

Л. В. Калініна, І. В. Самойлюкевич

# ENGLISH

## Your English Self

Підручник для 8-го класу  
загальноосвітніх навчальних закладів  
(7-й рік навчання)

*Рекомендовано Міністерством освіти і науки України*

Київ  
«Наш час»  
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**ENGLISH**

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## *Любий друже!*

Перед тобою підручник з англійської мови “Your English Self” для 8-го класу. Він допоможе тобі розвинути свою мовну особистість засобами діалогу культур між англійськими країнами та Україною. Підручник містить п’ять розділів — Units. Кожен з них — це цікава сфера спілкування, наприклад, «Твоє шкільне життя», «Мандрівки Великою Британією та Україною». Розділи, у свою чергу, складаються з чотирьох частин, присвячених окремим аспектам твого життя. Для того, щоб книгою було зручніше користуватися, ти працюватимеш з різними рубриками залежно від того, яке перед тобою стоїть завдання. Наприклад, за допомогою мовленнєвої зарядки “Go Ahead!” ти зануришся до іншомовної атмосфери уроку, а рубрика “Enrich Yourself!” ознайомить тебе з новими словами і виразами. Ти працюватимеш з мовленнєвими функціями через завдання “Express Yourself!”, а у рубриці “Your Helping Hand!” ти знайдеш граматичний матеріал і вправи для його засвоєння.











Ти будеш розмовляти як англієць, якщо опануєш вірші, римівки, діалоги і короткі оповідання у підрозділах “Speak Up!” та “Join In!”. Тобі на допомогу ми також пропонуємо три «портфеля» — для слухання, читання і письма, в яких ти ознайомишся з життям твоїх однолітків за кордоном, з творами англійських і американських авторів та сам навчишся висловлюватись письмово через листівки, електронні листи, записки, оголошення тощо. У тебе з’являться нові друзі, також восьмикласники. Це персонажі Laura, Bill, Steve, Ann, Helen та інші, з якими ти будеш спілкуватися англійською, подорожувати світом, вивчати культури різних країн.

Ще ти набудеш досвіду самостійної творчої роботи під час виконання проєктів — від розробки постера до створення власного фільму. На завершення кожного розділу, ти матимеш змогу перевірити чого ти навчився, виконуючи тестові завдання “Test Yourself!”. Сподіваємось, підручник “Your English Self” допоможе тобі не тільки підвищити рівень володіння англійською мовою, але й перетворить тебе на цікавого співрозмовника в інтеркультурному середовищі.

*Хай щастить!*

*Good Luck!*

## УМОВНІ ПОЗНАЧЕННЯ

- |  |  |
|--|--|
|  <b>Your Helping Hand!</b>                                       | граматичний матеріал і тренувальні вправи  |
|  <b>Enrich Yourself!</b>   | лексичний матеріал і тренувальні вправи  |
|  <b>Express Yourself!</b>  | комунікативні функції і завдання для їх опрацювання  |
|  <b>Have Fun!</b>  | гумористичний матеріал для читання та інсценування   |
|  <b>Do It Yourself!</b>  | самостійна практична робота  |
|  <b>Test Yourself!</b>   | тестові завдання для самоконтролю та самокорекції  |
|  <b>Go Ahead!</b>   | мовленнєва зарядка   |
|  <b>Speak Up!</b>  | фонетична зарядка  |
|  <b>Join in!</b>   | усна мовленнєва практика   |
|  <b>Your Language Portfolio: Listening / Reading / Writing</b> | тексти для прослуховування, читання і завдання для їх опрацювання, поради та завдання для роботи з різними видами писемного мовлення |

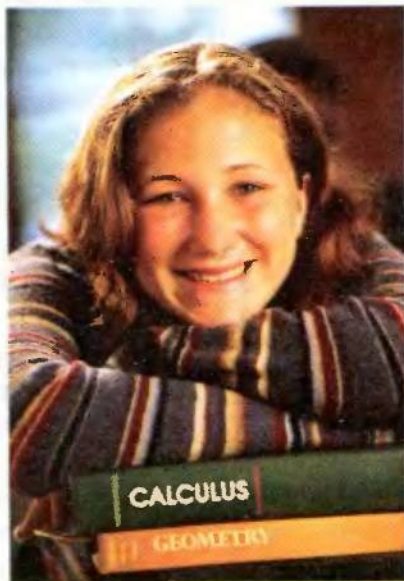
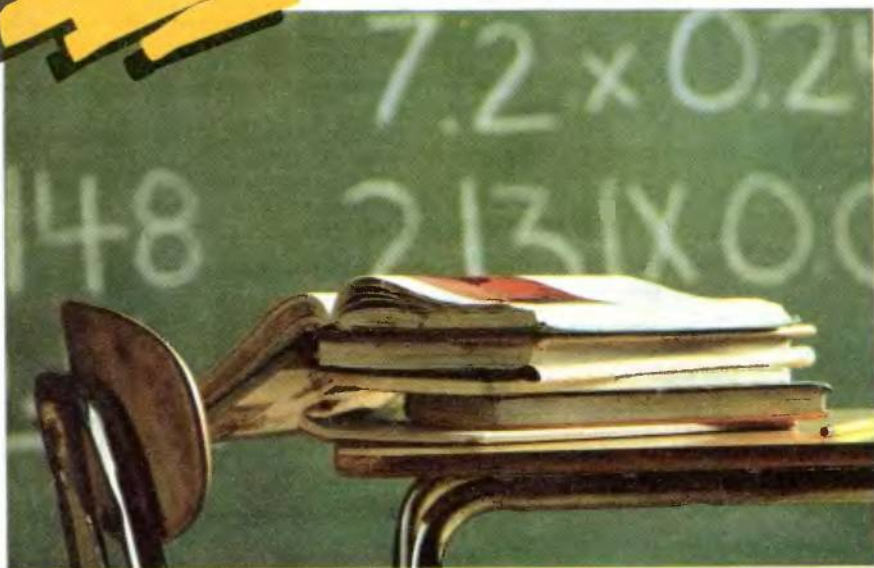
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# Unit 1.

## Your School Days



# 1.1. Keeping Busy

## Words

choir  
 native speaker  
 to perform  
 to add  
 up-to-date  
 regular

## Phrases

to read the map  
 to play the music  
 to miss classes  
 to have lots of things to do  
 to be well-equipped  
 to be keen on sth  
 to have a good command of sth  
 to read sth in the original  
 to encourage  
 to search for sth

## Expressions

As you see, ... — Як бачите, ...  
 No wonder. — Не дивно.  
 Luckily, ... — На щастя, ...  
 Anyway, ... — Однак, ...  
 ... things like that. — ... і тому подібне.

## I Go Ahead!

Look and say what you usually do at school with these things.







**Example:** *We usually play football at the PE lessons.*

## II Speak Up!

Read the School Routine Chant with correct intonation. Practise the sound /u:/. Say what your school routine is like.

### School Routine Chant

Do you always come in time?

Yes, I do. Yes, I do.

Do you often use computers?

Yes, I do.

Do you sometimes play the music?

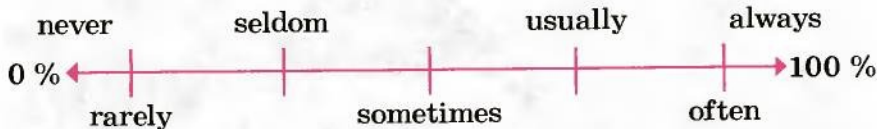
Do you seldom draw the pictures?

Do you rarely read the maps?

Yes, I do. Yes, I do.

## III Your Helping Hand!

### How often do we do things?



**Example:** *I often use computers at school.*

a) Let's play a grammar trio game. Use the words from the box above.

**Example:** *Ann: I never talk at the lessons.*

*Steve: I rarely talk at the lessons.*

*Helen: I sometimes talk at the lessons.*

b) Make sentences using the table below:

I	always	goes to the school library.
Ann and Helen	never	uses the computer.
We	sometimes	miss classes.
Steve	often	come to school in time.
Laura	usually	play sports.
Olha	seldom	read the maps.
Lucy and Paul	rarely	goes to dancing class.

**Example:** *I always come to school in time.*

c) Give answers to these questions:

1) Do you always come to school in time?

Yes, I do.

2) How often do you go to the school library?

3) Do you usually go to school by bus?

4) You rarely miss classes, don't you?

5) Who often cleans the board in your classroom?

6) At what lessons do you normally sing songs at school?

7) What do you sometimes do at a Geography lesson?

8) Who is never late for classes?

d) Look at the pictures and say what these children always / usually / never do at school.



e) Say how often you do these things:

- use the computer;
- clean the board;
- write dictations;
- translate sentences.

## IV Your Language Portfolio: Reading

- a) Read the description of Lucy's school routine and say if it is different from Paul's. Use the text and the chart below.

### Lucy's School Routine

Lucy is an eighth former. She always has lots of things to do at school. Normally she has six lessons a day. That is why she stays at school for about six hours. Lucy enjoys learning something new every day. No wonder, she is a regular reader of the school library. Reading helps her to be very active at the lessons: she asks questions for more information, expresses her opinion and adds interesting facts. The teachers often pay her compliments and say that she is at the top of her class.

As Lucy is computer-literate, she always helps her classmates to operate computers in the school computer lab. Luckily, the school lab is well-equipped: you can see up-to-date computers, scanners, printers and optical mice. The teachers encourage the pupils to use the Internet. That is why Lucy and her classmates usually do their homework on the computers, often search for new information, sometimes make electronic projects, things like that.

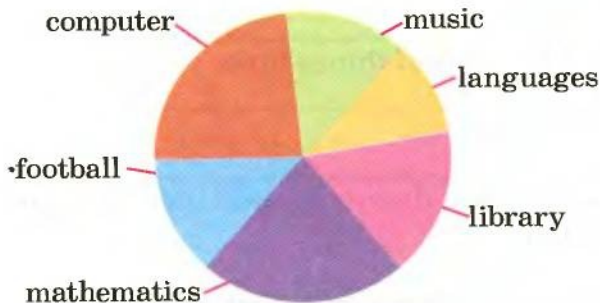
Lucy is especially keen on learning foreign languages — English and Spanish. She has a good command of English: she can understand native speakers, read stories in the original, write personal letters, communicate with teenagers abroad through e-mail. Her Spanish, though, is pretty elementary yet, as she has been learning it for a year only. Anyway, she can talk in Spanish about herself, her family and friends as well as her school life.

Sometimes Lucy takes part in after-school activities. Her hobby is Ukrainian classical music. Mykola Lysenko is her favourite composer. She often sings as a soloist in the school choir. Besides, she can play the piano and the guitar. So she often performs at concerts.

As you see, Lucy finds her school life very interesting and important.



Paul:



## Across Cultures: Ukraine



**Mykola Lysenko** — an outstanding Ukrainian composer, founder of the school of classical music in Ukraine.

**b)** Describe your school routine as in the pattern below. Use the text “Lucy’s School Routine”.

**Pattern:**

- I am a \_\_\_\_\_.
- I always \_\_\_\_\_.
- Normally \_\_\_\_\_.
- That is why \_\_\_\_\_.
- I enjoy \_\_\_\_\_.
- Anyway \_\_\_\_\_.
- Luckily \_\_\_\_\_ things like that.
- No wonder \_\_\_\_\_.
- Besides \_\_\_\_\_.
- As you see, \_\_\_\_\_.

**c)** In pairs, act as Lucy / Paul and compare your school routine.

- A. \_\_\_\_\_
- B. Me, too.

- A. \_\_\_\_\_  
B. Sure. I have lots of things to do.
- A. \_\_\_\_\_  
B. The same with me.
- A. \_\_\_\_\_  
B. No wonder, you find your school life very interesting and important.
- A. \_\_\_\_\_  
B. Luckily, I have plenty of opportunity to.
- A. \_\_\_\_\_  
B. We won't regret it, right?

## V Your Language Portfolio: Listening

Listen to the school joke and say why the teacher laughed.  
Choose the correct variant:

- 1) The boy was ...
  - a) at the beginning of his schooling;
  - b) in the middle of his schooling;
  - c) at the end of his schooling.
- 2) The boy was ...
  - a) hard-working;
  - b) a bad "time manager";
  - c) well organised.
- 3) He spent two weeks ...
  - a) having fun;
  - b) preparing for the composition;
  - c) writing his composition.
- 4) There were ... in his paper.
  - a) no mistakes;
  - b) a few mistakes;
  - c) a lot of mistakes.
- 5) The teacher ... his work.
  - a) praised;
  - b) criticised;
  - c) didn't read.



