the dates.

22/9 19/12 11/3 4/6 5/1 13/4 21/7 8/10 3/2 31/5

- | | |
|----------------------------|-----------------------------------|
| 1. the eleventh of March | 6. the nineteenth of December |
| 2. the fourth of June | 7. the twenty-second of September |
| 3. the third of February | 8. the fifth of January |
| 4. the eighth of October | 9. the thirteenth of April |
| 5. the thirty-first of May | 10. the twenty-first of July |

81 a) Complete the chart.

31/12 14/2 24/8 4/7 31/10 25/12 1/5 26/12

Day

- ✓ Valentine's Day
- ✓ Christmas Day
- ✓ US Independence Day
- ✓ Independence Day in Ukraine
- ✓ Halloween
- ✓ New Year's Eve
- ✓ Labour Day
- ✓ Boxing Day

Date	You say
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



b) ✎ Write five important dates for you. Say why they are important.

Model: *The fifth of May is important for me, because it's my birthday!*


82 Complete the quiz with a "time" word. Use your active vocabulary.

sixty seconds = a _____	seven days = a _____
sixty minutes = an _____	four weeks = a _____
twenty-four hours = a _____	three months = a _____
100 years = a _____	twelve months = a _____

83 Put the time expressions in order. Start with the nearest.

- | | | | |
|-------------------------------------|---|------------------------------------|------------------------------------|
| <input type="checkbox"/> tomorrow | <input type="checkbox"/> tomorrow night | <input type="checkbox"/> tonight | <input type="checkbox"/> today |
| <input type="checkbox"/> next month | <input type="checkbox"/> next year | <input type="checkbox"/> next week | <input type="checkbox"/> right now |

Prepositions of Time (Прийменники Часу)

AT	IN	ON
<p>➤ <i>for the time of day</i></p> <p>at five o'clock</p> <p>at 11.45</p> <p>at midnight/noon/night</p> <p>at lunch/dinner/breakfast (time)</p> <p>at sunset/dawn</p> <p>at the/that moment</p> <p>at present</p> <p>at the same time</p> <p>at the weekend</p> <p>at weekends</p> <p>at Christmas/Easter</p> <p>at the end of the month</p> <p>at the age of 34</p>	<p>➤ <i>for periods</i></p> <p>in the morning</p> <p>in the evening</p> <p>in the afternoon</p> <p>in October (<i>months</i>)</p> <p>in (the) winter (<i>seasons</i>)</p> <p>in 2004 (<i>years</i>)</p> <p>in the 1990s</p> <p>in the 19th century</p> <p>in the Middle Ages</p> <p>in the past/(the) future</p> <p>in the Easter holiday(s)</p> <p>in a week (<i>a week from now</i>)</p> <p>in a moment (<i>a moment from now</i>)</p> <p>in six months' time (<i>six months from now</i>)</p>	<p>➤ <i>for days and dates</i></p> <p>on Friday/on Fridays</p> <p>on Easter Sunday</p> <p>on Christmas Day</p> <p>on holiday</p> <p>on my birthday</p> <p>on July 30th 1999</p> <p>on a summer afternoon</p> <p>on Sunday morning(s)</p> <p>on the weekend (AmE)</p> <div style="text-align: center;">  <p>Merry Christmas</p> </div>

Примітка 1. Прийменник **IN** також використовується, коли необхідно вказати скільки потрібно часу для чогось:

I can learn a poem in 2 hours. (Я можу вивчити вірш за 2 години.)

Примітка 2. Прийменники **AT / ON / IN** не використовуються перед **next, last, yesterday, tomorrow, this, that, these, those, every: last March** (в березні минулого року), *yesterday evening* (вчора ввечері).

84

Complete the expressions. Then cover the right-hand column and test yourself.

- | | |
|---|-----------------------|
| 1. on Mon, Tue, Wed, Thu, Fri, Sat, Sun | = every d _____ |
| 2. week 1, week 2, etc. | = every w _____ |
| 3. in January, February, March, etc. | = every m _____ |
| 4. in 2001, 2002, 2003, etc. | = every y _____ |
| 5. only on Mondays | = once a _____ |
| 6. on Mondays and Wednesdays | = twice a _____ |
| 7. on Mondays, Wednesdays and Fridays | = three times a _____ |
| 8. in January, April, July and October | = four times a _____ |

85

a) Write the correct preposition (at, on, in) in the gaps. Listen and check. Translate into Ukrainian.

- _____ Sunday; Monday; Tuesday; Saturday evening; Thursday morning;
Friday afternoon
- _____ nine o'clock; ten thirty; twelve fifteen; the weekend
- _____ the morning; the afternoon; the evening

b) Complete the time expressions with at, on, in or – (no) preposition.

- | | | |
|------------------------|--------------------------|------------------------------|
| 1. _____ Christmas | 11. _____ Christmas Day | 21. _____ my birthday |
| 2. _____ the evening | 12. _____ the morning | 22. _____ December |
| 3. _____ half past two | 13. _____ Friday morning | 23. _____ summer |
| 4. _____ Wednesday | 14. _____ Saturday night | 24. _____ 1895 |
| 5. _____ 1997 | 15. _____ night | 25. _____ the end of the day |
| 6. _____ September | 16. _____ January 18 | 26. _____ yesterday evening |
| 7. _____ the age of 24 | 17. _____ the weekend | 27. _____ the afternoon |
| 8. _____ Thursday | 18. _____ winter | 28. _____ Monday morning |
| 9. _____ 11.35 | 19. _____ six o'clock | 29. _____ holiday |
| 10. _____ 6 June | 20. _____ midnight | 30. _____ the past |

86

Work in pairs. Ask and answer the questions.

- | | |
|------------------------------------|---------------------------------|
| 1. How many minutes / in an hour? | 5. How many weeks / in a month? |
| 2. How many months / in a year? | 6. How many hours / in a day? |
| 3. How many days / in a week? | 7. How many days / in June? |
| 4. How many seconds / in a minute? | 8. How many weeks / in a year? |

🔑 Answer the questions.



1. What are the working days? What is the first working day? What is your favourite working day? 2. What are the weekend days? What is your favourite weekend day? 3. What is the seventh day of the week? What is the second day of the week? What is the day after Wednesday? 4. What is your friend's favourite day? 5. What day is it today? What day is it tomorrow? What date is it today? 6. What month is it

now? What is your favourite month? 7. What season is it now? What is your favourite season? 8. What century is it now? 9. When is your birthday? When is your boyfriend's/girlfriend's birthday? 10. When is your name day? 11. What's the date next Sunday? 12. When is Valentine's Day? When is Christmas in the UK and in the USA? When is Christmas in Ukraine?

Vocabulary

a friend / a partner	друг / товариш; партнер
a boyfriend / a girlfriend	друг / подружка
a family	сім'я
a husband / a wife	чоловік (одружений) / дружина
a brother / a sister	брат / сестра
a child / children	дитина / діти
a job	робота
a teacher / a doctor / a bank manager	вчитель / лікар / менеджер в банку
a parrot	папуга
a house	дім, будинок
a restaurant	ресторан
a town	місто (невелике)
a park	парк
a page	сторінка
a name; a first name	ім'я
a surname; a family name	прізвище
a lesson; a class	урок, заняття
an exercise	вправа
homework; home assignment	домашнє завдання
a notebook	записна книжка, записник; зошит
a question / an answer	питання / відповідь
a word / a phrase / a sentence / a text	слово / фраза / речення / текст
a story / a novel	історія / роман, новела
married	одружений
happy	щасливий

easy / difficult	легкий / важкий (<i>ментально</i>)
light / heavy	легкий / важкий (<i>фізично</i>)
quite well / very well	досить добре / дуже добре
forever	назавжди
at all	зовсім
of course	звичайно, неодмінно, аякже
just	лише, щойно
during	протягом

Vocabulary (verbs)

to ask / to answer	запитувати / відповідати
to be / to be angry	бути / злитися
to begin / to stop	починати / закінчувати, зупинятись
to bring	приносити
to buy	купувати
to call; to phone	телефонувати
to circle	обводити в кружечок
to close / to open	закривати / відкривати
to come	приходити, приїжджати
to come home	приходити додому
to come (from) / to be (from)	бути родом (з)
to complete	завершувати
to cook (food)	готувати (їжу)
to copy	копіювати
to count	рахувати
to cover	накривати, закривати
to cross / to cross out	перекреслити / викреслити
to dance (flamenco)	танцювати (фламенко)
to do	робити
to do crosswords	розгадувати кросворди
to drink / to eat	пити / їсти
to drive (a car) / to ride (a motorbike)	кермувати (автомобілем)/~(мопедом)
to find / to look for	знаходити / шукати
to give / to take	давати / брати
to go (to)	їти, їхати (в напрямку)
to go to bed	лягати спати
to go to school / to go to work	їти, ходити до школи / ~ на роботу
to go home	їти додому
to hear / to listen (to)	чути / слухати
to help (with)	допомагати (з)

to imagine	уявити
to introduce (sb to sb)	представити (когось комусь)
to let	дозволяти
to like / to love	подобатись / любити, кохати
to make	робити, виробляти, готувати
to match	підбирати (до пари, щоб підходило)
to number	нумерувати
to paint	малювати, фарбувати
to park (a car)	паркувати (автомобіль)
to play (a musical instrument)	грати(ся) (на музичному інструменті)
to play the guitar / ~ the piano	грати на гітарі / ~ піаніно
to play football / ~basketball / ~tennis	грати в футбол / ~баскетбол / ~теніс
to put	класти
to read	читати
to remember	пам'ятати, згадувати
to repeat	повторювати
to roleplay	грати в ролях
to say / to tell	казати, говорити / розповідати
to speak / ~ a foreign language	говорити, промовляти / ~іноз. мовою
to discuss	обговорювати
to see / to look (at)	бачити(ся), розуміти / дивитися (на)
to show	показувати
to sing	співати
to sit / to sit down	сидіти / сісти
to ski	кататися на лижах
to stand / to stand up	стояти / встати
to stay	знаходитись, залишатись, перебувати
to swim	плавати
to test	тестувати, перевіряти
to think	думати
to tick	робити позначку, ставити галочку
to translate from / into	перекладати з / на
to turn on / to turn off (the light)	ввімкнути / вимкнути (світло)
to underline	підкреслити
to understand	розуміти
to use	користуватися
to wait	чекати
to walk; to go for a walk	гуляти, прогулюватися
to work / to work in pairs	працювати / працювати в парах
to write / to write down	писати / записати

Imperative Sentences (Наказові Речення)

Наказові речення виражають прохання, накази, пропозиції.

1. Стверджувальна форма наказових речень, що стосуються другої особи однини та множини (**tu, vi**), співпадає з формою інфінітива дієслова без частки **to**.

to read	<i>Read this text!</i>	- Читайте(те) цей текст!
to translate	<i>Translate these sentences!</i>	- Перекладіть ці речення!
to open	<i>Open the door!</i>	- Відкрий двері!
to be	<i>Be my friend!</i>	- Будьте моїм другом.

2. Допоміжне дієслово **do** /du:/ ставиться перед смисловим дієсловом у стверджувальному реченні для підсилення прохання та для додаткового емоційного забарвлення.

<i>Do go home!</i>	- Ану йдіть додому!
<i>Do come to us!</i>	- Неодмінно завітайте до нас!
<i>Do be my friend!</i>	- Ну будьте ж моїм другом!

3. При утворенні заперечної форми використовується допоміжне дієслово **do** та заперечна частка **not** = **do not** або скорочена форма **don't** /dəʊnt/.

<i>Don't stay here!</i>	- Не залишайтеся тут!
<i>Don't be angry!</i>	- Не зліться!
<i>Don't call me!</i>	- Не телефонуй мені.

4. Накази та прохання, що стосуються третьої особи однини та множини, утворюються за допомогою дієслова **let**. Особа, якої стосується наказ, позначається іменником у загальному відмінку, або особовим займенником в об'єктній формі.

<i>Let him open the door!</i>	- Нехай він відкриє двері!
<i>Let her stay here!</i>	- Дозвольте їй залишитись тут.
<i>Let it be forever!</i>	- Нехай це буде завжди.
<i>Let them sing!</i>	- Дозвольте їм заспівати.
<i>Let the students go home!</i>	- Дозвольте студентам йти додому.
<i>Don't let the cats play there.</i>	- Не дозволяйте котам гратися там.

Примітка: дієслова **let** (дозволяти), **help** (допомогати), **make** (змушувати) вимагають, щоб наступне дієслово вживалось без інфінітивної частки **to** (так званий "голий" інфінітив). *Напр.: Let me go home.*

5. При вживанні дієслова **let** із займенником першої особи множини виражається пропозиція до спільної діяльності, а з першою особою однини – прохання дозволити виконати дію.

<i>Let us (Let's) go home!</i>	- Давайте підемо додому!
<i>Let's call him!</i>	- Давайте зателефонуємо йому!
<i>Let me come to you!</i>	- Дозвольте мені прийти до вас!

Pronouns (Займенники)

Особові займенники Хто? Що?	Особові займенники в об'єктному відмінку Кому? Чому? Кого? Що?	Присвійні займенники Кого? Чого? Чий?
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
you	you	your
they	them	their

Plural of Nouns (Множина Іменників)

- Якщо основа іменника закінчується на **-у**:
 - приголосна + у = **y** → **i** + **es**: *a story – stories*;
 - голосна + у = **y** + **s**: *a boy – boys*.
 - Якщо іменник закінчується на **-о**:
 - приголосна + о = **o** + **es**: *a potato – potatoes (картопля),
a hero – heroes (герой)*;
 - голосна + о = **o** + **s**: *a radio – radios (радіо), a cuckoo – cuckoos (зозуля)*.
- Але:** *a piano – pianos (піаніно);* *a photo – photos (фотографія);*
a kilo – kilos (кілограм); *a solo – solos (сольний номер).*

88

Read and translate the sentences into Ukrainian.

1. Don't go with Max. 2. Take the other book. 3. Put your books on the table. 4. Don't read it. 5. Give me his pen. 6. Take the pen and put it into this box. 7. Stand up, please. 8. Don't take these apples. 9. Let's read that. 10. Sit down, please. 11. Put their pens into her bag. 12. Take my book and put it on his desk. 13. Write down, please. 14. Go and close the door. 15. Don't open the window.

89

Read and translate the sentences into Ukrainian. Make them negative.

1. Read the exercise slowly. 2. Now ask a question. 3. Close the book and put it on the desk. 4. Give me the book. 5. Read those words. 6. Take his notebook. 7. Write down the words *ask* and *answer*. 8. Close the notebook and put it under the book. 9. Open that window, please. 10. Now open the box. 11. Stand up. 12. Sit down, please. 13. Now take this brown book. 14. Give the book to your friend. 15. Say it, please. 16. Open your books, please. 17. Come with your friend. 18. Let me open this door. 19. Answer my questions, please. 20. Read this text. 21. Close the door. 22. Show him your laptop. 23. Please, help me do it.



90

a) Complete the *instructions* with the verb below. Translate them into Ukrainian.
















close go look open sit down stand

1. _____ at the blackboard, please. 4. _____ to page 20.
 2. _____ the door. 5. _____ up.
 3. _____ your books. 6. _____, please.

b) Complete and translate the sentences.

1. C _____ the door. 2. L _____ to the teacher. 3. O _____ your books. 4. W _____ in pairs. 5. Don't w _____ down. 6. T _____ off your mobile phone. 7. L _____ at the blackboard. 8. Don't s _____ Spanish.

c) Match the words and pictures. Some words are extra.

<p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> 	<p>7</p> 	<p>8</p> 
<p>9</p> 	<p>10</p> 	<p>11</p> 	<p>12</p> 
<p>13</p> 	<p>14</p> 	<p>15</p> 	



- a) match e) cross out i) ask m) test a partner r) translate
 b) underline f) number j) answer n) roleplay s) discuss
 c) complete g) tick k) say o) think t) repeat
 d) circle h) cross l) cover the text p) copy u) read

d) **Read and translate the phrases. Listen and tick the ones you hear.**

- | | |
|--|---|
| <input type="checkbox"/> Look at the board. | <input type="checkbox"/> Sit down. |
| <input type="checkbox"/> Open your books. | <input type="checkbox"/> Work in pairs. |
| <input type="checkbox"/> Close the door. | <input type="checkbox"/> Stand up. |
| <input type="checkbox"/> Read the text. | <input type="checkbox"/> Don't write. |
| <input type="checkbox"/> Go to page 84. | <input type="checkbox"/> Listen and repeat. |
| <input type="checkbox"/> Turn off your mobile phone. | <input type="checkbox"/> Don't speak Spanish. |

91

Listen, repeat and write down the instructions.

a)

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

b)

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

92

Make up ten sentences using the verbs from the vocabulary list.



Model:

Don't show me the bag.

Let her friend speak English.

Help me with my homework, please.

93

Complete the sentences with the correct preposition.

1. My birthday is _____ July. 2. Let's meet _____ 6 o'clock. 3. He is _____ holiday. 4. Our lessons are _____ Wednesday and Friday. 5. Come _____ me _____ next Monday. 6. Don't go _____ work _____ Sunday. 7. See you _____ the afternoon. 8. My exams are _____ May. 9. Stan is _____ the age of twenty two. 10. Is our next class _____ 7.30? 11. _____ spring it's usually nice _____ the afternoon. 12. I'm always at work _____ 9 o'clock. 13. In the USA Independence Day is _____ July 4th. 14. Let's play football _____ Thursday.

Translate into English.



1. Нехай мій друг піде до школи. 2. Прочитайте, будь ласка, цей текст. 3. Дозвольте вам допомогти. 4. Нехай Анна принесе книгу та покладе її на стіл. 5. Дозвольте йому розповісти цю історію. 6. Не дозволяйте йому починати урок. 7. Давайте гратися в парку. 8. Давайте знайдемо наші олівці. 9. Не показуйте мені свою сумку. 10. Будь ласка, не дозволяйте їм перекладати цей текст. 11. Покладіть виделки біля тарілок. 12. Візьміть стілець та сядьте вже! 13. Не відкривайте двері! 14. Встаньте та закрийте вікно. 15. Відкрийте пляшку мінеральної води. 16. Сідайте, будь ласка. 17. Перекладіть цей текст сьогодні. 18. Не беріть ці склянки. Візьміть яблука, будь ласка. 19. Не записуйте ті слова. Запишіть, будь ласка, ці фрази. 20. Прочитайте ці книги. 21. Та приходьте вже!

Proper Names (Власні Імена)

Adam	Адам	Eve	Ів (Єва)
Andrew	Ендрю (Андрій)	Ann	Ен (Анна)
John	Джон (Іван)	Mary	Мері (Марія)
Bob	Боб (Володимир)	Linda	Лінда
Nick	Нік (Микола)	Jane	Джейн
Jack	Джек	Helen	Гелен (Олена)

Modal Verb (Модальне Дієслово) can

Модальне дієслово **can** /kæn/ вживається для вираження фізичних чи розумових здібностей. Перекладається українською мовою *могти, вміти*.

The Structures of Sentences with *can*

Affirmative (+)	Negative (-)		Interrogative (?)
	Long form	Short form	
I <i>can</i>	I <i>cannot</i>	I <i>can't</i>	<i>Can</i> I?
You <i>can</i>	You <i>cannot</i>	You <i>can't</i>	<i>Can</i> you?
He <i>can</i>	He <i>cannot</i>	He <i>can't</i>	<i>Can</i> he?
She <i>can</i>	She <i>cannot</i>	She <i>can't</i>	<i>Can</i> she?
It <i>can</i>	It <i>cannot</i>	It <i>can't</i>	<i>Can</i> it?
We <i>can</i>	We <i>cannot</i>	We <i>can't</i>	<i>Can</i> we?
You <i>can</i>	You <i>cannot</i>	You <i>can't</i>	<i>Can</i> you?
They <i>can</i>	They <i>cannot</i>	They <i>can't</i>	<i>Can</i> they?

Примітка: Повна заперечна форма *cannot* читається /'kænt/ або /kæ'nt/.

Скорочена заперечна форма *can't* читається /kɑ:nt/.

🔊 Listen to the pronunciation of can. Write, transcribe and translate the sentences you hear. Read them aloud.

1. _____

2. _____

3. _____





96 Listen and circle *a* or *b*. Listen to both variants once again. Can you hear the difference?

- | | |
|--|---------------------------------------|
| 1. <i>a</i> We can park here. | <i>b</i> We can't park here. |
| 2. <i>a</i> I can help you. | <i>b</i> I can't help you. |
| 3. <i>a</i> We can stop here. | <i>b</i> We can't stop here. |
| 4. <i>a</i> You can sit here. | <i>b</i> You can't sit here. |
| 5. <i>a</i> Mark can go with me. | <i>b</i> Mark can't go with me. |
| 6. <i>a</i> I can walk home. | <i>b</i> I can't walk home. |
| 7. <i>a</i> We can come tonight. | <i>b</i> We can't come tonight. |
| 8. <i>a</i> You can write in the book. | <i>b</i> You can't write in the book. |

97 What can Ann and Susan do? Make up sentences about the girls.
Model: *Ann can paint, but Susan can't.*

	<i>play football</i>	<i>cook</i>	<i>swim</i>	<i>do crosswords</i>	<i>paint</i>	<i>drive a car</i>
Ann	x	✓	x	✓	✓	x
Susan	x	✓	✓	x	x	✓

98 Look at the pictures and guess who can be a star. Listen to the boys sing, play the guitar and dance. Choose *can do it very well*, *can do it quite well* and *can't do it at all* to describe their talents. Who do you think the winner is? Why?

	Jude	Gareth	Kelly
			
• play the guitar			
• dance			
• sing			

99 Listen and fill in can or can't.

- A: _____ you sing?
 B: *Yes. I _____ sing quite well.*
- A: _____ you play a musical instrument?
 B: *Yes, I _____.*
- A: What _____ you play?
 B: *I _____ play the guitar.*
- A: _____ you dance?
 B: *No, I _____. I _____ dance.*



100

a) Listen and write down the sentences. Are they positive or negative?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

b) Listen, write and translate the sentences you hear. Read them aloud.

1. _____
2. _____
3. _____
4. _____
5. _____

101

a) Complete the sentences with can or can't. Translate them.

1. I can sing but I _____ dance.
2. We _____ play basketball on Saturday. I'm free.
3. I'm sorry. I _____ remember your name.
4. I _____ speak French but not German.
5. _____ you help me? This bag is very heavy.
6. I _____ see you on Sunday. I'm very busy.
7. Sorry? I _____ hear you.
8. Look! We _____ buy some milk in that shop.

b) Listen and underline what you hear, can or can't. Translate.

1. I can/can't use a computer.
2. She can/can't speak German.
3. He can/can't speak English very well.
4. Why can/can't you come to my party?
5. We can/can't understand our teacher.
6. They can/can't read music.
7. Can/Can't we have an ice-cream?
8. Can/can't cats swim?

102

Listen and complete the sentences with can/can't + verb.

1. I _____ French, but I _____ German.
2. He _____, but he _____.
3. – “_____ you _____?” – “Yes, I _____.”
4. They _____, but they _____.
5. We _____ and we _____.
6. – “_____ she _____?” – “No, she _____.”



103

a) Complete the questions with can and a suitable verb. Then answer the questions.

1. Can you translate into French?
2. _____ you _____ crosswords?
3. _____ you _____ English?
4. _____ you _____ basketball?
5. _____ you _____ football?
6. _____ you _____ coffee?
7. _____ you _____ mushrooms?
8. _____ you _____ the piano?

Yes, I can.



b) Listen to the questions, write and translate them. Give true answers.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

104

a) Read and translate the words. Listen to Lucia and tick what she can do.

*often**sometimes**really**the Pyrenees*

- drive a car speak Spanish cook swim dance
 speak French play tennis ski play the guitar use a computer

b) Read and translate the words. Listen to Tito and tick the things he can do. Use the chart above. Is there anything else he can do?

*South America**Argentina**a horse*

c) Complete the chart about you. Interview your partner with the chart.

Model: *Can you ...?*

→ *Yes, I can.* → *How well?* → *Is it easy or difficult?*

→ *No, I can't.* → *Why not?* → *Can your friends do it?*

105

Construct the sentences using the prompts below and then make them negative and interrogative.



Model: Adam – read – exercise.

Adam can read the exercise.

Adam can't read the exercise.

Can Adam read the exercise?

- | | |
|-----------------------------------|-------------------------------------|
| 1. Eve – write – words – numbers. | 6. Mary – give – pen. |
| 2. Bob – open – door. | 7. Linda – put – pencil – desk. |
| 3. Ann – translate – this text. | 8. Jack – speak – English. |
| 4. Andrew – close – window. | 9. Helen – put – plates – blue box. |
| 5. John – take – book. | 10. Adam – translate – these words. |

106

Answer the questions.

a)

1. Can you say what's in your bag? 2. Can you count to a billion? 3. Can you say your phone number? 4. Can you introduce yourself? 5. Can you drive a car? 6. Can you bring me some water? 7. Can you understand cats and dogs?

b)

1. How many words can you write a minute? 2. How many books can you read a day? 3. How many texts can you translate today? 4. How many girls can you see now? 5. How many bottles can you open a minute? 6. How much water can you drink a day? 7. How many windows can you see now? 8. How many words can you translate in this exercise? 9. How many exercises can you do tonight? 10. How many exercises can we write down during a lesson?



107

a) **Can** is also used to speak about requests and offers. Match the sentences.

- | | |
|--------------------------------------|----------------------------|
| 1. Can you turn on the light? | a. I can't open it. |
| 2. Can you speak slowly? | b. I can't see. |
| 3. Can you look for my keys? | c. I can't remember it. |
| 4. Can you help me with this window? | d. I can't find them. |
| 5. Can you hurry, please? | e. I can't understand you. |
| 6. Can you say your name again? | f. I can't wait. |

b) Use the words to write questions with **can** in the left-hand column. Match these questions with the answers from the opposite column. Listen and check.

- | | |
|---|---|
| 1. can / me / tell / time / you / the / please? | a. Yes, of course. Do you want Coca-Cola or orange juice? |
| 2. can / speak / you / slowly / more / please? | b. Yes, please. I want to buy this postcard. |
| 3. can / come / to / my / you / party? | c. It's about three thirty. |
| 4. can / help / I / you? | d. I am sorry. Can you understand now? |
| 5. can / have / a / cold / I / drink / please? | e. I'm sorry. I can't. It's my grandma's birthday. |

108

Translate into English.



1. Хто може відкрити вікно? 2. Хто вміє грати на піаніно? Ви вмієте грати на гітарі? 3. Ти вмієш плавати? Чому ти не вмієш плавати? Хто вміє плавати? 4. Хто вміє перекладати на українську? 5. Скільки днів ви тут можете бути? 6. Хто вміє читати англійською? 7. Я не можу принести ту сумку, вона дуже важка. Хтось може мені допомогти? 8. Я не вмію розгадувати кросворди, я взагалі не вмію читати. 9. Хто вміє ставити запитання? Хто може дати відповіді на ці запитання? 10. Ми можемо піти на роботу в суботу. 11. Хто може записати всі слова? Хто вміє писати? 12. Я не можу припаркувати тут свій автомобіль. Допоможіть мені, будь ласка. Хто вміє водити автомобіль? 13. Хто може покласти виделку на стіл?

