

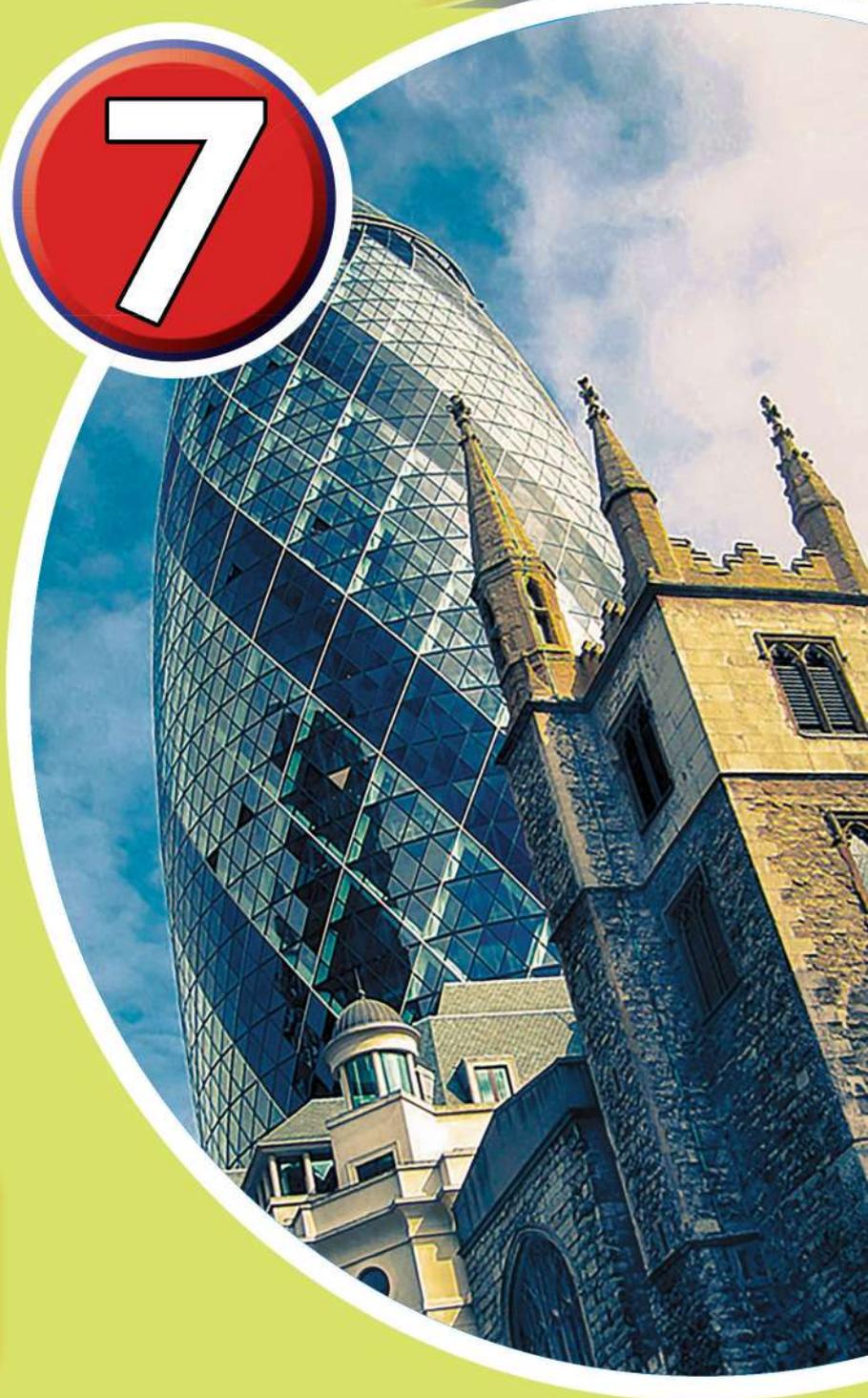


ЛАРИСА КАЛІНІНА
ІННА САМОЙЛЮКЕВИЧ

АНГЛІЙСЬКА
МОВА



ГЕНЕЗА



УДК 811.111(075.3)
К17

Рекомендовано Міністерством освіти і науки України
(Лист МОН України від 02.06.2020 № 1/11-3637)

Незалежні експерти:

Джон Холл, Шон Шермерхорн, Дерек Хьюїтт, Ліана Оніл, Венді Стенхаус,
викладачі Мовної школи «Міжнародний Дім», м. Київ

Видано за рахунок державних коштів. Продаж заборонено

УМОВНІ ПОЗНАЧЕННЯ:



– Вправи на аудіювання, фонетичне опрацювання мовленнєвого матеріалу



– Письмові вправи



– Домашнє завдання



– Завдання підвищеної складності

Калініна Л.В.

К17 Англійська мова = English : підруч. для 7 кл. з поглибл. вивч. англ. мови закл. заг. серед. освіти / Лариса Калініна, Інна Самойлюкевич. — 2-ге вид. переробл. — Київ : Генеза, 2020. — 256 с. : іл.

ISBN 978-966-11-1029-7.

Підручник «Англійська мова. 7 клас» продовжує серію НМК для оволодіння англійською мовою в навчальних закладах з поглибленим вивченням іноземної мови. Складається з 7 розділів (*Units*). Наприкінці кожного розділу подано рубрику *My progress in English* для контролю і самоконтролю здобутих учнями знань.

В кінці підручника — лексико-граматичний коментар *First Aid Kit*, тексти для аудіювання, ключі до тестових завдань *My progress in English*, таблиця неправильних дієслів та англо-український словник.

УДК 811.111(075.3)

ISBN 978-966-11-1029-7

© Калініна Л.В.,
Самойлюкевич І.В., 2016
© Видавництво «Генеза»,
оригінал-макет, 2016
© Калініна Л.В.,
Самойлюкевич І.В., 2-ге
вид. переробл., 2020

Любий друже і люба подружко!

Цього року ви продовжите вивчати англійську мову. Підручник містить сім розділів, кожен з яких – це велика тема, наприклад “Family and Friends” або “Balance Your School Life”. Для того щоб з книжкою було зручніше працювати, уроки поділено на декілька частин: Pronunciation Warm-up, Grammar Smart, Word Smart, Time to Read, Conversation Warm-up, Time to Listen, Time to Write.

Кожен урок починається з бесіди – Conversation Warm-up. Це допоможе вам активно включитися в роботу, «зануритися» в середовище англійської мови, відновити в пам’яті набуті знання.

У вас з’являться нові друзі, теж семикласники. Це персонажі Ann, Steve, Lucy, Helen та інші, з якими ви будете спілкуватися англійською, вивчати граматику, поповнювати словниковий запас.

Діти розкажуть вам про життя школярів у своїх країнах, навчать спілкуватися мовою, яка є для них рідною. Разом ви поговорите про улюблені кінофільми, відомих спортсменів, побуваєте в популярних театрах ваших країн. Ви зможете розказати своїм закордонним друзям про столицю України – Київ, ознайомити їх з визначними місцями міста.

У кінці підручника ви знайдете довідник (First Aid Kit), тексти для аудіювання (Audioscripts), ключі до тестових завдань (My progress in English), англо-український словник (Vocabulary) та таблицю неправильних дієслів (Irregular Verbs).

Зверніть увагу на завдання, які потрібно буде виконати в робочому зошиті. Це допоможе вам швидше й краще засвоїти матеріал.

З уривків творів відомих англійських та американських письменників, вміщених у підручнику, ви більше дізнаєтеся про англомовні країни. Це допоможе вам поглибити знання з англійської мови, щоб згодом стати цікавими співрозмовниками.

Good luck!
Хай щастить!
Автори

UNIT 1. Family and Friends

1.1. Family album

Word Bank

newly born
cute
caring
wise

Phrase Bank

to display family photos
to have a full set of ...
to be on a visit to somebody
to be the heart of the family
to be of the same age
to be everybody's pet
to have a combined age of ...

Communication Box

... namely, ...

I. Conversation Warm-up

This is a photo of Phil's family. In pairs, compare his family to your family.



Phil



my grandma

my grandpa



mum

dad



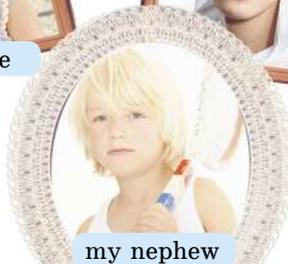
my niece



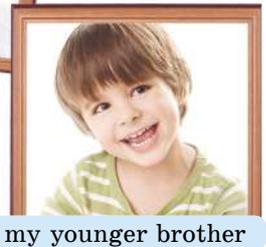
my elder brother



my elder sister



my nephew



my younger brother

Example: A: *Phil's family is bigger than mine.*

B: *My family is also big: I have ...*



II. Pronunciation Warm-up

Read the family rules with correct intonation. Say what rules you have in your family.



Family Rules

- Put the other person first.
- Speak with love.
- Tell the truth.
- Mind your manners.
- Forgive freely.
- Always do your best.
- Be thankful.

III. Grammar Smart

1. Look and recall.

Use the verb **to be** in the Present Simple in positive and negative statements and questions to talk about:

- your family and friends;

Example: *Mike is my relative on my dad's side.*

- their current status;

Example: *Is your elder sister married?*

- their qualities;

Example: *My grandma is very kind and wise.*

- their jobs and positions;

Example: *My granddad is in his late sixties but he isn't retired yet.*

Use short forms in speech and informal writing:

I'm, she's, he isn't, we aren't

Use **aren't I** in negative questions.

Example: Why **aren't I** in the photo?

a) Play a grammar guessing game using the box. Say what you have found out about your friend's family.

parents	age
grandparents	marital status
aunts and uncles	qualities
cousins	jobs
nephews and nieces	location

Example: A: *I'm thinking of someone in my family who ...*

B: *... is your age?*

A: *Yes.*

B: *... is in Kyiv now?*

A: *No.*

B: *... in your grandma's village?*

A: *Yes.*

B: *Is it your cousin Pavlo?*

A: *Right!*

b) Look at the pictures and fill in the right form of the verb *to be*.

Example: My granddad ... in his early forties. →
My granddad isn't in his early forties.



1. My grandparents ... in the garden now.
2. The baby girl ... so sweet!
3. Tim ... a very caring brother.
4. The children ... in the kindergarten now.
5. Why ... I in this photo?

2. Read and remember!

• Use *was / were* as the Past Simple forms of the verb *to be* to talk about your family history:

Example: *My mother was on a visit to her in-laws then.*

• Don't forget to use adverbs of time:
then, last year, two months ago, for five years, etc.

• Use *have been / has been* as the Present Perfect forms of the verb *to be* to talk about your family experiences that have happened in your life up to now:

Example: *I have been to Canada.*

• Use expressions *often, once, twice, several times* to say how often something has happened to your family members.

Example: *My parents have been to Poland several times.*

• Don't forget the difference in meaning between *been* and *gone*:
My sister has gone to the Carpathians on holiday. (= She is there now.)
My sister has been to the Carpathians. (= She visited them in the past, and is back by now.)

- Use **will be** as the Future Simple form of the verb **to be** to talk about events that might happen in your family:

Example: *My uncle **will probably be** with us at Christmas.*

- Don't forget to use the adverbs **probably**, **certainly** and **definitely**.

- Use **am/is/are going** to talk about your family's future plans and arrangements.

Example: *We **are going to have** a family reunion next month.*

a) Play a grammar 'time-machine' game using the pictures.



Example: *A: I was on a visit to my great-grandparents last weekend.*

B: I have been on family visits many times.

C: I am going to visit my aunt on holiday.

b) Say:

- what happened in your family some time ago;
- what makes your family experience up to now;
- what events might happen in your family in the near future;
- what your family's future plans and arrangements are.

Example: *My cousins were at the seaside with us last summer.*

IV. Word Smart

Family Members	Family member's characteristics
granny (grandma)	kind
granddad (grandpa)	wise
uncle	caring
aunt	cute
cousin	lovely
on one's side	everybody's pet
on the father's/mother's side	friendly
wife	to be the heart of the family
husband	to look after a baby
niece	to be fond of...
nephew	something you can't do without
grandparent	to enjoy every minute of one's stay
granddaughter	to get to know relatives

Study these words and word combinations and:

a) Say what you call:

- your mother's sister; → *It is my aunt.*
- your mother's brother;
- your aunt's son;
- your uncle's daughter;
- your sister's daughter;
- your brother's son;
- your father's parents;
- your mother's mum.

b) Say how the members of your family can be characterized.

Example: *My grandma is the heart of the family.*

c) Answer the questions.

1. What new relatives have you become acquainted with recently?
2. What relatives on your mother's/father's side have you got?
3. Who is the heart of your family?
4. Who is very caring in your family?
5. What relatives do you enjoy spending time with? Why?
6. Who is the oldest/youngest in your family?

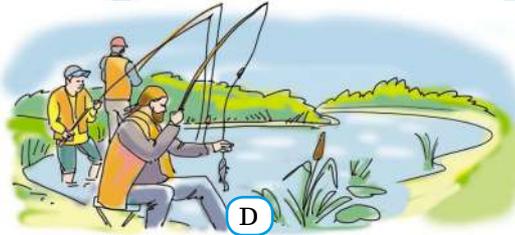
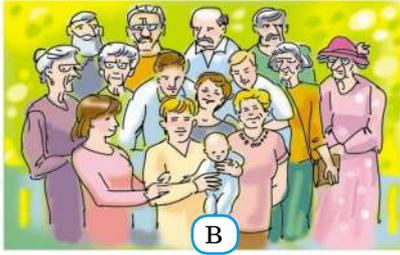
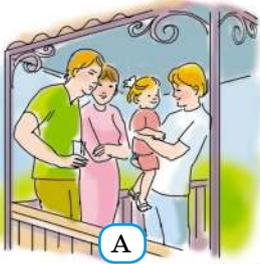


At Home: Take a family photo and describe the people in it (6–8 sentences).

Go to Ex. 5, 6 of your WB

V. Time to Read

1. On the website “Family Album Pages” Sonya and Kate displayed their family photos with some information. Read and match the information to the pictures.



1. Hi there! This is me. My name is Kate and I'm 13. In this photo I'm with my granny and my two cousins. They are my relatives on my mum's side, namely, my aunt's son and daughter. We are on a visit to our granny. She is the heart of our big family, very kind and wise.

2. These are my mum and dad. They are of the same age and have the same interests. You see them in the garden. Gardening is something they can't do without. Now they are grandparents and spend more time with their granddaughter.

3. Hi, it's me, Sonya. In this photo you see my elder sister Helen, her husband Boris and my niece Olha. Her baby is such a lovely little thing, so cute and funny. Boris is very caring and likes to look after his little daughter.

4. In this photo you see my two uncles on my father's side and my father. The brothers are very friendly and like to fish in the pond near my granny's house. My uncle Denis is the youngest and he is not married yet.

5. This is my niece Lidia. She is only six months old and she is very lucky to have a full set of grandparents (four) and all eight great-grandparents, too. The three generations above her have a combined age of more than 1,000. They are sure to spoil her on special occasions!

2. Fill in: *older* or *elder*.

1. My ... sister is married.
2. Next year I'll be one year
3. What's your ... brother's job?
4. My father is ... than my mum.
5. Who is ... : you or your cousin?
6. Have you got an ... brother?

Older – elder

Compare: *My elder sister is 3 years older than me.*

See *First Aid Kit: Grammar in Use*, p. 222

3. In the text (Ex. 1, p. 9), find and reproduce the sentences which characterize the people in the pictures.



Lidia



Ann



Boris



Granny

Example: *Lidia is everybody's pet.*

VI. Time to Communicate

1. Look at the family photos Kate and Sonya displayed on the website and speak about their families. Use the words and phrases from the box.

to get to know; in the photo; to be the heart of the family; on her mom's/dad's side;	to be fond of; to look after; to be cute and funny; to be of the same age.
--	---

2. In pairs, talk about your family members as in the pattern.

Pattern:

A: Hi How ... ?

B: Oh, it was fantastic! I

A: Did you get to know ... ?

B: Sure. I ... and ... and did you ... ?

A: Of course. It was She/he is

B: Unfortunately

A: By the way, would you like ...?

B: I'd love to!



VII. Time to Listen.

1. Listen to the girls' talk about their family members and say what new relatives each of them has met.

2. Listen to the dialogue again and fill in the family trees for the girls.

It's Kate

– granny

– _____

– _____

– _____

It's Sonya

– niece

– _____

– _____

– _____



VIII. Time to Write

Into Your Writing Portfolio:

How to write on a Family Album website page

- Start writing on a web page with a short introduction.
- Write as if talking to a friend or family member that is interested in your topic.
- Include practical, valuable information. Use your knowledge and experience to illustrate.
- Use short sentences. Then format your page to approximately 65 characters per line.
- Finish with a short summary.
- Use:
 - Hi there! This is me...
 - This is my dad...
 - Now look at my mum...
 - These are my grandparents...
 - This is everybody's pet...

Example:

Hi there! This is my family reunion. These are my grandparents on my Mum's side. They are the kindest people I know. We are all in their house now, in Durham.

This is my Dad, he's playing the guitar (that's his hobby).

Look at my Mum – she is smiling her charming smile. She is the heart of our family.

I love my family, each and everyone of them.



Group up for the project to design your friend's family album website page.

1.2. Family footsteps

Word Bank

complicated
striking
nurse
surgeon
pediatrician
ambulance
appendicitis
essential

Phrase Bank

to become a teacher/a doctor
to follow in somebody's footsteps
to have a story to tell
to perform an operation
to inspire somebody to learn
to be taken to hospital
to be retired

Communication Box

... at that.
.. though.
I think it's best to ...
It runs in the family.
From my perspective, ...
In my case, ...

Unit 1

I. Conversation Warm-up

In pairs, look at the pictures and ask your friend what professions his/her relatives have.



an engineer



a doctor



a teacher



a shop assistant



a programmer

Example: A: *Is there an engineer in your family?*

B: *We haven't got engineers. My Dad is a doctor and my Mum is a lawyer.*



II. Pronunciation Warm-up

Read and practise the sounds /v/ and /t/. Say what jobs run in this family.

Profession Round Chant

Is your mother a teacher?

No, she's not. She's a doctor.

Is your father a doctor?

No, he's not. He's a pilot.

Is your uncle a pilot?

No, he's not. He is an engineer.

Is your aunt an engineer?

No, she's not. She's an economist.

Are you an economist?

No, I'm not. I am a pupil.

III. Grammar Smart

1. Look and recall.

The Present Simple	The Present Continuous
<p>Describe opinions using verbs of thinking: mean, know, understand, think, remember, forget.</p> <p>Example: <i>My mum thinks teaching is the best job in the world.</i></p>	<p>Describe actions happening around the time of speaking using time expressions now, at the moment, today, this week.</p> <p>Example: <i>I'm looking for a part-time job this week.</i></p>
<p>Describe likes and dislikes using verbs of feeling/wanting: like, dislike, want, prefer.</p> <p>Example: <i>My uncle doesn't like his job.</i></p>	<p>Describe what is happening in a photo or picture.</p> <p>Example: <i>In this photo, my aunt is performing an operation.</i></p>

a) Play a grammar picture description game using the given verbs. Say what you think about these families.

Example: A: *In this picture, the grandfather is working in the field.*

B: *His grandson is working in the field, too.*



to work
to help
to teach
to learn



to show
to explain
to try
to clean



to paint
to draw
to colour
to sketch

b) Say whether you like or dislike these jobs. Give your reasons.

Example: a lawyer/to help in legal issues → *I like this job because it is essential to help people in legal issues.*

1. a teacher/to inspire children to learn
2. a doctor/to cure people
3. a librarian/to recommend books
4. a mechanic/to repair cars
5. a hotel receptionist/to make people comfortable
6. a tourist agent/to arrange holiday trips

2. Read and remember!

- Use the **Present Simple tense** to talk about permanent situations:

Example: *My aunt works in a hospital.*

- Use the **Present Continuous tense** to talk about temporary situations:

Example: *My cousin is a student. He is currently working part-time.*

Time expressions: right now, currently, at the moment, these days

- Describe changes and trends using verbs of change: **get, turn, go, become** in the **Present Continuous**:

Example: *This profession is getting more and more popular.*

a) Play a grammar contrast game using the ideas from the box.

Permanent situations	Temporary situations
to live in town to work in a shop to study at university to travel on business to drive a car	to stay out of town to work at home to take an online course to visit Poland to ride a bicycle

Example: A: *He lives in town.*

B: *He is staying out of town now.*

b) Say how life and people around you are changing these days.

Example: parents / to work more → *My parents are working more and more.*

1. school / to get more complicated
2. people / to get friendlier
3. your neighbourhood / to become safer
4. the world / to become more peaceful
5. life / to get easier

IV. Word Smart

1. Study these words and word combinations and:

a) Say who works in the medical profession.



ambulance;
to be taken to hospital



nurse, pediatrician



surgeon; to perform an operation; appendicitis

Example: *There are doctors and nurses in the medical profession.*



Mykola Amosov
and his daughter
Kateryna Amosova



b) Look at the photos and say what profession runs in this family (4–5 sentences).

- to follow in her father's footsteps;
- to become a doctor;
- to be retired;
- to have many striking stories to tell;
- to run in the family.

Example: *Kateryna Amosova followed in her father's footsteps.*

2. Complete the sentences and speak about a profession that runs in your family.

1. I think it's best to....
2. I want to become ...
3. I'd like to follow in ...
4. My ... says ... is the best job in the world.
5. ... has many striking stories to tell.
6. As you see, ... runs in our family.



At Home: Describe your parents' professions / jobs (8–10 sentences).

Go to Ex. 9, 10 of your WB

V. Time to Read

1. Read /listen to the dialogue and say what professions run in Helen's family.

Talking about Professions in the Family

Steve: Hey, Helen, you are very good at English. Do you plan to become a teacher?

Helen: Maybe. My mum is a teacher and she loves it. She says teaching is the best job in the world. I think she is a very good teacher as she can inspire her students to learn. Sometimes she lets me help her with marking their papers.

Steve: We all have someone in our family who we most admire. In my opinion, these people are essential for us as we have somebody to model ourselves after.

Helen: I think it's best to do something that makes you happy.

Steve: Right you are. In my case, I want to help sick people and become a doctor, maybe a general practitioner. When I was a child, I had a sharp pain in my right side. My mum called an ambulance and I was taken to hospital. The next day I was operated on for appendicitis. The doctors and nurses were so helpful and kind!

Helen: My aunt is a doctor. She works in a big hospital as a paediatrician and a surgeon. She performs very complicated operations, my mum says.

Steve: Could I possibly meet her and talk with her about the medical profession?

Helen: Certainly. With twenty years of experience, she has a lot of interesting stories to tell. By the way, my aunt followed in my granddad's footsteps.

Steve: Really? And what did your grandfather do?

Helen: He was a dentist. He cured people's teeth. He is retired, though.

Steve: So, the medical profession runs in your family, doesn't it?

Helen: It sure does.

BrE – paediatrician
AmE – pediatrician

Across Cultures

general practitioner / GP – BrE, a doctor who is trained in general medicine and does not work in a hospital.

cure – вилікувати
 treat – лікувати; частувати;
 поводитися

See *First Aid Kit*:
Word Meaning, p. 225

2. Fill in the correct word.

Example: He cured people's teeth.

1. What can't be ..ed must be endured.
2. She ... me like one of the family.
3. We ... mum to lunch at the Savoy.
4. This operation can ... short-sightedness in 15 minutes.
5. 90 per cent of patients can be ..ed of the disease.
6. When I was a child, doctors ..ed me of small pox.

3. Look at the pictures and choose those which relate to Steve/Helen. Say what connection you can see.



VI. Time to Communicate

1. Act as Helen and say in whose footsteps she is going to follow.



- to plan to become a teacher;
- to make somebody happy;
- to have the best job in the world;
- to inspire somebody to learn;
- to let somebody do something;
- to mark somebody's papers.



2. In pairs, discuss the professions in your families. Use the pattern.

Pattern:

A: I say, ... , you're good at Do you plan to become ...?

B: Maybe. My ... is a ... and ... loves it. ... says it's the best

A: I think it's best to From my perspective,

B: Right you are. In my case, I want to

A: My ... is a works

B: Could I possibly ... and ...?

A: Certainly. With ... years of experience, ... has ... to tell. By the way, ... followed

B: Really? And what ... , I wonder?

A: ... retired, though.

B: So, the ... profession runs in your family, doesn't it?

A: It sure does.



VII. Time to Write

Write a paragraph about someone in your family you admire. Begin with:

We all have someone in our family who we most admire. From my perspective, these people are essential for us as we have somebody to model ourselves after. In my case, ...

Go to Ex. 11, 12 of your WB

1.3. People around me

Word Bank

survey
poll
respondent
teenager
top answer
weary
embarrassed
male
female

Phrase Bank

to win by a nose
to ask open-ended questions
to spend time with a significant other
to feel stressed
to be one's foundation
to fill in a questionnaire
to be a predictor of happiness

Communication Box

It turns out that ...
Overwhelmingly, ...

I. Conversation Warm-up

Read the sentences (p. 18) and match them to the people around you. Say how the people around you make you feel.

Good morning,
boys and girls!

Dinner is ready,
honey!

Come, guys, let's go
for a walk.

Well, honey, how about a
game of basketball?

Mum

Dad

friends

teachers

Example: *My parents are my foundation. If I do something stupid, they will still love me no matter what. Just knowing that makes me feel happy.*



II. Pronunciation Warm-up

Read the proverbs about people around us and practise the sounds /i:/ and /t/. Say which of them you agree with.

A friend in need is
a friend indeed.

Love makes people good.

Who chatters to you,
will chatter of you.

Friends are thieves
of time.

III. Grammar Smart

1. Look and recall.

The verb *to have* in its lexical meaning

have / have got	have + noun
Relationships: <i>I've got an elder sister.</i> <i>She has two kids.</i>	Experiences: <i>Have fun!</i> <i>We are having a good time.</i>
Possessions: <i>I've got a present for you. (BrE)</i> <i>They have a lot of money. (AmE)</i>	Special events: <i>Let's have a party.</i> <i>Have a wonderful trip!</i>
Features: <i>Everyone in his family has got higher education. (BrE)</i> <i>She has big brown eyes. (AmE)</i>	Activity: <i>My friend and I have a jog every morning.</i> <i>I'm tired – let's relax.</i>
<p>Use forms of <i>have</i>, not <i>have got</i> with past and future tenses. Example: <i>When I was a child, I had a pet hamster.</i> <i>When I grow up, I will have a family of my own.</i></p>	

a) Play a grammar comparison game using the pictures.



Laura



Bill

Example: A: *Laura's got an elder brother.*
 B: *Bill has a younger brother.*

b) Answer the 'how often' questions.

1. How often do you have a jog? → *I have a jog every morning.*
2. How often do you have a swim?
3. How often do you have a walk?
4. How often do you have a trip?
5. How often do you have parties?
6. How often do you have a conversation on the phone?

2. Read and remember!

The verb *to have* in its *grammatical* meaning

Tense form	Meaning	Example
<i>have done/has done</i>	Past experiences	<i>I have travelled a lot.</i>
	Past actions with present results	<i>I have already answered all the survey questions.</i>
	Situations up to the present	<i>I've known Jack for a long time.</i>
<i>have been doing/ has been doing</i>	Actions up to the present	<i>I've been walking since three o'clock.</i>
	Recent continuous actions with present results	<i>I'm tired - I've been cleaning my room.</i>

a) Play a grammar completion game.

Example: A: ...travelled a lot.
 B: *I have travelled a lot.*

1. ... answered all the survey questions.

2. ... been to the Carpathians.
3. ... felt happy.
4. ... done something stupid.
5. ... made new friends.
6. ... taken part in a survey.

b) Say what your family and friends have been doing since morning.

Example: *My mum has been working since morning.*

IV. Word Smart

1. Study these words and word combinations and:

a) Say how much time you spend with these people and what you do together.



teenage friends



a significant other



family members

Example: *I play sports with my teenage friends three times a week.*

b) Match the words to their definitions. Say what we can learn about ourselves in this way.

1. survey	a) the most frequent response;
2. top answer	b) a person who just wins;
3. respondent	c) a general study done by asking people questions;
4. winner, by a nose	d) a person who has to answer questions.



2. In pairs, ask each other open-ended questions on the nature of these feelings. Compare your answers and decide what makes both of you happy.

to make somebody feel:



happy
excited
blessed



worried
weary
embarrassed

Example: *What makes you feel happy?*



At Home: Conduct a mini-survey among your teenage friends about the role of family, friends, education and money in their lives. Report your findings in 8–10 sentences.

Go to Ex. 13, 14 of your WB



V. Time to Read

1. Read the Internet article and say what makes a teenager happy.

What Makes a Teenager Happy

So, you are between the ages 13 and 19. What makes you happy? A worried, weary parent might imagine the answer to sound something like this: a little rock'n'roll, maybe some cash, or at least the car keys.

It turns out the real answer is quite different. Spending time with family was the top answer to that open-ended question, according to an extensive survey – more than 100 questions asked of 1,280 people ages 13–19 – conducted by The Associated Press and MTV on the nature of happiness among America's young people.

Next was spending time with friends, followed by time with a significant other. And even better for parents: nearly three-quarters of young people say their relationship with their parents makes them happy.

“They're my foundation,” says Kristina St. John, 17, a high-school student from Queens in New York. “My mom tells me that even if I do something stupid, she's still going to love me no matter what. Just knowing that makes me feel very happy and blessed.”

Other results are more disconcerting. While most young people are happy overall with the way their lives are going, there are racial differences: the poll shows whites to be happier, across economic categories, than blacks and Hispanics. A lot of young people feel stressed, particularly those from the middle class, and females more than males.

You might think money would be clearly tied to a general sense of happiness. But almost no one said “money” when asked what makes them happy, though people with the highest family incomes are generally happier with life. However, having highly educated parents is a stronger predictor of happiness than income.

All parents, here is some more for you: most young people in school say it makes them happy. Overwhelmingly, young people think marriage would make them happy and want to be married some day. Most also want to have kids.

Finally, when asked to name their heroes, nearly half of respondents mentioned one or both of their parents. The winner, by a nose: Mom.

(Adapted from *the Internet*)

Across Cultures: the USA

The Associated Press – the oldest and largest US news service, with offices all over the world. Its members include newspapers and television and radio stations.

MTV – an American television company whose programmes are shown around the world. It broadcasts popular music 24 hours a day.

2. Mark the true statements.

1. The article is about small kids. _____
2. The real answer differs from that of a worried parent. _____
3. Teenagers like to spend time with family best of all. _____
4. Less than 100 young people were asked about the nature of happiness.

- _____
5. Spending time with friends was one of the top answers. _____
 6. Money was clearly tied to a general sense of happiness by most respondents. _____

3. Say what these numbers stand for in the article. Reproduce the sentences with them.

13 17 24 100 1,280 3/4

Example: *We become teenagers at the age of 13.*

VI. Time to Communicate

1. Act as a journalist and ask your classmates questions on the nature of happiness of young Ukrainians. Use:

- to make somebody happy;
- family income;
- to feel blessed;
- to feel stressed;
- to have highly educated parents;



2. In pairs, discuss your strongest predictor of happiness. Use the pattern.

Pattern:

A: I say, ... , would you mind if I asked you a personal question?

B: No, no. Go ahead.

A: I wonder what makes you happy. A little ...? Maybe some ... ?

B: Poor guess! In my case, it's

A: Glad to hear that. But why?

B: ... my foundation. My ... tells me that even if I ... , s/he is still going to ... , no matter what. Just knowing that makes me feel

A: The same with me. But some people say that ... would be clearly tied to What do you think?

B: I wouldn't say that. ... is a stronger predictor of happiness than

A: What about ... ?

B: It ... , too. I would also mention

A: Me, too.



VII. Time to Write

Into Your Writing Portfolio:

- Advice-seeking letters appear in newspapers and magazine. They can be about any problem imaginable.
- The letters are written in an informal style.
- The introduction will state why this letter is written.
- The body will expand on the problem.
- The conclusion will ask for help from the addressee.

How to write an advice-seeking letter

Introduction	Body	Conclusion
<p>Dear editor, Never in my wildest dreams did I ever think that ... But I have a situation in which ... So I am writing you in hopes ...</p>	<p>To complicate matters, ... I very much would like to ... The problem is that ... One point is ... The second point is ...</p>	<p>What should I do? Should I ... or ...? Please answer as soon as possible because ...</p>

Example:

Dear Editor,

Never in my wildest dreams did I ever think that I would be writing to someone asking for advice. But I have a situation in which I need help and there is no one I can ask.

I am in my early teens now and nothing seems to make me happy: neither my relationship with my parents nor spending time with friends.

One point is that my mum often tells me that I've done something stupid. I wish she said she would love me no matter what.

The second point is that I don't have enough pocket money to go out. It seems that my friends with higher family incomes are happier with life.

What should I do?



Group up for the project to design a post in your blog about people around you. Consider the following points:

- their readiness to help each other;
- their character traits you enjoy;
- what makes them special to you.

Go to Ex. 15, 16 of your WB

1.4. In comfort with yourself

Word Bank

outfit
worrier
genes
family budget
generation gap
tolerant

Phrase Bank

to look stressed
to lose one's temper
to be out of one's element
to crown it all
to cost a fortune

Communication Box: How to Talk about Your Worries

What's wrong? You look stressed.
What's your worry?
The problem is that
The only snag with ... is
I feel so uncomfortable.
I often find it difficult to
I am out of my element.

I started to have difficulty with
Calm down!
There is no point
Let's hope for the best.
You are a worrier!
There are no easy answers to
Just try a little harder.

I. Conversation Warm-up

Look at the pictures and say in which of the situations you will be comfortable. Explain why.



to get together with friends



to have a fight



to stay home alone

Example: *I will be in comfort with myself if I often get together with friends, because we have a lot of fun.*



II. Pronunciation Warm-up

Read and beat the rhythm. What advice can you give to this person?

The Worrier's Chant

Gee, I'm thirsty.
Drink some water.
Gee, I'm angry.

Calm down.
 Gee, I'm tired.
 Have a rest.
 Gee, I'm cold.
 Wrap up warm.
 I'm lonely.
 Call up a friend.
 I'm bored.
 Go to a movie.
 My outfit is wrong.
 Wear something new.
 I am a worrier.
 Relax!

III. Function Smart.

Read and learn how to talk about your worries.
 Look at the pictures and fill in the mini-dialogues.

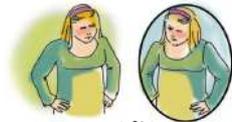
- a) – You look stressed. What's your worry?
 – The problem is that I
 What shall I do?
 – I think you should ... more.
- b) – Gee, I'm angry!
 – Calm down! There is no point in
- c) – Terrible, just terrible!
 My ... is completely wrong!
 – You are a worrier! If you don't like it,
 just
- d) – I feel so uncomfortable.
 I often find it difficult to tell
 my parents about my
 – It happens to the best of us.
 There are no easy answers to the ... problem.
- e) – What's wrong?
 – I feel out of my element. I started
 to have difficulties with
 – There is no instant solution for doing Maths.
 Just
- f) – What do you say to going on holiday in ... ?
 – The only problem with it is
 – Let's hope for the best.



to feel lonely;
 to socialize with friends



to lose your temper



outfit;
 to wear something new



troubles;
 generation gap



Maths;
 to try a little harder



The Carpathians;
 the weather

IV. Word Smart

1. Study these words and word combinations and:

a) Say how you understand the generation gap.



to look stressed;
to find something difficult;
to lose one's temper;
to be out of one's element.

b) Say what problem a teenage girl might have.

family budget; new outfit; to cost a fortune.



The problem is that...

2. In pairs, share your little worries and comfort each other.

There are no easy answers.
Just try a little harder.

There is no instant solution.
Let's hope for the best.



At Home: Write about your friend's problem and suggest a solution (8–10 sentences).

Go to Ex. 17, 18 of your WB

V. Time to Read

1. Read/listen to the conversation between two teenage friends and say how they deal with their worries.

Talking about Worries

Part One

Helen: Hi, Ann! How are you?

Ann: Hi, Helen. Could be better.

Helen: Why, you look stressed. What's your worry?

Ann: So many things have gone wrong!

Helen: Calm down! Please! There is no point in losing your temper. So what is it?

Ann: I am out of my element. I started to have difficulties with Maths. Besides, I find it uncomfortable to tell my parents about my troubles, and on top of it all, my outfit is completely wrong.

Helen: What a mess you've made of your life! I advise you, first of all, to stop worrying.

Ann: I know I am a worrier! I have worry genes from both sides of my family. My dad is also a skilled worrier. Only he worries about different things: nuclear waste, his bank account and the future of science at the age of computers. My mum specializes in big worries, too.

Helen: Such as?

Ann: Housekeeping, family budget, her friends' family problems, that kind of thing.

Part Two

Helen: I'm glad your worries aren't that big. But there are certainly a lot of them. Let's deal with each of them separately. So, your Maths: there is no instant solution for doing Maths, you know. Just try a little harder.

Ann: It's easier said than done. Thanks, anyway. How about the generation gap? I feel so uncomfortable about it!

Helen: It happens to the best of us. Of course, there are no easy answers to this problem. I think you should be more tolerant and wait for the right moment to remind your parents about their own childhood.

Ann: Let's hope for the best. And what do you say to my clothes? Should I wear them?

Helen: Sure. Your outfit is perfectly okay, if you ask me. But if you don't like it, just wear something new, for a change. How about your new jeans? They are the latest style. They look terrific! Where did you get them?

Ann: At the Denim Barn. They cost a fortune. I had to use some of my birthday money, but it's worth it...

jeans /dʒi:nz/ джинси

genes /dʒi:nz/ гени

denim – джинсова тканина

See First Aid Kit: Word Meaning, p. 226

Across Cultures



Denim Barn (the USA) – a big plain building which houses a store selling denim clothes.

2. Fill in the chart with the problems and solutions (Ex. 1, p. 34).

Problem	Solution

3. In pairs, complete the conversation between Ann and Helen.

A: Hi, You look What's your ... ?

B: So many things

A: Calm down! Please! There is no point in So what is it?

B: I feel I started to have Besides, I find it uncomfortable ... and to crown it all,

A: Let's deal with So, your There is no magic bullet for Just

B: It's How about ... ?

A: It happens Of course, there are no easy answers I think you should

B: Let's hope And what do you say to ... ?

A: If you ask me, But if you don't like it, just

VI. Time to Communicate

1. Act as Ann and describe your worries.

to have worry genes;

to worry about different things;

to specialise in big worries;

to make a mess of one's life.



2. Read and say what has worried you recently and how you deal with your worries.

difficulties with studies; generation gap; clothes: health; appearance; lack of money; misunderstanding with friends; lack of skills; loneliness.

Example: *I started to have difficulties with my studies because I don't do my homework regularly.*



VI. Time to Listen

1. Listen to the story “A Wise Judge” and say what solution was offered to the young men’s problem.
2. Listen to the story again and role-play it.



VII. Time to Write

Write a for-and-against essay about your attitude to the generation gap problem.

Into Your Writing Portfolio

How to write a “for-or-against” essay

- the main body of a “for-or-against” essay consists of 2–3 paragraphs;
- one paragraph presents arguments with reasons and examples;
- one or two paragraphs present arguments against with reasons and examples.

Useful linking words

<i>For</i>	<i>Against</i>
The greatest advantage of ... is	The most serious drawback of ... is
Some experts (people) are in favour of	Most people are against
One of the main arguments for	On the one hand, ... on the other hand
What is more	Another negative thing of ... is
In addition to this	There is the other side of the argument.

Example: ... *One of the main arguments for spending time with friends is its good effect on your mood. You won't have problems with what to do in your free time. Moreover, you don't feel lonely as you did before. Also, friendship*

Unit 1

is full of sharing and caring. It means there is always someone to help you when you are in need. In addition, you'll never feel bored.

The most serious drawback of spending time with friends is that it takes a lot of time, day after day. As the proverb goes, friends are thieves of time.

Another negative thing is that some friends can't share your interests to the fullest. They may find them strange and sometimes try to make you do what they think to be more fun...

Go to Ex. 19, 20 of your WB

DEVELOPING INTEGRATED SKILLS 1

I. Suppose a charitable fund announced that it would donate 100 000 hryvnias for setting up a club for children. Group up with your friends and come up with your ideas on such items:

Item 1:

- What kind of a club do you want to set up?
- Who may be a participant of the club?

Item 2:

- What activities will the club focus on?
- Who will be in charge of the club's activities?

Item 3:

- How will the club look like?
- What should be in the club?
- How would you distribute money given?
- What will be the main financial priority?

II. Look at the photos below. Pair up with your friends and discuss the advantages of promoting a healthy way of life in the family. Say if this lifestyle is typical of your family.



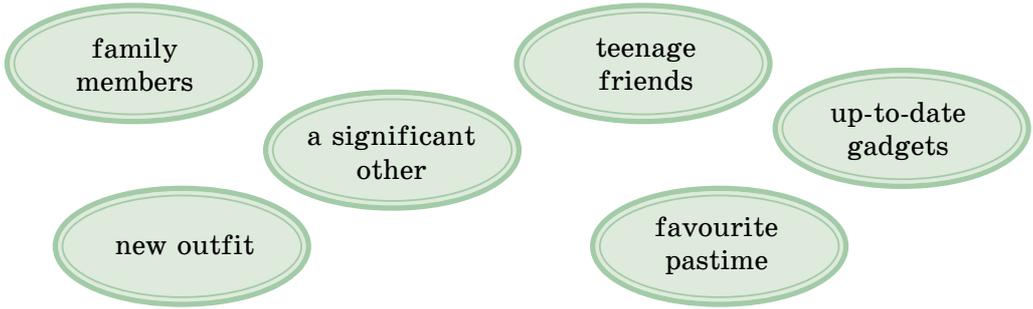


III. Look at the photos from some Families' Albums. In groups of 4 or 5, discuss and say how families' spending time out in the open influences children's environmental awareness. Say what else may be done in the family to become environmentally friendly.



Unit 1

IV. In the whole class, make a mini-project: What makes a teenager happy. Think and discuss the following aspects:



1.5. My progress in English

I. Grammar Smart

Fill in the right forms of the verbs *to be* or *to have*.

1. ... your elder sister married?
2. My father ... been to Canada.
3. Why ... I in the photo?
4. My mum ... on a visit to her in-laws then.
5. I ... looking for a part-time job now.
6. Let's ... a rest.

Check if you can:

use correct grammatical forms in context.	Yes	No
---	-----	----

II. Word Smart

Add one word to each sentence in the blank.

1. My father's brother is my
2. I'm going to follow in my mum's
3. My aunt is a surgeon, she performs complicated
4. Please answer all the questions of the
5. What makes you feel ...?
6. Calm down, there is no point in losing your

Check if you can:

use words in context.	Yes	No
-----------------------	-----	----

III. Function Smart

Match conversation lines A to conversation lines B.

A	B
1. Gee, I'm angry! 2. What's wrong? 3. Terrible! Just terrible! 4. I often find it difficult to talk with my parents. 5. What shall I do? 6. I started to have difficulties with Maths.	a) I feel out of my element. b) It happens to the best of us. c) Try a little harder. d) Calm down. e) I think you should socialize with friends more. f) You are a worrier.

Check if you can:

talk about problems and solutions.	Yes	No
------------------------------------	-----	----

IV. Time to Read

Read the text and choose the correct facts.

Family Footsteps

We all have someone in our family who we admire. From my perspective, these people are essential for us as we have somebody to mirror ourselves. In my case, the person I most admire is certainly my grandfather, whose life story inspires me.

He was born in a small village. He was the son of a journalist who used to fight alongside the small farmers against powerful landowners. He, his mother and brothers used to live happily until the day his dad was killed. He was just six years old when he started working to help his mother. Life was hard but he never gave up, so after a lot of work and dedication he achieved his dream and graduated in law from one of the best colleges in the country.

Everyone has dreams but there are few people in the world strong enough to fight for them. Surely, my grandfather is one of these people. It is always a pleasure to hear about his life experiences. I'm going to follow in his footsteps so that I can be a better person.

1. The storyteller admires his grandfather.
2. The old man was born in a city.
3. He came from a small family.
4. He was a hard worker.
5. He got a higher education.
6. His dream came true.

Check if you can:

read and understand life stories.	Yes	No
-----------------------------------	-----	----



V. Time to Listen

Listen to the funny story 'The Trouble with Teenagers' and correct the mistakes in the statements given.

Statements:

1. Kevin was in his mid-teens.
2. His parents bought him a new board game as a present.
3. His appearance changes a little.
4. Kevin's parents are crying.
5. Kevin loses the ability to shout.
6. Teenage years are easy.

Check if you can:

listen to funny stories and fully understand them.	Yes	No
--	-----	----



VI. Time to Write

Describe your family and friends.

Check if you can:

write a description of your family and friends	Yes	No
--	-----	----



UNIT 2.

Balance Your School Life

2.1. Making the most of your school day

Word Bank

day planner
to prioritise
schedule
due-date
margin
random

Phrase Bank

to surf the Internet a lot
to study in a quiet environment
to avoid distractions
to organise oneself
to sort out one's life as a teenager
to set homework time
to run off one's feet
to take control of something
to get good grades

Communication Box

Let's go for it!
... I bet.
Thanks for sharing.
It's up to us to ...
For instance, ...

I. Conversation Warm-up

Read what you can hear at different times of your school day. Say who usually says these words and when.

Wake up! Wake up!
It's time to get up!

Number One bus
is coming.

I've made your favourite
meal for dinner.
Are you hungry?

It's time you got down to
doing your home work,
isn't it dear?

Good morning,
boys and girls!

Example: *My mum usually wakes me up at half past six.*



II. Pronunciation Warm-up

Read the extract from the teen poem "School Life" and practise the sounds /Λ/ and /ʊ/. Say how you look at school.

School Life

School is a daily routine for us,
In the morning, we're sure to make a fuss.
Even when the sun is still not up,
Here we are, awake at 6 a.m. sharp.

Late a minute and we have to run,
 Eyes half open, shoelaces undone.
 We reach school and we see our friends,
 Immediately, discomfort ends.
 Some may see school as a lot of pressure
 Some cannot wait for the winter vacation
 But it depends on how we look at school
 Honestly, positively, school is cool!

Cheryl Theseira

(Abridged and adapted from the source: <http://www.bestteenpoems.com/poem/school-life#6Zkmo5x3HVRwd9tb.99>)

III. Grammar Smart

1. Look and recall.

Personal and possessive pronouns

I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	–
we	us	our	ours
they	them	their	theirs

a) Play a grammar completion game. Use the pictures and the information given.

Example: A: *This is my friend Sam.*

B: *He is a teenager, isn't he?*

C: *His hobby is football, isn't it?*

A: *Right.*



friend
 Sam
 thirteen
 football



niece
 Alice
 Grade One
 backpack



classmates
 classroom
 English lesson
 homework



teacher
 Maths
 technology
 interactive white board

b) Paraphrase the sentences.