6) As a result, the boy got ...

- a) a bad mark;
- b) a good mark;
- c) an excellent mark.

Think and decide what kind of school work can lead you to a good or bad mark.

## VI Your Language Portfolio: Writing

### a) A Public Notice

- There are many types of public notices. Some of them are official, others are published by individuals.
- They generally deal with announcements about the coming events, lost-and-found objects or looking for companions.
- The introduction contains brief information about the type of the notice and its subject.

Type	Subject
• Notice of Request for Attention	• _____ is / are open to _____.
• FOUND	• _____ is / are closed for _____.
• Notice of Request for Companionship	• Persons are not allowed to _____.
	• You are invited to _____.
	• Please, join _____.

### Example:

#### Notice of Request for Attention

*The Perrysburg Middle School library will be closed for all users on 3 June from 9:00 to 12:00 a.m.*

b) By the end of Unit One, you will write a public notice about the coming school event. Think and decide about:

- the type of a notice;
- the subject of a notice.

**Write** an introduction of your public notice.

## 1.2. Bang on Time!

### Words

lazybones  
punctual  
well-planned  
disorganised  
to manage  
model girl / boy  
time management

### Phrases

to work hard on sth  
to waste time  
to do everything in time  
to plan one's time ahead  
to do sth at the last minute  
to make a mess of sth  
to come bang on time

### Expressions

How clever of you! — Молодец!  
Do you mean to say that ..? — Ти маєш на увазі, що ...?  
Frankly speaking, ... — Чесно кажучи, ...  
Typical! Just typical! — Як це схоже на тебе!  
That won't do! — Так не годиться!  
Never say die! — Не переймайся!

### I Go Ahead!

Read and say which words describe:

- a) a good time management;
- b) a wrong time management;

Say how.

punctual	organised	lazy	disorganised
absent-minded	energetic		hard-working

### II Speak Up!



Read the Time Management rhyme and practise the sounds /w/ and /ɑ:/. Say what part of the rhyme is true about you.

### Time Management Rhyme

I work hard on Geography,  
I work hard on Algebra,  
I work hard on History.  
What a hard-worker I am.

Dan wastes time at the lessons.  
Dan wastes time after school.  
Dan wastes time in the evening.  
What a lazybones he is.

### III Enrich Yourself!

- |  |   |   |   |   |
|--|---|---|---|---|
| <ul style="list-style-type: none"> <li>● to work hard on sth</li> <li>● well-planned</li> <li>● punctual</li> <li>● to do everything in time</li> <li>● to manage</li> <li>● neat</li> <li>● to plan one's time ahead</li> <li>● a model girl / boy</li> <li>● to come bang on time</li> </ul> |  | <div style="background-color: #d4edda; border-radius: 50%; padding: 10px; display: inline-block;"> <p><b>Time Management</b></p> </div> |  | <ul style="list-style-type: none"> <li>● to waste time</li> <li>● disorganised</li> <li>● to do sth at the last minute</li> <li>● to be late for sth</li> <li>● a lazybones</li> <li>● to make a mess of sth</li> </ul> |
|--|---|---|---|---|

a) Say the opposites:

- punctual
- to play
- to come in time
- to work hard
- a lazybones
- well-planned
- energetic

- a hard-worker
- passive
- messy
- to do sth at the last minute
- to waste time
- to be late
- disorganised

**Example:** *a lazybones — a hard-worker*



b) Fill in the table and make up sentences with some of them.

Noun	Verb	Adjective	Adverb
	to waste		
management model			
	to organise		
		energetic	
			frankly

**Example:** *You shouldn't waste time. Remember the proverb "Wasted time never comes back."*

c) Fill in the missing words in the story:

Bill is often late for classes. That won't do! He is so \_\_\_\_\_! Unfortunately, he doesn't plan \_\_\_\_\_. Usually he does \_\_\_\_\_ at the last \_\_\_\_\_. He should work \_\_\_\_\_. His teachers say that he has problems with \_\_\_\_\_. If he doesn't \_\_\_\_\_ he won't become a \_\_\_\_\_ pupil. Pupils who \_\_\_\_\_ won't have good results in studies.

d) Answer the questions about your time management:

1) Do you manage to do everything in time?

Yes, I do.

2) What do you plan ahead? \_\_\_\_\_

3) What do you work hard on? \_\_\_\_\_

4) Are you a model girl / boy? \_\_\_\_\_

5) Is your school day well-organised or messy? \_\_\_\_\_

6) Why do some pupils do everything at the last minute?  
\_\_\_\_\_

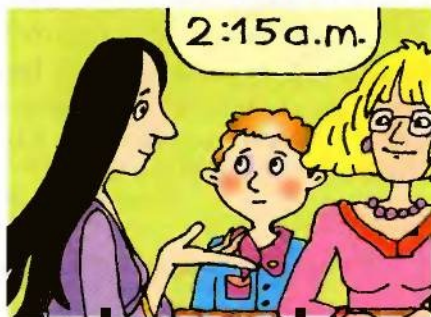
7) How can you characterise a good / wrong time management?  
\_\_\_\_\_

8) What do you think of people who always come bang on time?  
\_\_\_\_\_

9) You never waste time, do you? \_\_\_\_\_

e) Look at the pictures and say what you think about the schoolboy's time management:





## IV Your Language Portfolio: Reading

- a) Read in pairs. Say if both schoolchildren have a good time management.

### Talking About Time Management

It's a typical school morning. The schoolchildren are hurrying to school. Paul sees his classmate Kate in the school yard.

**Paul:** Hey, Kate! How are you doing? Are you ready for our English lesson?

**Kate:** Of course, I am. I was working hard on the text the whole evening yesterday. I managed to learn the new words and write questions to the text.

**Paul:** How clever of you! You've always been a model girl. Unfortunately, I'm not as organised as you are.

**Kate:** Do you mean to say that you didn't do your homework?



**Paul:** *Frankly speaking, I did something at the last minute, but not half enough.*

**Kate:** Typical, just typical! I bet, you wasted your time again! What a lazybones you are!

**Paul:** Not at all. I was helping my dad in the garage from 5 to 7 and got really tired. So I wanted to relax. I was watching *The Simpsons* the rest of the evening and then fell asleep.

**Kate:** That won't do! You are so disorganised. You should plan your time ahead. You don't want to make a mess of your life, do you?

**Paul:** True, true. I often have problems with my time management. I never come bang on time.

**Kate:** Never say die! Try a little harder.

**Paul:** I'll try, I'll try.

## Across Cultures: the USA



*The Simpsons* — an American humorous cartoon programme about a typical American family.

**b)** In pairs, discuss your time management as in the pattern below.

### Pattern:

A. Hey \_\_\_\_\_.

Are you ready for \_\_\_\_\_?

B. Of course, I am. I was working hard on \_\_\_\_\_.

A. How clever of you! Unfortunately, I'm not as \_\_\_\_\_ as you are.

B. Do you mean to say that \_\_\_\_\_?

A. Frankly speaking, \_\_\_\_\_.

B. Typical! Just typical! I bet, \_\_\_\_\_.

A. Not at all. I \_\_\_\_\_.

B. You should \_\_\_\_\_.

A. I'll try.

c) Act as Kate and speak about your time management.

- to be ready for sth
- to work hard
- to plan one's time ahead
- to have no problems with one's time management



**Example:** *I am always ready for my lessons because I have no problems with my time management.*

d) Act as Paul and say how you can improve your time management.

- (not) to be well organised
- (not) to do one's homework
- (not) to do sth at the last minute
- (not) to make a mess of one's life



**Example:** *As I am not well-organised, I want to improve my time management.*

## VI Your Language Portfolio: Writing

a) A Public Notice

- The body of a public notice contains the reason for the event and instructions for the potential users / participants.
- It also mentions the exact time and place of the event.

### How to write the body of a public notice

Reason for event	Instructions
_____ will be doing _____	_____ are not allowed to _____
There will be _____	Please, do not interrupt _____

**Example:** ... *The librarians will be doing the registration of new library books. The readers are not allowed to exchange books or use the electronic catalogues ...*

b) By the end of Unit One, you will write a public notice about the coming school event. Think and decide about:

- the reason for it;
- instructions for potential users / participants.

**Write** the body of your public notice.

## 1.3. In Between the Classes ...

### Go Ahead!

Read the notices and choose an after-school activity for yourself. Say why.



*Guitar and piano lessons!*

*Please come to the music room for dates and times.*





*Who? – Birdwatchers  
When? – Tuesday, 2 p.m.  
Where? – School garden  
What? – Bird club*

*Hello, computer fans!  
The computer club is on  
Friday at lunchtime.  
Room 21.*

*Lucy Voitenko*



**Example:** *As for me, I will choose to go to the computer club as I am fond of surfing the Internet.*

## II Speak Up!

Read the “Nothing-Doings” poem and practise the sounds /ɪ/ and /ʌ/. Compare yourself to “Nothing-Doings”.

### The “Nothing-Doings” Poem

Meet the lazy “Nothing-Doings”,  
All they do is stand around,  
When it’s time for doing nothing,  
“Nothing-Doings” can be found.

When it’s time for doing something,  
You won’t find a single one,  
For the “Nothing-Doings” vanish  
When there’s work that must be done.

## III Your Helping Hand!

Use ... **because** ... when you want to say **why** you like or dislike to do something at the break time.

**Example:** *I like to watch birds because it is interesting.*

Use ... **that is why** ... when you want to say **what** you do for some reason.

**Example:** *I am such a homebody, that is why I prefer to watch TV after classes.*

a) Match the beginnings and the endings. Use ... **because** ... or ... **that's why** ... to connect them.

Beginning	Endings
<b>BECAUSE</b>	
I read good books at school ...	... it's great fun.
We do sports after classes ...	... it's exciting.
My classmates and I play hide-and-seek at a break time ...	... it's interesting.
I have a bite at a break time ...	... I like music.
My friends and I go to the computer club twice a week ...	... I'm hungry.
I take music lesson ...	... it's useful.
<b>THAT'S WHY</b>	
I like swimming ...	... we often go to the gym together.
My friends and I are good at sports ...	... she watches TV every afternoon.
My brother is fond of music ...	... I often go to the river with my friends.
My sister likes cartoons ...	... she prefers to go out of town at the weekend.
Lucy is a great nature lover ...	... he doesn't often go to the amusement park.
Steve is a homedody ...	... he often plays the guitar in his free time.



b) Complete the sentences about your school life.

- 1) I'm happy at school because I learn a lot of interesting things there.
- 2) \_\_\_\_\_, that is why I often go to the amusement park
- 3) \_\_\_\_\_ because I like it.
- 4) My granny lives in the village, that's why \_\_\_\_\_.
- 5) I like to play basketball, that's why \_\_\_\_\_.
- 6) I like my teachers because \_\_\_\_\_.
- 7) \_\_\_\_\_ because it is exciting.
- 8) \_\_\_\_\_ because I can't do without it.

c) In groups, say:

- why you like or dislike to do the following at a break time:
  - to read the notices;
  - to talk to school friends;
  - to play games.
- what you prefer to do after classes for these reasons:
  - you are fond of reading;
  - you are a sportsperson;
  - you are good at taking pictures.

## IV Enrich Yourself!

a) Look at the pictures, study the comments and answer the questions about what English schoolchildren do at school outside the classroom.

1) What do they do in the school garden?

*bird-watching — observation of birds in nature in order to learn their different types.*



2) What do they play on the school sport ground?



*rugby*



*cricket*

3) What do they do in the assembly hall?



*assembly*

**assembly** —  
periodic meet-  
ings of school  
teachers and pupils

**Example:** *We usual-  
ly have an assembly  
at school in the  
morning.*

**assembly hall** —  
a hall at school for  
conducting differ-  
ent events

**Example:** *We  
had a concert at  
the assembly hall  
yesterday.*

MIND

- b) In pairs, talk about the way you spend time in between the classes. Follow the pattern below.