Possessive Case of Nouns (Присвійний Відмінок Іменників)

the bag/my sister	my sister's bag
the dog/his friend	his friend's dog
the pencils/Andrew	Andrew's pencils
the books/the students	the students' books
the room/the children	the children's room
the novels/Dickens	Dickens' novels
the computer/John and Mary	John and Mary's computer

Possessive Pronouns (Присвійні Займенники)

<i>(залежна форма)</i> <i>followed by a noun</i>	<i>(самостійна форма)</i> <i>not followed by a noun</i>
my	mine
your	yours
his	his
her	hers
its	its
our	ours
your	yours
their	theirs
<i>This is my book.</i>	<i>This book is mine.</i>

Plural of Nouns (Множина Іменників)

➤ 3 іменники мають в множині закінчення **-en**:

an ox – oxen (бук)

a child – children (дитина)

a brother – brethren (брат (реліг.))

109

🔊 Complete the table. Listen and check.

<i>subject pronoun</i>						
<i>possessive adjective</i>	my	your	his	her	our	their

110

🔊 Listen and complete the sentences.

1. _____ name is Anna. 2. _____ name is _____. 3. _____ name _____ Marco.
4. Her _____ is Maki. 5. _____ name is _____. 6. _____ names _____ Selma
and Luis. 7. _____ names are _____ and Ania. 8. _____ names are Pedro and _____.

111

a) 🔊 Complete the text with possessive adjectives. Listen and check.

This is Sally Milton. She's married, and this is _____ family. _____ house is in London. She's a teacher. _____ school is in the center of town.

Tom is Sally's husband. He's a bank manager. _____ bank is in the center of town too.

"_____ children are Kirsty and Nick. They're students at Camden College. We're happy in London."

b) 🔊 Answer the questions. Listen and check.

1. Is Sally married? _____ 2. Where's their house? _____ 3. What is Sally's job? _____ 4. Where's her school? _____ 5. What is Tom's job? _____ 6. Where is his bank? _____ 7. Are their children doctors? _____

112

👂 Listen and complete the dialogues with possessive adjectives.

Dialogue 1.

A: Hey! That's _____ bag!

B: *No, it isn't.*

A: It's _____ bag! _____ bag's there!

Dialogue 3.

A: Excuse me, where are _____ coats?

B: *Sorry?*

A: Where are _____ coats?

B: _____ coats – *they're over there on the chair.*

A: Thank you. Good night.

B: *Bye.*

Dialogue 2.

A: And here're _____ children.

B: *What are _____ names?*

A: _____ name's Lucy and _____ name's Eric.

B: *Hello. And who's this?*

A: It's _____ parrot.

B: *What's _____ name?*

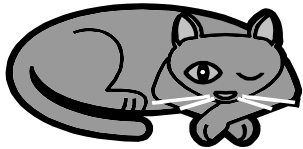
A: Polly.

B: *Hello, Polly.*



113

Construct the sentences as in the model.



Model: Jane – cat.

This is Jane's cat. This is her cat. The cat is hers.

- | | | |
|------------------------------|---------------------|---------------------------|
| 1. Adam – pencil. | 8. John – piano. | 15. John and Mary – cups. |
| 2. Jane and Nick – friend. | 9. Mary – bag. | 16. Eve – notebook. |
| 3. Linda and Jack – glasses. | 10. Andrew – pens. | 17. Jane – bed. |
| 4. Adam and Eve – rabbit. | 11. Linda – chairs. | 18. My friend – desk. |
| 5. Ann and Andrew – vase. | 12. Nick – laptop. | 19. John – knives. |
| 6. Helen – parrot. | 13. Jack – box. | 20. Helen – TV set. |
| 7. Adam and Eve – room. | 14. Ann – table. | 21. Bob – house. |

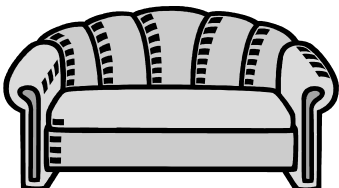
114

👂 Listen and repeat the sentences. Translate them. Replace the proper names with possessive adjectives.

- | | |
|---------------------------------------|--------------------------------------|
| 1. Miranda is <u>Carrie's</u> friend. | 3. Ella is <u>Ben's</u> wife. |
| 2. This is <u>Jack's</u> car. | 4. <u>My sister's</u> name is Molly. |

115

👂 Ask and answer.



Model: a sofa (Adam)

– *Whose sofa is this?*

– *This is Adam's sofa.*

1. an apple (Bob)
2. a picture (Andrew)
3. mirrors (Mary)
4. flowers (his wife)
5. mushrooms (Eve)
6. a jar of coffee (Helen)
7. a glass of water (my friend)
8. dogs (John and Adam)
9. children (Linda and Jack)

116

☛ **Work in pairs. Use the objects in your room to construct the dialogues.**

Model: – *Whose vase is this?* – *This is my friend's vase.*

117

Complete the sentences with a possessive adjective.

1. _____ name is Susanna.
2. _____ name's Michael.
3. We're students. _____ teacher's name is Richard.
4. I'm French. _____ family are from Lyon.
5. It's an Italian restaurant. _____ name is *Luigi's*.
6. – What is _____ phone number?
– My phone number?
7. They're Mexican. _____ surname's Gomez.

118

a) ☛ **Rewrite the sentences with the possessive pronouns. Listen and check.**



1. It's our school. It's ours.
2. It's my book. _____
3. It's your idea. _____
4. They're their tickets. _____
5. They're her jeans. _____
6. This is my car. _____
7. This is your briefcase. _____
8. These are your pens. _____

b) **Cross out the wrong word.**

1. This is *my/mine* flower, David.
2. – Are these *your/yours* keys? – No, these are *my/mine*.
3. She is French and *her/hers* husband is British. *Their/Theirs* children can speak French and English.
4. – I can't find *my/mine* mobile phone. – Is this *your/yours*?
5. – Whose books are those? – Those are not *our/ours*. *Our/Ours* books are in *our/ours* bags.
6. *Our/Ours* dog is bigger than *her/hers*.

119

Look at the 's in these sentences. Write a letter in the box: A=possessive, B=is.

- | | | |
|--|---|--|
| 1. His cat' <u>s</u> very nice. | <input type="checkbox"/> |  |
| 2. His name' <u>s</u> Robert. | <input type="checkbox"/> | |
| 3. Phillip' <u>s</u> brother' <u>s</u> a doctor. | <input type="checkbox"/> <input type="checkbox"/> | |
| 4. My friend' <u>s</u> wife can cook. | <input type="checkbox"/> | |
| 5. My sister' <u>s</u> house is in Lviv. | <input type="checkbox"/> | |
| 6. Clare' <u>s</u> children are in London. | <input type="checkbox"/> | |
| 7. My husband' <u>s</u> 50 today. | <input type="checkbox"/> |  |
| 8. Their teacher' <u>s</u> on holiday. | <input type="checkbox"/> | |
| 9. Amy' <u>s</u> friend is here. | <input type="checkbox"/> | |
| 10. It' <u>s</u> a nice coat. | <input type="checkbox"/> | |
| 11. It' <u>s</u> my sister' <u>s</u> room. | <input type="checkbox"/> <input type="checkbox"/> | |
| 12. What' <u>s</u> in your bag? | <input type="checkbox"/> | |
| 13. The boys are Matt' <u>s</u> friends. | <input type="checkbox"/> | |
| 14. It' <u>s</u> not my book. | <input type="checkbox"/> | |

Translate into English.

1. Чия це сумка? Вона ваша? А де моя сумка? Не можу її знайти. 2. Макс мій друг. Ця філіжанка кави не моя, вона його. 3. Крісло Анни дуже зручне, воно стоїть в її кімнаті зліва від книжкової шафи. 4. Кімната Євита Ніка гарна, але маленька. А кімната мого друга велика та світла. У мене світла, в ній є три вікна. А у вас яка кімната? 5. Наша кішка не може знайти свій сірий м'ячик. Це її улюблений м'ячик. 6. Це їх яблука чи наші? 7. Цей автомобіль мій. Але я не вмю його водити. Мій друг уміє. 8.



Червоні яблука наші, а зелені їхні. 9. Мої троянди білі, твої рожеві. А ваші якого кольору? 10. Зошит Андрія знаходиться під книжкою. Книга також його. 11. Ці коробки не мої. Це коробки Віктора. Але вони лежать на моєму столі.

Countries and Nationalities (Країни та Національності)

Країна: I live in *England*.

Прикметник: He reads *English* literature.

Іменник: She is an *Englishwoman*.

Country	Країна	Прикметник	Іменник
Africa	Африка	African	an African
America / the USA	Америка / США	American	an American
Austria	Австрія	Austrian	an Austrian
Australia	Австралія	Australian	an Australian
Belgium	Бельгія	Belgian	a Belgian
Brazil	Бразилія	Brazilian	a Brazilian
Britain	Британія	British	a Briton / Britisher
China	Китай	Chinese	a Chinese
Croatia	Хорватія	Croatian	a Croat
the Czech Republic	Чеська Республіка	Czech	a Czech
Denmark	Данія	Danish	a Dane
England	Англія	English	an Englishman / Englishwoman
Finland	Фінляндія	Finnish	a Finn
France	Франція	French	a Frenchman / Frenchwoman
Germany	Німеччина	German	a German
Greece	Греція	Greek	a Greek

Holland / The Netherlands	Голландія / Нідерланди	Dutch	a Dutchman / Dutchwoman
Hungary	Угорщина	Hungarian	a Hungarian
Iceland	Ісландія	Icelandic	an Icelander
India	Індія	Indian	an Indian
Ireland	Ірландія	Irish	an Irishman / Irishwoman
Israel	Ізраїль	Israeli	an Israeli
Jamaica	Ямаїка	Jamaican	a Jamaican
Japan	Японія	Japanese	a Japanese
Mexico	Мексика	Mexican	a Mexican
Montenegro	Чорногорія	Montenegrin	a Montenegrin
Norway	Норвегія	Norwegian	a Norwegian
the Philippines	Філіппіни	Philippine	a Filipino
Poland	Польща	Polish	a Pole
Portugal	Португалія	Portuguese	a Portuguese
Rumania	Румунія	Rumanian	a Rumanian
Russia	Росія	Russian	a Russian
Saudi Arabia	Саудівська Аравія	Saudi / Saudi Arabian	a Saudi / a Saudi Arabian
Scotland	Шотландія	Scottish	a Scot
Serbia	Сербія	Serbian	a Serb
Sweden	Швеція	Swedish	a Swede
Switzerland	Швейцарія	Swiss	a Swiss
Thailand	Таїланд	Thai	a Thai
Tunisia	Туніс	Tunisian	a Tunisian
Turkey	Туреччина	Turkish	a Turk
Ukraine	Україна	Ukrainian	a Ukrainian
Vietnam	В'єтнам	Vietnamese	a Vietnamese
Wales	Уельс	Welsh	a Welshman / Welshwoman

121

a) Name the countries.

Thai – _____	Italian – _____	German – _____
French – _____	British – _____	Finnish – _____
Scottish – _____	Ukrainian – _____	Icelandic – _____
Russian – _____	Irish – _____	Chinese – _____

b) Put the letters in the correct order to get the countries.

- | | | |
|-----------------|--------------------|------------------|
| 1. NEFACR _____ | 4. NAPAJ _____ | 7. GANELDN _____ |
| 2. NAPIS _____ | 5. LASARUTAI _____ | 8. NEURKIA _____ |
| 3. LARZIB _____ | 6. YLIAT _____ | 9. SRUSAI _____ |

122

🔊 Listen and write the names of the countries or cities you hear.

- | | |
|-----------------|--------------------------|
| 1. Polly _____ | 4. Michael _____ |
| 2. Pierre _____ | 5. We _____ |
| 3. Sofia _____ | 6. Nikita and Igor _____ |

123

a) 🔊 Write sentences and questions. Listen and check.

- | | |
|-----------------------|------------------------------------|
| 1. She / Brazil? / no | 5. He / Spain |
| 2. It / China | 6. She / Poland? / no |
| 3. She / Japan | 7. She / England |
| 4. He / Turkey? / yes | 8. Where / he / from? He / Hungary |

b) 🔊 Listen and write down the dialogue. Repeat it in pairs. Practice the dialogue with your country and city.

- A: ...
 B: ...
 A: ...
 B: ...



124

🔊 Listen and name the countries. Translate and practice saying them.

- | | | | |
|----------|----------|----------|-----------|
| 1. _____ | 4. _____ | 7. _____ | 10. _____ |
| 2. _____ | 5. _____ | 8. _____ | 11. _____ |
| 3. _____ | 6. _____ | 9. _____ | 12. _____ |

125

Name the nationalities/languages.

- | | | |
|----------------|------------------|---------------------|
| Sweden – _____ | Greece – _____ | India – _____ |
| Mexico – _____ | Denmark – _____ | Switzerland – _____ |
| Poland – _____ | Norway – _____ | Austria – _____ |
| Israel – _____ | Portugal – _____ | Croatia – _____ |

126

🔊 Order the nationalities according to the record.

- American British French German Italian Japanese

127

🔊 Write the nationalities/languages for these countries in the correct column. Then listen to the recording and check your answers. Repeat after the speaker.

Brazil Germany Turkey Ireland Italy Russia
 Greece Poland France Japan Britain China

-(i)an	-ish	-ese	other

128 Complete the puzzle. What's the mystery word?

1									
2									
		3							
4									
		5							
6									
7									
	8								
	9								
	10								
11									
		12							
	13								

1. Miguel is from Spain. He is ...
2. Yoshika is from Japan. She is ...
3. Fabio is from Italy. He is ...
4. Paolo is from Brazil. He is ...
5. Dorota is from Poland. She is ...
6. Jiao is from China. She is ...
7. Edvard is from Hungary. He is ...
8. George is from England. He is ...
9. Mika is from Mexico. She is ...
10. Karen is from Britain. She is ...
11. Fatima is from Turkey. She is ...
12. Leanne is from the US. She is ...
13. Anton is from Russia. He is ...

129 Listen and write down the countries and nationalities/languages you hear. Repeat after the speaker.

- a)
- | | | | | | |
|----------|-------|----------|-------|----------|-------|
| 1. _____ | _____ | 3. _____ | _____ | 5. _____ | _____ |
| 2. _____ | _____ | 4. _____ | _____ | 6. _____ | _____ |
- b)
- | | | | |
|------------------|------------------|------------------|-------------------|
| 1. _____ - _____ | 4. _____ - _____ | 7. _____ - _____ | 10. _____ - _____ |
| 2. _____ - _____ | 5. _____ - _____ | 8. _____ - _____ | 11. _____ - _____ |
| 3. _____ - _____ | 6. _____ - _____ | 9. _____ - _____ | 12. _____ - _____ |
| | | | 13. _____ - _____ |
- c)
- | | | | |
|------------------|------------------|------------------|-------------------|
| 1. _____ - _____ | 4. _____ - _____ | 7. _____ - _____ | 10. _____ - _____ |
| 2. _____ - _____ | 5. _____ - _____ | 8. _____ - _____ | 11. _____ - _____ |
| 3. _____ - _____ | 6. _____ - _____ | 9. _____ - _____ | 12. _____ - _____ |
| | | | 13. _____ - _____ |

130 Where are the speakers from? Listen and write down the sentences with the country and the nationality/language.

- | | | | |
|----------|----------|----------|-----------|
| 1. _____ | 4. _____ | 7. _____ | 10. _____ |
| 2. _____ | 5. _____ | 8. _____ | 11. _____ |
| 3. _____ | 6. _____ | 9. _____ | 12. _____ |

131

🔊 Listen. Say the negative. Listen again and check.

1. _____ - _____ 3. _____ - _____ 5. _____ - _____ 7. _____ - _____
 2. _____ - _____ 4. _____ - _____ 6. _____ - _____

132

Complete with the country or the nationality/language.



1. This lady is American. She is from ... 2. Whisky is Scottish. It is from ... 3. Jun is from China. He is ... 4. They are Spanish. They are from ... 5. Yoko is Japanese. She is from ... 6. My parents are Brazilian. They are from ... 7. That nice man is Welsh. He is from ... 8. John is English. He is from ... 9. We are Dutch. We are from ... 10. Spaghetti is from Italy. It's ... 11. I'm Turkish. I'm from ... 12. BMW cars are German. They are from ...

133

Read and translate the lines of words. Which is odd?

- | | | | |
|-------------|-----------|----------|-----------|
| 1. China | Japan | India | Britain |
| 2. Brazil | Turkey | Russian | England |
| 3. English | Mexican | Italy | Hungarian |
| 4. American | Hungarian | Japanese | Brazilian |
| 5. French | Italian | Spanish | German |

134

🔊 Listen and write the countries or the nationalities/languages. Repeat after the speaker.

- a)
 1. _____ 3. _____ 5. _____ 7. _____
 2. _____ 4. _____ 6. _____ 8. _____
- b)
 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Vocabulary

an alarm clock	будильник
an apartment / a flat	квартира (AmE) / ~ (BrE)
art / an artist	мистецтво / митець
a translator / an interpreter	перекладач письмовий / перекладач усний
chips / a pizza	чіпси, смажена картопля / піца
a hamburger / toast	гамбургер / тост(и)
fish / meat	риба / м'ясо
sugar	цукор
wine	вино
a farm	ферма
a film / a comedy film	фільм / комедійний фільм, комедія

a magazine / a newspaper	журнал / газета
parents / a father / a mother	батьки / батько / мати
a son / a daughter	син / донька
an uncle / an aunt	дядько / тітка
a shop	магазин
a snake / a zebra	змія / зебра
sport	спорт
clever / stupid	розумний / дурний
cold / hot	холодний / гарячий, спекотний
healthy / unhealthy	здоровий, корисний для здоров'я / не ~
late / early	пізно, пізній / рано, ранній
tired	стомлений
abroad	за кордоном
in the country	в сільській місцевості, за містом
alone	один, сам
still	все ще
before / after	до, перед / після
because / that's why	тому що / тому, ось тому
at home / at work	вдома / на роботі
on business / on holiday	в справах / на відпочинку
on the Internet	по Інтернету

to act	діяти
to become	стати, ставати
to begin; to start	починати(ся)
to finish; to be over	закінчувати(ся)
to cry	плакати, кричати
to dress	одягати(ся)
to fly	літати, летіти
to get	отримувати, діставати(ся)
to get up / to wake up	вставати (<i>вранці</i>) / прокидатися
to go out	виходити погуляти
to have breakfast/lunch/dinner	снідати / обідати / вечеряти
to hurry; to be in a hurry	поспішати
to kiss	цілувати(ся)
to laugh / to smile	сміятися / посміхатися
to live	жити
to lose / to win	втрачати, програвати / вигравати
to need	потребувати
to pay	платити
to prefer sth to sth	віддавати перевагу чомусь перед чимось

to relax	відпочивати, розслабитися
to sleep	спати
to smoke	палити
to spend	проводити, витратити
to talk	розмовляти
to teach / to learn	навчати / вчити(ся)
to want	хотіти
to watch (TV)	дивитися (телевізор)

Plural of Nouns (Множина Іменників)

- 7 іменників утворюють множину змінюючи **кореневу голосну**:
- | | |
|--------------------------------|--------------------------------|
| <i>a man – men</i> (чоловік) | <i>a goose – geese</i> (гуска) |
| <i>a woman – women</i> (жінка) | <i>a mouse – mice</i> (миша) |
| <i>a foot – feet</i> (ступня) | <i>a louse – lice</i> (воша) |
| <i>a tooth – teeth</i> (зуб) | |

- Іменники *fruit* (фрукт) та *fish* (риба) вживаються в однині в англійській мові, а в українській можуть мати обидві форми. Вони узгоджуються з дієсловом в однині.

Напр.: Fruit is cheap in summer. Фрукти влітку дешеві.

Але: використовується множина, коли йдеться мова про різні види.

Напр.: There are apples, plums and other fruits on the table.

На столі є яблука, сливи та інші види фруктів.

- Іменники *people* (люди) та *police* (міліція, поліція) узгоджуються з дієсловом у множині.

Напр.: These people are very pleasant. Ці люди дуже приємні.

- Іменник *house* (будинок) має таку вимову: house /haʊs/ – houses /'haʊzɪz/.

Present Simple (Indefinite) Tense

Теперішній Простий (Неозначений) Час

Утворення: підмет + присудок (інфінітив без *to*). У 3 особі однини + *s*.

Для утворення питальної та заперечної форм додається допоміжне дієслово *to do* у теперішньому часі (*do/does*).

Стверд-на форма (+)	Заперечна форма (-)	Питальна форма (?)		
I work	I do not (don't) work	Do I work?	Yes, I do.	No, I don't.
You work	You do not (don't) work	Do you work?	Yes, I do.	No, I don't.
He works	He does not (doesn't) work	Does he work?	Yes, he does.	No, he doesn't.
She works	She does not (doesn't) work	Does she work?	Yes, she does.	No, she doesn't.
It works	It does not (doesn't) work	Does it work?	Yes, it does.	No, it doesn't.
We work	We do not (don't) work	Do we work?	Yes, we do.	No, we don't.
You work	You do not (don't) work	Do you work?	Yes, you do.	No, you don't.
They work	They do not (don't) work	Do they work?	Yes, they do.	No, they don't.

Випадки вживання:

1. загальновідомі факти, які є істиною:

Water freezes at zero.

2. дія, яка регулярно повторюється в теперішньому часі:

I often write letters to my friend.

Використовуються такі **індикатори часу**:

usually – зазвичай

often – часто

always – завжди

never – ніколи

sometimes – інколи

seldom=rarely – рідко

hardly ever – навряд чи, рідко

from time to time – час від часу

every day – кожен день

once a day – раз в день

at weekends – на уікенди

on Sundays – по неділям

twice a week – два рази в тиждень

as a rule – як правило

3. постійна дія, яка дає загальну характеристику людині:

She sings and plays the piano very well.

4. стан, почуття, відчуття, сприйняття, розумова діяльність:

I don't love you.

5. майбутня дія (фіксований розклад потягів, рейсів, уроків):

The classes start at 7 a.m. tomorrow.

Примітка 1:

Правила правопису закінчень в 3 ос. одн. в стверджувальних реченнях.

❖ До більшості дієслів додається закінчення **-s** в 3 особі однини:

I work – he works

❖ До дієслів, що закінчуються на **-s, -ss, -x, -sh, -ch, -tch, -o** додається **-es**:

I watch – he watches

❖ У дієсловах, що закінчуються на **приголосну + y = y → i + es**:

I study – he studies

❖ У дієсловах, що закінчуються на **голосну + y = y + s**:

I play – he plays

Примітка 2:

Прислівники.

З *Present Simple* використовуються такі прислівники:

0% ----- 50% ----- 100%

never hardly ever rarely not often sometimes often usually always

1. Ці прислівники в реченні знаходяться **перед головним дієсловом** або **після** дієслова **to be**.

I usually go to bed at 11 o'clock.

I don't often play football.

She never eats meat.

He is always late for school.

2. *Sometimes* та *usually* іноді можуть знаходитись в кінці або на початку речення. Інші прислівники не можуть міняти свою позицію таким чином.

Sometimes we play basketball.

We play basketball sometimes.

3. Фрази *every day*, *at weekends*, *on Mondays*, *twice a week* знаходяться в кінці речення, якщо речення не поширене. В поширених реченнях вони можуть знаходитись в кінці або на початку речення.

He calls me every day.

Every day he calls me to say how much he loves me.

Примітка 3:

Підсилення.

Щоб емоційно сильніше виразити дію чи стан, у стверджувальній формі використовується допоміжне дієслово *do*.

I do love you! Я дійсно тебе кохаю!

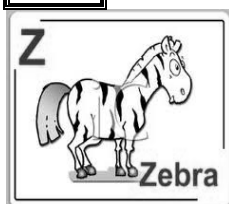
She does love him! Вона таки справді кохає його!

135

☞ Listen and repeat the marked examples given in the rules chart (page 177).

136

a) ☞ Listen and repeat the verbs and sounds. Translate the verbs.



does

has

lives

listens

reads

finishes



is for Snake

likes

speaks

works

eats

drinks

/ɪz/

watches

teaches

b) ☞ Translate the verbs. Say them in the 3rd person singular. Listen and check. Write the verbs into the correct column.

be come live work speak have like fly love

/s/	
/z/	

137

☞ Listen to and repeat the third person forms. Give the rules how to pronounce them. Translate the sentences. Make them negative.

/s/

/z/

/ɪz/

a)

She smokes a lot.

She drinks coffee.

He eats chips.

She lives in a flat.

He has a cat.

She does exercise.

He watches TV.

It finishes in a minute.

b)

He workss abroad.

She likess good food.

She laughss a lot.

He playss the piano.

She livess in London.

She doess exercise.

She watchess comedy films.

He relaxs at night.

She dresss very well.

138

a) Listen to the verbs and repeat them. Put each verb into the correct column in the table.

acts finishes laughs needs pays relaxes takes teaches wins

/s/	/z/	/ɪz/

b) Listen, check and repeat the answers to a).

c) Complete these chants with the verbs from a). Listen, check and repeat the answers.

‘I cry, he _____.’

‘I want, she needs.’

‘I learn, she _____.’

‘I give, she _____.’

‘I spend, he _____.’

‘I work, he relaxes.’

‘I think, he acts.’

‘I lose, she _____.’

‘I start, she _____.’

‘We’re different.’

‘We’re different.’

‘We’re married.’

139

Circle the word which ends in /ɪz/.

- | | | |
|------------|----------|---------|
| 1. smokes | works | dances |
| 2. drinks | likes | teaches |
| 3. drives | finishes | plays |
| 4. watches | cooks | speaks |
| 5. flies | listens | kisses |
| 6. matches | eats | starts |



140

Listen. Say the sentences in the 3rd person singular.

1. I like art. He likes art.

6. I have a dog. John ...

2. I speak English. She ...

7. I don't eat meat. My sister ...

3. I live in Rome. My brother ...

8. I don't read books. My son ...

4. I watch MTV. She ...

9. Do you work? He ...

5. I want a coffee. He ...

10. Do you drink tea? She ...

141

Listen and complete the sentences. Translate and practice them.

1. I _____ a small _____ in Wales. 2. _____ wife _____ a job in _____. 3. We _____ one _____. 4. We _____ two _____. 5. My _____ and her husband _____ a house in _____. 6. He _____ a very _____ job. 7. They _____ a son and a _____.

142

Complete the sentences with *has* or *have*. Make them negative and interrogative.

- I _____ two brothers and a sister.
- My parents _____ a house in the country.
- Our flat _____ 5 rooms.
- We _____ English classes in the evening.
- My wife _____ a German car.
- My sister and I _____ a dog.
- You _____ a very nice family.
- Andy _____ a lot of CDs.

143

Complete the sentences with *am*, *are* or *is*.

- Her name _____ not Alison. Her name _____ Alyssa.
- They _____ good boys.
- I _____ fine, thanks.
- What _____ her name?
- I _____ Alex.
- It _____ a nice school.
- It _____ my computer.
- How _____ you?
- Their names _____ Sue and Margaret.
- _____ he Spanish?
- _____ they from Japan?
- Where _____ you from?
- Sam _____ in his room.
- _____ you Spanish?
- We _____ from Madrid.
- Molly _____ a nice cat.

144

Underline the true variant.

- It is *never/sometimes/often* hot in London.
- In the morning people *always/never/sometimes* wake up.
- Children *never/don't often/usually* like milk.
- People *never/always/sometimes* smoke.
- Parrots *never/always/sometimes* talk.
- Monday *always/often/usually* comes before Tuesday.
- A year *never/always/usually* has 380 days.



145

a) Put the words in brackets in the correct places in the sentences.