Example: This is my daily planner. → *This daily planner is mine.*

1. Are these your papers?
2. Tom is one of my friends.
3. I have my own time management method.
4. Does this book belong to you?
5. We are going to present our project to the class.
6. Whose folder is it? His or hers?

2. Read and remember!

Reflexive pronouns

myself	yourself	himself	herself
itself	ourselves	yourselves	themselves
oneself			

• Use reflexive pronouns:

1. when the subject and object of a sentence are the same person or thing;

Example: *You should organise yourself.*

2. if you want to emphasise the subject of a sentence;

Example: *I'll do it myself!*

3. with some verbs:

Example: *Enjoy yourself!*

Help yourself to ice cream.

Kids, please, behave yourselves.

Don't forget!

Don't use reflexive pronouns with the verb *feel*:

Example: *How do you feel?*

a) Let's play a grammar transformation game (p. 37–38). Use the corresponding personal and reflexive pronouns for the pictures.



to organise oneself	to wash oneself	to behave oneself
to help oneself	to enjoy oneself	to hurt oneself

Example: A: *to organise oneself*
 B: *He can't ...*
 A: *He can't organise himself.*

b) Add a reflexive pronoun.

Example: I'll do it myself.

- Behave _____!
- You should organise _____.
- How did you hurt _____?
- Please help _____ to peaches.
- Enjoy _____.
- Have you washed _____ yet?

IV. Word Smart

1. Study these words and word combinations and:

a) Say what time management tips you are ready to follow. Give your reasons.

Time Management Tips

Get a day planner	<ul style="list-style-type: none"> • Make sure it is big enough to hold all your notes; • Write everything down; • Put your homework assignments, test dates and project due-dates on paper.
Organise yourself	<ul style="list-style-type: none"> • Keep your schoolwork and papers organised; • Keep each class or subject in its own folder; <p>Set homework time;</p> <ul style="list-style-type: none"> • Make sure you study in a quiet environment to avoid distractions.
Prioritise your activities	<ul style="list-style-type: none"> • Make sure academic studies come first; • List your leisure activities as the least important; • Don't spend too much time on the Internet.

Example: *I am ready to get a day planner so that I could have all the important information in one place rather than on random pieces of paper.*



b) Group up the word-combinations into Have-to's and Want-to's and say how you manage to balance between them (p. 38–39).

to watch a TV show; to do school assignments;
 to hang out with friends; to be alone with your thoughts;
 to read a book; to practise a hobby; to do sports;
 to keep your room clean; to surf the Internet a lot;
 to help your little brother with homework; to revise for a test.

HAVE-TO'S	WANT-TO'S
<i>to revise for a test</i>	<i>to watch a TV show</i>

Example: Suppose I have to revise for a test, though I want to watch my favourite TV show. If I am trying to concentrate on my studies while the TV is on, I will be constantly distracted. So I have to stay away from the TV.

2. Complete the sentences and speak about your method of finding the perfect balance in your school life.

1. Sometimes I feel there isn't enough
2. I just don't know how
3. So I have worked out my own method of
4. It has ... steps.
5. Step One is about
6. Step Two is
7. Step Three
8. It helps me to



At Home: Describe your recent school day and decide if you made the most of it (8–10 sentences).

Go to Ex. 21, 22 of your WB

V. Time to Read

1. Read/listen to the dialogue and say what tips for time management it has.

Talking about Managing your Time

Cheryl: Hi, Mike, where are you going? What's your hurry?

Mike: Hi, Cheryl. I've been trying hard to keep up with school work, getting good grades, and after-school activities.

Cheryl: I know what you mean. Do you feel there aren't enough hours in the day and you just don't know how some people manage to do everything in time?

Mike: Exactly. Have you got your own method for taking control of school-related have-to's?

Cheryl: Not yet, but I've got some good tips. During the school day our schedule is made up for us. Once the bell rings, though, it's up to us to find the perfect balance between have-to's and want-to's.

Mike: Let's have a try!

Cheryl: Okay, okay. First of all, get a day planner to put your homework assignments, test dates and project due-dates on paper as soon as the teacher gives them to you.

Unit 2

- Mike:** Are you serious? I'm quite happy with writing everything down in my notebook margin or...
- Cheryl:** Or on random pieces of paper? If you keep your day planner with you, all this information will be in one place. Make sure you get the big day planner because little ones won't hold all your notes.
- Mike:** Well, perhaps, I'll try. What is next?
- Cheryl:** Then you need to organize yourself. Keep each class or subject in its own folder, set homework time and make sure you study in a quiet environment to avoid distractions, such as TV, the phone, or the Web.
- Mike:** It's easier said than done. I prefer to have business and pleasure combined. For instance, I can read my homework while my favourite TV show is on.
- Cheryl:** I bet it will take you much longer to finish your reading because you'll probably spend half your time listening to the show.

half the time
half of it

See First Aid Kit: Grammar in Use, p. 222

- Mike:** Perhaps you are right. But I've got so many things to do that I can't afford to just sit and watch TV.
- Cheryl:** Same with me. Yet I've learnt to prioritise my activities. Academic studies should always come first, and I try not to spend too much time on the Internet.
- Mike:** Well, thanks for sharing. It seems to be an easy-to-follow guide. I hope it will help me to manage my time.
- Cheryl:** It sure will. Good luck!

2. Choose the right variant.

Example: *Half* ____ (of; -) *a kilo of meat, please.*

1. I spent half ____ (- ; of) my time listening to the show.
2. Nearly half ____ (of; -) my classmates use daily planners.
3. There were half ____ (- ; of) a dozen people in the line.
4. Don't worry, it will only take half ____ (-; of) a minute.
5. She was only telling them half ____ (of; -) the story.
6. It happened in the second half ____ (of; -) the twentieth century.

3. Read the replies (p. 41) and match them to the characters of the dialogue. Reproduce the parts of the dialogue with them.

Mike
Cheryl

- I've been trying hard to keep up with school work, getting good grades, and after-school activities.
- I've got some good tips.
- Then you need to organize yourself.
- It's easier said than done.
- I've learnt to prioritise my activities.
- It seems to be an easy-to-follow guide.

VI. Time to Communicate

1. Act as one of the teenagers and describe your time management method. Use:

to try to keep up with something;

to take control of something;

to find the perfect balance between ... and ...;

to organize oneself;

to study in a quiet environment;

to avoid distractions.



2. In pairs, discuss your time management methods. Use the pattern.

Pattern:

A: Hi, ... , Where ... ? What's your hurry?

B: Hi, I've run off

A: I know what you mean. Do you feel ...?

B: Exactly. Have you got your own method for... ?

A: Not yet, but I've got

B: Let's go for it!

A: Okay, okay. First of all, get

B: Are you serious? I'm quite happy with

A: Make sure

B: Well, perhaps, I'll try. Whatever next?

A: Then you need to

B: It's easier said than done. I prefer For instance,

A: I bet it will ... because

B: Perhaps you are right. But I've got so

A: Same with me. Yet I've learnt to

B: Well, thanks for sharing. It seems to be I hope

A: It sure will. Good luck!

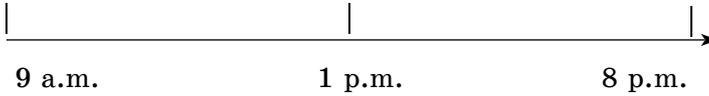
Go to Ex. 23, 24 of your WB



VII. Time to Listen

1. Listen to the story about Philip's day at Blackstable and say if the boy enjoyed his daily routine.

2. Match the times and the pictures. Describe Philip's activity during the day.



VIII. Time to Write

Into Your Writing Portfolio:

A day planner is a chart, a book, or a computer programme with sections for each day and the different times of the day that helps you organize everything you have to do.

It contains personal information, a daily to-do list, ideas, and long-term goals, etc.

How to write in a day planner

Personal information	Daily to-do list	Ideas	Long-term goals
Phone number _____ E-mail address _____	Start with the most important items and end with the least important.	Write random things so that you don't forget later.	Create a list of long-term goals and mark dates or deadlines.

2.2. Active after school

Word Bank

leisure
fabulous
endurance
flexibility
strength
clay model

Phrase Bank

to owe something to oneself
to sign up for something
to make an informed decision
to support self-expression
to give encouragement
to have the right to do something

Communication Box

It happens to the best of us.
It's almost a classic.
...for instance.
Ready-steady-go!
Got it!

I. Conversation Warm-up

Look at the photos and choose three activities for your after-school activity plan. Account for your choice.



biking



climbing



singing in a choir



swimming



arts



drama

Example: *I will choose climbing because it is less difficult than running.*

II. Pronunciation Warm-up

Read and practise the sounds /w/ and /ŋ/. Say which type of relaxation promote a healthy lifestyle. How do you relax?

The After-school Activity Plan Chant

- Where are you going?
Where are you going?
What's your destination?
- I'm walking out of town
for some relaxation.
That'll be nice.
What's on your agenda?
- I'll go riding, and biking,
and swinging, and climbing.
Do you think you can?
Are you sure you are able?
- Of course, I can.
I work out, I'm in shape.
I'll do even more.

III. Grammar Smart

Look and recall!

If you want to say what you will do and under what condition, use **the First Conditional**.

Example: *If I want to lose weight, I'll go biking every other day.*

The First Conditional consists of two parts (clauses): *the main clause* and *the if-clause*.

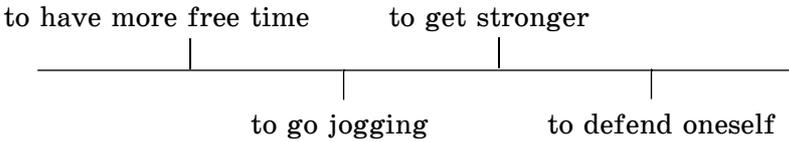
Example: *If I want to stay active after school,* *I'll go biking every other day.*
 (if - clause) (main clause)

Use *the Future Simple (will+go)* in the main clause and *the Present Simple* in the *if - clause (want)*.

You can make either part of a sentence negative:

If I don't want to stay active after school, I won't go biking that often.

a) Team up and play a grammar loop game.



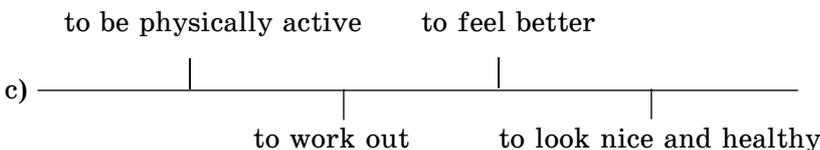
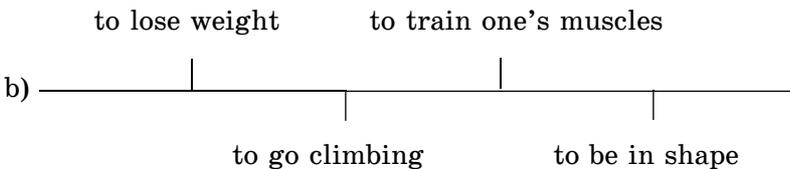
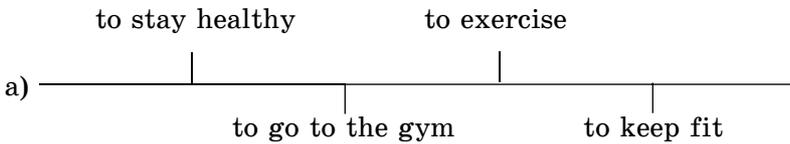
Example:

If I have more free time, I'll go jogging after classes.

If you go jogging after classes, you will get stronger and stronger.

If you get stronger, you'll defend yourself well.

That's great. I will go jogging after classes.



b) Make up as many sentences about after-school activity plans as you can. Use the substitution table.

IF	you	walk thirty minutes a day,	you	WILL WON'T	stop the workout;
	I	exercises regularly,	I		stay healthy;
	we	do yoga,	we		relax well;
	my friend	breathe freely,	my friend		be in shape;
	my classmates	feels pain, go for a jog, feel tired,	my classmates		feel great; lose weight; have a rest.

Example: *If you walk thirty minutes a day, you will stay healthy.*

2. Read and remember.

Advice: *should* or *must*?

- If you think something is a good or bad idea for staying active after school, use ***should*** + ***do/be/have*** etc.:

Example: *There **should** always be time for a child to have the right to choose their own activities.*

- If you think something is a bad idea for staying active after school, use ***shouldn't***+ ***do/be/have*** etc.:

Example: *You **shouldn't** start physical activities without warming up.*

- If you want to ask for advice, use ***should*** in questions:

Example: ***Should** I sign up for yoga?*

- If you want to give strong advice, use ***must***+***do/be/ have***, etc.:

Example: *You **must sign up** for clay modelling – *it's so creative!**

Don't forget!

Should is often used with ***I (don't) think*** and ***do you think***:

Example: ***I don't think** you **should** sign up for leisure activities – *they are not active enough.**

a) Let's play a grammar advice-giving game using these word chains.

Example: drama – new

A: *Should I sign up for **drama**?*

B: *I think you **should**. You **must** try something **new**.*

1. soccer – enduring

4. climbing – strong

2. yoga – flexible

5. puzzles – smart

3. arts – creative

6. project – useful

b) Fill in *should* or *shouldn't*.

Example: *We should stay active after school.*

1. ... I join this music band?
2. You ... make an informed decision.
3. Children ... be given encouragement.
4. Teachers ... choose activities for us.
5. I think you ... warm up before physical activities.
6. ... we have the right to express ourselves in healthy ways?

IV. Word Smart

1. Study the words and words combinations and say:

a) how you can develop yourself after classes;



participate in a project;



sign up for creative art activities;



play soccer to develop endurance;



do yoga to develop flexibility;



offer strength activities.

Example: *I can participate in a group project.*

b) How you can choose an activity:

to owe something to oneself;
to have the right to do something;

to make an informed decision;
to express oneself.

Example: *I owe it to myself to do something I love.*

2. Interview your classmates and find out:

- how they develop themselves after classes;
- what opportunities they have to stay active after school;
- how they choose activities for themselves.

Tell your classmates about your findings.

Example: A: *How do you develop yourselves after classes?*

B: *I play soccer to develop endurance.*

C: *I participate in a group project.*

A: *I have found out that Bob plays soccer to develop endurance and Helen participates in a group project.*



At Home: Make a list of opportunities you have to stay active after school and tick off your first important priority. Account for your choice in writing.

Go to Ex. 25, 26 of your WB

V. Time to Read

1. Read the information about types of after-school activities and say how they support your development.

What after-school activity should you join this year?

After a long day at school, you owe it to yourself to do something you love. What type of activities will you sign up for this fall – creative art, leisure or physical activities? Read the information from “*On After School*” to make an informed decision.

BrE autumn
AmE fall

Creative Art Activities

Creative art activities are a fabulous way to support self-expression and creativity in children. Kids will experience self-confidence and relationship development while participating in individual projects such as clay models or group projects such as murals, that is, painting on the wall. Children should be given encouragement throughout the activity. The children art can be displayed for parents and participants to see.

Leisure Activities

Leisure activities are free-play opportunities. This time can be used for board games, reading, puzzles and passive games. These activities will support children’s emotional, cognitive and social development. A child will experience a lot of scheduled activities throughout their school day, so there should always be time for a child to have the right to choose their own activities. Leisure activities will allow children to express themselves in healthy and fun ways.

Physical Activities

A physical activity gets children moving and engaged in active games. There are three categories a physical activity falls under: endurance, flexibility and strength. An endurance activity for children can be soccer. Yoga is an example of a flexibility activity that can be done with children. Many options in outdoor play parks offer strength activities, such as climbing and

swinging. It is important for all individuals to warm up before physical activities.

(Adapted from <http://activeafterschool.ca/ontario/program-planning/activity-types#Leisure>)

activity – active
strength – strong
flexibility – flexible
endurance – enduring

See First Aid Kit: Word Building, p. 222

Across Cultures: Canada



On After School – (Canada) This Ontario portal is part of the National website activeafterschool.ca, designed to engage schoolchildren in physical activity and healthy living.

2. Paraphrase the sentences as in the pattern.

Pattern: Soccer is an endurance activity for children. →
Soccer will make children enduring.

1. Yoga is a flexibility activity for children.
2. Climbing is a strength activity for children.
3. Art is a creativity activity for children.
4. Outdoor play is a health activity for children.



3. Look at the pictures, name the activities and define their types. Say which of them could be your choice.



VI. Time to Communicate

a) Read the information and describe this after-school activity.

Ever Changing Relay Race

Age Group: 6–9 yrs, 9–12 yrs, 13 + yrs

Time Requirement: 10 minutes

Activity Type: Physical

Play Area: Gymnasium (large indoor space), Outdoor – Field

Group Size: Large Group, Medium Group, Small Group

Objective: Teams collect all of the objects in the hoop across from them and bring them back to their hoop. The way they move to the hoop and back will be changing all the time, so they have to listen to the leader.

b) Imagine Martha is telling you about her after-school activities. Ask her the following questions and role-play the dialogue in pairs. Follow the pattern below.

Pattern:

A: What type of activities will you sign up for this fall?

B: I think I should...

A: What will you experience?

B: ...

A: How will it support your development?

B: ...

A: What kinds of activity will you do if you want more opportunity to express yourself?

B: ...

A: How often will you practise it?

B: ...

 c) Group up for the project to design any after-school activity which will help you to keep fit.



VII. Time to Write

Write a notice about a new after-school activity for your class. Use the format below.

_____ (title)

Age Group: _____

Time Requirement: _____

Activity Type: _____

Play Area: _____

Group Size: _____

2.3. Who is absent today?

Word Bank

to attend
frostbite
exhaustion
absentee
to pretend
tardy

Phrase Bank

to be away from school
to miss school
to keep one's perfect attendance
to be the centre of one's universe
to be in session
to bring a note from somebody
to catch up with one's class
to lag behind one's class

Communication Box

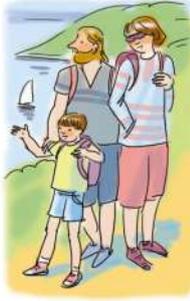
There was no chance that ...
Surely, ...

I. Conversation Warm-up

Look at the pictures and say why these schoolchildren are absent from school. Have you had excuses for not going to school? If yes, what excuses?



a sick day off



to be away on holiday



to be absent from school without a good reason



a snow day



to oversleep

Example: *This girl has a sick day off. Perhaps, she is ill with flu.*



II. Pronunciation Warm-up

Read the parts of the funny school poems and practise the sounds /eɪ/ and /uː/. Say if the school situations are the same or different in them.

I'm Staying Home From School Today

I'm staying home from school today.
I'd rather be in bed

pretending that I have a pain
that's pounding in my head.
I'll say I have a stomach ache.
I'll claim I've got the flu.
I'll shiver like I'm cold
and hold my breath until I'm blue...



Kenn Nesbitt

Today I'm not going to school

Today I'm not going to school,
I can't face my lessons today,
problem is my Mum's no fool,
she's gonna make me go any way.

I can't face my lessons today,
my fever's a hundred and four,
she's gonna make me go anyway,
Mum, I really can't take any more...

Aoife Mannix

III. Grammar Smart

Read and remember.

Necessity: *must* or *have to*?

- If you want to say that something is necessary, use **have to**:

Example: *You **have to** go to school every day it is in session.*

- If you want to say that something is a positive rule, use **have to**:

Example: *You **have to** wear a uniform to school.*

- If you want to say that something is a rule you give to another person or to yourself, use **must**:

Example: *I know I **must** hurry.*

- If you want to say explain rules or instructions, use **must not**:

Example: *Remember, children, you **must not** be tardy.*

- If there is no rule, use **don't have to**, not **mustn't**:

Example: *You **don't have to** go to school on holiday.*

Don't forget!

Don't use **must** for past or future situations, use forms of **have to** instead:

Examples: *I got sick and **had to** stay at home. (past)*

*You'll **have to** bring a note from your parents (future).*

Unit 2

1. Fill in *must* or *have to*.

1. We will ... call your father to come after you.
2. You ... wrap up warm, it's very cold outside.
3. You will ... keep moving to keep warm.
4. The girl ... keep her perfect attendance that school year.
5. On her way to school, the girl ... look at her watch.
6. Father said I ... stay at home in such stormy weather.

2. Look at the pictures and explain the school rules.



not to be tardy



to bring a note from one's parents



to do homework

Example: *You have to wear a uniform to school.*



3. Read the school problem page and give instructions.

Matt	I don't want to go to school now. I can't face my lessons today.
Sonia	I'm often late for school. What do I have to say when I come into the classroom?
Alex	I've been sick several times this semester. I'm lagging behind my class now.
Kate	I'll be away from school on holiday. My parents are going to India and are taking me with them.

IV. Word Smart

1. Study the words and words combinations and:

a) Say which of them can help you talk about attending school and which – about being absent from school. Give examples.

excuse to attend absentee to be away from school
 to miss school to keep one's perfect attendance
 to bring a note from somebody to be away with the flu / on holiday

Example: *You must bring a note from your parents if you have been away from school.*

b) Say if school is the centre of your universe.



to be in session;
to be the centre of one's universe;
to be of a different turn of mind;
to pretend;
to face one's lessons;
to lag behind one's class;
to catch up with one's class.

Example: *For me, school is the centre of my universe. I have attended school every day this semester.*

2. Interview your classmates and find out:

- what they think about attending school regularly;
- their reasons for staying home from school;
- how they catch up with their class after missing school.

Tell your classmates about your findings.

Example: *A: What do you think about attending school regularly?*

B: It is highly important to me. Otherwise I have to catch up with my class.

C: I'm of a different turn of mind. There are quite a few reasons not to attend.

A: I have found out that it is highly important for Ann to attend school and Helen is of a different turn of mind.



At Home: Make a list of dates on which you/your friend didn't go to school last month and write your reasons for being absent. Use the format below.

Dates of absence from school	Reasons for being absent

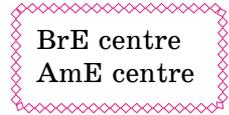
Go to Ex. 29, 30 of your WB

V. Time to Read

1. Read the story “Perfect Attendance” and say who was right – the girl’s mother or father.

Perfect Attendance**Part One**

For Mother, school was the center of her universe. As a teacher, she thought pupils should be in their seat when the first bell rang, each day school was in session. Things such as rain, sleet, snow, and bitter cold were no excuse to miss school.



Father, on the other hand, was of a different turn of mind. School for him had been a place to socialize and have fun. Lessons were to be tolerated, so any reason not to attend was good enough for him.

This morning when I awoke, there was a snowstorm. There was no chance that Father could take me to school in the car. Surely Mother wouldn’t make me go out in this blizzard to keep my perfect attendance at school.

As I climbed out of bed on this awful morning, I could hear Mother and Father arguing about whether I should go to school.

“This girl can’t go to school today. It’s too bad out there!”

“But she hasn’t missed a day this year,” Mother said, “I know she doesn’t want to be absent.” Of course, she hadn’t asked me what I thought about it.

“There is a blizzard out there. She can’t go out in it.” Father tried again to convince Mother of the nonsense of sending a child out in a blizzard.

Mother was insistent, “I’ll wrap her up good. She’ll be fine.”

By then I had run out of my freezing bedroom and was standing in front of the wood heating stove in the dining room enjoying the warmth.

“Can I ride my pony?” I asked.

“Oh, no!” exclaimed Father, “You would freeze for sure. You will have to keep moving to keep warm. So if you go, walking is the only way.”

This told me that Mother had won...

Part Two

As I walked along the road, the swirling snowflakes bit my face. It was cold and the wind was so strong I had to struggle to push my eight-year-old body against it. I frequently pulled up my left coat sleeve to look at my watch. As long as I was going, I did not want to be tardy. The snow stuck to my clothes and the scarf around my mouth froze from the humidity of my breathing. I knew I had to hurry.

Finally, the schoolhouse appeared on top of the hill. I knocked on the door of the house and was greeted by Mrs. Crawford. With a surprised look, she rushed me in and began to unwrap my frozen clothes. My wrist had some frostbite where I had kept looking at my watch.

“Don’t you know there isn’t any school today? The weather is too bad; you should not be out in this!”

“Mother said I had to go so I could keep my perfect attendance.”



“Well, we will have to call your father to come after you because you can’t walk back home in the storm.”

(Adapted from “Perfect Attendance” by Anna Lou Martin)



Across Cultures: *the USA*

perfect attendance – (USA) a person with perfect attendance would be one who never missed to be present whenever school, was in session.

to wrap – to unwrap to dress – to undress
to do – to undo to pack – to unpack

See First Aid Kit: Word Building, p. 223

2. Choose the right variant.

Example: Mrs. Crawford began to ... (wrap; unwrap) my frozen clothes. →
Mrs. Crawford began to unwrap my frozen clothes.

1. The mother promised to ... (wrap; unwrap) me up warm.
2. She ... (packed; unpacked) her school bag and headed off to school.
3. Maggie carefully ... (packed; unpacked) her birthday presents.
4. The mother said, “Please ... (dress; undress) and get into bed. You are sick.”
5. What is ... (done; undone) cannot be ... (done, undone).
6. We should ... (do; undo) something to help him.

3. Find the questions where the following statements are the answers.

Example: *Did the mother allow the girl to stay away from school on that stormy day? No, she thought it wasn’t an excuse to miss school.*

1. _____?

To keep her perfect attendance.

2. _____?

No, walking was the only way.

3. _____?

No, there wasn’t any school that day.

4. _____?

To look at her watch.

5. _____?

She did not want to be tardy.

6. _____?

She was very surprised and began to unwrap the child’s frozen clothes.

VI. Time to Communicate

1. Act as the storyteller, look at the set of pictures and describe your hard way to school.



Use:

That morning when I awoke There was no chance Surely As I walked along the road, I did not want I knew Finally,

2. Role-play the dialogue between the girl and her classmate the next day at school as in the pattern.

Pattern:

Classmate: Hi, What a snowstorm ... ! I stayed ... the whole day. How was your day ... ?

Girl: It was I had to ... because my mother

Classmate: Oh no! What did your father ... ?

Girl: He was of But

Classmate: How did you manage ... ? It was so... !

Girl: I didn't want to I knew I must So I kept looking ... and as a result my wrist has

Classmate: Poor ... ! What a pity! Surely, it is highly important to ... , but ... is a good reason not to attend.

Girl: School is the center of ... , you know, and she thinks pupils should

Classmate: What about snow or ... ? Isn't it an excuse not to ... ?

Girl: I think so. Now I even know it for sure from my own experience.



VII. Time to Write

You know you must bring a note from your parents if you have been away from school. Help your parents to write such a note about the last time you stayed home. Begin with:

Dear Miss/Mr. ... ,

Our son/daughter had ... yesterday and was away from

He/she will ... for sure.

Thank you for

Mr. and Mrs.

Go to Ex. 31, 32 of your WB

2.4. How to manage your English language learning

Word Box

encouragement
frustrated
success
failure
to master

Phrase Box

to feel down
to put in a lot of effort
to get discouraged
to leave much to be desired
to come easy/difficult to somebody

Communication Box: How to Give Encouragement

What's up?
Go on.
Have another try/go.
Keep going.
Don't give up.
You can do it.
You are doing great.

I. Conversation Warm-up

Look at the pictures and say how schoolchildren manage their English language learning. Does English come easy or difficult to you?



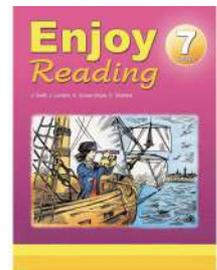
word study



grammar

shout should
shoulder trouble you

spelling



reading

Example: *Children have to master pronunciation. English sounds come easy with me.*



II. Pronunciation Warm-up

Read the quotations of great people about encouragement and practise sentence stress. Comment on one of the quotes.

Johann Wolfgang von Goethe	“Instruction does much, but encouragement is everything.”
J. R. R. Tolkien	“All we have to decide is what to do with the time that is given us.”
Stephanie Lahart	“Encourage yourself, believe in yourself, and love yourself. Never doubt who you are.”
C. JoyBell C.	“We can't be afraid of change. ”

<i>Catherine Pulsifer</i>	“Be all that you can be.”
<i>Aristotle</i>	“Happiness depends on ourselves.”

III. Function Smart

Read and learn how to give encouragement. Look at the pictures and fill in the mini-dialogues.

- a) – You look sad. What’s up?
 - I’m trying very hard to improve my ... , but it is not happening.
 - Go on. Have another try. You’ve almost got it.
- b)
 - I’m so frustrated. I’ve got a low grade for my ... again.
 - Remember, everyone makes mistakes, but you have to keep going, and eventually you will be nearly perfect.
- c)
 - Are you feeling down about ... ?
 - Yeah, I’m putting in a lot of effort, but there have been only small results.
 - Don’t give up. You can do it!
- d)
 - Why are you upset?
 - I’m getting discouraged about my English language learning. My ... leaves much to be desired.
 - Don’t worry about your spelling. You are doing great.
- e)
 - I give up. ... is more than I can manage.
 - Have another go. I’m sure you’ll do better.



English grammar



English test



language learning



spelling



English pronunciation

IV. Word Smart

1. Fill in the chart with the words and word-combinations about your successes and failures in language learning. Use the mini-dialogues above.

Success	Failure
to try hard to improve one’s grammar ...	to get a low grade for something to make mistakes ...

Example: *I must try hard to be a success in learning English.*

2. Complete the sentences of encouragement with the right forms of the verbs *to do*, *to go*, *to have* and *to try*. Use them in context.

Example: *I'm sure you'll do better.*

- *I give up. English grammar is more than I can manage.*
- *Have another go. I'm sure you'll do better.*

- | | |
|------------------------------------|-----------------------|
| 1. Keep | 4. Don't ... up. |
| 2. Have another (Option One) | 5. You are ... great. |
| 3. Have another (Option Two) | 6. You can ... it! |

3. Interview your classmates, find out about their successes and failures in learning English and give encouragement. Report your findings to the class.

Example: *A: What are your successes and failures in learning English, Olha?*

B: English grammar comes easy to me but my writing leaves much to be desired.

A: Keep going. Don't give up.

A: I have found out that English grammar comes easy to Olha, but her writing leaves much to be desired. She must keep going. She mustn't give up.



At Home: Write encouraging words for your friends to make better progress in learning English.

Go to Ex. 33, 34 of your WB

V. Time to Read

1. Read/listen to the dialogue of two friends and say:

- How they manage their English language learning;
- What does not come easily to each of them;
- How they encourage each other to make better progress.

Talking about Successes and Failures in Learning English

Helen: Hey, Ann. You look sad. What's up?

Ann: I'm so frustrated. I've got a low grade for my English test again. I'm trying very hard to improve my English but it is not happening.

Helen: Remember, everyone makes mistakes, but you have to keep going and eventually you will be nearly perfect.

Ann: Thank you, Helen, but it's easier said than done. I'm about to give up. English grammar is more than I can manage.

Helen: I know what you mean. I had difficulties with my English last year. To be honest, I felt down about my writing as my spelling left much to be desired. You won't believe it but I used to make spelling mistakes in every other word. I was getting more and more discouraged. I was putting in a lot of effort, but there were only small results until...

Ann: Until what – a miracle happened?

Helen: No, not quite. It was until we got a new teacher, Miss Joy, in our class. She was very encouraging. She believed that we were all capable and that our efforts were worthwhile.

Ann: Do you mean to say that your progress in English started when your teacher just said you could work through it?! And you have made no spelling mistakes ever since? It sounds too good to be true.

Helen: No, nothing of the kind. Miss Joy explained that everyone experiences both success and failure in various ways throughout life; it is important to learn from both.

Ann: So what did you do?

Helen: Her words encouraged me to take action. I practised, and practised, and practised.

For instance, I wrote spelling dictations, played spelling games, and, generally, paid more attention to spelling rules.

Ann: Great! By the way, are you interested in taking part in the Scripps Howard National Spelling Bee?

Helen: Actually, I have won the school spelling bee this year and I'm preparing for the district tournament these days.

Ann: I'm so proud of you! Good luck at the competition!

Helen: Thank you. If I can do it, you can do it, too.

Ann: I'll try.

BrE to practise
AmE to practice

Across Cultures: the USA



Scripps Howard National Spelling Bee (the) – an annual spelling bee held in the United States; participants cannot be older than fifteen.

frustrated – frustrating
discouraged – discouraging
interesting – interested

See *First Aid Kit: Word Building*, p. 223

2. Fill in the right form of the word.

Example: Ann is so frustrated with her low grades.

1. English is a very ... school subject.
2. Phil is getting ... about his English language learning.
3. It is so ... !
4. This book is
5. What a ... story!

frustration
interest
discourage
surprise
bored
shocked



3. Mark where Ann and Helen can find themselves on the 7-point scale in learning English. Give your reasons.

failure _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ success

VI. Time to Communicate

1. Act as Helen and describe your difficulties and progress in learning English.



to have difficulties with something;
to feel down about something;
to leave much to be desired;
to make mistakes;
to experience both success and failure;
to learn from something;
to take action;
to pay more attention to something.

2. In pairs, encourage each other to make better progress in English as in the pattern.

Pattern:

A: Hey, You look What's up?

B: I'm so I've got I'm trying ... but

A: Remember ... but you have to ... and eventually you will

B: Thank you, ... , but it's easier is more than I can manage.

A: I know what I have difficulties with To be honest, I feel down about

B: My ... says that everyone experiences both ... ; it is important to

A: So, what do you recommend?

B: You should For instance, I've tried ... myself.

A: Thank you. You are very

B: If I can ... , you can ... too.

A: I'll try.



VII. Time to Listen

1. Listen to the schoolchildren and say what reasons they gave for not doing their English homework.

2. Listen to the children again and role-play the situations encouraging them to make progress in learning English.



VIII. Time to Write



Group up for the project to design a memo for the pupils to have a good command of English. Consider the following points:

- what you advise them to do in the English lessons;
- what you can recommend to do independently;
- what progress they can make.



At Home: Write out a certificate for Helen for her participation in the School Spelling Bee.



This is to Certify that



participated in the
_____ Spelling Bee

On _____, 20 ____ at _____

Your participation is greatly appreciated.
Thank you for helping to make our bee a success!

Principal/Spelling Bee Coordinator

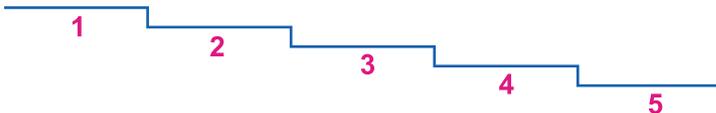
Teacher

Go to Ex. 35, 36 of your WB

DEVELOPING INTEGRATED SKILLS 2

I. Suppose your city/town council gave your school 50 000 hryvnias for promoting learning foreign languages. In groups, discuss your ideas of spending money given and rank them in order of importance.

buying authentic literature



II. Look at flyers of some youth environmental organizations. Pair up with your friends and discuss what organization the seventh graders can join to contribute to environmental protection in Ukraine.



The World Wide Fund of Nature
Aim: to stop degradation of planet's natural environment



PETA (People for the Ethical Treatment of Animals)
Aim: to prevent cruelty to animals who need our protections



Kids F.A.C.E – Kids for Clean Environment
Aim: to provide information on environmental problems to children, to encourage their involvement with environmental actions

III. In groups of 4-5, make after-school activity plans to maintain your health in different seasons: autumn, winter, spring and summer. Present them to the class.

IV. In the whole class, design an ideal timetable for the seventh graders. Consider the following questions:

- What subjects will prevail in your timetable and why?
- What new subjects do you want to have in your timetable?
- How often do you want to have them?

2.5. My progress in English

I. Grammar Smart

Fill in the right modal verb.

1. ... (*should/must*) I sign up for yoga?
2. You ... (*should/must*) sign up for clay modelling – it's so creative!
3. You ... (*could/shouldn't*) start physical activities without warming up.
4. I know I ... (*must/should*) hurry.
5. Remember, children, you ... (*don't have to/must not*) be cute.
6. You... (*must/will have to*) bring a note from your parents tomorrow.

Check if you can:

use modal verbs in context correctly.	Yes	No
---------------------------------------	-----	----

II. Word Smart

In each sentence, fill the gap with one word.

1. Please, organize
2. Don't ... yourself on the Internet too much.
3. I ... it to myself to do something I love.
4. What type of activities will you ... up for this fall?
5. I ... school regularly.
6. He, who ... no mistakes, makes nothing.

Check if you can:

complete your ideas logically.	Yes	No
--------------------------------	-----	----

III. Function Smart

Match conversation lines A to conversation lines B.

A	B
<ol style="list-style-type: none"> 1. What's up? 2. Are you feeling down about your English? 3. I'm putting in a lot of effort, but there have been only small results. 4. My spelling leaves much to be desired. 5. English grammar is more than I can manage. 6. How did your teacher encourage you to learn English? 	<ol style="list-style-type: none"> a) Don't give up. You can do it! b) I used to have difficulties with grammar, too. c) Yes. I'm trying very hard to improve it but it is not happening. d) She said we were all capable. e) I've got a low grade for my English test again. f) Don't worry about your spelling. You are doing great.

Check if you can:

give encouragement.	Yes	No
---------------------	-----	----

IV. Time to Read

Read the encouragement letter and mark the true statements (p. 70).

Dear Helen,

Congratulations on your class winning the School Spelling Bee recently. I know how much effort you and your classmates put in while competing against other classes in the same grade, and I can see you were determined to be the winning class by your score.

Now I have very good news to give you: our School Spelling Bee Committee has determined which child will represent our school at the district competition. I have the honour to inform you that due to your highest score in your class, you have been voted for by all the members of the committee. We are all so proud of you and are ready to help you to prepare for the district tournament in every way.

We would like to encourage you to take action and to practice the spelling of a broad selection of words with a varying degree of difficulty.

We wish you all the luck in the world. Please let us know what help you need.

Sincerely,

Miss Joy,

on behalf of the School Spelling Bee Committee.

<i>Statements</i>	T	F
1. Helen's class is the winner of the school spelling bee round.		
2. Helen showed better results than her classmates.		
3. Miss Joy has written this letter on her own behalf.		
4. The letter sounds discouraging.		
5. Helen will take part in another spelling bee.		
6. The girl is going to get a lot of support in her school.		

Check if you can:

read and understand formal letters.	Yes	No
-------------------------------------	-----	----



V. Time to Listen

Listen to the story "Perfect December" and correct the underlined words in the statements given.

Statements

1. It was the last week of December.
2. The whole school gathered in the assembly hall for the annual Spelling Bee.
3. There were five participants.
4. Jane's speech was boring.
5. She was far from being the best.
6. The district competition would be held in Columbus.

Check if you can:

listen to school stories and fully understand them.	Yes	No
---	-----	----



VI. Time to Write

Describe your school life.

Check if you can:

write a description of your school life.	Yes	No
--	-----	----

UNIT 3. Food and Cooking

3.1. Soup and salad every day...

Word Box

starter
garlic
cabbage rolls
pancake
varenyks
to blend

Phrase Box

to cut in half
to have a passion for something
to keep on doing something
to taste better with...
to be out of the question
to put on weight
to be good at doing something

Communication Box

I don't feel like ...
Be a good boy!
OK, OK, so much pressure.
Not me.
Would you mind doing ...
That's better.

I. Conversation Warm-up

Look at the pictures and say what food you eat more often. Is it healthy?



milk products



meat products



sweet things



fruit and vegetables

Example: *I often have milk products like cheese and milk every day. I think they are healthy.*

II. Pronunciation Warm-up

Read and guess the food riddles. Practise the sounds /i:/ and /w/. Say which of them you like most.

I can be yellow or green
But even sweet like a tangerine.

It's long and green
With many seeds in.

Green at birth, yellow while living
And black I put on when death is near.

III. Grammar Smart

Look and recall.

1. Use the imperative form of the verb if you want to give directions, instructions, orders or commands, advice or warning, to make suggestions or invite someone.



1. Put some butter on your porridge, Dan.
2. Don't put too much sugar in your tea, Ann.
3. Dinner is ready. Sit down at the table, please.
4. Don't give the cat any food, Helen.

a) Play a grammar label-the-picture game using the box. Say how to prepare apple juice or any kind of other juice.



Example: *Wash the apples.*

to wash;
to cut the apples in half;
to blend the apples;

to add sugar into the blender;
to have apple juice.

b) Say the opposite.

Example: Eat a lot of sweet things. → *Don't eat a lot sweet things!*

1. Cut tomatoes in half.
2. Have some porridge for dinner.
3. Don't eat chocolates for dessert.
4. Come to tea today.
5. Don't slice a banana.
6. Bake a cake for Ann.

2. Read and remember!

- Use **to+verb form** if you want to report someone's instructions, orders, commands, requests or invitations.

Example: a) *'Give me some tea', she said.
She told me to give her some tea.*

b) *'Pass me some salt, please', Ann asked.
Ann asked me to pass her some salt.*

c) *'Come to my birthday party, Ann', said Peter.
Peter invited Ann to his birthday party.*

- Use **not+to+verb form** to report negative imperatives.

Example: *'Don't hurry!' Dan said to his friends.
Dan told his friends not to hurry.*

DON'T FORGET!

– to change pronouns and possessives.

Example: *He said to Ann: 'Give me your spoon, please.'
He asked Ann to give him her spoon.*

– to change the phrases: *tomorrow* → *the next day*.

Example: *'Call me tomorrow', asked Ann.
Ann asked me to call her the next day.*

– to change *this* → *the/that*; *here* → *there*.

Example: *'Eat this ice cream here', John said.
John told me to eat the ice cream there.*

a) Play a grammar chain game.

Example: A: *Read the menu.*

B: *She told me to read the menu. Write a recipe, please.*

C: Ann asked me to write her a recipe. Have some meat.

D: Mum asked me to have some meat.

b) Say what your parents tell or ask you to do (or not to do):

- | | |
|------------------|-------------------------|
| at dinner table; | at your friend's party; |
| at a café; | in the kitchen; |
| at the canteen; | at school. |

Example: My mum often asks me to have some more soup for dinner.

IV. Word Smart

1. Study these words and word combinations and:

a) Say which dishes you often eat at home.



borsch

pampushkas
with garlic

cabbage
rolls

pancakes

varenyks

Example: We often have borsch for the first course at home.

b) Look at the dishes and say:

1. which of them you have a passion for;
2. which of them are out of the question and why;
3. what other food they taste better with;
4. which of them are used as starters;
5. when you eat these dishes;
6. what dish you are good at cooking.



Example: For me, I have a passion for vegetable salads. They taste better with sour cream. I usually have them as starters for dinner. I am good at cooking vegetable salads.

2. Complete the sentences and speak about your favourite home meal.

I like to have my meals at home because My mum and I are good at
 I have a passion for... , that's why... . My mum keeps on saying
 ... tastes better with As for my brother/sister, He/she says

As you see,



At Home: Describe the dish you are good at preparing (8–10 sentences).

AmE – appetizer

BrE – starter

Go to Ex. 37, 38 of your WB

V. Time to Read

1. Read/Listen to the dialogue and say about the children's preferences in food.

Eating at Home

Peter: Hi, Mum, we are at home!

Mum: Hi, kids, how was your day?

Oksana: Great, but now we are so hungry. I wonder what we'll have for dinner today?

Mum: We are going to have Ukrainian borsch with pampushkas and garlic for the first course and cabbage rolls for the main course. For people with a good appetite – pizza, to finish with.

Peter: Well, mom, I don't feel like eating borsch or cabbage rolls. I'll start with pizza. I love your chicken pizza so much. It's the tastiest dish I know and you are so good at baking it.

Mum: You seem to have a passion for fast food, you, flatterer. But be a good boy and have some vegetable salad first. It'll be a good starter.

Oksana: Remember what our granny keeps on saying: "Soup and salad every day keeps the doctor away".

Peter: OK, OK, so much pressure.

Mum: Would you mind putting sour cream on your borsch, kids? It tastes better with it!

Oksana: Not for me. And pampushkas are out of the question. I don't want to put on weight.

Mum: I think you may start your diet tomorrow, honey. Look! The pampushkas smell so good and they taste so delicious.

Oksana: If only one...the smallest. They really look so appetizing!

Mum: That's better. Bon appetite, kids!

Across Cultures



pizza – originally an Italian food, but is now very popular in many countries.

2. Choose the right form of the word to complete the sentences:

- | | |
|--|-----------------|
| 1. Don't eat the cucumbers. They taste <u>bitter</u> . | <i>bitterly</i> |
| 2. Your words sound ... to me. | greatly |
| 3. What a nice pie. It looks | to taste |
| 4. I like grapes. They taste | to sweeten |
| 5. I like these fruits. They smell | wonderfully |
| 6. Granny, your pancakes look so | deliciously |

It **tastes** good.
 It **smells** sweet.
 It **looks** nice.

See First Aid Kit: Grammar in Use, p. 222

3. Read the replies and match them to the characters of the dialogue. Reproduce the parts of the dialogue with them.

Mum	<ul style="list-style-type: none"> • We are so hungry! • If only one ... the smallest. • How was your day? • Well, mum, I don't feel like eating borsch or cabbage rolls today. • You seem to have a passion for fast food, you, flatterer. • Sour cream and pampushkas are out of the question. • OK, OK, so much pressure.
Oksana	
Peter	

VI. Time to Communicate

1. Act as one of the children and describe your tastes in food. Use:

- to be hungry;
- not to feel like eating;
- to have a passion for something;
- to taste better with something;
- to be out of the question;
- to taste delicious.



2. In pairs, discuss your favourite food. Use the pattern.

Pattern:

A: I'm so I wonder, what ... ?

B: I'm going to ... for the first course, ... for the main course and ... for dessert.

- A: Well, I don't feel like Maybe I'll start I love
 B: You seem to have Start with
 A: My granny keeps on saying
 B: OK, OK,
 A: Would you mind ... ? It tastes better
 B: Not me. ... is out of the question. I don't want
 A: I think, you Look!
 B: If only
 A: That's better



VII. Time to Listen

1. Listen to two British children's talking about their food traditions and say what they are proud of.
2. Listen to their stories again and fill in the chart.

Popular English food and traditions	Popular Scottish food and traditions



VIII. Time to Write

Into Your Writing Portfolio:

- Formal invitations are written in person;
 A correctly written invitation contains:
- an opening address sentence to the invitee;
 - short information about the event;
 - the time and the place it happens at;
 - the request for the reply to the invitation.

How to write an invitation card

<i>An opening sentence</i>	<i>Information about</i>		<i>Request for the reply</i>
	<i>place</i>	<i>time</i>	
-You are cordially invited to... - We request the honour of your presence at... -Dear Ann, why don't you come to...	will take place at ... ; will be held at ... ; Please, come to	- on Friday night; - on Saturday afternoon; - on Sunday morning.	- Please, let us know if you will be able to attend; - RSVP is the abbreviation for the French words "Repondez, S'il Vous Plait" which means "Please reply"; - Give me a call beforehand.

Example:

*Dear Alex Wright,
You are cordially invited to Katy Anderson's birthday party. It will be held on Sunday, January, 10, 2007, at 7p.m. at the Tea House, 1034 Florence Blvd, Omaha, Nebraska.
RSVP (318) 624-5823.*



At Home: Search the Internet to find some information about favourite dishes of British children.