**Pattern:**

A. I say, \_\_\_\_\_, how \_\_\_\_\_ time in between the classes?

B. As for me, I have a lot of fun outside \_\_\_\_\_. Sometimes I \_\_\_\_\_, sometimes \_\_\_\_\_.

A. What do you say to \_\_\_\_\_?

B. \_\_\_\_\_ at break time. And what is your favourite \_\_\_\_\_?

A. I prefer \_\_\_\_\_. It makes my school life more \_\_\_\_\_.

B. What \_\_\_\_\_ do you like the best?

A. I enjoy \_\_\_\_\_, that is why \_\_\_\_\_.

B. \_\_\_\_\_ is to my liking, too, because \_\_\_\_\_.

A. How about \_\_\_\_\_ in the afternoon?

B. I'd love to.

## V Your Language Portfolio: Reading

- a) Read the story about Sam's decision-making about her after-school activities and name three things that helped her.

### After Classes

#### Problem: Whether To Go to Dancing Class or Not?

#### Reasons to go:

- 1) You have to know how to dance when you grow up.
- 2) Everyone else is going.
- 3) Brian Finnegan is going.

#### Reasons not to go:

- 1) Dancing looks silly.
- 2) I was bad when I took ballet.
- 3) I will probably step on all the boys' feet.



- 4) The boys are all short.
- 5) You have to get dressed up.
- 6) You have to wear white gloves.

Well, thought Sam, that was it, she had used the method of logical decision-making that her father always recommended, and it had come out 6-3 against the Monday-night dancing class at the Community Center. She wasn't going. She would call Rebecca and tell her.

But what if it turned out that Sam was the only one who didn't? On Tuesday morning everyone would be talking about dancing class and she would feel left out.

Well, she wouldn't be the only one. Katy wasn't going. She hated dresses, she said, and she refused to buy one. And a few of the boys weren't.

But what about Brian Finnegan? If she didn't go, she would never have a chance to dance with him.

But if she did go, she might dance with him and step on his feet. Sam was confused. She put away her logical decision-making list and went to find her mother.

She was standing at the kitchen stove, cooking and listening to her favourite songs on the radio.

"Uh — Mum? When you were of my age, did you go to dancing class?"

Her mother smiled. "I certainly did. It was one of the most awful experiences of my life."

"Oh," said Sam. "I guess I shouldn't go then."

"Well, awful things are sometimes useful in the end. It's good to know how to dance. Actually, I like to dance," her mother said. "You might like it too. Why don't we give it a try?"

Suddenly they found themselves dancing to a slow song on the radio, something about fog and London. One, two, three. One, two, three. Sam's legs were like broomsticks ...

Still, when Rebecca called after dinner, Sam told her, "I've decided. I'm going to sign up for dancing class."

(Adapted from "Dear Mom, You're Ruining My Life"  
by Jean Van Leeuwen)



- b) In the text, find the verbs which are formed from the following nouns:

decision — \_\_\_\_\_ confusion — \_\_\_\_\_  
 hatred — \_\_\_\_\_ use — \_\_\_\_\_  
 refusal — \_\_\_\_\_ recommendation — \_\_\_\_\_

Say what feelings and doings they describe.

- c) In the text, find the sentences with the words **dance** / **dancing** and translate them into Ukrainian.
- d) Form adjectives from the following adverbs.

actually — \_\_\_\_\_ suddenly — \_\_\_\_\_  
 certainly — \_\_\_\_\_ awfully — \_\_\_\_\_

Make up your own sentences with them about Sam's experience.

- e) Use the words and phrases from the box and make a description of:
- 1) Sam's method of decision-making;
  - 2) dancing;
  - 3) mom's advice.

## VI Your Language Portfolio: Writing

### a) A Public Notice

- A public notice may end up with excuses for certain discomfort.
- An alternative solution is often given, too.

#### How to write an ending of a public notice

##### Excuses

- We are sorry for \_\_\_\_\_
- Please, excuse us for \_\_\_\_\_

##### Alternative Solution

- You can leave books at \_\_\_\_\_
- Please, come on \_\_\_\_\_

**Example:** ... We are sorry for causing certain discomfort. You can leave your books at the registration desk.

28 May 2008.

Stacey McGregor, the library head officer.

b) By the end of Unit One, you will write a public notice about the coming school event. Think and decide on:

- an excuse to be made;
- an alternative solution.

**Write** an ending of your public notice.

## 1.4. School Do's and Don'ts

### Communication:

#### How to ask for and give permission

May I ..?  
Can I ..?  
Let ...  
What if ..?  
Is it possible ..?

Of course, you may.  
You are certainly not allowed to ...  
I'm afraid not.  
Sorry, you can't ...  
Good idea.  
That's a must.

### Go Ahead!

Look and say what you are allowed (not allowed) to do at school.



*to fight*



*to play chess*



to listen to the music



to bring a kitten to school

**Example:** We are certainly not allowed to fight at school.

## II Speak Up!

Read the school rule chant as: a) commands; b) requests. Report about them as in the pattern.

### School Rule Chant

- Stop it! — Stop what?
- Stop running in the hall.  
You are not allowed.
- Stop it!
- Stop what?
- Stop fighting in the school yard.  
You are not allowed.
- Stop it! — Stop what?
- Stop running.  
Stop fighting.  
Stop crying.  
Stop shouting.  
You are not allowed.

**Pattern:** Teacher: “Stop it!”

The teacher told me to stop it. (*a command*)

The teacher asked me to stop it. (*a request*)

## Express Yourself!

a) Read and learn how to ask for and give permission at school. Look at the pictures and fill in the mini-dialogues.



*to go out*

- 1) — May I \_\_\_\_\_ ?  
— Of course, you may.



*to play ball*

- 2) — Is it possible \_\_\_\_\_ in the hall?  
— Boys, you are certainly not allowed to do it.  
— Sorry.



*to play the piano*

- 3) — Let Ann \_\_\_\_\_ at the assembly hall.  
— Good idea.



*to watch birds*

- 4) — Can I \_\_\_\_\_ with you?  
— I'm afraid not. It's too late.

b) Read and respond:

- 1) — May I go with you?  
— Good idea!
- 2) — Boys, stop that noise!  
— ...



- 3) — Let me clean the board.  
— ... .
- 4) — Can I join you?  
— ... .
- 5) — May I go out?  
— ... .
- 6) — Girls, you are not allowed to play here.  
— ... .
- 7) — Is it possible to open the window?  
— ... .

c) Read and give the context to the responses:

- 1) — Boys, you are not allowed to run in the hall.  
— Sorry.
- 2) — ... .  
— Good idea.
- 3) — ... .  
— I'm afraid not.
- 4) — ... .  
— Of course, you may.
- 5) — ... .  
— No, you may not.
- 6) — ... .  
— I'm sorry.
- 7) — ... .  
— You are certainly not allowed to do it.

## IV Your Language Portfolio: Listening

a) Your international friends, Laura and Bill, are talking about their school days. Listen to them and fill in the table with their school do's and don'ts.

**Laura (from the USA)**

**Bill (from Britain)**

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- b) In pairs, complete the conversation between Laura and Bill.
- I wonder if English schoolchildren are allowed to \_\_\_\_\_?
  - Of course, we are. That's a must. Besides, \_\_\_\_\_.
  - Is it possible \_\_\_\_\_?
  - No, we are certainly not allowed to \_\_\_\_\_.
  - And what if \_\_\_\_\_?
  - Sorry, you can't. You may \_\_\_\_\_.
  - Let's \_\_\_\_\_.
  - Good idea.

### V Join In!

a) Complete the dialogue "School Do's and Don'ts". Role-play it in class.

#### School Do's and Don'ts

Stop it!	_____ what?
Stop _____! You are not _____.	Sorry. Can we _____?
Of course, you can. Why don't you _____?	Good idea. May I _____?
I'm afraid not. It's _____.	Is it possible _____?
That's a must. _____.	Let's _____.

- b) In pairs, look at the pictures, identify yourselves with the characters and role-play the dialogue between them.



## VI Have Fun!

Read and admire English humour. Role-play the joke.

### In the Park

A gamekeeper whose job is to protect birds, fish and other animals in the park near a school, sees a boy fishing in the pond and warns him:

“You’re not allowed to fish in these waters!”

“Who is fishing? I’m just teaching my little pet worm to swim.”

## VII Do It Yourself!

**Project 1: Conducting a survey about your school days.**

**Your steps:**

- 1) Prepare for your project work. Bring your photos, pictures and school things you need for your project.
- 2) Choose a card and formulate your questions to find out who is:

- the best time manager
- the most punctual person
- the most hard-working person
- the most active person outside the classroom
- the best-behaved person
- the most organised person



- 3) Move round the classroom, ask as many questions as you can and collect the information from your classmates.
- 4) Analyse the information and decide who is the best in this way.
- 5) Think of the title and the presentation of your project. Present your findings to the class.
- 6) Listen to your friends' presentations and give your feedback in writing. Use the evaluation card below.

### Evaluation Card

Write:

Speaker 1

Speaker 2

Speaker 3

- 1) If the title is suitable:
- 2) If the presentation is good:
- 3) If you agree with the speaker's choice:

**Write** a public notice on the basis of your project.

## 1.5. Test Yourself!

A. Fill in a) ... **because** ... or b) ... **that is why** ...

- 1) Lucy is very busy at school \_\_\_\_\_  
she has six lessons every day.
- 2) Sometimes she takes part in after-school activities \_\_\_\_\_  
\_\_\_\_\_ she comes home late.
- 3) Helen has no problems with her time management \_\_\_\_\_  
\_\_\_\_\_ she always comes bang on time.
- 4) Bob reads a lot \_\_\_\_\_  
he is very active at the lessons.
- 5) Laura is good at sports \_\_\_\_\_  
she has recently joined the school volleyball team.
- 6) Dan wastes time after school \_\_\_\_\_  
he is a lazybones.
- 7) I work hard on History \_\_\_\_\_  
I want to know much about the past of my native country.



Check if you:

CAN COMBINE TWO IDEAS LOGICALLY

YES

NO

B. Paraphrase the underlined words and word-combinations.

- 1) Steve works hard at school.
- 2) Dan wastes time.
- 3) There is a lot of modern equipment at school.
- 4) Paul is interested in music.
- 5) The teacher motivates the pupils to talk in English.
- 6) Fortunately, Steve is well-organised.
- 7) Lucy is always bang on time.

Check if you:

CAN EXPRESS IDEAS IN SEVERAL WAYS

YES

NO

C. Read Laura's story about school sporting activities and mark the true statements.

### Laura's Story

As many children, I began to take sports at an early age. My school offered a lot of physical education programmes which teach the rules and organisation of many American games and sports like baseball, football or basketball. Besides, children of all ages also have the opportunity to take part in special summer camps devoted to a particular sport. As for me, I like softball and that's why I usually sign up for a two-week session of softball in summer. You probably know that softball is an American game similar to baseball, but played on a smaller field with a larger and softer ball. Like baseball is only played by boys, softball is only played by girls. I like my school summer camp, because our coach trains us in particulars of softball.

When school begins, our sport team will compete against other schools in the city. If we are very successful we may move to a country or state competition.

My elder sister also played softball at school and as she was particularly talented at it she was offered a sport scholarship to a university. Isn't it wonderful!

- 1) Few schoolchildren take no sport early.
- 2) There are different physical education programmes in American schools.
- 3) Laura has never been to a summer sports camp.
- 4) Summer sport camps last for two weeks.
- 5) Laura is fond of baseball.
- 6) Schools compete against each other in summer.
- 7) Laura's sister was athletically talented at school.

Check if you:

CAN READ SIMPLE TEXTS  
AND UNDERSTAND THE MAIN IDEA

YES

NO

D. Listen to the conversation of two American schoolgirls and fill in the missing words.

**Annie:** Hi, my name is Annie. Are you in \_\_\_\_\_ (1)?

**Michelle:** Yes, I think so. My name is Michelle. Did you happen to get \_\_\_\_\_ (2)?

**Annie:** Yeah, it's easy. We just have to \_\_\_\_\_ (3).

**Michelle:** You think Spanish is easy? It's my \_\_\_\_\_ (4).

**Annie:** Why are you \_\_\_\_\_ (5)?

**Michelle:** I am only taking it as an elective <sup>1</sup> because \_\_\_\_\_ (6).

<sup>1</sup> elective (AmE) — a course that students can choose to take.