- I listen to the radio. (*seldom*)
- I stay with my parents on Saturdays. (*sometimes*)
- Caroline eats fish. (*never*)
- I don't eat at a restaurant. (*often*)
- I get up late on Sundays. (*usually*)
- It's very hot in August in Italy. (*always*)
- The Browns go to Greece on holiday. (*usually*)
- It is cold in January. (*always*)
- Tom is late. (*often*)
- I listen to a CD when I drive my car. (*usually*)
- I have dinner with my friend Roger when I'm in London. (*always*)
- He drinks tea in the morning. (*sometimes*)
- I'm tired. (*often*)
- My boyfriend is late. (*never*)
- The children walk to school. (*usually*)
- I see my uncle and aunt. (*hardly ever*)
- Cats are nice. (*often*)
- In summer I go to the country. (*very often*)
- Parrots eat meat. (*never*)

b) Rewrite the sentence with the word in brackets. Listen and check.

- Mike works on Saturday morning. (*always*)
- He goes to bed late on Friday night. (*sometimes*)
- He hears the alarm clock. (*hardly ever*)
- He is tired. (*always*)
- He eats a big breakfast. (*usually*)
- He is late for work. (*often*)

c) 🎧 Listen and complete the text with the *h*-words.

H _____'s unh _____. H _____ h _____ ever h _____ breakfast. H _____ usually eats h _____. H _____'s always in a h _____. H _____'s often h _____ an h _____ late for work.

146

Complete the sentences with an adverb of frequency.

never *always* *hardly ever* *sometimes* *usually*

1. They _____ drive – they don't have a car. 2. I _____ drink wine – only at Christmas. 3. She _____ eats meat. She doesn't like it. 4. He doesn't have a watch so he's _____ late. 5. We _____ get up at 7.30, only at weekends. 6. I don't do a lot of exercise but I _____ go swimming.

147

🎧 Listen and complete the sentences.

a)

1. I _____ have _____. 3. She _____ watches _____ in the _____.
2. They _____ finish _____ at _____. 4. He _____ eats _____.

b)

1. He _____ works late. 2. He _____ buys a pizza. 3. He _____ goes out _____ the _____.



148

Put the verbs in brackets into the correct verb form.



1. Emma _____ (*sing*) every day. 2. My parents _____ (*live*) in California, the USA. 3. I _____ (*like*) parrots. 4. I _____ (*watch*) TV in the evening. 5. He _____ (*love*) fish. 6. Irene _____ (*like*) milk. 7. Hector _____ (*always/write*) to his uncle. 8. The cat _____ (*usually/sleep*) in the basket but now it _____ (*be*) in the armchair. 9. My teacher _____ (*speak*) Italian, he _____ (*be*) from Italy. 10. Helen _____ (*live*) in New York. 11. He _____ (*have*) a nice house in the country.

149

Write a verb from the box in the space. Make up sentences about you and your friend using the phrases below.

<i>live</i>	<i>eat</i>	<i>drink</i>	<i>have</i>	<i>speak</i>	<i>work</i>	<i>read</i>	<i>go</i>
-------------	------------	--------------	-------------	--------------	-------------	-------------	-----------

1. _____ in a house / in a flat	5. _____ a newspaper / a book
2. _____ tea / coffee	6. _____ English / French
3. _____ to school / to work	7. _____ in an office / in a shop
4. _____ chips / fish	8. _____ a cat / a few friends

150

🔊🔊 Read the text about Katya and complete it with the correct form of the verbs. Translate it into Ukrainian. Listen and check. Speak about your day.

get *get up* x 2 *have* *paint* *drink*
cook *listen to* *go* x 2 *play* *live*

Katya is 25. She's an artist. She _____ in a small house in the country. She usually _____ at ten o'clock in the morning. She never _____ early. She _____ coffee and toast for breakfast and then she _____ for a walk with her dog. She _____ home at eleven o'clock and she _____ in her studio until seven o'clock in the evening. Then she _____ dinner and _____ a glass of wine. After dinner, she sometimes _____ music and she sometimes _____ the piano. She usually _____ to bed very late, at one or two o'clock in the morning.

151

Translate into English.



1. Я часто пишу своїм друзям. Вони мені також пишуть, інколи приїзять до мене. 2. Українці розмовляють українською, а американці – англійською. 3. Мама кожного ранку дає мені склянку молока, тому що воно корисне. 4. Інна завжди ввечері мені телефонує. 5. Коли я їду в магазин, я завжди беру свою улюблену рожеву сумку. 6. Ми з Поліною рідко бачимося, тому що вона живе в Японії. 7. Він перекладач, тому кожен день багато перекладає. 8. Джек та Робін допомагають своєму дядькові щоліта, коли в них канікули. 9. Ми багато читаємо та пишемо, щоб бути розумними та стати перекладачами. 10. Я живу у великому та красивому місті. 11. Він часто читає книги про автомобілі. 12. Всім подобаються розумні люди. 13. Наші родичі живуть у Лондоні. Їм дуже подобається Британія. 14. Діти часто граються з цим песиком. 15. Багато британців часто купують гарні будинки у Франції. 16. Ми завжди снідаємо вдома, тому що любляємо смачні тости з гарячим молоком. 17. Коли мій брат хоче подивитись телевізор, він рідко бере мене з собою. 18. Вона вчителька у школі, тому багато читає та пише вечорами.

152

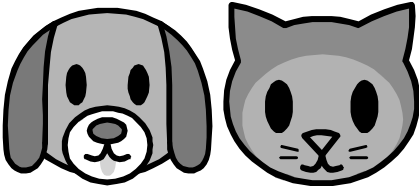
Make the sentences negative.



1. Milk is healthy. 2. My brother loves fish. 3. We always go to the park. 4. Cats are nice. 5. That child always sleeps well. 6. They live in Lviv. 7. The house is very big. 8. My children go to school. 9. My dog likes meat. 10. I work with these people. 11. His name is Steve. 12. Dogs are clever. 13. She often comes to see us. 14. You are at home. 15. Laura always talks a lot. 16. Snow is hot. 17. His friend has three children. 18. We often play tennis at weekend. 19. I have two cats. 20. I get up at seven a.m. every day.

153

Make the following sentences negative. Then give the right information.



1. Dogs like cats. 2. Children love milk. 3. Fish is blue. 4. Milk is green. 5. Monday is a day off. 6. The sky is yellow. 7. Cats eat apples. 8. Ukrainians speak Spanish. 9. Doctors swim at work.

154

Make the following sentences negative. Translate them into Ukrainian. Listen and check. Add the extra information you hear.

- | | |
|------------------------------------|--|
| 1. She lives in the town. _____ | 5. She works in an office. _____ |
| 2. He gets up at 10 o'clock. _____ | 6. He cooks dinner in the evening. _____ |
| 3. She has a big breakfast. _____ | 7. She goes to bed early. _____ |
| 4. He has a dog. _____ | 8. They go out in the evening. _____ |

155

Make the sentences positive.

1. Max doesn't eat fish. 2. They never come home late. 3. Red isn't my favourite colour. 4. People never drink water. 5. We don't drink tea with sugar. 6. Peter doesn't smoke. 7. We don't often play tennis. 8. She doesn't love you.

156

Find and correct the mistakes in the following sentences.

1. I like London because it nice. 2. My dog is six year old. 3. I often go in Italy on holiday. 4. She wants to give flowers me. 5. He has black dog. 6. I want a apple. 7. I often watch TV in evening. 8. I live with a cats. 9. Hers friends are from Germany. 10. She never listens music. 11. Alice is doctor. 12. He never read books. 13. He is like black coffee. 14. Ann cans speak French. 15. Linda wants go home. 16. They not want to go there. 17. Don't read this books. 18. He speaks the Spanish very well. 19. I'm be in London with my friends. 20. People in Japan eats a lot of fish. 21. Yours parents live in London. 22. This pen is my. 23. Hi, I Susan. 24. He doesn't love she. 25. She cans come today. 26. It's a car blue. 27. I not smoke. 28. He drink a lot of wine. 29. My friend haves a flat in Paris. 30. It's seven and half. 31. I usually am busy on Mondays.

157

a) Make sentences in the Present Simple Tense.

1. She / work / Germany.
2. We / live / big / flat.
3. I / not speak / English.



4. He / have / dog.
5. They / not eat / meat.
6. I / not drink / tea / morning.

b) Complete the sentences with a positive or negative verb so that they are true for you.

1. I _____ in a house. 4. I _____ a dog.
 2. I _____ coffee. 5. I _____ a car.
 3. I _____ in an office. 6. I _____ Spanish.



158

👂👉 Listen to a lady talking about her life in Britain. Complete the text and translate it into Ukrainian. Speak about yourself in the same way.

My _____'s Sabrina. I'm _____ Cardiff, Wales. I _____ in a flat. I don't _____ a cat or a dog. I _____ to school. I _____ English and _____. I _____ coffee, lots of _____.

159

Translate into English.



1. Я не п'ю чай, я п'ю каву без цукру, а моя дружина п'є мінеральну воду. 2. Ми не живемо в Москві. Там живе мій друг. Я живу в Києві. Київ мені подобається. А Москва не подобається, тому що вона дуже велика. 3. Аня не їсть м'ясо, вона віддає перевагу рибі. Діма також не їсть м'ясо. Він любить гриби. 4. Мене часто немає вдома, тому в мене немає песика. Але песики мені дуже подобаються. А котів я не люблю. 5. Макс ніколи не палить. Палить його дружина. Вона робить це кожен день. Вона ще і п'є, і нічого не робить. 6. В суботу я не ходжу на роботу, тому я прокидаюся о 7 ранку. Зазвичай, я довго сплю. Я не люблю ранки. 7. Ми малюємо та читаємо кожен день. Ми не граємо в футбол. В баскетбол ми також не граємо. Ми не любимо спорт. 8. Моя дружина не готує мені м'ясо. Я також не готую їй рибу. Ми їмо в ресторані. Ми не їмо вдома. 9. Марія не читає газети, вона надає перевагу книгам. Інколи вона дивиться телевізор. Вона також не любить журнали. 10. Коли робочий день закінчується, я не йду додому. Я не приходжу додому о 6 годині вечора. Я ще не вдома в цей час. 11. Ви ніколи не спілкуєтеся зі своїми батьками. Я зі своїми також не спілкуюсь. Вони живуть у Японії. Вони також зі мною не спілкуються. 12. Люди тепер не пишуть, вони спілкуються по Інтернету. Я також не пишу. Я завжди зайнятий. Я також не телефоную друзям. 13. У нього немає дітей. Також у нього немає дружини. Він живе один. Ніхто до нього не приходять. Він також ні до кого не ходить. 14. Мої діти не ходять у школу. Вони ще маленькі. Їм три роки. Вони вдома зі мною, тому що я не працюю. 15. Іра не ходить на роботу. Вона працює вдома. Вона перекладає книги. Я також не ходжу на роботу. А мій дядько ходить. 16. Їм не подобається китайська, німецьку мову вони також не люблять, вони вивчають англійську. 17. Кішки не бояться папуг. Вони з ними, як правило, граються. 18. Карла не ходить на роботу в понеділок.

Vocabulary

an actor / an actress	актор / акторка
beer	пиво
a gym	спортзал
a group / a music group	група / музична група
music / rock music / pop music	музика / рок музика / поп музика
money / a dollar / a pound	гроші / долар / фунт
a party	вечірка
fine	гарний, гарно
free / busy	вільний / зайнятий
interesting	цікавий
international	міжнародний
tasty; delicious	смачний
to go shopping	ходити за покупками
to leave	покидати, йти, від'їжджати
to spell	називати по літерах
to study	навчатися
to travel (by bus / by taxi)	подорожувати, їхати (автобусом/на таксі)

160

Make all possible questions to these sentences.



Model:

John plays football twice a week.

- **General question:** Does John play football twice a week?
- **Alternative questions:** Does John or Peter play football twice a week?
Does John play or watch football twice a week?
Does John play football or basketball twice a week?
Does John play football twice or once a week?
Does John play football twice a week or twice a day?
- **Disjunctive question:** John plays football twice a week, doesn't he?
- **Special questions:** Who plays football twice a week?
What does John do twice a week?
What does John play twice a week?
How often does John play football?



1. I read newspapers every day.
2. Linda likes mushrooms.
3. Tom lives abroad.
4. My friends like blue flowers.
5. Her parents prefer meat.
6. Cats often sleep a lot.
7. My children get up at 9 o'clock in the morning.
8. We sometimes travel to Great Britain.
9. John buys green apples every Sunday.

161**Complete the questions with do or does.**

1. _____ you have a car? 2. _____ you like Chinese food? 3. _____ your father cook? 4. _____ your mother work? 5. _____ you speak French? 6. _____ you play the piano? 7. _____ people in your town like coffee? 8. _____ your teacher smoke? 9. _____ you study another foreign language? 10. _____ he like rock music? 11. _____ you live in a flat? 12. _____ James go on holiday every year? 13. _____ they have lunch at home? 14. _____ we need to stay here today?

162**a) 🎧 🗣️ Make general questions using the prompts. Listen and check. Give true answers.**

- | | |
|---------------------------------------|------------------------------------|
| 1. you / come / Scotland? | 5. you / like / Italian / food? |
| 2. you / live / Aberdeen? | 6. you / like / your / job? |
| 3. you / live / flat? | 7. you / drink / beer? |
| 4. you / work / Chinese / restaurant? | 8. you / speak / French / Spanish? |

b) 🎧 Listen to somebody answer the same questions. Write the answers.

- | | | | |
|----------|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ | 7. _____ |
| 2. _____ | 4. _____ | 6. _____ | 8. _____ |

163**🎧 🗣️ Listen and write down the questions. Give true answers with details.**

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

164**Add tags to the following questions.**

1. He is a good doctor, _____? 2. Your wife doesn't like books, _____? 3. These people are from Scotland, _____? 4. You drink much beer, _____? 5. Your parents are not English, _____? 6. It's not your book, _____? 7. It's an interesting magazine, _____? 8. Max doesn't speak English, _____? 9. My students read a lot of English books, _____? 10. Your parents are nice, _____? 11. This house is not nice, _____? 12. He likes green tea, _____? 13. You don't go out with this boy, _____? 14. My children and I sometimes go to Italy on holiday, _____? 15. She never speaks German, _____? 16. I like wine, _____? 17. Steve never works on Sundays, _____? 18. My uncle has a nice big flat, _____? 19. They often help us, _____? 20. He always comes home at 6 o'clock, _____? 21. Adam likes toast and tea for breakfast, _____? 22. I am a good girl, _____? 23. My parents are often tired after work, _____? 24. They never smile, _____?

👂 Listen and complete the questions.

to be

<i>Question</i>	<i>Verb</i>	<i>Subject</i>	
	Are	they	_____ ?
	Is	this	your _____ ?
How _____	are	you?	
Where _____	are	you	_____ ?
What _____	is	it?	

other verbs

<i>Question</i>	<i>Auxiliary</i>	<i>Subject</i>	<i>Infinitive=verb</i>	
	Do	you	speak	_____ ?
Where _____	do	you	_____ ?	
What _____	does	your _____	do?	
What _____	do	you	like?	
When _____	does	Jane	go	to the _____ ?
How _____	do	you	_____	it?

Choose the correct word to complete the questions.

- What/Where* do you live?
- What/Who* do you live with?
- What/Where* is your name?
- Where/Why* are you from?
- What/Why* are you?
- What/Why* does he live here?
- What/Where* does your father do?
- What/How* is your favourite colour?
- What/Where* do you work?
- What/Why* does he want to learn English?
- When/What* do you go to the gym?
- What/When* are your children?
- Where/When* does your boyfriend live?
- What/When* do they have lunch?
- What/Where* do you usually have for dinner?
- What/When* do you go shopping?
- Where/Why* do they like it?

👂👄 Make the questions. Then match the questions and answers.

Listen and check. Ask and answer the questions with a partner.

Give true answers.

Questions:

- What time*
 - Where*
 - What*
 - When*
 - Who*
 - Why*
 - How*
 - Do*
- do you like your job?
 - do you travel to school?
 - do you go on holiday?
 - do you go to bed?
 - you go out on Friday evenings?
 - do you live with?
 - do you do on Sundays?
 - do you do your homework?

Answers:

- My mother and sisters.*
To Spain or Portugal.
After dinner.
At 11 o'clock.
I always relax.
Because it's interesting.
By bus.
Yes, I do sometimes.

168

🔊 Make questions using the prompts. Listen and check. Write the answers you hear.

1. what / time / breakfast?
2. when / leave / home?
3. go / work / bus?
4. where / have / lunch?
5. work / usually / late?
6. eat / restaurant?
7. what / do / evening?

169

🔊👤 Make questions using the prompts. Listen and check. Give true answers.

1. when / you / have / free / time?
2. where / you / live?
3. where / you / work?
4. what / you / do / your / free / time?
5. where / you / go / your / free / time?

170

👤 Answer these personal questions.

1. How often are you late?
2. How often do you have English classes?
3. How often do you smile?
4. How often do you do exercise?
5. How often do you eat meat?
6. How often do you watch TV?
7. How often do you speak French?

171

Make up questions to the underlined parts of the sentences.

a)

1. The book is light blue.
2. My favourite number is five.
3. They are from Brazil.
4. These are very nice flowers.
5. We are friends.
6. This is my cat.
7. The cat is in the basket.
8. I'm on holiday in Portugal.
9. You are a good doctor.
10. This is a big black dog.

b)

1. They come from Britain.
2. She has a mobile phone.
3. He speaks Italian.
4. I have a black pen.
5. Linda and John like apples.
6. Susan gets up at 9 o'clock.
7. This man lives in New York.
8. Helen studies in Lviv.
9. I have two cats.
10. He drinks ten cups of coffee a day.

172

Write questions for these answers.



1. We live in London.
2. They get up at 6 o'clock.
3. No, she doesn't smoke.
4. She speaks Spanish and Italian.
5. He works here, we don't.
6. We live here because we like this town.
7. He has coffee with sugar every morning.
8. Yes, I like it.
9. I prefer green, not black tea. And without sugar, please.
10. No, I don't read newspapers.
11. Because it is not tasty.
12. John likes only apples and wine; he prefers green tea too.

173**Choose the correct response from those in the right-hand column.**

- | | | |
|-------------------------------|---------------------|--------------------|
| 1. What is your friend? | a) He is a doctor. | b) He is nice. |
| 2. What's your friend's name? | a) Her name is Ann. | b) She is Ann. |
| 3. What does Alex do? | a) It's a student. | b) He's a student. |
| 4. How old is he? | a) Fifteen years. | b) He's fifteen. |
| 5. Does he have a dog? | a) No, he doesn't. | b) No, he hasn't. |

174**Ⓢ Alessandra and Woody are at a party in London. Listen to the conversation. Tick what Woody says.**

- | | |
|--|--|
| 1. <input type="checkbox"/> I work in London. | 4. <input type="checkbox"/> You don't speak English very well. |
| <input type="checkbox"/> I don't work in London. | <input type="checkbox"/> You speak English very well. |
| 2. <input type="checkbox"/> I live in London. | 5. <input type="checkbox"/> I like Italy. |
| <input type="checkbox"/> I live in Brighton. | <input type="checkbox"/> I love Italy. |
| 3. <input type="checkbox"/> I'm an actor. | 6. <input type="checkbox"/> I like the food and the wine much. |
| <input type="checkbox"/> I'm a doctor. | <input type="checkbox"/> I hate the food and the wine much. |

175**Ⓢ Write the questions to match the answers. How many can you guess? Listen and check. Practice them with a partner.**

- | | |
|--|--|
| 1. By bus. | 5. Because it's an international language. |
| 2. Toast and coffee. | 6. Not a lot. About two pounds. |
| 3. I don't have a favourite. I like a lot. | 7. They start at nine o'clock. |
| 4. In an office in the center of town. | 8. Three. |

176**Translate into English.**

1. Де ви живете? Ваш будинок великий? Він вам подобається, чи не так? 2. Ви часто бачитесь зі своїм дядьком? Де він живе? Скільки йому років? В нього є діти? Скільки їм років? 3. Чому вам не подобається кава? Вона смачна, чи не так? А чай смачний? 4. Де ви зазвичай купуєте м'ясо? Що він, як правило, їсть з м'ясом? 5. Ти навчаєшся чи працюєш? Де ти навчаєшся? Чому ти не працюєш? 6. Вона живе з батьками? Як звати її батьків? Де вони працюють? Коли вони приходять на роботу? Вони лікарі чи вчителі? 7. У вас є кішка? Скільки років вашій кішці? Вона любить рибу? Де зазвичай вона спить? Вона часто грається? 8. Ви часто палите? Як часто ви палите? Ви палите на роботі чи вдома? Чому ви палите? Ваші діти палять? Чому люди палять? 9. Ти працюєш із цією дівчиною? Чому вона ніколи не посміхається? У неї є друзі? 10. Ти водиш автомобіль? Тобі це подобається? Скільки в тебе автомобілів? 11. Скільки води людина випиває в день? Вам подобається вода? Ви її часто п'єте? Де ви її купуєте? 12. Звідки ви родом? У вас є дружина? Скільки у

вас дітей? У вас син чи донька? **13.** Вони п'ють чорний чи зелений чай? Зелений чай корисний, чи не так? **14.** Хто тут живе? З ким вона живе? З ким ти живеш? Хто живе з тобою? **15.** Коли закінчуються його уроки? А коли вони починаються? **16.** Чому діти люблять гамбургери? Які гамбургери любите ви? Як часто ви їсте гамбургери? Де ви їх купуєте? **17.** Скільки днів у році? Який твій улюблений день? Це четвер, чи не так? **18.** Який день іде після вівторка? Що вони зазвичай роблять у середу? **19.** Що ви робите вранці? Коли ви прокидаєтесь на вихідних? Вам подобаються вихідні? Що ви, як правило, робите в суботу? **20.** Що вона робить після обіду? Після обіду вона зазвичай читає чи дивиться телевізор? **21.** Чому коти не розмовляють? Твоя кішка чорна чи біла? Вона розмовляє? Вона тобі подобається? А ти їй подобаєшся? **22.** Чому ми читаємо газети? Хто читає газети? Люди завжди щось читають? Ви читаєте газети чи журнали? Де ви купуєте газети? Яким газетам ви надаєте перевагу? **23.** Діти люблять папуг? Вони з ними часто граються? Папуги люблять м'ясо? **24.** З ким вона інколи грає в теніс? Ти часто граєш у теніс? **25.** У вас є діти? Скільки у вас дітей? Ви часто з ними гуляєте в парку? **26.** Чому ти ненавидиш сніг та зиму? Ти віддаєш перевагу спекотним дням? **27.** Ви живете в будинку чи в квартирі? **28.** Чому ви тут? Ви тут працюєте? Ви пишете книги про Лондон? **29.** Котра година? Без десяти вісім? **30.** Чому людям подобається музика? Тобі подобається музика? Якій музиці ти віддаєш перевагу? **31.** Чому він живе в цьому великому будинку сам? Хто з ним живе? З ким він живе? **32.** Звідки він родом? З Аргентини? В нього там багато друзів? **33.** Чому вони в школі? Вони там навчаються? **34.** Де вони живуть? В маленькій квартирі в Києві? **35.** Вам подобається Іспанія, чи не так? Які ще країни вам подобаються?



Vocabulary

an address / a post code / a letter	адреса / індекс / лист, літера
a country / a city / a district	країна / місто (велике) / район
a nationality / an origin	національність / походження
a patronymic	по-батькові
an arrival / a departure	прибуття / відправлення
a building / a hotel	будівля, будинок / готель
a café / a bar / a nightclub	кав'ярня / бар / нічний клуб
an exam / a university	іспит / університет
a company	компанія
an occupation / a software designer	заняття / дизайнер прогр. забез-ня
a penfriend / a postcard	друг по листуванню / листівка
pleasure	задоволення
a possibility / possible	можливість / можливий

practice	практика
a reason	причина
a signature	підпис
best wishes / best regards / best greetings	найкращі побажання / уклін, привіт/ найкращі вітання
weather (wet ~ / horrible ~)	погода (волога ~ / жахлива ~)
lovely / beautiful / exciting	милий / красивий / захоплюючий
new (absolutely ~)	новий (абсолютно, зовсім ~)
old / young	старий / молодий
cheap / expensive; dear (<i>fin. & emot.</i>)	дешевий / дорогий
fast / slow	швидкий / повільний
funny	кумедний
friendly	дружелюбний, дружній
soon / again	скоро, невдовзі, незабаром / знову
whether	чи

to hope	надіятися, сподіватися
to take a pet for a walk	вигулювати домашню тваринку
to wear (clothes / trousers / a dress)	носити (одяг / штани / сукню)

Reflexive Pronouns (Зворотні Займенники)

Особові займенники	Зворотні займенники
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

177

a) You want to go to London to study English. Complete this form.

The Oak Tree School of English		Enrolment form	
PLEASE WRITE IN CAPITAL LETTERS			
Mr/Mrs/Ms		Nationality	
First name		Date of birth	
Family name		Occupation	
Address in your country		Language(s)	

Date of arrival		Date of departure	
Reason for learning English: business/pleasure/exams/other			
How many hours a day do you want to study?			
How long do you want to stay at the school?			
What date do you want to start?			
Signature			

b) 🎧 Listen and complete the form for Ania.

First name		Nationality	
Surname		Age	
Country/town of origin		Occupation	
Brothers/Sisters at school	No/Yes	Name	
Phone number		Class number	


178

Study some tips concerning the organization of an informal letter and write a similar one to your penfriend about you.

Your address <i>(right upper corner):</i> house number, street name (district), city, post code date	10 Church Lane Sunnyside, New York 11104 February 12
Greeting: dear + name	Dear Maria,
Introduction	I'm very happy that we are penfriends and I can tell you about myself in English.
Body of the letter: where you live, who you live with, what you do, what you like, etc	I live in New York, it's a very nice and big city. My apartment is near a big park where I can take my dog, Mickey, for a walk. I live with my parents and my brother, Paul. Our family is friendly. I study at the university where I have a lot of friends. I study two languages: English and German and want to be an interpreter. In the evenings I sometimes see friends or stay at home and listen to music and at weekends I play football or go to the gym.
Ending: <i>to a friend:</i> Best wishes/Regards <i>to a very close person:</i> Love	I hope we can become good friends. Please, write to me soon! Best wishes,
Your name or signature	Francis Jones

179

a) Danka is an English student at an English language school in Brighton, England. Read her email to Jacek, her brother in Poland. Fill in the gaps with the appropriate verb forms.

From: To: Date: Subject:	Danka@brighton.ac.uk Jacek.2006@star.com 12 th July Hi!	
<p>Dear Jacek,</p> <p>How are you? I _____ (<i>be</i>) fine. Here's an email in English. It _____ (<i>be</i>) good practice for you and me!</p> <p>I _____ (<i>have</i>) classes in English at <i>The Embassy Language School</i>. I _____ (<i>be</i>) in a class with seven students. They _____ (<i>be</i>) all from different countries: Japan, Brazil, Switzerland, Germany and Italy. Our teacher's name _____ (<i>be</i>) Simon. He _____ (<i>be</i>) very funny and a very good teacher.</p> <p>I _____ (<i>live</i>) with an English family in a small, old house near the centre of town. Robert and Valerie _____ (<i>have</i>) a daughter and a son. Their daughter, Becky, _____ (<i>be</i>) 19. She _____ (<i>be</i>) a student at Brighton University. Their son, James, _____ (<i>be</i>) a software designer for a computer company. He _____ (<i>be</i>) 25. They _____ (<i>be</i>) all very friendly, but it _____ (<i>not/be</i>) easy to understand them. They _____ (<i>speak</i>) very fast!</p> <p>Brighton _____ (<i>not/be</i>) very big, but it _____ (<i>be</i>) very exciting! The restaurants and nightclubs _____ (<i>be</i>) expensive, but the student bars and cafés _____ (<i>be</i>) cheap. It _____ (<i>be</i>) hot now, but it _____ (<i>be</i>) lovely near the sea. I _____ (<i>be</i>) very happy here.</p> <p>Email me soon. Love, Danka</p>		

b) 🎧 Listen and check.

c) Correct the statements about Danka's email if necessary.