3.2. Bon appetite

Word Box

cruet
frying pen
kitchen utensils
baking tray
speciality

Phrase Box

to lay the table
to expect guests
to need something badly
to spread a table cloth
to know much about something
to make one's mouth water

Communication Box

First of all...
For goodness sake!
What a relief!

I. Conversation Warm-up

Your family is expecting guests and your mum asks you to lay the table. Look at the pictures and say what should be on the table.



serviette



cruets
for spices



frying pen



plate



fork, spoon,
knife

Example: *I think there should be serviettes on the table.*



II. Pronunciation Warm-up

Listen to the Festive Table Dialogue and practise the sounds /æ/, /e/ and /aɪ/. Say if you can lay the table for dinner.

Festive Table Dialogue

- Have you laid the table, Ann?
- I've laid it for ten.
- For ten? But why so many?

- It's a holiday dinner, Granny.
- Did you spread a white tablecloth, then?
- Mum did it last time and she'll do it again.
- You've put the flowers in the middle, right?
- Sure I've done it and it's a beautiful sight.

III. Grammar Smart

1. Look and recall.

Use **compound adjectives** if you want to describe a dish, a place, a person related to meals and cooking.

- *adjective+noun*: a fast food restaurant; a free-time activity; a full-time job; a low-fat diet; a brand new oven; home-made food; a worldwide reputation; takeaway food; handmade plates; home-grown vegetables; sugar free coffee etc.

Example: McDonald's is a fast food restaurant with a worldwide reputation.

a) Play a grammar fill-in game. Use the box:

1. My mum is a cook. She has a full-time job at a restaurant.
2. If you want to lose weight, you should stick to a ... diet.
3. I like this ... coffee.
4. Put these ... plates on the table, Kate.
5. ... food is very popular in Britain.
6. Use this table cloth. It is ... and beautiful.
7. My granny's vegetables are very useful, because they are

full-time
sugar free;
takeaway;
home-grown
brand new
low-fat
handmade

b) Read the adverts and complete its lines.

Example:

Visit Kartopljana Khata!
It's a fast food brand new restaurant!

At our Coffee House you may enjoy _____ coffee with _____ cakes.

If you are in a hurry come to _____ and order _____.

Have vegetable cocktails!
They are _____ and _____.

Come to our vegetarian café,
you'll enjoy salads with _____ and _____ dishes.

2. Read and remember!

If you want to describe food or meat stressing its 'having or containing' quality, use adjectives by adding **-y** to the noun.

Example: salt – salty → *Too much salty food is not healthy.*

a) Let's play a grammar tennis game forming the adjectives from the following nouns.

Example: A: *salt*
B: *salty*

taste; sugar; lump; milk;
meat; lemon; spice

b) Look at the pictures and guess what the people can say about the food they are eating.



Example: *The meat is too spicy!*

IV. Word Smart

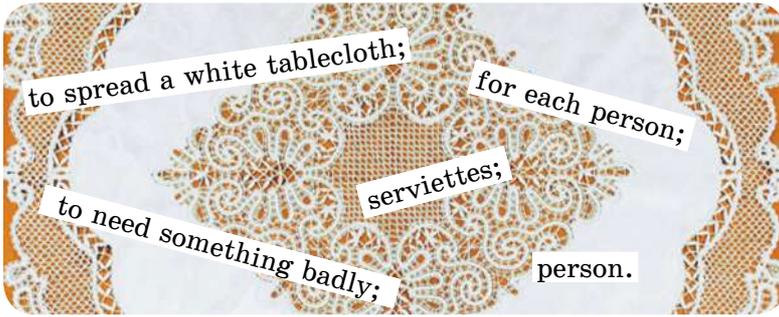
1. Study the words and words combinations and say:

a) which kitchen utensils you have in your kitchen and how you use them;

a bread plate; cruets for spices; a frying pan;
a baking tray; a mincing machine; an oven; food processor.

Example: *I have a food processor in the kitchen. My mum uses it for blending vegetables or fruit.*

b) how you lay the table;



Example: *First of all I spread a white tablecloth.*

2. Interview your classmates and find out:

- how they lay the table when their family is expecting guests;
- how they help their mother in cooking and laying the table;
- what dishes are cooked for a festive dinner.

Tell your classmates about your findings.

Example: *A: How do you lay the table when your family is expecting guests?*

B: We spread a beautiful tablecloth on the table.

C: I put a vase with flowers in the middle of the table.

A: I have found out that Ann spreads a beautiful table cloth on the table and Helen puts a vase with flowers in the middle.



At Home: Write how you use your kitchen utensils to prepare meals (8–10 sentences).

Go to Ex. 41, 42 of your WB

V. Time to Read

1. Read/listen to how Ann's mum was getting ready for receiving guests and say how Ann helped her mum.

Expecting Guests

Ann, we are expecting guests today and I need your help badly. There's so much work to do! Let's lay the table for dinner. We'll be 12 altogether, so lay 12 places.

Spread a white tablecloth. Then take the dishes, knives and forks from the sideboard and put one for each person. Now, fetch cruets for spices – salt, pepper, oil and vinegar – and put them in the middle of the table. Don't forget about serviettes and a bread plate.

Now, will you help me with cooking? Please, get the mincing machine from the table where all the kitchen utensils are and mince this piece of meat,

please. I want to cook cabbage rolls for the main course. Unfortunately, our food processor is not working.

Will you peel these potatoes and onions, Ann? I'll make potato salad with mayonnaise dressing. It'll be a nice refreshment, I think, in addition to potato crisps. And then comes my speciality – roasted goose à la Ivanenko.

My! Isn't there a smell of meat burning? I believe it's the goose in the oven! For goodness sake, get it out quick!

What a relief! I've never had such a perfect roast, so beautifully browned. It makes my mouth water just to look at it. We'll serve it with vegetables for garnish.

And now for dessert. It'll be an apple pie. Be a good girl and get me the baking tray... That's about all, I think. Thank you, dear, you've been a great help to me.

Across Cultures



Crisps (BrE) – thin pieces of potatoes cooked in very hot oil and then dried;
chips (AmE)

refreshment – refreshments
cover – cover
dish – dish

See First Aid Kit: Word Meaning, p. 226

2. Fill in the correct word.

Example: *Fish salad is my favourite dish.*

1. Put the ... under the plate, it is hot.
2. Will you put another ... on the table?
3. The teacher treated us to some
4. The ... is too spicy and I don't like it.
5. Will you put two more ... on the table? Your grandparents are coming.
6. Have some ... before dinner.

9. Look at the pictures and choose the dishes which Ann and her mum prepared for dinner.



VI. Time to Communicate

1. Act as Ann and say how you helped your mum to cook a festive dinner and lay the table.

- to need one's help badly;
- to spread a white tablecloth;
- to put knives and forks for each person;
- to mince meat;
- to be out of order;
- to make one's mouth water.



2. In pairs, discuss how you help your mother to cook a festive dinner and lay the table. Use the pattern.

Pattern:

A: I say, ... how do you help you mum ... ?

B: Oh, my mum needs ... and

A: How many guests ... ?

B: As a rule,

A: How do you ... ?

B: At first, ..., then

A: And what ... speciality, I wonder?

B: It is ... and it makes my mother

A: And what about ... ?

B: I like ... and my mom

A: If I were

B: Sure.



3. Group up for the project to design a healthy food menu for a festive dinner. Consider the following points:

- the main dishes;
- desserts;
- dishes for children.



VII. Time to Write

Write a letter to your friend telling him/her how you helped your mum to lay the table. Use:

Dear, ...

Yesterday, my family was expecting guests and my mum needed my help badly. ...

Go to Ex. 43, 44 of your WB

3.3. From the cookery book

Word Box

cookery book
afford
ingredients
salmon
waiter
caviar

Phrase Box

to have food preferences
to overload one's stomach
to have a habit of doing something
to be in season
to be startled
eating habits

Communication Box

I never mind.
I'll do better than that.

I. Conversation Warm-up

Look at the pictures and name the ingredients of the dishes. Which of them would you like to try? Why?



fruit salad



pilau



meat salad



vegetable stew



mushroom soup

Example: *I think fruit salad has many ingredients like: apples, bananas, cherries and cream. It looks appetizing and I'd like to try it.*



II. Pronunciation Warm-up

Read the food proverbs and practise them with correct rhythm. Say which of them characterize your eating habits.

Good food is enjoyable
and healthy.

An apple a day keeps
the doctor away.

Eat with pleasure,
drink with measure.

Appetite comes with eating.

After dinner sleep a while,
after supper walk a mile.

III. Grammar Smart

1. Complete the sentences as in the example.

Example: *I'll see you tomorrow. → She said she would see me the next day.*

1. 'I don't like it here'. → She said she didn't like it
2. 'This meat tastes spicy'. → Granny said ... meat tasted spicy.
3. 'We are having dinner now'. → Mum said they were having dinner
4. 'I haven't eaten porridge this morning'. → Bill said he hadn't had
5. 'I'll cook borsch tomorrow'. → Mum said she would cook borsch
6. 'Put a bread plate in the middle here, Ann'. → Mum asked Ann to put a bread plate

2. Look at the picture and say what the mother asked her children to do.

Example: *The mother asked her daughter to spread a white tablecloth.*



3. Look at the dishes and say what they look/smell/taste like.



cocktail



cherry pie



Pepper and cucumber salad



sponge cake

Example: *I think this cocktail looks appetizing. It tastes delicious and smells good.*

IV. Word Smart

1. Look at the pictures given in logical order (p. 86) and give the recipe of the dish. Guess what it is.



to cut into pieces;
to mix;



to add something to something;
to taste better with something;



to be salted;
to taste.

2. Read the ingredients and say what Ukrainian dish it might. Describe the cooking process.



300 g flour
2 eggs
0.5 litre of water
0.5 kg cottage cheese
a pinch of salt

3. Interview your classmates find out about their favourite dishes and the ingredients they need to cook them. Report your findings to the class.

Example: *A: What is your favourite dish, Olha?*

B: It's mashed potatoes.

A: What ingredients do you need to cook it?

B: Boiled potatoes, hot milk and butter.

A: I have found out that Olha's favourite dish is mashed potatoes. She needs boiled potatoes which she mashes adding hot milk and butter to it.



At Home: Write 10–12 sentences about how you cook your favourite dish.

Go to Ex. 45, 46 of your WB

V. Time to Read

1. Read the story "The Luncheon" and say what you think of the lady's eating habits.

The Luncheon*

Part One

... So we came to Foyot's restaurant. I was startled when the menu was brought, for the prices were much higher than I had expected. But she reassured me, "I never eat anything for luncheon", she said. "I never eat more

* *luncheon* – formal lunch

than one thing. I think people eat too much nowadays. A little fish, perhaps. I wonder if they have any salmon”.

Well, it was early in the year for salmon, but I ordered it for my guest. The waiter asked her if she would have something while it was being cooked.

“No”, she answered, “I never eat more than one thing. Unless you have a little caviar. I never mind caviar”.

My heart sank a little. I knew I could not afford either salmon or caviar, but I couldn’t tell her that. I told the waiter to bring caviar. For myself I chose the cheapest dish on the menu and that was a mutton chop.

“I think you are unwise to eat meat”, she said. “I don’t know how you can work after eating heavy things like chops. I never overload my stomach”.

Then came the question of drink.

“I never drink anything for luncheon”, she said.

“I don’t drink either”, I answered quickly.

“Except white wine”, she continued as if I had not spoken. “It is wonderful for the digestion. My doctors don’t let me drink anything except champagne”. I ordered half a bottle and mentioned casually that my doctor had absolutely forbidden me to drink champagne.

“What are you going to drink, then?”

“Water”.

She ate the caviar and she ate the salmon. I wondered what the bill would come to.

Part Two

When my mutton chop arrived, she said:

“I see that you have a habit of eating a heavy luncheon. I’m sure it’s a mistake. Why don’t you follow my example and just eat one thing? I’m sure you feel much better then. I never eat anything for luncheon. Just a bite, never want more than that. I can’t eat anything more unless they have some of those giant asparagus. It would be a pity to leave Paris without eating them”.

My heart sank. I had seen them in the shops. And I know that they are horribly expensive. The waiter said that they had some so large, so splendid, so tender that it was a marvel.

“I’m not in the least hungry”, my guest sighed, “but if you don’t mind having some asparagus”.

I ordered them. We waited for the asparagus to be cooked.

Panic seized me. It was not a question now how much money I should have left for the rest of the month, but whether I had enough to pay the bill.

At last she finished the asparagus.

“Coffee?” I said.

“Yes, just an ice cream and coffee”, she answered. It didn’t matter to me now, so I ordered coffee for myself and ice cream and coffee for her.

“You know, here’s one thing I absolutely believe in, she said”, as she ate the ice cream. “One should always get up from a meal feeling one could eat a little more”.

“Are you still hungry?” I asked with horror. “Oh, no, I’m not hungry. I don’t eat luncheon. I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon”.

Then a terrible thing happened. The waiter came up to us with a large basket full of huge peaches. Peaches were not in season then. God knows what they cost, but my guest absent-mindedly took one.

“You see, you’ve filled your stomach with a lot of meat and you can’t eat any more. But I’ve just had a snack and I shall enjoy a peach”.

When I paid the bill, I had the whole month before me and not a penny in my pocket.

“Follow my example”, she said as we were walking out of the restaurant, “and never eat more than one thing for luncheon”.

“I’ll do better than that”, I answered. “I’ll eat nothing for dinner today”.

(Adapted from “The Luncheon” by W. Somerset Maugham)

Across Cultures



Foyot's – a very expensive restaurant in Paris.

I couldn't eat either...or... .

I didn't drink either .

See First Aid Kit: Grammar in Use, p. 222

2. Look at the pictures and say which dishes each character had in the restaurant.



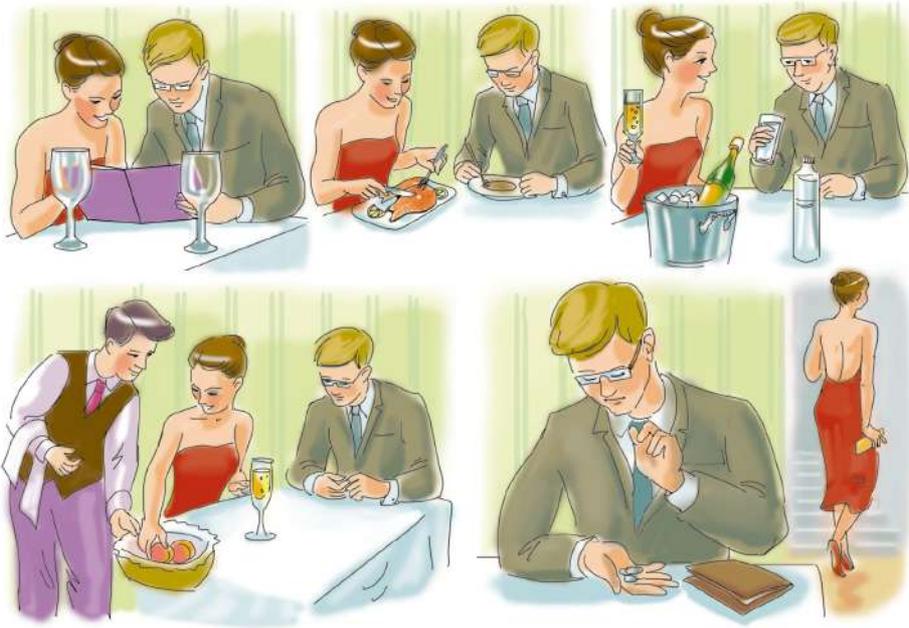
3. Read the sentences and complete them in a guided way.

Example: So we came to the restaurant and I was startled. Why? → *They brought the menu and the prices were very high.*

1. My heart sank a little...Why?
2. I never drink anything for luncheon, but... What?
3. It would be a pity to leave Paris without...What?
4. Panic seized me...Why?
5. You know, there is one thing I absolutely believe in...What?
6. Then a terrible thing happened...What?
7. Follow my example...What?

VI. Time to Communicate

1. Act as the storyteller, look at the set of pictures and describe your luncheon with the lady.



Use:

- Once I invited...
- When we came to the restaurant...
- The woman told me...
- She started her luncheon...
- When a question of drink came...
- Then she said it would be a pity...
- After that the woman ordered...
- Suddenly, the waiter brought...
- The woman kept on saying...
- When the luncheon was over...

2. Role-play the dialogue between the lady and the storyteller as in the pattern.

Pattern:

Storyteller: Is there anything to your taste on the menu? I think

Lady: Oh, thank you, but I never A little ... perhaps.

Storyteller: That's all right. Would you like ... ?

Lady: No, unless they have I never mind

Storyteller: OK. I'll order

Lady: What about drink? What are you drinking?

Storyteller: I never drink anything, except ... and I like some It would be a pity to leave Paris

Storyteller: Coffee?

Lady: Yes, just an ice cream and You should always get up from a meal

Storyteller: Are you still hungry?

Lady: You see, you've filled your stomach But I've just Follow my example and

Storyteller: I'll do better than that. I'll



VII. Time to Write

Write a page from your/your mum's cookery book with one of the recipes. Use:

Ingredients:

- meat
-

Steps:

1. Put meat into a large saucepan.
- 2.
- ... is ready. Bon Appetite!

Go to Ex. 47, 48 of your WB

3.4. Let's have a bite

Word Box

cafeteria
buffet
Pizza Hut
feed
ritual

Phrase Box

to accept an invitation
to have a word with somebody
to have a bite

Communication Box: How to

Make an Invitation

What about going to ... ?
I'd like to invite you
Would you be able to come
Let's go ... for
I'd be delighted to
Thanks a lot for thinking of me, but
Well, it sounds like fun!
I'm awfully sorry, but
Let's make it round about

Unit 3

I. Conversation Warm-up

Look at the pictures and say what dishes you may have there and how much they may cost.



cafeteria



Pizza Hut



McDonald's



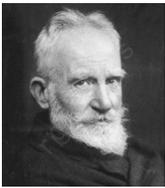
Ice cream café

Example: *I would like to invite my friend to a cafeteria, because there are so many tasty desserts there.*



II. Pronunciation Warm-up

Read the quotations of great people about food and practise sentence stress. Comment on one of the quotes.



George Bernard
Shaw

There's no sincerer love than love of food.



Lucretius

What is food for one man is bitter poison to others.



Sheila Graham

Food is the most primitive form of comfort.



Gina Gershon

Feeding is a very important ritual for me. I don't trust people who don't like to eat.

III. Function Smart

Read and learn how to make invitations. Look at the pictures and fill in the mini-dialogues.

a)

- I'd like to invite you to They have a great choice of pizza here.
- Oh, thank you. I'd be delighted to go.



Pizza Hut

b)

- I'm going to have a Would you be able to come on Sunday?
- Sounds great, thank you.



birthday party

c)

- Ann and I are wondering if you are free on Saturday.
Would you like to go to ... with us?
- Thanks a lot for thinking of me, but I have to look after my little sister. My parents are away on business.



McDonald's

d)

- Hey What about going to a ... ?
- Thank you, I'd love to. I have a sweet tooth, you know.



Ice cream café

e)

- I say, Ann, let's go to a ... for ... around 5 o'clock.
- I'm awfully sorry, but I have my sports training at that time.



cafeteria, a sweet

IV. Word Smart

1. Fill in the chart with food you usually have for a snack.

Usually	Sometimes	Never
Sandwich		

Example: *I usually have a sausage or cheese sandwich for a snack.*

a) Interview your friends and find out:

1. What your friends prefer for a snack;
2. How often they have a snack out;
3. What their favourite place for eating out is.

b) Present your findings to the class.

Example: A: I say, Ann, what do you usually have for a snack?

B: I like to have a piece of pie.

A: Do you often have a snack in a café?

B: From time to time.

A: What is your favourite café?

B: For me, I like to go to 'Pizza Hut' with my friends.

A: I've found out that Ann likes to have a pie for a snack. She has a snack in a café from time to time. Her favourite place is Pizza Hut.

2. In pairs, discuss your food preferences for a bite as in the pattern.

Pattern:

A: I say, ... , I'm a little hungry. Let's

- B: Oh, I'd love to. What about ... ?
 A: Oh, what is ... ?
 B: As for me, ... is to my taste. And ... ?
 A: I differ. I prefer ... instead.
 B: Ok. Let's ... and
 A: Agreed.



At Home: Write about your last visit to a café for a bite.

Go to Ex. 49, 50 of your WB

V. Time to Read

1. Read /listen to the dialogue of two friends and say:
2. What event one of them is going to celebrate;
3. Where the event will take place;
4. When this event will be.

Celebrating Together

Helen: Hey, Ann. Are you waiting for me?

Ann: Exactly. I'd like to have a word with you.

Helen: What's happened? Can I be of any help?

Ann: Thank you, Helen, but it's not about school. I am going to celebrate my 14-th birthday on Saturday. Would you be able to come?

Helen: Thank you for the invitation. I'd be delighted to, Ann. Saturday, did you say?

Ann: That's right. Saturday afternoon.

Helen: Will you be celebrating your birthday at home? I like your mum's speciality – an apple pie. Now that I'm talking about it, it makes my mouth water.

Ann: I'm awfully sorry, Helen, but I've invited nearly half of my class and mum says we'd better go and celebrate at the "Orange" café. There'll be more space for dancing, games and different funny competitions.

Helen: That sounds great.

Ann: And besides, mum knows that you love her apple pie. This time it'll be a real English apple pie with custard.

Helen: Custard? What is it?

Ann: It's a surprise! Come to my birthday party and see for yourself.

Helen: By all means! I think you'll have a great party.

Ann: Ok, then, let's make it round about 2 o'clock on Saturday.

Helen: Agreed.

Across Cultures: Great Britain

custard – mixture of sweetened milk and eggs and flour for pouring over sweet foods, like pies.



to invite – invitation
to celebrate – celebration
to attract – attraction

*See First Aid Kit
Word Building , p. 223*

2. Fill in the right form of the word.

Example: *I want to invite you to the café.*

1. ..s on your birthday!
2. Pizza Hut is one of the city's
3. I've already sent ... cards to my friend.
4. I like all those funny
5. Thank you, girls, for your
6. I like the ... in your house with many-coloured balloons.

invitation
congratulate
attract
invite
compete
participate
decorate

3. Look at the English apple pie with custard that Helen's mum has baked for her daughter's birthday and name its ingredients.

- *flour*
-
-
-



VI. Time to Communicate

1. Act as Helen and describe your future birthday party at the "Orange" café.

- to invite classmates;
- to accept an invitation;
- to like somebody's speciality;
- to have more space for...;
- to make one's mouth water;
- to be a surprise;
- to see something for oneself;
- to make it round about; ...



2. In pairs, invite your friend to a café for a special occasion as in the pattern.

Pattern:

A: Hey, I'd like to invite you

B: Thank you for I'd be delighted When ... ?

A: Sunday afternoon. Will you ... ? I like Now I'm talking about it and

B: I'm awfully sorry, but Mum says

A: That sounds great!

B: And besides,

A:? What is it?

B: It's a surprise! Come to my ... and

A: Of course. I think it'll be

B: Then, let's make it round

A: Agreed.

VII. Time to Listen

1. Listen to the story "A Wise Decision" and say what it was.

2. Listen to the story again and role-play it.



VIII. Time to Write

Write a letter to your friend and describe your meal in a café. Use:

- Once my friend invited me...
- I accepted the invitation and...
- I like the café, because...
- Besides...
- There was a lot of space...
- We were delighted...
- ... my mouth watered.
- It was great fun...
- But a real surprise was when...
- It was great...
- Next time...

Go to Ex. 51, 52 of your WB

DEVELOPING INTEGRATED SKILLS 3

I. Suppose your parents went on a business trip for 3 days and left you 100 hryv-nias so that you could have a bite at school. How much money can you spend every day? What food can you buy? Make your financial calculations.

II. Look at the photos (p. 92) and in pairs, discuss how environmental problems affect the food we eat. What must be done to avoid it?



III. The proverb goes “You are what you eat”. Look at the food below and in groups discuss what food should be excluded from your everyday meals if you want to keep fit.



IV. If you were a Minister of Health Care in Ukraine, what measures would you take to promote healthy lifestyle in schools? In the whole class, make a list of propositions for the Verkhovna Rada.

3.5. My progress in English

I. Grammar Smart

Report the children’s requests or invitations.

1. ‘Come to my party, Ann’, he said.
2. ‘Have some tea with me, Boris’, his mum said.
3. ‘Eat this piece of pie, please’, my mum asked me.
4. ‘Would you like to go with us go to McDonald’s tomorrow?’, Peter asked.
5. ‘Have a snack here’, Mark said to me.
6. ‘Look through the menu, boys’, said the mother.

Check if you can:

report requests/commands/invitation correctly.	Yes	No
--	-----	----

II. Word Smart

Paraphrase the sentences.

1. I like sweet things very much.
2. I'll present you with a book of recipes.
3. My friend invited me to a café and I agreed to come.
4. My granny can cook borsch very well.
5. When I see this pie, I want to try it at once.
6. I'm afraid I've eaten too much.

Check if you can:

express your ideas in several ways.	Yes	No
-------------------------------------	-----	----

III. Function Smart

Match conversation lines A to conversation lines B.

A	B
1. What about going to the "Orange" café?	a) Sure. I'd like to congratulate you.
2. Would you be able to come to my birthday party?	b) Thank you for inviting me, but I have a very important competition today.
3. Let's have a snack.	c) With pleasure. I know chicken pizza is your speciality.
4. I'd like to invite you out.	d) I'd love to. It's my favourite café.
5. Will you go with me to an ice cream café?	e) Not for me. I can't eat ice cream.
6. What would you say to a piece of pizza?	f) Yes, let's. I have some sandwiches with me.

Check if you can:

make invitations.	Yes	No
-------------------	-----	----

IV. Time to Read

Read the text and choose the correct answers.

About Potatoes

Can you imagine your life without potatoes? For me, I can't because potatoes are extremely popular everywhere. Each country has its potato dishes. The Germans and Americans eat potato salad, the Ukrainians prefer potatoes in jackets, the French invented French fries, which have become a favourite dish all over the world. The English eat them with salt and vinegar, the French eat them with salt and pepper, and the Americans – with ketchup. Tastes differ, you know. But the history of this vegetable is also interesting.

Potatoes grew in South America five thousand years ago. In England potatoes appeared only in the 16th century. Surprisingly, Europeans didn't like

Unit 3

the strange vegetable at first. They couldn't believe that it was possible to eat the underground part of the plant. Now potato is the main food in many countries including Ukraine. We enjoy potatoes of any kind: baked, fried, and boiled. They have a taste like nothing else on Earth. Do you agree?

1. Potatoes are not popular in Europe.
2. French fries is a French dish.
3. Different people eat French fries differently.
4. Europeans were the first to grow potatoes.
5. They didn't like this vegetable at first.
6. Ukrainian people enjoy potatoes of any kind.

Check if you can:

read and understand informative texts.	Yes	No
--	-----	----

V. Time to Listen

Listen to the story "Surprising Delicacies" and correct the mistakes in the statements given.

1. People pay little money for delicacies.
2. There are special restaurants which serve snakes in Africa.
3. Some dishes on the menu are made of snakes.
4. In America people like ants for food.
5. In India people add snakes to other dishes.
6. Australians say drinks with ants taste like cocoa.

Check if you can:

listen to unusual stories and fully understand them.	Yes	No
--	-----	----

VI. Time to Write

Describe your eating habits.

Check if you can:

write a description of your eating habits.	Yes	No
--	-----	----



UNIT 4. Every Country Has its Customs

4.1. When in England...

Word Box

continental
stereotype
security
purely
conductor

Phrase Box

to find something out
to be different from something
to keep one's eyes/ears open
to have a chat with somebody
to feature something
to be of great importance
to be competitive by nature

Communication Box

How do you know?
Interestingly,...
It's not cricket.

I. Conversation Warm-up

Look at the pictures and say what symbols of England you can see.



a red rose



a five-pound note



Trafalgar Square



William Shakespeare



Robin Hood

Example: *A red rose is thought to be a typically English flower.*



II. Pronunciation Warm-up

Read the poem about England and practise the sounds /s/ and /t/.

Poem

The sea is calm tonight,
The tide is full, the moon lies fair

Upon the Straights; – on the French coast, the light
Gleams, and is gone; the cliffs of England stand...

(From “Dover Beach” by *Matthew Arnold*)

III. Grammar Smart

1. Look and compare.

<i>Tense</i>	Active	Passive
<i>Present Simple</i>	<i>Joanne Rowling <u>writes</u> books about Harry Potter.</i>	<i>The books about Harry Potter <u>are written</u> by Joanne Rowling.</i>
<i>Past Simple</i>	<i>I <u>read</u> a lot of fairy tales in my childhood.</i>	<i>The book <u>was read</u> by millions of children last years.</i>

a) Fill in the verb chart.

<i>Partisiple II</i>	<i>Past Simple</i>	<i>Infinitive</i>	<i>Meaning</i>
<i>taken</i>			
	<i>was/were</i>		
		<i>say</i>	
			розповісти
	<i>left</i>		
		<i>steal</i>	
<i>chosen</i>			
			читати
		<i>write</i>	
	<i>meant</i>		
<i>made</i>			

b) Pair up and play a grammar transformation game.

Example: *Ann: Tourists visit the National Gallery every day.*

Steve: The National Gallery is visited by tourists every day.

- The postman delivers the newspapers every morning.
- The technician fixed my computer last Tuesday.
- They posted the letter yesterday.
- The pupils of this school learn three foreign languages.
- The readers return books to the library every two weeks.
- Susan redecorated her flat last year.
- They translated the book into twelve foreign languages.
- They make ice cream from milk.

2. Read and remember!

When you don't know who does, or did the action, use **the Passive Voice** (noun/pronoun + to be + the third form of the verb).

Example: *My uncle's briefcase **was stolen** last night.*

The Past Simple Passive

Also, use **the Passive Voice** when:

- *it is not important to know who does, or did, the action*

Example: *These televisions **are made** in Japan.*

The Present Simple Passive

- you are interested in the action itself rather than the person who does it.

Example: *The museum **is visited** by hundreds of people every day*

The Present Simple Passive

The Passive Voice can take:

by + doer of the action or **with + instrument**

Example: 1. *St Paul's cathedral was built **by Sir Christopher Wren.***

doer of the action

*The gallery is **filled with hundreds of paintings** from all over the world.*

instrument

a) Use the words in the correct order.

Example: *was, the, first, 1895, held, festival, in.* → *The festival was first held in 1895.*

1. is, the, of, hundreds, every, museum, people, day, visited.
2. was, the, in, cathedral, seventeenth, the, century, built.
3. up, Rod, Liverpool, in, grew.
4. played, in, cricket, summer, is.
5. are, words, Tower, in, the, the, these, heard, London, of.
6. gallery, ticket, to, have, the, lost, I, picture, the.

b) Say:

- what traditions are kept in your family;
- what museums are situated in your town;
- what historical places were visited by your parents last year;

Go to Ex. 53 of your WB

IV. Word Smart

Study the following words, match them to their definitions and make up sentences with them.

Words	Definitions
stereotype	<ul style="list-style-type: none"> • someone who stands in front of a group of musicians or singers and directs their playing or singing; • completely and only; • trying very hard to be more successful than other people; • protection from danger; • a belief or idea of what a particular type of person or thing is like; • about countries that are not on islands.
continental	
security	
conductor	
purely	
competitive	

Example: *You can hardly trust stereotypes.*

b) Study the following phrases. What will you say if:

1. you want to get more information about London;
2. you want to advise your friend not to trust stereotypes too much;
3. you think it is crucial to visit the Tower of London;
4. want to communicate with Londoners.

to be different from something;
to find something out;
to keep one's eyes open;
to be of great importance;
to have a chat with somebody.

Example: *You think London is not like any other city in Britain → I think London is different from other cities in Britain.*



c) Look at the photos of some historical places of London and say which of them you would like to visit and why.



The British Museum



Buckingham Palace



The Tower of London



St Paul's Cathedral

Example: *For me, I'd like to visit the British Museum in London to learn more about some historical events of the country.*



At Home: Search the Internet to find some more information about any historical place in London and present it to the class.

Go to Ex. 54 of your WB

V. Time to Read.

1. Two friends are talking about England and the English. Read/listen to their conversation and say what English traditions they know.

Talking about England and the English

Part One

Steve: Are you ready for your English holiday, Ann?

Ann: Actually, I can't wait to find out in what way England and the English are different from the continental countries and the continental peoples in many respects.

Steve: I think we have many stereotypes about the English. If you keep your eyes and ears open, you'll soon see if they are right or wrong.

Ann: One thing I have found out on my way to London is that the English are very sociable.

Steve: So you had some nice company?

Ann: On the plane I made friends with an elderly couple from Durham, and on the train I had a chat with two young ladies. They told me a lot about English traditions.

Steve: How nice of them! I bet they mentioned the Ceremony of the Keys.

Ann: How do you know? You mean,

"Halt! Who goes there?"

"The Keys."

"Whose keys?"

"Queen Elizabeth's keys."

"Pass Queen Elizabeth's Keys – all's well."

Steve: Exactly. It is one of the oldest military ceremonies in the world. These words are heard every night at the Tower of London just as it



has been for 700 years or more. As home to the Crown Jewels, security at the Tower has always been of great importance. Yes, English people are fond of their history, aren't they?

Part Two

Ann: And have you heard about the Proms?

Steve: Never.

Ann: These are the Promenade Concerts. They were first held in London in 1895. The tradition was set up by the conductor, Sir Henry Wood. Interestingly, in those days the audience walked or "promenaded" during the performance.

Steve: And nowadays the festival is held at the Royal Albert Hall.

Ann: Today, it is more usual to sit or stand. The Royal Albert Hall features classical music, jazz, world music and other music styles.

Steve: I see. So the English are a music-loving nation. Am I right?

Ann: Absolutely, and a sporting one at that. Can you guess what summer sport is purely English?

Steve: Football? Tennis? Rugby?

Ann: Unlucky guess! It's cricket. The Sunday afternoon match on the village green is thought of as a dream come true for many sports fans in England. When something is unfair, they even say, "It's not cricket."

Steve: How exciting! That's what it means to be competitive by nature. Do tell me all when you're back.

Ann: Don't worry, I will.

Across Cultures: *England*



Durham – a city in North-east England with a university and a cathedral.



Crown Jewels – the crowns, swords, jewels, etc., worn by a king or queen on important state occasions.



The Tower of London – an ancient fortress on the north side of the River Thames, where the king and queen lived. It was also a prison for important people; now it is a museum.



The Royal Albert Hall – a very large concert hall in London.



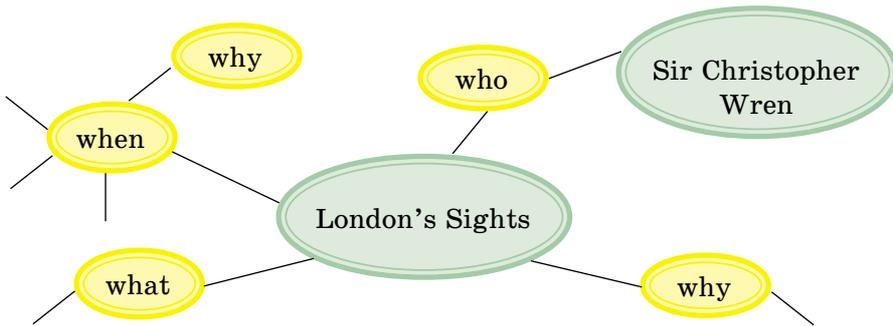
cricket – an outdoor game played in summer with a small ball by two teams of 11 players each, usually dressed all in white.

2. Read the beginnings of the sentences and complete them summarizing the information from the text "Talking about England and the English".

Example: *Actually, I can't wait to find out... in what way England and the English are different from the continental countries and the continental peoples in many respects.*

1. If you keep your eyes and ears open...
2. One thing I have found out is that...
3. They mentioned...
4. The tradition was set up by....
5. Nowadays...

3. Fill in the semantic map for London's sights and comment on it.



VI. Time to Communicate

a) Look at the pictures and describe Ann's and Steve's ideas about England and the English.



to be different from something/somebody;
to have stereotypes about somebody;
... can't wait to... ;
to keep one's eyes/ears open.



to be of great importance;
to be fond of history;
to be thought of as...;
It's not cricket.

b) Imagine you are talking to Ann/Steve about England and the English. Ask him/her the following questions and answer them. Role-play the dialogue in pairs.

A: What stereotypes about England and the English do you have?

B:

A: English people are fond of their history, aren't they?

B:

A: The English are a music-loving nation. Am I right?

B:

A: Do you think English people are competitive by nature?

B:



VI. Time to Listen

1. Listen to the summary of the story “Dino’s Day in London” and say what happened.

2. Listen to the story again and mark the true statements.

1. Tommy was a film star.
2. Tommy is taking his son around London.
3. The boy’s mother wants him to see Buckingham Palace.
4. Tommy covers the boy’s expenses.
5. The boy dislikes the idea of going to the British Museum.
6. Dino did not have a chance to look around London.



VII. Time to Write

Into Your Writing Portfolio:

- A narrative essay contains a series of events that may be either true or imaginary.
- It may be written in either first or third person.
- It often includes the thoughts and reactions of the main characters.
- The introduction informs readers about the time, place and characters of the story.
- The main body develops a series of events. Often dialogue is used to bring out the thoughts and feelings of the characters.
- The conclusion completes the story, sometimes in an unexpected way.

How to write an introduction to a narrative essay

<i>Time</i>	<i>Place</i>	<i>Characters</i>
It happened in	The scene is laid in	The main characters are The main female/male character is Some of the minor characters are

Example: It all happened in England. The main character, a Londoner, who was going to the West of England for a holiday, arrived by train at a town and found that it was pouring with rain...

Go to Ex. 55, 56 of your WB

4.2. My heart's in the Highlands

Word Box

fortress
castle
clan
descendant
tartan
bagpipes
kilt
to defend
to invade
to defeat

Phrase Box

to belong to somebody
to let somebody know
to have a title
to recognize somebody by/as...
to be known to the world as...

Communication Box

In other words, ...
All in all, ...

I. Conversation Warm-up

Look at the photos and say what is special about Scotland.



the Highlands



Edinburgh



a kilt



the Loch Ness
monster

Example: *The Highlands are a typical landscape in Scotland.*



II. Pronunciation Warm-up

Read the first part of the poem “My Heart’s in the Highlands” by Robert Burns and practise it with rhythm. Say where your heart is.

My Heart in the Highlands

My 'heart's in the Highlands,
My 'heart isn't here,
My 'heart's in the Highlands,
 'chasing the deer;
 'Chasing the wild deer
 And 'following the roe,
My heart's in the Highlands,
 Wher'ever I go...

(Robert Burns)

- this week;
- this month;
- on TV;
- on the radio/on the Internet.

Example: *I have heard the results of polling in Scotland this week. Over 53 per cent of Scottish people voted to remain British.*

2. Read and remember.

1. If you want to talk about an action that has happened recently rather than a person or thing that has done the action, use **the Present Perfect Passive**.

Example: *An interesting article about Scotland has been published in The Independent this week.*

2. If you want to talk about an action that has been happening for a long time, use **the Present Perfect Passive** and a time expression with the preposition **for** or **since**.

Example: *Tartan has been worn by Scots for many centuries.*

3. If you want to report about what has happened, use **the Past Perfect Passive**.

Example: *The guide said that tartan had been worn by Scots for many centuries.*

a) Play an opinion-or-fact game. Use the prompts below.

Prompts:

- The northern part of Great Britain – to be inhabited for centuries.
- Scotland – to be invaded by Scandinavians.
- Scotland – to be divided by clans.
- Kilts – to be worn by Scots.

Example: *A: I think the northern part of Great Britain has been inhabited by Scots for centuries.*

B: Yes, it's true. I know for sure that the northern part of Great Britain has been inhabited by Scots for centuries.



b) Say what events have recently happened:

- in your class;
- in your neighbourhood;
- in your country;
- in your school;
- in your town/village;
- in the world.

IV. Word Smart

1. Study the words and word combinations (p. 106) and:

a) Say what you can learn about the history of Scotland.

Example: *I think Scots defended their land from Scandinavians.*



tartan
kilt
bagpipes

castle
fortress
clan
descendant



to belong
to defend
to keep off

Scandinavians



Normans



Romans



to invade

to defeat

Angles, Saxons and Jutes

b) Match the words to their definition.

1. castle	a) a group of families having the same family name;
2. clan	b) a skirt of checkered pattern, worn by Scotsmen;
3. tartan	c) a large strongly-built building;
4. kilt	d) woolen cloth for making skirts in Scotland;
5. bagpipes	e) a musical instrument played by blowing air into a bag.

2. Look at the photos of different children, read their brief characteristics and decide what Scottish traditions they might be interested in.

I'd like to know more about armies, famous battles and wars. I have a big collection of toy soldiers and models.



I'm so thrilled to learn about people's travels to different countries. I wish I could do it myself.

I dream of going to a real dancing party. It is so exciting to meet other people there.



Example: *I think the boy might be interested in how the Scots defended their land.*



At Home: Search the Internet to find some more information about any Scottish tradition and present it to the class.

Go to Ex. 57, 58 of your WB

V. Time to Read.

1. Read the story about Scots and their traditions and say how they relate to:

- time
- places
- events

The Free Scots

The people who inhabit the Northern part of Great Britain belong to the native population of the British Isles together with the Welsh and the Irish. They were driven away from the south and central part of the islands by the invading Romans, Anglo-Saxons, Jutes, Scandinavians and Normans. But they let the invading armies know that they were not defeated.

They built fortress-like castles in the Highlands to keep out the enemy. Their territory was divided by clans. In other words, they were relatives and had the same surnames. The head of the clan had a distinct title by using the definite article before his name like The Mac-Greggors or the clan Mac-Greggor. Thus, Scottish surnames that begin with Mac mean “the descendant of”, not “the son of” as many might think.

Each clan had a different coloured pattern cloth for their tartans and even to this very day one can easily recognize each pattern as belonging to a certain clan. People in Scotland recognize the surname of a person by the tartan or the pattern. The Royal Stuart is worn by the descendants of the Stuart clan famous for their Queen-Mary Stuart, Queen of Scots who was beheaded by Elizabeth I, queen of England, in 1567.

Tartan has been worn by Scots for many centuries. It is known to the world as kilts, or a skirt-like dress for men only. It is very comfortable in the mountainous country and keeps off the rain for several hours. All in all, it has a length of about five meters in one piece and is used also as a blanket at night outdoors.

Across Cultures: Scotland

Romans – peoples who occupied Britain for over 300 years from the invasion in AD 43.

Angles, Saxons and Jutes – Germanic peoples who began settling in Britain from the third century.

Scandinavians – the Vikings who invaded and settled areas of Britain and Ireland from the end of the eighth century.

Normans – the peoples from France, who invaded England in 1066.



Mary Stuart – also Mary Queen of Scots (1542–87), the daughter of James V of Scotland and cousin of Elizabeth I of England. She became queen of Scotland as a baby.



Elizabeth I (1533–1603) – a queen of England, daughter of Henry VIII.

title = назва

title = титул

See *First Aid Kit: Word Meaning*, p. 226

2. Look at the pictures and say which meaning of the word ‘title’ the underlined words refer to.



“My Heart’s in the Highlands” is my favourite poem about Scotland.

Prince Philip, the Duke of Edinburgh, is the husband of Queen Elizabeth the Second.



3. Group up the information from the text “The Free Scots” into these content areas (p. 108–109). Say how it can help you understand Scotland better.

Content Areas	Information
<i>People</i>	<ul style="list-style-type: none"> • <i>native population</i> •

Content Areas	Information
<i>Places</i>	
<i>Things</i>	

Example: The people who inhabit the Northern part of Great Britain belong to the native population of the British Isles together with the Welsh and the Irish.

VI. Time to Communicate

a) Describe the people of Scotland as in the pattern below. Use the text “The Free Scots.”

Pattern:

The people who They were driven away from But they let They built Their territory In other words, Each clan Even to this very day

b) In pairs, ask and answer questions about Scotland’s past. Begin with: *Who/What/When/Where/Why.*



VII. Time to Write

Into Your Writing Portfolio:

- The body of a narrative essay consists of 2–4 paragraphs.
- The first paragraph describes everything that leads to the main event.
- Paragraphs 2–3 describe the main event in detail.
- All the paragraphs describe not only places and people, but people’s actions and emotions.

How to write a body of a narrative essay

<i>Useful linking words</i>			
<i>Beginning the story</i>	<i>Continuing of the story</i>	<i>Going back to</i>	<i>Simultaneous actions</i>
First of all, ... First ... To begin with ...	Next ... Then ... After that ... Later on ... Afterwards ...	Coming back to ... To echo ...	Just ... Then ... Meanwhile ... In the meantime ... Besides ...

Example: ... In ancient times the Northmen landed somewhere on the east coast of Scotland. They were going to settle in the country. Then the Scots got together with their arms and moved to the river Tay. As they arrived late in the day, tired after a long march, they put up their camp and rested.

Meanwhile the Northmen were near. Noticing that there were no guards protecting the camp, they crossed the river – they wanted to take the Scots by surprise. Next, they took off their shoes so as to make the least noise possible. But one of the Northmen stepped on a thistle. The sudden pain caused him to scream. Naturally, the alarm was given in the Scots' camp...

Go to Ex. 59, 60 of your WB

4.3. Welcome to Wales

Word Box

to conquer
to rebel
to wrong
to rule
chieftain
shield
bundle

Phrase Box

to be ruled by somebody
to meet somebody's conditions
to be pleased with the prospect
to wrong no man by word or deed
to be jealous of somebody

Communication Box

Moreover, ...
From that day to this, ...

I. Conversation Warm-up

Read the words and word combinations and match them to the elements of Welsh culture. Say what you can learn about Wales from them.

1. the Welsh language	a) the official symbol of Wales
2. the Welsh Assembly	b) the industrial region of South Wales
3. the Welsh Dragon	c) a regiment in the British Army
4. the Welsh valleys	d) an ancient Celtic language of Wales
5. the Welsh Guards	e) the people who are elected as a government for Wales

Example: *I think Welsh is an ancient Celtic language of Wales. If I am not mistaken, all road signs in Wales are in both Welsh and English.*



II. Pronunciation Warm-up

Read the acrostic about Wales and the lines of the Welsh National Anthem and practise the sounds /w/ and /aɪ/. Say what the poems have in common.

Acrostic

Welsh language that stood the test of time,
Arthur the King who led the Welsh to fight against William the Conqueror,
Llewellyn, Prince of Wales, and his faithful dog Gelert,
Eisteddfod the word understood by almost everybody,
Singing in a choir, a nation of singers.

Welsh National Anthem

The land of my fathers so dear to my soul,
The land which the poet and minstrel extol,
Her valiant defenders, her patriots so brave,
For freedom their life-blood they gave...