Check if you:

**CAN LISTEN TO SHORT CONVERSATIONS  
AND UNDERSTAND THE DETAILS**

 YES

 NO

E. Look at the picture and write a public notice about the coming school event.



Notice

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Check if you:

**CAN WRITE A PUBLIC NOTICE ABOUT THE  
COMING SCHOOL EVENT**

 YES

 NO





## 2.1. Have You Read ...?

### Words

mass media  
universe  
brilliant  
forces of nature  
miracle  
celebrity  
magazine  
journal

### Phrases

to refer to sth  
to give a concert  
to make a film  
to type keys on a computer  
in every other respect  
to design a new device  
to be famous for sth

### Expressions

Haven't you heard? — Хіба ти не чув?  
That's really tough! — Це круто!

### Go Ahead!

Look at the newspaper photos of some celebrities and match them to the areas they belong to. Say what they are famous for.



*Stephen Hawking*



*Margaret Thatcher*



Paul McCartney



Johnny Depp



David Beckham

- politics    • music    • sport
- cinema    • science

**Example:** *Stephen Hawking is a great English scientist. He is famous for researching black holes. His works are often referred to in the British press.*

## II Speak Up!

Read the Have-You-Read chant and practise the sounds /æ/ and /ei/. Say what you have read recently.

### Have-You-Read Chant

Have you read about Ray?  
 What did they say?  
 They said he had given a concert today.  
 What a shock! Ray? Today?  
     Have you read about Fleur?  
     What did they say?  
     They said she had come two days before.  
     What a surprise! Fleur? Before?!

Have you read about Ben?  
 What did they say?  
 They said he had made a new film by then.  
 Really?! Ben? By then?!

## III Your Helping Hand!

If you want to speak about the things that have happened recently, **use the Present Perfect:**

- 1) the actions which have just / already taken place.

**Example:** *I have just read an interesting article about musicians.*



2) the actions which have taken place today / this year / this month / this week / this morning.

**Example:** *I have read about Ray Charles today.*

### Don't forget!

The Present Perfect of regular verbs is formed by

**have/has + verb with -ed:**

- *have/has lived*
- *have/has joined*

The Present Perfect of irregular verbs is formed by

**have/has + the third form of the verb**

(find it in the irregular verbs table).

If you want to report about what you have read / heard / seen, **use the Past Perfect.**

**For example:** *John said, "I have read a lot about famous people".*

*John said that he had read a lot about famous people.*

a) Fill in the verb trios.

to read



has read    had read

to see



\_\_\_\_\_

to hear



\_\_\_\_\_

to meet



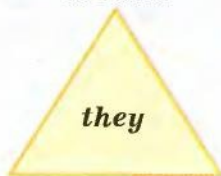
\_\_\_\_\_

to find out



\_\_\_\_\_

to learn



\_\_\_\_\_



## b) Open the brackets.

## Example:

- You ever (to read) about a unicycle?
  - No, I (to see) only bicycles and tricycles.
  - I just (to learn) that a unicycle is a cycle with one wheel.
  - Have you ever read about a unicycle?
  - No, I have only seen bicycles and tricycles.
  - I have just learnt that a unicycle is a cycle with one wheel.
- 1) — You ever \_\_\_\_\_ (to hear) about a boomerang?  
 — Yes. Someone already \_\_\_\_\_ (to tell) me that boomerangs can come back.  
 — I just \_\_\_\_\_ (to read) that the returning boomerang is a stick with two arms.
- 2) — You ever \_\_\_\_\_ (to play) the yo-yo?  
 — Sure, my Dad \_\_\_\_\_ (to buy) it for me recently.  
 — I just \_\_\_\_\_ (to find out) that the toy first appeared in China.
- 3) — Your younger sister \_\_\_\_\_ (to have) any dolls in her life?  
 — Yes, dolls \_\_\_\_\_ (to be) around her for many years.  
 — I \_\_\_\_\_ (to read) recently that these toys came from ancient Greece.

## c) In chain, play a Chinese whispers game.

Example: *Ann (to Bob):**I have read the Times.**Bob (to Steve):**Ann said that she had read the Times.**Steve (to another pupil): Bob said Ann had read**the Times.*

"The Guardian"



"Newsweek"



"Punch"



"The Washington Post"

- d) Read William's story about his stay at his grandfather's and say what things have just taken place.

### William's Story

I am at my grandfather's house now. I have just turned on the TV. I am going to watch one of my favourite series. Oh, gosh, the TV picture has disappeared and the lamplight has gone!

"The electricity has gone out completely," said my grandfather.

"So what do we do now?" I asked him.

"How about if I read you a story?" he said.

"Huh! It's boring." I was disappointed.

"How can you say that when you don't even know what it's all about? Have today's children given up on books and magazines completely?" My grandfather went on. "It's a wonderful story, full of danger and adventure. I haven't read this for years..."

Now, change the verb forms into the Past Perfect and report about what you have read.

#### Direct speech

have just turned on

#### Indirect speech

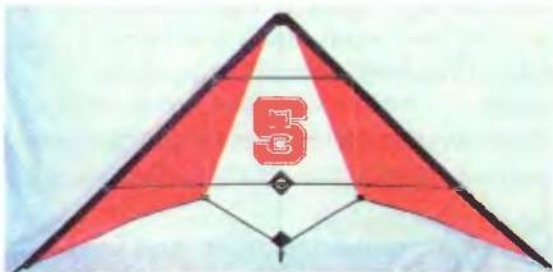
had just turned on



- e) Say what you have read:

- today
- this month
- in a newspaper
- this week
- in a magazine
- in a book

- f) Look at the pictures and say what articles you have read about the things in them. In what newspapers or magazines?



*kite*



*surfing*

*volcano**jungle**mermaid*

## IV Your Language Portfolio: Reading

Read the dialogue between Bill and Laura about some British and American celebrities in Great Britain and the USA and report about what you have read.

### Talking about Celebrities

- a) Talking about celebrities is quite common for teenagers in England and the USA. Bill and Laura are sharing their opinions on what they have read recently.

**Bill:** Look here, Laura, have you read an article about Stephen Hawking in the *Guardian*?

**Laura:** No, who's he?

**Bill:** Haven't you heard? Everyone knows he is one of the world's most brilliant living scientists. He studies how the universe works.

**Laura:** Wow! That's really tough! That reminds me: isn't he the one who has explained what black holes are? I have read an article about his book for non-scientists.

**Bill:** What did they say?

**Laura:** They said he had written a book for all the non-scientists who wanted to understand the basic forces of nature.

**Bill:** What a kick! A book for non-scientists? And I read in *Newsweek* yesterday that Stephen Hawking had fallen seriously ill when he was a student. He can't move his



body the way most people can. He can't write with a pen or type keys on a computer.

**Laura:** I know, I know. Instead, he works with a switch that controls his computer. I can't help admiring him! I'm sure he'll never give up, don't you think?

**Bill:** Certainly. He himself said that he had been lucky in almost every other respect. I certainly wish him luck.

**Laura:** In America we also have a great respect for creativity. We are always looking for faster, cheaper, easier, or better ways of doing things, and this usually means designing some new device.

**Bill:** I read in a science journal last year that Americans had invented radios, television, computers, telephones, VCR's, airplanes and many more. I have learnt something very exciting about the Wright Brothers this week, by the way.

**Laura:** What exactly?

**Bill:** Our teacher said that Orville and Wilbur Wright had made the first flight in their aircraft in 1903, that is more than a century ago, in North California. I think it was a miracle.

**Laura:** Me, too!

## MIND

**respect** —  
the feeling of admiration

**Example:**  
*Americans have  
a great respect for creativity.*

**respect** —  
a particular aspect detail

**Example:**  
*He was lucky in many  
respects.*

**magazine** —  
a large thin book with a paper  
cover that contains news stories,  
articles, photographs

**Example:**  
*I buy a popular fashion  
magazine every month*

**journal** —  
a serious magazine produced  
for professional people

**Example:**  
*The British Medical Journal  
is produced for doctors*



## Across Cultures

### Great Britain



**The Guardian** — a British national newspaper



**Dr. Stephen Hawking** — an outstanding English physicist who wrote “A Brief History of Time” (1988)

### the USA



**Newsweek** — a US news magazine published each week in New York.



**The Wright Brothers** — American aviators, famous for the first powered flight in their aircraft in 1903, North Carolina.

- b)** Look at the pictures and describe Bill's and Laura's reading experience in reading press.



- c) Imagine your friend has missed some parts of the conversation between Laura and Bill. Answer his / her questions and role-play the dialogue in pairs. Follow the pattern below.

**Pattern:**

A. I didn't quite get the idea of Stephen Hawking's book. What did Laura say?

B. \_\_\_\_\_

A. And what did Bill say about the scientist's illness?

B. \_\_\_\_\_

A. What did Stephen Hawking say about his life?

B. \_\_\_\_\_

A. What did Bill read in his science class?

B. \_\_\_\_\_

A. What did Laura say about American scientists?

B. \_\_\_\_\_

## V Your Language Portfolio: Listening

- a) Listen to the story about Midas and say what he thought was the most important thing in life.

- b) Correct the mistakes.

1) Midas was a prince. *Midas was a King.*

2) He was fond of silver. \_\_\_\_\_

3) One day his friend entered the room. \_\_\_\_\_

4) Midas was the poorest man in the world. \_\_\_\_\_

5) His clothes turned into stone. \_\_\_\_\_

6) His son was sitting beside him at breakfast. \_\_\_\_\_

7) Midas cried that he had found his daughter. \_\_\_\_\_

8) The stranger told him to go to the seaside. \_\_\_\_\_

9) Midas didn't follow the stranger's advice. \_\_\_\_\_

10) The gold returned his child to life. \_\_\_\_\_



- c) Think and decide what is the most important thing in your life.

<b>Gold Medal</b>	<i>Money Matters</i>	Family relations
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## VI Your Language Portfolio: Writing

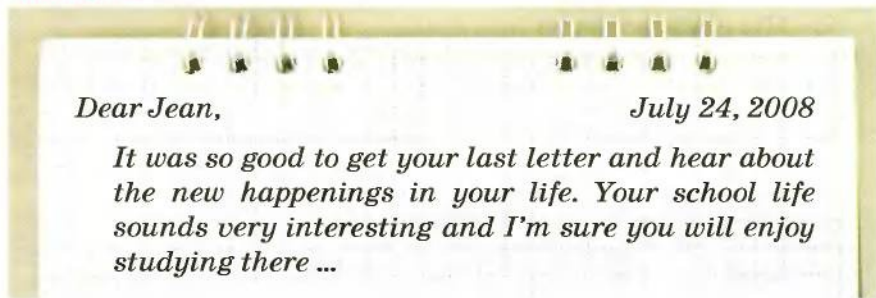
- a) A Personal Letter

- A personal letter is a piece of writing addressed to a family member or a close friend.
- A personal letter contains informal greeting.

### How to open a personal letter

- It was so good to get your last letter and learn the new happenings in your life.
- I'm writing to apologize for ... .
- I hope this letter finds you well.
- I'm writing to tell you my wonderful news.

### Example:



- b) By the end of Unit Four, you will write a personal letter about what you have read / seen / heard. Think and decide:

- to whom it is going to be addressed (a family member or a close friend);
- how you will address this person.

**Write** the beginning of your letter.

## 2.2. From a Music Magazine

### Words

classical orchestra  
jazz band  
rap group  
live concert  
relaxing / touching  
cheerful / enchanting  
energetic  
music magazine  
musical habits

### Phrases

to wake up to music  
to do karaoke  
to play the guitar / violin / piano  
to be keen on sth  
magic world of music  
to show off  
on stage  
to jump at the opportunity

### Expressions

What's that you're reading...? — Що це ти таке читаєш?  
... stuff like that. — ... такі дрібниці.

### I Go Ahead!

Look at the pictures and say what you can find in music magazines.  
What information would you like to get?



*a classical music orchestra*



*a rap singer*





a pop music concert



a jazz band

**Example:** *I guess I can find a lot of information about orchestras, singers and concerts.*

## II Speak up!

Write your own rap and read it tapping the rhythm. Practise the sounds /eɪ/ and /æ/. Whose rap did you like most?

### My Rap

\_\_\_\_\_ is my name.

\_\_\_\_\_ is my game.

\_\_\_\_\_ is my land.

And \_\_\_\_\_ is my favourite band.