1. Danka is from Argentina. 2. Danka is from Poland. 3. She is in London. 4. Danka is happy in Brighton. 5. Her class is very big. 6. The students in her class are all from Germany. 7. Becky and James are both students. 8. The student bars are cheap. 9. She is on holiday.

d) Write the questions about Danka's email.

1. _____ ? Poland.
2. _____ ? Japan, Brazil, Switzerland, Germany and Italy.
3. _____ ? Simon.
4. _____ ? They are brother and sister. They live with Danka.
5. _____ ? James is twenty five and Becky's nineteen.
6. _____ ? No. Brighton isn't big.

e) 🎧 Listen to three conversations. Where is Danka? Who is she with?

1. ...

2. ...

3. ...

f) Write a similar email to your friend/brother/sister/parents about you.

180

a) 🎧 Listen to the postcard from Dona and Sergio from Dublin. Complete the gaps.

Dear Alan,

We're on _____ in Dublin this _____. Our _____ is very _____ – old and _____. The people are very _____, and the _____ is delicious. Irish _____ is good and the beer is _____!

Dublin is _____. It's a _____ city, with a lot of _____ buildings, and it isn't _____. The weather is _____! It's wet and it's _____!

See you _____.

Love, Dona and Sergio (your _____ students!)

b) 🗨️ Answer the questions.

1. Who is the postcard from? 2. Where are they? 3. Why are they there? 4. Is their holiday good? 5. What isn't good?

c) Write a postcard to a friend.

Dear ... We're on holiday in ... and it's very ... Our hotel is ... The people are ... The food is ... and the wine is ... The weather is ... hot/cold/nice ... See you soon, Love ...

181

Correct the mistakes.

1. She work in an office. 2. Does you play tennis? 3. Does he has many friends? 4. I doesn't have a cat. 5. Mike don't speak French. 6. I lives in London. 7. You goes home after work. 8. Does they live with their parents? 9. He doesn't goes to school. 10. Does you speak English? 11. Do you likes your friends? 12. She does goes to university. 13. I speaks French. 14. Where do you be now?

182

Underline the correct preposition.



1. We have two rabbits *at/to* home. 2. What is that *in/at* English? 3. Do you have a bag *for/with* you? 4. *In/--* the evening I listen *--/to* music. 5. We have two dogs *at/in* my family. 6. Let's go *for/to* a walk. 7. John is a student *at/for* Cambridge University. 8. I have a pen *in/on* my bag. 9. Let's go *in/to* the university. 10. Philip speaks *in/--* good German. 11. Children don't go *to/in* school *--/at* night. 12. When do you usually get *up/in?* – *In/At* 6 o'clock *--/in* the morning. 13. We don't study *in/--* French. 14.



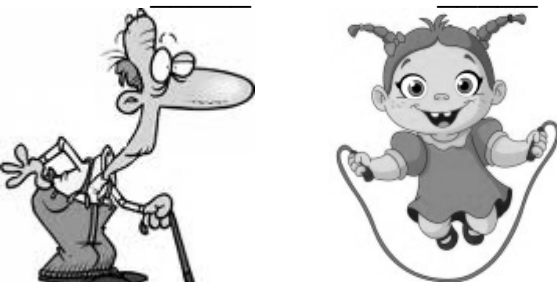

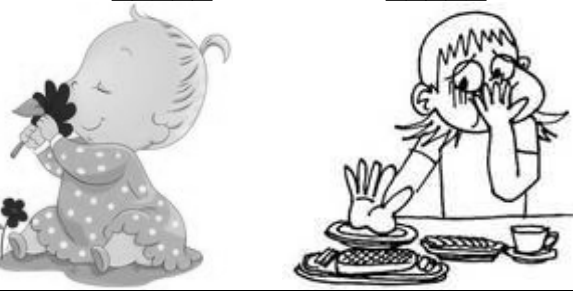
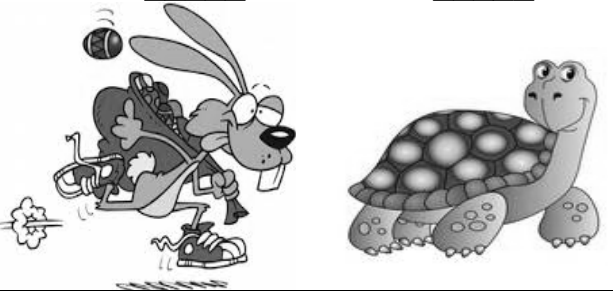


I'm a student and now I'm *at/by* my university. **15.** I can't play *on/--* the guitar. **16.** Do you listen *to/--* the radio? **17.** My friend lives *on/in* a nice big flat. **18.** It is *under/below* my bag. **19.** Why do you live *in/with* your parents? **20.** Don't smoke *in/from* my house. **21.** *--/On* every Saturday we go *to/--* the nightclub.

183

a) Match the adjectives with their opposites. Make up sentences with them.

old big new lovely easy hot expensive fast
horrible old young difficult cheap cold slow small

b) Write about the pictures using the adjectives from a). Listen and check. Practice saying them.

<p>1. a. It's _____. b. It's _____.</p> 	<p>2. a. It's _____. b. It's _____.</p> 
<p>3. a. He's _____. b. She's _____.</p> 	<p>4. a. They're _____. b. They're _____.</p> 
<p>5. a. It's _____. b. It's _____.</p> 	<p>6. a. It's _____. b. It's _____.</p> 
<p>7. a. They're _____. b. They're _____.</p> 	<p>8. a. It's _____. b. It's _____.</p> 

Modal Verb (Модальне Дієслово) may

Модальне дієслово **may** /meɪ/ вживається для вираження можливості чи дозволу. Перекладається українською мовою *могти, мати можливість*.

The Structures of Sentences with *may*

Affirmative (+)	Negative (-)		Interrogative (?)
	Long form	Short form	
I <i>may</i>	I <i>may not</i>	I <i>mayn't</i>	<i>May</i> I?
You <i>may</i>	You <i>may not</i>	You <i>mayn't</i>	<i>May</i> you?
He <i>may</i>	He <i>may not</i>	He <i>mayn't</i>	<i>May</i> he?
She <i>may</i>	She <i>may not</i>	She <i>mayn't</i>	<i>May</i> she?
It <i>may</i>	It <i>may not</i>	It <i>mayn't</i>	<i>May</i> it?
We <i>may</i>	We <i>may not</i>	We <i>mayn't</i>	<i>May</i> we?
You <i>may</i>	You <i>may not</i>	You <i>mayn't</i>	<i>May</i> you?
They <i>may</i>	They <i>may not</i>	They <i>mayn't</i>	<i>May</i> they?

Примітка: Скорочена заперечна форма *mayn't* читається /meɪnt/ або /'meɪənt/.

Modal Verb (Модальне Дієслово) might

Модальне дієслово **might** /maɪt/ вживається для вираження теоретичної/гіпотетичної можливості чи ввічливого прохання про дозвіл. Перекладається українською мовою *могти, можливо б, дозвольте*.

The Structures of Sentences with *might*

Affirmative (+)	Negative (-)		Interrogative (?)
	Long form	Short form	
I <i>might</i>	I <i>might not</i>	I <i>mightn't</i>	<i>Might</i> I?
You <i>might</i>	You <i>might not</i>	You <i>mightn't</i>	<i>Might</i> you?
He <i>might</i>	He <i>might not</i>	He <i>mightn't</i>	<i>Might</i> he?
She <i>might</i>	She <i>might not</i>	She <i>mightn't</i>	<i>Might</i> she?
It <i>might</i>	It <i>might not</i>	It <i>mightn't</i>	<i>Might</i> it?
We <i>might</i>	We <i>might not</i>	We <i>mightn't</i>	<i>Might</i> we?
You <i>might</i>	You <i>might not</i>	You <i>mightn't</i>	<i>Might</i> you?
They <i>might</i>	They <i>might not</i>	They <i>mightn't</i>	<i>Might</i> they?

Примітка: Скорочена заперечна форма *mightn't* читається /maɪntnt/ або /'maɪtənt/.

184

Insert the correct form of may. Make shifts if necessary.



- It _____ be cold, take a coat.
- The text is difficult. I _____ use a dictionary?
- Students _____ not bring books into the examination room.
- He _____ not use my car.
- I _____ come in?
- When you are at home, you _____ do what you like.
- He _____ be clever but I don't want to talk to him.
- You _____ use my office.
- I _____ never see you again.
- I _____ take your newspaper?
- Who _____ play here?

185

🔊 **Make one sentence for each case using may or might. Don't change the meaning of the sentence. Listen and check how close you are.**

1. The possibility to go to the nightclub is so low that I don't know whether to go or not. 2. You have low chances to see somebody new. Don't go there. 3. These black trousers are absolutely new. But I don't think they are nice to wear today. 4. Yes, I have a red dress, but it's very old. I think it is really too small for me. 5. Well, you know, I don't want to go with John. He is young and stupid, but I don't have anybody else to go with. But John is not funny and he is not interesting at all... Or not? What to do? 6. It's quite possible to walk there.

186

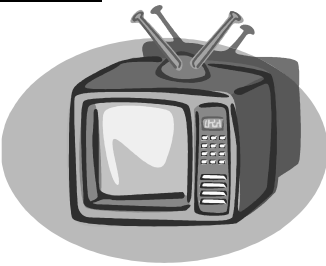
Read the situation and write what you would say using can, may or might.



1. You want to use your friend's computer. What do you say? 2. You need to use your brother's car. Ask him about it. 3. You want to have a walk with your friend. What do you ask your parents? 4. You are with your friends in the restaurant. You want to smoke. What do you say? 5. Ask someone to help you open the door. 6. You are late for the lesson. What do you say when you open the door? 7. The text is difficult. What do you say to your teacher? 8. You want to go to the nightclub with your friends very much but it's very late to go out. You know that your parents never let you go out late. What do you say to your parents? 9. Your lesson is over. You want to go home. What do you say?

187

Translate into English using can, may or might.



1. Можна ми подивимося телевізор увечері? 2. Я не дозволяю тобі читати мої листи. 3. Можна я закрию вікно? 4. Можна я піду погуляю з Пітером, ну будь ласочка... 5. Можливо, він прийде завтра. 6. Я можу вам допомогти? 7. Можна вони пограють у футбол? 8. Можна скористатися вашим телефоном? 9. Можна ми відкриємо книги? 10. Ти можеш не відповідати на третє запитання. 11. Можна зайти? 12. Можливо, в понеділок буде спекотно. А, можливо, і ні. 13. Можете взяти з собою друзів. 14. Я можу бути зайнятим, починайте без мене. 15. Вони не вміють читати. 16. Можна я тобі зателефоную на вихідних? 17. Мені не дозволено заходити сюди. 18. Тут можна палити?

Vocabulary

an activity	діяльність, дія
an aim	ціль, мета
a business card	візитка

a businessman	бізнесмен
a floor	поверх, підлога
a hospital	лікарня
an idea	ідея
a marital status	сімейний статус
a position / a place of work	посада / місце роботи
a receptionist	регістратор, секретар у приймальні
transport	транспорт
a visit / to visit	візит / відвідувати
to call	називати, телефонувати
to meet	зустрічати(ся), знайомитися
to stay at sb's place	перебувати у когось вдома
together	разом
ready	готовий
wonderful	чудовий
for short	скорочено

How to Get Acquainted (Форми Знайомства)

Let's get acquainted.	Давайте познайомимось.
Let me introduce myself.	Дозвольте мені представитися.
How do you do!	Здрастуй(те)! <i>(під час знайомства)</i>
How are you?	Як поживаєте?
Call me Bill for short.	Називайте мене просто Біл.
I am very glad to meet you.; Nice meeting you.; Nice to meet you.	Радий зустрічі з Вами.
Best regards to your family.	Передавайте найкращі вітання сім'ї.
Likewise.	Навзаєм.

188

a) Read the dialogue and translate it.

At a Party

M: - Excuse me, do you speak English?

B: - Yes, a little.

M: - May I introduce myself? My name is Michael First.

B: - How do you do, Mr. First. I'm William Brown.

M: - How do you do, Mr. Brown.

B: - Call me Bill for short. May I call you Mike?

M: - Yes, please.

B: - Thank you.

M: - Where are you from, Bill?

B: - I am from France. Where do you come from?

M: - I am from Scotland. What do you do, Bill?

B: - I'm a businessman. What about you?
M: - **I'm a doctor at hospital. Are you here on business?**
 B: - Yes, I am. And you?
M: - **I'm here on holiday. Where do you work?**
 B: - I work for a software company. Here is my business card.
M: - **Thank you. And here is mine.**
 B: - Where do you stay here? (Where are you staying here?)
M: - **At my friend's place, here is my telephone number.**
 B: - Are you here for the first time?
M: - **No, I'm not. I often come here. What about you?**
 B: - This is my first visit to Germany.
M: - **Do you like Germany?**
 B: - Of course, very much. It's a nice country.
M: - **I like it too. Are you here with your family?**
 B: - I'm here with my wife. She likes Germany.
M: - **I'm here with my wife and daughter. They like it very much too.**
Excuse me, I have to go. Nice meeting you, Bill.
 B: - Thank you. It was nice to see you too.
M: - **I hope to see you later.**
 B: - I hope so too. Call me tomorrow.
M: - **Of course. We may have dinner together.**
 - That's a wonderful idea. Best regards to your wife and daughter.
 B: - **Thanks, likewise. Good bye.**
M: - See you later.

b) 🎧👤 Fill in the table below with the necessary (imaginary) information and then act a dialogue with your partner.

- | | | |
|------------------------|--------------------|----------------|
| ✓ Name | ✓ Place of work | ✓ Alone/family |
| ✓ Country you are from | ✓ First visit? | ✓ Stay/like? |
| ✓ Aim of visit | ✓ Stay/where? | ✓ Lunch/dinner |
| ✓ Occupation/Position | ✓ Telephone number | ✓ Call/when? |

189

🎧👤 Listen and complete the dialogues. Practice similar dialogues with a partner.

1)

A: Good _____.

B: _____. *I'm Pablo Torres. I have a reservation.*

A: How do you spell your _____?

B: *T-O-R-R-E-S.*

A: _____?

B: *T-O-R-R-E-S.*

A: _____ you.



2)
A: Excuse _____, are you Harry?
B: *Yes, I am.*
A: I'm Jim Brown. Nice to _____ you.
B: _____ *afternoon, Mr Brown. Nice to meet _____ too.*
A: And how do you _____ your surname?
B: *C-A-R-T-E-R.*

3)
A: _____.
B: *Hello. What's your _____ name?*
A: Clunie.
B: _____ *do you _____ your name?*
A: C-L-U-N-I-E.
B: _____ *you.*

4)
A: _____. My _____ is Marco. What's your _____?
B: *Emma.*
A: _____ are you _____, Emma?
B: *I'm _____ London.*

5)
A: _____. My _____ is Lisa. _____'s your _____?
B: *Mike.*
A: _____ are you _____, Mike?
B: *I'm _____ Boston.*
A: _____ are you _____?
B: *I'm _____ Boston _____.*

6)
A: Hello, Mike.
B: _____ *Sam. How _____ you?*
A: Fine, _____. And you?
B: *I'm OK, thanks. This is _____. She's a _____ from work.*
A: _____ to meet you.
B: *Hi.*
A: _____, we're in a hurry. See you _____. Bye.
B: _____.

190

🔊 Listen, repeat and complete the three dialogues. Then say whether the sentences below are right or wrong. Correct the wrong sentences.

1)
A: _____. We're John and Sally Clark.
B: _____. *You're in room _____ and they're in room _____.*
C: _____ you.

3)
A: _____! Are you _____?
B: *No, we aren't. We're _____.*
A: Are you on _____?
C: *Yes, we _____.*

2)
A: Hurry _____! We're _____!
B: *We aren't late. _____ is from _____ to _____.* *And Mike isn't _____.*

A: We're on _____ too. We're Liz and Travis _____ Texas.
D: _____! *Have a nice _____!*
C: Good _____.

1. John and Sally are in room 212.
2. Breakfast is from 6 to 10.
3. John and Sally aren't American.

4. Liz and Travis are English.
5. John and Sally are on holiday.
6. Liz and Travis aren't on holiday.

191**👂 Listen to Alison checking in. Answer the questions.**

1. Does the receptionist call Alison “Ms Gray” or “Mrs Gray”?
2. Why is Alison here?
3. How many nights is she here for?
4. What is her room number?
5. What time’s breakfast?
6. Which floor is the Pavilion Restaurant on?

192**Translate into English.**

1. Ви розмовляєте англійською?
2. Мене звали Дейв Сміт.
3. Давайте познайомимося.
4. Це мій перший візит до Британії. Я сам з Франції.
5. Я працюю у великій міжнародній компанії.
6. Це гарна країна. Моїй дружині тут також дуже подобається.
7. Звідки Ви, Майк?
8. Мене звали Майкл Браун.
9. Я можу називати Вас Майк?
10. Я часто приїжджаю сюди.
11. Він тут у справах. А Ви тут у справах?
12. Ви також вперше приїхали сюди?
13. Можна представитися?
14. Рада зустрічі з нею.
15. Я тут у відпустці з дружиною та донькою.
16. Дуже приємно з Вами познайомитися. Сподіваюся, ми скоро побачимося.
17. Де Ви зупинилися?
18. Він зупинився у своїх друзів.
19. Не люблю готелі.
20. Вибачте, мені потрібно йти.
21. Передавайте привіт сім’ї.
22. Ви тут один чи з сім’єю?

193

👂👄 Listen, write and answer the questions you hear. The tables below will help you. Interview your partner and write about him/her.

a)

- | | | |
|-----------------|-------------------|----------------------|
| 1. name | 4. postcode | 7. home phone number |
| 2. country/town | 5. age | 8. mobile number |
| 3. address | 6. marital status | 9. email address |

b)

- | | | | |
|---------------|--------------|------------|---------------|
| 1. name | 4. town | 7. smoking | 10. food |
| 2. age | 5. transport | 8. music | 11. newspaper |
| 3. occupation | 6. languages | 9. TV | 12. sports |

c)

- | | | |
|-----------------------|-----------------------|-------------------------|
| 1. getting to school | 4. evening activities | 7. winter holiday |
| 2. morning activities | 5. Sunday activities | 8. Christmas activities |
| 3. breakfast drink | 6. holiday | |

d) 👄 Read and answer the questions.

1. What is your surname? What is your patronymic?
2. What is your mother’s name? Is your mother from Ukraine?
3. Are you Spanish? What nationality are you?
4. When is your birthday?
5. What is your favourite day? What is your favourite month?
6. Do you have a cat/dog? How old is your cat/dog? What

colour is it? **7.** What is your favourite colour? **8.** Do you live in a house or in a flat? **9.** How many friends do you have? What are their names? **10.** Why do you want to study English? **11.** When do you usually go to bed?

Vocabulary

an airport / a pilot	аеропорт / пілот
a baby	дитина, немовля
a (music) band / a concert	(музичний) гурт / концерт
a bike / a plane / a train	велосипед / літак / потяг
a boot / a jacket	черевик / піджак
a cigar	сигара
furniture / a hostel	меблі / гуртожиток, турбаза
a grandfather / a grandmother	дідусь / бабуся
grandparents	дідусь та бабуся
a guest	гість
a horse	кінь
ice-cream	морозиво
a kettle	чайник
a musician / a violin	музикант / скрипка
a travel agent / the world	турагент / світ
crazy / excited / lucky	божевільний / схвильований / вдалий
darling	дорогий, любий
rich / poor	багатий / бідний
same / at the same time	такий же / в той же час
upstairs / downstairs	вверх сходами, зверху / вниз ~, внизу
though / anyway	хоча / в будь якому разі
to argue / to chat	сперечатися / базікати, теревенити
to arrive / to depart	прибувати / від'їжджати, відправлятися
to bark	гавкати
to boil	кипіти
to collect a ticket	забирати квиток
to have a bath / to have a shower	приймати ванну / приймати душ
to jump / to run	стрибати / бігати
to knit	плести, в'язати
to know	знати
to move	рухати, переставляти
to pack (a rucksack)	пакувати (рюкзак)
to plan / a plan	планувати / план
to rain	дощити
to sound / noise	звучати / шум
to type / a writer	друкувати / письменник

Present Continuous (Progressive) Tense Теперішній Тривалий Час

Утворення: підмет + присудок (допоміжне дієслово *to be* в теп.часі + головне дієслово з закінченням **-ing**)

Питальна форма утворюється за допомогою інверсії.

Стверджувальна форма (+)	Питальна форма (?)	Заперечна форма (-)
I am working	Am I working?	I am not working
He is working	Is he working?	He is not (isn't) working
She is working	Is she working?	She is not (isn't) working
It is working	Is it working?	It is not (isn't) working
We are working	Are we working?	We are not (aren't) working
You are working	Are you working?	You are not (aren't) working
They are working	Are they working?	They are not (aren't) working

Випадки вживання:

1. дія, яка відбувається в момент мовлення:

We are listening to the teacher now.

Використовуються такі **індикатори часу**:

now – зараз

at the (this) moment – в даний момент

2. дія, яка відбувається в момент мовлення в більш широкому (глобальному) сенсі:

He is reading a very interesting book these days.

Використовуються такі **індикатори часу**:

at present / at this period / these days / nowadays / currently – зараз, нині

this year (month) – в цьому році (місяці) *still* – все ще

today – сьогодні, у наш час

3. дія, яка занадто часто повторюється в теперішньому часі і негативного відношення до неї (з відтінком роздратування):

He is always watching football!

Використовуються такі **індикатори часу**:

every day – кожен день

constantly = all the time – постійно

always – завжди

continually – безперервно

never – ніколи

4. майбутня запланована дія (особиста домовленість):

I am meeting with the manager tomorrow.

Примітка 1:

Правила правопису дієслів із закінченням *-ing*.

❖ Німа *-e* зникає перед закінченням *-ing*:

take – *takeing*, *drive* – *driveing* but *be* – *being*

❖ Дієслова, що мають закінчення **-ee** одразу додають **-ing**:

see – seeing, agree – agreeing

❖ Дієслова, що закінчуються на **-y = y + -ing**:

hurry – hurrying, buy – buying

❖ Дієслова, що закінчуються на **-ie = ie → y + -ing**:

die – dying, lie – lying

❖ Остання приголосна подвоюється після короткої голосної в наголошеному складі перед **-ing**:

stop – stopping, plan – planning, pre'fer – pre'ferring, be'gin – be'ginning

❖ Дієслова, що закінчуються на **-l** мають **-ll** перед **-ing** в британському варіанті англійської мови:

travel – travelling, cancel – cancelling

194

a) Write the verb + **-ing** in the correct column. Explain the changes in spelling. Translate the verbs into Ukrainian.

wait come take get dance find
buy run swim know give stop

<i>verb + -ing</i>	<i>-e + -ing</i>	<i>double consonant + -ing</i>

b) Add **-ing** ending to the verbs below. Explain the changes in spelling. Translate the verbs into Ukrainian. Write them in the correct column above.

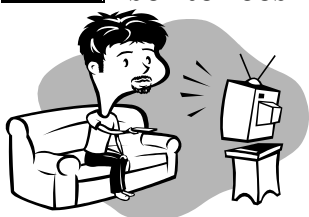
- | | | | |
|---------------|---------------|-----------------|-----------------|
| 1. to ask – | 6. to put – | 11. to show – | 16. to bring – |
| 2. to play – | 7. to do – | 12. to study – | 17. to help – |
| 3. to sing – | 8. to see – | 13. to visit – | 18. to close – |
| 4. to phone – | 9. to open – | 14. to answer – | 19. to travel – |
| 5. to drive – | 10. to knit – | 15. to say – | 20. to take – |

c) Listen, write, translate and practice saying the words. Explain the changes in spelling.

<i>/ɑ:/</i>	<i>/ei/</i>	<i>/ɔ:/</i>	<i>/aɪ/</i>	<i>/u:/</i>	<i>/əʊ/</i>
<i>car</i>	<i>train</i>	<i>horse</i>	<i>bike</i>	<i>boot</i>	<i>phone</i>
1. _____	1. _____	1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____	2. _____	2. _____

195

Put each verb into **the Present Progressive** tense form. Translate the sentences into Ukrainian.



1. Sorry, I can't talk to you. I _____ (*watch*) an interesting film. 2. Peter _____ (*plan*) to write a book next year. 3. I am from Lviv, but now I am in Kyiv. I _____ (*study*) at the university. 4. We _____ (*not/write*), we _____ (*do*) nothing. 5. Do you know that woman who _____ (*stand*)

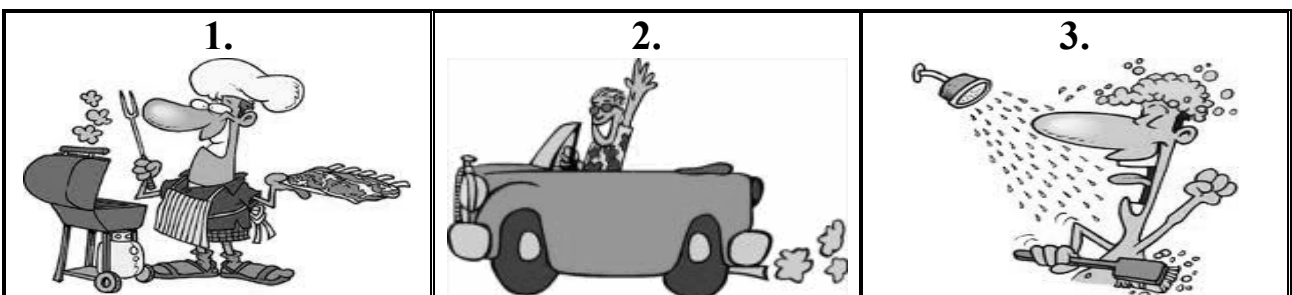
near the door? **6.** Linda _____ (*drive*) her car now. **7.** The lesson is over, we _____ (*go*) home. **8.** It's a nice day. Our children _____ (*play*) in the park, we _____ (*walk*), the dog _____ (*run*) and _____ (*jump*). Everybody is happy. **9.** We _____ (*not/smoke*), we _____ (*drink*) milk here. **10.** Ann _____ (*not/listen*) to you, she _____ (*do*) her exercises. **11.** He _____ (*read*) a lot this month.