(From "Stand of Poets and Singers" by *James E. Thomas*)

III. Grammar Smart

Read and remember.

1. If you want to ask about something which **is/was done** by someone, use **yes/no questions**. Begin with **is/are, was/were**.

Example: **Is the legend known far and wide?**

Was the story about Llewellyn translated into Ukrainian?

2. If you want to ask about some particular details, which **are/were done** by someone, put a question word (**when, what, why, where**) before **is/are/was/were**.

Example: **Where was the legend told?**

What is said in the legend?

a) Let's play a grammar tennis game. Ask **yes/no questions** to the statements.

Example: A: *Someone bought a magazine about Wales.*

B: *Was the magazine bought?*

1. The postman delivers the newspapers every morning.
2. The technician fixed my computer last Tuesday.
3. They posted the letter yesterday.
4. The pupils of this school learn three foreign languages.
5. The readers return books to the library every two weeks.
6. Susan redecorated her flat last year.
7. They translated the book into twelve foreign languages.
8. They make ice cream from milk.

b) Ask questions to the statements using the question words below.

Example: *The doctor was sent for. (Who?)* → *Who was sent for?*

1. The new book is much spoken about. (What?)
2. Your dress was finished in the morning. (When?)
3. A telegram was sent to my dad. (What?)
4. Nelly was laughed at. (Why?)
5. The book was lost yesterday. (When?)
6. I was offered an interesting job. (What?)

Go to Ex. 61 of your WB

Unit 4

IV. Word Smart

a) Look at the pictures and label them. Make up sentences with these words.



--	--	--	--

Knight; shield; Caernarvon Castle; King Arthur; Prince of Wales.

b) Find six pairs of synonyms. Make up your own sentences with them.

to conquer	to rule
to quarrel	to protest
to complain	to harm
to rebel	to beat
to wrong	to argue
to control	to grumble

Example: *Edward I had conquered Wales.*



At Home: Search the Internet to find some information about other historic events of Wales.

Go to Ex. 62 of your WB

V. Time to Read

1. Read the story about the Prince of Wales and say who has always been the Prince of Wales.

The Prince of Wales

Part One

Edward I had conquered Wales. The two great Welsh leaders, Llewellyn and his brother David, had been killed. But the Welsh people, though they were beaten, were rebellious. They had no great leader, but there were a number of chieftains – most of whom were jealous of one another. Finally, three or four of them came to see Edward, who with his wife Eleanor was staying at Caernarvon Castle, to tell him their complaints.

They wanted, they said, to be ruled not by an English King, but by a Prince of Wales, of royal blood, and not speaking English or French. They wanted a prince whose life was good, and who had not wronged any man.

Well, they were certainly asking a lot, but Edward, after a little thought, told them to ask all the chieftains and their followers to come to Caernarvon Castle in a week's time and he would give them what they had asked, a Prince of Wales who met all their conditions.

So the next week the great square outside the castle was crowded with excited people, all wondering which of their chieftains Edward had chosen. English soldiers tried to keep the crowd back. One of the Welshmen pushed an English soldier.

– You won't be here long, – he said.

– What do you mean? – asked the soldier.

– When we get our Welsh prince, you, English soldiers, will all be sent back to England.

But the soldier seemed pleased with the prospect. He said he was tired of the sight of Welsh mountains and the rain and the fog.

Meanwhile the chieftains wondered who the new ruler was to be.

– Of course, you know my mother was a distant relative of the Llewellyns', – one of them said.

– Yes, very distant, about as distant as mine to King Arthur. But it's a pity you took all the trouble to learn English.

– I have 2,000 men. Once the English go, there is no one in Wales who would be stronger than I, – said the third chieftain.

– But I haven't forgotten those fifty sheep of mine that you stole. I'll not have a thief for a prince over me.

Part Two

The chieftains were ready to quarrel, but at that moment Edward stepped on to the balcony in front of the castle. Behind him a knight carefully carried Edward's shield. On the shield lay a bundle covered with a blanket. The whole crowd was excited but silent, waiting for Edward to speak. And he began.

– Chieftains and people of Wales, you have asked for a prince and I have promised you one to rule over you, of royal birth.

– Yes, yes! – they cried in return.

– Born in Wales?

– Yes, yes!

– And not able to speak a word of English?

– Yes, yes!

– And one, moreover, who has wronged no man by word or deed in all his life? If I give you such a prince to rule over you, will you promise to be ruled by him?

– We promise, – they answered readily.

– Here is your prince, – the King said and turned to the knight behind, lifted the blanket and showed a small boy, – my son, a prince of royal blood, born a week ago, in Caernarvon Castle; he speaks no word of English and he has wronged no man alive. Edward, Prince of Wales!

And from that day to this, the eldest son of the King of England has always been the Prince of Wales.

(Welsh legend)

Across Cultures: *Wales*



Caernarvon Castle – a famous sight in a small holiday town on the north-western coast of Wales.



Prince of Wales – title given to the first son of a British king or queen. Prince Charles was given this title in a ceremony at Caernarvon Castle in 1969.

wrong – to wrong

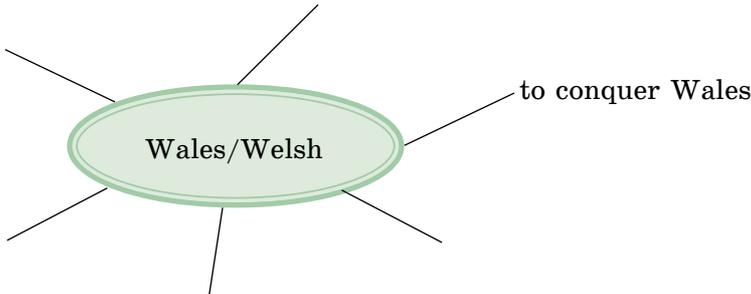
See First Aid Kit: Word Building, p. 223

3. In the text, find words and word-combinations with the same meaning as the words below. Use them in your own sentences.

- to be full of people → *to be crowded with*
- possibility that something will happen
- to make a special effort
- to argue
- envious
- a robber
- far away
- a member of the extended family
- doing
- anxious

Example: *The castle was crowded with excited people.*

4. In the text, find all the words which are used with the words **Wales** and **Welsh**. Reproduce the sentences with them.



VI. Time to Communicate

1. Look at the pictures of the story characters (p. 114–115) and match them to their sayings.



I'll not have a thief for a prince over me.

Edward, Prince of Wales!

What do you mean?



It's a pity you took all the trouble to learn English.

Born in Wales?



Here is your Prince.

2. Describe the episode from Welsh history using the following outline.

Outline

1. England conquering Wales.
2. Chieftains complaining to the English king.
3. Welshmen coming to Caernarvon Castle.
4. Edward addressing people of Wales.



VII. Time to Write

Into Your Writing Portfolio

- To end your story, write about your feelings, comment on the events;
- You may also use direct speech, asking a rhetorical question.

How to write an ending of a narrative essay

- Finally...
- After such a day...
- Why did this have to happen to me?
- You are lucky...
- What else could I do?
- At least...
- And from that day to this...

Example: ...And from that day to this, the eldest son of the king of England has always been the Prince of Wales.

Go to Ex. 63, 64 of your WB

4.4. The Emerald Isle

Word Box

to mingle
horsemanship
to gallop
spacious

Phrase Box

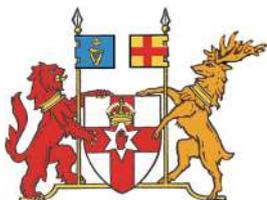
to focus on something
to drop somebody a
hint
to practise the skill of
doing something
to do something cere-
moniously

Communication Box

In my view...
In my opinion ...
As far as I'm concerned ...
There is something in what
you say but...
I don't think I like ...
As much as you do ...
I'm with you on that and ...
I disagree. I'm afraid ... be-
cause...
It's on my list of likes...
If you ask me ...
I'm absolutely positive about
it.
It's really good stuff.
That accounts for something.

I. Conversation Warm-up

Look at the names of Irish legends and say which of them is depicted on the Irish coat of arms.



1. The legend about how St Patrick cleared Ireland of snakes.
2. The legend about the red right hand.
3. The legend about leprechauns who wear green, make shoes for the fairies, and know where gold is hidden.

**II. Pronunciation Warm-up**

Read the Irish legend with correct pauses and practise the sounds /s/ and /f/. In pairs, share your opinion on this legend.

The Irish Legend

The story goes that one old snake – the king of snakes – resisted St Patrick, | so he made a box and invited the snake to enter it ||. The snake refused saying it was too small; | but St Patrick insisted it was large enough to be comfortable ||. Finally, the snake got into the box to prove that it was too small ||. At that moment St Patrick shut the box and threw it into the sea ||. The other snakes jumped into the water after their king and drowned ||.

One fact remains: there are no snakes in Ireland and probably never were, | but the legend lives in the folklore of the Irish ||.

«-» – найкоротша пауза; | – коротка пауза; || – довшя пауза.

III. Function Smart

Read and learn how to share opinions on traditions. Look at the pictures and fill in the mini-dialogues.



The Ulster Folk and Transport Museum

- a) – Do you like ... ?
– In my view, it's worth visiting.



The Wexford Festival of Music and the Arts

- b) – I enjoy ... and what do you think about it?
– I'm with you on that. It's a great tradition.



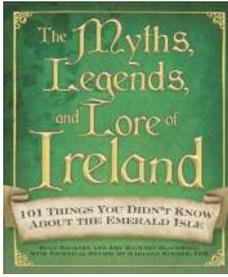
Puck Fair

- c) – ... is an enjoyable tradition, isn't it?
– I disagree. I'm afraid it is not on my list of likes.



horses; horsemanship

- d) – Ireland is known the world over for its
– The tradition of ... can't leave anybody indifferent.



“Legends of Ireland”

- e) – In my view, ... is both for grown-ups and kids.
- I’m absolutely positive about it.



The Ulster Orchestra

- f) – I think ... is a real success story.
- If you ask me, I prefer local arts festivals.

IV. Word Smart

1. Study new words and word combinations and say what traditions help you and your friends to practise your skills.

Example: *My friends and I favour the tradition of music festivals. It helps us to practise our skills of singing and playing the guitar.*

2. Do a mini-project.

a) Interview your friends and find out:

- what opinions they have on traditions;
- what traditions are in their list of likes;
- the way they keep them.

Example: *A: I say, Ann, what do you think of traditions?*

B: It depends. Some traditions can't leave anybody indifferent, others are not in my list of likes.

A: What traditions do you prefer?

B: I like the tradition of painting Easter eggs. It helps me to practise my skills of painting my messages on the pysankas.

A: How do you keep it?

B: Every year in early spring I take lessons in this kind of folk art to improve my skills. When Easter comes, I give my pysankas as a gift to my nearest and dearest.

b) Present your findings to the class.

Example: *A: I've found out that some traditions can't leave Ann indifferent, while others are not on her list of likes. Her favourite tradition is painting Easter eggs. It helps her to practise her skills of painting her messages on the pysankas. Every year in early spring she takes lessons in this kind of folk art to improve her skills. When Easter comes, she gives her pysankas as a gift to her nearest and dearest.*

c) In pairs, discuss what exhibition you'd like to see together with your friend as in the pattern.

Pattern:

A: I say, ... , are you doing anything special ... ?

B: No, not really. But why?

A: I know that you are interested in There is a good What about ... ?

B: Thank you for the invitation. I'd love to go to the ... with you, because you know much about

A: ... is certainly on my list of likes. The tradition of ... can't leave anybody indifferent.

B: I'm absolutely certain of that. It helps to practise How ... , I wonder?

A: I usually We can have a nice time together ... , can't we?

B: Sure. Let's



At Home: Search the Internet to find some information about other places of interest in Britain. Present your findings to the class.

Go to Ex. 65, 66 of your WB

V. Time to Read

1. In pairs, read the dialogue between two friends and say what projects in Ireland they are working on.



Talking about Ireland and the Irish**Part One**

Helen: Hey, Steve! How are you doing with the project on Ireland?

Steve: On Northern Ireland, to be exact.

Helen: Is there much difference?

Steve: Sure. Ireland is the second largest island in the British Isles. And it is divided into Northern Ireland and the Republic of Ireland. Northern Ireland is part of the United Kingdom.

Helen: And what about the Republic of Ireland?

Steve: It has been an independent state since 1921.

Helen: And what is called the Emerald Isle, then?

Steve: Ah, that's pretty easy. They say the whole island is known for its beautiful, green countryside. That accounts for it.

Helen: I see...

Part Two

Helen: And my project focusses on Irish customs and traditions. Could you possibly drop me a hint what to search on the Internet for, please?

Steve: Certainly. Ancient and modern mingle everywhere in Ireland: music, fairs, festivals, you name it.

Helen: I've just read that above all Ireland is known the world over for its horses.

Steve: That's true. The tradition of horsemanship can't leave anybody indifferent. It's a matter of personal pride for any Irishman to practise the skill of horse riding.

Helen: That reminds me. I've seen the famous film "Gone with the Wind" recently, and the picture of Scarlett's father galloping across the country keeps haunting me.

Steve: No wonder, he was a typical Irishman. By the way, there is a special museum in Northern Ireland – the Ulster Folk and Transport Museum where you can see the Irish lifestyle with your own eyes.

Helen: I'm sure it's worth visiting, as well as Puck Fair.

Steve: Do you mean the three-day fair in the first half of August?

Helen: Yes, "Gathering Day", "Puck Fair Day" and "Scattering Day". It's a real success story.

Steve: And right on the first evening, isn't it funny to see a large goat in a spacious cage ceremoniously carried to a raised platform in the central square of the town? It's King Puck, and he remains on this throne for the next two days.

Helen: Are you serious? It would surely be on my list of things to see.



Steve: Besides, if I were you, I would do two more things for the project.

Helen: Such as?

Steve: I'd read "Legends of Ireland" written by Oscar Wilde's mother who was born in Ireland. Next, I'd search the Internet for information about the Wexford Festival of Music and the Arts. It must be most unusual.

Helen: I'm absolutely certain about it. Thanks for the ideas.

Across Cultures: Ireland

Oscar Wilde (1854–1900) – a famous Irish writer best known for his play "The Importance of Being Earnest" and his story "The Picture of Dorian Grey".



"Gone with the Wind" – a novel by Margaret Mitchell, set in Georgia, USA, during the American Civil War. The novel and the film of it (1939) are extremely popular.



BrE focusses, focussed

AmE focuses, focused

See First Aid Kit: Word Spelling, p. 228

2. Answer the questions.

1. What have you learnt about Ireland?
2. What Irish traditions did the friends mention in their conversation?
3. Which of the traditions would you like to see with your own eyes?
4. What do you think of these Irish traditions?
5. What did Steve recommend Helen to see and read for her project?
6. What can make Helen's project successful?

3. In groups, share your opinions on Ireland and the Irish. Begin with:

- I'm working on
- It is ... , to be exact.
- There is a lot of difference between
- I have just read
- ... can't leave anybody indifferent.
- That reminded me of
- No wonder,
- By the way, there is
- I'm sure it's worth

VI. Time to Communicate

1. In pairs, read the information about famous Irish writers and share your opinions of them.



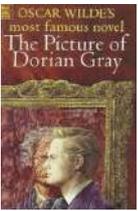
Jonathan Swift is the greatest satirist in the history of the British literature. Jonathan Swift was born in Dublin, the capital of Ireland, in 1667. He is the author of the immortal work “**Gulliver’s Travels**”.



Lemuel Gulliver, an English traveller, visits strange lands, including Lilliput, where the people are all tiny, Brobdingnag, where the people are all giants, and the country of the Houyhnhnms and the Yahoos, where the horses are wise and the humans are stupid and cruel. The story has always been popular with both adults and children.



Oscar Wilde was the son of a well-known Irish doctor and scientist. His mother was a very educated woman, a poetess who published many works, among them “**Legends of Ireland**”.



Oscar Wilde wrote many poems, fairy tales, plays and the novel “**The Picture of Dorian Gray**”.

Among his best fairy tales are “**The Selfish Giant**”, “**The Happy Prince**”, “**The Nightingale and the Rose**”, “**The Devoted Friend**” which teach people important life values. He is also known for his humorous and intelligent remarks.

2. Read Oscar Wilde’s witty remarks and enjoy his humour. Role-play them in your own way.

- ❖ “I have the simplest tastes. I am always satisfied with the best.”
- ❖ After Wilde landed in New York, a customs official asked what he had to declare. “Nothing but my genius”, replied Wilde.
- ❖ “I love acting. It’s much more real than life.”
- ❖ “We, Irish, are too poetical to be poets.”
- ❖ “Life is much too important a thing ever to talk seriously about.”

VII. Time to Listen

1. Listen to Martha talking about customs and traditions in her country and say how she keeps them.

2. Listen to the story again and role-play a conversation with the speaker.



VIII. Time to Write

Try your hand at writing a narrative essay about your mind trip to Ireland.

Go to Ex. 67, 68 of your WB

DEVELOPING INTEGRATED SKILLS 4

I. Suppose you've won the 1-st place in the quiz "How much you know about Great Britain?" and was given 500 pounds to make a trip to this country. Think and say how you will spend the money.

II. Look at the photos presenting the beauty of each part of Britain. In pairs, discuss how the Irish, the Scots, the Welsh and the English keep their environment unique.



The Emerald Isle



The Highlands



Snowdonia



The Lake District

III. Look at the photos of British traditional sports and say how the participation in them promote children's healthy lifestyle.



Horsemanship



Cricket



Football



Tennis

IV. In four groups, design a guide map for each part of Great Britain. Consider the following points:

- historic events;
- places of interest;
- customs and traditions;
- great people.

4.5. My progress in English

I. Grammar Smart

Fill in the verbs in brackets in their active or passive forms.

1. Joanne Rowling ... (to write) books about Harry Potter.
2. My uncle's briefcase ... (to steal) last night.
3. The museum ... (to visit) by hundreds of people every day.
4. Sir Christopher Wren ... (to build) St Paul's Cathedral.
5. The book ... (to translate) into twelve foreign languages recently.
6. Ireland ... (to know) the world over for its legends.

Check if you can:

use passive and active verb forms correctly.	Yes	No
--	-----	----

II. Word Smart

Insert the correct preposition.

1. I think London is different ... other cities in Britain.
2. Scots defended their land ... Scandinavians.
3. English people are fond ... their history, aren't they?
4. "My heart's ... the Highlands".
5. I'm afraid sightseeing is not ... my list of likes.
6. Ireland is known the world over ... its horsemanship.

Check if you can:

connect words in sentences correctly.	Yes	No
---------------------------------------	-----	----

III. Function Smart

Match conversation lines A to conversation lines B.

A	B
1. I've just read that above all Ireland is known the world over for its horses.	a) I'm sure, it's worth visiting.
2. There is a special museum in Northern Ireland – the Ulster Folk and Transport Museum	b) Sure. They are on my list of likes.
3. If I were you, I would search the Internet for information about the Wexford Festival of Music and the Arts.	c) That's true. The tradition of horsemanship can't leave anybody indifferent.
4. Do you like Irish traditions?	d) Both.
5. Puck Fair is a great tradition, isn't it?	e) I'm absolutely certain about it. Thanks for the idea.
6. Do you think this tradition is for grown-ups or kids?	f) If you ask me, I prefer music festivals.

Check if you can:

share opinions on traditions.	Yes	No
-------------------------------	-----	----

IV. Time to Read

Read the text and mark the true statements.



A Letter from London

Hello, my name is Maryna. I am a Ukrainian girl. I am in my early teens. I live in London with my parents who work as journalists.

I came to London from Kyiv almost four years ago. Back then London looked to me like a huge metropolis with lots of beautiful buildings, very narrow streets, funny looking buses and a very dirty underground. But of course, it had Big Ben and the Houses of Parliament, Buckingham Palace and St Paul's. In the first year I still felt like a tourist, so I did most of the sight-seeing then. I climbed St Paul's (a healthy and fun exercise, if you ask me, complete with gorgeous views), I went to the Tower of London (you MUST see all the Crown Jewels!) and I watched the Changing of the Guards at Buckingham Palace. But since then I got lazy – I still haven't managed to see the inside of Westminster Abbey and the Houses of Parliament. I keep promising myself that I will go, but never seem to find time...

Statements

1. Maryna was born in London. _____
2. Her parents are diplomats. _____
3. She has been living in London for four years. _____

Unit 4

- Maryna saw a lot of tourist attractions after she had first arrived in London.
- She hasn't been inside Westminster Abbey yet.
- She is not interested in sightseeing any more.

Check if you can:

read and understand informal letters.	Yes	No
---------------------------------------	-----	----



V. Time to Listen

Listen to Phil talking about English traditions and choose the correct answer.

- What season is especially rich in traditions in England?
a) spring; b) summer; c) autumn; d) winter.
- What does NOT take place on May 1st in England?
a) singing; b) dancing;
c) lighting bonfires; d) electing a May king.
- Where is this holiday celebrated these days?
a) in every town;
b) in every villages;
c) in certain parts of the country;
d) in all parts of the country.
- Where does the choir sing at dawn?
a) in Cambridge; b) in Oxford; c) in London; d) in Cornwall.
- What does Floral dance mean?
a) dancing in a field; b) dancing in the house;
c) dancing out of the house; d) dancing in and out of the house.
- What superstitions did Phil NOT mention?
a) about summer clothes; b) about spring blossom;
c) about fruit; d) bad luck.

Check if you can:

listen to people's opinions and understand them.	Yes	No
--	-----	----



VI. Time to Write

Write a narrative paragraph for Maryna's letter from London about her life in Great Britain (see Task IV).

Check if you can:

write a narrative paragraph.	Yes	No
------------------------------	-----	----

UNIT 5. A Question of Sport

5.1. Sports popular in Ukraine

Word Box

tournament
championship
graceful
prestigious
biathlon
rhythmic
gymnastics

Phrase Box

track and field events
sports person
to make progress in something
to score a goal
to set/break a record
to train strenuously

Communication Box

How do you feel about doing something?
On the one hand... , on the other hand...

I. Conversation Warm-up

Look at the photos and say which of these sports are popular in your country and which of them you would like to try.



football



swimming



track and field events



tennis



rhythmic gymnastics



boxing



biathlon



cycling

Example: *Swimming is popular in Ukraine among boys and girls, but I want to try tennis.*



II. Pronunciation Warm-up

Listen to the Sports Chant. Practise the sounds /ŋ/, /ɜː/. Say which sport is your favourite.

Sports Chant

- How do you like sport?
 - A lot, a lot.
 - Jogging or bowling?
 - Skiing or skating?
 - Swimming or wrestling?
- These ones and more,
Three or four.

III. Grammar Smart

1. Look and recall.

If you want to speak about:

- things that have happened *recently/just/already* use the **Present Perfect Tense**.

I have just bought a new football.



- actions which have taken place *today (this year/month/week)* the **Present Perfect Tense**.

Our basketball team has won the game today.



a) In chain, play the 'Chinese whispers' grammar game.

Example: *Ann (to Bob): I have joined a tennis club today.*

Bob (to Victor): Ann has joined a tennis club today.

b) Read William's story about his sport experience and say what has happened in his sport life.

William's Sport Experience

I'm a big admirer of football and I have participated in nearly all school football matches this year. But on my birthday my parents presented me with a tennis racquet. Why not try? So I have signed up for tennis at our city ten-

nis club. I thought it would be fun to play tennis, on the one hand, and that it would be easy for me, a footballer, to play it, on the other hand. Surprisingly, it was not that easy. I have already had two weeks of training. I have made no progress at all. At the end of this week a terrible thing happened. There was the first tennis tournament for beginners like me, and I lost all the games. To crown it all, I broke my tennis racquet. So the moral is – never be too sure of your sporting abilities.



Example: *William has participated nearly in all school matches.*

tournament
competition

*See First Aid Kit:
Word Meaning, p. 226*

2. Read and remember.

If you don't know who does or did the action, and you are interested in the action itself rather than the person who has done it, use the Present Perfect Passive.

Example: *A new record* has just been set.

New sport rules to footballers. have been explained

a) In pairs, play a grammar transformation game.

Example: *A: Our tennis players have won the first place today.*

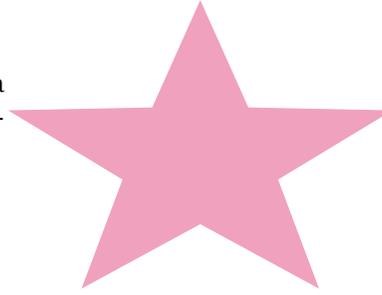
B: The first place has been won by our tennis players today.

1. The athletes have just finished the game.
2. Our coach has already given us new protective clothing.
3. My parents have presented me with a new tennis racquet.
4. Our team has won a basketball competition.
5. I have read an interesting article about American professional sports.
6. My friend has invited me to the stadium to watch a new football match.

b) Look at the star map (p. 133) and say what sport achievements have been made by children recently.

Jeremy (to take the 1st place in hockey)

Helen (to receive a sport medal in rhythmic gymnastics)



Andrew (to set a new record in swimming)

Alex (to break a school record in high jump)

Taras (to get a medal for the best footballer of the school)

Example: *The 1st place in hockey has been taken by Jeremy.*

IV. Word Smart

Study the words and phrases and say:

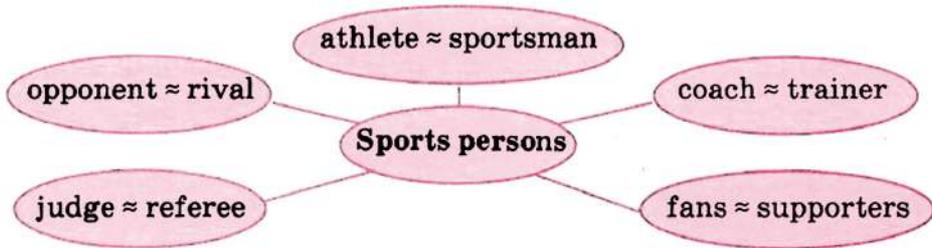
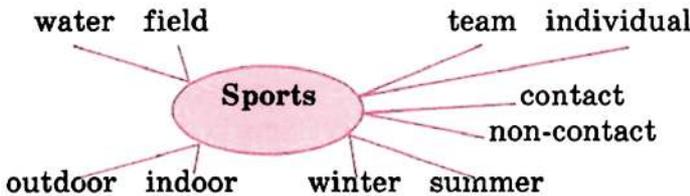
a) What kinds of sport are:

the most interesting to you;
the most exotic (exciting);
the most common.

the best for keeping fit;
the most (least) dangerous;

Explain why.

Example: *Cycling is the most attractive to me, because it develops my muscles. Besides, it's fun to go cycling.*



b) Say which category the sporting activities (p. 134) belong to and which of them is especially popular among your friends.

Field sports/ games	Water sports/ games	Team sports	Individual sports	Non-contact sports	Contact sports	Outdoor sports	Indoor sports

Example: *Basketball is a team sport and we can play it indoors in winter and outdoors in summer. I think it's popular with many teenagers as it needs energy and speed.*

Sporting Activities

to do	aerobics	to go	jogging	to play	badminton
	judo		bowling		tennis
	karate		ice skating		volleyball
	gymnastics		cycling		hockey
	weight lifting		roller skating		football (soccer)
	tae-kwon do		skiing		golf
	wrestling		windsurfing		basketball
	athletics		swimming		cricket

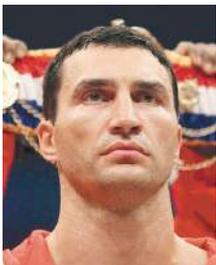
c) Read the e-mails on the websites of famous Ukrainian athletes from their fans and fill in the missing words from the box (p. 132). Speak about one of them.

Dear Yevhen,

I always watch when you play in the European football matches as the best forward. You are my favourite You have scored some memorable Not for nothing you are compared to world famous football players like Mark Rooney, or David Beckham. I think there is no other scorer as good as you. You show everyone that Ukrainian players can be strong and unrivalled. Your success is sure to raise the ... of Ukraine. I want to be a footballer like you and this year I have ... up for football.



Petro



Dear Volodymyr,

Due to your victories, ... has become a very popular sport in Ukraine. I think you are the ... man in the world. I always support you in international ... and I'm proud that you have become world ... in the most prestigious weight categories. Many young promising ... like Olexander Usyk follow your example and also bring fame to Ukraine. I wish all of you every success.

Dmytro

Unit 5

Dear Olena,

My heart swelled with pride when I was watching the winter ... in Sochi on TV. You are the greatest ... I know. You showed all of us that this sport may be very ... if you work hard. You are a model ... for me and my friends and we have also decided to take up biathlon.



Kate

attractive goals pitches footballer biathlon athletes
signed boxing strongest championships champion
prestige competitor Olympic Games sportsman



At Home: Search the Internet to find some information about other great sportsmen in Ukraine and present it to the class.

Go to Ex. 69, 70 of your WB

V. Time to Read

1. Read/listen to the conversation between Taras and Ann and say what their preferences in sport are.

About Sport Preferences

Taras: Hi, Ann. Where are you hurrying to? To the tennis court? Are you a tennis player?

Ann: Poor guess. To the palace of sport, of course. Today is the city championship in rhythmic gymnastics and I have been invited to it. My favourite gymnast, Miss 'Elegance' of the world, Anna Rizatdinova, will take part in it.

Taras: Rhythmic gymnastics? Is it the one in which gymnasts perform with a ball, a ribbon, a hoop, a rope or clubs?

Ann: Exactly. I think, it is the most elegant and graceful sport, although it requires a lot of skill to become proficient at it.

Taras: My elder sister adores rhythmic gymnastics and she says that Ukraine is one of the world leaders in this sport.

Ann: She is right. At different times, the Ukrainian school of rhythmic gymnastics has won world and European championships due to our famous coaches Albina and Iryna Deriugina. The Deriugina Cup has held the Grand Prix Competition with the support of the International Gymnastics Federation, you know. By the way, I have been given two tickets. How do you feel about going together?

Taras: Thank you for inviting me, Ann, but this sport is not for me. I prefer track and field events, instead.

Ann: I know you are the best at long and high jump and a good runner at that.

- Taras:** This year I have also been chosen for to participate in our city competition.
- Ann:** My heartiest congrats! I'm sure you'll set new records in your favourite sport and our school athletes will win a victory and become city champions.
- Taras:** At least we'll try to do our best. Our coach says I've made good progress, especially in running.
- Ann:** So, I wish you well, Taras.
- Taras:** Thanks. And you, Ann, enjoy the championship.
- Ann:** Sure, I will.

swimmer
tennis player

See First Aid Kit: Word Building, p. 224



Across Cultures: Ukraine

The Deriugina Cup – змагання на кубок Дерюгіної, що проводяться міжнародною федерацією гімнастики з 1992 року.

2. Mark the true statements.

1. Ann is known as a good gymnast.
2. Taras adores rhythmic gymnastics.
3. The boy's sister likes rhythmic gymnastics, too.
4. Ann finds rhythmic gymnastics very graceful and elegant.
5. Taras prefers football to other sports.
6. The boy is going to participate in a city competition.



3. Say what we call a person who:

Example: *does the jumps – a long jumper.*

- | | |
|---------------------|---------------------|
| 1. does gymnastics; | 4. runs fast; |
| 2. plays hockey; | 5. plays badminton; |
| 3. swims well; | 6. rides a horse. |

VI. Time to Communicate

1. Act as one of the children and speak about your favourite sport. Use:

championship;	track and field events;
elegant and graceful;	high/long jump;
to perform with a ball, ribbon or a hoop;	to make progress in something;
to become professional in something;	to set a new record.



2. In pairs, discuss the sport you like most as in the pattern.

Pattern:

A: I say, ... where are you ... ? To a ... ? Are you ... ?

B: Poor guess! To the Today is ... and I have been

A: ... ? Is it ... in which ... ?

B: Exactly. I think it is ... , although

A: My friend adores ... and

B: She/he is right. At different times By the way, how do you feel about ... ?

A: Thank you for inviting me, but I

B: I know you are ... and ... at that.

A: This year I

B: My heartiest congrats! I'm sure ... and

A: It's easier said than done, but

B: I wish you well

A: Thanks, ... and you

B: Sure, I will.



3. Group up for the project to design a web page about sport champions of Ukraine.

Ukraine is There are many ... and Normally children Parents think

On the one hand, On the other hand, Besides popular. So if you ... , ... very exciting.



VII. Time to Listen

1. Listen to what three children say about the most popular Ukrainian sports and choose the correct photos.



golf



tennis



rugby



hockey



swimming

2. Listen again and choose the correct endings of the sentences.

1. Andrew believes that hockey is the sport for
a) cowards; b) courageous boys; c) thick people.
2. Some boys do not play hockey because they are afraid
a) of being hurt; b) of losing the game; c) of falling ill.
3. Most of all Helen likes
a) rhythmic gymnastics; b) swimming; c) tennis.
4. Once the girl won a tournament for... .
a) under 16's; b) under 15's; c) under 17's.
5. The twins dream of becoming
a) good footballers; b) good swimmers; c) good boxers.
6. Their parents took them to the swimming pool at the age of
a) 6; b) 7; c) 10.



VIII. Time to Write

Into your Writing Portfolio:

- Leaflets are used to advertise special sport events.
- Leaflets are usually done in the form of one typed page with pictures to attract the reader's attention.
- Designing these leaflets takes imagination and creativity.

How to write a leaflet

1. It is a favourite if...
2. The event features...
3. In addition...
4. It is sponsored by...

Sample of a leaflet

Great After-school Pastime

Recently our school sports club has initiated the baseball program for those who are interested in culturally new sport experiences. Baseball is a favourite of American schoolchildren and few boys (and girls, too) are found without their own ball, glove and bat.

The first meeting of the prospective baseball players will be held in the school playground at 4 pm on 23 September. The event features displays of baseball equipment, an exhibition of the history of baseball and interactive kids' activities about baseball rules.

In addition, the event will offer a chance to try a bit of baseball with our special guest – a professional baseball player.

The school baseball program is sponsored by the City Sport Committee.

Go to Ex. 71, 72 of your WB

5.2. Made in Great Britain

Word Box

newcomer
amateur
to reassure
discuss
throwing
exchange

Phrase Box

to originate
to maintain health
to take up sport
to focus on something
to train for a competition
to try out
to keep fit
to argue for/against something

Communication Box

Traditionally...
I'm all for something.
At the request of ... ,

I. Conversation Warm-up

Look at the photos and say which of the games originated in Britain. Have they become popular in Ukraine?



football



rugby



tennis



cricket



golf



volleyball

Example: *I think football originated in Britain. It has become popular in Ukraine.*

II. Pronunciation Warm-up

Read the limerick and practise the sounds /eɪ/ and /aɪ/. Say if you like speed and risk.

Too Fast

There was a young woman named Bright,
Whose speed was much faster than light,
She set out one day,
In a relative way
And returned on the previous night.

III. Grammar Smart

1. Look and recall.

If you want to ask about actions which have recently finished, use *'have/has'* before the subject (see the table below).

Have	you	ever	been	to	the London horse racing championships?
Has	your friend	won	a prize / medal	in swimming	yet?

a) Let's play a grammar combination game. Use the word-combinations from the box.

Example: A: *I have signed up for golf.*
 B: *Have you ever played golf?*
 A: *Not yet.*

to become proficient in...; to participate in...; to take up; to take the first place in...; to watch a football match; to practise aerobics.	skiing; tennis; swimming; sport competition; in the gym; on TV.
--	--

b) Look at the pictures and complete the microdialogues under them. Reproduce one of the dialogues.

Example:
 – *Have you played any sport recently?*
 – *No, I haven't.*
 – *I advise you to do it. It'll help you to maintain your health.*



- | | | | |
|--------------------------|-------------------------------|----------------------------------|----------------------|
| – ... your brother ... ? | – ... Dan ... ? | – ... you ... ? | – ... you ever ... ? |
| – Sure. He | – Yes. How ... he ... ? | – Yes. Rhythmic gymnastics | – Not yet. |
| – Glad to hear it. | – That's great. I think | – I wish you | – Why not ... ? |
| | | | – I'd love to. |

2. Read and remember.

1. If you want to ask about something which had been done by someone before another past action in the **Past Perfect Tense**, use **yes/no questions**.

Example: **Had** the game been lost before I came?

2. If you want to ask about some particular details which had been done by someone before another moment in the past, put the question word (**what, why, where**) before **have/has**.

Example: **Why had** the goal been scored before the whistle of the referee?

a) Play a grammar tennis game. Ask yes/no questions to the statements given below. Change from the active into the passive one.

Example: A: *They had won the game by noon.*

B: *Had the game been won by noon/Why had the game been won by noon?*

1. Alice had taken up rhythmic gymnastics by the age of 6.
2. We had bought two tickets for the football match before it was cancelled.
3. The coach had invited the newcomers to the gym before the beginning of the game.
4. The boys had tried team sports before they took up individual sports.
5. Our girls' team had broken an old record in basketball by the end of the competition.
6. The class had greeted the new champions before the lesson began.

b) Read what English children say about popular sports in their country and make up questions in the Past Perfect Passive. Use: **Who? Where? What? Why?**

I love golf and want to become a good golfer. I had signed up for this sport before I went to middle school. Today I have been given a membership card of our city golf club. Why golf? You may ask me. My dad is a great fan of this sport and this year he has been invited to Scotland to the British Open – the World's top golf tournament – to support our city golfers. So he took me along and there I learned a lot of interesting things about this sport. I didn't know that golf was first developed in Scotland in the 15th century and it began as a sport for the rich. Now it is played all around the world by both professional and amateur players. It is quite expensive. The aim of this game is to hit a small ball from a flat area of grass into a hole which may be up to 550 metres away, using as few shots as possible. Each player has their own ball and several different types of clubs. I have also been presented with a new iron club. So I'm happy.



Phil



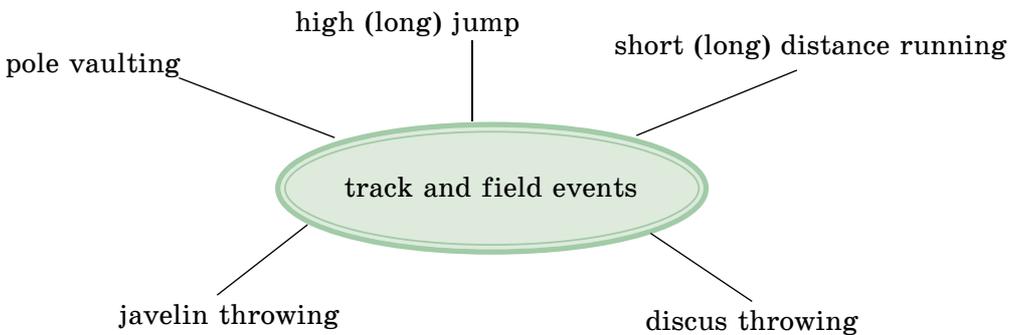
We are all for cricket, though it is a very complicated game. In England it is played between April and September, and there are matches between schools, villages and cities. Our team had been awarded the first prize. You can see us playing in this photo. Players traditionally wear white and matches may last for several days. One-day matches are popular with schoolchildren. We work hard because we want to play for the

English National team. Who knows, maybe we'll participate in the Cricket World Cup some day. It's our dream.

IV. Word Smart

1. Study the words and word combinations and:

a) Say which of them you would like to try.



Example: *I'd like to try javelin throwing. It requires a lot of skill, but I'll try.*

b) Say why many parents argue for or against some sport for their children. Fill in the chart.

to maintain teenagers' health;
contact sports;
to take up sport;
amateur;
to require skills;
to keep fit.

For	Against

Example: *Many parents are against contact sports because children are often hurt.*

2. Match the sports to their definitions and make up sentences with them.



- it is a game in which players use racquets and may play single and doubles;



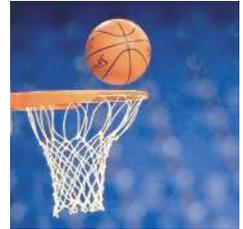
- a game that is played between two teams of 11 players using an oval egg-shaped ball that can be handled or kicked;



- a game played with a bat and a ball between two teams of 9 players each on a large field that has four bases which a player must touch in order to make a run;



- a game between two teams of usually 5 players each, in which each team tries to throw a ball through the other team's basket;



- the sport of fighting with fists;
- the sport exercises done to music.

Example: *I like tennis a lot and often practise it after classes in our school gym.*



At Home: Search the Internet to find some more information about popular British sports for teens and present it to the class.

Go to Ex. 73, 74 of your WB

V. Time to Read

1. Read/listen to Phil's story about his after-school activities and say what option he wants to choose for himself and why.

This year my PE teacher, Mr Ward, has written a big note for all the parents, in which he described possible after-school sporting activities that our schoolchildren could take up. Mr Ward recommended that at least one activity should be chosen to help to maintain a teenager's health. He stressed that exercise was very important at that stage of our growth. Surely, no parent could say anything against such an argument. That's how Mr Ward described after-school sporting activities for every day.

Monday – Football

Football is a very good activity for both boys and girls. It's a team sport, with two teams, each of 11 players. They try to score goals by kicking a ball into a net at opposite ends of the pitch. Our male and female teams take part in local competitions. Women's football is becoming more and more popular in the UK and there are many amateur teams in many towns and cities.



Tuesday – Hockey

In our school, like in the UK, we play hockey on the grass. As with ice hockey, two teams use sticks to hit a small hard ball into their opponents' net. We have teams for both boys and girls. Newcomers can learn the skills before they begin to play.



Wednesday – Rugby

Rugby is an old contact sport, traditionally played by gentlemen and requires great skills and coordination. Two teams of 15 players try to score a 'try' by passing an oval ball to the opposite end of the field. They try to stop each other by tackling. We wish to reassure parents that we will teach the students how to tackle as wisely as possible. At the request of our female students. There will be a girls' team this year for the first time.



Thursday – Athletics

We offer all kinds of athletics at our school ranging from track-and-field events to gymnastics. All activities are open to both boys and girls. There is an opportunity in the first few weeks to try out many different kinds of athletics before choosing one of them. We coach those training for high or long jumping, long/short distance running and discus-throwing.



Friday – Tennis and Cricket

Friday's activities will focus on bats and ball with options to play tennis or cricket. Tennis players will take part in a small competition, where the best players will get to go to the final of Wimbledon.

Cricket is a traditional British game. The game involves 2 batters standing at opposite ends of a field and a bowler who throws the ball. If the ball is hit well, the batters exchange places. There will be a mixed team, open for both boys and girls.

I have discussed the options with my parents. As I am good at running and like speed and risk, I'll sign up for rugby. Dad says it's a game for really brave Englishmen.



Across Cultures: the UK



Wimbledon Final – the most important tennis competition which takes place every summer at the All England Club, in a part of London called Wimbledon.



Rugby – a form of football played with an oval ball in which handling and carrying of the ball is permitted.

2. Answer the questions.

1. What after-school sporting activities did Mr Ward recommend to his children?
2. What sport will schoolchildren have on Monday?
3. Does rugby differ from football?
4. What kinds of athletics are offered to the children?
5. What sports focus on bats and balls?
6. Which sport did Phil sign up for?

sport – sports

game – games

See First Aid Kit: Word Meaning, p. 227

3. Read the sentences and fill in the correct word (*sport/sports/games*).

1. My friend is good at *sports*.
2. I like to play different

3. What ... are you going to sign up for?
4. Jack likes team
5. Rugby is a very violent
6. The Ukrainian team won some medals at the last Olympic ... in Sochi.

VI. Time to Communicate

1. Act as Phil and describe your after-school sporting activities. Say which of them you would like to try. Begin with:

In Phil's school Every Monday... . On Tuesday, the students can Thursday activities In my view... . Wednesday is given for... . Friday is the day for It's a good idea I think it is

2. In pairs, talk about British sporting activities as in the pattern.

Pattern:

- A. I think it's good when ... , isn't it?
 B. Sure. Children can sign up for ... and
 A. Don't you think ... ?
 B. Exactly, and they can
 A. If they ... , they will
 B. It sounds exciting, and they
 A. Phil has chosen sports ... and
 B. That's it, and he can also
 A. I believe it's a good idea Do you think ... ?
 B. I think
 A. Agreed.



3. Suppose you've been to Britain. On coming back, tell your friends about the most popular sports in this country.

- the name of a sport;
- the season it usually takes place;
- the place;
- the number of athletes;
- the sport rules;
- this sport competition;
- your attitude to this kind of sport;
- its popularity in Ukraine.



VII. Time to Write.

Into your Writing Portfolio:

- Describe the sport event.
- Give a reason for writing.
- Give possible explanations.

How to write a letter of invitation to a sport event

- I would like to ...
- It would be most useful to ...
- Please let us know ...
- It would be great if ...
- I would be delighted if ...

Unit 5

Example:

Dear Friends,

There are different sporting activities planned for the weekend which will take place on the 9th and 10th of May. We know that you are number one in basketball at your school. I would like to ask you if it is OK to include a basketball match into our programme for junior students.

Please, let us know about your decision before 15 April.

Best regards,

Members of the Organising Committee.

Go to Ex. 75, 76 of your WB

5.3. American pastime

Word Box

to roar
spectacular
dressing room
tough
gloomy
armchair fan
League

Phrase Box

to be awarded something
to get out of the game
to build hopes on somebody
to be badly injured
to pay somebody a tribute
to take place
to be in a panic

Communication Box

My heartiest
congrats!
Well done!

I. Conversation Warm-up

Look at the pictures and say in which American sports these things are used. What do you know about these sports?



Example: *I think that this glove is used in baseball. All teenagers like to wear baseball caps, but we don't play baseball.*



II. Pronunciation Warm-up

Read the rhyme and practise the sounds /ʌ/, /eɪ/ and /əʊ/. Say how well you can skate.

Skating Rhyme

Lessons are over: away we run
 To ski through the snow – what fun.
 We are off to the pond to skate,
 All go altogether, and none is late.
 Nelly can dance on ice like a fairy!
 Andy cuts figures and so does Mary,
 Ann is the best, like the wind she goes,
 Peter is clumsy and falls on his nose.

III. Grammar Smart

1. Read what the children say about their sport achievements and change the sentences into passive.

Example:

Alex

I have become a school champion in tennis. Today our coach has given me a diploma and the first prize.

A diploma and the first prize have been given to Alex because now he is a school champion in tennis.

Hooray! The Youth Football League has invited our football team to Kyiv to compete with other football teams.

Denis

Ann

My coach is proud of me. I have just broken an old record in long jumping.

We congratulate our boys. They scored 5 goals during the school championship in hockey.

Martha

Andrew

I've got a letter from my e-pal Jeremy. His junior school-children, whom he coaches for hockey, have won a victory. I'm so glad!

Our school has introduced contact sports this year. I'm so excited. No doubt, I'll sign up for it.

Taras

2. Complete the sport interview with the famous American basketball player Michael Jordan by putting questions to these answers.