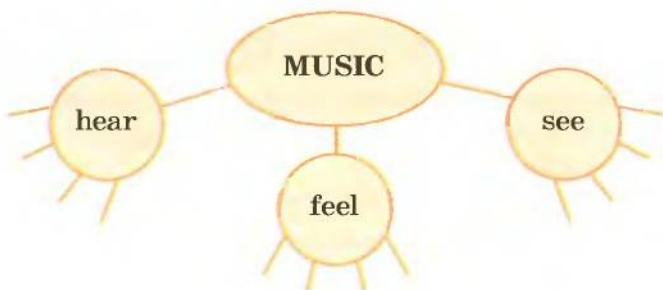
## III Enrich Yourself!

Music Styles	Music People	Music Instruments	Music Impact
<ul style="list-style-type: none"> <li>● classical music</li> <li>● jazz</li> <li>● rap</li> <li>● pop</li> <li>● rock'n'roll</li> <li>● folk music</li> </ul>	<ul style="list-style-type: none"> <li>● orchestra</li> <li>● band</li> <li>● group</li> <li>● conductor</li> <li>● performer</li> </ul>	<ul style="list-style-type: none"> <li>● violin</li> <li>● harp</li> <li>● piano</li> <li>● guitar</li> <li>● clarinet</li> <li>● drums</li> <li>● flute</li> </ul>	<ul style="list-style-type: none"> <li>● relaxing</li> <li>● touching</li> <li>● cheerful</li> <li>● enchanting</li> <li>● thrilling</li> <li>● fascinating</li> </ul>



- to play the guitar / violin / piano
- to tune the instruments
- to bow to right and left
- to draw the music out of one's players
- to wake up to music
- to do karaoke
- to burst into applause
- to stay in the magic world of music

a) Fill in the word-rose, using the words and phrases from the above.



b) Complete the table and make sentences with each pair of words.

Music Terms	Music People
<ul style="list-style-type: none"> <li>● song</li> <li>● performance</li> <li>● music</li> <li>● guitar</li> <li>● rap</li> <li>● composition</li> <li>● conduct</li> </ul>	<ul style="list-style-type: none"> <li>● singer</li> </ul>

**Example:** *I like folk songs. I have read an article about Nina Matvienko, my favourite singer.*

c) Interview your classmates and find out musical tastes and habits they have. Recommend a music magazine for them to read.

**Example:**

A. What type of music do you prefer?

B. I like pop.

A. And what musical habits do you have?

B. I listen to music and read music magazines.

A. I recommend *Music Kaleidoscope* for you to read.

d) In pairs, talk about your preferences in music. Follow the pattern.

**Pattern:**

- I say, (name), what type of music do you like?
- I'm keen on \_\_\_\_\_ and do you have the same preference?
- No, I prefer the kind of music that \_\_\_\_\_.
- What is your favourite band at the moment?
- As for me, I enjoy \_\_\_\_\_, and yours?
- I personally like \_\_\_\_\_ because \_\_\_\_\_.
- What's your favourite hit \_\_\_\_\_ at the moment?
- I guess it's \_\_\_\_\_.
- Can you sing it for me?
- Well, I don't remember the lyrics of the song, but I \_\_\_\_\_.
- Super!

e) Look at the pictures from the music magazine "Top Ten", read the information about the musicians and open the brackets.

- \_\_\_\_\_ (to be) created in the 1960s in Liverpool, England;
- \_\_\_\_\_ (to write) energetic and powerful music;
- \_\_\_\_\_ (to be) founded by John Lennon and Paul McCartney;
- \_\_\_\_\_ (to become) popular with songs "Yesterday", "Yellow Submarine";
- \_\_\_\_\_ (to inspire) other musicians to create new music.



*The Beatles*

- \_\_\_\_\_ (to be born) in Louisiana, USA, in 1981;
- \_\_\_\_\_ (to dream) to become a great performer;
- \_\_\_\_\_ (to record) her first album at the age of 15;
- \_\_\_\_\_ (to win) many awards for her albums;
- \_\_\_\_\_ (to be) called the "pop queen";
- \_\_\_\_\_ (to have) many music videos.



*Britney Spears*

## IV Your Language Portfolio: Reading

a) Read the dialogue between Laura and Phil talking about a music magazine and say what articles are published in it.

### Talking about a Music Magazine

*Laura:* What's that you're reading, Laura?

*Phil:* It's the latest *Melody Maker* magazine.



**Laura:** I can't believe you waste your money on stuff like that! It's just full of photos of famous pop-singers showing off on stage.

**Phil:** Yeah, but I like that sort of thing. Look, this week even has the latest pictures of Andrew Lloyd Webber.

**Laura:** The writer of "Cats", you mean?

**Phil:** That's it. That's one of my favourite musicals. I have seen it many times. It is based on a book of poems, you know. When I have a chance, I will rush to see it.

**Laura:** Sounds intriguing. If I get a ticket, I would jump at the opportunity to go there.

**Phil:** You won't regret it. By the way, it has been running in New York longer than any other musical show in history.

**Laura:** What other musicals by Andrew Lloyd Webber are mentioned in the article?

**Phil:** His early shows, rock operas, including "Jesus Christ Superstar". Of course, if you are more interested in classical music, you will like his rock opera "The Phantom of the Opera", so gentle, nearly mystical and absolutely disturbing.

**Laura:** Frankly speaking, I'm not a great music-lover. I go to a concert from time to time. It's more than enough for me to look through the pages of *Jackie*, my favourite weekly for teenage girls. I just love its comics, colourful photos and pop-music articles.

**Phil:** Not for us, boys. Look, here is a good article about ...



## Across Cultures the UK and the USA



**Musical** (also a musical comedy) is an amusing play or film with songs and usually dancing. Musicals started to develop in the early 20<sup>th</sup> century, combining features of comic opera and the British music hall traditions.



**Andrew Lloyd Webber** is a very successful English writer of musicals. He was made a knight in 1992.



**Melody Maker** — a British weekly magazine about rock and pop music.



**Jackie** — a British weekly magazine for teenage girls.

- b) Look at the photos and describe Laura's and Phil's preferences in music magazines.



- pop music
- rock music
- teenage girls
- comics
- musical
- Andrew Lloyd Webber

- c) Imagine you are talking to Andrew Lloyd Webber. What questions would you ask him about his famous musical? Begin with:

- If I had a chance to talk to \_\_\_\_\_, I would ask him about \_\_\_\_\_.
- If I met \_\_\_\_\_, I would find out about \_\_\_\_\_.
- If I were lucky to \_\_\_\_\_, I wouldn't miss a chance to \_\_\_\_\_.
- If \_\_\_\_\_ came to \_\_\_\_\_, I would jump at the opportunity to \_\_\_\_\_.
- When \_\_\_\_\_, I will try to \_\_\_\_\_.

## V Your Writing Portfolio.

- a) A Personal Letter

- The main body of a personal letter consists of three or more paragraphs.
- In your paragraphs you should: introduce a topic or surprising news; go back to a previous topic; summarize what you have already said.
- Make sure you answer any questions that your friend / relative asked you in the previous letter.



### How to write the main body of a personal letter

Introducing a topic	<ul style="list-style-type: none"> <li>● Well, you'll never guess ... .</li> <li>● I know how much you love ..., so ... .</li> <li>● By the way, did you know ... .</li> </ul>
Going back to a previous topic	<ul style="list-style-type: none"> <li>● Anyway, as I was saying earlier, I really ... .</li> <li>● Now where was I? Oh, yes, I nearly forgot, ... .</li> </ul>
Introducing surprising news	<ul style="list-style-type: none"> <li>● Actually, ... .</li> <li>● To tell you the truth, ... .</li> </ul>
Summarizing what you've already said	<ul style="list-style-type: none"> <li>● Anyway, we had ... .</li> <li>● Well, to cut a long story short, ... .</li> </ul>

#### Example:

...I know how much you love music, so I'd like to share with you my impressions of the music magazines I have come across recently. They are *Rolling Stone*, *Billboard* and *New Musical Express*.

As you are interested in the US rock music scene, I recommend *Rolling Stone* for you to read. It has fascinating interviews with famous singers and musicians. Oh, yes, I forgot, its name came from the words of a Bob Dylan song.

If you can subscribe to *Billboard*, you'll sure waste money on stuffy like that. It's just full of lists of the most popular single songs, albums, and videos — the so-called charts.

Well, to cut a long story short, I, personally, prefer *New Musical Express*. It's a British newspaper, published every Saturday. It has a reputation for recognizing new groups and musical styles before they become fashionable ...

**b)** By the end of Unit Two, you will write a personal letter about what you have read in the press. Think and decide:

- what topic you will introduce;
- how you will go back to a previous topic;
- what surprising news you will introduce;
- how you will summarize what you have already said.

**Write** the main body of your personal letter.

## 2.3. Sports Illustrated

### I Go Ahead!

Look at the pictures and say what American sports these newspaper photos are associated with. What do you know about these sports?



**Example:** *I think that this glove is used in baseball. I like to read about this game in Sports Illustrated.*

### II Speak Up!

Read the limerick "Too Fast" as if it is a piece of sports news. Practise the sounds /ʌ/ and /ei/.

### Too Fast

There was a young woman named Bright  
 Whose speed was much faster than light.  
 She set out one day,  
 In a similar way,  
 and returned on the previous night.

### III Your Helping Hand!

If you want to talk about a real situation in the future, use the Future Simple Tense in the main clause and the Present Simple Tense in the *if / when* clauses:

**If / when clause + main clause:** If / when + am / is  
/ are / do / does + will +  
do

**Main clause + if / when clause:** would  
+ do + if + were / was  
did

**Example:** *If I have free time, I will go to the gym tonight.  
 I will go to the gym tonight when I have free time.*

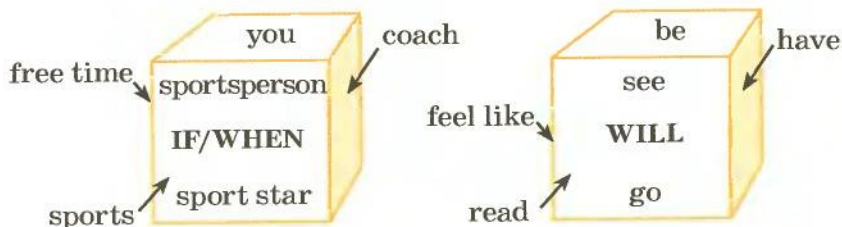
### Don't forget!

- 1) In *if / when* clauses the present tense has a future meaning.
- 2) *Will* is often shortened to *'ll*.
- 3) When-clauses can also begin with: *as soon as, till, until*.

**Example:** *I'll go to the gym tonight as soon as you join me.*

**a)** In pairs, play the grammar cubing game. Use the if-events in the cubes below.

- 1) If I have free time, I will go to a sports club.
- 2) If I meet my favorite sportstar, I will be happy.





b) Combine two sentences into one:

**Example:** *There is a new photo of my favourite sport star in The Sports Daily. I'll rush to buy it.*

*If there is a new photo of my favourite sport star in The Sports Daily, I will rush to buy it.*

- 1) I feel like watching a football match tonight. I will go to the stadium.
- 2) The new sports bulletin is on sale. It is much spoken about.
- 3) This sport newspaper is popular with both children and adults. I will advise my parents subscribe to it.
- 4) This weekly publishes articles about professional sports. It is read mostly by men.
- 5) You read *The Independent* from cover to cover. You find the sport section near the end of the paper.
- 6) My younger brother is interested in sport. I recommend him to read *The Sunday Sport*.

c) Read about Bill's impressions of the concert and fill in the table with the proper forms.

I am not a great sports person, you know. But when there is a chance to read about an important sport event, I will buy *The Sunday Sports* by all means. You won't regret it if you join me. If we read it together, we will share our impressions. If we are lucky, we will see the extraordinary pictures of famous sport stars. We will share this issue of the newspaper with others as soon as we have looked it through.

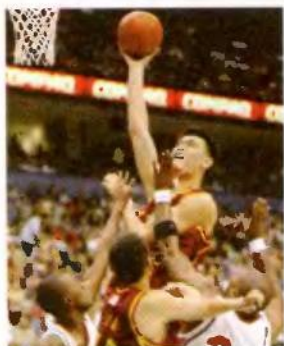
If/when-clause	Main-clause
is _____	will read _____
_____	_____
_____	_____

d) Now, read the end of Bill's story and use the correct verb forms (see the table above).

If you \_\_\_\_\_ (to like) any special article, you \_\_\_\_\_ (to cut) it out and \_\_\_\_\_ (to keep) it. Sure, when you \_\_\_\_\_ (to

look) at the article, it \_\_\_\_\_ (to encourage) you to play sports more.