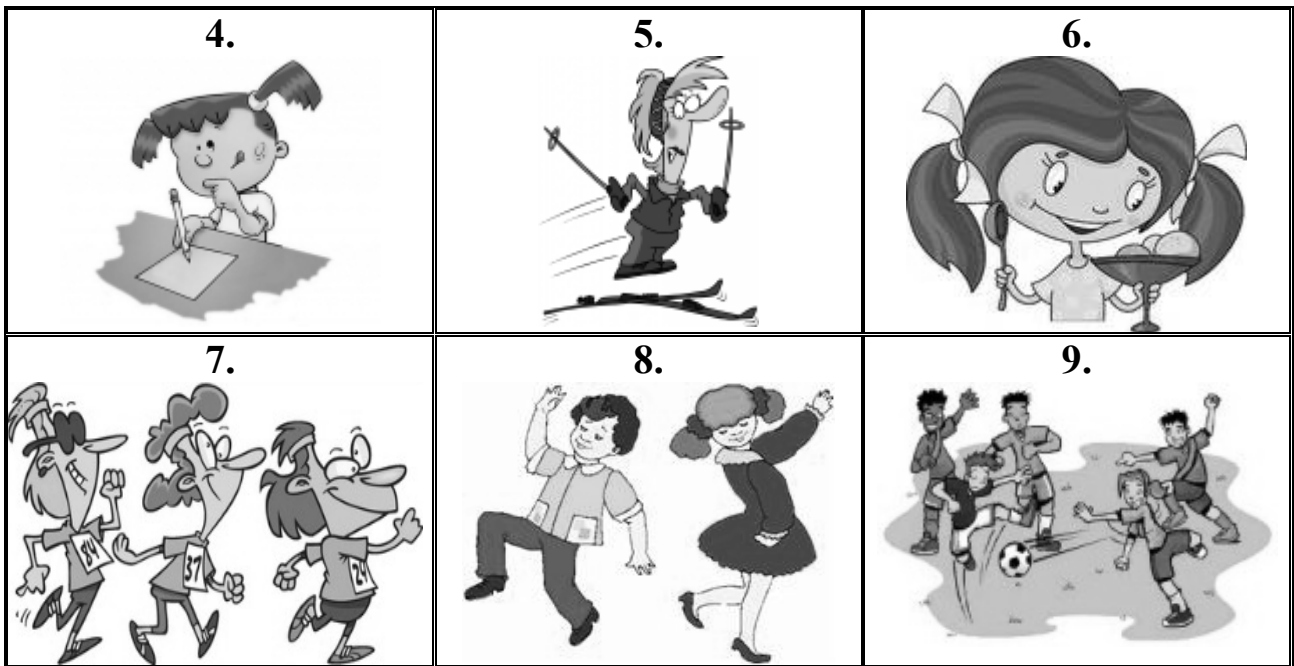
196

a) Describe the picture. Say what everyone is doing now.



b) Look at the pictures and say what these people are doing. Listen and check.





197

🔊 Listen and match the sentences with flats 1-8. Add details.

- He is listening to music.
- The baby is crying.
- They are having a party.
- She is playing the violin.

- The dog is barking.
- They are arguing.
- He is watching football.
- They are moving furniture.

198

🔊 Listen to the sounds. Write the sentences to say what's happening.

a)

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

b)

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

199

What are you doing? Write sentences that are true for you.

- | | | | |
|---|--|---|--|
| <input checked="" type="checkbox"/> to write a letter | <input checked="" type="checkbox"/> to sing | <input checked="" type="checkbox"/> to drink coffee | <input checked="" type="checkbox"/> to sit on the sofa |
| <input checked="" type="checkbox"/> to read a book | <input checked="" type="checkbox"/> to dance | <input checked="" type="checkbox"/> to speak French | <input checked="" type="checkbox"/> to study with a friend |
| <input checked="" type="checkbox"/> to wear a dress | <input checked="" type="checkbox"/> to swim | <input checked="" type="checkbox"/> to translate | <input checked="" type="checkbox"/> to do exercises |

200

Translate into English.

1. Не розумію, про що вони говорять. 2. Я йду додому. Ми йдемо додому разом. 3. В цей момент Анна розмовляє з Бенем, вони посміхаються. 4. Я за кермом свого автомобіля, тому що сьогодні субота і я їду до батьків. 5. Сьогодні на уроці ми вчимо різні важкі фрази. 6. Студенти відповідають на мої запитання. 7. Ми чекаємо на своїх друзів. Вони вже їдуть. 8. Девід, тобі телефонує Мері. Вона запитує про твій іспит. 9. Трішки зачекайте, він



зараз розмовляє. **10.** Моя сестра грає на піаніно в своїй кімнаті. **11.** Любий, я дивлюсь телевизор, принеси мені кави, будь ласка. **12.** Стефан перекладає з англійської на українську для свого друга цими днями. **13.** Студенти зараз сидять за партами та читають текст про квіти. **14.** Ми слухаємо вчителя та записуємо цікаві факти про мистецтво. **15.** Зараз він п'є чай з молоком та цукром. **16.** Я читаю газету та їм яблуко. **17.** Йде дощ, закрив вікна.

201

Make the sentences negative. Then translate the sentences into Ukrainian.



1. Helen is cooking something. **2.** They are talking about that boy. **3.** The children are sleeping in their room. **4.** I am swimming in the pool. **5.** Peter, Jack and John are eating the meat. **6.** The dog is playing with the cat. **7.** My friend and I are speaking on the phone. **8.** We are watching TV. The film is nice. **9.** Susan is smiling to me. **10.** The students are translating the text about zebras. **11.** Henry is driving fast.

202

Find and correct mistakes in these sentences.



1. Peter be teaching English at Trinity College now. **2.** The students are siting at their desks. **3.** I isn't drinking milk, I is eating fish. **4.** We are not at home. We are plaing football. **5.** Mary ist opening the window. **6.** He is writting a letter to his friend from Paris. **7.** The boy is run to his father. **8.** Helen is no driving her car. **9.** They not eating now, they drinking tea. **10.** You is walking very slow.

203

Translate into English.

1. Ми не співаємо, ми розмовляємо. Ми завжди говоримо так швидко та красиво. **2.** Ці чоловіки не зупинилися в готелі, вони зупинилися у друзів. **3.** Я ще не йду додому, у мене є робота. **4.** Давай подивимося фільм, я ще не лягаю спати, зараз лише 7 година вечора. **5.** Майк не п'є чай, тому що він зараз працює в саду, він допомагає бабусі поливати квіти. **6.** Хоча Віктор і перекладач, на даний момент він нічого не перекладає, він грає в футбол із друзями, йому це дуже подобається. **7.** Не знаю, що вона зараз робить, але вона точно не за кермом. **8.** Вже пізно. А її діти ще досі не йдуть додому. **9.** Починається дощ, а Лола не поспішає додому, тому що вона хоче прогулятись сама. **10.** Вони не плавають зараз, вони вдома. **11.** Ніхто її не слухає. **12.** Вони не грають у теніс, бо дуже втомилися.

Make all possible questions to these sentences.



Model:

Helen is writing a letter to her friend.

- **General question:** Is **Helen** writing a letter to her friend?
- **Alternative questions:** Is **Helen** or **Peter** writing a letter to her friend?
Is **Helen** **writing** or **showing** a letter to her friend?
Is **Helen** writing **a letter** or **a text** to her friend?
Is **Helen** writing a letter **to** or **with** her friend?
Is **Helen** writing a letter to **her** or **his** friend?
Is **Helen** writing a letter **to her friend** or **to her son**?
- **Disjunctive question:** Helen is writing a letter to her friend, **isn't she**?
- **Special questions:** **Who is** writing a letter to her friend?
What is Helen doing?
What is Helen writing to her friend?
Who is Helen writing a letter **to**?
Whose friend is Helen writing a letter **to**?

1. We are speaking English at the moment. 2. Peter is reading an interesting text. 3. Diana and Lina are translating the novel. 4. I'm eating the fish. 5. The students are looking at the teacher. 6. Sheila is listening to some nice music. 7. The boys are playing the piano. 8. The dog is running in the park.

Make **special questions** to the **underlined** segments. Make **disjunctive questions** to each sentence.



1. Linda is speaking on the phone. 2. She is buying the apples. 3. Paul is helping his sister do her homework. 4. I am smiling because I like you. 5. Tina is packing her rucksack. 6. Andrew is driving his car. 7. He is writing English words. 8. The dog is running after the cat. 9. We are studying English. 10. My friend is speaking German now. 11. I'm helping my friend with French.

Put each verb into **the Present Progressive** tense form. Translate the sentences into Ukrainian.



1. What _____ (**you/think**) of? 2. Where _____ (**he/go**) to? 3. _____ (**she/read**) or _____ (**sleep**)? 4. Who _____ (**talk**)? Please, stop it. 5. Why _____ (**you/translate**) this text? Our homework is different. 6. Why _____ (**we/stay**) here? Let's go home. 7. Who _____ (**swim**) there? 8. _____ (**you/drink**) coffee or tea now? 9. Why _____ (**they/do**) it? 10. Who _____ (**Ann/talk**) to? 11. What _____ (**you/write**)? 12. Where _____ (**you/stay**) in London?

207

👂 Listen to a man on a mobile. Write the six Present Continuous sentences.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

208

👂 Study the words below and use them in your own sentences. Listen and say what the speakers are doing at Glastonbury.

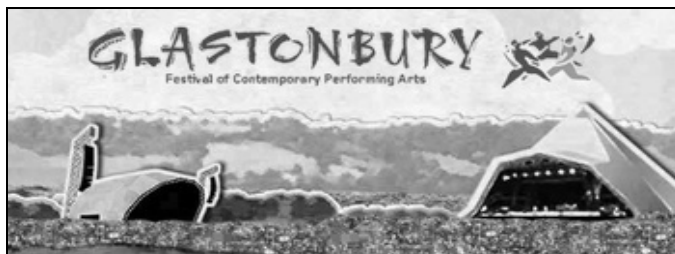
Glastonbury front gates ticket stage come over sure

Conversation 1. _____

Conversation 2. _____

Conversation 3. _____

Conversation 4. _____



209

👂 Listen and complete the dialogue.



A: Hello?

B: _____, *darling*, it's your _____. *How are you?*

A: _____, thanks.

B: *What are you _____? What's _____ noise?*

A: I'm at a concert. The band is _____. People are _____ and it's a bit crazy.

B: *Oh, that sounds nice. When does the _____ finish?*

A: What?

B: *Darling, you are not _____.*

A: I _____ listening, Mum, but I can't _____ you! John and Liz are _____ at the same time... Quiet, I am using the _____ ...

B: *Hello? Hello? Oh, dear, his phone is not _____ now.*

210

Translate into English using the Present Progressive tense.



1. Що вона читає? Яку книгу вона читає? Навіщо вона читає цю книгу? 2. Що роблять діти? Діти граються? Вони не дивляться телевизор? 3. Про що ти думаєш? Чому ти про це думаєш? Невже ти ні про що не думаєш?

4. Куди ти йдеш? Ти йдеш додому? Чому ти туди йдеш? З ким ти йдеш? Хто йде з тобою? 5. Як ти себе почуваєш? Ти гарно себе почуваєш? 6. Чому ти не їси гриби? Що ти їси? Ти їси рибу чи м'ясо? 7. Про що вона запитує? Чому вона про це запитує? 8. Вчитель сидить за столом? Якою мовою він розмовляє? Він розмовляє іспанською чи російською? 9. На кого ви чекаєте? Ви чекаєте на сестру чи брата? Ви не чекаєте на друга? 10. Він зараз не співає, чи не так? Він танцює? З ким він танцює? 11. Що ви робите? Чому ви бігаєте? Чому ви не допомагаєте сестрі?

211

Put the verbs in brackets in the Present Progressive tense.

a)

A: Hello.

B: *Oh, hi Dad. Where are you?*A: I'm in my hotel. I _____ (*have*) a drink in the bar.
It _____ (*rain*) a lot here. Is Mum there?B: *Yes, but she _____ (*talk*) to somebody on the mobile just now.*A: Oh. What _____ (*you/do*)?B: *My friend Matt is here.*A: Matt? Why _____ (*you/not/do*) your homework?B: *Don't worry. We _____ (*study*) together.*

A: Where's Jenny?

B: *She _____ (*wait*) for Kevin to come. They _____ (*have*) a party tonight.*A: Oh, what _____ (*she/wear*)?B: *Nothing special. OK Dad, here's Mum. Bye.*

b)

A: What _____ (*you/do*), Granny?B: *I _____ (*look*) at the neighbours.*A: What _____ (*they/do*)? _____ (*Mrs Jackson/watch*) TV?B: *No, she _____ (*move*) the furniture.*A: And _____ (*Mr Jackson/play*) the violin?B: *Yes, he is. Oh, look! Some people _____ (*arrive*). I think they want to have a party. Mr Jackson _____ (*open*) the door...*

212

👂 Oliver is at Monica's party, but he doesn't know anyone. Monica is telling him about the other guests. Listen and write what everybody is doing/does. Complete the table.

	<i>Present Continuous</i>	<i>Present Simple</i>
<i>Harry</i>		
<i>Mandy</i>		
<i>Fiona</i>		
<i>George</i>		
<i>Roz and Sam</i>		

213

Underline the correct variant.

1. – Where's Ed? – He *drives/is driving* his car. 2. We *travel/are travelling* a lot in summer. 3. Paul *listens/is listening* to music in his room. 4. If you *don't read/aren't reading* that book, I want to see it. 5. Philip is a very good interpreter. He *speaks/is speaking* six languages. 6. Helen *often watches/is often watching* TV on Sundays. 7. Come in, I *do not sleep/am not sleeping*. 8. She *constantly*

talks/is constantly talking! 9. It's so lovely, they *dance/are dancing* together! 10. Lisa *usually cooks/is usually cooking* breakfast at 8 o'clock. 11. – May I use your phone? – I'm afraid it *doesn't work/isn't working* at the moment. Sorry. 12. I *go/am going* to work now. See you later. 13. It *rains/is raining* a lot here in winter. 14. *Do you walk/Are you walking* to work every day? 15. – What *do you do/are you doing* here? – I *wait/am waiting* for my friend. 16. My husband *watches/is watching* football three times a week. 17. Adam *talks/is talking* to his son about his son's new friends.



214

Fill in the gaps below with the Present Indefinite or the Present Continuous tense form of the verbs in brackets.

1. He _____ (*usually/drink*) coffee, but today he _____ (*drink*) tea. 2. – What _____ (*she/do*) in the evenings? – She _____ (*usually/play*) the violin or _____ (*watch*) TV. 3. _____ (*always/you/write*) with your left hand? 4. When he _____ (*go*) to Bulgaria, he _____ (*always/take*) something interesting to his Bulgarian friends. 5. It _____ (*get*) colder. 6. When Alice comes, I _____ (*always/meet*) her at the airport. 7. My friend _____ (*never/use*) her laptop. 8. They _____ (*chat*) about nothing! 9. – Who _____ (*play*) the piano upstairs? – My sister. Her concert is tomorrow. – What _____ (*she/play*)? – I think it's a piece by Mozart. – _____ (*she/play*) anything else? – The guitar. 10. – How _____ (*you/start*) work on a film? – I _____ (*read*) the text and _____ (*make*) notes. 11. Steward _____ (*always/come*) to the office late! 12. – What languages _____ (*you/speak*)? – English, French and Spanish. 13. I _____ (*always/meet*) Alan near my house! 14. – My sister _____ (*cook*). – Is that usual? – Yes, normally I _____ (*buy*) everything and my sister _____ (*cook*).



Stative Verbs (Дієслова Стану)

Дієслова, які описують постійний стан, почуття чи емоції зазвичай не вживаються в тривалому часі.

Наприклад: *to know* – знати. *He knows where Peter is.* (~~is knowing~~)

Деякі дієслова стану (*see, feel, think, have* та ін.) можуть вживатися в тривалому часі, але з іншим значенням.

<i>He comes from Spain.</i> (= he was born in)	<i>He's coming from Spain.</i> (= he's travelling from)
<i>I see you're tired.</i> (= I understand)	<i>I'm seeing my doctor tonight.</i> (= I'm visiting)

* Можете прочитати більш детальну інформацію з таблицею дієслів стану в розділі *Граматика*.

Underline the correct variant.

1. I *don't know/am not knowing* where her bag *is/is being*. 2. I *see/am seeing* that you *are/are being* tired. 3. You *don't want/aren't wanting* to talk this morning. What *do you think/are you thinking* of? 4. He *has/is having* a white cat. 5. Mary *is/is being* very nice these days. 6. That jacket *looks/is looking* nice on you. 7. Barbara *isn't/isn't being* here. She *buys/is buying* a dress for her daughter. 8. – Where *is Laura/is Laura being*? – She *is/is being* on the phone. She *talks/is talking* to Paul. 9. Anna *is/is being* Italian. She *comes/is coming* from Italy. 10. I *like/am liking* you. 11. We *don't want/aren't wanting* to drive to Scotland. It *is/is being* 500 km! 12. You can't see Tom, because he *has/is having* a bath. 13. These flowers *look/are looking* nice. 14. There *is/is being* nobody at the door; you *just hear/are just hearing* things. 15. *Do you see/are you seeing* much of your brother these days? 16. He *has/is having* a party at his office on Friday. 17. Jenny *has/is having* four children. They *don't work/aren't working*, as they *are/are being* little, and they *still go/are still going* to school. 18. Look at him. He *has/is having* a really good time at the party. 19. She says that she *loves/is loving* me. But I *am not/am not being* sure.

Fill in the gaps below with the Present Indefinite or the Present Continuous tense form of the verbs in brackets.

1. Hurry up! The bus _____ (*come*). I _____ (*not/want*) to be late. 2. He _____ (*never/listen*) to what you say! He _____ (*always/think*) about something else! 3. Why _____ (*you/look*) at me like that? Yes, I _____ (*see*) Madonna this afternoon! 4. _____ (*always/you/smile*) when you _____ (*see*) him? 5. – _____ (*you/love*) him? – No, I _____ (*like*) him very much but I _____ (*not/love*) him. 6. – Karen, _____ (*you/know*) the answer to question two? – Yes, Miss. Water _____ (*boil*) at 100°C. 7. _____ (*you/hear*) what he _____ (*say*)? 8. _____ (*you/know*) why an apple _____ (*fall*) down and not up? 9. She _____ (*have*) a lot of money just now. So she _____ (*have*) a great time. 10. I _____ (*see*) what you want to say. I _____ (*think*) you're right. 11. You _____ (*look*) very bad today. What _____ (*you/think*) of? 12. – Your daughter likes sport very much, doesn't she? – She _____ (*play*) basketball. – Where _____ (*she/be*) now? – She _____ (*play*) basketball, as usual. 13. The girl you _____ (*talk*) about _____ (*be*) my friend's daughter. 14. She can't come to the phone right now. She _____ (*have*) a bath. She _____ (*do*) it twice a week. 15. – _____ (*you/be*) an interpreter? – Yes, I _____ (*be*). 16. How _____ (*he/get*) to work every day? 17. John _____ (*come*) home at 6 o'clock every day. 18. Who _____ (*you/think*) you are, speaking to me like that! 19. We _____ (*have*) a great time here in London. 20. – _____ (*you/understand*) that man? – No, I _____ (*not/understand*) him at all.

a) Look at Barbara's diary for the next week and make sentences using the Present Continuous tense according to the model. Speak about your plans for the next week.

Model: *On Monday she is having lunch with Stella at 11.00 in the morning.*

Mon, 11:00 - lunch with Stella

Fri, 2:00 - tennis with Gill

Tue, 1:30 - meeting with Chris at his office

Sat, 4:00 - shopping

Wed, 9:00 - buy carpets for the living room

Sun, 3:30 - plane to Paris

Thu, 6:30 - Pete and Monique for dinner

7:00 - dinner with Bob

b) Listen to Ellie and complete her diary for the next week. Why is she excited? Make sentences using the Present Continuous tense according to the model in a).

<u>April</u>	<i>Tuesday, 7/04</i>	<i>Thursday, 9/04</i>	<i>Saturday, 11/04</i>
<i>Monday, 6/04</i>	<i>Wednesday, 8/04</i>	<i>Friday, 10/04</i>	<i>Sunday, 12/04</i>

c) Complete the dialogue with the verbs in the Present Continuous. Listen and check.

A: What _____ (you/do)?

E: I _____ (read) about Mexico.

A: Why?

E: Because I _____ (go) there on holiday soon.

A: Oh, lovely! When _____ (you/leave)?

E: We _____ (leave) next Friday.

A: Who _____ (you/go) with?

E: My friends Ed and Lucy.

A: How _____ (you/travel)?

E: We _____ (travel) by plane to Mexico City, then by bus and train around the country.

A: Where _____ (you/stay)?

E: We _____ (stay) in small hotels and hostels.

A: You're so lucky! Have a good time!

E: Thanks very much!



d) Complete the chart about Marco's holiday plans. Write the questions using the Present Continuous. Listen and check. Listen again and add the information about Marco's holiday plans.

Where / go?

Banff, Canada.

Why / go?

When / leave?

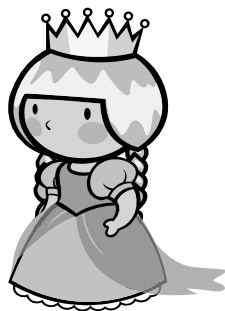
How / travel?

Where / stay?

How long / stay?



Present tenses are often used to express future. Fill in the gaps below with the Present Indefinite or the Present Continuous tense form of the verbs in brackets.



1. I _____ (*give*) this dress to my daughter for her birthday tomorrow. 2. I _____ (*take*) my sister to the restaurant on Friday. 3. – How _____ (*you/get*) to the party tomorrow? – I _____ (*go*) by car. – Who _____ (*drive*)? 4. The last train _____ (*leave*) the station at 11:30. 5. – Where _____ (*you/go*) for your holidays this year? – I _____ (*go*) to Spain. 6. His plane _____ (*arrive*) at six o'clock sharp. 7. The lesson _____ (*start*) at 10 a.m. on Wednesday. 8. I _____ (*have*) lunch with my friend on Thursday. 9. The Greens _____ (*play*) basketball with my parents this weekend. 10. Elizabeth II _____ (*give*) an afternoon tea party next week. _____ (*you/go*)? 11. Adam _____ (*fly*) to America tomorrow. 12. He _____ (*start*) a new job on Friday. 13. Who else _____ (*you/go*) with to Bulgaria next week? 14. Our exams _____ (*start*) in June. 15. When _____ (*your train/arrive*)?

Vocabulary

an accident / a race	нещасний випадок / змагання з бігу
a couple	пара (людей)
a river / a beach	річка / пляж
a show	шоу, спектакль
a trip / a campsite	подорож / кемпінг (наметовий табір)
to break	ламати(ся)
to change	змінювати(ся)
to clean	чистити, прибирати
to cycle	їздити на велосипеді
to fall / to fall down	падати / впасти
to go camping; to camp	розташовуватися табором
to go clubbing	ходити по нічних клубах
to hate	ненавидіти
to plant	саджати
to see the sights	оглядати визначні місця
to sneeze / Bless you!	чхати / На здоров'я! (коли хтось чхає)
careful	обережний
due	очікуваний; що має бути
excited	схвильований
fantastic	вражаючий
far / close	далекий, далеко / близький, близько
ready	готовий
right / wrong	вірний, вірно / невірний, невірно

To Be Going to Do Something (Збиратися Щось Робити)

Ця конструкція може виражати:

- майбутній план, рішення чи намір, який зроблений до моменту мовлення.

Peter and Jane are going to get married soon.

- передбачення, що базується на теперішньому факті. На даний момент існує доказ, що щось обов'язково станеться. Ми можемо зрозуміти майбутнє з теперішнього.

She is going to have a baby. (We can see she is pregnant now.)

Утворення:

I	<i>am</i>	(not) going to	play in the park.
He/She/It	<i>is</i>		cook meat.
We/You/They	<i>are</i>		get married.

219

Fill in the gaps with the appropriate forms of to be going to do sth.
Make shifts if necessary.

1. Nelly _____ to visit her grandparents on Monday. 2. I _____ to write a letter to my sister Mary who lives in Paris. 3. They _____ to talk to their children about their studies. 4. Andrew *not* _____ to start a family. 5. Why you _____ to watch this programme? 6. My friend _____ to have a baby in 2 months.

220

👂👄 Listen and write the sentences after the speakers. Repeat and say what is true for you from blocks 1 and 2.

Block 1

Block 2

Block 3

1. _____
2. _____
3. _____
4. _____
5. _____

1. _____
2. _____
3. _____
4. _____
5. _____

1. _____
2. _____
3. _____

221

a) 👂👄 Are you going to do any of these things after the lesson? Ask and answer general questions with a partner according to the model.

– Are you going to have a coffee after the lesson? – Yes, I am./No, I'm not.

✓ watch TV

✓ eat in a restaurant

✓ cook some fish

✓ travel to Spain

✓ meet some friends

✓ go shopping

✓ clean the flat

✓ do the homework

✓ swim in a river

b) 👂👄 Listen and make positive sentences with to be going to do sth construction about tomorrow.

1. _____ to work - _____
2. _____ TV - _____
3. _____ up early - _____
4. _____ shopping - _____

5. make _____ - _____
6. _____ to class - _____
7. go to the _____ - _____
8. see my _____ - _____

c) What are you going to do tomorrow? Write five things you are going to do, four true and one false. Read them to a partner. Let him guess which the false one is.

222

a) Read about this TV programme. What is it about?

Changing Holidays



In this new holiday programme we ask two couples to plan their holiday for the same week. Then these two couples change holidays – they go on the holiday the other couple planned! But... they don't know where the holiday is until the last moment...



Tonight's couples are Lisa and John, and Jerry and Sue.

b) The presenter from *Changing Holidays* calls Lisa Carter. Cover the dialogue. Listen. What are Lisa and John's holiday plans? Listen again and complete the dialogue.

Couple 1 Lisa and John

Lisa: Hello?

Peter: Hi! Lisa? This is Peter Douglas from *Changing Holidays*.

Lisa: Oh! Hello!

Peter: Lisa, what are your holiday plans for next week?

Lisa: Er... I'm going to _____ to New York with my boyfriend, John.

Peter: Great. And where are you going to _____?

Lisa: We're going to _____ in the Hotel Athena in Manhattan.

Peter: What are you going to _____ in New York, Lisa?

Lisa: We're going to _____ – the shops in New York are fantastic – and in the evening we're going to _____ clubbing and _____ a show on Broadway.

Peter: Are you going to _____ the sights too?

Lisa: Oh yes, we want to see the Empire State Building, the Statue of Liberty, Central Park...

Peter: Well, Lisa, say goodbye to New York. Because we're going to _____ your holiday!

Lisa: John, John! We're going to _____ on TV!

c) Listen to Peter Douglas calling Jerry Harte and complete the chart.

Couple 2	Jerry and Sue
1. Where / go?	
2. Who / with?	
3. How / get there?	
4. What / do?	
5. Where / stay?	

d) 🎧 🗣️ Make questions using the prompts in c). Listen and check. Copy the rhythm. In pairs roleplay the dialogue between Peter and Jerry.

e) 🎧 🗣️ Study the words below. Practice them in your own sentences. Listen. The two couples are at the airport. Peter is going to tell them where their holidays are. Are they happy? Why (not)?

✓ a moment of truth

✓ an envelope

✓ the Big Apple

223 🎧 🗣️ Liz has plans for a very special trip. Read and listen to the dialogue. Complete it with the verbs in the list.

be camp come back cycle go x 2 start stay

Jerry: What exactly are your plans, Liz?

Liz: I'm going to _____ from Ecuador to Argentina.

Jerry: Wow! How far is that?

Liz: It's about 7,500 kilometres.

Jerry: Are you going to _____ alone?

Liz: No, I'm not. I'm going to _____ with my boyfriend.

Jerry: Where are you going to _____?

Liz: We're going to _____, and maybe sometimes stay in small hotels.

Jerry: When are you going to _____ your trip?

Liz: In October. And we aren't going to _____ until April.

Jerry: Six months – that's a long time! Are you excited?

Liz: Yes, I am. It's going to _____ a fantastic trip!



224 🎧 🗣️ Listen and complete the chart about Lara and Mick's holiday. Write sentences about their plans. Speak about your next holiday.

Lara and Mick	
1. Where / go?	
2. How / travel?	
3. Where / stay?	
4. How long / stay?	
5. What / do?	

225 Complete the dialogue with to be going to + infinitive of the verb in brackets.

Susie: Rob, can we go shopping next weekend?

Rob: I _____ (not/be) here next weekend, Susie.

Susie: Where _____ (you/go)?

Rob: To Liverpool. It's Jamie's birthday party.

Susie: Oh, can I come?

Rob: Sorry, Susie, it's boys only.