Example: – *When was the interview given by Michael Jordan?*

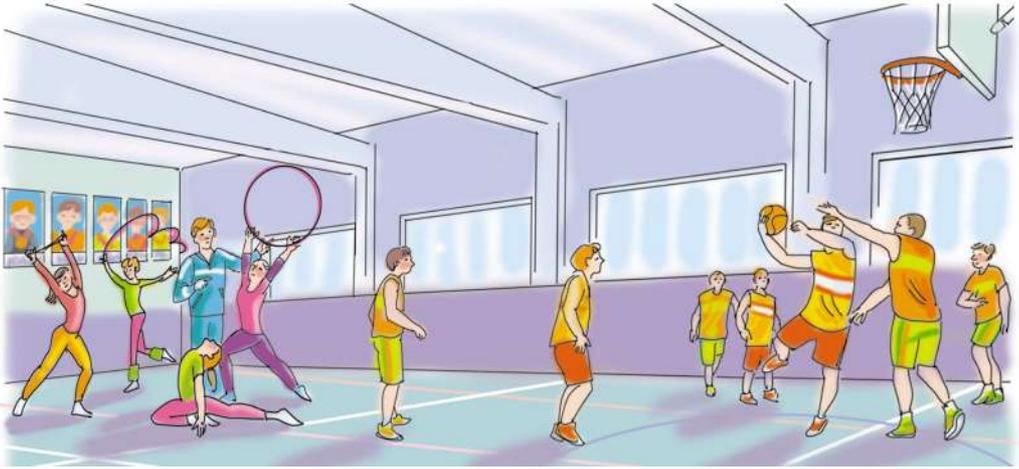
– *Today the interview of Michael Jordan has been given to us. Many questions have already been asked.*



Unit 5

1. Michael Jordan was invited to play for Chicago Bulls.
2. The sportsman was named Rookie of the year.
3. 13 seasons were played by Michael Jordan for the Chicago Bulls.
4. The sportsman won 6 championships in basketball.
1. He was given 14 different awards.
2. Michael Jordan set up a basketball school for young athletes.

3. You have become a famous sports person. Now that you return to the sports school in your old home town, a lot of things are different. Look at the picture and describe the changes using the words and word combinations from the box.



Example: *New sport equipment has been bought.*

new champions; to set new records; new sport clubs;
new sport equipment a new big football pitch; a good swimming pool;

IV. Word Smart

1. Study the following words and word-combinations and say in what situations we can use them:

spectator sport; championship title; tough game;
national pastime; armchair fan; gloomy.

Example: *We say it's a spectator sport about a sport we go and watch.*

1. Read what American children say about sport and fill in the missing words from the box (p. 147).

Baseball is one of the most ... sports in the USA and the professional baseball season lasts from April to September. It's a very ... game, which is played with a bat and a ball between two ... of nine players each. Traditionally it is played on a large field which has four bases and





a ... must touch all of them in order to make a run. Many people in the US watch baseball games on ... or listen to them on the A lot of Americans go to the games as a social event. They enjoy meeting like-minded people there, discussing the game and its players, or just socializing. Because baseball is so popular, people in the US often call it the national

Basketball is also a very popular sport played

It'll be interesting for you to know, that it was ... in Springfield, Massachusetts, by Dr. James Naismith who used fruit ... for the hoops and a soccer ball. Basketball is played by two ... of 5 players. They throw the ball through the ... and score points. Do you know that the most exciting score is a slam dunk* when a tall player ... up high and pushes the ... down through the hoop? The fans get up from their places and ... the basketball player. There is a great ... in basketball at colleges and high schools. The dream of every American boy is to become a good NBA player, that's why they play with much enthusiasm not only indoors, but on the street and the yards.

teams TV exciting popular player indoors
invented pastime radio interest teams hoop
jumps baskets ball cheer up



Across Cultures: *the USA*

NBA – the National Basketball Association.



At Home: Write six questions to an American sportsperson you'd like to meet. Explain your choice.

Go to Ex. 77, 78 of your WB

V. Time to Read

1. Read the story about the hockey match between two hockey teams, the Wolves and the Eskimos, and say who won the game and why.

I Am His Brother

The hockey match between the Wolves and the Eskimos was to take place at 7 p.m. The Wolves were going to play without their best forward: Bucko had been injured in the previous match and admitted to hospital. Johnny was to play instead. By late afternoon, Johnny was still missing and we all began to worry. We wondered where he had disappeared. By five o'clock we were all in a panic.

Someone had seen Johnny at the railway station. Gravot, the Eskimos coach, had probably handed Johnny a good sum of money to get him out of

* *a slam dunk* – баскетбольный кидок.

the game. The next station was forty miles away and Johnny couldn't get back before the next morning.

I was afraid Matt, our coach, would go crazy. He even tried to reach Johnny but failed. Matt had built all hopes on the boy since last year when Bucko was badly injured. What could we do? We had to go on the ice. Oh, we played tough hockey and managed to score a goal in the second quarter, but the Eskimos had two more. In the dressing room, the boys were gloomy. Suddenly the door opened and Johnny ran in.

"Where have you been?" shouted Matt.

"What difference does it make where I have been? I am back and you needn't worry. The score is only two to one. I'll show them how to play hockey".

And he really did. I know that I will never see hockey as we played in that last quarter. When we appeared on the ice, I thought the roof would go up with the shouts as the crowd welcomed Johnny warmly.

The whistle was blown and the game started again. It was a quick game, both teams played tough hockey, but the Eskimos could do nothing against Johnny. He scored two more goals before the referee's final signal sounded. The crowd roared when their favourite was leaving the field. We won! We had become champions!

In the dressing room we heard Johnny's story. "Abe paid me two thousand to take that train out of town tonight. So I got on the train but when the train slowed down at Crocket I jumped off and ran back. It took time, but I knew I would be in time for the last quarter to help you win the game. Bucko needs money to pay his hospital bills. I'm sending him Abe's two thousand in the morning".

Old Matt was happy. "I knew you would take Bucko's place when I first saw you on the ice, kid".

"Take his place, Matt? I came here to take my place. And I also wanted to pay back for Bucko's injury. I'm Bucko's brother".

(Adapted from "Double for Trouble" by B.B. Fowler)

judge – referee

See First Aid Kit: Word Meaning, p. 227

2. Read the statements and reproduce the situations from the text. Comment on them.

Example: We all began to worry. It's about Johnny who was late for the game.

1. By five o'clock we were still in a panic.
2. I was afraid that Matt would go crazy.
3. In the dressing room the boys were gloomy.
4. When we appeared on the ice, I thought the roof would go up with the shouts as the crowd welcomed Johnny.
5. Old Matt was happy.
6. The crowd roared when their favourite was leaving the field.

3. In the text, find the words and word combinations concerning sport. Make up your sentences with them.

Example: *Hockey match.* → *The hockey match between the Wolves and the Eskimos was to take place at 7 p.m. As for me, I like to watch hockey matches on TV.*

4. There are 4 main characters in the story. Describe them using the adjectives below.



Matt, the coach of the Wolves



Johnny, best forward



Gravot, the coach of the Eskimos



Bucko, a hockey player

responsible experienced clever angry cunning happy
kind wise loving thoughtful dishonest anxious inappropriate

Example: *I think Johnny isn't only the best forward of his team but also a loving brother.*

VI. Time to Communicate

1. Act as Johnny and tell your brother about the last hockey match.



Use:

- | | |
|----------------------|----------------------------------|
| to score a goal; | to jump off the train; |
| to hand in money; | to get somebody out of the game; |
| to get on a train; | to welcome warmly; |
| to slow down; | to pay hospital bills. |
| to become champions; | |

2. In pairs, role-play the dialogue between Johnny and his brother Bucko.

J: Hi, Bucko, we

B: My heartiest congrats! I'm proud Will you ... ?

J: Sure. At first we He gave me ... and I

B: Why ... ?

J: I wanted ... and I

B: But you could ... and the Wolves

J: Oh, no. The train should slow down ... and I knew

B: And how did the team ... ?

J: On the one hand, they ... , but on the other handThe crowd roared when

B: Really? I suppose

J: Right you are. I'm your brother and

B: Thank you, Johnny.



3. Group up for the project to design a website “Sports – an American Pastime”. Consider the following points:

- kinds of sport originated in America;
- American’s attitude to sport;
- famous American sport competitions.



VII. Time to Write

Design a sports page on which you can give:

- the latest sports news in Ukraine;
- the reports about the sports of your school teams;
- a 10-sentence article about a sport personality.

Go to Ex. 79, 80 of your WB

5.4. Sport stars

Word Box

underdog
top ranked
pathetic
loser
fan
(fair-weather,
die-hard)

Phrase Box

to equal one's personal
best
to have a chance
to be victorious
to slack off
to have loyalty to a team
to make predictions

Communication Box:

How to Make Predictions in Sport

I bet
I think the odds are (not) in
his/her favour.
I have a feeling to win.
Nothing of the kind.

I. Conversation Warm-up

Read the names of some great sport stars and say what sports made them famous.

Kelly Clark

snowboarding

Serhiy Bubka

pole vault

Wayne Mark
Rooney

football

Ben Gordon

basketboall

Volodymyr
Klychko

boxing

Olena
Pidhrushna

biathlon

Example: *Kelly Clark is the world's Number One in snowboarding.*



II. Pronunciation Warm-Up

Read the 'Sports Prediction Chant' and practise the logical stress. Make predictions in your current sports situation.

Sports Prediction Chant

Do you think he's going to win?
He might, but I don't think he will.
The odds are not in his favour.
Do you think she's going to win?
She might, but I don't think she will.
The odds are not in her favour.

Do you think they're going to win?
They are mostly likely to win.
I bet they'll win.
They certainly will.
I have a feeling they will.

III. Function Smart

Read and learn how to make predictions in sport. Look at the pictures and fill in the mini-dialogues.



hockey team

- a)
 - Do you think this ... is going to win?
 - They might, but I don't think they will. The odds are not in their favour.



figure-skating

- b)
 - I bet they will win the World Championship in
 - No doubt about it. The odds are definitely in their favour.



the Most Valuable Player

- c)
 - With his statistics, he is likely to be named "...” in the European Cup.
 - You know, I have a feeling he will.



world record

- e)
 - Look! She's going to break the ... !
 - She might, but I don't think she will. At most, she will equal her personal best.



victorious

- f)
 - I'm sure he'll never win. He's a typical under-dog.
 - Nothing of the kind. He has a chance to be ... today, for a change.

IV. Word Smart

1. Match the definitions to the word combinations and say to what kind of athletes they may describe.

<ol style="list-style-type: none"> 1. a typical underdog 2. a top-ranked athlete 3. a pathetic loser 4. a winner 5. the most valuable player 6. a fair-weather fan 	<ol style="list-style-type: none"> a) weak, unsuccessful that may annoy you or make you feel pity or sympathy; b) a person (a team) that is weaker than others, is always expected to be unsuccessful, and that is often treated badly; c) most powerful, very successful; d) the most important and useful; e) having won a victory, or ending in a victory; f) someone who only wants to be a fan when an athlete (a team) is successful
--	--

2. Read the profiles of some renowned athletes and speak about their contributions to the development of world sports.

 <p>Serhiy Bubka – the Star of the pole vault.</p> <p>1982 born in Voroshilovgrad (now Luhansk), Ukraine.</p> <p>1983 qualified for the rating of Master of Sports, International class.</p> <p>1991 became the first pole vaulter to clear 6,10 m, in San Sebastian, Spain.</p> <p>1994 set the world record of 6,14 m.</p> <p>up-to-date is named in an Associated Press Poll as one of the best Olympic Champions of the 20th century. The chairman of the Ukrainian Olympic Committee.</p>	 <p>Kelly Clark – a sportstar in snowboarding.</p> <p>1983 born in New Port, the USA.</p> <p>2000 became a member of the American national team and a world champion in half pipe among young snowboarders.</p> <p>2001 graduated from Mount Snow Academy in Vermont.</p> <p>2002 is considered to be the youngest winner of the Olympic Games.</p> <p>2010 won a bronze medal in the Olympic Games in Vancouver.</p> <p>2012–2013 The owner of the World Cup in snowboarding.</p> <p>2014 Repeated Olympic Champion in half pipe.</p>
--	---



1985

2002

2004

Wayne Rooney – a famous British footballer.	born in Liverpool, England.	started to play professionally.	became a member of the Manchester United football team.
---	-----------------------------	---------------------------------	---

2005

2010

2012–2013

up-to-date

is considered to be the best young footballer in England.	is called the best striker in the history of Manchester United.	the author of the best goals.	the best striker in the national football team of England.
---	---	-------------------------------	--

3. In pairs, discuss your favourite sport stars as in the pattern.

Pattern:

A: I say, ... , who ... ?

B: Personally, I like He/she is a victorious

A: Are you a die-hard fan of ... ? I have a feeling

B: Nothing of the kind. ... is a top-ranked athlete. And what's ... , I wonder?

A: Personally, I have loyalty to I believe

B: I think you adore ... , right?

A: Exactly. He/she is the most I know he/she participated in ... and

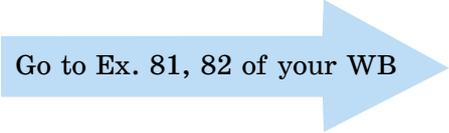
B: No wonder, ... is a real sport star.

A: The same can be said about

B: To each his own.



At Home: Search the Internet to find some information about your favourite sport star and present it to the class.



V. Time to Read

1. Two friends are talking on the phone about their predictions for the coming Cup Final of the city-wide soccer league. Read/listen to their conversation and name the likely winner and loser.

Making Predictions in Sport

Steve: Hi, Tom. It's Steve. How is it going?

Tom: Couldn't be better. I'm going to the Cup Final this evening. It starts at six in the Community sports centre, you know. Do you want to join me?

Steve: I'd love to! But my mom will be mad at me if she sees me slacking off like this. I am supposed to be working in the garden. Who's playing?



Tom: The Hornets against the All Greens.

Steve: The Hornets are a really good team. I bet they'll win.

Tom: What?! You don't have any loyalty to our school team, the All Greens?

Steve: No, not really. They don't impress me very much. I think the Hornets' forwards are much better. And do you think the All Greens will win?

Tom: They might, but I don't think they will. Frankly speaking, the odds are not in their favour. Have you heard Sam Gates is not playing tonight? He was disqualified because of the rule violation during the semi-final game.

Steve: Really? That's an interesting turn of events! So the Hornets' forward – what's his name – will have a chance to be named «the Most Valuable Player» of the city cup this year?

Tom: I have a feeling he will. He has been the top-ranked player for the last several months.

Steve: You sound so objective as if you were not rooting for all Greens either. I remember you supported them when they were winning.

Tom: What?! Do you mean to say that I'm a fair-weather fan? Nothing of the kind. As any die-hard All Greens fan, I'll shout for them the best I can. But I understand they'll have to try a little harder if they don't want to be pathetic losers. So don't you dare!

Steve: Okay, Okay, I got it. Let's wait and see what happens.

Across Cultures: *the USA*

the community sports centre.



Community sports centre

victory – victorious

courage – courageous

qualified – disqualified

satisfied – dissatisfied

See First Aid Kit: Word Building, p. 224

3. Fill in the right form of the word.

- Helen Pidgrushna is a *victorious* athlete in biathlon.
- 'You've missed my training, I'm so ... !'
my coach said.
- I think boxers are ... sportsmen, they are
not afraid of getting hurt.

victory
satisfy

courage

Unit 5

4. Some athletes are ... for taking drugs.
5. It is not easy for cyclists to ride on a ... path.
6. My favourite volleyball team lost the game and I'm very

qualify
mountain
pleased

4. Read the statements and say which characters – Steve or Tom – said them and in what context.

Example: *My mom will be mad at me if she sees me slacking off like this.*
– Steve said that when Tom invited him to the football match.

1. You don't support our school team.
2. They don't impress me very much.
3. Frankly speaking, the odds are not in their favour.
4. That's an interesting turn of events!
5. They'll have to try a little harder if they don't want to be pathetic losers.

VI. Time to Communicate

1. Act as one of the boys and speak about your favourite sport star. Use:

- to support something;
- to be victorious;
- to be disqualified;
- to be the most valuable player;
- to be a fair-weather fan;
- to be a die-hard fan.



2. In pairs, complete the conversation between Steve and Tom. Use the pattern.

Pattern:

A: Hi, It's How is it going?

B: Couldn't be better. I'm going to Do you want to ... ?

A: I'd love to! But Who's playing?

B: ... against

A: ... are really good team. I bet

B: What?! You don't support ... ?

A: No, not really. They don't impress I think Do you think ... ?

B: They might, but I don't think they will. Frankly speaking, Have you heard ... ?

A: Really? That's an interesting turn of events! So

B: I have a feeling

A: You sound so I remember

B: What?! Do you mean to say that ... ? Nothing of the kind. As any But I understand

A: Okay, Okay, I got it. Let's



VII. Time to Listen

1. Listen to the joke “A Real Sport Star” and say who was a pathetic loser.
2. Listen to the joke again and mark the correct statements.
 1. Jim was famous for his love of football.
 2. He adored watching chess tournaments.
 3. Jim invited his friend for a game of chess.
 4. When his friend came, Jim was sitting at the table with his dog.
 5. Jim was feeding his dog Spot.
 6. It was Jim, who had lost the game.



VIII. Time to Write

Sport helps to maintain people’s health. Write how much it is attributable to you.

Go to Ex. 83, 84 of your WB

DEVELOPING INTEGRATED SKILLS 5

I. Many cities/towns/councils in Ukraine nowadays are setting up sports grounds in different residential areas, the average cost of which is 5000 hryvnias. If you were in the City Council’s place, how would you distribute the money? What sports goods will you buy? What sport apparatus will you place in them?

II. Pair up with your friends to make sports plans for coming holidays to maintain your health.

III. Look at the photos and in groups discuss how some environmental problems prevent people from doing sports.



IV. In the whole class, make a culture comparison profile between Ukrainian, British and American cultures in sports. Fill in the sport comparison chart.

Sport Comparison Chart

Comparison Items	Ukraine	Britain	USA
<ul style="list-style-type: none"> • Popular sports • World-famous sports people • Major sports competitions • Sport traditions • Attitude to sport 			

5.5. My progress in English

I. Grammar Smart

Change the sentences from Active into Passive.

1. Our class chess player has won the game this week.
2. The coach has criticized Mike for his results in swimming this year.
3. We have taken pictures of our city sport star recently.
4. My dad has invited me to a hockey match today.
5. The boys have already made predictions for the coming Cup Final of the city-wide soccer league.
6. They have bought a poster of their favourite gymnast Anna Bessonova.

Check if you can:

transform Active into Passive.	Yes	No
--------------------------------	-----	----

II. Word Smart

Insert the prepositions.

1. My sister has taken _____ rhythmic gymnastics recently.
2. We all have loyalty _____ our school football team.
3. My coach builds hopes _____ best players.
4. It's a pity to lose _____ a sport competition.
5. I have signed _____ for swimming today.
6. Best footballers participate _____ a city competition.

Check if you can:

express the same ideas differently.	Yes	No
-------------------------------------	-----	----

III. Function Smart

Match conversation lines A to conversation lines B.

A	B
1. Try a little harder if you don't want to be a pathetic loser in swimming. 2. I don't think she will break her old record. 3. Mark will never win. He is a typical underdog. 4. Do you think the 'Wolves' are going to win? 5. I can't help admiring this gymnast. 6. I bet Ann is a top-ranked tennis player.	a) And I think she'll equal her personal best. b) Mark? Nothing of the kind. He has a chance to become a winner today. c) Don't worry. I certainly won't. I have been swimming for 3 years already. d) Me too. She'll be the best in her performance with a hoop. The odds are definitely in her favour. e) Sure. This team is the best in ice hockey. f) Agreed. I have a feeling she will become a champion.

Check if you can:

make predictions in sport.	Yes	No
----------------------------	-----	----

IV. Time to Read

Read the text and choose the right continuations of the statements.

Lennox Louis

All ardent fans of boxing know the name of Lennox Louis, a renowned British boxer.

Being a tweener Lennox chose a boxing career. Five years after taking up boxing, he became the World Junior Champion at the age of 17. Unfortunately, he didn't become a champion in the 1984 Olympic Games in Los Angeles. Gold came four years later at the Seoul Olympic Games boxing final in 1988. Beginning with 1989, he continued to win the British Heavy Weight Commonwealth and European titles. Four years later Lennox was crowned WBC Heavy Weight Champion of the World. So he became the first British Heavy Weight Champion of the 20th century.

The athlete proved his title more than once. In June of 2002 the boxer had his most difficult fight of his career against Mike Tyson. In spite of Tyson's

Unit 5

aggression, Lennox knocked Tyson out proving to be the greatest boxer of his time.

1. Lennox Louis is a famous British
a) boxer; b) gymnast; c) footballer.
2. Lennox started his career when he was
a) small; b) twelve; c) an adult.
3. He won gold in the Olympic Games in
a) Los Angeles; b) Seoul; c) London.
4. Lennox became WBC Heavy-Weight Champion in
a) 1989; b) 1980; c) 1993.
5. The boxer had his most difficult fight with
a) Volodymyr Klychko; b) Mike Tyson; c) Oliver McCall.
6. He beat that boxer in
a) 2000; b) 2001; c) 2002.

Check if you can:

read and understand informative texts about sport.	Yes	No
--	-----	----



V. Time to Listen

Listen to the “Baseball” story and correct the mistakes in the statements given.

1. Baseball is Britain’s most popular sport.
2. There are two teams of six players.
3. In 1845 Alexander Cartwrite invented the rules of the game.
4. The first baseball teams were professional.
5. The most prestigious baseball competition is the National League.
6. This competition takes place once in four years.

Check if you can:

listen and understand descriptive texts about sport.	Yes	No
--	-----	----



VI. Time to Write

Describe a sport you’d advise your friend to take up.

Check if you can:

write a description of a sport.	Yes	No
---------------------------------	-----	----

UNIT 6. On Screen and on Stage

6.1. Are you a cinema-goer?

Word Box

cartoon
science fiction
block buster
gripping
touching
impressive
acting
relaxing
thriller
cast

Phrase Box

to create a vivid image of somebody
to be true to life
to take one's eyes off the screen
to be a big hit
to be a box office success
to have a long run
to book the tickets
to be action-packed
to be a real breath of fresh air

Communication Box

What is on at the cinema?
I'm dead sure
How about going
I'm a way

I. Conversation Warm-up

Look at the pictures and say what films you like best and why.



a cartoon



a science fiction film



a horror film



a thriller



a musical

Example: *Personally, I like cartoons best because they are funny.*

Br E – film
Am E – movie



II. Pronunciation Warm-up

Read the funny poem and practise the sound /w/. Say if you agree with it.

Funny Poem

What are the children made to do?
They are made to learn,
They are made to help mums
But they are not made to play.
They are not made to talk
And they are made to behave well
Today and every day.

III. Grammar Smart

Look and recall!

If you want to say about something you *create* or *produce*, use the verb *to make*.

Example: *John and his friends made a very good film about their school.*

DON'T FORGET!

There are fixed expressions with the verb *to make*.

to make a decision;
to make friends;
to make a mistake;
to make an impression;
to make noise;

to make progress;
to make a bed
to make tea;
to make money;
to light a fire, etc.

a) Look at the pictures and play a grammar guessing game.



Example: *I think granny is going to make a cake.*

b) Answer the questions.

1. What have you/your friends made with your own hands at your crafts lessons?
2. What do you usually do if you make many mistakes in your test?
3. What film has made an unforgettable impression on you?
4. What decision have you and your friends made about your free time on Sunday?
5. Who has created the character of Harry Potter?
6. Who has made much money writing books about Harry Potter?

Read and remember!

1. If you want to talk about things that someone can require another person to do, use **make + object + basic form of the verb without to**.

Example: *My mum made me switch off TV and go to bed.*

DON'T FORGET!

Passive structures with make have the infinitive with **to**.

Example: *The boy was made to apologize.*

a) Play a grammar transformation game as in the Example.

Example: *A: My mum made me clean the floor.*

B: I was made to clean the floor.

b) Complete the sentences using word-combinations from the box:

Example: *Our teacher made us learn the words by heart.*

1. I made my little sister...
2. My parents make me...
3. I made my friends...
4. My friends made me...
5. Our drama teacher made...
6. My granny made us...

to learn the words by heart;
 to take part in the performance;
 to help somebody about the house;
 to wash up after dinner;
 to take up sport;
 to join somebody;
 to go to the cinema;
 to make a poster for a new performance.

IV. Word Smart

1. Study the following words and word-combination say:

a) what these types of films may be about.

a historical film	a blockbuster	a musical	a cartoon
a science fiction film	a screen adaptation of a novel	a thriller	a comedy

Example: *A historical film may be about some events in the history of this or that country.*

b) what films can be characterized as:

gripping	touching	impressive	disappointing
boring	relaxing	scary	exciting

Example: *I think adventure films are always gripping and exciting.*

2. Read the advertisements for films and say which of them you'd like to see. Come up with a possible plot of the film and explain your choice.

Blossoming Romance

This year box office success.
A light-hearted musical.

Another Try

A gripping story about aliens
on Earth. Great graphic
and computer effects.

My Friend Kashtanka

Cartoon of the year!
Fantastic scenery and costumes.

Example: *I'd like to see a cartoon because it is colourful and funny. I think "My Friend Kashtanka" is about a dog and a little boy. They are great friends...*



At Home: Say which film is much written and spoken about today. Do you want to see it? Why/why not? Write 8–10 sentences about it.

Go to Ex. 85, 86 of your WB

V. Time to Read

Read/listen to the children talking about their film favourites and say if they have the same tastes.

Film Favourites

- Ann:** Look here, guys. It's ages since we've seen a good film. Why don't we go to the cinema together?
- Steve:** Great! And what is on at the cinema?
- Andrew:** I know that "The War of the Worlds" is on at the "Ukraine". They say it is a big hit.
- Steve:** It's the new classic Spielberg film starring the famous American actor Tom Cruise. I like science fiction films. They are always action-packed with lots of graphic and computer effects. I saw "The X-men" and couldn't take my eyes off the screen. I don't think there has been a film like that before. Let's go and see this one. I'm dead sure it'll be gripping.

- Ann:** Not me. I'm not interested in science fiction films. Why don't we go to the "Cosmos" cinema house and see "Gladiator"? My brother has already seen it and was greatly impressed by it. It's an exciting historical film. I'm sure you'd like it.
- Helen:** But I have already seen it. It's extremely impressive and touching. I even cried at the end and the acting of Russel Crowe is perfect. His gladiator was so true to life. Not for nothing in 2000 he got an "Oscar" award for this role. He plays with his own understanding. I'd rather see something relaxing like a musical or a cartoon.
- Ann:** I've heard about a brand new cartoon by Walt Disney "Cold Heart". They say it is absolutely fantastic with an intriguing plot and exciting scenes.
- Andrew:** I have a better idea. How about going to see the new version of "Viy"? The film has been written and spoken about a lot. Though it has been running for a long time, it is still a box office success.
- Ann:** Is it a horror film? Such films are too scary.
- Andrew:** As far as I understand, it is a new thriller version of Gogol's story. Five countries, including Ukraine, filmed it and the cast is perfect.
- Steve:** Sounds good! Let's not miss it. We must book the tickets.
- Helen:** I hope the film won't be disappointing.
- Ann:** At least it'll be a good chance to spend our free time together.

Across Culture: *the USA*



Steven Spielberg – one of the most successful film directors in the history of the US cinema, known especially for making films that are full of exciting events and special effects.



Tom Cruise – a famous US film actor.



Russel Crowe – a well-known Australian actor.



Oscar – a prize given each year in Hollywood to people in the film industry – for the best film, best actor/actress, director, etc.

excited – exciting
 disappointed – disappointing
 interested – interesting
 impressed – impressive

See First Aid Kit: Word Building, p. 224

2. From the “Film Favourites” (p. 166) reproduce and translate the sentences with words and expressions from “First Aid Kit”. Make up your own sentences as in the example.

Example: *I'm not interested in science fiction.*
I'm interested in musicals, they are so romantic.

3. Match the words to their characters and say whose opinion you share.

Ann	a) I like science fiction films.
Steve	b) I'd rather see something relaxing like a musical or a cartoon.
Andrew	c) I'm not interested in science fiction films.
Helen	d) Horror films are too scary.
	e) It's a new screen adaptation of Gogol's story.
	f) It's extremely impressive and touching.

Example: *Steve likes science fiction films, but I prefer historical films.*

VI. Time to Communicate

a) Act as one of the children and speak about your tastes in cinematography. Use:



to be a big hit;
 to be true to life;
 to take one's eyes off the screen;
 gripping;
 to be impressed by something;
 to be action packed;
 perfect acting.

b) In pairs, discuss your favourite films as in the pattern.

Pattern:

A: Look here It's ages since Why don't we ... ?

B: Great. And what is on ... ?

A: It's I like They are I saw ... and couldn't take

B: I'm not interested Why don't we ... ? My ... have seen it and was

A: This film is extremely I even ... and acting

B: But I'd rather see ... because

A: And what about ... ? The film is much written and

B: I know this film has been running for a long time

A: I don't like ... they are too

B: They say the costumes ... and there are many ... and

A: I hope



c) Group up for the project to design a list of "Five Top Films". Give the reasons for your choice.



VII. Time to Listen

1. Listen to the story "From the History of Cinema" and say which countries were the first in making films.

2. Listen again and mark the true statements.

1. Cinema was born in the 19th century in Hollywood.
2. The first films were shown in clubs, shops and cafés.
3. The first cinema houses were built in 1896.
4. The first American and Russian films were silent.
5. The Lumiere Brothers made the first sound film in 1927.
6. The first colour film appeared three years later.



VIII. Time to Write

Write an e-mail to your friend about the film you like best. Use the plan:

1. The type of the film.
2. The title of the film.
3. The plot of the film.
4. The acting
5. Your opinion of the film.

Go to Ex. 87, 88 of your WB

6.2. Are you a theatre admirer?

Word Box

repertoire
scenery
playwright
rehearsal
spectator
audience
curtains

Phrase Box

to go down (up)
to receive a curtain call
to be a success (a failure)
amateur theatre
to look at something with bated breath
to convey something to somebody
to burst into applause
to have a creepy feeling

Communication Box

For a start
To say more
First things first
It's an open secret.

Br E – theatre
Am E – theater

I. Conversation Warm-up

Look at the photos and say what performances you can see at these theatres.

The Opera and Ballet House. The Drama Theatre. The Puppet Theatre.
The Drama Musical Theatre. The Musical Comedy Theatre (Operetta).



ballet



puppet theatre



operetta



drama theatre



opera

Example: *We can see a ballet performance at the Opera and Ballet House.*



II. Pronunciation Warm-up

Listen to the chant and practise the sound /ei/. Say what interests you before you choose the performance to see.

Theatre Chant

- Have you read about a new play?
What did they say?
- They said the theatre had given a performance today.
 - A new performance? Today?
- Have you learned about composers, Ann?
What did they say?
- They said good music had been composed by them.
 - Really? Let's go to the theatre then.

III. Grammar Smart

Look and recall

- If you want to make a suggestion or give orders to a group including yourself, use **Let's+infinitive without to**.

Example: *Let's see the film together.*

DON'T FORGET!

Use **Let's not+infinitive without to** in the negative sentences.

Example: *Let's not discuss the film now.*

a) Play a grammar opposite game as in the example.

Example: A: *Let's see the comedy.*

B: *Let's not see this comedy.*

b) Look at the pictures and give your suggestions.

Example: *Let's go to the cinema and see a new film.*



Read and remember!

If you want to talk about things that someone can permit another person to do, use **let+object+base form without to**.

Example: *My mum lets me go to the cinema with my friends.*

If you want to talk about permission or lack of permission in the present or future, use **am/is/are (not) allowed to do**.

Example: *The children are allowed to sit near the stage.*

Unit 6

a) Play a grammar Nosy Parker game asking about permission from the following people.

Example: A: *What do your parents let you do?*

B: *My parents let me see films late at night.*

your parents;
your teacher;
your friend;
your grandma.

b) Make up 6 sentences on the table.

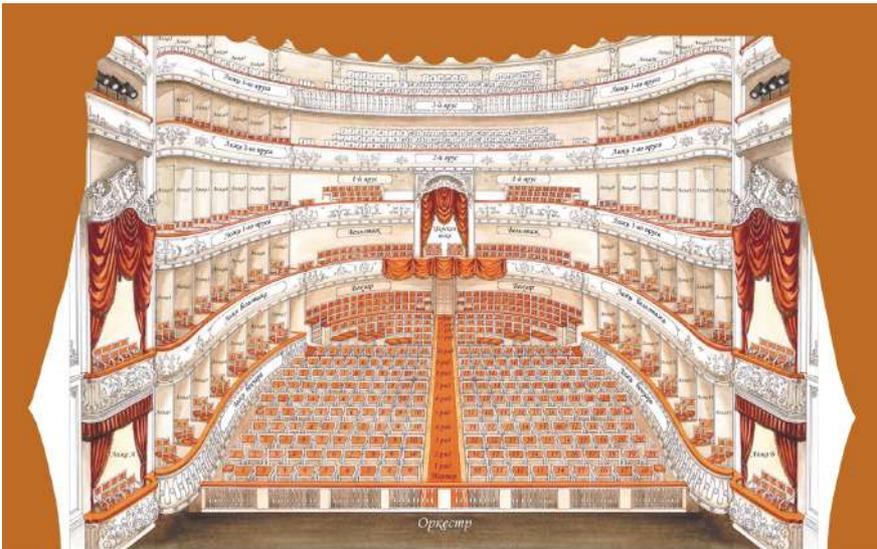
I		(not)	to choose the film I like.
He/she	am	allowed	to see horror films.
You	is		to shoot a film about my classmates.
We	was		to write a film script.
They	are		to play in a school performance.
My friends	were		to go to the theatre.
My brother/sister			to take pictures at the theatre.

Example: *I am not allowed to see horror films.*

IV. Word Smart

Look at the following words and word combinations and:

a) label the parts of the theatre. Say where you like to sit at the theatre.



- | | |
|------------|------------------|
| 1. curtain | 5. orchestra pit |
| 2. stalls | 6. dress circle |
| 3. balcony | 7. gallery |
| 4. stage | 8. aisle |

Example: *My favourite seat is in the stalls where I can see the stage better.*

b) Match the words to the definitions and make sentences with them.

1. repertoire	a) someone who is watching a performance;
2. scenery	b) all the plays that a theatre can perform;
3. playwright	c) someone who writes plays;
4. rehearsal	d) a time when all the people in a play practise before a public performance;
5. spectator	e) the painted background, furniture, etc. used on a theatre stage;
6. stage director	f) someone who stages a play;
7. amateur theatre	g) the time at the end of a performance when the actors come to the front of the stage to receive applause;
8. curtain calls	h) a theatre which stages plays just for pleasure.

Example: *As I'm a regular theatre-goer, I know the repertoire of our local theatre well.*

c) Describe the spectators' reaction when they are watching a performance.

to look at the stage with bated breath;

to burst into applause;

to be breathtaking;

to be a success/a failure;

to have a creepy feeling;

to get a powerful theatre experience.

Example: *When the performance is interesting, I look at the stage with bated breath.*



At Home: Search the Internet to find some information about the theatre you'd like to go and present it to the class.

Go to Ex. 80, 90 of your WB

V. Time to Read

1. Read what children of different countries say about their theatre experiences and say if all of them have a positive attitude to the theatre.

BrE – centre
AmE – center

– My name is Dan, and I'm passionate about theatre. I'm interested in American theatre which is over two hundred years old.

Of course, the center of theatre life in America is in New York, and many people associate it with Broadway. It's true because Broadway is a magnet for the best American talents. It's an open secret that Broadway theatres are widely considered to represent the highest level of commercial theatre in the English-speaking world.

As I live in a musical family (my mum is an opera singer and my dad is a ballet dancer), I adore musicals and my most memorable performance is "The



Phantom of the Opera” – the longest running Broadway musical. You probably know that this musical is based on Gaston Leroux’s novel which was made into a stage play, and the music was composed by Andrew Lloyd Webber. The story centers around the mysterious phantom of the Paris Opera House and his love for the singer Christine Daae.

The stage direction is simply fantastic. For a start, the scenery is amazing and some scenes are really breathtaking. I had a creepy feeling when the Phantom was flying over the theatre! And the music was really divine! When the curtains went down, the actors received many curtain calls and flowers. To say more, I would give everything away for it. I strongly recommend everybody to see it.



– I am Alice from Britain. All learners of English know that Britain is famous for its playwright and poet William Shakespeare. In Shakespeare’s birthplace in Stratford-upon-Avon, there is the world famous Royal Shakespeare Theatre which stages the plays of our great countryman.

Last spring Miss Ward, our Literature teacher, took us to this theatre to see the play “Romeo and Juliet”. It was the greatest holiday for all of us! But first things first.

The majestic building of the theatre is situated on the picturesque bank of the river Avon. The spectators may take a riverside walk from the Bancroft Gardens, past the theatre to Holy Trinity Church. As we came early, we also had a chance to enjoy it.

The inside of the theatre was also very impressive. Miss Ward said that the theatre is called a ‘one-room’ theatre because it allows the actors and the audience to share the same space, as they did when Shakespeare’s plays were first produced. And really the stage reached out into the audience who are seated on three sides of it. As we were sitting very close to the stage, I got the impression that the actors were talking to me personally. Sometimes I imagined myself to be Juliet and even tried to speak to Romeo. You see, it was my first and very powerful theatre experience. I’m happy I’ve got it at this great place.

– I’m Oksana. As I live in a small town, there is only one musical drama theatre in my town and I never miss a chance of seeing a new performance there. My friends and I are real theatre-goers because our school amateur

drama society works under the guidance of our local theatre. Sometimes the stage director allows us to be present at the rehearsals and to see the acting of actors with our own eyes. So we know nearly all the repertoire of the theatre.

I believe our theatre is especially good at staging plays of Ukrainian playwrights. My favourite performance is “Wedding in Malynivka”. I looked at the stage with bated breath and enjoyed every minute of it. The actors managed to convey the national Ukrainian spirit and humour to the audience. I’ve never laughed so much before! When the performance was over, the house burst into applause. All the spectators applauded standing and cried “Bravo!”

After the performance we were singing its funny songs and repeated the jokes! We decided to stage some episodes from this play and show them to our schoolfriends. I think it’ll be fun to see us in the roles of its funny characters. Don’t you think?



Across Cultures: *the USA, Great Britain*



Gaston Leroux (1868–1927), a famous French writer of mystery novels.



Andrew Lloyd Webber – a very successful English writer of musicals.

Performance vs Play

See First Aid Kit: Word Meaning

to stage – stage

to rehearse – rehearsal

to applaud – applause

to perform – performance

to guide – guidance

See First Aid Kit: Word Building, p. 224

2. Fill in the correct form of the word.

1. Our theatre stages the plays of Ukrainian playwrights.
2. I don't like such ... at all.
3. The audience started to ... greatly.
4. My friend is a great theatre ... and goes to the theatre regularly.
5. The schoolmaster was present at our drama society ... and was very pleased.
6. We staged a nice performance under the ... of our Literature teacher.

stage
to perform
applause
to admire
to rehearse
to guide

3. Look at the pictures and say which of the children – Dan, Alice, Oksana – enjoyed this or that performance. Why was it memorable for him/her?



Example: *Oksana enjoyed watching “Wedding in Malynivka”. The performance was funny and she laughed a lot.*

VI. Time to Communicate

a) Act as one of the children and describe your visit to the theatre. Use:



to be a success;
to look at the stage with bated breath;
to convey something to the audience;
to burst into applause;
to receive curtain calls;
to enjoy every minute of the performance;
amateur theatre / musical / drama;
to recommend something to see.

b) In pairs, discuss your interests in theatre as in the pattern.

Pattern:

A: I say ... , where are you going, so beautifully dressed?

B: Don't you know? Today ... at our local theatre and I never miss a chance of

A: They say the performance ... and

B: Exactly. I adore It always ... and what ... ?

A: I'm not a great theatre-goer as you are, but

B: What is your most ... , I wonder?

A: Not long ago I ... and enjoyed every minute of it.

B: Really? Why ... ?

A: For a start Besides ... was fantastic and ... was

B: I see ... produced a lasting impression on you. Let's

A: Thank you for inviting me, but Perhaps some other day.

B: OK.



VII. Time to Write

Write a letter to your friend about your theatre experience. Use:

Dear ... ,

I'm burning with impatience to tell you about my last visit to the theatre. I'm still under a great impression and want to share it with you. ...

...

I hope to hear about your most memorable performance. Please, write to me soon.

Yours,

Go to Ex. 91, 92 of your WB

6.3. Meet cinema and theatre celebrities

Word Box

dressing room
modest
brilliance
mature
renowned

Phrase Box

to make the most of one's role
to held the attention of the audience
to be sure of oneself
to gain favourable notices from critics
theatrical credit
to make a debut
to rise to prominence
to make one's name
to make one's appearance on TV stage/screen

Communication Box

There was not another ... who ...
That's the sorf of ...

Unit 6

I. Conversation Warm-up

Look at the portraits and say who the people in them are and in what films or performances you saw them.



Bohdan Stupka



Johnny Depp



Walt Disney



Olha Sumska



Rowan Atkinson



Elton John

Example: *Bohdan Stupka is a well-known Ukrainian theatre and cinema actor. He played the main role in the film "Vognem i mechem". I saw the film and liked it a lot.*



II. Pronunciation Warm-up

Read the proverbs and practise sentence-stress. Say what you think about talent and talented people.

All talents are not alike.

Great talent takes time to ripen.

Talent cannot be hidden.

Talented persons are short lived.

III. Grammar Smart

1. Say what your parents let or made you do when you were small.

Example: *My parents made me go to the kindergarten, but I didn't want to.*

2. Complete the sentences.

1. Let's buy the tickets to the cinema beforehand.

2. I was made

3. Our teacher let

4. My dad made me

5. My brother and I are allowed

6. My younger brother/sister is not allowed

3. Look at the pictures and say what the spectators are allowed or not allowed to do at the theatre.

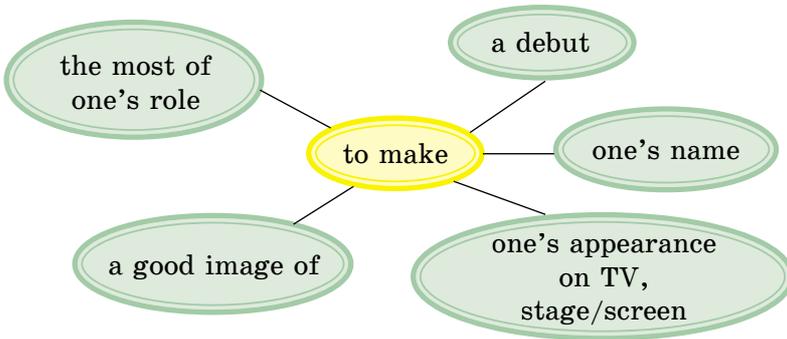


Example: *I think the spectators are not allowed to talk during the performance.*

IV. Word Smart

Study the following words and word combinations and:

a) Describe an actor/actress you like best.



Example: *The well-known English comedian Rowan Atkinson made his first appearance on TV in the programme "Mr Bean".*

b) Say how a talented actor/actress can play (see example, p. 178).

to play with	brilliance
	variety
	spirit
	understanding

Example: *I adore the renowned Ukrainian actress Olha Sumska. She always plays with brilliance and spirit.*

c) Use the information given and present a short biography of well-known actors.



Daniel Radcliffe – an English actor.

Born 23 July, 1989.

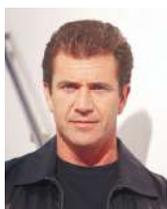
Made his acting debut at 10 years in TV movie “David Copperfield”.

Rose to prominence as the title character in the film series.

Starred in the film “The Woman in Black” in 2013.

Contributes to many charities – Demelza House, Children’s Hospital and the Trevor project.

Was awarded the Trevor project’s “Hero award” in 2011.



Mel Gibson – an American-Australian actor, film director, producer and screen-writer.

Born January 3, 1956 in New York.

Studied acting at the Australian National Institute of Dramatic Art.

Made appearance on the screen as an action hero in 1980’s.

Produced, directed and starred in the Academy Award – winning Braveheart in 1995.

Works at the state Theatre Company of South Australia in Adelaide and his theatrical credit is rather big.

Produced 11 films, directed 4 films, appeared in 43 films and gained favourable notices from critics.



Bohdan Stupka – renowned stage and film actor of Ukraine.

Born 2 August 1941 in Lviv province.

Completed study in the drama studio at the Lviv Ukrainian Drama Theatre (1961–1967).

Joined the Kyiv Ukrainian Drama Theatre in 1978.

Starred in the films “A White Bird with a Black Mark”, “The Red Bells”, “Vognem i Mechem”.

The best stage parts are in I. Franko’s “Stolen Happiness”, “Sholom-Aleichem”, etc.

The People’s artist of Ukraine and the Shevchenko prize laureate, died in 2012.



At Home: Choose a film/a performance with your favourite actor’s participation and speak about their acting.

Go to Ex. 93, 94 of your WB



V. Time to Read

1. Read a part of the novel and say what actress Julia was.

Theatre

... Four hours later the performance was over. The play went well from the beginning, the audience were pleased to find themselves once more in a play-house and were ready to be amused. It was also a good beginning for the theatrical season in London.

There had been great applause after each act and at the end a dozen curtain calls; astonished by the warmth of the reception after a final call of all the actors, the orchestra played the National Anthem. Though she was a mature actress, Julia was extremely pleased, excited and happy. She went to her dressing room.

She had never felt more sure of herself, never acted with greater brilliance, variety and spirit. Her role was two pages long, but in spite of its length Julia managed it all right. There was not another actress in England who could have held the attention of the audience better. With the exquisite modulation of her beautiful voice, with her extraordinary command of emotions Julia made the most of her role. And the climax was thrilling, almost spectacular.

... In her dressing room, her husband Michael said to her:

‘By God, what a performance you gave!’

‘You weren’t so bad yourself, dear’, she responded.

‘That’s the sort of part I can play on my head’, he answered correctly, modest as usual about his acting. ‘But you are the greatest actress in the world, darling!’

(Adapted from “*Theatre*” by W.S. Maugham)

strong – strength

warm – warmth

long – length

See First Aid Kit: Word Building

2. Complete the sentences using the nouns.

1. The river is wide, what is its *width exacty?* (*wide*)
2. The road isn’t very long, do you know its ...? (*long*)
3. He treated me warmly, I didn’t expect such (*warm*)
4. Jack is a strong man and I read much about the champion’s (*strong*)
5. The Dnipro is the deepest river, but I don’t know its exact (*deep*)

3. Answer the questions.

1. Why were the spectators amused?
2. Who received many curtain calls?
3. What did the orchestra play when the performance was over?
4. How did Julia play?
5. Who complemented her after the performance?
6. What was Julia’s husband?

VI. Time to Communicate

a) Act as Julia and describe your performance. Use:



a mature actress;
to be astonished by the warmth of the reception;
to act with great brilliance, variety and spirit;
to hold the attention of the audience;
to make the most of one's role;
a thrilling climax;
to receive two curtain calls.

b) In pairs, talk about your favourite theatre or cinema actor/actress as in the pattern.