- e) Phil is a great sports person. He feels like reading the sports section tonight. He is trying to decide what article to read. Look at the photos and fill in Phil's thought bubble.



If I have a chance \_\_\_\_\_  
 I will \_\_\_\_\_  
 When I feel competitive \_\_\_\_\_  
 As soon as \_\_\_\_\_  
 If there is \_\_\_\_\_  
 When the game is over, \_\_\_\_\_



- f) Say what sport article you will choose to read if / when:

- you are in a competitive mood;
- you are interested in British sports;
- you have much time;
- you are asked to write a sport commentary;
- you can play an American game;
- you have a once-in-a-lifetime chance.

## IV Enrich Yourself!

a) Complete the sport interview below by turning questions 1-5 into indirect questions.

**Correspondent:** Today we have the pleasure to talk to a famous American basketball player Michael Jordan here in our studio. I've got some questions to ask him. First, I'd like to know 1. \_\_\_\_\_?

**M. Jordan:** Well, in 1984 when I left the University of North Carolina the team *Chicago Bulls* invited me.

**Correspondent:** And can you remind us 2. \_\_\_\_\_?

**M. Jordan:** Yeah, it was in 1985.

**Correspondent:** Right. Now one of your fans wants to know 3. \_\_\_\_\_?

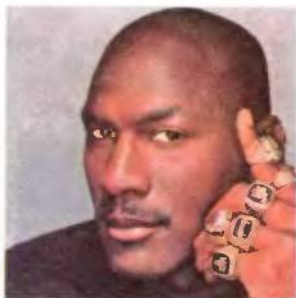
**M. Jordan:** Sure. I tried baseball which I had been playing until 1995, and then I returned to basketball again.

**Correspondent:** I see. Well, I'd like to know 4. \_\_\_\_\_?

**M. Jordan:** I played for the *Chicago Bulls* for 13 seasons. During that time we won 6 championships, an Olympic gold medal and 14 different awards.

**Correspondent:** Oh, that's terrific! And now, can you tell us 5. \_\_\_\_\_?

**M. Jordan:** It's funny, but I can't swim or ice-skate.



1) When did the team *Chicago Bulls* invite you?

2) When were you named Rookie of the Year?

3) Did you take any other sports except basketball?

4) How long have you been playing for the *Chicago Bulls*?

5) Is there any sport the greatest athlete of the century can't do?



**b)** Read the definitions of sports and games and match them to the correct pictures in "Sports Illustrated". Say which of them came from America.

- a game played by 2 teams of 5 players and a goalkeeper each, that is played with sticks and a puck on an ice field;
- 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 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;



- a sport in which two people fight in a ring, trying to hold or throw each other onto the floor;



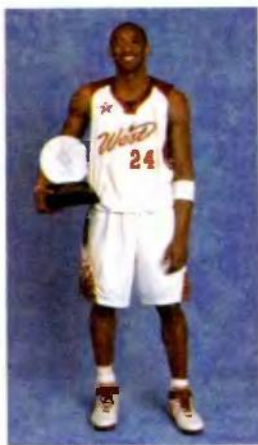
- the sport of sailing across water by standing on a surfboard and holding on to a large sail.

d) Read the interview with the famous American athlete Shaquille Rashaund O'Neil and role-play it with your friend.

### **An Athlete, an Actor, a Rapper and a Basketball Superstar**

First, the interviewer asked when Shaquille got interested in basketball. Before the famous basketball player could answer, the interviewer asked who had taught him to play. Shaq, as his friends call him, said that he had started to play basketball at 13. His PE teacher advised him to take this sport. The interviewer wondered why the teacher had chosen basketball for him. Shaq laughed and said that he had always been a giant. (Now he is 2 metres 10 cm tall, and he weighs 140 kg.) The interviewer asked the athlete what University he had played for and what the name of his first team was. The superstar an-

swered that at first he had played for Louisiana University in Orlando Magic team. Nevertheless, Shaq became internationally famous as a member of The Dream Team II. The interviewer asked the sportsman if he could tell the reader about his games with the team Los Angeles Lakers. The sportsman was pleased to say that he had been playing for that team for 7 years and got 120 million dollars. It was the biggest deal in the history of sports. But it was he who led Los Angeles Lakers to four championship titles.



## V Your Language Portfolio: Reading

- a) Read the sport article, 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. Johnny was to play instead.

By late afternoon Johnny was still missing and we all began to worry. We wondered where he had disappeared to. By five o'clock we had all been 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 the game.

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 ice. Oh, we played tough hockey and managed to score a goal in the second period, 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 it that last period. When we appeared on the ice, I thought the roof would go up with shouts as the crowd welcomed Johnny.

The whistle sounded 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 became 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 period 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 his 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** /dʒʌdʒ/ —

someone who decides on the result of a competition

**Example:** *At last the judge named the champions and the crowd applauded.*

**referee** /ˈrefəri/ —

someone who makes sure that the rules of a sport such as football are followed

**Example:** *The referee gave a signal and the game began.*

MIND

b) In the article, find the words and word-combinations which show that:

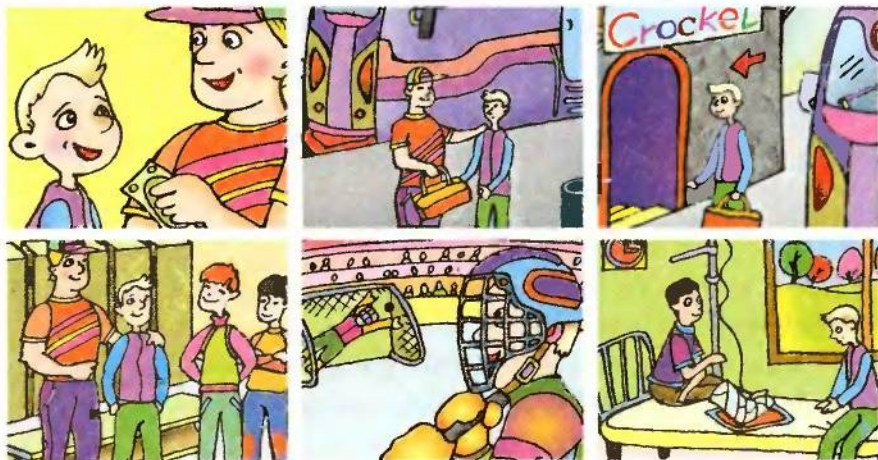
- the Wolves worried a lot;
- Matt was angry;
- the boys were very sad at first;
- the crowd was glad to see Johnny;
- the spectators liked Johnny;
- Old Matt forgave Johnny.

c) In the article, find the word-combinations with the following verbs and translate the sentences with them.

to get	_____ _____ _____	to take	_____ _____ _____
	_____ _____ _____	to go	_____ _____ _____

d) Find the words and word-combinations in the article which describe the characters' emotions and feelings.

e) Look at the pictures and tell your classmates about Johnny's adventures as if you are Johnny. Use the word list below:



- to hand in money
- to get on a train
- to get sb out of the game
- to slow down
- to jump off the train
- to score a goal
- to welcome warmly
- to become champions
- to pay hospital bills

## VI Your Language Portfolio: Writing

### a) A Personal Letter

- Each letter has an ending.
- In an ending you can write your closing remarks.
- Ending the letter, write your first name.

#### Ending your personal letter

- *Well, that's all for now. Write back and tell me what you've been up to;*
- *I look forward to hearing from you;*
- *I do hope to see you soon;*
- *Please, remember me to ... ;*
- *Can't wait to hear from you;*
- *Write when you have time.*

**Example:** ... *Well, that's all my news for now. Please, write back and let me know how you are getting on. Say "hi" to Ann.*

*Lots of love  
Sam.*

**b)** By the end of Unit Two, you will write a personal letter about what you have in the press. Think and decide:

- what closing remarks you are going to write;
- how you will end the letter.

**Write** an ending of your personal letter.



## 2.4. For Your Information

Communication: how to quote people

Have you ever read about \_\_\_\_\_, I wonder?

I say, \_\_\_\_\_, have you ever seen \_\_\_\_\_?

Do you happen to know about \_\_\_\_\_?

I wonder if you know about \_\_\_\_\_.

Have you ever met \_\_\_\_\_?

What did \_\_\_\_\_ mean?

As the poet put it \_\_\_\_\_.

Doesn't it sound familiar?

Legend has it that \_\_\_\_\_.

As the proverb goes, \_\_\_\_\_.

According to the legend \_\_\_\_\_.

It was \_\_\_\_\_

who famously said, \_\_\_\_\_.

### Go Ahead!

Read and match the words in quotes to the kinds of quotations.

“The aim of life is self-development.”

*Oscar Wilde*

proverb

“There is time for everything in life.”

saying

“Once upon a time there lived a philosopher and a ferryman ...”

legend

“As you sow, you shall mow”.

parable

“Even today people still enjoy hearing stories about Robin Hood”.

a wise person's words

“Poseidon was the Greek god of the sea who split mountains and rolled them into the sea to become islands”.

myth

“... My heart's in the Highlands,  
My heart is not here ...”

poem

## II Speak Up!

Read the Quotation chant and practise the sounds /eɪ/ and /əʊ/. Quote your friends / parents.

### Quotation Chant

I got a letter from Esther.

What did she write?

She wrote

she was going on a sea trip in a small boat.

Oh no, that's too bad

Did she really mean that?!

I got an e-mail from Ray.

What did he say?

He states

that he is the worst in Math among his classmates.

Oh no, that's too bad.

Did he really mean that?!

I got an sms from Tess.

What did she note?

She notes

that she doesn't know any myths to quote.

Oh no, that's too bad.

Did she really mean that?!

### III Express Yourself!

a) Read and learn how to quote people. Look at the pictures and fill in the mini-dialogues.

- 1) — Have you read about \_\_\_\_\_,  
I wonder?  
— Sure. Legend has it that Arthur will  
return if England is ever in danger  
again.



*King Arthur*

- 2) — I say, \_\_\_\_\_,  
have you ever seen \_\_\_\_\_?  
— Yes, I have. As the proverb goes, see-  
ing is believing.



*Everest*

- 3) — Have you ever met a \_\_\_\_\_?  
— Yes, it was \_\_\_\_\_,  
who famously said, “The Lady’s not  
for turning.”  
— What did she mean?  
— She meant that she would not change  
her policies because of criticism.



*Margaret Thatcher*

- 4) — As the poet put it, “Look at your  
character. Give your thoughts no  
tongue”. Doesn’t it sound familiar?  
— If I’m not mistaken, \_\_\_\_\_  
pointed out that it could be a piece of  
advice to young people.



*William  
Shakespeare*



## b) Read and respond.

- 1) Have you read about Sherlock Holmes, I wonder?  
Sure. Legend has it that he lived in Baker Street in London.
- 2) I say, friends, have you seen the new festival film?
- 3) I wonder if you know much about English history.
- 4) Have you ever met a famous person?
- 5) Do you happen to know about Disney World?
- 6) They say, Mowgli was found in the forest by wolves.
- 7) Have you ever seen the Oscar?

## c) Read and give the context to the responses:

- 1) Have you seen an opera?  
Yes, I have. As the proverb goes, seeing is believing.
- 2) — ...  
Sure. Legend has it that Robin Hood lived in Sherwood Forest.
- 3) — ...  
They say, it's a miracle.
- 4) — ...  
If I'm not mistaken, St. Paul's was built by Christopher Wren.
- 5) — ...  
I mean the Olympic Games.
- 6) — ...  
Everyone knows about Guy Fawkes.
- 7) — ...  
Yes, I have. It is the capital of Canada.

## IV Your Language Portfolio: Listening

- a) Three friends are preparing for a general knowledge quiz announced by the *English Gazette*. Listen to their conversation and fill in the chart below with the children's questions and answers.

Questions	Answers
How old is the Earth? (Steve)	4 billion years old. (Ann)

In trios, complete the conversation between Steve, Ann and Helen.