Susie: Oh. Where _____ (you/sleep)?

Rob: We _____ (stay) in a hotel.



Susie: _____ (you/drive) there?

Rob: No, we _____ (not/take) our cars. We _____ (go) by train.

Susie: When _____ (you/leave)?

Rob: On Thursday night. I _____ (not/go) to work on Friday.

Susie: When _____ (you/come back)?

Rob: Late on Sunday night.

Susie: Well, what _____ (I/do)?

Rob: I don't know. Go shopping?

226

Complete the sentences with the appropriate forms of to be going to + infinitive of a verb.

buy x 2 cook do not have study not fly

1. Our car is ten years old. We _____ a new one. 2. My mother is at work so my father _____ the lunch. 3. I _____ tonight. I'm having an exam tomorrow. 4. _____ you _____ a car for Bill? 5. We _____ to Edinburgh. It's too expensive. 6. What _____ your brother _____ after school? 7. It's her birthday next week, but she _____ a party.

227

👂 Listen to some students talking at the end of their course. What are they going to do?

Conversation 1. _____

Conversation 2. _____

Conversation 3. _____

Conversation 4. _____

Conversation 5. _____



228

👂👄 Study the words below. Practice them in your own sentences. Listen to five conversations in the departure lounge and answer the questions.

✓ a remake ✓ a terminal ✓ a rule ✓ a toilet ✓ outside

Conversation 1. What is Frank going to do?
What kind of film is it?

Conversation 2. Where is the man?
How is the man going to get to the hotel?

Conversation 3. How long is the man going to be away?
How often is he going to call the woman?

Conversation 4. Where is Nicky going?
Why is Esther going to Romania?

Conversation 5. Where is the woman going?
What is the problem?

229








a) Complete the predictions with the appropriate forms of to be going to do sth and a verb.

be break have x 2 not show wake up win

1. It's my dream holiday! I know I _____ a good time. 2. They are playing very well. I think they _____ the race. 3. She is a very bad student. She _____ good results at the exam. 4. Look at the blue sky. It _____ a beautiful day. 5. You are driving very fast! We _____ an accident! 6. Be careful with that glass! You _____ it! 7. The baby is very tired. I don't think she _____ tonight.

b) What is going to happen? Use these verbs.

have sneeze win jump be late kiss rain fall

 <p>1. It _____.</p>	 <p>2. I _____.</p>	 <p>3. She _____.</p>	 <p>4. He _____.</p>
 <p>5. You _____.</p>	 <p>6. They _____.</p>	 <p>7. They _____ a baby.</p>	 <p>8. He _____.</p>

c) Put a sentence from b) into each gap. Listen and check.

1. Take an umbrella. _____ 2. Look at the time! _____ for the meeting. 3. Anna's running very fast. _____ the race. 4. Look! Jack's on the wall! _____ 5. Look at that man! _____ 6. _____. It's due next month. 7. There's my sister and her boyfriend! _____ 8. – 'Oh, dear. _____ Aaattishooo!' – 'Bless you!'

230

Write a letter in the box: A = plan, B = prediction.

1. I'm going to buy a watch in the shop.
2. You are going to be hot in that jacket.
3. My brother is going to get married in the spring.
4. We are going to be late. Please, hurry up.
5. It is going to be a beautiful evening.
6. I think that restaurant is going to close.
7. They are going to buy a new car.
8. I'm going to collect my train ticket tomorrow.

231**Read and translate the sentences into Ukrainian. Make negative sentences about the future as in the model.***They already have three cars. – They are not going to buy a new one.*

1. It's raining today. Emily doesn't want to play basketball. _____
2. I know everything about Spain. So I want to see a different country. _____
3. I wear my blue coat every day as it's cold. But it's going to be warm in the afternoon. _____
4. My house is clean. _____
5. There are very beautiful bags in this shop, but I already have so many of them. _____
6. My aunt doesn't want to buy a red dress. She has a lot of red dresses. _____
7. John is a bad student. He doesn't want to study. _____
8. James doesn't want to have a birthday party in a restaurant because it's expensive. _____
9. All my friends are away and it's very cold outside. _____

**232****Answer these questions.**

1. What are you going to do this weekend? Are you going to go out? Who with?
2. Are you going to travel abroad this year? Where to? Where are you going to stay?
3. Are you going to get married this year?
4. What are you going to have for dinner this evening?
5. Are you going to learn another language next year?
6. Are you going to start a new job this year?
7. What are you going to wear tomorrow?
8. When are you going to have dinner tonight?

233**Translate into English.**

1. Діти бігають та стрибають. Вони гарно проводять час у парку. Вони не збираються йти додому.
2. Ми обідаємо в ресторані, а вечеряємо дома з сім'єю. А сьогодні ми збираємося в гості до наших батьків.
3. Ви часто читаете журнали? А що ви читаете зараз? А що ви збираєтеся почитати ввечері?
4. Я часто літаю, але не люблю літаки. Я віддаю перевагу потягам. Наступного тижня я збираюся відвідати Львів.
5. Він одягнений у дуже красивий піджак. Він дуже гарно в ньому виглядає. На вихідних він збирається придбати ще один піджак.
6. Аліса планує поїхати до батьків. А вони хіба не збираються приїхати сюди?
7. Її діти обідають. Потім вони збираються подивитися фільм.
8. Він не ходить на роботу вранці. Він працює вечорами. Зараз він спить. Сьогодні він взагалі не збирається іти на роботу.
9. Де ви, як правило, снідаєте? Ви снідаєте вдома? Ви збираєтеся сьогодні снідати?
10. Кожен рік ми проводимо канікули в Греції. Цього літа ми їдемо до Франції. А куди ви збираєтеся поїхати цього літа?
11. Чому потяг ніколи тут не зупиняється? Чому ви збираєтеся їхати потягом?

SECTION IV: SELF-STUDY AND ADVANCED EXERCISES

1 Complete these sentences by putting a/an in the spaces provided. Transcribe the words together with the articles.



1. _____ umbrella
2. _____ eye
3. _____ honest man
4. _____ happy girl
5. _____ unit
6. _____ arm
7. _____ joke
8. _____ yellow scarf
9. _____ European law
10. _____ agent
11. _____ hour
12. _____ ear
13. _____ uniform
14. _____ one-parent family

2 Give the plural of the following nouns.



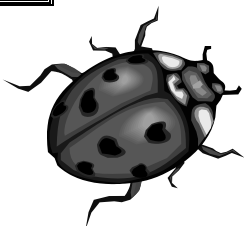
Fox, branch, cactus, box, boy, swine, deer, bacterium, pie, journey, man, thief, knife, criterion, loss, sheep, ship, wolf, diagnosis, hero, daughter, spy, lie, apex, bunch, goose, child, bush, hen, zoo, roof, church, epoch, job, degree, soprano, antenna, safe, dictionary, loaf, valley, family, thesis, toy, calf, plant, tooth, dish, stomach, baby, volcano, woman, means, speech, snowball, index, policeman, ladybird, passer-by, forget-me-not, curriculum, housewife, woman-teacher, looker-on, bacillus, grown-up, hardhead, pathway, man-of-war, bath, month, oasis, fish.

3 Give the plural of the following nouns.



Swine, face, portfolio, house, tomato, hearth, mother-in-law, basis, clergyman, ox, cry, key, fox, downfall, looker-on, rock, bush, enemy, leaf, roof, genius, hero, bunch, sheep, ship, criterion, youth, journey, penknife, man-of-war, loss, datum, goose, deer, pie, handkerchief, Englishwoman, wolf, mouse, spy, formula, bath, volcano, possibility, forget-me-not, foot, lie, crisis, stepdaughter, birth, echo, thief, finger-tip, joy, mischief-maker, extremity.

4 Write the plural of the following compounds.



Ladybird, policeman, smelling-bottle, passer-by, snowball, landlord, lady-in-waiting, forget-me-not, step-daughter, hat-check girl, housewife, custom-house, woman-teacher, man-of-war, mischief-maker, clergyman, looker-on, headline, workman, hair-raiser, knee-boot, hardhead, countrywoman, court martial, fingertip, kiss-me-quick, nut-pine, oil-well, grown-up, pathway.

5


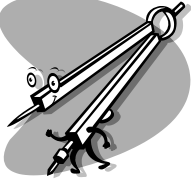
Can you find the plural forms of these words in the wordsearch on the right? Some of them are irregular, and some are not.

1. *life*
2. *video*
3. *house*
4. *plate*
5. *potato*
6. *clock*
7. *woman*
8. *jelly*
9. *knee*
10. *milkman*
11. *toy*
12. *child*
13. *kiss*
14. *mouse*
15. *key*
16. *chimney*
17. *loaf*

l	i	v	e	s	g	t	o	y	s	c	x
t	s	b	w	k	n	e	e	s	o	h	o
u	i	c	h	i	m	n	e	y	s	i	v
j	e	l	l	i	e	s	b	h	a	l	i
k	e	o	h	o	u	s	e	s	w	d	d
i	f	c	e	r	w	n	e	z	o	r	e
s	i	k	o	m	e	d	s	r	m	e	o
s	n	s	e	m	q	e	l	h	e	n	s
e	q	u	k	y	t	p	s	m	n	s	i
s	w	l	i	a	s	k	e	f	i	r	a
f	i	c	l	o	a	v	e	s	x	c	t
m	a	p	o	t	a	t	o	e	s	n	e

6

Some nouns have a different meaning in plural. Read these sentences, translate them into Ukrainian.

Singular	Plural
 <p>The needle of a compass always points north.</p>	 <p>You can draw a perfect circle with compasses.</p>
It is an English custom to celebrate the <u>Queen's</u> birthday.	When he got off the plane his bag was searched at Customs .
She has a lot of experience working with children.	We had lots of exciting experiences on our journey through Africa.
Would you like a glass of milk?	He can't see very well without his glasses .
She has got long, blonde hair .	There are two hairs in this soup!
They were shocked at the scale of the disaster.	She weighed herself on the scales .
This door is made of wood .	The boy got lost in the woods .
He goes to work every day except Sunday.	Picasso's works are really fascinating.

7

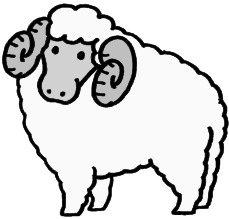
Complete the sentences by using *a few* or *a little* and the given noun. Use the plural form of the noun when necessary. Translate the sentences into Ukrainian.



1. We sang _____ (*song*) at the party. 2. I feel like listening to _____ (*music*) tonight. 3. Do you need _____ (*help*) with that? 4. I bought _____ (*fruit*) at the market. 5. I need _____ (*advice*). 6. Could you give me _____ (*information*)? 7. I'm not finished with the work. I need _____ more (*time*). 8. We need _____ more (*desk*) in our classroom. 9. If I accept that job, I'll make _____ more (*money*). 10. Don's plane will arrive in _____ more (*hour*). 11. Tommy, put just _____ (*toothpaste*) on your toothbrush, not half a tube. 12. We need to be able to see the humor in a situation even when we are unhappy. _____ (*laughter*) never hurts. 13. Greg's joke produced _____ (*laugh*) in the audience, but most of the people didn't think it was funny. 14. Pedro already knew _____ English (*grammar*) before he took his course. 15. I've made _____ (*progress*) in the last couple of weeks.

8

Complete the sentences with the given words. Use the plural form of the noun when necessary. Translate the sentences into Ukrainian.



1. Joe, would you like (*a/some*) _____ (*lamb*) for dinner tonight? 2. _____ (*lamb*) (*is/are*) born in the springtime. 3. It takes me a lot of _____ (*time*) to write a composition. 4. I really like that movie. I have seen it three _____ (*time*). 5. Students of Prof. Young's literature class have to write a lot of _____ (*paper*). 6. Students who take thorough lecture notes use a lot of _____ (*paper*). 7. The New York Times is (*a/some*) famous _____ (*paper*). 8. Rodin's statue of "The Thinker" is one of my favourite _____ (*work*) of art. 9. I have a lot of _____ (*work*) to do tonight. 10. If _____ (*light*) accidentally (*gets/get*) in a darkroom, (*it/they*) can ruin photographic negatives. 11. There (*is/are*) a lot of fluorescent _____ (*light*) on the ceilings of the school building. 12. Erin has straight _____ (*hair*) and Sara has curly _____ (*hair*). 13. Brian has a white cat. When I stood up from Brian's sofa, my black slacks were covered with short, white _____ (*hair*). 14. We'd like two cheese sandwiches and two _____ (*coffee*), please. 15. I don't drink a lot of _____ (*coffee*). I prefer tea. 16. I wear _____ (*glass*) because I'm nearsighted. 17. In some countries, people use _____ (*glass*) for their tea; in other countries they use cups. 18. Framed paintings are usually covered with _____ (*glass*) to protect them. 19. _____ (*iron*) (*is/are*) necessary to animal and plant life. 20. _____ (*iron*) (*is/are*) used to make clothes look neat. 21. _____ (*drink*) (*is/are*) the cause of all his problems. 22. He ordered just a sandwich and _____ (*a/--*) (*drink*). 23. Look! There is somebody in the house because there (*is/are*) _____ (*a/--*) (*light*) on inside.

9

Make the following uncountable nouns *plural* as in the example.



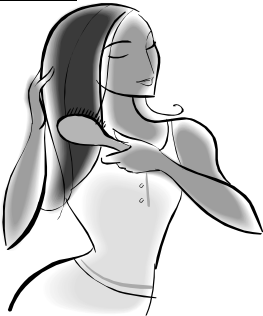
Example:

ice – two ice cubes

- | | | | |
|------------|----------|------------|-----------------|
| 1. advice | 6. tea | 11. jam | 16. chocolate |
| 2. toast | 7. wood | 12. water | 17. spectacles |
| 3. sugar | 8. bacon | 13. beef | 18. toothpaste |
| 4. soap | 9. news | 14. paper | 19. information |
| 5. yoghurt | 10. ink | 15. hockey | 20. spaghetti |

10

Insert the appropriate noun.



1. Sally has got very long brown _____ (*hair/hairs*). 2. We had _____ (*a very good weather/very good weather*) when we were on holiday. 3. Sorry I'm late. I had _____ (*trouble/troubles*) with the car this morning. 4. It's very difficult to find a _____ (*work/job*) at the moment. 5. The flat is empty. We haven't got any _____ (*furniture/furnitures*) yet. 6. Our _____ (*travel/journey*) from London to Istanbul by train was very interesting. 7. When the fire alarm rang, there was _____ (*a complete chaos/complete chaos*). 8. After spending most of his life travelling round the world, he is now writing a book about his _____ (*experience/experiences*). 9. I want something to read. I'm going to buy _____ (*a paper/some paper*). 10. I want to write some letters. I need _____ (*a writing paper/some writing paper*). 11. Tom gave me _____ (*some good advice/good advices*). 12. We were very unfortunate. We had _____ (*bad luck/a bad luck*). 13. I want to buy a box of _____ (*chocolate/chocolates*).

11

Complete the following sentences using the nouns given below. The first one has been done for you.

progress advice accommodation hair work
experience information paper permission furniture

1. We haven't got anywhere to live. We're looking for some *accommodation*. 2. I don't think Ann will get the job. She hasn't got _____. 3. They'll tell you everything you want to know. They'll give you plenty of _____. 4. You'll easily recognize Alan. He's got green _____. 5. Carla's English has improved. She has made _____. 6. I want to write down your address. Have you got _____? 7. I didn't know what to do. So I asked Jack for _____. 8. George is unemployed at the moment. He is looking for _____. 9. If you want to leave early, you have to ask for _____. 10. They've got some lovely _____, but just look at the price!

12

Join two nouns to express possession. Sometimes you have to use an apostrophe (') with or without s, sometimes you have to use the of-phrase.



Example:

the door/the room

the door of the room

mother/Ann

Ann's mother

1. the daughter/Charles; 2. the camera/Kate; 3. the eyes/the cat; 4. the top/the page; 5. the mate/glasses; 6. the newspaper/yesterday; 7. the name/your wife; 8. the new manager/the company; 9. the result/the football match; 10. the name/this street; 11. the car/Mike's parents; 12. the children/Don and Jane; 13. the birthday/my mother; 14. the new headmaster/the school; 15. the economic policy/the government; 16. the name/the man I saw you with yesterday; 17. the husband/the woman talking to Max; 18. the cottage/my aunt and uncle; 19. the ground floor/the building; 20. the garden/our neighbours; 21. the toys/the children.

13

Choose the singular or plural nouns from the given list and fill in the blanks using the possessive forms.

holiday

climate

environment

parks

cottage

problems

history

rays

health

teeth

newspapers

blues

wife

name

jobs

car



Example:

A man _____ is his castle. (*home*)

A man's home is his castle.

1. The child _____ is in danger. 2. People _____ are interesting to a writer. 3. A month _____ is over. 4. Charles _____ was a film producer. 5. My sister-in-law _____ is new. 6. Mike's parents _____ is posh. 7. The hero _____ is unknown. 8. The Negroes _____ are beautiful. 9. The sun _____ are very strong in the South. 10. The patients _____ are healthy. 11. The school _____ is long. 12. The men _____ are hard. 13. Today _____ are full of interesting news. 14. The country _____ is different. 15. The earth _____ is in danger. 16. New York _____ are dangerous at night.

14

Change each sentence into a new one using 's with the words given in the bold type.



Example:

The newspapers **today** are full of interesting news.

Today's newspapers are full of interesting news.

1. The meeting *tomorrow* has been cancelled. 2. Tourism is the main industry in *the region*. 3. Exports from *Britain* to the United States have fallen recently. 4. The storm *last week* caused a lot of damage. 5. There will be a big crowd at the football match *this evening*. 6. The only cinema in *the town* has been closed down. 7. Crime is the product of social order in *a country*. 8. He was still thinking of the papers to come *next morning*. 9. The oil riches in *certain Arab states* are known to everybody. 10. The relations between the banks and industry in *Germany* have not always been conducive to success in export markets.

15

Using the information given, make sentences with nouns denoting periods of time and distance.



Example:

My house is very near here. It takes me only 5 minutes to get it. (*walk*).

So it's only 5 minutes' walk far from here.

1. I went to sleep at 3 o'clock this morning and woke up an hour later at 4 o'clock. (*sleep*) 2. If I leave my house at 9 o'clock and drive to London, I arrive at about 12 o'clock. (*drive*) 3. Carol is leaving on holiday on the 13th. She has to come back to work on the 27th. (*holiday*) 4. If I leave my house at 8.50 and walk to work, I get to work at 9 o'clock. (*walk*) 5. I flew from Heathrow to Paris. The plane took off at 9 a.m. and landed at 10 a.m. (*flight*) 6. The delegation arrived in Stockholm on the 5th and left it on the 8th. (*visit*) 7. We started travelling round the region six days ago. Today we are coming back home. (*trip*) 8. They delayed in the house for an instant and then they went at once to the river's edge to go aboard a steamer. (*delay*) 9. Rex decided to walk to the railway station which was two miles far from the village. (*walk*) 10. That morning he had already done good work. It took him three hours. (*work*)

16

Fill in *is* or *are*.



1. Where _____ your trousers? 2. Could you tell me where the scissors _____? 3. Tonight, there _____ athletics on TV. 4. Money _____ easy to spend and difficult to save. 5. Gloves _____ worn in cold weather. 6. This student's knowledge _____ amazing. 7. Love _____ the reason for much happiness in the world. 8. This bread _____ stale. 9. Your pajamas _____ on the bed. 10. My luggage _____ too heavy to carry. 11. My advice to you _____ to stay in bed. 12. Physics _____ my favourite subject. 13. Measles _____ a common illness. 14. The glasses _____ in the cupboard. 15. My mum's hair _____ really long. 16. Our bathroom scales _____ quite accurate. 17. Darts _____ a popular game in England. 18. This work _____ too hard for me. 19. People _____ unhappy with the new tax system.

17

Put a/an, the or – (nothing) where necessary.

1. I bought _____ hat and _____ pair of shoes at _____ shops. Unfortunately _____ shoes are _____ wrong size. I'll take them back tomorrow. 2. – “Where are _____ children?” – “They are in _____ garden”. 3. I get to _____ school by _____ bus. 4. This morning _____ bus was late. 5. My sister is _____ teacher in _____ school near Leicester. She has three children, two girls and _____ boy. _____ girls are in her class at school, but _____ boy isn't old enough for school yet. 6. My favourite subject is _____ History, but I'm not very good at _____ Maths. 7. Jane and Bill are _____ very nice couple. She has _____ clothes shop and he works in _____ office in _____ center of town. 8. Ankara is _____ capital of Turkey. 9. – “Where are my shoes?” – “On _____ floor in _____ kitchen”. 10. I work for _____ company that makes _____ carpets. 11. My friend lives in _____ same street as me. 12. I was at _____ home all day long yesterday. 13. – “How much are the driving lessons?” – “Fifteen pounds _____ hour”. 14. _____ Heathrow is _____ busiest airport in Europe. 15. Leave early if you want to miss _____ rush hour. 16. I went to _____ restaurant last night. 17. We arrived in _____ Paris on _____ third of August. 18. Last night we had _____ dinner in _____ restaurant. 19. What's _____ name of _____ restaurant we went to last night? 20. What time does your plane arrive? I'll come to _____ airport to meet you.

18

Use a/an/some or the in the following sentences.

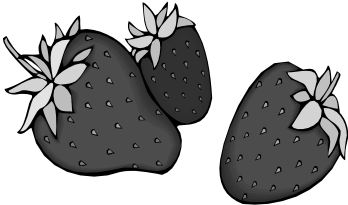
- I had _____ soup and _____ sandwich for lunch. _____ soup was too salty, but _____ sandwich was pretty good.
- Yesterday I bought _____ clothes. I bought _____ suit, _____ shirt, and _____ tie. _____ suit is grey and goes with a vest. _____ shirt is pale blue, and _____ tie has black and grey stripes.
- Yesterday I saw _____ dog and _____ cat. _____ dog was chasing _____ cat. _____ cat was chasing _____ mouse. _____ mouse ran into _____ hole, but _____ hole was very small. _____ cat couldn't get into _____ hole, so it ran up _____ tree. _____ dog tried to climb _____ tree too, but it couldn't.
- Yesterday I saw _____ man and _____ woman. They were having _____ argument. _____ man was yelling at _____ woman, and _____ woman was shouting at _____ man. I don't know what _____ argument was about.
- “I saw _____ accident yesterday.” – “Oh? Where?” – “On Grand Avenue. _____ man in Volkswagen drove through a stop sign and hit _____ bus.” – “Was anyone hurt in _____ accident?” – “I don't think so. _____ man who

was driving _____ Volkswagen got out of his car and seemed to be okay. His car was only slightly damaged. No one in _____ bus was hurt.”

6. – “What did you do last weekend?” – “I went on _____ picnic on Saturday and saw _____ movie on Sunday.” – “Did you have fun?” – “_____ picnic was fun, but _____ movie was boring.”

19

Complete the sentences with a/an, the, some, or – (nothing).

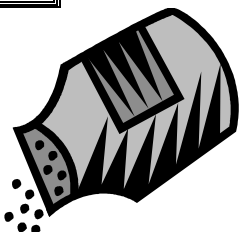


1. – “Do you like _____ fruit?” – “Very much”. 2. – “I’m hungry”. – “Would you like _____ fruit? How about _____ apple?” 3. – “_____ fruit we bought at the market was fresh.” – “That’s the best place to buy _____ fruit.” 4. _____ gas is expensive nowadays. 5.

_____ gas at Mark’s Service Station is cheaper than _____ gas at the Shell Station. 6. I need _____ gas. Let’s stop at the next service station. 7. Katy bought _____ radio. She likes to listen to _____ music when she studies. 8. – “Would you, please, turn _____ radio down? _____ music is too loud.” – “No problem”. 9. – “Do you see _____ man who is standing next to Jane?” – “Yes. Who is he?” – “He’s _____ president of this university”. 10. A one-dollar bill has the picture of _____ president of the United States. It’s the picture of George Washington. 11. – “What did you buy when you went shopping?” – “I bought _____ blouse and _____ jewellery”. – “What colour is _____ blouse?” – “Red.” 12. – “Where’s my book bag?” – “It’s on _____ floor over there, in _____ corner next to _____ sofa”. 13. We need to buy _____ furniture. I’d like to get _____ sofa and _____ easy chair. 14. _____ furniture is expensive these days. 15. _____ vegetarian doesn’t eat _____ meat. 16. Last week I read _____ book about _____ life of Gandhi. 17. People can drink _____ fresh water. They can’t drink _____ seawater because it contains _____ salt. 18. – “Let’s go swimming in _____ lake today”. – “That sounds like _____ good idea”. 19. _____ lake is a body of _____ water that is smaller than _____ sea but larger than _____ pond. _____ ocean is larger than _____ sea. 20. I had _____ interesting experience yesterday. _____ man in _____ blue suit came into my office and handed me _____ bouquet of _____ flowers. I had never seen _____ man before in my life, but I thanked him for _____ flowers. Then he walked out of _____ door.

20

Translate into English. Explain the use of articles.



1. Передайте, будь-ласка, сіль. 2. Мій товариш нещодавно отримав нову квартиру. Це однокімнатна квартира з ванною та кухнею. 3. Мабуть, він повернеться через тиждень, але я точно не знаю. 4. Кухня велика та зручна, але стеля низька. 5. Ви не пам’ятаєте назву фільму, який

ми вчора дивились? 6. Ранок був сонячним та спекотним. 7. На вас чекає якийсь Михайлов. 8. Ви були у Браунів? 9. Вона не любить золото, а надає перевагу сріблу. 10. Це був великий красивий сад із м'якою зеленою травою. Всюди були різноманітні квіти. 11. Дайте мені, будь-ласка, склянку води. 12. – “Де гроші?” – “В іншій руці.” 13. Ви пам’ятаєте той день, коли вперше пішли до школи? 14. Була 7 година ранку, всі в будинку ще спали. 15. Поклади їжу, яку ти купив, прямо в холодильник. 16. Він каже, що ніколи не їсть сир. 17. Дім, в якому я живу – це велика дев’ятиповерхова будівля. 18. Я не бачу, що написано на дошці. 19. Мені подобається книга, але не подобається її назва. 20. Як звати ту дівчину, яка стоїть біля вікна?

21

Underline the correct item. Translate the sentences into Ukrainian.



1. All of his belongings *was/were* in one small suitcase. 2. Soccer *is/are* a popular game in England. 3. Aerobics *does/do* you a lot of good. 4. Chocolate *makes/make* you put on weight. 5. Most people *enjoys/enjoy* Christmas. 6. The money he makes *is/are* enough to live on. 7. The police *is looking/are looking* for the murderer. 8. Her good looks always *gets/get* her what she wants. 9. The young couple *is getting/are getting* married next year. 10. My advice *is/are* to stop smoking immediately. 11. Measles, which *is/are* a children’s disease, *is/are* dangerous for adults. 12. The audience *was/were* given free tickets to the next show. 13. The economics I learnt at school *is/are* out of date now. 14. Her grandparents’ death in a car accident *was/were* a great shock. 15. Fish *is/are* easy to look after as pets. 16. Television news *gives/give* you more information than radio news. 17. The stairs to the first floor *is/are* over there. 18. The information I got *was/were* very helpful.

22

Most personal nouns have the same form whether male or female (*doctor, teacher*). Some nouns have different forms, though. Some of these are:

actor – actress

bachelor – spinster

boy – girl

bridegroom – bride

brother – sister

duke – duchess

emperor – empress

father – mother

gentleman – lady

god – goddess

grandfather – grandmother

headmaster – headmistress

hero – heroine

host – hostess

husband – wife

king – queen

landlord – landlady

lord – lady

male – female

man – woman

monk – nun

nephew – niece

policeman – policewoman

prince – princess

salesman – saleswoman

son – daughter

steward – stewardess

uncle – aunt

waiter – waitress

widower – widow

23




Supply the missing words. Refer to the list in ex 22 as little as possible.