Pattern:

A: I say ... , who is your favourite ... ?

B: Oh, as I'm interested in cinema, I

A: What film does ... ?

B: ... starred in many films, but my favourite I think ... made the most of

A: Agreed. ... is a talented ... and ... acting is always

B: Is ... also one of your favourite?

A: Oh, no. As I prefer theatre to I like ... best.

B: But he/she made her/his first appearance in the film and

A: Right, but ... made his/her names as a theatre actress/actor

B: Why do you like ... ?

A: ... a very talented person. Her ... is convincing and true to life.

B: I have a video film Let's go and see it together.

A: With pleasure.



VII. Time to Write

Group up for the project to design a poster about you favourite actor / actress. Consider the following points:

- an actor / actress's name;
- an actor / actress's age;
- the country he / she lives in;
- he films / theatre he / she played in;
- the most known role.

Go to Ex. 95, 96 of your WB

6.4. Let's see it!

Word Box

delightful
violence
gripping
scene

Phrase Box

a screen adaptation of a novel
an outstanding plot
without question
to see all the films (performances)
running
to have much in common
to share one's interests

Communication Box:

How to Express Evaluation

I find it a bit
There's really no comparison.
Well, it's a bit of a drag.
It's a waste of time.

I. Conversation Warm-up

Look at the posters and say where you would like to go with your friend.



the Nutcracker



Monsters' Castle



Mary Poppins

Example: *As my friend adores theatre, I'd like to invite her to the performance "Mary Poppins". I've read the book "Mary Poppins" by Pamela Travers and I liked it a lot.*



II. Pronunciation Warm-up

Read and practise the sounds /e/ and /η/. Say why you like to go to cinema/theatre with your friend.

Together Rap

Seeing a film together
Means for us a lot of pleasure.
Sharing opinions,
Exchanging views,
Telling about the latest news.
Discussing the films we like the best
Enjoying together our rest.

III. Function Smart

Read and learn how to express evaluation. Look at pictures and fill in the mini-dialogues.



horror films

- a) – What do you think of ... ?
– I find them a bit scary, really.
– I also try not to see them.



a space comedy/ a science fiction

- b) – How would you compare ... and ...?
– There is really no comparison, ... is much better than



musical/music

- c) – How do you like this ...?
– The great thing about it for me is ... because I adore it.



performance/plot

- d) – What's your opinion of the ... ?
– Well, it's a bit of a drag. The ... is really boring. It's a waste of time, I'm afraid.

IV. Word Smart

1. Study the words and word combinations (p. 181) and say what common interests in cinema/theatre you have with your friends.

Example: *My friends and I have much in common. We like to go to our drama musical theatre because we share our interests in music.*

2. a) Interview your friends and find out:

1. How often they go to the cinema/theatre.
2. Why they like to go there together.
3. What films or performances they like to see.

b) Present your findings to the class.

- Example:** *A: I say, Ann, how often do you go to the cinema/theatre together?*
B: My friends and I go to the cinema almost every weekend.
A: Why do you like to go to the cinema together?
B: I like to see films with my friends because we can discuss them after it.
A: Do you see all the films running?
B: Far from it, my friends enjoy adventure films.
A: I've found out that Ann goes to the cinema with her friends nearly every weekend. She likes to see adventure films and discuss them with her friends.

3. In pairs, discuss what film you'd like to see together with your friend as in the pattern.

Pattern:

A: I say, ... , do you have anything special ... ?

B: No, not really. But why?

A: I know that you prefer ... to There is a good What about ... ?

B: Thank you for the invitation. I'd love to see the ... with you because you know much about

A: I also adore to see ... with you. We have much in common, especially So

B: And what actors ... , I wonder?

A: I've no idea. But we can have a nice time together, can't we?

B: Sure. Let's



At Home: Say what you like better – cinema or theatre. Explain your choice in writing (8–10 sentences).

Go to Ex. 97, 98 of your WB

V. Time to Read

1. Read/listen to the dialogue and say what scenes in the film one of the friends enjoyed.

A book or a Film?

Oksana: I say, where have you been today, Andrew?

Andrew: I went to the cinema with my friends, you know we are great cinema-goers and share our interests in that. This time we saw a really delightful film “Captain Nemo”. Have you seen it?

Oksana: No, but I've been meaning to go. Is it a screen adaptation of the novel?

Andrew: Exactly. I've also read this book by Jules Verne.

Oksana: How would you compare the book and the film?

Andrew: There's really no comparison. I like the film much better than the book. It's full of graphic and computer effects. You really mustn't

miss it. It's such a good film, a real breath of fresh air. No violence or anything like that, just underwater beauty and thrilling adventures.

Oksana: Right. The book has an outstanding plot.

Andrew: And the film is absolutely gripping with a very powerful and memorable ending.

Oksana: And what is your favourite scene in the film?

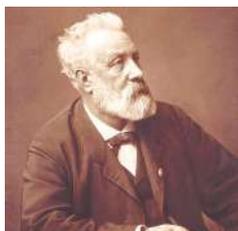
Andrew: Oh, I think it's Captain Nemo's underwater experiments, without question. I watched them with bated breath. Fantastic, just fantastic! It's something that you should certainly see.

Oksana: Without doubt, I'll go and see it tomorrow.

Andrew: Perfect. I'd like to know your opinion about the film.

Oksana: OK. We'll discuss it later.

Across Cultures: France



Jules Verne – a French novelist, poet, and playwright best known for his adventure novels and his profound influence on the literary genre of science fiction.

well-known – famous – outstanding;
modest – shy;
thrilling – exciting;

moving – touching;
delightful – pleasant;
gripping – catching.

See First Aid Kit: Word Meaning, p. 227

2. Paraphrase the sentences.

Example: The film is really delightful → *The film is very pleasant.*

1. The plot is very exciting.
2. Olha Sumska is a famous Ukrainian actress.
3. Some scenes of the performance were really catching.
4. The ending of the film is really moving.
5. Brad Pitt's character is very shy.

3. Answer the questions.

1. What film did Andrew see?
2. What novel is the film based on?
3. What did Andrew like better – the book or the film?
4. What did Andrew say about the ending of the film?
5. What did Andrew recommend Oksana to do?
6. What did the boy enjoy in the film?

VI. Time to Communicate

a) Act as Andrew and describe your visit to the cinema. Use:

to have much in common;
to see a delightful film;
to share interests;
an outstanding plot;

to be full of graphic and computer effects;
to be a real breath of fresh air;
a powerful and a memorable ending;
to watch something with bated breath.



b) In pairs, recommend your friend to watch a film you've seen recently. Use the pattern.

Pattern:

A: I say ... , where ... ?

B: My friends and I We are ... and we share our interests This time we Have you seen it?

A: No, but I've been meaning to go. Is it ... ?

B: Exactly. I've also

A: How would you compare ... and ... ?

B: There's really no comparison. I like ... better than It is

A: Right.

B: The film is absolutely ... with a very

A: And what is your favourite scene ... ?

B: Oh, I think, it's ... without question. I watched it It's something that you should see.

A: Without doubt. I'll



VII. Time to Listen

1. Listen to the text "The History of Ukrainian Cinema" and say what the golden age of Ukrainian cinema is.

2. Listen to the text again and mark the true statements.

1. The first coloured Ukrainian film was released in 1927.

2. Dovzhenko was a war journalist during World War II.

Unit 6

3. Dovzhenko directed more than 75 films.
4. Works of the studio received 75 international awards.
5. Many masterpieces were shot at the Dovzhenko Film Studio.
6. The largest stage in Europe is in the Dovzhenko Film Studio.



VIII. Time to Write

Read the remarks of theatre critics' and choose a play you'd like to see with your friends. Write why you've chosen the play.

Write an e-mail to invite him/her.

The Ballet is well staged and the scenery is fantastic. But the dancing of the swans is especially impressive.

The performance is really worth seeing. It appeals to children's feelings and emotions and shows how goodness triumphs over evil. "The Children of Captain Grant" is a successful stage adaptation.

Go to Ex. 99, 100 of your WB

DEVELOPING INTEGRATED SKILLS 6

I. There is a drama society in many schools in Ukraine. Suppose you have one too and are asked to stage a performance for "Teacher's Day". Your School Parents' Council decided to contribute 5000 hryvnias to this event. Think and say where the money will go to. Consider possible options:

- inviting a stage director/actor/actress;
- buying costumes for actors/actresses;
- decorating an assembly hall etc.

II. Suppose you are given a chance to make a film, which will promote a healthy lifestyle. With the whole class, write a screen version of your future film.

III. Look at some photos from one science popular film. In groups, think and decide what environmental problem the film director is trying to highlight. Design an accompanying commentary for the film.



IV. Your English school teacher asked you to roleplay the episode of one of the following films. Pair up with your friends, choose the film you like most and the roles you are going to play.



Harry Potter



Lord of the Rings

6.5. Your progress in English

I. Grammar Smart

Fill in *let* or *make*.

1. It was late, but my parents ... me stay out with my friends longer.
2. Nina speaks English well, ... her recite the poem.
3. The coach ... the footballers work harder.
4. The child was ... to rewrite the exercise again.
5. The ending of the film was so sad that it ... many spectators cry.
6. "Will you... me go to the cinema, Mum?", a child asked.

Check if you can:

fill in correct words.	Yes	No
------------------------	-----	----

II. Word Smart

Insert the correct preposition.

1. The scenery of the performance is true ... life.
2. The film was so catching that I couldn't take my eyes ... it.
3. The children looked ... the stage ... bated breath.
4. When the performance was over, the house burst ... applause.
5. My friends and I have much ... common.
6. Julia made the most ... her role.

Check if you can:

connect words in sentences correctly.	Yes	No
---------------------------------------	-----	----

III. Function Smart

Match conversation lines A to conversation lines B.

A	B
1. What do you think of the ballet? 2. How would you compare the book and the play? 3. How do you like the plot of the film? 4. What's your opinion of the cartoon? 5. I know you are a great cinema-goer, did you enjoy the horror film? 6. How did you like the comedy?	a) There's really no comparison. I like the book better. b) Not very much. Some scenes are really scary. c) The dancing is fantastic. d) It's really exciting. e) The comedy? It was a bit of a drag. f) It's a film for little kids.

Check if you can:

evaluate films/performances.	Yes	No
------------------------------	-----	----

IV. Time to Read

Read the information about theatres in America and correct the mistakes in the statements given below.

Theatres in the USA

Broadway is New York City's legendary theatre district. Here new plays were born and nurtured and stars were made. All the large Commercial theatres are located there. Today the musical play dominates Broadway and captures the attention of audiences at home and from abroad.

During the 1980s, the center of theater has shifted to off-Broadway. Today off-Broadway theatres are found throughout the city. You can find them in the buildings of former garages, offices and even stores. They are also known as 'theatre-in-the-round'. If you come to such a theatre, you'll see that the actors perform in the center of the room, while the audience surrounds it in all sides.

Real theatrical adventure can also be found in the hundreds of regional theatres. They often experiment and try to introduce the plays of new playwrights. Many of them regularly send the best of their seasons to New York. As you see, these theatres play an important role in developing American theater.

Statements

1. New York is a theater district.
2. Amateur theaters are located in Broadway.
3. Off-Broadway theaters are situated in new fashionable buildings.
4. In 'theatres-in-the-round' the audience sit in the center.

5. Regional theaters stage the plays of mature playwrights.
6. Regional theaters seldom show their performances in New York.

Check if you can:

read and understand informative texts about theatre.	Yes	No
--	-----	----



V. Time to Listen

Listen to the information about the famous British actors Timothy Dulton and John Oliver and choose the correct answer.

1. Where was Timothy Dulton born?
a) England; b) Wales; c) Scotland.
2. When did Dulton decide to become an actor?
a) at the age of 16; b) when he was 17; c) after the age of 18.
3. What Dulton's work made the film critics praise him?
a) Mr Rochester's in the TV serial "Jane Eyre";
b) 007 agent; c) Philip II of France.
4. What kind of actor is John Oliver?
a) a drama actor; b) a cinema actor; c) a comedian.
5. What did John Oliver study in Cambridge?
a) drama; b) law; c) English.
6. What did John Oliver successfully create?
a) a stand-up comedy; b) a political TV serial; c) a new musical.

Check if you can:

listen and understand the informative texts about theatrical actors.	Yes	No
--	-----	----



VI. Time to Write

Write about your preferences in cinema and theatre.

Check if you can:

express your thoughts about theatre/cinema in writing.	Yes	No
--	-----	----

UNIT 7. A City to Explore

7.1. As legend goes...

Word Box

to found
chronicle
immortal
to conquer
to announce
disciple
restore

Phrase Box

to tell somebody the way to
some place
to be full of something
to be connected with something
to be named after somebody/
something
to be impressed by somebody/
something

Communication Box

As legend goes, ...
According to...
That reminds me...
Look out here!
I can't wait to see...

I. Conversation Warm-up

Look at the photos and say what places can tell us about the past of Kyiv.



The monument
to Volodymyr the Great



Three brothers and their
sister Lybid



The Golden Gates



St Andrew's Church



The Dnipro River

Example: *As legend goes, there lived three brothers and their sister Lybid. They founded a town on the hills along the Dnipro.*

II. Pronunciation Warm-up

Read the chant and practise the sounds /əv/ and /u:/. Say if you agree with the idea.

'If' Chant

If many men knew what many men know,
 If many men went where many men go,
 If many men did what many men do,
 The world would be better.
 I think so. Don't you?

III. Grammar Smart

1. Look and recall

• If you want to count from 13–19 add the suffix *-teen* to the corresponding number, except 13, 15, 18 which have a different spelling.

Example: *four – fourteen*
six – sixteen

BUT: *three – thirteen*
five – fifteen
eight – eighteen

• If you want to count in tens, add the suffix *-ty* to the corresponding number of units.

Pay attention to the spelling of numerals.

Example: *two – twenty*
three – thirty
four – forty
five – fifty
six – sixty
seven – seventy
eight – eighty
nine – ninety

a) Play a grammar counting game.

Example: A: *Ten and twenty*
 B: *Thirty.*

b) Look at the pictures (p. 192), match them to the numerals and make up sentences with them.

Example: *Mark is thirteen and he is in Grade 7.*



Mark

a) 33



Mr. Black

b) thirteen



Granddad

c) seventeen



Aunt

d) twenty-five



Elder brother

e) fifty-two



Ann

f) eighty

2. Read and Remember!

- If you want to count in numbers greater than 100, use **and** before the tens.

Example: 325 – *three hundred and twenty-five*

2006 – *two thousand and six*

382, 574 – *three hundred and eighty two thousand, five hundred and seventy four*

Don't Forget!

- Use the words **hundred, thousand, million** with the article **a** or with the word **one**.

Example: 1,322,457 – **one (a) million, three thousand and twenty two, four hundred and fifty-seven**

- **Don't use** the ending **-s** to the words **hundred, thousand, million** when they are followed by other numerals.

Example: 442 – *four hundred and forty-two*

6,000,030 – *six million and thirty*

- Use the plural ending **-s** to the words **hundred, thousand, million** if they are followed by a noun with the preposition **of**.

Example: *thousands of people* – тисячі людей

hundreds of workers – сотні робітників

millions of stars – мільйони зірок

a) Play a grammar question-and-answer game.

A: *How much is one hundred plus twenty?*

B: *It is one hundred and twenty.*

b) Look at the pictures and say how old some of the historical places of Kyiv are.



St Volodymyr's Cathedral
built in 1896



The Mariyinskyi Palace
built in 1744



The Park of Eternal Glory
built in 1967



The Historical Museum
built in 1904



The Golden Gates built
in 1019



St Andrew's Church built
in the 18th century

Example: *St Volodymyr's Cathedral was built in 1896. So it is one hundred and eighteen years old.*

IV. Word Smart

a) Study the following words, match them to their definitions and make up sentences with them.

1. chronicle	a) one of the first 12 men to follow Christ
2. conquer	b) a written record of historical events
3. disciple	c) living or continuing forever
4. announce	d) to make something return to its former state or condition
5. immortal	e) to get control of a country by fight
6. restore	f) to officially tell people about something, a plan or a decision.

Example: *The chronicle says that in 862 the Novgorod Prince Oleh and his Army conquered the city.*

b) Study the following phrases. What will you say if:

- to tell somebody the way to some place;
- to be full of something;
- to be connected with something;
- to be named after somebody/something;
- to be impressed by somebody/something.

1. You want to say that the theatre bears the name of Ivan Kocherha.
2. You want to say that this event has links with the past.
3. You know who founded Kyiv.
4. You know that the information about three brothers and their sister came from the legend.
5. You liked the historical monuments of Kyiv very much.
6. You want to stress that there are many historical events connected with Kyiv.

Example: *You don't know how to get to the main street. →
Excuse me, can you tell me the way to the main street?*



c) Look at the photos of some historical places of Kyiv and say which of them you would like to visit and why.



The Historical
Museum



St Sophia's
Cathedral



The Golden Gates



The Monument
of Glory

Example: *As for me, I'd like to visit the Historical Museum of Kyiv to learn more about some historical events of the country.*



At Home: Search the Internet to find some more information about any historical place in Kyiv and present it to the class.

Go to Ex. 101, 102 of your WB

V. Time to Read

Read/listen to the dialogue between Steve, Helen and a Kyivite talking about Kyiv's past and say who knows more about the history of the city.

Talking about Kyiv's Past

Part One

Steve: Excuse me, can you tell us the way to Andriyivskiy Uzviz?

Kyivite: Sure. It's over there, up the hill. Can you see that small toy-like structure? It's St Andrew's Church. Just go straight ahead.

Steve: Is it the one named after Saint Andrew, the disciple of Jesus Christ?

Kyivite: Exactly. As legend goes, apostle Andrew came to this land in the first century A. D. and predicted that a magnificent city would appear here.

Steve: They say, he put a cross on the hill and later on people built a church on that spot. It was restored several times.

Kyivite: Yes, Kyivites built this building in the 18th century. And since then Andriyivskiy Uzviz has been full of admirers.

Ann: Is the name of the city connected with this story in any way, I wonder?

Kyivite: No, dear. According to another widely known legend, Kyiv was founded by three brothers, Kyy, Shchek, Khoryv, and their sister Lybid. They settled on the hills along the Dnipro, founded a town and named it after the eldest brother.

Part Two

Ann: That reminds me, our History teacher said that it had been told by Nestor, the ancient chronicler of Kyivan Rus, in his immortal work "The Tale of the Bygone Years".

Kyivite: Good girl! You know so much about the past of our great city.

Steve: Look out there, please! Am I right to believe that those two hills were named after the other two brothers – Shchekavytsa and Khorevytsa?

Kyivite: That's it. And a narrow river was named Lybid after the sister. It happened more than 1,500 years ago.

Ann: And do you happen to know how it became the capital city? It was in 862 that the Novgorod Prince Oleh and his army reached the hills of Kyiv. They were impressed by its beauty and riches. So they conquered the city and the Prince officially announced Kyiv the capital of Kyivan Rus, the "Mother of all Russian towns".

Kyivite: You sound like a true chronicler! By the way, tomorrow is the last Sunday of May, that is Kyiv Day.

Ann: Really? How very lucky we are, Steve! Is there going to be an open-air festival?

Kyivite: Certainly. Traditionally, there will be a carnival, sports shows, exhibitions, and fairs.

Steve: I can't wait to see them all!

Kyivite: You are sure to enjoy every minute of it!

Ann: Thank you very much for such a warm welcome!

Kyivite: Anytime.

B.C. A.D.

See First Aid Kit:

Word Meaning,

p. 227

Across Cultures: Ukraine



St Andrew's Church – a church in Andriyivskiy Uzviz, built in 1747-53 in Barocco style by architect I. Michurin with the participation of V. Rastrelli.



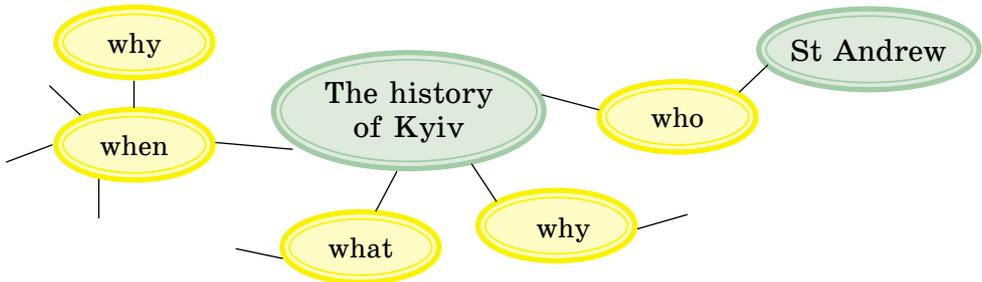
Kyiv Day – the day of the city, usually celebrated in Kyiv at the end of May.

2. Read the beginnings of the sentences and complete them summarizing all the information from the text “Talking about Kyiv’s Past”.

Example: *It's St Andrew's Church. It is a small toy-like structure and it is named after Saint Andrew, the disciple of Jesus Christ...*

1. They say he put...
2. According to another legend...
3. That reminds me...
4. It was in 862 that...
5. Look out there, please....
6. By the way, tomorrow...

3. Fill in the semantic map for the history of Kyiv and comment on it.



VI. Time to Communicate

a) Act as Steve/Helen and say what you've learned about the history of our capital.

Use:

- toy-like structure;
- to predict;
- to be named after;
- immortal work;
- to conquer;
- to be impressed by;
- chronicler.



b) In pairs, discuss the history of Kyiv as in the pattern.

Pattern:

A. Can you see ... ? It's

B. Is it the one ... ?

A. Exactly, As legend goes

B. They say, he put

A. Right. Kyivites

B. Is the name of the city connected ... , I wonder?

A. No, dear. According to another legend... . They

B. That reminds me,

A. Good girl/boy! And look here, please

B. And do you happen to know ... ?

A. Sure. It was in

B. Thank you for the information. You sound



c) Imagine you are an expert on Kyiv's past. Look at the photos and present the history of our capital to the class.



St Andrew's Church
Andriivskiy Uzviz



The Monument to the founders
of Kyiv



Prince Volodymyr



Kyiv Day



VII. Time to Listen

a) Listen to the story “Yaroslav the Wise” and say how it is related to Kyiv’s past.

b) Listen to the story again and mark the true statements.

1. Yaroslav the Wise was a brother of Grand Prince Volodymyr.
2. Under the rule of Yaroslav the Wise Kyivan Rus grew very popular.
3. Yaroslav the Wise established diplomatic relations with many European counties.
4. Prince Yaroslav was married to the daughter of the King of Norway.
5. His daughters were also married to foreign kings.
6. St Sophia’s Cathedral was founded to honour the Prince’s family.



VIII. Time to Write

Info your Writing Portfolio:

Fliers are used to advertise special events, cultural places, services to the public.

How to write a leaflet:

larger-than-life;
nation’s premier event;
landmark;
to make contribution to something;

to keep the spirit of something alive;
to serve as a reminder of something;
to develop and grow into something;
to beat out others for the honour of somebody/something.

Sample Flier

Kyiv Day has developed and grown into one of the nation’s premier events celebrating this ancient city. In the last decade, the festival has grown from a concert and a cruise down Khreshchatyk with about 4,000 in attendance to a two-day event which attracts over 500,000 spectators. Some of the featured attractions are a carnival, sports shows, theatre exhibitions, and markets.

In addition, Kyivites can spend the whole day in the parks waiting for the night to fall and the traditional fireworks show to begin. Don’t miss it!



Group up for the project to design a leaflet for advertising cultural places of Kyiv you like the best.

Go to Ex. 103, 104 of your WB

7.2. The Heart of Kyiv

Word Box

guide
legendary
incredible
ancestor
interior
incomplete
breathless
souvenir

Phrase Box

to burn with impatience
to be under the impression of something
underground entertainment centre
a breathtaking view
to make an excursion
to take one's eyes off something
to end in something
to leave somebody open-mouthed

Communication Box

I couldn't utter a word.

I. Conversation Warm-up

Look at the sights of Kyiv and say what you know about them.



Independence Square



Mariyinskyi Palace



Khreschatyk



Kyiv Pechersk Lavra

Example: *I've been to Khreschatyk, it is the main street of Kyiv.*



II. Pronunciation Warm-up

Read the Kyiv Rhyme and practise the sounds /e/ and /æ/. Say what you think about the capital city.

Kyiv Rhyme

You can go to the East.
 You can go to the West.
 But Kyiv is better,
 But Kyiv is best.
 I live in Ukraine, a beautiful land.
 It's home for me and for my friend.
 Its capital city is so nice!
 It was built by the Grand Prince –
 Yaroslav the Wise.

III. Grammar Smart

1. Look and recall

If you want to talk about historical places, monuments, buildings, etc.,

Use the definite article **the** with:

- **rivers:** **the** Dnipro River, **the** Thames;
- **monuments:** **the** Bohdan Khmelnytskyi Monument, **the** Washington Monument;
- **museums:** **the** National History Museum, **the** National Art Gallery;
- **some streets:** **The** Mall, **the** Strand;
- **theatres:** **the** Kyiv Opera House, **the** Globe.

Don't use articles with:

- countries: Ukraine, Kyivan Rus, England;
- towns: Kyiv, Lviv, London;
- streets: Khreschatyk, Andriyivskiy Uzviz, Oxford street;
- parks: Hyde Park, Mariyivskiy Park;
- town + building: Boryspil Airport, Kyiv National University;
- shops: Harrods, Globus;
- squares: Independence Square, Trafalgar Square;
- palaces: Buckingham Palace, Mariyivskiy Palace;
- churches and cathedrals: St Sophia's Cathedral, St Andrew's Church.

Don't Forget:

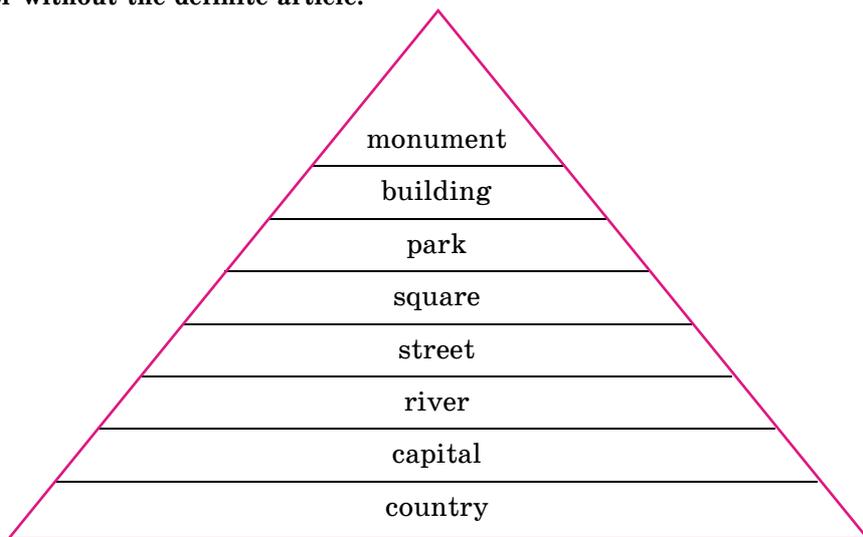
- names with... *of*... usually have **the**.

Example: **the** Museum of Modern Art, **the** National Bank of Ukraine.

- holiday names take **no article**.

Example: *Kyiv Day, Memorial Day.*

a) In trios, play the grammar pyramid game. Use the information in the box below with or without the definite article.



A	B	C

Trafalgar Square	Harrods	USA	Dnipro	Great Britain	
Potomac River	Kyiv	London	Ukraine	Thames	Whitehall
Mariyinskyi Park	Independence Square	Nelson's Column			
Globus	Jefferson Memorial	Macy's Metro Center			
West Potomac River	Pennsylvania Avenue	Khreschatyk	Hyde Park		
Shevchenko Monument	Dupont Circle	Washington, D.C.			

Example: *Steve: country: Ukraine*

Helen: Great Britain

Ann: The USA

Steve: capital:...

Read and remember!

- If you want to talk about similarities between two objects, use ... **as ... as ...**

Example: *Kyiv is as beautiful as other capitals.*

- If you want to talk about differences of two objects use ... **not so ... as ...**

Example: *The main square in Kyiv isn't so big as in Kharkiv.*

a) Play a grammar comparison game as in the models.

Model 1: Visiting different cities – exploring your capital – useful →
Visiting different cities is as useful as exploring your capital.

Model 2: Kharkiv – Kyiv – ancient → *Kharkiv isn't so ancient as Kyiv.*

1. history of Kyiv – modern life – interesting;
2. Kyivites – citizens of other towns – friendly;
3. modern cities – ancient cities – beautiful;
4. sights of small towns – places of interest in Kyiv – popular;
5. metro in Kharkiv – metro in Kyiv – big;
6. maple trees in Canada – chestnut trees in Kyiv – magnificent.

b) Fill in *...as...as...* or *...not so...as...* in the following sentences;

Example: *Zhytomyr is not so popular as Kyiv.*

1. The historical places in Kyiv are ... important ... in any city.
2. Churches and cathedrals of Kyiv are ... in any ancient city.
3. The shopping centres of Kyiv are ... in any big city of Ukraine.
4. The architecture of Kyiv's Cathedrals is ... unique ... in London's cathedrals.
5. The sightseeing tours around Kyiv are ... exciting ... tours of other capitals of the world.

IV. Word Smart

a) Study the following nouns, choose the attributable adjectives to them and make up your sentences with them.

1. beauty	a) unique
2. architecture	b) incomparable
3. ancestor	c) memorable
4. interior	d) indescribable
5. souvenir	e) legendary
6. excursion	f) breathtaking
7. view	g) interesting
8. tour	h) sightseeing

Example: *I believe our capital has an indescribable beauty in any season.*

b) Answer the questions and ground your answer.

Example: *What can be a breathtaking view for you? → The Kyiv Pechersk Lavra is a breathtaking view for me. The beauty of its interior is incomparable. It just leaves me breathless.*

1. What sight can't you take your eyes off?
2. What excursion are you still under the impression of?
3. What are you burning with impatience to tell your friend about?
4. A visit to what place of interest in Kyiv left you open-mouthed?
5. What souvenirs would you like to have after the excursion around Kyiv?

c) Look at the photos and read the information about them. Present the most important facts to the class, opening the brackets.

The Kyiv Pechersk Lavra is a monastery and a spiritual and cultural treasury of Ukraine.

- (to become) the State Historical and Cultural Museum in 1926;

Example: *In 1926 the Kyiv Pechersk Lavra became the State Historical and Cultural museum.*

- (to cover) an area of 28 hectares;
- (to consist) of 80 buildings, among them 37 monuments of the 11th – 18th centuries
- (to have) unique caves, created by nature and human hands;
- (to build) underground churches in the caves and to set up icons and crosses there;
- (to rise) from ruins and ashes after many destructions;
- (to include) several museums of the history of art.



St Volodymyr's Cathedral is a fine piece of architecture

- (to function) as church in Kyiv;
- (to be) built in 1896 in honour of the 900th anniversary of Christianization of Kievan Rus;
- (to see) bronze sculptures of Princess Olha and Prince Volodymyr in its doorway;
- (to present) frescoes – masterpieces painted by great Russian artists V. Vasnetsov, M. Vrubel, M. Nesterov and others;
- (to become) a sacred place for many Ukrainians.



The Mariyinskyi Palace or Tsar's Palace is a fine monument of the 18th–19th century architecture

- (to build) a palace at a picturesque spot on the banks of the Dnipro river by the order of the Russian Empress in 1744;
- (to be) destroyed by fire in 1819 and rebuilt in 15 years;
- (to face) a beautiful park, which is 119 metres long;
- (to serve) as a residence of the military governors of Kyiv;
- (to become) the place of official receptions for the city's most honoured guests.





At Home: Search the Internet to find some information about other places of interest worth seeing in Kyiv and present it to the class.

Go to Ex. 105, 106 of your WB

V. Time to Read

Read Helen's letter to Martha with the impressions of their visit to Kyiv and say which sights she enjoyed the most and why.

Touring Kyiv

Dear Martha,

I am burning with impatience to tell you about my visit to the capital of my country – Kyiv. It was the first time I had a guided tour of this magnificent city. I'm still under the impression of my visit and want to share it with you.

We started with the heart of Kyiv – Independence Square. Our guide said that many years ago it had just been a swampy place where people hunted. It was criss-crossed and the street which appeared here 200 years ago was called Khreschatyk. Today it is the main street in Kyiv. Although it is only 1,5 km long, it is very wide – 75–100 m.

I should never have thought that there is so much to see in Independence Square: a model of the old gates through which Khan Baty's hordes entered the city in 1240, a monument to the legendary founders of Kyiv, an underground entertainment and shopping centre Globus, the building of the central post office with a globe in front of it and the signs marking the distances to many cities.

But the main structure in the square is the monument to the Independence of Ukraine. Just imagine a tall white column on the top of which you can see a statue of a Ukrainian girl in the traditional costume. It is really a breathtaking view!

Then the excursion moved on to one of the most ancient structures in Ukraine, St Sophia's Cathedral. It was interesting





for me to learn that in this center in the 11th century the Cathedral was a major cultural centre famous for its libraries and schools. When we came inside I couldn't take my eyes off its frescoes and mosaics. The guide said the Cathedral's interior had been touched by very few changes. I looked at that indescribable beauty and tried to imagine the life of our ancestors.

The tour ended in Kontraktova Square. We visited St Andrew's Church about which I had heard a lot before. I have read that it took 6 years to build the church and 15 more to decorate its interior. But the sight of the church left me open-mouthed. Then I realized the truth of the old saying: seeing is believing. St Andrew's Church is incomparable! I couldn't utter a word the first ten minutes. I was looking around and its magnificence left me breathless. It is

the most memorable place I have ever visited.

When the excursion came to an end we were given half an hour for shopping at Andriyivskiy Uzviz. You know, it has become a good tradition for amateur artists, sculptors and photographers to exhibit their works there. You can even buy them as souvenirs there.

I'm sending you some photos of Kyiv's sights. I hope you'll like them. If you come to Ukraine next summer, you'll see them with your own eyes. I'm looking forward to hearing from you soon.

Yours,
Helen.

comparable – incomparable
describable – indescribable
architect – architecture
sculpture – sculptor

See First Aid Kit: Word Building, p. 225

2. Fill in the correct word.

- | | |
|--|---------------|
| 1. The history of Kyiv is <i>immortal</i> . | <i>mortal</i> |
| 2. A guide's story about the history of the monument left me | speech |
| 3. I can't help admiring Kyiv's ... beauty. | describable |
| 4. ... of this church is very impressive. | architect |
| 5. Yesterday we visited the exhibition of a modern English | sculpture |
| 6. I think the interior of the Kyiv Pechersk Lavra is just | comparable |

3. Look at the photos and say what information Helen learned about them.



Khreshchatyk



Andriyivskiy Uzviz



The monument to the Independence of Ukraine

VI. Time to Communicate.



a) Act as Helen and say what you felt while touring Kyiv. Use:

- to make an excursion;
- to be under the impression of something;
- a breathtaking view;
- to take one's eyes off something;
- to leave somebody open-mouthed;
- indescribable beauty.

b) In pairs, talk about Helen's visit to Kyiv as in the pattern. Use the text "Touring Kyiv".

Pattern:

A: I say ... , what do you think of ... ?

B: I'm sure she ... and

A: Did she ... or ... ?

B: Oh, she was under the impression of ... and ... left her breathless.

A: It sounds ... but

B: She is interested in history and

A: But if she ... she would

B: Exactly. But ... and

A: Well, why not ... ?

B: Agreed ... is worth seeing.



c) Group up for the project to design a guide map for a mind trip round Kyiv.



VII. Time to Write

Info your Writing Portfolio:

Brochures are written to attract people to museums, libraries, theaters, amusement or parks etc. They consist of 4–5 paragraphs of interesting information about the place to attract tourists' attention.

How to write a brochure:

- The history of ... goes back to
- ... keeps the spirit of ... alive.
- It beats other sights for
- ... has many ... which are open to public.
- You'll be surprised to see

Go to Ex. 107, 108 of your WB

7.3. The city and people

Word Box

wealth
countrymen
highly-educated
versatile
noticeable
promote

Phrase Box

to go back to something
to make a will
to be revived
to remind somebody of something
to pay tribute to somebody
to be grateful to somebody
to honour the memory of somebody

Communication Box

No wonder,
Thanks to...

I. Conversation Warm-up

Look at the portraits of great Kyivites (p. 207–208) and say what sights of the capital are connected with their names.



Ivan
Franko



Petro
Mohyla



Bohdan
Khmelnytskyi



Mykhailo
Hrushevskyi



Taras Shevchenko



Yevhen Paton



Olexander Dovzhenko

Example: *As far as I know, there is the Ivan Franko Ukrainian Drama Theatre in Kyiv.*



II. Pronunciation Warm-up

Read the quotes of famous people and practise rhythm. Say who you agree with and why.

“One of the greatest pains to human nature is the pain of a new idea”.

Walter Bagehot

“We judge ourselves by what we feel capable of doing, while others judge us by what we have already done”.

Henry W. Longfellow

“The celebrity is a person who is known for his well-knownness”.

Daniel J. Boorstin

“Our deeds determine us as much as we determine our deeds”.

George Eliot

III. Grammar Smart

1. Look at the information chart about Andrew, Helen and Ann, the great admirers of Kyiv, and compare them using ... *as ... as ...*; ... *not so... as...* .

Comparison items	Helen	Andrew	Ann
Age	14	16	14
Address	Sadova Street, Zhytomyr	Shevchenko Street, Kyiv	Kashtanova street, Kyiv
Interests	history, flora	history	flora
Favourite pastime	travelling	travelling, sightseeing	sightseeing
Favourite places in Kyiv	The Botanical Garden	The park of Eternal Glory	The historical places

Example: *Helen is not so old as Andrew, but she is as old as Ann.*

2. Look at the places of interest in Kyiv and fill in the article if necessary.



This is ... National Art Gallery. The works of ... Tetyana Yablonska are exhibited in ... museum.



This is ... Ukrainian Drama Theatre. It got the name of ... Ivan Franko, a well-known writer, poet, translator.

3. Read the text and fill in the blanks with numbers.

This is Taras Shevchenko National University of Kyiv. ... students study there. ... of them came from other countries. There are ... linguistic students, ... students learn English, ... and ... students learn French and Spanish.



25000 more than 700 approximately 1000 200 400 100

IV. Word Smart

a) Study the following words and word combinations and say why many sights in the capital are named after great Ukrainians.

to be grateful to somebody;
versatile;
to remind of;
to promote somebody.

highly educated;
noticeable;
to pay tribute to;

Example: *I think there are a lot of sights of this kind in Kyiv, because Kyivites are grateful to their famous countrymen.*

b) Say how grateful Kyivites honour the memory of their great countrymen. Give your examples.

Example: *Kyivites honour the memory of their countrymen in different ways. For example, they name streets and squares after them. I know there is Sahaidachnyi street in the centre of Kyiv.*

c) Play a guessing game. Think of any sight connected with a great person and describe it. Your classmates will try to guess it by asking yes/no questions.

Example: A: *This is the most memorable place for many Kyivites.*

B: *Is it a monument?*

A: *No, it isn't,*

B: *Is it an obelisk?*

A: *No, it isn't. etc.*



At Home: Search the Internet to find some information about any great Kyivite and present it to the class.

Go to Ex. 109, 110 of your WB

V. Time to Read

1. Read the story told by a historian about one of the most ancient places in Kyiv and say what role these great Ukrainians played in its life.



Petro Mohyla



Petro Sahaidachnyi



Leonid Kravchuk

Once and Forever

Today I'd like to tell you about the past and the present of the most ancient and prestigious place in Kyiv.

Let's start with its foundation first, which goes back to 1015, when a brotherhood of Ukrainian nobility, cossacks and priests founded a school. The school differed from all other schools as it gave a very good education. Hetman Petro Sahaidachnyi likes the idea of a new school and supported it in all possible ways. After his death, according to his will, much of his wealth was left to school. To honour his memory, grateful teachers, parents and members of the brotherhood buried Petro Sahaidachnyi near the school.

In 1632 another great man, Metropolitan Petro Mohyla, united Kyiv Lavra School, founded by him, and the brotherhood school. Thus, Kyiv Collegium appeared, which soon became the first university in Eastern Europe.

As Petro Mohyla was a highly educated person himself, he created the University which provided its graduates with an excellent academic education. Thanks to it, many well-known Ukrainians became versatile and well-educated people. No wonder, the University soon became an Academy and got the name of Petro Mohyla. Thus people paid tribute to its founder.

Largely thanks to the first Ukrainian president Leonid Kravchuk, Kyiv Mohyla Academy was revived in 1991. In 2014 the Kyiv Mohyla National Academy became increasingly noticeable not only in our country but abroad. Situated in an old building, in a picturesque place of Podil, it reminds its visitors of the great Kyivites.

Across Cultures: *Ukraine*



Petro Mohyla – the Metropolitan of Kyiv since 1633 and the founder of the first University in eastern Europe.



Petro Sahaidachnyi – Ukrainian political and civic leader, Hetman of Ukrainian Zaporozhian Cossacks from 1616–1622, a brilliant military leader.

brother – brotherhood
 mother – motherhood
 neighbour – neighbourhood

See First Aid Kit, Word Building, p. 225

2. Form the correct statements from the words given in the box. Fill in the sentences.

1. There are a lot of green trees in our *neighbourhood*.
2. The students of the University created their own
3. I've been living in Kyiv since my
4. All Kyivites are proud of their
5. We've learned about English ... in the Historical Museum.
6. The ... of a famous Ukrainian actress was much written about.

neighbourhood;
 mother;
 brother;
 woman;
 child;
 knight.

3. Say what the following dates from the text “Once and Forever” stand for:

1015;

1632;

1991;

2014.

VI. Time to Communicate



1. Act as a student and speak about the first Ukrainian University in Eastern Europe. Use:

to go back to something;
to be revived;
to remind somebody of something
brotherhood;
highly-educated;
to become increasingly noticeable.

2. In pairs, talk about any remarkable place in Kyiv connected with the name of a great person. Use the pattern.

Pattern:

A: I say ... , have you ever ... ?

B: No, but why?

A: It'll be interesting for you to know

B: Really? Who was ... ?

A: According to Thanks to

B: I see. And when ... , I wonder?

A: Largely thanks to ... it

B: Can you say ... and ... ?

A: Sure. If you go By the way, do you ... ?

B: I've read about ... and can

A: Let's ... and

B: With pleasure.



Search the Internet to find some information about any place of interest in Kyiv connected with great Kyivites and present your findings to the class.



VII. Time to Write

Write a tourist flier “Past and Present of Kyiv”.

Go to Ex. 111, 112 of your WB

7.4. In blossom and in bloom

Word Box

lilac
glorious
ignore
horse chestnut
scent

Phrase Box

to be in full blossom
to have much to offer
to have a wide range of colours
to celebrate the awakening of nature
to move somebody's heart
to come in all possible shades

Communication Box

What a view!
It's just the time for... .
What a miracle is... .
...can move even to coldest hearts.
Not for nothing.

I. Conversation Warm-up

Read the botanical names and match them to the right pictures. Say which plant you can see: a) in the Botanical Gardens in Kyiv; b) on Kyiv's coat of arms.



horse chestnut
tree



azalea



rhododendron



magnolia



lilac

Example: *I think we can see a lot of lilacs in the Botanical Gardens in Kyiv in May. They come in all colours – from snow white to deep purple.*



II. Pronunciation Warm-up

Read the poem and practise the rhythm. Say if nature beauty can move your hearts.

In the Fields

Lord, when I look at lovely things which passed,
Under old trees the shadow of young leaves
Dancing to please the wind along the grass,
On the gold stillness of the August seen and the August sheaves*;
Can I believe there is a heavenlier world than this?

(Charlotte Mew)

* *sheaves* – снопи.

III. Function Smart

Read and learn how to express admiration and optimism when talking about the natural beauty of Kyiv. Look at the pictures and fill in the mini-dialogues.

<p>a) spring/nature – Look, how beautiful Kyiv is in – Let’s celebrate the awakening of ... !</p>	
<p>b) blossom/festive – What a wonderful view! The trees begin to – Great! It sets me into a ... mood.</p>	
<p>c) lilacs/botanical garden – Can you smell the ... scent? – It’s just the time for lilacs in the Botanical Gardens to be in full bloom. They make Kyiv such a special place.</p>	
<p>d) stars/the Milky Way – Wow! Millions of ... shine in the darkness! – What a glorious spectacle of ... ! It can move even the coldest of hearts!</p>	
<p>e) greenest/colours – Probably Kyiv is one of the ... cities in Europe! – It sure is. Its blossoming ... and scents are just impossible to ignore.</p>	
<p>f) miracle/magnolias – These botanical gardens have much to offer to nature lovers, for example, – What a ... ! They are not supposed to be growing in the open here. – But they do.</p>	

IV. Word Smart

a) Describe Kyiv's beauty in spring in 5–6 sentences.

to be in full bloom/blossom;

to make Kyiv a special place;

to have a wide range of colours;

a glorious spectacle of something.

to come in all possible shades;

Example: *Blossoming horse chestnut trees make Kyiv a special place. It's really a breathtaking view.*

b) Study the following words and word combinations and say what feelings and emotions Kyiv in blossom and in bloom arouses in you.

to have a lot to offer;

to celebrate the awakening of nature;

to move somebody's heart;

impossible to ignore;

to set into a festive mood.

Example: *The sight of Kyiv in blossom and in bloom sets me into a festive mood.*

c) Answer the questions:

1. What season makes Kyiv a special place?

2. What does Kyiv have to offer in this season?

3. What is impossible to ignore at this time?

4. Where can tourists enjoy the beauty of Kyiv?

5. What view in the capital can move even the coldest of hearts?

6. What sets Kyivites and their guests into a festive mood?

4. In pairs, discuss the beauty of Kyiv in blossom and in bloom as in the pattern.

Pattern:

A: Look, how beautiful Let's celebrate

B: Agreed. In spring Kyiv ... and

A: The blossoming trees set me

B: Me too. Can you smell... ?

A: Sure. It's just the time for They make Kyiv

B: Look around! What a It can move even ... , right?

A: Exactly. I think our capital is one ... in Europe.

B: It sure is! It's ... and ... are just impossible to ignore.

A: Not for nothing so many poets, composers and artists

B: I believe ... our capital really deserves it, because

A: I can't agree more.



At Home: Find a photo/picture of any place in Kyiv in blossom and in bloom and write about its indescribable beauty in 8–10 sentences.

Go to Ex. 113, 114 of your WB

V. Time to Read

a) Two friends are talking about the beauty of nature in Kyiv in May. Read/listen to their conversation and say what they admire about it the most.

Talking about Kyiv in Bloom and in Blossom

Steve: Hi, Helen! Where are you going?

Helen: As a matter of fact, I'm just walking. Look, how beautiful Kyiv is in May, with all its horse chestnut trees in blossom.