- You know, \_\_\_\_\_,  
I feel \_\_\_\_\_.
- Me, too. What if \_\_\_\_\_?
- That's a good idea! It'll help \_\_\_\_\_  
and \_\_\_\_\_, don't you  
think so, \_\_\_\_\_?
- I was just going \_\_\_\_\_.  
Now for it. Let me go first: \_\_\_\_\_, I wonder?
- \_\_\_\_\_ think that \_\_\_\_\_.
- Right you are. Take \_\_\_\_\_.
- OK. Speaking of \_\_\_\_\_,  
do you happen to know \_\_\_\_\_?
- Let me try. If I'm not mistaken, \_\_\_\_\_  
states that \_\_\_\_\_.
- Exactly. They say \_\_\_\_\_.  
So what's \_\_\_\_\_?
- Here it is: \_\_\_\_\_?
- Oh, what a tricky question! According to \_\_\_\_\_  
\_\_\_\_\_.
- You don't say so!

## V Join In!

- a) Complete the dialogue "General Knowledge Quiz".

## General Knowledge Quiz

You know, \_\_\_\_\_,  
Let's have \_\_\_\_\_

That's a good idea! Let me \_\_\_\_\_

Go ahead. When \_\_\_\_\_?

If I'm not mistaken, \_\_\_\_\_

Right \_\_\_\_\_.  
And have you ever \_\_\_\_\_?

Sure. As legend goes, \_\_\_\_\_

Exactly. Take your \_\_\_\_\_

OK. Do you happen to know \_\_\_\_\_?

What a tricky \_\_\_\_\_!  
I have read that \_\_\_\_\_

True, true. And do you know much about \_\_\_\_\_?

Oh, that's \_\_\_\_\_.  
Our history teacher said that \_\_\_\_\_

You don't say so!

- a) In pairs, look at the pictures, identify yourselves with the characters and role-play the dialogues between them.





## VI Have Fun!

Read and admire English humour. Role-play the joke.

\*\*\*

Sir Walter Raleigh was an English traveller and historian who brought from America to England two important plants — the potato and the tobacco plant. They say he was probably the first man in England to smoke.

Legend has it that one evening, when he was sitting in his study, smoking a pipe, his servant came in with a letter. This man had never seen anyone smoke and he thought that his master was on fire. So he dropped the letter and ran out of the study crying “My master is on fire! The smoke is bursting out of his nose and mouth!” Then he quickly went back into the study with a pail of water and threw it all over his master, before Raleigh had time to explain what had happened.

## IV Do It Yourself!

**Project 2: Making a wall newspaper.**

**Your steps:**

- 1) Prepare for your project work. Bring your photos, pictures, quotations and other information about your favourite celebrity.
- 2) Find your project partner(s). Move round the classroom and find out who has similar preferences.
- 3) Think of the title of your project.
- 4) Analyse the events, people and places to be described. Use the words and phrases of the Unit and make a wall newspaper.
- 5) Think of your project presentation:
  - Decide what part of the newspaper each speaker will present.
  - Display your newspaper on the wall so that everybody could see.
  - Present your findings to the class.
- 6) Listen to your friends' presentations and give your feedback in writing. Use the evaluation card below.



## Evaluation Card

Write:	Group 1	Group 2	Group 3
1) If the title is suitable:			
2) If the information is interesting:			
3) If there are any unknown facts for you:			
4) If the presentation is good:			
5) If the speakers speak clearly and loudly:			

**Write** a personal letter on the basis of your group's star portfolio.

## 2.5. Test Yourself!

**A.** Choose the right item.

**Example:** *Have you b about the world's most popular game?*  
*a) do b) read c) did*

- \_\_\_\_\_ you heard about the Bermuda Triangle?  
*a) has b) do c) have*
- My friend has read a book of legends \_\_\_\_\_.  
*a) yesterday b) recently c) tomorrow*
- My father said that Poseidon \_\_\_\_ been the Greek god of the sea.  
*a) had b) have c) has*
- I have \_\_\_\_\_ heard about the tooth fairy that comes to take a baby tooth when it falls out.  
*a) just b) will c) a year ago*
- You \_\_\_\_\_ probably heard tales of goblins coming out of fairy land, especially on Halloween, to play tricks on people.  
*a) has b) do c) have*
- My grandfather has just \_\_\_\_\_ me a story from his early sport experience.  
*a) tells b) told c) will tell*

- 7) He said that he had \_\_\_\_\_ an article about it to his school newspapers.  
a) *writing* b) *written* c) *write*
- 8) My Irish friend \_\_\_\_\_ that seeing a leprechaun had brought him good luck.  
a) *say* b) *said* c) *says*
- 9) Nobody has \_\_\_\_\_ to Narnia because it exists in the world of imagination.  
a) *was* b) *is* c) *been*
- 10) Everybody \_\_\_\_\_ about Michael Jordan.  
a) *have read* b) *has read* c) *had read*

Check if you:

CAN USE PERFECT TENSES CORRECTLY

YES

NO

B. Build word forms where possible.

Noun	Verb	Adjective	Adverb
	to explore		
success			
	to serve		
		polite	
		astonishing	
	to drive		
	to present		
		attentive	
	to reply		
	to perform		

Check if you:

CAN BUILD DIFFERENT WORD FORMS

YES

NO



- C. Read two extracts from the newspaper articles about Walt Disney's creations and find differences and similarities. Fill in the chart below.

In the 1950s Walt Disney started to think of other areas of entertainment. He began to give more serious attention to action and nature films. He started a long running television series. Then he opened the 1st of his famous amusement parks, Disneyland. Disneyland was the realisation of the idea which Disney had years before when he had taken his daughters to local amusement parks. He wanted to build an amusement park in which adults could enjoy themselves as much as children. In this sense, the park is the realization of his dream. He believed the park should be circled by a railroad train and consist of separate areas with different attractions, movie characters, stores and restaurants. It should delight the imagination of the millions of men, women, and children who have ever spent a day there. Disney's dream was realized in July 1955, when Disneyland was opened in South California, near the US city of Los Angeles...

... When Disneyland opened its doors to the visitors in California, Walt Disney began thinking of building a second park that people of the east coast of the United States could visit. He didn't want to duplicate Disneyland, but create a bigger vacationland with the amusement park as one of the attractions. In 1964 Walt Disney bought a land for Walt Disney World in central Florida but only after his death his brother Ray Disney realized the idea. Disney World was opened in 1971 near the US city Orlando, Florida. It is a very large park with many exciting journeys in special vehicles, shops, restaurants and hotels, etc. similar to Disneyland. Many of the shows are based on Walt Disney's film characters, such as Mickey Mouse and several imaginary worlds have been made.

**Differences****Similarities**

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---

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---

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Check if you:

**CAN READ SEVERAL PIECES  
OF INFORMATION AND COMPARE THEM**

YES

NO

**D.** Listen to a piece of information about an American celebrity and correct the errors.

- 1) Laura hates Michael Jackson.
- 2) Michael Jackson writes stories.
- 3) He started singing in the 1960s.
- 4) There are old tracks in Jackson's album "Bad".
- 5) He looks strange in his mask and white shoes.
- 6) You can find Michael Jackson's name in the Guinness Book of Wonders.

Check if you:

**CAN LISTEN TO A PIECE OF INFORMATION  
AND SPOT THE ERRORS**

YES

NO

**E.** Write the continuation of a personal letter about what you have in the press.

*Dear Laura,*

*I'm writing to tell you my wonderful news about ...*

---

Check if you:

**CAN WRITE A PERSONAL LETTER  
AND SHARE YOUR NEWS**

YES

NO

# Unit 3.

## Britain is Great





# 3.1. Where?

## Words

ferry	leek
tunnel	daffodil
landscape	dragon
destination	thistle
populous	heather
chalk cliffs	

## Phrases

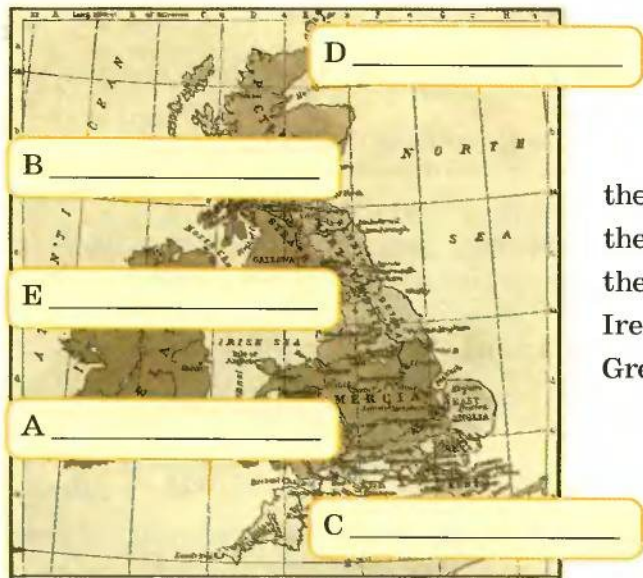
to be separated from ... by ...
to go down like a backbone
to be home of sth
to look forward to sth
to have a border with sth

## Expressions

... for short — Коротше кажучи.  
I must admit ... — Мушу визнати ...

## I Go Ahead!

Look at the map of the British Isles and label its parts with the words from the box. Say what geographical features it shows.



the North Sea  
the Irish sea  
the English Channel  
Ireland  
Great Britain

**Example:** *If you look at the map, you can see two big islands — Great Britain and Ireland. The North Sea is east of Great Britain ...*

## II Speak Up!

Read the poem and practise the sounds /ei/ and /o:/. Say what parts of the British Isles it describes.

### Roadway

One road leads to London,  
One road leads to Wales,  
My road leads me seawards  
To the white dipping sail.

My road calls me, lures me  
West, east, south and north.  
Most roads lead men homewards,  
My road leads me forth.

(by John Masefield)

## III Your Helping Hand!

- 1) If you want to talk about your / sb's life experience, use the Present Perfect Tense.

**Example:** *I have never been to Britain.*

### Don't forget!

Use the time expressions ... just / already / recently / lately / never / ever ... to say that the action has / hasn't finished recently.

**Example:** *My teacher has returned from London recently.*

Use ... never / not ... ever ... to say that the action has never taken place.

**Example:** *My friend has never been abroad.*

- 2) 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	London?
Who	has	—	ever	been	to London?
Where	have	you	—	been	recently?
Why	have	you	—	been	there?
	Has	your friend	—	been	to London yet?

### Don't forget!

Use the Past Simple to ask when the action took place / finished.

**Example:** *When did you go to London?*

a) Let's play a grammar combination game. Use the word-combinations from the boxes.

**Example:** A. *I have arrived in London.*

B. *Have you seen many places of interest?*

A. *Not yet.*

- |                  |                           |
|------------------|---------------------------|
| • to travel      | • many places of interest |
| • to go          | • the cliffs of England   |
| • to see         | • London                  |
| • to arrive      | • Scotland                |
| • to visit       | • English traditions      |
| • to learn       | • the English weather     |
| • to experience  | • English people          |
| • to get to know | • the British Isles       |
| • to tour        |                           |

b) Make sentences using the table below.

I	has returned from	the British Isles
My friend	have learnt a lot about	England's past
Our teacher	has told us a lot about	the United Kingdom
Many Europeans	have never been	London
Some of my classmates	have already been to	English traditions
The Geography students	have travelled a lot	around the world
Historians	have made their own maps of	abroad



**Example:** *I have learnt a lot about England's past.*

c) Read about Paul's visit to England and open the brackets.

Paul has arrived (to arrive) in London recently. He \_\_\_\_\_  
 \_\_\_\_\_ (to see) many places of interest: the British Museum,  
 the Houses of Parliament, the National Gallery, and the  
 Zoological Gardens. Of course, he \_\_\_\_\_ (not  
 to be) outside London yet. He \_\_\_\_\_ (to plan)  
 to go to Cambridge on a weekend trip.

d) Look at the list of things to do and say what Paul has already  
 done / hasn't done yet.



### Things to Do:

- arriving at Gatwick Airport ..... ✓
- taking an express train to Victoria Station ..... ✓
- visiting the Tate Gallery..... ✗
- seeing the Houses of Parliament..... ✓
- going to Madame Tussaud's..... ✓
- taking a guided tour of London ..... ✗
- spending an afternoon in Hyde Park..... ✗
- taking a weekend trip to Cambridge..... ✗

e) Say:

- where you have travelled recently;
- where you haven't been yet.

## IV Your Language Portfolio: Reading

a) Read the entry from Paul's travel diary and say what natural attractions he hasn't seen in Britain yet.

Look at the map of the British Isles. You can see them to the north-west of the mainland of Europe. Do you know what the two largest islands are called? Those are Great Britain and Ireland. Besides, there are over five hundred small islands. Altogether they make the United Kingdom of Great Britain and Northern Ireland, Britain, for short. That's where I have arrived recently.