1. John's **brother** is a bank clerk and his _____ is a nurse. 2. My **aunt** is very nice and my _____ has a wonderful sense of humor. 3. My _____ is a little boy of four; my **niece** is a little girl of two. 4. My father's brother and sister have never married. He's still a _____ and she's a _____. 5. These days few men become **monks** and few women become _____. 6. Tony is an **actor** and his wife is an _____. 7. John and Jane work in a restaurant; he's a **waiter** and she's a _____. 8. In fairy tales the handsome _____ usually marries the beautiful **princess**. 9. In mythology, Mars is the **god** of war; Diana is the _____ of hunting. 10. Katerina is the _____ to her father's fortune. 11. Why does everyone expect the **hero** of the story to marry the _____? 12. A **widow** can often manage on her own much better than a _____. 13. A _____ won the award for most sales this month; a **salesman** came second. 14. When you look at fish, it's often difficult to distinguish between **male** and _____. 15. Very few people know the names of the **kings** and _____ of England. 16. I took the photo of the **bride** and the _____ at the wedding. 17. The Smiths have a **son** called Robert and a _____ called Jill. 18. My **uncle** and _____ are over here from Canada. 19. I enjoy being an uncle. I have two _____ and three **nephews**.

24

Fill in the table supplying the missing words.

	Animal	Male	Female	Young	Group
1.	bee	drone		----	
2.	cattle	 bull	 cow	calf	herd
3.	cat	Tom (cat)			----
4.		cock		chick	brood (for chicks)
5.	dog	dog			
6.	duck		duck		flock
7.	fox	dog			----
8.		billy (goat)	nanny (goat)		herd
9.	goose	gander			flock, gaggle
10.	horse			foal	herd
11.	lion		lioness	cub	
12.	pig		sow		herd
13.	sheep		ewe		flock
14.	tiger	tiger		cub	

25

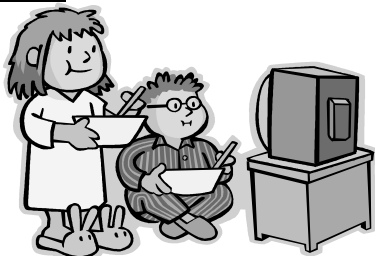
Translate into English.



1. Усі завжди раді побачити короля та королеву під час прийому.
2. У цьому монастирі колись жили монахи-чоловіки, жіночого монастиря у цьому районі не було.
3. Жінку, в якій помер чоловік, називають вдовою.
4. Під час рейсу дві стюардеси та один стюард обслуговували нас.
5. Пітер любив своїх тітку та дядька більше за батьків.
6. – Як називається літній неодружений чоловік? – Парубок.
7. – А як називається літня неодружена жінка? – Стара діва.
8. У цій країні найпопулярнішою вважається богиня кохання.
9. – Як називають дружину графа? – Графиня.
10. – А як називають дружину герцога? – Герцогиня.
11. У старій сільській лікарні працювали тільки три медсестри та літня лікарка.
12. Ніколи ще місто не бачило такої пари, як ці наречений та наречена.
13. Оратор, зазвичай, починає свою промову словами “Пані та панове”.
14. До початку прийому господар та господиня зустрічають гостей на порозі будинку.
15. Головними героями цієї повісті є дружина ювеліра та її сестра.
16. Деяким подобається, коли їх обслуговують офіціантки, а іншим – коли працюють офіціанти.

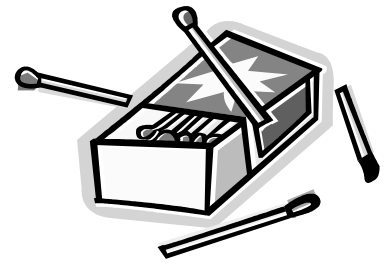
26

Choose the singular or plural verb that is required by the subject.



1. There *is/are* not a lot of television programs suitable for children.
2. Each student *is/are* required to take out health insurance.
3. There *is/are* a long list of jobs to be done before we leave.
4. The information in these reports *is/are* not correct.
5. The news about the patient’s recovery *has/have* been very good these days.
6. The star of the show *acts/act* very well, and so *does/do* all the other members of the cast.
7. Their scissors *was/were* not strong enough to cut the wire.
8. The ship’s passengers, as well as the entire crew, *was/were* rescued.
9. Here *is/are* the news stories you asked for.
10. The furniture which *was/were* ordered a few months ago *is/are* being delivered now.
11. A program of two very famous films *is/are* being shown tonight.
12. There *has/have* been some signs of improvement in his work.
13. Many a man *has/have* wanted to escape from poverty.
14. The basic knowledge of English and mathematics *has/have* been declining for a decade.
15. The use of symbols in many parts of the story *plays/play* a significant role in bringing out the main theme.
16. There *is/are* a lot of problems that *needs/need* to be discussed.
17. Some of the fruit *was/were* spoiled.
18. A number of the people in this city *lives/live* in poverty.
19. Everybody *is/are* coming to see the play.
20. To take mistakes *is/are* only

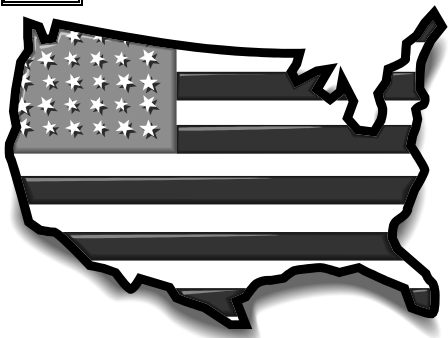
human. **21.** Playing with matches *is/are* very dangerous. **22.** Advertising in that newspaper *costs/cost* a lot of money. **23.** This year's deficit, together with those of previous years, *has/have* caused the company to go bankrupt. **24.** Each of the machines *is/are* carefully inspected before being put into operation.



25. His valuable computer as well as his important files, *was/were* saved from the fire. **26.** There *was/were* several posters on the wall. **27.** Most of the new equipment *has/have* already been installed in the factory. **28.** Equality between men and women *was/were* often not taken for granted in the past. **29.** In my country, every home *has/have* a big stone fence. **30.** Today's divorce rate is higher than ever because the number of working mothers *is/are* increasing.

27

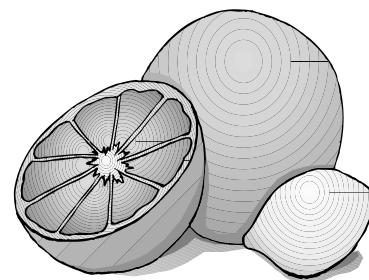
Choose the singular or plural verb that is required by the subject.



1. The US *has/have* a population of around 250 million. **2.** The news about Mr. Hogan *is/are* surprising. **3.** Massachusetts *is/are* a state in the northeastern part of the US. **4.** Physics *seeks/seek* to understand the mysteries of the physical world. **5.** Statistics *is/are* a branch of maths. **6.** The statistics in that report on oil production *is/are* incorrect. **7.** Fifty minutes *is/are* the maximum

length of time allowed for the exam. **8.** Twenty dollars *is/are* an unreasonable price for the necklace. **9.** The police *is/are* prepared in case of a riot. **10.** The English *is/are* proud, independent people. **11.** English *is/are* not my native language. **12.** Portuguese *is/are* somewhat similar to Spanish, *aren't they/isn't it?* **13.** The poor *is/are* helped by government programs. **14.** The weather in the southern states *gets/get* very hot in summer. **15.** The results of Dr. Noll's experiment *was/were* published in a scientific journal. **16.** Bob and his friends *is/are* coming to the anniversary party tomorrow night. **17.** Every woman, man and child *is/are* protected under the law. **18.** Washing the dishes *is/are* not her job. **19.** Some of the furniture in our apartment *is/are* secondhand. **20.** At least three-quarters of that book on famous Americans *is/are* about people who lived in the 19th century. **21.** One of the countries I would like to visit *is/are* Italy. **22.** Some of the cities I'd like to visit *is/are* Rome and Venice. **23.** Each student in the class *has/have* to have a book. **24.** Each of the students *has/have* a notebook. **25.** None of the students *was/were* late today. **26.** The number of students in this room right now *is/are* twenty. **27.** A number of students in the class *speaks/speak* English well. **28.** Ten minutes *is/are* more than enough to complete this exercise. **29.** The old in my country *is/are* cared for by their children. **30.** Only the black widow spider, of all the spiders in the US, *has/have*

caused death. **31.** Oranges, tomatoes, fresh strawberries, cabbage, and green lettuce *is/are* rich in vitamin C. **32.** Almost every professor and student *approves/approve* of the choice of Dr. Brown as the new president. **33.** Making pies and cakes *is/are* Mrs. Reed's responsibility. **34.** Some of the fruit *is/are* rotten. **35.** Half of the students in the class *is/are* from Arabic-speaking countries. **36.** Half of the money *belongs/belong* to me. **37.** A lot of clothing in those stores *is/are* from southern Asia. **38.** A number of students *is/are* absent today. **39.** *Does/Do* all of the homework have to be finished by tomorrow? **40.** What percentage of the earth's surface *is/are* covered by water? **41.** What percentage of the people in the world *is/are* illiterate? **42.** *Does/Do* any of you know the answer to that question? **43.** Both my aunt and my brother *is/are* here. **44.** Not only my mother but also my friend *is/are* here. **45.** Neither my uncle nor my girlfriend *is/are* at home. **46.** Either my friends or my relatives *is/are* not satisfied. **47.** Neither my sister nor my parents *is/are* sleeping.



28

Translate into English.



1. Чи знає поліція про викрадені гроші?
2. Куди я поклав свої окуляри? Ти їх не бачиш?
3. Ти легко впізнаєш Ніка навіть у натовпі: в нього зелене волосся.
4. Автомобіль – це не розкіш, а засіб пересування.
5. Я хочу замовити дві кави та три тістечка.
6. Літні канікули я провів у бабусі в селі.
7. Ви можете відвідати її. Вона живе у п'яти хвилинах ходи звідси.
- 8.

Познайомтесь! Це мама Джона та Мері. **9.** Третій праворуч – це магазин квітів Стівенсонс. **10.** Вірші Байрона та Шеллі вивчаються в школі. **11.** Ніхто не може пояснити поведінку Марі на вчорашній вечірці. **12.** По дорозі додому ми купимо великий букет троянд, улюблених квітів моєї мами. **13.** Джек провів тиждень, гостюючи у місіс Вайлд. **14.** Тригодинна перерва – ось що мені потрібно. **15.** Усі впевнені, що це одна з витівок сина Мері.

29

Fill in at, on, in where necessary.



A footballer's life starts **1)** _____ the weekend. Most people go out **2)** _____ Friday night, but I have to be in bed **3)** _____ 10 o'clock. **4)** _____ Saturday I get up **5)** _____ 8 o'clock **6)** _____ the morning and drive to the stadium **7)** _____ noon. **8)** _____ lunchtime our manager talks

about the team we are playing with. We play most of our games 9) _____ the winter and sometimes it can be difficult to play 10) _____ a cold Saturday afternoon, especially 11) _____ January. It isn't much fun 12) _____ Christmas either. We play a lot of games 13) _____ the Christmas holiday. Although we don't play 14) _____ Christmas Day, we do play 15) _____ December 26th, so I can't eat or drink too much! It would be nice to spend more time with my family 16) _____ that day, but I can't.

30

Fill in the prepositions at, on, in where necessary.

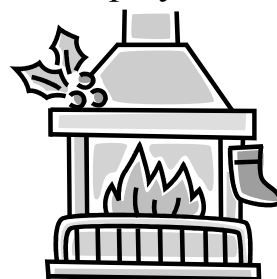


I go to school every day 1) _____ 9 o'clock. Lessons start 2) _____ 9.15 a.m. 3) _____ Mondays and Tuesdays. 4) _____ Wednesdays, Thursdays and Fridays they start 5) _____ 9.30 6) _____ the morning. School finishes 7) _____ 3.30 8) _____ the afternoon. 9) _____ Saturdays and Sundays I don't go to school. We have a month off 10) _____ summer, two weeks' holiday 11) _____ Christmas, and two weeks off 12) _____ Easter.

31

Fill in the prepositions at, on, in where necessary.

1. Bye! See you _____ Friday. 2. Where were you _____ 28 February? 3. I got up _____ 8 o'clock _____ this morning. 4. I like getting up early _____ the morning. 5. My sister got married _____ May. 6. Diane and I first met _____ 1991. 7. Did you go out _____ Tuesday? 8. Did you go out _____ Tuesday evening? 9. Do you often go out _____ the evenings? 10. Let's meet _____ 7.30 _____ tomorrow evening. 11. I often go away _____ the weekend. 12. I'm starting my new job _____ 3 July. 13. We often go to the beach _____ summer. 14. George isn't here _____ the moment. 15. Jane's birthday is _____ December. 16. Do you work _____ Saturdays? 17. The company started _____ 1989. 18. I like to look at the stars _____ night. 19. I'll send you the money _____ the end of the week. 20. Are you going to be at home _____ this evening? 21. I'm going out. I'll be back _____ an hour. 22. Let's play tennis _____ next Sunday. 23. I phone Robert _____ every Monday. 24. Hurry! The train leaves _____ five minutes. 25. Are you doing anything _____ Saturday night? 26. Where are you planning to be _____ Christmas? 27. Laura was born _____ 22 November. 28. The course begins _____ 7 May and ends sometime _____ August. 29. Mr Smith is busy _____ present. 30. We usually arrive _____ the same time.



32

Translate into English. Explain the use or absence of the prepositions *at, on, in*.



1. За п'ять років вона вступить до університету. 2. Щонеділі вся родина ходить до церкви. 3. О пів на десяту ранку Пітер вже був на роботі. 4. У 1998 році мої друзі переїхали до Сполучених Штатів. 5. Кожного року 20 вересня вони відзначають річницю весілля. 6. Вечорами він любить сидіти в кріслі біля каміну. 7. Взимку ми любимо їздити на відпочинок до Єгипту. 8. Їхня старша дочка народилася 10 серпня 1998 року. 9. На Великдень погода була дуже сонячною і ми вирішили вранці піти до лісу. 10. Опівдні я збираюся піти до Смітів. 11. Пізніше ввечері вони сиділи за столом і пили чай. 12. На День Незалежності ми, зазвичай, гуляємо центром міста. 13. У неділю, оскільки це був її перший вихідний за два місяці, вона вирішила поїхати до батьків. 14. На Різдво вони, зазвичай, готують смачну вечерю і ввечері запрошують гостей. 15. Пітер і Джейн іноді приходять в один і той же час.

33

Choose the most suitable tense form.



1. May I borrow this typewriter? Or *do you use/are you using* it? 2. What sort of work *do you do/are you doing*? 3. I can't talk now. I *cook/am cooking* the dinner. 4. What shall we have? *Do you like/Are you liking* fish? 5. What *do the people here do/are the people here doing* in the evenings? 6. Follow that bus. Then you *turn/are turning* left. 7. A lot of people think that the Sun *goes/is going* around the Earth. 8. Excuse me, *do you read/are you reading* your newspaper? Could I borrow it? 9. *Do you wait/Are you waiting* for the bus to Newcastle? 10. Andy *builds/is building* his own house in the country.

34

Put each verb in brackets into either the Present Simple tense or the Present Continuous tense.



1. I _____ (*look after*) Jack's dog this weekend, _____ (*you/want*) to take it for a walk? 2. There's nobody here, and the door's locked. What _____ (*we/do*) now? 3. What _____ (*you/look*) at? _____ (*I/wear*) the wrong clothes again? 4. Who _____ (*drive*) that Mercedes that's parked outside? 5. I _____ (*still/have*) a pain in my leg but it _____ (*get*) better. 6. Who _____ (*Sue/dance*) with? That's not her brother, is it? 7. Harry _____ (*look*) very untidy! He _____ (*wear*) dirty jeans all the time. 8. I _____ (*write*) in reply to your advertisement in the Daily News. 9. That plant I bought _____ (*not/grow*)

very much. And I _____ (*water*) it every day. **10.** Which hotel _____ (*you/stay*) in whenever you _____ (*come*) here? **11.** – What a lovely clock! – It _____ (*not/work*), I'm afraid. It's been broken for years. **12.** The climate _____ (*get*) warmer. **13.** – Could I use your phone? – I'm afraid it _____ (*not/work*) at the moment. **14.** He _____ (*appear*) at the Fortune Theatre next week. **15.** – Why _____ (*you/look*) at me like that? **16.** It _____ (*look*) as if it's going to rain. **17.** I _____ (*see*) the manager this afternoon. **18.** I _____ (*feel*) very tired today. **19.** I _____ (*feel*) she's making a mistake.

35

Decide whether the verb underlined refers to present or future time.



1. George retires at the end of next year. _____
2. Wait for me here until I get back. _____
3. Sue is leaving in the morning. _____
4. I'm waiting for the bus. _____
5. I'm going for a walk this evening. _____
6. I'm off now, and I'm taking the car. _____
7. Where are you staying on Saturday night? _____
8. What are we doing when the guests arrive? _____
9. I'm trying really hard to understand this book. _____
10. They 're showing a Woody Allen film on Channel 4 tonight. _____

36

Rewrite each sentence, replacing the underlined words by using one of the verbs from the list.

be cost feel have see smell taste have think of have



Example:

This flower has a wonderful perfume.

This flower smells wonderfully.

1. I think you are behaving in a very silly way. **2.** She is expecting a baby in the summer. **3.** Nancy is considering moving to Scotland. **4.** Don't go in. They are holding a meeting. **5.** I am meeting Janet this evening actually. **6.** Good clothes are becoming more and more expensive. **7.** I am just trying the soup to see if it needs more salt. **8.** Helen is taking a bath at the moment. **9.** I think that you would be happier in another job.

37

Fill in with the Present Simple tense or the Present Continuous tense.



Sue: What **1)** _____ (*you/do*) now?

Mark: I **2)** _____ (*look*) through these old film magazines. Look, here's an old picture of Jack Nicholson.

Sue: Oh, I 3) _____ (*think*) he 4) _____ (*look*) awful! And his suit 5) _____ (*not/fit*) him properly.

Mark: Yes, I 6) _____ (*agree*). And he 7) _____ (*appear*) to be really angry. I wonder what he 8) _____ (*think*) about.

Sue: He 9) _____ (*be*) in that new film that's on at the Odeon now, isn't he?

Mark: Yes, I saw it last night. He 10) _____ (*look*) very different now. He 11) _____ (*weigh*) a lot more.

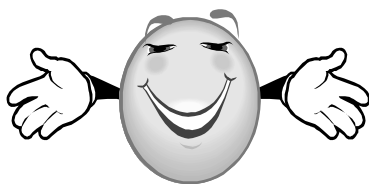
Sue: I 12) _____ (*hope*) it's a good film. I 13) _____ (*see*) it tonight. Stuart 14) _____ (*take*) me. Actually, he 15) _____ (*be*) very nice to me these days.

Mark: He probably 16) _____ (*want*) to borrow some money.

Sue: I 17) _____ (*see*). That explains it.

38

Underline the correct item.



1. John *is/is being* rude, as a rule, but today he *is/is being* polite to his colleagues. 2. As usual, Ann *is/is being* patient, but today she *is/is being* impatient. 3. Sam *is/is being* rude to his mother now, but he *is/is being* normally pleasant to her. 4. Peter *is/is being* generous to his mates now, but he *is/is being* normally greedy to them. 5. John *is/is being* a kind man, but at the moment he *is/is being* selfish. 6. Julie *is/is being* silly at the moment, although I know she *is/is being* really very sensible.

39

Put the verbs in brackets into the Present Simple tense or the Present Continuous tense.



Ted: Hello Dad, I am in Birmingham. It 1) _____ (*pour*) with rain, and I 2) _____ (*not/have*) any money.

Bob: What 3) _____ (*you/want*) me to do about it?

Ted: Could you come and pick me up?

Bob: Ted, you 4) _____ (*always/ask*) me to do this! 5) _____ (*get*) tired of it.

Ted: Please, Dad. I am tired and hungry. My evening classes 6) _____ (*start*) at 7.00 and I have to be there on time. Can't Mum come and get me?

Bob: The Smiths 7) _____ (*visit*) us tonight and she is busy in the kitchen. She 8) _____ (*bake*) a cake at the moment.

Ted: Please, Dad. I 9) _____ (*ask*) you to do this for me one last time. The success of my presentation tonight 10) _____ (*depend*) on you.

Bob: OK. I'll be there in half an hour. But this is the last time. I 11) _____ (*mean*) it!

SECTION V: THEORY BLOCK

Phonetics is a branch of linguistics which deals with the investigation of the sound means of the language from the point of view of their articulation, acoustic qualities and semantics.

The phoneme is the smallest linguistic unit which is capable of differentiating the meaning and the grammar forms of words.

Phonemes are elements of the language. The number of them is quite definite for every separate language. In British English there are **44** phonemes, **20** vowel phonemes and **24** consonant ones. In speech they manifest themselves in form of phonemic variants or **allophones**.

The allophone is a material representation of the phoneme in speech. They appear in connected speech as a result of assimilation or reduction, or due to individual speech habits. The number of allophones in a language is unlimited.

***Фонетика** – це розділ лінгвістики, який займається дослідженням звукових засобів мови з точки зору їх артикуляції, акустичних якостей та семантики.*

***Фонема** – найменша лінгвістична одиниця, яка допомагає розрізняти значення та граматичну форму слів.*

*Фонемі – це елементи мови. Їх кількість чітко визначена в кожній мові. В британському варіанті англійської мови є **44** фонемі, **20** голосних фонем та **24** приголосних фонемі. В мовленні вони існують у вигляді фонематичних варіантів або **алофонів**.*

***Алофон** – це матеріальне представлення фонемі в мовленні. Алофони з'являються в зв'язному мовленні внаслідок асиміляції чи редукації, або завдяки індивідуальним мовленнєвим звичкам людини. Їх кількість у мові необмежена.*

Phonetic transcription and its types

Phonetic transcription is a sort of phonetic alphabet, a system of symbols in which every phoneme is supposed to have its own symbol. It helps in learning a foreign language. It is possible to speak about three types of phonetic transcription.

1. The International phonetic transcription. It was introduced by the International Phonetic Association in 1887. But the science of phonetics has been considerably developed since then. And drawbacks of that system are quite evident; it suggests the same symbols for different phonemes: **[i: - i]**, **[ɔ: - ɔ]**, **[u: - u]**, **[ə: - ə]**, which gives the wrong impression that those phonemes differ only in duration (length).

2. The phonemic transcription (broad). In phonemic transcription every phoneme is given an individual symbol, the number of which is **44** (according to the number of phonemes in British English). It introduces four more symbols: /ɪ/ for [i], /ʊ/ for [u], /ɔ/ for [ɔ], /ɜ:/ for [ə:]. Words and sentences transcribed with the help of this phonetic script are placed between the slanting brackets, e.g. /pɑ:t/. This type of transcription is used in studying English as a speciality.

3. The allophonic transcription (narrow). In this type of transcription every allophone has either a special symbol or a diacritical mark. It is used in doing research work in the field of phonetics.

Фонетична транскрипція та її типи

Фонетична транскрипція – це тип фонетичного алфавіту, система символів, в якій кожна фонема має свій власний символ. Вона допомагає у вивченні іноземної мови. Розрізняють три типи фонетичної транскрипції.

1. Міжнародна фонетична транскрипція. Була запропонована міжнародною Фонетичною Асоціацією в 1887. Але фонетика як наука значно розвинулась з тих пір, тому недоліки цієї системи є досить очевидні: вона пропонує однакові символи для різних фонем: [i: - i], [ɜ: - ə], [u: - u], [ə: - ə], з чого складається хибне враження, що ці фонemi різняться лише тривалістю звучання.

*2. Фонематична транскрипція (широка). У фонематичній транскрипції кожна фонема має свій власний символ, таких символів є **44** (згідно з кількістю фонем в британській англійській). В ній представлені ще чотири символи: /ɪ/ для [i], /ʊ/ для [u], /ɔ/ для [ɔ], /ɜ:/ для [ə:]. Слова та речення, затранскрибовані за допомогою цього фонетичного скрипту, розміщуються між косими дужками, напр. /pɑ:t/. Цей тип транскрипції використовується у вивченні англійської як спеціальності.*

3. Алофонічна транскрипція (вузька). В цьому типі транскрипції кожен алофон має або спеціальний символ, або діакритичний знак. Цей тип використовується для проведення дослідницьких робіт у галузі фонетики.

The English Vowel System

The vowel is a speech sound in the production of which the air stream coming out of the lungs meets no obstruction on its way.

The English vowel system consists of **20** vowel phonemes. According to the stability of articulation we distinguish **12** monophthongs and **8** diphthongs.

According to the duration we distinguish long and short vowel phonemes.

The monophthong is a vowel in the production of which the organs of speech do not change their position throughout the whole duration of the vowel. The English monophthongs are:

/i:/, /ɑ:/, /ɔ:/, /u:/, /ɜ:/,
/ɪ/, /ɒ/, /ʌ/, /ʊ/, /æ/, /e/, /ə/.

The diphthong is a monophonemic combination of two vowel elements with gliding articulation. The first stressed element is called **the nucleus**, the second one is called **the glide**. According to the type of glide they are grouped into:

/ɪ/ gliding diphthongs /aɪ/, /eɪ/, /ɔɪ/;
/ʊ/ gliding diphthongs /aʊ/, /əʊ/;
/ə/ gliding diphthongs /ɪə/, /eə/, /ʊə/.

Система голосних в англійській мові

Голосна – це звук мовлення, при вимові якого струмінь видихуваного повітря, що виходить із легень, не зустрічає ніяких перепон на своєму шляху.

Система голосних в англійській мові включає **20** голосних фонем. За стабільністю вимови розрізняють **12** монофтонгів та **8** дифтонгів.

За довготою розрізняють довгі та короткі голосні фонем.

Монофтонг – це голосна, при вимові якої органи мовлення не змінюють своє положення протягом усієї тривалості звучання. Англійськими монофтонгами є:

/i:/, /ɑ:/, /ɔ:/, /u:/, /ɜ:/,
/ɪ/, /ɒ/, /ʌ/, /ʊ/, /æ/, /e/, /ə/.

Дифтонг – це монофонемне сполучення двох голосних елементів з плавною артикуляцією. Перший наголошений елемент називається **ядром**, другий – **глайд** (“хвостик”). В залежності від типу глайду дифтонги діляться на три групи:

ковзаючі в /ɪ/ - /aɪ/, /eɪ/, /ɔɪ/;
ковзаючі в /ʊ/ - /aʊ/, /əʊ/;
ковзаючі в /ə/ - /ɪə/, /eə/, /ʊə/.

The English Consonant System

The consonant is a speech sound in the production of which the air stream coming out of the lungs has to overcome a certain obstruction on its way.

The English consonant system consists of **24** consonant phonemes: /p, b/; /t, d/; /k, g/; /tʃ, dʒ/; /f, v/; /θ, ð/; /s, z/; /ʃ, ʒ/; /m/; /n/; /ŋ/; /l/; /w/; /j/; /h/; /r/.