Steve: Yeah, their blossoming colours and scents are just impossible to ignore.

Helen: I have an idea. There is a big botanical garden just round the corner. Let's drop in. As far as I know, it has much to offer to nature lovers in spring.

Steve: Good idea! It is just the time for lilacs to be in full bloom. There are hundreds of species of lilacs there, in a lot of colours: from snow white to deep purple.

Helen: Oh, I would really love to see this symphony of colours. Just imagine them playing their exciting visual music to us as we take a slow walk.

Steve: Not only that! Azaleas, rhododendrons also come in all possible shades so that you forget that the park is situated just next door to one of the busiest streets of the city.

Helen: Probably Kyiv is one of the greenest cities in Europe!

Steve: It sure is. Its numerous parks and trees along the streets turn Kyiv into a truly 'green zone'.

Helen: By the way, am I right in thinking that we can even find magnolias in the Pechersk Botanical Gardens?

Steve: Absolutely. They say, magnolias are not supposed to be growing in the open here. But they do!

Helen: What a miracle! It can move even the coldest of hearts!

Steve: I bet, the garden is filled with people in a festive mood now!

Helen: So much the better! Let's go inside and celebrate the reawakening of nature!

Across Cultures: Ukraine

The Pechersk Botanical Gardens – a botanical garden of the Academy of Sciences of Ukraine, founded in 1936, is located in Kyiv. It contains 13,000 types of trees, shrubs, flowers and other plants from all over the world.



odour – scent – fragrance;
to visit – to drop in
to offer – to suggest

See First Aid Kit: Word Meaning, p. 228

b) Fill in the sentences with *odour/scent/fragrance; to drop in/to visit; to offer/to suggest*.

Example: *I can smell the scent of azalea in the streets of Kyiv.*

1. Would you like ... Kyiv on Sunday?
2. I ...going to the Pechersk Botanical Garden.
3. The Botanical Gardens have so much ... , I must say.
4. Look! The museum is still open. Let's ... for an hour or so.
5. The fruit trees blossom and fill the air with delicate ... I can't help admiring it.

c) Read out how Steve and Helen described the beauty of Kyiv and fill in the chart with suitable words and words combinations. Make up your own sentences with them.

Steve	Helen
blossoming colours and scents	

Example: *Lilacs have many blossoming colours and scents.*

VI. Time to Communicate

a) Act as one of the children and describe your visit to the Pechersk Botanical Gardens. Use:

impossible to ignore;
nature lovers;
to have much to offer;
hundreds of species of lilacs;
the symphony of colours;
exciting visual music;
to come in all possible shades;
to move even the coldest hearts.



b) In pairs, complete the conversation between Helen and Steve as in the pattern. Use the text “Talking about Kyiv in Bloom and Blossom”.

Pattern:

A: Hi, ... ! Where ... ?

B: As a matter of fact, I'm just Look, how beautiful

A: Yeah, ... are just impossible to ignore.

B: I have an idea. There is Let's As far, as I know, ... has much to offer to

A: Good idea! It is just the time There are

B: Oh, I would really love to Just imagine

A: Not only that! ... so that you forget

B: Probably

A: It sure is

B: By the way, I am right to believe that

A: Absolutely. They say

B: What a miracle! It can move even



VII. Time to Listen

1. Listen to the story “The Enchanted Place” and say what the place was like.
2. Listen to the story again and mark the true statements.

1. The girl has never seen the enchanted place.
2. Soon she saw a usual desert.
3. Her partner visited that place and it was the Country of Oz.
4. The girl didn't like the idea of any sign at that place.
5. The girl expected to see an extraordinary place.
6. She was looking forward to the enchantment.



VIII. Time to Write

Write a page for a tourist guide book advertising the beauty of Kyiv in blossom and in bloom.

Go to Ex. 115, 116 of your WB

DEVELOPING INTEGRATED SKILLS 7

I. Kyiv can boast of its incomparable sights and unfading glory. A well-known Ukrainian patron wants to increase its beauty and donates 3 mln. hryvnias. Discuss and answer the following questions:

- If it were in your power, how would you distribute the money?
- What historic sights need restoration?
- What new sights, in your opinion, may be founded to become the city's attraction?

II. Kyiv has a worldwide reputation as the greenest city in Europe. Pair up with your friends and discuss how the Kyivites take care of its environment to keep the capital in blossom and bloom.

III. Once, after visiting Ukraine, the president of France de Gaulle (1959-1969) famously said: “I've seen many parks and gardens in different cities, but it is the first time I've seen a city in a garden”. In groups, think and decide:

- What place Charles de Gaulle visited;
- What impressed him in that place;
- Why he called that place “a city in the garden”.
- Present your ideas to the class.

IV. Design a brochure “Kyiv is the City to Explore”. Focus on:

- the history of the city;
- its most magnificent sights;
- the great Kyivites and their roles in the life of Ukraine.

7.5. My progress in English

I. Grammar Smart

Fill in the article if necessary.

1. ___ Kyiv is the capital of ___ Ukraine.
2. The main street in our capital is ___ Khreschatyk.
3. Our capital is situated on the picturesque banks of ___ Dnipro.
4. If I have a chance, I go to ___ Kyiv Opera House, because I’m a great admirer of ballet.
5. ‘Excuse me, is this ___ Bohdan Khmelnytskyi Monument?’
6. Dear tourists, we are now at ___ Independence Square.

Check if you can:

use the articles with monuments, streets, squares etc. correctly.	Yes	No
---	-----	----

II. Word Smart

Paraphrase the sentences.

1. Kyivites are thankful to their great countrymen.
2. I’m impressed by St Andrew’s Church.
3. The view of Kyiv in blossom and in bloom took my breath away.
4. How can I get to the theatre?
5. The street bears the name of Ivan Franko.
6. The history of Kyiv will live forever.

Check if you can:

express the same ideas in different ways.	Yes	No
---	-----	----

III. Function Smart

Match conversation lines A to conversation lines B.

A	B
1. Spring has come! 2. Look at the lilacs in bloom. 3. Kyiv is one of the greenest cities in Europe. 4. It's just the time for horse chestnut trees to be in blossom. 5. What makes Kyiv a special place? 6. I believe Kyiv in blossom and can move even the coldest hearts.	a) It sure is. You can see green trees everywhere. b) Let's celebrate the reawakening of nature. c) I think horse chestnuts make it. d) I can smell the scent of lilacs. e) So it can! The capital is really wonderful at this period of the year. f) I can't help admiring them.

Check if you can:

express your admiration about the beauty of Kyiv.	Yes	No
---	-----	----

III. Time to Read

Read the information and choose the right continuations of the statements.

The Park of Eternal Glory

The Park of Eternal Glory is one of the most beautiful places in Kyiv. It is extremely popular among Kyivites. The memorial Complex of the Park of Eternal Glory in honour of the soldiers, who fell during the Second World War, was erected in 1957. In the centre of the memorial there is the Tomb of the Unknown Soldier, an Eternal Flame burns at the foot of the granite obelisk. The names of 34 fightingmen killed in the battles against the fascists during the defence and liberation of Kyiv are on the marble gravestone. The war brought them together here forever – soldiers, officers and generals – on the banks of the ancient Dnipro in the capital of Ukraine. They have now entered the world of legends and become heroes for all time. The grateful inhabitants of Kyiv and all Ukrainian people come here on the 9th of May to pay tribute to Kyiv defenders.

1. The memorial complex of the Park of Eternal Glory was erected
 - a) to honour the memory of all dead people;
 - b) to honour the memory of soldiers of the Second World War;
 - c) to make the city more beautiful.

2. An Eternal Flame burns
 - a) at the Tomb of the Unknown Soldier;
 - b) on the bank of the Dnipro;
 - c) in the main square of the capital.

3. You can read the names of Kyiv defenders
 - a) on the granite obelisk;
 - b) on the main valley;
 - c) on the gravestone.

4. The number of Kyiv defenders is
a) twenty four; b) thirty two; c) thirty four.
5. Many people became heroes for... .
a) liberating Kyiv; b) erecting monuments;
c) writing legends about the war.
6. This Park is
a) one of the eldest parks; b) the greenest park in Kyiv;
c) the most popular among Kyivites.

Check if you can:

read the informative texts about Kyiv.	Yes	No
--	-----	----



IV. Time to Listen

Listen to the story “Kyiv Day” and correct the mistakes in the statements.

1. Kyiv Day is celebrated on the first Sunday of May.
2. Lilacs set people into a festive mood.
3. Kyiv Day is celebrated twice a year.
4. As a rule, this holiday is a three day event.
5. You can hear folk music everywhere.
6. Ice cream gardens are the greatest attractions.

Check if you can:

understand descriptions of holidays.	Yes	No
--------------------------------------	-----	----



V. Time to Write

Write an information leaflet. *The title: “Come to Kyiv Only Once and You Are Sure to Love It”.*

write a description of Kyiv.	Yes	No
------------------------------	-----	----

First Aid Kit

A. GRAMMAR IN USE

Unit One

Для того щоб розповісти про свого старшого брата або старшу сестру, вживай форми прикметника **old** у порівняльному ступені:

elder + brother/sister

Example: *Alice is my elder sister.*

older + than

Example: *Alice is three years older than me.*

Unit Two

Якщо ти хочеш розповісти про 50 % кількості чогось (часу, відстані, ціни тощо), уживай слово **half**, наприклад:

<i>half an hour</i>	<i>half the time</i>
<i>half a mile</i>	<i>half the length</i>
<i>half a pound</i>	<i>half the price</i>

Example: *I spent half the time doing my English homework.*

Уживай **half (of)** перед займенниками *it /them /us*.

Example: *His story was so long and boring that I missed half of it.*

Unit Three

1. Для того щоб сказати, як пахнуть або виглядають деякі страви, які вони на смак, після дієслів **to smell, to look, to taste** вживай прикметники.

Example: *The soup looks appetizing. It smells good.*

2. Для того щоб сказати, що ти не любиш одразу дві страви, вживай **either...or** у розповідних реченнях.

Example: *I don't eat either fish or meat.*

3. Для того щоб правильно сказати, що ти любиш або не любиш те саме, що і твій співрозмовник, уживай у запереченні **either**.

Example: A: *I don't drink wine for lunch.*

B: *I don't drink either. (Neither do I.)*

B. WORD BUILDING

Unit Two

1. Утворення іменників

Для того щоб утворити деякі іменники, додай до прикметника або основи слова такі суфікси:

-ity	-ance
<i>flexible – flexibility</i>	<i>enduring – endurance</i>
<i>creative – creativity</i>	
<i>active – activity</i>	

Example: *Creative art activities are a fabulous way to support self-expression and creativity in children.*

У деяких випадках змінюється основа слова: *strong – strength.*

Example: *There are three categories a physical activity falls under: endurance, flexibility and strength.*

2. Для утворення слів з протилежним значенням (**антонімів**) додай до основи префікс **un-**:

*to wrap – to **un**wrap*
*to do – to **un**do*
*to dress – to **un**dress*
*to pack – to **un**pack*

Example: *With a surprised look, Mrs Crawford rushed me in and began to **un**wrap my frozen clothes.*

3. Від деяких дієслів можна утворити два **прикметники**, додавши **-ing** (активне значення) або **-ed** (пасивне значення). Порівняй:

verb	-ing	-ed
to frustrate	frustrating	frustrated
to encourage	encouraging	encouraged
to discourage	discouraging	discouraged
to interest	interesting	interested
to surprise	surprising	surprised
to bore	boring	bored

Example: *She was very **encouraging**. I felt **encouraged** and decided to take action.*

Unit Three

Для того щоб утворити деякі **прикметники**, додай до іменника або основи слова суфікс **-tion**:

*to celebrate – **celebration***
*to invite – **invitation***

Example: *Thank you for the **invitation**.*

Unit Four

Деякі дієслова утворюються від прикметників без зміни словоформи:

*wrong – to **wrong***
*clean – to **clean***
*bitter – to **bitter***
*close – to **close***
*fast – to **fast***

Example: *He has **wronged** no man alive.*

Unit Five

1. Слова на позначення спортсменів, які займаються певним видом спорту, утворюються по-різному.

а) додаванням до дієслова суфікса **-er**.

Example: *swimmer, boxer, horse rider, golfer, etc.*

б) додаванням слова **player** до назви виду спорту:

Example: *tennis player, chess player etc.*

Деякі назви необхідно запам'ятати

Example: *mountaineer, archer, gymnast.*

2. Для утворення прикметників від іменників додай суфікс **-ous**:

victory – victorious

courage – courageous

mountain – mountainous

Example: *I bet the All Greens will be victorious today.*

3. Для утворення слів з протилежним значенням додай до основи префікс **dis-**:

qualified – disqualified

satisfied – dissatisfied

pleased – displeased

Example: *He was disqualified because of the rule violation during the semi-final game.*

Unit Six

1. Якщо ти хочеш сказати, що хтось або щось викликає в тебе певні відчуття, використовуй прикметник із закінченням **-ing**.

Example: *The film was really interesting.*

Якщо ти хочеш сказати, що ти відчуваєш, використовуй прикметник із закінченням **-ed**.

Example: *I was greatly interested by the film.*

2. Деякі іменники утворюються від дієслів:

а) без змін у правопису:

to stage – a stage

б) зі змінами у правопису:

to perform – performance

to rehearse – rehearsal

to guide – guidance

to applaud – applause

3. Пам'ятай, деякі іменники, що позначають якості, утворюються від прикметників додаванням закінчення **-th**:

Example: *warm – warmth*

Деякі з них змінюють правопис:

Example: *long – length*

wide – width
strong – strength
deep – depth

Unit Seven

1. Якщо ти хочеш охарактеризувати побачене або почуте із захопленням, уживай:

Example: *comparable – incomparable*
describable – indescribable
mortal – immortal

Example: *Blossoming chestnut trees in spring are of indescribable beauty.*

Деякі **прикметники**, які також виражають позитивні враження, утворюються за допомогою суфікса **-less**:

breath – breathless
speech – speechless

Example: *The beauty of the monument left me breathless.*

3. Пам'ятай, що назви професій і сфери їх діяльності звучать по-різному:

architect – architecture
sculpture – sculptor

Example: *The architecture of the cathedral is beautiful. It was designed by a famous architect.*

4. Пам'ятай, що деякі іменники утворюються від інших іменників за допомогою суфікса **-hood**.

Example: *brother – brotherhood*
child – childhood
mother – motherhood
woman – womanhood
knight – knighthood

C. WORD MEANING

Unit One

1. Якщо ти хочеш розповісти про лікування, використовуй дієслово **treat**.

Example: *The doctor treated me for pneumonia.* (= лікував)

Якщо ти хочеш сказати, що тебе вилікували від чогось, використовуй дієслово **cure**.

Example: *My granny cured me of a bad cough.* (= вилікувала)

Ти також можеш вживати дієслово **treat** в його інших значеннях:

- частувати:

Example: *Let me treat you to some ice cream.*

- поводитись з кимось:

Example: *Don't treat me like a child.*

2. Деякі слова в англійській мові вимовляються однаково, але пишуться по-різному та відрізняються значенням. Порівняй:

jeans /dʒi:nz/ джинси (але джинсова тканина – *denim*)

Example: *Your new jeans and your denim jacket are the latest style.*

genes /dʒi:nz/ – гени

Example: *People get their genes from their parents.*

Unit Two

1. У британському та американському варіантах англійської мови вживаються різні слова для позначення деяких явищ. Порівняй:

BrE	AmE	Ukrainian
autumn	fall	осінь
holidays	vacation	канікули
timetable	schedule	розклад
sweets	candy	цукерки
biscuit	cookie	печиво
lift	elevator	ліфт
garden	yard	подвір'я

Unit Three

1. Різні англійські слова є схожими за звучанням та правописом.

a) *refreshment* – легка їжа;

refreshments – їжа та напої, які подають як легку закуску.

b) *cover* – місце для кожної особи за столом;

cover – підставка для кожного блюда.

c) *dish* – будь-яка тарілка або миска;

dish – страва, яку приготували за рецептом.

Unit Four

Деякі англійські слова вимовляються і пишуться тотожно, але мають різні значення. Це **омоніми**. Наприклад:

title – назва

bank – берег річки

fair – справедливий

title – титул

bank – банк

fair – ярмарок

Unit Five

1. Змагання, в яких два гравці змагаються один з одним, поки один не виграє, називається *tournament*.

Example: *tennis/chess/badminton tournament*

Змагання, в яких змагається команда, називається *competition*.

Example: *football/basketball/volleyball competition.*

2. Для того щоб говорити про фізичну активність, уживай слово **sport**.
 Example: *I'm keen on **sport**.*

Для того щоб розповідати про різні види спорту, вживай **sports**.
 Example: *He likes watching **sports** on TV.*

3. Діяльність або вид спорту, коли люди грають за правилами, передається словом **game**.
 Example: *Let's play a **game** of chess.*

Але велика організована спортивна подія передається словом **games**.
 Example: *I like to watch the Olympic **Games**.*

4. Коли говорять про суддів спортивних змагань, використовують слово **judge**.
 Example: *At last the **judge** named the champions and the crowd applauded.*

Коли говорять про суддю спортивних ігор (баскетбол, футбол, хокей) використовують слово **referee**.
 Example: *The **referee** gave a signal and the game began.*

Unit Six

1. Якщо ти хочеш розповісти про представлення акторів або музикантів на сцені, використовуй слово **performance**.
 Example: *It was the most memorable **performance** for me.*

Якщо ти хочеш розповісти про виставу, яка була написана драматургом для постановки на сцені, використовуй слово **play**.
 Example: *Jack's father wrote **plays** as well as poems.*

2. Якщо ти хочеш висловити думку іншими словами, використовуй синоніми (слова, схожі за змістом):

*famous – outstanding;
 delightful – pleasant;
 thrilling – exciting;
 gripping – catching;
 modest – shy;
 moving – touching.*

Unit Seven

1. Якщо ти хочеш розповісти про події, які відбувалися до нашої ери, використовуй скорочення **B.C.** (before Christ).

Події нашої ери позначаються скороченням **A.D.** (anno domini)
 Example: *The city of Andrew Chersonese Taurica was founded in 5 **B.C.**
 Apostle came to this land in the first century **A.D.***

2. Якщо ти хочеш сказати про приємний аромат, використовуй слова *scent* або *fragrance*.

Example: *The flower has a lovely scent.*

Якщо ти хочеш сказати, що аромат неприємний, використовуй слово *odour*.

Example: *I don't like this strong odour from a factory.*

3. Якщо ти хочеш зайти кудись (заскочити), не плануючи заздалегідь час і місце, використовуй вислів *drop in*.

Example: *There is a good garden nearby. Let's drop in.*

Якщо ти плануєш піти кудись і провести там деякий час, використовуй дієслово *to visit*.

Example: *I like to visit Kyiv in spring.*

4. Якщо ти хочеш запропонувати комусь ідею з приводу того, що ви разом можете зробити, використовуй дієслово *to suggest*+дієслово+*ing*.

Example: *I suggest going to Kyiv.*

Якщо ти хочеш запропонувати щось співбесіднику, що він може взяти або ти можеш дати, використовуй дієслово *to offer*+*to do*.

Example: *My friend offered me a cup of tea.*

The Theater offered a lot of new plays to see.

D. WORD SPELLING

Пам'ятай, що деякі слова пишуться по-різному в британському та американському варіантах англійської мови. Порівняй:

BrE	AmE
paediatrician	pediatrician
Maths	Math
centre	center
to practise	to practice
focusses, focussed	focuses, focused
theatre	theater
travelled, travelling	traveled, traveling
grey	gray

UNIT ONE

1.1, VII, p. 10

Two girls, Kate and Sonya, meet after Kate's visit to her relatives.

Sonya: Hi, Kate. Glad to see you again.

Kate: Me, too.

Sonya: How was your visit?

Kate: Oh, it was fantastic! I enjoyed every minute of my stay at my granny's.

Sonya: Did you get to know any new relatives?

Kate: Sure. I became acquainted with my aunt and uncle on my Mum's side, a boy cousin and a girl cousin on my Dad's side. We had much fun together. And did you happen to meet your elder sister and her husband?

Sonya: I did. It was the first time I saw my little niece Lidia. She is such a lovely little thing! So cute and funny. My Mum and Dad are grandparents now.

Kate: Lucky you! I haven't got any nieces or nephews yet. My sister Ann is younger than me.

Sonya: By the way, I took a lot of pictures of the kid. Would you like to have a look?

Kate: I'd love to.

1.4, VII, p. 29

A Wise Judge

Once there lived two brothers. They worked together on their father's farm. They were very honest and got along together very well. One day their father died leaving his farm to his sons. In his last will he told them to divide it between them.

But the brothers could not agree how. Each wanted to have the better part for himself. After some time they even did not speak to each other. At last they went to a judge who was very wise and always knew how to deal with such difficult problems.

The judge listened to them carefully and then said, "The problem is very simple. We shall divide the farm in this way. One of you will divide it in the way he thinks is best and the other one will then have the right to choose whichever of the two parts he prefers."

1.5. My progress in English, p. 34

The Trouble with Teenagers

A popular British comedian, Harry Enfield, perfectly captured the essence of those difficult teenage years in his character "Kevin the Teenager". On the

eve of his 13th birthday, Kevin and his parents are eagerly counting down the seconds till midnight. Kevin is excited about the new computer game that he would be receiving. However, on the stroke of midnight, something goes dreadfully wrong. His parents' joyous shouts of "Happy Birthday" are silenced as Kevin begins to change before their eyes. His hair becomes long and greasy; his skin breaks out in spots; his clothes become scruffy and ill fitting, and he loses the ability to speak properly. In response to their amazed silence, Kevin looks up and shouts "What?", before declaring "I hate you!" As they try to give him his gift, he throws it back at them with the words "It's stupid. You are ruining my life!" and storms out, slamming the door behind him. His shell-shocked parents look at each other with the realisation that those few phrases would be repeated many times over the next few years. Yes, Kevin had become ... a teenager.

Although exaggerated for comic effect, most teenagers and parents can certainly identify with Kevin's family at some point. The teenage years are difficult transitional years between adulthood and childhood.

Keys

I. 1. is; 2. has; 3. aren't; 4. was; 5. am; 6. have. II. 1. uncle; 2. footsteps; 3. operations; 4. survey; 5. happy/blessed; 6. temper. III. 1d; 2a, 3f; 4b; 5e; 6c. IV. 1; 4; 5; 6. V. 1. early; 2. computer; 3. a lot/greatly; 4. Silent/shell-shocked; 5. speak; 6. difficult.

UNIT TWO

2.1, VII, p. 42

Philip at Blackstable

When Philip's mother died, Mr. Carey, his uncle, came to London to take the boy to Blackstable, where he was a vicar. So Philip began his new life at that place.

Philip came gradually to know the people he was to live with. One day was very much like another at the vicarage. Soon after breakfast at 9 o'clock Mary Ann brought in "The Times". Mr. Carey shared it with two neighbours. He had it from ten till one, when the gardener took it over to Mr. Ellis with whom it remained till seven; then it was taken to Miss Brooks, who had the advantage of keeping it.

When the vicar settled down to his paper, his wife put on her bonnet and went out to do the shopping. Philip accompanied her.

Dinner was at one o'clock. On Monday, Tuesday and Wednesday it consisted of beef and on Thursday, Friday and Saturday of mutton. On Sundays they ate one of their own chickens. In the afternoon Philip did his lessons. He was taught Latin and Mathematics by his uncle who knew neither, and playing the piano by his aunt. Her French was poor, but she knew the piano well enough to accompany the old-fashioned songs she had sung for thirty years. She often sang when there was a tea party at the vicarage.

But the Careys did not give tea parties of ten. They preferred to have tea by themselves and after tea they played cards. Mrs. Carey arranged that her

husband should win, because he didn't like losing. They had cold supper at eight. Immediately after supper Philip went to bed. Mary Ann undressed him, kissed him after she tucked him in.

Philip had always led the lonely life of an only child. He made friends with Mary Ann. Philip was more comfortable in the kitchen than in the dining room, and whenever he could he took his toys and played there. His aunt was pleased. She didn't like disorder and preferred that he should make a mess in the kitchen.

"He seems happier with Mary Ann than with us, William", Mrs. Carey often said.

"Because he has been badly brought up", answered her husband.

(Adapted from "*Philip at Blackstable*" by W. Somerset Maugham)

2.4, VII, p. 61

TOM: I fell asleep on the underground train because I stayed up all night doing my English homework, so when it stopped at my station I ran through the door not to be late and left it on the seat of the train.

MATT: I know homework is important for doing well in school, and I did it but I got into a fight with some kid on our way to school and he threw it away.

BETTY: I lost my English course book, and when I found it the homework page was missing from it. Probably, my dog chewed it.

BILL: My brother took "my" English homework instead of 'his' by mistake. He is so absent-minded. I'll bring it tomorrow. That's a promise.

KATE: What homework? I didn't know we were supposed to do it. I even called Bill and he said he had no idea.

2.5. My Progress in English, V, p. 65

Perfect December

It was the first week of December. All the students and teachers of Perrysburg Junior High School were gathered in the assembly hall for the annual oratorical contest. Sponsored by the Ohio League of Women Voters, the event was open to any middle school student who cared to show his or her skills as a public speaker. The microphone was yours for five minutes. Talk about anything you like. The winner would move on to the district competition.

Usually only four or five students entered the contest at Perrysburg Junior High School. That year there were thirteen, including Jane. You didn't have to be a judge to see that she was far and away the best. She gave an animated speech – a performance, really – entitled "Learning from both Success and Failure". She talked about the ups and downs of her school life and the impact they had on her character. When she finished, the audience whistled and shouted for more.

The judges proclaimed Jane the winner. She would now go to the district competition in Toledo, they said. The state finals would be held in Columbus in April. Again and again the audience whistled and shouted...

Keys

I. 1. should; 2. must; 3. shouldn't; 4. must; 5. must not; 6. will have to. II. 1. yourself/yourselves; 2. find; 3. owe; 4. sign; 5. attend; 6. makes. III. 1 e; 2 c; 3 a; 4 f; 5 b; 6 d. IV. True: 2; 5; 6. V. 1. first; 2. oratorical contest; 3. thirteen; 4. animated; 5. and away; 6. state.

UNIT THREE

3.1, VII, p. 72

– My name is Ben and I live in England. As all English people, I am proud of our tea traditions. We have our first tea at 11 o'clock that's why it is called 'elevenses'. As a rule, we have a cup of tea with a biscuit or a piece of cake. At about four o'clock we have afternoon tea. You can hear people say 'white English tea'. It means the English have their tea with milk or cream, but never with sugar.

Tea traditions are very strong in England. If you travel abroad and dine out, the waiter can ask you such a question: Would you like English breakfast? Traditional English breakfast consists of 2 sausages, a piece of bacon, fried tomatoes, mushrooms and beans. Many families have this type of breakfast at the weekdays. Every day breakfast is simpler. In my family it is cornflakes with milk and tea and toasts with marmalade.

– My name is Barbara and I am from Scotland. I'm proud to say that a well-known dish 'porridge' came from Scotland. It is a traditional Scottish dish of oats boiled in milk. Many families in all parts of Britain have porridge for breakfast. It is useful for health, especially for children. On special occasions, like big holidays, another traditional Scottish dish Haggis is served. It's a meat dish made from sheep's stomach.

3.4, VII, p. 91

A Wise Decision

A young man was very fond of travelling. He visited many different countries and boasted of his adventures.

Once he invited his girlfriend to join him in his trip to England. He told her a lot of interesting things not only about places of interest there but about eating habits as well. As the girl wanted to become a cook, she accepted her friend's invitation willingly. But neither of them could speak English.

So one day they came to a café to have a bite. There were many tasty things on the menu. The man studied the English menu for a time and then, not wishing to appear ignorant before his girlfriend, said to the waiter: "I think we'll have some of that. I tried it once and liked it a lot. I hope my girlfriend will also enjoy it".

The waiter looked where the man was pointing and was greatly surprised. Then he said politely, "I'm sorry, sir, but that's what the orchestra's playing".

The man was awfully embarrassed but tried not to show it to his girlfriend. He explained to her that the dish he wanted to treat her to, took a lot

of time to cook. The girl didn't mind having tea with cakes instead and the young man was happy and proud of himself that he didn't lose his face. Nevertheless, he swore to himself to learn English before starting another trip. A very wise decision, isn't it? One can't be so lucky all the time!

3.5. My progress in English, V, p. 94

Surprising Delicacies

It's a delicacy that people pay a lot of money for. Some delicacies may be very surprising. Snakes and eels are delicacies in most parts of the world.

In Asia, there are special restaurants for snakes. Everything on the menu is snake: snake soup, snake appetizers, snake main courses, snake desserts. What is to your taste? Snake skin salad or snake served with rice?

In Africa and India people adore ants. They make the ants into a paste and add it to different dishes, like rice or macaroni. They say it gives the food a special flavour.

In Australia, the native people even drink ants. They put them in water and say the drink tastes like lemonade. Chocolate ants, in their opinion, are really delicious. Do you want to try these surprising delicacies? I'd rather not. I have another idea of delicacies.

Keys

I. 1. He invited Ann to his party. 2. His Mum invited Boris to have tea with her. 3. My Mum asked me to eat that piece of pie. 4. Peter invited me to go to McDonald's the next day. 5. Mark asked me to have a bite there. 6. The mother asked the boys to look through the menu. **II.** 1. I have a sweet tooth. 2. I'll present you with a cookery book. 3. I accepted my friend's invitation. 4. My granny is good at cooking borsch. 5. When I see this pie, it makes my mouth water. 6. I'm afraid I've overloaded my stomach. **III.** 1 d; 2a, 3f; 4b; 5e; 6c. **IV.** 2; 3; 5; 6. **V.** 1. much money; 2. in Asia; 3. all dishes; 4. Africa; 5. ants; 6. lemonade.

UNIT FOUR

4.1, VI, p. 102

Dino's Day in London

Dino's Day in London is a story about a taxi driver called Tommy. He gets a phone call from his boss Sam, who asks him to pick up Dino, a famous film star's son and take him around London. He gets a letter from Dino's mother with instructions to take Dino to Buckingham Palace, Harrods and the British Museum. She also leaves him £50 for Dino's expenses, which is a lot of money for Tommy.

Dino doesn't want to visit Buckingham Palace, though. He wants to go to the Video Palace instead. He makes Tommy wait for three hours and spends £20. Dino is hungry, but he doesn't want to eat at Harrods. He spends £20 at a burger restaurant. Tommy takes him to the British Museum but Dino goes to the cinema across the road from the museum.

When Tommy takes him back to the hotel, the star is angry because her son has been waiting all day at the hotel. She wants her money back. Tommy

looks outside but the boy he thought was Dino has gone. It was really Billy, Sam's son, who had heard the conversation in the morning.

4.4, VII, p. 122

Martha: They say that a picture is worth a thousand words. I had never believed it until I took part in Mardi Gras. Mardi Gras is French for "Fat Tuesday". It's a carnival period held in some countries on Shrove Tuesday, a day when people traditionally eat a lot before the start of Lent (when Christians fast and eat only certain food). In the US, the city of New Orleans, Louisiana, before it was swept away by a disastrous hurricane, used to hold famous Mardi Gras celebrations which many people traveled to see. I was lucky to visit it a couple of years ago with my Mom and Dad. They took that picture of me in the middle of merrymaking, with the parade in the background. Now that I look at it hanging on the wall above my bed, I can't help feeling the spirit of the day; seeing people, wearing fancy costumes and beads, enjoying themselves to their hearts' content, with eating and dancing, choosing Mardi Gras "Kings" and "Queens".

4.5. My progress in English, V, p. 126

Phil: Where I live, spring is the very season for customs and traditions. Let's take May 1st. It is marked with singing and Maypole dancing, electing a May Queen and lighting bonfires. It used to be celebrated in every town and village, but today the celebrations are restricted to certain parts of the country. In Oxford, for example, the choir of Magdalen College sings at dawn from the College Tower. In some villages in Cornwall, such as the pink-cottaged Helsten, villagers join in the so-called Floral dance: it means dancing in and out of their houses to bring luck to them.

Isn't it fun to learn sayings and superstitions for May? Two of my mum's favourites are the one which forbids the bringing into the house of the lovely pink and white May blossom because it apparently brings bad luck, and the other – "cast never a cloud till May be out" – is about the danger of going into "summer clothes" until May is over.

Keys

I. 1. wrote; 2. was stolen; 3. is visited; 4. built; 5. has been translated; 6. is known. II. 1. from; 2. from; 3. of; 4. in; 5. in; 6. for. III. 1 c; 2 a; 3 e; 4 b; 5 f; 6 d. IV.3; 4; 5. V.1a; 2d; 3c; 4b; 5d; 6c.

UNIT FIVE

5.1, VII, p.134

1. My name is **Andrew** and he likes hockey the best. I believe it's the sport for brave boys because sometimes it may involve bruises. Those who are afraid to be hurt never play this game. But I'm not a coward. As many boys in Ukraine, we play hockey in our yards, when there is a lot of snow and we can make our skating rink ourselves. Sometimes our coach takes us to the stadium and we play hockey there. It's my dream to become a good hockey player.

2. I'm **Helen** and I really like tennis. I go to a tennis club and train strenuously all the time. Once I even won a small tournament for under 16's. I spent a lot of time in the tennis court and was able to experience singles and doubles. It was rather hard, I should say, but it was fun. Not only children of my age enjoy playing tennis. They often come with their parents and elder brothers or sisters. A game of tennis sets everybody into a cheerful working mood.

3. My brother and I are **twins** and as a rule we share our tastes in everything, including sport. Our parents took us to the swimming pool when we were six. I can't say that we liked this idea a lot. But due to our coach this sport has become part and parcel of our lives. Today swimming is something we can't do without. We swim a lot in any season and it makes us strong and healthy. Believe it or not, but we never fall ill! We think that swimming is the best sport and we practise much to become proficient in it. There are many great swimmers in Ukraine like Oleh Lisogor or Denis Sylantjev and we want to follow their examples.

5.4, VII, p. 157

A Real Sport Star

The other day I went to see Jim, an old friend of mine, at his home in Bucclench Place. John is known as a die-hard fan of chess. He never missed a chance of watching a chess tournament. And after each game he analyzed it at length. Evidently, he was learning from them and then practised with his friends. This time it was me. He rang me a couple of days ago and invited me for a game of chess.

When I rang the bell, his wife answered the door and said that Jim was in the sitting room playing chess. I took a step back, intending to go away, but she said I should not worry about that and asked me to go right in.

I did as she told me. What I saw there surprised me ... There was Jim sitting at the head of the table and facing him was his dog Spot. Between them there was a chess board. Their eyes were fixed on it. There was no doubt about it: they were concentrating on their game.

At the sound of my voice, Spot began wagging his tail but as to Jim, I must admit, he was perfectly calm, though he must have heard me and seen me out of the corner of his eye.

"Spot is a real sport star!" I remarked. "You have got a top-ranked athlete here!"

"Not at all", answered Jim absent-mindedly. "He's a pathetic loser – he has just lost his third!"

5.5, My progress in English, V, p. 160

Baseball

Baseball is America's most popular sport. In a baseball game there are two teams of nine players. Players must hit a ball with a bat and then run around four bases. A player who goes around all the bases scores a run for his team. The team that finishes with more runs wins the game.

Where did baseball come from? No one knows for sure. Many people believe that the idea came from a game played by children in England. Other people believe that a man named Abner Doubleday invented the game in Cooperstown, New York, in 1839. But the first real rules of baseball were written in 1845 by Alexander Cartwright. Two teams from New York played a game following Cartwright's rules. The rules worked well. Soon there were many teams.

These early teams were not professional. They played only for fun, not for money. But baseball was very popular from the start. Businessmen saw that they could make money with professional baseball teams.

The first professional team was started in 1869. This team was the Red Stockings of Cincinnati. Within a few years there were a lot of professional teams in other cities. In 1876 these teams came together in a league, or a group, called the National League. The teams in the National League played one another.

In 1901 a new league, called the American League, was formed. To create some excitement, in 1903 the two leagues decided to have their first-place teams play each other. This event was called the World Series.

Each year since then the National League winner and the American League winner play in the World Series. And, each year, millions of people look forward to this exciting sports event.

Keys

I. 1. The game has been won. 2. Mike has been criticized. 3. The pictures have been taken. 4. I have been invited. 5. The predictions have already been made. 6. A poster has been bought. II. 1. up; 2. to; 3. on; 4. in; 5. up; 6. in. III. 1c; 2a; 3b; 4e; 5d; 6f. IV. 1A; 2B; 3B; 4C; 5B; 6C. V. 1. America's; 2. nine; 3. rules; 4. amateur; 5. the World Series; 6. each year.

UNIT SIX

6.1 , VII, p. 167

From the History of Cinema

Cinema was born at the end of the 19th century in France. The Lumiere Brothers were the first to show movies to the public at the Grand Café, Boulevard des Capucines in 1896. The first films were short comedies and the public enjoyed watching them. Later in 1901, the first dramatic films were produced. The citizens of France were the first to see 'The Story of a Crime'. The film was a great success and it was shown in the shops, clubs and music halls. Only in seven years special cinema houses were built which gave regular programmes.

People all over the world liked this new entertainment. Creative people tried their hands at making their own films. In 1914 Charlie Chaplin made his first film in the USA. Then Russian film industry made a big step forward and released films, which contributed to the development of world cinematography. All of them were silent films. Only 13 years later Warner Brothers in Hollywood made the first sound film. It was the film "Jazz Singer", which symbolized a new era – the era of the 'talkies'. Though the film told

the story with subtitles and had only three songs and a short dialogue, it was very successful. In the 1930s the first colour film was made, though black-and-white films were also popular.

6.4 , VII, p. 185

The History of Ukrainian Cinema

The history of Ukrainian cinema starts from the Kyiv Film Studio which was built in 1927. From the first years of its existence, the Kyiv Film Studio explored all the developments in world cinema. For example, it released its first coloured film as early as 1939. Ukrainian cinema really achieved world fame thanks to Oleksandr Dovzhenko, – a talented Ukrainian director. He gained fame in 1928 with “Zvenihora” which established him as a major filmmaker of the times. Then his “Ukrainian Trilogy”: “Arsenal”, “Earth”, and “Ivan” was issued.

Dovzhenko also served as a wartime journalist during World War II. Over a twenty-year career, Dovzhenko directed only seven films. Works of the Kyiv Film Studio (was named the Dovzhenko Film Studio) received awards in 75 international and 65 USSR film festivals.

The Dovzhenko Film Studio gave the world many masterpieces, and allowed the talents of dozens of directors and actors to blossom: The Golden Age of Ukrainian cinema was the 1960’s and 1970’s, when most of Ukrainian masterpieces were shot and best directors’ ideas expressed through national images that achieved the power, of true myth.

The Dovzhenko Film Studio became one of the largest film producers in the USSR and played a great role in the world cinematography. One of its stages is still among the largest in Europe with an area of 2520 square metres. The studio could accommodate twenty film shoots at a time.

6.5. Your progress in English, V, p. 189

There are many outstanding British actors, but I’d like to tell you about two of them – Timothy Dulton and John Oliver.

Timothy Dulton was born in North Wales. His father was English and his mother was American. Dulton grew a very sensitive boy and decided to become an actor at the age of 16 after seeing a production of ‘Macbeth’.

He made his first appearance on TV working mainly with BBC. He remained a theatre actor until 1978 and that year he returned to cinema and his American career began. The spectators saw his brilliant acting in the 1983 BBC serial of Jane Eyre. The actor managed to create a vivid image of Mr. Rochester and millions of televiewers were glued to the screen.

After that came Dulton’s first appearance as 007. Film critics praised Dulton’s work and found it very successful.

If Timothy Dulton is a theatre and cinema actor who starred in the films with serial plots, John Oliver is a British comedian. He was born in England, in Birmingham, though his parents came from Liverpool. John got his education in Cambridge where he studied English. He played in some stand-up comedies in Britain and in 2004 he moved to New York, where he began performing stand-up. His first stand-up, entitled ‘John Oliver: Terrifying

Times', debuted in 2008. It has become extremely popular. Since 2010, Oliver gave 4 seasons of John Oliver's New York stand-up show. Both actors are contributing greatly to the development of British cinematography.

Keys

I. 1. let; 2. let; 3. made; 4. made; 5. made; 6. let. II. 1. to; 2. off; 3. at; with; 4. into; 5. in; 6. of. III. 1c; 2a; 3d; 4f; 5b; 6e. IV. 1. Broadway; 2. commercial; 3. garages, offices and stores; 4. in all sides; 5. new playwrights; 6. regularly. V. 1b; 2 a; 3a; 4c; 5c; 6a.

UNIT SEVEN

7.1, VII, p. 198

Yaroslav the Wise

Yaroslav the Wise – Grand Prince of Kyiv – was born in Kyiv in 978. He was a son of Grand Prince Volodymyr, who christinized Kyivan Rus.

After his father's death, Yaroslav fought against his brother Svyatopolk I and gained the Kyiv throne. Under the rule of Yaroslav the Wise, Kyivan Rus, with Kyiv as its capital, grew stronger than ever. Trade with the East and the West played an important role in Kyivan Rus in the 11th century. Yaroslav developed diplomatic relations with European countries. His daughters Elizabeth, Anna and Anastasia were married to the kings of Norway, France and Hungary. Yaroslav himself was married to the daughter of the King of Sweden.

Yaroslav the Wise defended his state from the attacks of nomadic tribes. He defeated the Pechenegs, who had attacked Kyiv for 120 years. To honour this victory, he built St Sophia's Cathedral, the main church of Kyivan Rus.

Yaroslav the Wise valued wisdom, knowledge and books most of all. He founded a primary school and a library. There were more than 1,000 books in it. He also wrote a book of laws called Yaroslav's Justice. No wonder he was called Yaroslav the Wise.

He died in 1054 in Kyiv and was buried in St Sophia's Cathedral in a sarcophagus made of white marble. In front of the Cathedral, there is a marble stone with his portrait on it to remember the first library of Kyivan Rus by.

7.4, VII, p. 218

The Enchanted Place

...After school she said, "Do you believe in enchanted places?"
"I don't know", I said. "I never thought about it".
"I'm going to show you one".

She grabbed my hand, and we flew across the school fields, swinging hands for all the world to see.

We walked for miles, out past the business park, the golf course, into the desert.

To the person who expects every desert to be sand dunes, the Sonoran must come as a surprise. Not only are there no dunes, there is no sand. At least not the sort of sand you find at the beach – your feet won't sink in.

“Are we ever going to get to this enchanted place?” I felt silly just saying the words.

“Just a little farther”, she said.

I humoured her. “So how do you know an enchanted place when you come to it?”

“You'll see”, she squeezed my hand.

“Did you know there's a country with officially designated 'enchanted places'?”

“No”, I said. “Where would that be? Oz?”

“Iceland”.

“Imagine that.”

“I'm ignoring your sarcasm. I think it would be neat if we had that here. You'd be walking or riding along, and there would be this stone marker with a brass plate: “Enchanted Site. U. S. Department of Interior”.

“We'd litter it up”, I said.

She stared at me, her smile gone. “Would we?” I felt bad, as if I had ruined something. “Not really”, I told her. “Not if there's a Don't Be a Litterbug sign”.

A minute later she stopped. “We're here”. I looked around. The place was absolutely ordinary. “I thought it might look different”, I said.

“Special? Scenic?”

“Yeah, I guess”.

“It's a different kind of scenery”, she said. “Shoes off”.

We pulled off our shoes.

“Sit”.

We sat, legs crossed.

“So”, I said, “When does the enchantment start?” We were sitting side by side, facing the mountains. “It started when the earth was born”.

Her eyes were closed. Her face was golden in the setting sun. “It never stops. It is always. It's just here...”.

(Adapted from “*Stargirl*” by Jerry Spinelli)

7.5, Your progress in English, V, p. 221

Kyiv Day

Today is the last Sunday of May. On this day Kyiv is especially beautiful. On the one hand, blossoming horse chestnut trees make the city a special place. The air is full of delicate fragrance which sets all people into a festive mood. On the other hand, the festive mood of the people can be explained by the celebration of Kyiv Day. It is the greatest open-air festival a year and Kyivites are looking forward to participating in sports shows, watching street performances and visiting a lot of various exhibitions.

Audioscripts

Kyiv Day has developed and grown into one of the nation's premier events celebrating this ancient city. In the last decade, the festival has grown from a concert and a cruise do Khreschatyk with about 4,000 in attendance to a day event which attracts over 500,000 spectators. So one of the featured attractions is a carnival, sports shows, theatre exhibitions, and markets.

The event also offers displays, food courts and ice cream gardens popular music throughout the main street area and an entertainment parades with amusement rides and interactive kids' activities.

In addition, Kyivites can spend the whole day in the parks waiting for night to fall and the traditional fireworks show to begin. Don't miss it!

Keys

I. 1. -, -; 2. -; 3. the; 4. the; 5. the; 6. -. II. 1. grateful to; 2. I'm under the impression of; 3. breathtaking view; 4. tell me the way to the theatre; 5. is named after; 6. immortal. III. 1b; 2d; 3a; 4f; 5c; 6e. IV. 1b; 2a; 3c; 4c; 5a; c. V. 1. last; 2. blossoming horse chestnut trees; 3. once a year; 4. two day event 5. popular; 6. fireworks show.

Vocabulary

A

ability (n) /ə'bilɪti/ спроможність
about /ə'baʊt/ про
abroad /ə'brɔ:d/ за кордоном
accommodate (v) /ə'kɒmədeɪt/ заселяти
according to /ə'kɔ:diŋ/ відповідно до
acting (n) /'æktɪŋ/ гра акторів у кіно (театрі)
activity (n) /æk'tɪvɪti/ діяльність
add (v) /æd/ додавати
admirer (n) /əd'maɪəɹə/ прихильник
adore (v) /ə'dɔ: / обожнювати
adventure (v) /əd'ventʃə/ пригоди
advertise (v) /'ædvətəɪz/ рекламувати
afford (v) /ə'fɔ:d/ дозволяти
again /ə'geɪn/ знову
agree (v) /ə'gri:/ погоджувати
allow (v) /ə'lau/ дозволяти
already /ɔ:l'redɪ/ уже
always /'ɔ:lweɪz/ завжди
amazing (adj) /ə'meɪzɪŋ/ дивовижний
ancestor (n) /'ænsɪstə/ предок
ancient (adj) /'eɪnʃənt/ древній
animal (n) /'ænɪml/ тварина
announce (v) /ə'naʊns/ оголошувати
annoy (v) /ə'nɔɪ/ дратувати
ant (n) /ænt/ мураха
anytime /'enɪtaɪm/ будь-коли
appetizing (adj) /'æpɪtaɪzɪŋ/ апетитний
applause (n) /ə'plɔ:z/ оплески
architecture (n) /'ɑ:kɪtektʃə/ архітектура
argue (v) /'ɑ:gju:/ сперечатися
army (n) /'ɑ:mɪ/ армія
around /ə'raʊnd/ навколо
arrest (n) /ə'rest/ арешт
arrive (v) /ə'raɪv/ приїжджати
article (n) /'ɑ:tɪkl/ стаття
assembly hall /ə'sembli hɔ:l/ актовa зала
associate (v) /ə'səʊʃɪt/ асоціювати
athlete (v) /'æθli:t/ спортсмен
attach (v) /ə'tætʃ/ прикріпити
attitude (n) /'ætɪtju:d/ відношення
attraction (n) /ə'trækʃn/ привабливість
attractive (adj) /ə'træktɪv/ привабливий
audience (n) /'ɔ:diəns/ аудиторія
author (n) /'ɔ:θə/ автор

autumn (n) /'ɔ:təm/ осінь
award (n) /ə'wɔ:d/ нагорода
awful (adj) /'ɔ:fəl/ жахливий

B

background (n) /'bækgraʊnd/ фон
bake (v) /beɪk/ пекти
balloon (n) /bə'lu:n/ повітряна куля
bathe (v) /beɪð/ купатися
bathroom (n) /'bɑ:θru:m/ ванна кімната
beach (n) /bi:tʃ/ пляж
beautiful (adj) /'bjʊ:tɪfəl/ гарний
bedroom (n) /'bed ru:m/ спальня
bedtime /'bedtaɪm/ час відпочивати
beforehand /bɪ'fɔ:hænd/ заздалегідь
behave (v) /bɪ'heɪv/ поводитися
believe (v) /bɪ'li:v/ вірити
below /bɪ'ləʊ/ знизу
besides /bɪ'saɪdz/ крім того
between /bɪ'twi:n/ між
biathlon (n) /baɪ'æθlən/ біатлон
bill (n) /bɪl/ рахунок
bird (n) /bɜ:d/ птах
birth (n) /bɜ:θ/ народження
birthday (n) /bɜ:θdeɪ/ день народження
bite (v) /baɪt/ кусати
bitter (adj) /'bɪtə/ гіркий
blend (v) /blend/ змішувати
blockbuster (n) /'blɒk,bʌstə/ бойовик
blossom (v) /'blɒsəm/ цвісти
boast (v) /bəʊst/ хвалитися
boat (n) /bəʊt/ човен
boil (v) /bɔɪl/ варитися
bonfire (n) /'bɒnfaraɪ/ велике полум'я
bookshelf (n) /'bʊk ʃelf/ книжкова полиця
boring (adj) /'bɔ:ɪŋ/ нудний
both /bəʊθ/ обидва
boxing (n) /'bɒksɪŋ/ бокс
brand new /brænd nju:/ зовсім новий
brave (adj) /breɪv/ хоробрий
bread plate /bred pleɪt/ хлібниця
breath (n) /breθ/ дихання
breathtaking (adj) /'breθteɪkɪŋ/ перехоплюючий подих
brotherhood (n) /'brʌðəhʊd/ братство

Vocabulary

building (n) /'bɪldɪŋ/ будівля
butter (n) /'bʌtə/ масло
butterfly (n) /'bʌtəflaɪ/ метелик

C

cabbage roll (n) /'kæbɪdʒ rəʊl/ голубці
callisthenics (n) /kælis'thenɪks/ художня гімнастика
camera (n) /'kæməɹə/ фотоапарат
candle (n) /'kændl/ свічка
canteen (n) /kæn'ti:n/ їдальня
capital (n) /'kæpɪtl/ столиця
carol (n) /'kærəl/ колядка
carpet (n) /'kɑ:pɪt/ килим
cartoon (n) /kɑ:'tu:n/ мультфільм
carving (n) /'kɑ:vɪŋ/ різьблення по дереву
cast (n) /kɑ:st/ склад акторів
catch /kætʃ/ ловити
cathedral (n) /kə'thi:drəl/ собор
cave (n) /keɪv/ печера
caviar (n) /'kævɪɑ:/ ікра лосося
celebrate (v) /'selɪbreɪt/ святкувати
celebrity (n) /sɪ'lebrɪti/ знаменитість
ceremony (n) /'serɪməni/ церемонія
chain (n) /tʃeɪn/ ланцюг
chair (n) /tʃeə/ стілець
champagne (n) /ʃæm'peɪn/ шампанське
championship (n) /'tʃæmpɪənʃɪp/ чемпіонат
change (v) /'tʃeɪndʒ/ мінятися
cheap (adj) /tʃi:p/ дешевий
cherry (n) /'tʃerɪ/ вишня
chess (n) /tʃes/ шахи
children (n) /'tʃɪldr(ə)n/ діти
chimney (n) /'tʃɪmni/ труба
Chinese (adj) /tʃaɪ'ni:z/ китайський
choice (n) /tʃɔɪs/ вибір
chop (n) /tʃɒp/ відбивна
Christmas /'krɪsməs/ Різдво
church (n) /tʃɜ:tʃ/ церква
city (n) /'sɪti/ велике місто
class (n) /klɑ:s/ клас (діти)
classroom (n) /'klɑ:srʊm/ класна кімната
clean (adj) /kli:n/ чистий
clever (adj) /'klevə/ розумний
climax (n) /'klaɪmæks/ кульмінація (найвищий момент напруги)
climb (v) /klaɪm/ видиратися вгору

clothes (n) /kləʊðz/ одяг
club (n) /klʌb/ булава
clumsy (adj) /'klʌmzi/ незграбний
coach (n) /kəʊtʃ/ тренер
coat (n) /kəʊt/ пальто
colour (n, v) /'kʌlə/ колір, розфарбувати
comfortable (adj) /'kʌmfəbl/ зручний
compare (v) /kəm'peə/ порівняти
competition (n) /,kɒmpə'tɪʃn/ змагання
complete (v) /kəm'pli:t/ завершувати
composer (n) /kəm'pəʊzə/ композитор
congratulate (v) /kən'grætʃuleɪt/ вітати
concert (n) /'kɒnsət/ концерт
connect (v) /kə'nekt/ з'єднувати
conquer (v) /'kɒŋkə/ завойовувати
consider (v) /kən'sɪdə/ вважати
consist (v) /kən'sɪst/ складатися
convey (v) /kən'veɪ/ передавати
cook (n, v) /kʊk/ повар, готувати
cooking book /'kʊkɪŋ bʊk/ кулінарна книга
coordination (n) /kəʊ,ɔ:di'neɪʃən/ координація
corner (n) /'kɔ:nə/ кут
correct (adj) /kə'rekt/ правильний
cosy (adj) /'kəʊzi/ затишний
cottage cheese (n) /'kɒtɪdʒ tʃi:z/ сир
countryman (n) /'kʌntrɪmən/ співвітчизник
courageous (adj) /kə'reɪdʒəs/ сміливий
create (v) /kri:'eɪt/ створювати
cross (n) /krɒs/ хрест
crow (v) /krəʊ/ кукурікати
crowd (n) /kraʊd/ натовп людей
cruet (n) /'kru:ɪt/ графинчик, судок
cry (v) /kraɪ/ плакати, кричати
cultural (adj) /'kʌltʃərəl/ культурний
cup (n) /kʌp/ кубок
curtain calls /'kɜ:tɪn kɔ:lz/ виклик на біс
curtains (n) /'kɜ:tɪnz/ завіса в театрі, тюль

custard (n) /'kʌstəd/ підлива
cut (v) /kʌt/ різати
cycling (n) /'saɪklɪŋ/ велосипедний спорт

D

dairy (n) /'deəri/ молочний магазин
dangerous (adj) /'deɪndʒərəs/ небезпечний

dark (adj) /dɑ:k/ темний
daughter (n) /'dɔ:tə/ дочка
death (n) /deθ/ смерть
debut (n) /'deɪbjʊ:/ дебют
decision (n) /dɪ'sɪʒən/ рішення
decorate (v) /'deɪkəreɪt/ прикрашати
deep (adj) /di:p/ глибокий
defender (n) /dɪ'fendə/ захисник
definite (adj) /'defɪnɪt/ певний
delicacy (n) /'delɪkəsi/ делікатес
delicious (adj) /dɪ'lɪʃəs/ смачний
delight (n) /dɪ'laɪt/ задоволення
descriptive (adj) /dɪ'skrɪptɪv/ описовий
dessert (n) /dɪ'zɜ:t/ десерт
destroy (v) /dɪ'strɔɪ/ знищувати
develop (v) /dɪ'veləp/ розвивати
diary /'daɪəri/ щоденник
diet (n) /'daɪt/ дієта
differ (v) /'dɪfə/ відрізнятися
different (adj) /'dɪfrənt/ різні
dining room /'daɪnɪŋ ru:m/ їдальня
disappear (v) /dɪsə'pɪə/ зникати
disappoint (v) /dɪsə'pɔɪnt/ засмучувати
disciple (n) /dɪ'sɪpl/ послідовник
discuss (v) /dɪ'skʌs/ обговорювати
dish (n) /dɪʃ/ страва, велике блюдо
district (n) /'dɪstrɪkt/ район
donkey (n) /'dɒŋki/ віслик
door (n) /dɔ:/ двері
doubt (v, n) /daʊt/ сумніватися, сумніви
downstairs /,daʊn'steɪz/ знизу
draw (v) /drɔ:/ малювати
dream (v, n) /dri:m/ мріяти, мрія
dress circle /dres 'sɜ:kl/ бельєтаж
dressing room /'dresɪŋ ru:m/ роздягальня
drive (v) /draɪv/ їздити на авто
during /'djʊərɪŋ/ під час

Е

each /i:tʃ/ кожен
early (adv) /'ɜ:li/ рано
eastern (adj) /'i:stən/ східний
easy (adj) /'i:zi/ легкий
educated (adj) /'edʒəkɪtɪd/ освічений
elegant (adj) /'elɪgənt/ елегантний
elephant (n) /'elɪfənt/ слон
embroider (v) /ɪm'brɔɪdə/ вишивати
emotion (n) /ɪ'məʊʃən/ емоція
end (n, v) /end/ кінець, закінчуватися

enjoy (v) /ɪn'dʒɔɪ/ насолоджуватися
enough /ɪ'nʌf/ досить
entertainment (n) /entə'teɪnm(ə)nt/ розвага
enthusiasm (n) /ɪn'θu:zɪəzəm/ ентузіазм
episode (n) /'epɪsɒd/ епізод
equipment (n) /ɪ'kwɪpmənt/ обладнання
especially (adv) /ɪs'peʃəli/ особливо
establish (v) /ɪs'tæblɪʃ/ встановлювати
eternal (adj) /ɪ'tɜ:nl/ вічний
evaluate (v) /ɪ'vælju:et/ оцінювати
even /'i:vən/ навіть
event (n) /ɪ'vent/ подія
every /'evri/ кожний
everything /'evrɪθɪŋ/ все
everywhere /'evrɪweə/ скрізь
exact (adj) /ɪg'zækt/ точний
exactly /ɪg'zæktli/ саме так
excellent (adj) /'eksələnt/ відмінний
exciting (adj) /ɪk'saɪtɪŋ/ захоплюючий
excursion (n) /ɪks'kɜ:ʃən/ екскурсія
exhibition (n) /,eksɪ'bɪʃn/ виставка
existence (n) /ɪg'zɪstəns/ існування
exotic (adj) /ɪg'zɒtɪk/ екзотичний
expensive (adj) /ɪks'pensɪv/ дорогий
experience (n) /ɪk'spɪəriəns/ досвід
experienced /ɪk'spɪəriənst/ досвідчений
explain (v) /ɪks'pleɪn/ пояснювати
extraordinary /ɪk'strɔ:dnri/ незвичайний
extremely (adv) /ɪks'tri:mli/ надзвичайно

F

face (n) /feɪs/ обличчя
failure (n) /'feɪljə/ провал
fairytale (n) /'feərɪteɪl/ казка
famous (adj) /'feɪməs/ відомий
fashionable (adj) /'fæʃnəbl/ модний
fast (adj) /fɑ:st/ швидкий
favourite (adj) /'feɪvərɪt/ улюблений
feed (v) /fi:d/ годувати
feeling (n) /'fi:lɪŋ/ почуття
female (adj) /'fi:meɪl/ жіночий
festive (adj) /'festɪv/ святковий
few /fju:/ декілька
figure (n) /'fɪgə/ фігура
figure-skating /'fɪgə'skeɪtɪŋ/ фігурне катання
fireplace (n) /'faɪəpleɪs/ камін
firework (n) /'faɪəwɜ:k/ феєрверк

Vocabulary

fish (n) /'fɪʃ/ риба
fishbowl (n) /'fɪʃbɔʊl/ акваріум
fishing (n) /'fɪʃɪŋ/ риболовля
flat (n) /flæt/ квартира
flatterer (n) /'flætəɹə/ підлесник
floor (n) /flɔː/ поверх
flour (n) /'flaʊə/ борошно
flowerbed (n) /'flaʊəbed/ клумба
folk (adj) /fəʊk/ народний
food processor /fu:d 'prəʊsesə/ кухонний комбайн
forbid (v) /fə'brɪd/ забороняти
foreign (adj) /'fɔːrən/ іноземний
fortress (n) /'fɔːtrɪs/ фортеця
fortunately /fɔːtʃənətli/ на щастя
found (v) /faʊnd/ засновувати
friendly (adj) /'frendli/ дружній
frosty (adj) /'frɒsti/ морозний
frying pan /'fraɪŋ ræn/ сковорода
funny (adj) /'fʌni/ смішний
furniture (n) /'fɜːnɪtʃə/ меблі

G

gallery (n) /'gæləri/ галерея
game (n) /geɪm/ гра
garlic (n) /'gɑːlɪk/ часник
gate (n) /geɪt/ ворота
gather (v) /'gæðə/ збирати
geography /dʒɪ'ɒɡrəfi/ географія
get together /get tə'geðə/ збиратися разом
gift (n) /ɡɪft/ подарунок
global (adj) /'glɔʊbl/ глобальний
gloomy (adj) /'gluːmi/ похмурий
glory (n) /'glɔːri/ слава
glove (n) /glɒv/ рукавичка
golden (adj) /'gəʊldən/ золотий
government (n) /'gʌvnmənt/ уряд
graceful (adj) /'ɡreɪsfʊl/ граціозний
grade (n) /ɡreɪd/ клас
grand(d)ad (n) /'grændæd/ дідусь
graphic (adj) /'ɡræfɪk/ графічний
greatful (adj) /'ɡreɪtʃʊl/ вдячний
great (adj) /ɡreɪt/ чудовий
greeting card /'ɡriːtɪŋ kɑːd/ вітальна листівка
gripping (adj) /'ɡrɪpɪŋ/ захоплюючий
ground floor /graʊnd flɔː/ перший поверх
groundhog (n) /'graʊndhɒɡ/ бабак

guest (n) /gest/ гість
guide (n) /ɡaɪd/ гід
guy (n) /ɡaɪ/ хлопець
gymnastics (n) /dʒɪm'næstɪks/ гімнастика

H

habit (n) /'hæbɪt/ звичка
half (n) /hɑːf/ половина
handmade (adj) /,hænd'meɪd/ виготовлений вручну
happen (v) /'hæpən/ траплятися
hard (adv) /hɑːd/ наполегливо
harvest (n) /'hɑːvɪst/ врожай
healthy (adj) /'helθi/ здоровий
heart (n) /hɑːt/ серце
hen (n) /hen/ курка
hide-and-seek /,haɪd'n'siːk/ піжмурки (гра)
high (adj) /haɪ/ високий
hike (n) /haɪk/ подорож
hill (n) /hɪl/ пагорб
historian (n) /hɪs'tɔːrɪən/ історик
hockey (n) /'hɒki/ хокей
hole (n) /həʊl/ дірка
holiday (n) /'hɒlədeɪ/ свято
holidays (n) /'hɒlədeɪz/ канікули
home-made food /həʊmmeɪd fuːd/ домашня їжа
honour (n) /'ɒnə/ честь
hoop (n) /huːp/ обруч
hope (v, n) /həʊp/ сподіватися, надія
horrible (adj) /'hɒrɪbl/ жахливий
horse (n) /hɔːs/ кінь
horse chestnut /hɔːs 'tʃesnʌt/ кінський каштан
hospital (n) /'hɒspɪtl/ лікарня
hour (n) /aʊə/ година
house (n) /haʊs/ будинок
hundred /'hʌndrɪd/ сто
hunger (n) /'hʌŋɡə/ голод
hunter (n) /'hʌntə/ мисливець
human (adj) /'hjuːmən/ людський
hurry (v, n) /'hʌrɪ/ поспішати, поспіх
husband (n) /'hʌzbənd/ чоловік

I

ice cream (n) /aɪs kriːm/ морозиво
icon (n) /'aɪkɒn/ ікона
idea (n) /aɪ'diə/ ідея
ignorant (adj) /'ɪɡnərənt/ неосвічений
image (n) /'ɪmɪdʒ/ зображення, образ

imagine /ɪ'mædʒɪn/ уявляти
immortal (adj) /ɪ'mɔ:tl/ безсмертний
impatient (adj) /ɪm'peɪʃənt/ нетерплячий
important (adj) /ɪm'pɔ:tənt/ важливий
impress (v) /ɪmpres/ вражати
include (v) /ɪn'klu:d/ включати
increase (v) /ɪnkrɪ:s/ збільшувати
indeed /ɪm'di:d/ насправді
independence (n) /,ɪndɪ'pendəns/ незалежність
information (n) /,ɪnfə'meɪʃn/ інформація
ingredient (n) /ɪn'gri:diənt/ інгредієнт, складова частина
inhabitant (n) /ɪn'hæbɪtənt/ мешканець
injury (n) /ɪndʒəri/ травма
inside /ɪn'saɪd/ внутрішній
intend (v) /ɪn'tend/ мати намір
interesting (adj) /ɪntərəstɪŋ/ цікавий
international (adj) /,ɪntə'næʃnəl/ міжнародний
interview (n,v) /ɪntə'vju:/ інтерв'ю, брати інтерв'ю
intriguing (adj) /ɪn'tri:ɡɪŋ/ інтригуючий
invitation (n) /,ɪnvɪ'teɪʃn/ запрошення
invite (v) /ɪnvaɪt/ запрошувати
involve (v) /ɪn'vɒlv/ втягувати
iron (adj) /aɪən/ залізний

J

jacket (n) /'dʒækt/ куртка
Japanese (adj) /,dʒæpə'ni:z/ японський
javelin throwing /'dʒævlɪn 'θrəʊɪŋ/ кидати спис
Jewish (adj) /'dʒu:ɪʃ/ єврейський
jogging /'dʒɒɡɪŋ/ біг підтюпцем
join (v) /dʒɔɪn/ приєднуватися
joke (n) /dʒəʊk/ жарт
journalist (n) /'dʒɜ:nəlɪst/ журналіст
judge (n,v) /dʒʌdʒ/ суддя, судити
judo (n) /'dʒu:dəʊ/ дзюдо
juice (n) /dʒu:s/ сік
jump (v, n) /dʒʌmp/ стрибати, стрибок
just /dʒʌst/ щойно

K

kind (adj) /kaɪnd/ добрий
king (n) /kɪŋ/ король
kingdom (n) /'kɪŋdəm/ королівство

kitchen (n) /'kɪtʃɪn/ кухня
knife (n) /naɪf/ ніж
knight (n) /naɪt/ лицар
know (v) /nəʊ/ знати
knowledge (n) /'nɒlɪdʒ/ знання

L

land (n,v) /lænd/ земля, приземлятися
lane (n) /leɪn/ провулок
language (n) /'læŋɡwɪdʒ/ мова
last (adj) /lɑ:st/ останній
late /leɪt/ пізно
laugh (v) /lɑ:f/ усміхатися
lawn /lɔ:n/ галявина
lay the table /leɪ ðə 'teɪbl/ накривати на стіл
legend (n) /'ledʒənd/ легенда
length (n) /leŋθ/ довжина
liberation (n) /,lɪbə'reɪʃən/ звільнення
library (n) /'laɪbrəri/ бібліотека
life (n) /laɪf/ життя
light (n,v) /laɪt/ світло, світити
lilac (n) /'laɪlək/ бузок
link (n,v) /lɪŋk/ ланка, з'єднувати
list (n) /lɪst/ список
local (adj) /'ləʊkəl/ місцевий
long (adj) /lɒŋ/ довгий
look after /lʊk 'ɑ:ftə/ піклуватися
loyalty (n) /'lɔ:əlti/ лояльність
luck (n) /lʌk/ вдача
lucky (adj) /'lʌki/ вдачливий
lunch (n) /lʌntʃ/ обід
luxurious (adj) /lʌg'zjʊəriəs/ розкішний

M

mad (adj) /mæd/ божевільний
magazine (n) /,mægə'zi:n/ журнал
magic (adj) /'mædʒɪk/ магічний
magnificent (adj) /mæg'nɪfɪsnt/ чудовий
main course /meɪn kɔ:s/ друга страва
maintain (v) /meɪn'teɪn/ підтримувати
male (adj) /meɪl/ чоловічий
manner (n) /'mænə/ манера
marble (adj) /'mɑ:bl/ мармуровий
market (n) /'mɑ:kɪt/ ринок
married (adj) /'mæɪrɪd/ одружений/заміжня
marvel (v) /'mɑ:vəl/ захоплюватися

Vocabulary

mask (n) /mɑ:sk/ маска
mashed potatoes /mæʃt pə'teitəʊs/ картопляне пюре
masterpiece (n) /'mɑ:stəpi:s/ шедевр
mature (adj) /mə'tjʊə/ зрілий
meal (n) /mi:l/ їжа
mean (v) /mi:n/ значити
means of transport /mi:nz əv træn'spɔ:t/ транспортний засіб
meet (v) /mi:t/ зустрічати
memorable (adj) /'memərəbl/ пам'ятний
memory (n) /'meməri/ пам'ять
menu (n) /'menju:/ меню
middle (n) /'midl/ середина
military (adj) /'militəri/ військовий
mime (n,v) /maim/ пантоміма, імітувати
mince (v) /mins/ молотити
mincing machine /'minʃɪŋ mə'ʃi:n/ м'ясо-рубка
miracle (n) /'mɪrəkl/ диво
mirror (n) /'mɪrə/ дзеркало
miss (v) /mis/ пропускати
mistake (n) /mis'teɪk/ помилка
mix (v) /mɪks/ змішувати
mixed (adj) /mɪkst/ змішаний
modern (adj) /'mɒdən/ сучасний
modest (adj) /'mɒdɪst/ скромний
money (n) /'mʌni/ гроші
monument (n) /'mɒnjəmənt/ пам'ятник
mood (n) /mu:d/ настрій
moon (n) /mu:n/ місяць
mouth (n) /maʊθ/ рот
multinational (adj) /,mʌltɪ'næʃənl/ міжнародний
multistor(e)yed /,mʌltɪ'stɔ:ri:d/ багатопверховий
mushroom (n) /'mʌʃrʊm/ гриб
museum (n) /mju:'ziəm/ музей
musical (adj) /'mju:zɪkəl/ музичний
mutton (n) /'mʌtn/ баранина

N

narrow (adj) /'nærəʊ/ вузький
nasty (adj) /'nɑ:sti/ жахливий
nature (n) /'neɪtʃə/ природа
near /nɪə/ біля
nearby /'nɪəbaɪ/ поряд

need (v, n) /ni:d/ потребувати, потреба
neighbour (n) /'neɪbə/ сусід
neighbourhood (n) /'neɪbəhʊd/ сусідство
neutral (adj) /'nju:trəl/ нейтральний
never /'nevə/ ніколи
nevertheless /,nevəðə'les/ проте, однак, а втім
newcomer (n) /'nju:,klʌmə/ новенький
news (n) /nju:z/ новини
newspaper (n) /'nju:speɪpə/ газета
night (n) /naɪt/ ніч
nobility (n) /nəʊ'bɪlɪti/ знать
nobody /'nəʊbədi/ ніхто
noise (n) /nɔɪz/ шум
normal (adj) /'nɔ:məl/ нормальний
noticeable (adj) /'nəʊtɪsəbl/ помітний
nothing /'nʌθɪŋ/ ніщо
number (n) /'nʌmbə/ число
nursery (n) /'nɜ:səri/ дитяча (кімната)

O

obelisk (n) /'ɒbɪlɪsk/ обеліск
obey (v) /ə'beɪ/ підкорятися
often (adv) /'ɒfn/ часто
one-storeyed (adj) /wʌn'stɔ:ri:d/ одноповерховий
opinion (n) /ə'pɪnjən/ думка
opponent (n) /ə'pəʊnənt/ супротивник
opposite /'ɒpəzɪt/ навпроти
option (n) /'ɒpʃən/ вибір
orange (n) /'ɒrɪndʒ/ апельсин
orchestra (n) /'ɔ:kɪstrə/ оркестр
order (n,v) /'ɔ:də/ порядок, наказ; наказувати
ordinary (adj) /'ɔ:dnri/ звичайний
organize (v) /'ɔ:gənaɪz/ організовувати
outdoor /'aʊtdɔ:/ зовнішній (той, який на вулиці)
oval (adj) /'əʊvl/ овальний
oven (n) /'ʌvn/ духовка
over /'əʊvə/ через щось
owner (n) /'əʊnə/ власник

P

page (n) /peɪdʒ/ сторінка
pain (n) /peɪn/ біль
palace (n) /'pælɪs/ палац
pancake (n) /'pæŋkeɪk/ млинець
parents /'peərənts/ батьки

participate (v) /pa:'tɪsɪpeɪt/ брати участь
passenger (n) /'pæsɪndʒə/ пасажир
passion (n) /'pæʃən/ пристрасть
past /pa:st/ після
peach (n) /pi:tʃ/ персик
people (n) /'pi:pl/ люди
pepper (n) /'pepə/ перець
performance (n) /pə'fɔ:məns/ вистава
perhaps /pə'hæps/ можливо
permission (n) /pə'mɪʃən/ дозвіл
photo (n) /'fəʊtəʊ/ фотографія
picnic (n) /'pɪknɪk/ пікнік
pie (n) /paɪ/ пиріг
picture (n) /'pɪktʃə/ малюнок
picturesque (adj) /,pɪktʃə'resk/ мальовни-
 чий
pink (adj) /pɪŋk/ рожевий
pitch (n) /pɪtʃ/ футбольне поле
place (n) /pleɪs/ місце
plane (n) /pleɪn/ літак
plate (n) /pleɪt/ тарілка
playground (n) /'pleɪgraʊnd/ дитячий май-
 данчик
playwright (n) /'pleɪraɪt/ драматург
please (v) /pli:z/ догоджувати кому-
 небудь
pleasure (n) /'pleʒə/ задоволення
plot (n) /plɒt/ зміст
poison (n) /'pɔɪzn/ отрута
pole vault /pəʊl vɔ:lt/ стрибки з жерди-
 ною
polite (adj) /pə'laɪt/ ввічливий
popular (adj) /'pɒpjələ/ популярний
population (n) /,pɒpjə'leɪʃən/ населення
possible (adj) /'pɒsəbl/ можливий
postcard (n) /'pəʊstka:d/ листівка
potato (n) /pə'teɪtəʊ/ картопля
powerful (adj) /'paʊəfʊl/ могутній
predict (v) /prɪ'dɪkt/ проорокувати
prefer (v) /prɪ'fɜ:z/ надавати перевагу
preference (n) /'prefrəns/ перевага
prepare (v) /prɪ'pɪə/ підготувати
pressure (n) /'preʃə/ тиск
prestigious (adj) /pres'tɪdʒəs/ престиж-
 ний
previous (adj) /'pri:vɪəs/ попередній
price (n) /praɪs/ ціна
pride (n) /praɪd/ гордість

priest (n) /'pri:st/ священник
primary (adj) /'praɪməɪ/ початковий
prize (n) /praɪz/ приз
proficient (n) /prə'fɪʃənt/ умілий
project (n) /'prɒdʒekt/ проект
promise (v, n) /'prɒmɪs/ обіцяти, обіцянка
prominent (adj) /'prɒmɪnənt/ визначний
protective (adj) /prə'tektɪv/ захисний
proverb (n) /'prɒvɜ:b/ приказка
proud (adj) /praʊd/ гордий
pudding (n) /'pʊdɪŋ/ пудинг
pumpkin (n) /'plʌmpkɪn/ гарбуз
puppet theatre /'pʌpɪt 'θiətə/ ляльковий
 театр
purple (adj) /'pɜ:pl/ фіолетовий
put on /pʊt ɒn/ одягати (щось)

Q

qualified (adj) /'kwɒlɪfaɪd/ кваліфікова-
 ний
queen (n) /kwi:n/ королева
question (n) /'kwɛstʃən/ питання
quickly (adv) /'kwɪkli/ швидко
quite /kwaɪt/ цілком
quote (n) /kwəʊt/ цитата

R

racket (n) /'rækɪt/ ракетка
railway (n) /'reɪlweɪ/ залізна дорога
reach (v) /ri:tʃ/ досягати
real (adj) /ri:əl/ справжній
reassure (v) /'ri:ə'ʃʊə/ переконувати
reawaken (v) /'ri:ə'weɪkən/ пробуджувати
receive (v) /rɪ'si:v/ отримувати
recently (adv) /'ri:sntli/ нещодавно
reception (n) /rɪ'sepʃən/ прийом
recipe (n) /'resɪpi/ рецепт
recognize (v) /'rekəgnaɪz/ упізнавати
record (n) /'rekɔ:d/ рекорд
refreshment (n) /rɪ'frefʃmənt/ закуска
refuse (v) /rɪ'fju:z/ відмовлятися
regional (adj) /'ri:dʒənəl/ обласний
rehearsal (n) /rɪ'hɜ:səl/ репетиція
relate to /rɪ'leɪt/ належати до
relax (v) /rɪ'læks/ розслаблятися
relief (n) /rɪ'li:f/ полегшення
remember (v) /rɪ'membə/ пам'ятати
repertoire (n) /'repətwa:/ репертуар

Vocabulary

request (n,v) /re'kwest/ прохання, просити
restaurant (n) /'restərɒnt/ ресторан
restore (v) /rɪs'tɔ:/ відновлювати
revive (v) /rɪ'vaɪv/ повертати
rhythmic(al) (adj) /'rɪðmɪk(l)/ ритмічний
ribbon (n) /'rɪbən/ стрічка
rice (n) /raɪs/ рис
riches (n) /'rɪtʃɪz/ багатство
ritual (n) /'rɪtʃuəl/ ритуал
rival (n) /'raɪvəl/ суперник
river (n) /'rɪvə/ річка
road (n) /rəʊd/ дорога
roar (n,v) /rɔ:/ рев, ревіти
roast (n,v) /rəʊst/ печення, запікати
root (n) /ru:t/ корінь
rope (n) /rəʊp/ мотузка
round (adj) /raʊnd/ круглий
ruin (v) /'ru:ɪn/ руйнувати
rule (n,v) /ru:l/ правило, правити

S

saint (adj,n) /seɪnt/ святий
safe (adj) /seɪf/ безпечний
salmon (n) /'sælmən/ лосось
salt (n) /sɔ:lt/ сіль
same /seɪm/ той самий
sandwich (n) /'sænwɪdʒ/ бутерброд
satisfy (v) /'sætɪsfaɪ/ задовольняти
saucepan (n) /'sɔ:spən/ каструля
sausage (n) /'sɔ:sɪdʒ/ ковбаса
scary (adj) /'skeəri/ страшний
scene (n) /si:n/ сцена
scenery (n) /'si:nəri/ декорація
scent (n) /sent/ запах
score a goal /skɔ: ə ɡəʊl/ забивати гол
screen (n) /skri:n/ екран
scuba diving /'sku:bə 'daɪvɪŋ/ занурювання з аквалангом
sculptor (n) /'skʌlptə/ скульптор
see (v) /si:/ бачити
seeds (n) /si:ds/ зерна
sentence (n,v) /'sentəns/ речення, виносити вирок
serious (adj) /'sɪəriəs/ серйозний
serviette (n) /,sɜ:vɪ'et/ серветка
settle (v) /'setl/ заселятися
several /'sevrəl/ декілька
shade (n) /ʃeɪd/ відтінок
shadow (n) /'ʃædəʊ/ тінь
share (v) /ʃeə/ ділити(ся)
shop (n,v) /ʃɒp/ магазин, робити покупки
shopping bag /'ʃɒpɪŋ bæɡ/ сумка для покупок
short (adj) /ʃɔ:t/ короткий
shot (n) /ʃɒt/ вистріл
shout (v) /ʃaʊt/ кричати
sideboard (n) /'saɪdbɔ:d/ буфет
science fiction /'saɪəns 'fɪkʃən/ науково-популярний фільм
sign (v) /saɪn/ подавати знак, підморгувати
sights /saɪts/ визначні місця
silent (adj) /'saɪlənt/ тихий
sincere (adj) /sɪn'sɪə/ щирий
sitting room /'sɪtɪŋ ru:m/ вітальня
skates (n) /skeɪts/ ковзани
skating rink /'skeɪtɪŋ rɪŋk/ ковзанка
skill (n) /skɪl/ уміння
skin (n) /skɪn/ шкіра
sleep (v) /sli:p/ спати
sleigh (n) /sleɪ/ сани
slice (n,v) /slaɪs/ шматок, різати
slow (v, adj) /sləʊ/ сповільнювати, повільний
snake (n) /sneɪk/ змія
shoot a film /ʃu:t ə fɪlm/ знімати фільм
social (adj) /'səʊəl/ суспільний
socialize (v) /'səʊʃəlaɪz/ спілкуватися
sofa (n) /'səʊfə/ диван
soldier (n) /'səʊldɪə/ солдат
sometimes /'sʌmtaɪmz/ іноді
soon /su:n/ незабаром
soup (n) /su:p/ суп
sour cream /'saʊə kri:m/ сметана
souvenir (n) /,su:vənɪ'ær/ сувенір
special (adj) /'speʃl/ особливий
speciality (n) /,speʃɪ'ælɪti/ фірмова страва
species (n) /'spi:ʃi:z/ вид
spectacular (adj) /spek'tækjʊlə/ видовищний
spectator (n) /spek'teɪtə/ глядач
speech (n) /spi:tʃ/ промова
speed (n) /spi:d/ швидкість
spice /spaɪs/ спеція
splendid (adj) /'splendɪd/ чудовий

spoon (n) /spu:n/ ложка
square /skweə/ площа
stall /sto:l/ партер
start (v,n) /sta:t/ починати, початок
starter (n) /'sta:tə/ холодна страва
stay (v) /steɪ/ залишатися
stocking (n) /'stɒkɪŋ/ панчоха
stomach (n) /'stʌmək/ шлунок
story (n) /'stɔ:ri/ оповідання
storyteller (n) /'stɔ:ri,telər/ оповідач
stage (n) /steɪdʒ/ сцена
stick (n) /stɪk/ палка
straw (n) /strɔ:/ солома
street (n) /stri:t/ вулиця
stress (v) /stres/ наголошувати
strong (adj) /strɒŋ/ сильний
study (n,v) /'stʌdi/ кабінет, навчатися
subject (n) /'sʌbdʒɪkt/ предмет
success (n) /sək'ses/ успіх
sugar (n) /'ʃʊɡə/ цукор
suggestion (n) /sə'dʒestʃən/ пропозиція
sunbathe (v) /'sʌnbet̪/ засмагати
sunny (adj) /'sʌni/ сонячний
superlative (adj) /su:'pɜ:lətɪv/ чудовий
support (v,n) /sə'pɔ:t/ підтримувати, підтримка
suppose (v) /sə'pəʊz/ уявити, припус-
кати
surprise (n,v) /sə'praɪz/ сюрприз, зди-
вувати
swampy (adj) /'swɒmpi/ болотистий
swan (n) /swɒn/ лебідь
sweep (v) /swi:p/ підмітати
sweet (n,adj) /swi:t/ цукерки, солодкий
swim (v) /swɪm/ плавати
swimming pool /'swɪmɪŋ pu:l/ басейн
symbolize (v) /'sɪmbəlaɪz/ символізувати
sympathy (n) /'sɪmpəθi/ співчуття

T

table cloth /'teɪbl klɒθ/ скатертина
talented (adj) /'tæləntɪd/ талановитий
talk (v,n) /tɔ:k/ розмовляти, розмова
tall (adj) /tɔ:l/ високий
tangerine (n) /'tændʒə'ri:n/ мандарин
taste (v,n) /teɪst/ куштувати, смак
tasty (adj) /'teɪsti/ смачний
tea (n) /ti:/ чай
team (n) /ti:m/ команда
teenager (n) /'ti:n,eɪdʒə/ підліток

tender (adj) /'tendə/ ніжний
terrible (adj) /'terəbl/ жахливий
thank (v) /θæŋk/ дякувати
theatre (n) /'θiətə/ театр
think (v) /θɪŋk/ думати
thriller (n) /'θrɪlə/ трилер
though /ðəʊ/ хоча
thousand /'θaʊznd/ тисяча
thunder (n) /'θʌndə/ грім
ticket (n) /'tɪkɪt/ квиток
time (n) /taɪm/ час
title (n) /'taɪtl/ назва, заголовок
toboggan (v) /tə'bɒɡən/ кататися на санях
today /tə'deɪ/ сьогодні
together /tə'geðə/ разом
tomorrow /tə'mɒrəʊ/ завтра
tooth (n) /tu:θ/ зуб
top (n) /tɒp/ вершина
top-ranked (adj) /tɒp ræŋkt/ класний
touch (v,n) /tʌtʃ/ торкатися, дотик
tough (adj) /tʌf/ крутий
tourist (n) /'tuəɪst/ турист
tournament (n) /'tuənəmənt/ чемпіонат
town (n) /taʊn/ місто
traditional (adj) /trə'dɪʃənəl/ традиційний
train (n) /treɪn/ поїзд
track-and-field athletics /æθ'letɪks/ легка атлетика
travel (v) /'trævl/ подорожувати
triumph (n) /'traɪəmf/ тріумф
trip (n) /trɪp/ подорож
true (n) /tru:/ правда
trust (v,n) /trʌst/ довіряти, довіра
try (v) /traɪ/ спробувати
turkey (n) /'tɜ:ki/ індичка
turn (v) /tɜ:n/ перетворитися
twice /twɑɪs/ двічі
twins (n) /twɪnz/ близнюки
typical (adj) /'tɪpɪkl/ типовий

U

umbrella (n) /ʌm'brelə/ парасолька
underdog (n) /'ʌndəbdɒg/ невдаха
underground (adj) /'ʌndə'graʊnd/ під-земний
understand (v) /'ʌndə'stænd/ розуміти
unforgettable (adj) /'ʌnfə'getəbl/ незабутній
uniform (n) /'ju:nɪfɔ:m/ форма

Vocabulary

unique (adj) /ju'ni:k/ унікальний
unite (v) /ju'nait/ об'єднувати
university (n) /ju:ni'vz:səti/ університет
unless /ən'les/ поки
unusual (adj) /ʌn'ju:zuəl/ незвичайний
upstairs /,ʌp'steəz/ нагорі
usually (adv) /'ju:zuəli/ зазвичай
useful (adj) /'ju:sfəl/ корисний
utter (v) /'ʌtə/ вимовити

V

valuable (adj) /'væljuəbl/ цінний
vanish (v) /'væniʃ/ чистити
vase (n) /vɑ:z/ ваза
vegetable (n) /'vedʒtəbl/ овоч
veranda(h) (n) /və'rændə/ веранда
verb (n) /vɜ:b/ дієслово
versatile (adj) /'vɜ:sətəl/ різносторонній
very /'veri/ дуже
victory (n) /'viktəri/ перемога
view (n) /vjʊ:/ вигляд
village (n) /'vɪlɪdʒ/ село
violent (adj) /'vaɪələnt/ жорстокий
visit (v,n) /'vɪzɪt/ відвідувати, візит
vivid (adj) /'vɪvɪd/ яскравий
voice (n) /vɔɪs/ голос

W

wait (v) /weɪt/ чекати
waiter (n) /'weɪtə/ офіціант
walk (v,n) /wɔ:k/ прогулюватися, прогулянка
wall (n) /wɔ:l/ стіна
want (v) /wɒnt/ хотіти
war (n) /wɔ:/ війна
wardrobe (n) /'wɔ:drəʊb/ гардероб
warm (adj) /wɔ:m/ теплий
wash (v) /wɒʃ/ мити
waste (v) /weɪst/ гаяти час
water (v,n) /'wɔ:tə/ поливати, вода
way (n) /wei/ дорога

weak (adj) /wi:k/ слабкий
wealth (n) /welθ/ багатство
wear (v) /weə/ носити
weather (n) /'weðə/ погода
week (n) /wi:k/ тиждень
weight (n) /weɪt/ вага
welcome (v) /'welkəm/ запрошувати
wet (adj) /wet/ вологий
whole day /həʊl deɪ/ цілий день
wide (adj) /waɪd/ широкий
width (n) /wɪðθ/ ширина
will (n) /wɪl/ заповіт
willingly (adv) /'wɪlɪŋli/ із задоволенням
win (v) /wɪn/ перемагати
windsurfing /'wɪndsɜ:fɪŋ/ віндсерфінг
windy (adv) /'wɪndi/ вітряно
wise (adj) /waɪz/ мудрий
wish (v,n) /wɪʃ/ бажати, бажання
with /wɪð/ з
without /wɪð'əʊt/ без
wizard (n) /'wɪzəd/ чаклун
wonder (v) /'wʌndə/ цікавитися, диво
word (n) /wɜ:d/ слово
work (v,n) /wɜ:k/ працювати, робота
world (n) /wɜ:ld/ світ
worry (v,n) /'wʌri/ хвилюватися, хвилювання
wreath (n) /ri:θ/ вінок
wrestling (n) /'reslɪŋ/ боротьба (вид спорту)
writer (n) /'raɪtə/ письменник

Y

yard (n) /jɑ:d/ подвір'я
year (n) /jɪə/ рік
yesterday /'jestədeɪ/ учора
young (adj) /jʌŋ/ молодий
youth (n) /ju:θ/ молодість

Z

zoologist (n) /zəʊ'ɒlədʒɪst/ зоолог

Irregular Verbs

	Verb/ Infinitive	Past Simple	Past Participle	Translation
1	awake	awoke	awoken	прокидатися
2	be	was/were	been	бути
3	beat	beat	beaten	бити
4	become	became	become	ставати
5	begin	began	begun	починати
6	break	broke	broken	ламати
7	bring	brought	brought	приносити
8	build	built	built	будувати
9	buy	bought	bought	купувати
10	catch	caught	caught	ловити
11	choose	chose	chosen	вибирати
12	come	came	come	приходити
13	do	did	done	робити
14	drink	drank	drunk	пити
15	eat	ate	eaten	їсти
16	fall	fell	fallen	падати
17	fight	fought	fought	боротися
18	find	found	found	знаходити
19	fly	flew	flown	літати
20	forget	forgot	forgotten	забувати
21	get	got	got	отримувати
22	give	gave	given	давати
23	go	went	gone	ходити
24	have	had	had	мати
25	hear	heard	heard	чути
26	keep	kept	kept	тримати
27	know	knew	known	знати

	Verb/ Infinitive	Past Simple	Past Participle	Translation
28	lay	laid	laid	класти
29	leave	left	left	залишати
30	learn	learnt	learnt	вчити
31	lose	lost	lost	губити
32	make	made	made	робити
33	meet	met	met	зустрічати
34	put	put	put	класти
35	read	read	read	читати
36	ring	rang	rung	дзвонити
37	run	ran	run	бігти
38	say	said	said	казати
39	see	saw	seen	бачити
40	send	sent	sent	відсилати
41	show	showed	shown	показувати
42	sing	sang	sung	співати
43	sit	sat	sat	сидіти
44	sleep	slept	slept	спати
45	speak	spoke	spoken	розмовляти
46	stand	stood	stood	стояти
47	swim	swam	swum	плавати
48	take	took	taken	брати
49	teach	taught	taught	навчати
50	tell	told	told	казати
51	think	thought	thought	думати
52	understand	understood	understood	розуміти
53	wear	wore	worn	носити
54	win	won	won	перемагати
55	write	wrote	written	писати

CONTENTS

Unit 1. Family and Friends

1.1. Family album	4
1.2. Family footsteps.....	11
1.3. People around me	17
1.4. In comfort with yourself	24
Developing integrated skills 1	30
1.5. My progress in English	32

Unit 2. Balance Your School Life

2.1. Making the most of your school day	36
2.2. Active after school	42
2.3. Who is absent today?	50
2.4. How to manage your English language learning	57
Developing integrated skills 2	62
2.5. My progress in English	63

Unit 3. Food and Cooking

3.1. Soup and salad every day	66
3.2. Bon appetite	73
3.3. From the cookery book	73
3.4. Let's have a bite	85
Developing integrated skills 3	91
3.5. My progress in English	92

Unit 4. Every Country Has its Customs

4.1. When in England... ..	95
4.2. My heart's in the Highlands	103
4.3. Welcome to Wales	110
4.4. The Emerald Isle	116
Developing integrated skills 4	123
4.5. My progress in English	124

Unit 5. A Question of Sport

5.1. Sports popular in Ukraine	127
5.2. Made in Great Britan	136
5.3. American pastime	144
5.4. Sport star	151
Developing integrated skills 5	157
5.5. My progress in English	158

Unit 6. On Screen and on Stage

6.1. Are you a cinema-goer?	161
6.2. Are you a theatre admirer?	167
6.3. Meet cinema and theatre celebrities	175
6.4. Let's see it!	181
Developing integrated skills 6	186
6.5. Your progress in English	187

Unit 7. A City to Explore

7.1. As legend goes... ..	190
7.2. The heart of Kyiv	199
7.3. The city and people	207
7.4. In blossom and in bloom	213
Developing integrated skills 7	218
7.5. My progress in English	219
First Aid Kit	222
Audioscripts	229
Vocabulary	241
Irregular Verbs	251



Навчальне видання

КАЛІНІНА Лариса Вадимівна
САМОЙЛЮКЕВИЧ Інна Володимирівна

АНГЛІЙСЬКА МОВА

Підручник для 7 класу
з поглибленим вивченням англійської мови
загальної середньої освіти

2-ге видання, перероблене

Рекомендовано Міністерством освіти і науки України

Видано за рахунок державних коштів. Продаж заборонено

Відповідальна за випуск *Олена Камишанська*

Редактор *Інна Лук'янчук*

Обкладинка *Тетяни Куц*

Художній редактор *Олена Мамаєва*

Художник *Ольга Колесник*

Технічний редактор *Цезаріна Федосіхіна*

Комп'ютерна верстка *Клари Шалигіної, Людмили Ємець*

Формат 70×100/16.
Ум. друк. арк. 20,8. Обл.-вид. арк. 15,04.
Тираж 20458 пр. Вид. №. 2048
Зам. № 20-06-1504

Видавництво «Гене́за», вул. Тимошенка, 2-л, м. Київ, 04212.
Свідоцтво суб'єкта видавничої справи серія ДК № 5088 від 27.04.2016.

Віддруковано у ТОВ «ПЕТ», вул. Максиміліанівська, 17, м. Харків, 61024.
Свідоцтво суб'єкта видавничої справи серія ДК № 6847 від 19.07.2019.