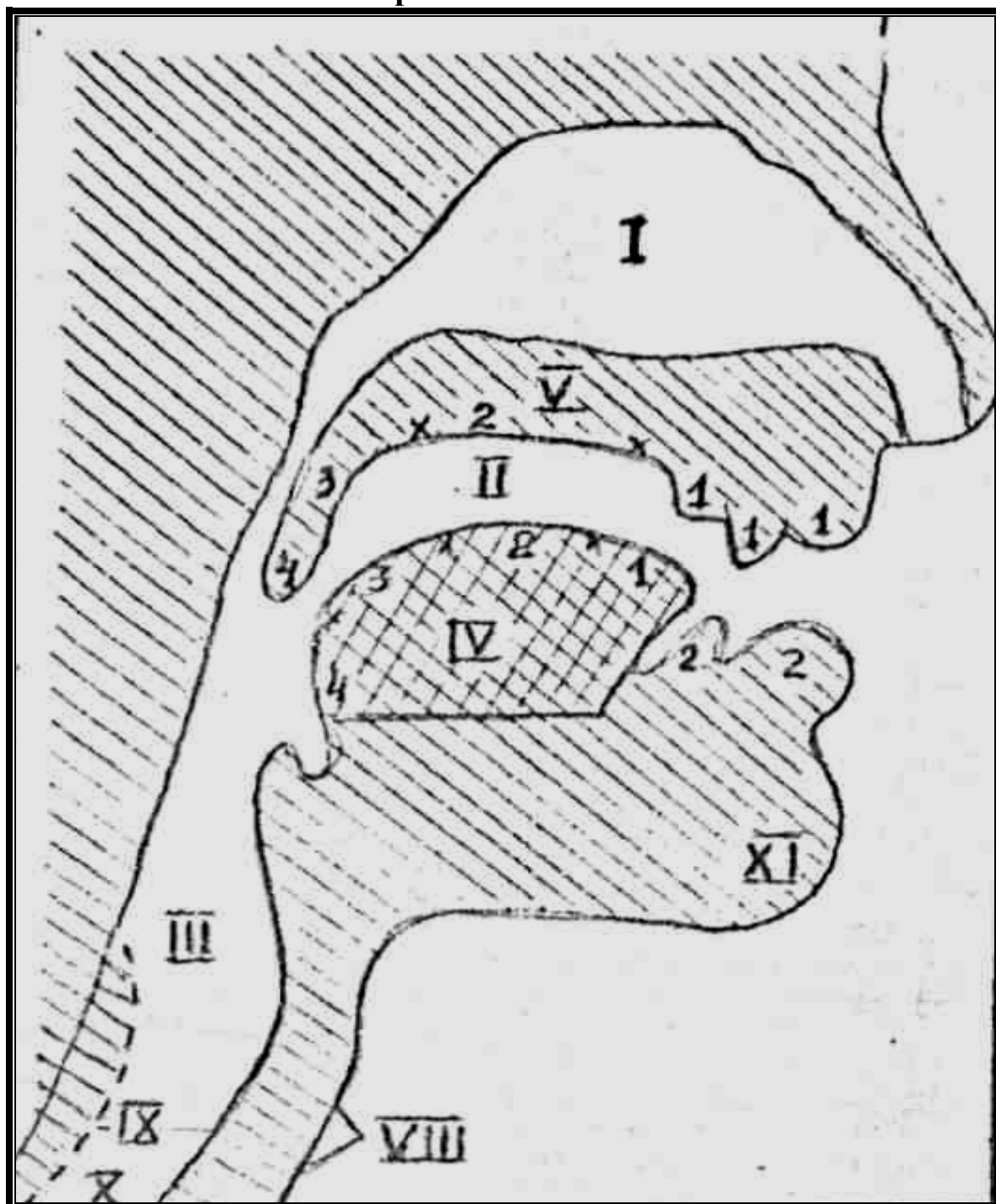
Система приголосних в англійській мові

Приголосна – це звук, при вимові якого струмінь повітря, який виходить із легень, має подолати якусь перешкоду на своєму шляху.

Система приголосних в англійській мові складається з 24 приголосних фонем: /p, b/; /t, d/; /k, g/; /tʃ, dʒ/; /f, v/; /θ, ð/; /s, z/; /ʃ, ʒ/; /m/; /n/; /ŋ/; /l/; /w/; /j/; /h/; /r/.

The Organs of Speech

Органи мовлення



In learning a foreign language as a speciality it is necessary to know the structure and function of the speech apparatus in detail. The organs of speech are as follows:

При вивченні іноземної мови як спеціальності необхідно знати в деталях будову артикуляційного апарату людини та особливості його роботи під час вимови різних звуків. До органів мовлення належать:

- | | |
|---|---|
| I. The nasal cavity | I. Носова порожнина |
| II. The mouth cavity | II. Ротова порожнина |
| III. The pharyngeal cavity (the pharynx) | III. Глоткова порожнина (глотка) |
| IV. The tongue: | IV. Язик: |
| 1. the blade* of the tongue with the tip | 1. кінчик язика |
| 2. the front of the tongue | 2. передня частина язика |
| 3. the back of the tongue | 3. спинка язика |
| 4. the root of the tongue | 4. корінь язика |
| V. The roof of the mouth: | V. Піднебіння: |
| 1. the alveoli (the teeth ridge) | 1. альвеоли |
| 2. the hard palate | 2. тверде піднебіння |
| 3. the soft palate | 3. м'яке піднебіння |
| 4. the uvula | 4. маленький язичок |
| VI. The teeth: | VI. Зуби: |
| 1. the upper teeth | 1. верхні зуби |
| 2. the lower teeth | 2. нижні зуби |
| VII. The lips: | VII. Губи: |
| 1. the upper lip | 1. верхня губа |
| 2. the lower lip | 2. нижня губа |
| VIII. The larynx | VIII. Гортань |
| IX. The vocal cords | IX. Голосові зв'язки |
| X. The windpipe | X. Трахея |
| XI. The lower jaw | XI. Нижня щелепа |
- * тіло, корона язика

The movable speech organs are called active, they are as follows: the tongue, the soft palate with the uvula, the upper and lower lips and the vocal cords.

The passive organs of speech are: the upper teeth, the alveoli, and the hard palate.

Рухливі органи мовлення називають активними. До них відносять: язик, м'яке піднебіння та маленький язичок, верхню та нижню губу, голосові зв'язки.

До пасивних органів мовлення відносять: верхні зуби, альвеоли, тверде піднебіння.

The Articulation Basis of English

The summary of all main principles of articulation in a certain language is called **the Articulation Basis**.

The main points of difference between the articulation basis of English and Ukrainian are as follows:

1. The tongue in English is more tense and bulky and has a retracted position for most of the phonemes.

2. The lips are also tenser and less movable than in Ukrainian. They are mostly spread (with the lower teeth revealed) or neutral (flat articulation).

3. Forelingual English consonants (12) have an apical articulation: they are articulated with the tongue-tip against the alveoli, as /t, d, s, z, ʃ, ʒ, tʃ, dʒ, n, l/, or against the teeth /θ, ð/. The corresponding Ukrainian ones are articulated with the blade of the tongue (the tip is lowered) against the teeth (dorsal articulation), except for [ш, ж].

4. All English consonants are hard, except for /ʃ, ʒ/ and have no palatalized oppositions while the Ukrainian ones have. **Palatalisation in English is a phonetic mistake**.

5. The English word-final voiced consonants must not be devocalized, which is a norm for the Ukrainian language, yet they are weak *bag, sad*. The English word-final voiceless consonants are strong *night, weak, tape*.

6. The English plosive voiceless /p, t, k/ are pronounced with aspiration which is foreign to Ukrainian: *Kate, take, paper*.

7. The English sonorants /m, n, l/ are tenser and longer than the corresponding Ukrainian ones and they are syllabic when post-tonic and preceded by a consonant: /'pɑ:dn/, /'teɪbl/.

Артикуляційна база англійської мови

*Виклад основних принципів та особливостей артикуляції у кожній мові називається **артикуляційною базою**.*

Основні відмінності між українською та англійською артикуляційною базою полягають у наступному:

1. *В англійській артикуляції язик більш напружений, об'ємистий та має трохи відсунуте назад положення при вимові більшості фонем.*

2. *Губи також більш напружені та менш рухливі, ніж в українській. Зазвичай, вони розтягнуті (при цьому видніються нижні зуби), або знаходяться в нейтральному положенні (плоска артикуляція).*

3. *Англійські передньоязикові приголосні (12) мають апикальну артикуляцію, тобто кінчик язика знаходиться на альвеолах при вимові звуків /t, d, s, z, ʃ, ʒ, tʃ, dʒ, n, l/, або між зубами при вимові звуків /θ, ð/.*

При вимові українських передньоязикових звуків кінчик язика трохи опущений донизу, а передня частина язика торкається верхніх зубів, крім звуків [ш, ж].

4. Всі англійські приголосні – тверді (крім /ʃ, ʒ/) і не мають м'яких або пом'якшених варіантів, на відміну від українських. **Пом'якшення приголосних** або **палаталізація** вважається **грубою фонетичною помилкою** в англійській мові.

5. На відміну від української мови, дзвінки приголосні в кінці слова ніколи не оглушуються, хоча й вимовляються слабкіше **bag, sad**. Глухі приголосні в кінцевій позиції вимовляються значно енергійніше та чіткіше **night, weak, tape**.

6. Англійські зімкнені, вибухові, глухі приголосні /p, t, k/ вимовляються з аспірацією (з додатковим струменем видихуваного повітря): **Kate, take, paper**.

7. Англійські сонорні звуки /m, n, l/ є напруженішими та довшими за відповідні українські звуки, а також вважаються складотворчими, коли стоять після приголосної відразу за наголошеним складом: /'pa:dn/, /'teɪbl/.

Vowels in the Four Types of Syllables

Голосні в 4 типах складів

Letters Літери	The first syllable type (open) перший тип складу (відкритий)	The second syllable type (closed) другий тип складу (закритий)	The third syllable type (vowel + r) третій тип складу (голосна + r)	The fourth syllable type (vowel + re) четвертий тип складу (голосна + re)	Unstressed syllable Ненаголошений склад
A a	/eɪ/ <i>name</i>	/æ/ <i>man</i>	/ɑ:/ <i>car</i>	/eə/ <i>care</i>	/ə/ <i>'tartan</i>
O o	/əʊ/ <i>no</i>	/ɒ/ <i>dog</i>	/ɔ:/ <i>fork</i>	/ɔ:/ <i>more</i>	/ə/ <i>'second</i>
U u	/ju:/ <i>tube</i>	/ʌ/ <i>bus</i>	/ɜ:/ <i>turn</i>	/juə/ <i>pure, lure</i>	/ə/ <i>sup'port</i>
E e	/i:/ <i>Pete</i>	/e/ <i>ten</i>	/ɜ:/ <i>her</i>	/ɪə/ <i>here</i>	/ɪ/ /ə/ <i>de'fy 'travel</i>
I i	/aɪ/ <i>time</i>	/ɪ/ <i>big</i>	/ɜ:/ <i>skirt</i>	/aɪə/ <i>fire</i>	/ɪ/ <i>'pencil</i>
Y y	/aɪ/ <i>type</i>	/ɪ/ <i>myth</i>	/ɜ:/ <i>Byrd</i>	/aɪə/ <i>tyre</i>	/ɪ/ <i>'lady</i>

Vowel Reduction

Vowels in unstressed syllables are pronounced less distinctly than those in stressed syllables (called vowels of full formation), they get reduced. It is possible to speak about 3 types of reduction: **qualitative**, **quantitative**, **complete (zero reduction)**.

1. Quantitative reduction results in the change of the length of a vowel in unstressed syllables. It affects long vowels and diphthongs which become half-long and short, e.g.

'We have done it. /wi:/ – long.

We have 'done it. /wi'/ – half-long.

We 'have done it. /wi/ – short.

Diphthongs become half-long too when followed by an unstressed syllable, or short when they are followed (immediately) by a stressed syllable, but it is not reflected in transcription.

2. Qualitative reduction is connected with the change of the quality of a vowel. It affects short vowels. There are two types of it:

- **qualitative soft reduction** – resulting in the /ɪ/ phoneme. The letters “e”, “i”, “y” in the main correspond to /ɪ/, e.g. 'pencil /'pensɪl/, 'lady /'leɪdɪ/, de'fy /dɪ'faɪ/.

- **qualitative hard reduction** – resulting in the neutral vowel /ə/. The letters “a”, “o”, “u” and the suffixes **-er**, **-or**, **-ar** correspond to it, e.g. 'teacher /'ti:tʃə/, 'doctor /'dɒktə/, 'autumn /'ɔ:təm/, 'atom /'ætəm/.

3. Complete reduction results in a full disappearance of a vowel in unstressed position. It occurs before the syllabic sonorants /m, n, l/ in post-tonic position, e.g. 'pardon /'pɑ:dn/, 'garden /'gɑ:dn/.

Редуція голосних

Голосні в ненаголошених складах вимовляються менш чітко, ніж в наголошених складах (так звані повні голосні), вони редукуються. Існує 3 типи редуції: якісна, кількісна, повна (нульова редуція).

1. Кількісна редуція полягає в зміні довготи голосної фонемі в ненаголошених складах. Отже, довгі голосні та дифтонги стають наполовину довгими або короткими, напр.

'We have done it. /wi:/ – довга фонема.

We have 'done it. /wi'/ – наполовину довга фонема.

We 'have done it. /wi/ – коротка фонема.

Дифтонги також стають наполовину довгими в позиції перед наголошеним складом, або короткими, коли знаходяться відразу перед наголошеним складом, але такі зміни не відображаються в транскрипції.

2. **Якісна редуція** пов'язана зі зміною якості голосної фонемі. Під цю редуцію підпадають короткі голосні. Існує два види такої редуції:

- **якісна м'яка редуція**, згідно якої літери “e”, “i”, “y” в ненаголошених складах у більшості випадків передають фонему /ɪ/, напр. 'pencil /'pensɪl/, 'lady /'leɪdɪ/, de'fy /dɪ'faɪ/.

- **якісна тверда редуція**, згідно якої літери “a”, “o”, “u” та суфікси -er, -or, -ar редукуються до нейтральної голосної фонемі /ə/, напр. 'teacher /'ti:tʃə/, 'doctor /'dɒktə/, 'autumn /'ɔ:təm/, 'atom /'ætəm/.

3. **Повна редуція** – це така, в результаті якої голосна в ненаголошеному складі повністю зникає. Таке явище трапляється з голосними перед сонорними /m, n, l/ в складах, що йдуть відразу після наголошеного складу, напр. 'pardon /'pa:dən/, 'garden /'gɑ:dn/.

Word Stress

Word stress (word accent) is a greater degree of prominence given to one or two syllables in a word. Stressed and unstressed syllables differ in quantity (length) and in quality.

Stressed syllables are longer and carry vowels of full formation. They are not reduced.

Unstressed syllables are shorter, they are reduced.

Word stress should be considered from the point of view of its *place* in a word and its *degree*.

There are two degrees of word stress in English: **primary** or strong (marked above and before the syllable) and **secondary** or weak (marked under and before the syllable).

The place of word stress depends on the quantity of syllables in a word and on the part of speech the word belongs to.

1. Most two-syllable nouns and adjectives (90%) have stress on the first syllable.

e.g. 'butter, 'pretty

2. Most two-syllable verbs have stress on the last syllable.

e.g. pro'duce, con'duct

3. Words with inseparable prefixes such as **re-**, **pre-**, **de-**, **be-**, **a-** have stress on the syllable after the prefix.

e.g. be'gin, pre'pare, a'ssistant

4. Words with separable prefixes such as **un-**, **in-**, **im-**, **ir-**, **il-**, **dis-**, **mis-**, **sub-**, **over-**, **inter-**, **anti-**, **non-**, **co-** have a secondary stress on the prefix and a primary stress on the stem.

e.g. ,un'known, ,disbe'lief

5. Words ending in **-ic** and **-sion, -sian, -tion, -tian** have stress on a penultimate syllable (the second from the end).

e.g. **'static, rea'listic, so'lution, se'lection**

6. Words ending in **-cy, -ty, -phy, -gy, -al** have stress on an anti-penultimate syllable (the third from the end).

e.g. **de'mocracy, 'critical**

7. Numerals have a primary stress on the second part and a secondary stress on the first part.

e.g. **ˌthir'teen, ˌtwenty-'first**

8. Compound nouns have stress on the first component, the second one is unstressed but not reduced.

e.g. **'blackboard, 'greenhouse but po'liceman**

9. Compound adjectives have a primary stress on the second component and a secondary stress on the first component.

e.g. **ˌbad-'tempered, ˌold-'fashioned**

10. Composite (phrasal) verbs have two primary stresses on both parts. Sometimes the first stress can be omitted.

e.g. **'pay 'in (pay 'in), 'stand 'up (stand 'up)**

Nouns, formed from such verbs, take a primary stress on the first part.

e.g. **a 'pay in, a 'stand up**

11. Polysyllabic words usually have two stresses: a primary stress on the third or the second syllabograph from the end and a secondary on the second pretonic syllable. Often such words contain a prefix which has a secondary stress.

e.g. **ˌuni'versity, ˌinter'national, ˌconver'sation**

12. Words often have a different stress pattern when they have a different grammatical function. Therefore the stress pattern is a grammatical signal for a listener.

e.g. **to ex'port – 'export, to pre'sent – 'present, to re'cord – 'record.**

Словесний наголос

Словесний наголос – це тонічне виділення (вимова з більшою силою) одного чи двох складів у слові. Наголошені та ненаголошені склади відрізняються кількісно (довготою) та якісно.

Наголошені склади довші та мають повні голосні. Вони не редукуються.

Ненаголошені склади коротші, голосні в них редукуються.

В англійській мові словесний наголос розрізняють з точки зору його позиції в слові та ступеня вираження.

Існує два види словесного наголосу: **головний** або **сильний** (ставиться зверху, перед складом) та **другорядний** або **слабкий** (ставиться знизу, перед складом).

Позиція наголосу у слові залежить від кількості складів у слові та від того, до якої частини мови це слово належить.

1. Більшість двоскладових іменників та прикметників (90%) мають наголос на першому складі.

напр. **'butter, 'pretty**

2. Більшість двоскладових дієслів мають останній склад наголошеним.

напр. **pro'duce, con'duct**

3. Слова з невіддільними префіксами re-, pre-, de-, be-, a- мають наголос на наступному після префіксу складі.

напр. **be'gin, pre'pare, a'ssistant**

4. Слова з віддільними префіксами un-, in-, im-, ir-, il-, dis-, mis-, sub-, over, inter-, anti-, non-, co- мають другорядний наголос на префіксі та головний на корені слова.

напр. **un'known, disbe'lief**

5. Слова, що закінчуються на **-ic** та **-sion, -sian, -tion, -tian**, мають наголос на передостанньому складі (другий з кінця).

напр. **'static, rea'listic, so'lution, se'lection**

6. Слова, що закінчуються на **-cy, -ty, -phy, -gy, -al**, мають наголос на третьому з кінця складі.

напр. **de'mocracy, 'critical**

7. Числівники мають головний наголос на другій частині та другорядний наголос на першій частині.

напр. **thir'teen, twenty-'first**

8. Складені іменники мають наголос на першому компоненті, другий компонент ненаголошений, але він не редукується.

напр. **'blackboard, 'greenhouse** але **po'liceman**

9. Складені прикметники мають головний наголос на другому компоненті та другорядний наголос на першому.

напр. **bad-'tempered, old-'fashioned**

10. Дієслова, що складаються з дієслівної основи та прийменника (фразові дієслова) мають два головних наголоси на обох частинах. Іноді перший наголос опускається.

напр. **'pay 'in** (pay 'in), **'stand 'up** (stand 'up)

Іменники, утворені від таких дієслів, мають головний наголос на першій частині. напр. **a 'pay in, a 'stand up**

11. Багатоскладові слова зазвичай мають два наголоси: головний наголос на третьому чи на другому складі з кінця та другорядний наголос на другому перед наголошеним складі. Часто такі слова мають префікс, на який падає другорядний наголос.

напр. ,uni'versity, ,inter'national, ,conver'sation

12. Слова іноді змінюють наголос, в залежності від того, до якої частини мови вони відносяться. Отже, наголос є граматичним сигналом для слухача.

напр. to ex'port – 'export, to pre'sent – 'present, to re'cord – 'record.

Sentence Stress

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

In emotionally neutral speech sentence stress is more or less equally distributed among all the notional words of the sentence.

The normally accented words are: **nouns, pronouns (demonstrative – this; indefinite – someone; interrogative – who; emphatic – what a; absolute – yours), notional verbs, adjectives, numerals, interjections.**

The unstressed elements as a rule are: pronouns (**personal – she, we; possessive – your, his; reflexive – myself; relative – which, that + clause**), **auxiliary verbs, prepositions, conjunctions, articles, particles.**

Наголос у реченні

Вимова в реченні одного чи декількох слів із посиленням голосу називається **фразовим наголосом**.

В англійській мові в емоційно незабарвленому мовленні наголос у реченні більш-менш рівномірно розподіляється між усіма повнозначними (смисловими) частинами мови.

Зазвичай, наголошеними у реченні є: **іменники, займенники (вказівні – this; неозначені – someone; питальні – who; емоційно забарвлені – what a; присвійні, які вживаються без іменника – yours), смислові дієслова, прикметники, числівники, вигуки.**

Зазвичай, ненаголошеними у реченні є: **займенники (особові – she, we; присвійні, які вживаються з іменником – your, his; зворотні – myself; відносні – which, that + підрядне речення), допоміжні дієслова, прийменники, сполучники, артиклі, частки.**

APPENDIX

1. Words of Greek and Latin origin Слова грецького та латинського походження

an alumna /ə'ɫʌmnə/	alumnae /ə'ɫʌmniː/ alumni /ə'ɫʌmnaɪ/	колишня вихованка, випускниця (даної школи, університету)
an alumnus /ə'ɫʌmnəs/	alumnae /ə'ɫʌmniː/ alumni /ə'ɫʌmnaɪ/	колишній вихованець, випускник (даної школи, університету)
an antenna /æn'tenə/	antennae /æn'teniː/, antennas	антена
a formula /'fɔ:mjʊlə/	formulae /'fɔ:mjʊliː/, formulas	формула, рецепт
an alga /'ælgə/	algae /'ældʒiː/	морська водорість
an appendix /ə'pendɪks/	appendices /ə'pendɪsiːz/, appendixes	додаток (до книги), апендикс
an index /'ɪndeks/	indices /'ɪndɪsiːz/, indexes	індекс, показник
a basis /'beɪsɪs/	bases /'beɪsiːz/	основа, базис
a crisis /'kraɪsɪs/	crises /'kraɪsiːz/	криза
a diagnosis /ˌdaɪəg'nəʊsɪs/	diagnoses /ˌdaɪəg'nəʊsiːz/	діагноз, визначення захворювання
an oasis /əʊ'eɪsɪs/	oases /əʊ'eɪsiːz/	оаза, оазис
a thesis /'θiːsɪs/	theses /'θiːsiːz/	теза, дисертація
a hypothesis /haɪ'pɒθɪsɪs/	hypotheses /haɪ'pɒθɪsiːz/	гіпотеза, припущення
a criterion /kraɪ'tɪ(ə)rɪən/	criteria /kraɪ'tɪ(ə)rɪə/, criteria	критерій, мірило
a phenomenon /fɪ'nɒmɪnən/	phenomena /fɪ'nɒmɪnə/, phenomenons	явище, феномен
a medium /'miːdiəm/	media /'miːdiə/, mediums	засіб, середовище
a curriculum /kə'rɪkjʊləm/	curricula /kə'rɪkjʊlə/, curriculums	навчальний план, програма
a datum /'deɪtəm, 'da:təm/	data /'deɪtə, 'da:tə/	дані, відомості
a stratum /'stra:təm/	strata /'stra:tə/, stratums	шар, верства (суспільства)

an erratum /ɪ'ra:təm/	errata /ɪ'ra:tə/	друкарська помилка, описка
an addendum /ə'dendəm/	addenda /ə'dendə/	додаток, доповнення
a memorandum /,memə'rændəm/	memoranda /,memə'rændə/, memorandums	пам'ятна записка, меморандум
a bacterium /bæk'tɪərɪəm/	bacteria /bæk'tɪəriə/	бактерія
a cactus /'kæktəs/	cacti /'kæktai/, cactuses	кактус
a focus /'fəʊkəs/	foci /'fəʊsaɪ/, focuses	фокус, центр
a fungus /'fʌŋgəs/	fungi /'fʌŋgai/, /'fʌndʒaɪ/, /'fʌndʒɪ/, /'fʌŋi:/, funguses	гриб, пліснява
a magus /'meɪgəs/	magi /'meɪdʒaɪ/	маг, чарівник, волхв
a nucleus /'nju:kliəs/	nuclei /'nju:kliɑɪ/, nucleuses	ядро, центр
a genius /'dʒi:niəs/	genii /'dʒi:niɑɪ/, geniuses	геній, дух, геніальна людина
a radius /'reɪdiəs/	radii /'reɪdiɑɪ/, radiuses	радіус
a stimulus /'stɪmjʊləs/	stimuli /'stɪmjʊlaɪ/	стимул, спонука, вплив
a terminus /'tɜ:mɪnəs/	termini /'tɜ:mɪnaɪ/, terminuses	кінцева станція
a tempo /'tempəʊ/	tempi /'tempɪ:/, tempos	ритм, темп

2. The English Vowel System

Класифікація голосних звуків

According to the position of the bulk of the tongue <i>За положенням язика</i>		Front <i>Переднього ряду</i>	Front-retracted <i>Переднього, відсунутого назад ряду</i>	Central (Mixed) <i>Центрального (Змішаного) ряду</i>	Back-advanced <i>Заднього, просунутого вперед ряду</i>	Back <i>Заднього ряду</i>
According to the height of the tongue <i>За висотою підняття язика</i>						
HIGH <i>Високого піднесення</i>	Narrow variant <i>Вузький</i>	i:				u:
	Broad variant <i>Широкий</i>		ɪ		ʊ	
MID <i>Середнього піднесення</i>	Narrow variant <i>Вузький</i>	e		ɜ:		
	Broad variant <i>Широкий</i>			ə		
LOW <i>Низького піднесення</i>	Narrow variant <i>Вузький</i>				ʌ	ɔ:
	Broad variant <i>Широкий</i>	æ			ɑ:	ɒ

3. The English Consonant System

Класифікація приголосних звуків

According to the active speech organ and the place of obstruction <i>За активним органом мовлення та місцем розташування перешкоди</i>		Labial <i>Губні</i>		Lingual <i>Язикові</i>					Glottal <i>Глоткові</i>		
		bilabial <i>губно-губні</i>	labio-dental <i>губно-зубні</i>	Forelingual <i>Передньоязикові</i>			medio-lingual <i>середньоязикові</i>	back-lingual <i>задньоязикові</i>			
				inter-dental <i>міжзубні апікальні</i>	alveolar <i>альвеолярні апікальні</i>	palato-alveolar <i>альвеолярно-палатальні</i>				post-alveolar <i>заальвеолярні какумінальні</i>	
According to the types of obstruction and the manner of producing noise <i>За типом перешкоди та способом утворення шуму</i>											
OCCLUSIVES <i>зімкнені</i>	plosives (noise consonants) <i>вибухові (шумні приголосні)</i>		p			t				k	
			b			d				g	
	nasal sonorants <i>носові сонанти</i>		m			n				ŋ	
CONSTRUCTIVES <i>щільні</i>	fricatives (noise consonants) <i>фрикативні</i>			f v	θ ð	s z	ʃ ʒ				h
	sonorants <i>сонанти</i>	medial (central) <i>середні сонанти</i>	w					r	j		
		lateral <i>бокові-латеральні</i>				l/ɫ					
OCCLUSIVE-CONSTRUCTIVES (AFFRICATES) <i>афrikати</i>							tʃ dʒ				

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