As Britain is separated from the continent by the English Channel, I had three options — to take a plane or cross it by ferry or by train through the channel tunnel. I chose the quickest way of travelling and there I was — landing at Gatwick Airport, 43 kilometres south of London (as said in the leaflet I picked at the Information desk).

I could hardly believe my eyes: beautiful landscapes and 2,000 years of history were waiting for me to explore. I must admit that it is easier said than done as this island state is made up of four lands: England, Wales, Scotland, and Northern Ireland. My first destination was England as it is the largest and most populous of the four. I have already bought the postcards of famous natural attractions such as the rivers Thames and Mersey, the south-eastern coast, sandy or muddy, with occasional chalk cliffs, the Pennines going down England like a backbone, and the Lake District, of course.

West of England is Wales. With a charm of its own; it is home of Mount Snowdon, over 1,000 m high, capital Cardiff, the leek, the daffodil, and the red dragon as the national symbol of the Welsh country. I'm so looking forward to visiting Wales!

If I have a chance to go to the North of England, I'll find myself in Scotland some day and enjoy the Highlands and the Lowlands, many beautiful rivers and lakes (called lochs), the

legendary thistle and heather covering the mountainsides. Maybe, I will even be the one to discover the mystery of the Loch Ness Monster at last! Hooray!

Last, but not least Northern Ireland. It is at its nearest point only 21 km from Scotland. It is separated from Great Britain by the Irish Sea. It has a border in the south and west with the Irish Republic. At its centre lies Lough Neagh, Britain's largest freshwater lake. The whole island is known for its beautiful, green countryside, that is why it is sometimes called the Emerald Isle.

I can't wait to see it all!

## Across Cultures



**Gatwick Airport** — one of the airports serving London, which is used for international flights.



**The Thames** — the main river flowing through London, and England's most important river, which flows into the North Sea.



**The Mersey** — an important river in the north-west of England which flows into the Irish Sea.



**The English Channel** — the piece of water between France and England.





**The Pennines** — a mountain range running down the centre from the north to central England.



**The Lake District** — an area in north-west England where there are a number of lakes in beautiful mountain scenery.



**The Highlands** — mountainous area in the North of Scotland.



**The Lowlands** — the central and eastern low-lying part of Scotland.



**The Loch Ness Monster, also Nessie** — the name given to a very large animal, supposed to live in Loch Ness in North Scotland.

- c) Imagine you've met Paul. Ask him questions about Britain's geographical features. Role-play the dialogue following the pattern below.

**Pattern:**

**You:** Hello, \_\_\_\_\_, \_\_\_\_\_ recently, haven't you?

**Paul:** Yes, I took \_\_\_\_\_ and \_\_\_\_\_.

**You:** What have \_\_\_\_\_ yet?

**Paul:** My first destination was \_\_\_\_\_. Besides, I have already \_\_\_\_\_.

**You:** What about \_\_\_\_\_?

**Paul:** \_\_\_\_\_ has a charm of its own. It is \_\_\_\_\_.

**You:** How about \_\_\_\_\_?

**Paul:** If I have a chance, I'll find myself \_\_\_\_\_ and \_\_\_\_\_ . Maybe, I will even \_\_\_\_\_.

**You:** What are you planning \_\_\_\_\_ to finish with?

**Paul:** \_\_\_\_\_, of course. It is only \_\_\_\_\_. I can't wait to see \_\_\_\_\_.

**You:** Have a \_\_\_\_\_ trip!

**Paul:** Don't worry, I will.

## V Your Language Portfolio: Listening

Listen to the story *The Scottish Thistle* and say why the Scots took the thistle as their national emblem.

Correct the errors.

- 1) In old times the Northmen landed on the west coast of Scotland.
- 2) They wanted to make friends with the Scots.
- 3) The Scots moved to the River Clyde.
- 4) They put up their camp in the morning.
- 5) The Northmen made a lot of noise on their way.
- 6) They took the Scots by surprise.

Say if you find the legend curious. Give your ideas on the geographical position of Scotland.

## VI Your Language Portfolio: Writing

### a) A Leaflet.

- Leaflets are used to advertise special events and area attractions to the public.
- They are usually in the form of one typed page.
- They contain pictures to attract the reader's attention.
- A leaflet begins with the introduction of a place or event and specifies its importance for visitors.

#### How to write an introduction to a leaflet

Introducing a place	Introducing an event
_____ is a large area of breath-taking natural beauty.	_____ has developed and grown into _____.
It contains _____.	It is one of the nation's _____ events
It is associated with _____.	_____ celebrating _____.
	It attracts _____ spectators.

**Example:** *The Lake District is a large area of breathtaking natural beauty. It contains the highest mountain in England, Scafell Pike, and the largest lake, Windermere. The area is associated with the Lake Poets, who lived there and wrote about it ...*

- a) By the end of Unit Three, you will write a leaflet about places or events to visit in Britain. Think and decide about:
- if it will be about a place or an event;
  - how you will introduce it;
  - what important features you will mention.

**Write** an introduction to your leaflet.



## 3.2. Who?

### Words

ordinary	to retire
population	service
majority	industries
overseas	multicultural
trend	community
suburbs	carnival
	to increase

### Phrases

to bombard sb with questions
to have a broad picture
to be concentrated
to move away from ... to ...
to enjoy rights
to settle in ...

### Expressions

No wonder, ... — Нічого дивного, ...
Am I right to believe so? — Це правда?
Absolutely! — Абсолютно!

### I Go Ahead!

Look and say which people in the photos look typically British to you. Say why you think so. What parts of Britain, do you think, they come from?



**Example:** *This elderly lady looks typically British to me because she is well-dressed, reserved and good-mannered. I think she comes from England.*

## II Speak Up!

Read the chant “Who are the British?” and practice the sounds /ai/ and /w/. Say what you may learn from the answers to these questions.

### Who are “The British”?

- Are they one people?
- How did they evolve?
- How many are there?
- What are their rights?
- What jobs do they do?
- How do they live?
- What do they believe?
- What do they enjoy?

## III Enrich Yourself!

- ordinary people
- population
- international community
- the English
- the Scots
- the Welsh
- the Irish
- the British

- to come from
- to settle in
- to move away from ... to



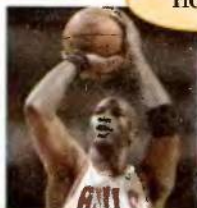
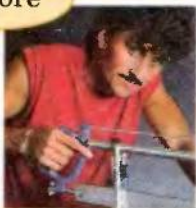
before



- to be concentrated in ...
- to increase
- to retire
- to have jobs in ...

now

- to look for better opportunities



- to get together
- to become multi-cultural
- to enjoy rights

**to enjoy —**  
(things  
and experience)  
to get pleasure from

**Example:** *People get together to enjoy colourful costumes, live music and dancing at the carnival.*

**to enjoy —**  
(rights)  
to possess or use  
(something good)

**Example:** *British people enjoy equal democratic rights.*

MIND

a) Form the verbs from the following nouns:

- settlement — \_\_\_\_\_
- movement — \_\_\_\_\_
- concentration — \_\_\_\_\_
- enjoyment — \_\_\_\_\_
- retirement — \_\_\_\_\_
- increase — \_\_\_\_\_

b) Fill in the table. Say what people live in what countries.

Country/Continent	People
England	
	Scots
India	
	Australians
China	
	Greeks
Africa	
	Asian
Wales	
	Irish
Britain	



**Example:** *The English live in England.*

c) In the following sentences, use the correct word forms from the table above.

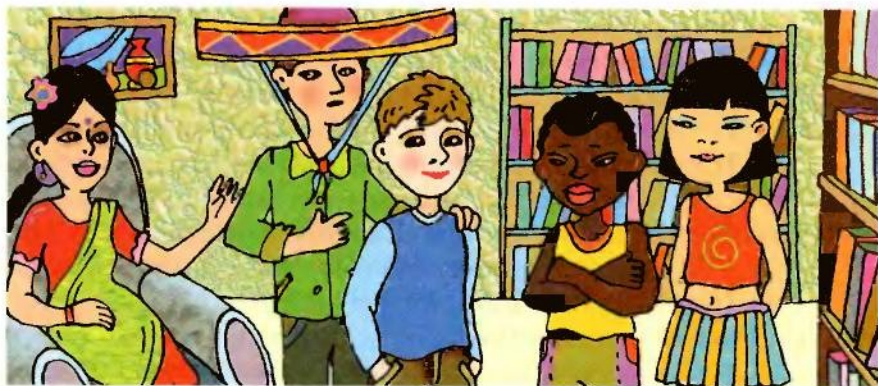
- Who are \_\_\_\_\_ (британці)?
- Over 48 million live in \_\_\_\_\_ (Англія).
- The largest international communities are from \_\_\_\_\_ (Індія) and \_\_\_\_\_ (Пакистан).
- There are also \_\_\_\_\_ (австралійські), \_\_\_\_\_ (китайські) and \_\_\_\_\_ (грецькі) immigrants.
- Many people from overseas have settled in \_\_\_\_\_ (Британія).
- \_\_\_\_\_ (ірландці) have formed a large group of population.
- A lot of people from \_\_\_\_\_ (азіатські) countries look for better opportunities in the UK.

d) What words and phrases from the unit may refer to:

- history;
- geography;
- work;
- culture?

Make sentences to support your ideas.

e) Look at the picture and say what these people have in common.





## IV Your Language Portfolio: Reading

- a) Read in pairs. Say what the British society is like.

### Talking about People in Britain

It's a Friday afternoon. Paul, who is taking a guided tour of Greater London, is bombarding the guide with questions about people in Britain.

*Guide:* Now, boys and girls, let's have a broad picture of ordinary people living in Britain today.

*Paul:* What is Britain's population at present?

*Guide:* About 58 million people, the 17th largest population in the world. The great majority live in England, Scotland has just over 5 million people, Wales 2,9 million and Northern Ireland about 1,6 million.

*Paul:* Do they mostly live in cities or in the country?

*Guide:* Most people are concentrated in towns and cities, although there has been a trend, especially in the capital London, for people to move away from city centres into the suburbs.

*Paul:* No wonder, they are so overcrowded. Life is too busy there even for young people, let alone the elderly.

*Guide:* Right, especially nowadays when the number of retired people is increasing.

*Paul:* Where do most people work before they retire?

*Guide:* More and more people have jobs in service industries, such as banking, medical and educational services, transport and communication.

*Paul:* What other changes are happening in the British society?

*Guide:* It is becoming more and more multicultural. Historically, people in the four lands of Britain came from many cultures: the ancient Celtic and Germanic peoples, the Romans, the Normans, the Vikings, and others. Besides, for centuries people from overseas have settled in Britain, looking for better opportunities.

*Paul:* And what are the largest international communities?

*Guide:* Those from India, Pakistan and other Asian countries. There are also immigrants from Australia, China, Greece, South Africa, wherever. They all enjoy equal democratic rights.

*Paul:* I have recently read about the Notting Hill Carnival which is a colourful celebration of the black community in London. Am I right to believe so?

*Guide:* Absolutely! This large international event takes place in West of London every August. Tens of thousands of people get together in the streets to enjoy the colourful costumes, live music and dancing.

*Paul:* Wow!

## Across Cultures

**Greater London** — an area including the whole of London and parts of other areas surrounding London.

**The Celtic peoples** — peoples who inhabited western and central Europe in ancient times.

**The Germanic peoples** — the Angles, Saxons and Jutes who began to settle in Britain from the third century.

**The Romans** — peoples from ancient Rome who occupied Britain for over 300 years from AD 43.

**The Normans** — peoples from France who invaded England in 1066.

**The Vikings** — peoples from Scandinavia who settled areas of Britain and Ireland from the end of the eighth century.

- b) Read the questions in the chant "Who are the British?" again and try to answer them, using the dialogue above.
- c) You see Paul after his guided tour of Greater London. Ask him questions and role-play the dialogue in pairs.



- A. Well, Paul, how was your guided tour of Greater London?  
 B. \_\_\_\_\_  
 A. What did you learn about people in Britain?  
 B. \_\_\_\_\_  
 A. What changes are happening in the British society?  
 B. \_\_\_\_\_  
 A. Who are "the British" historically?  
 B. \_\_\_\_\_  
 A. What British traditions have you learnt about?  
 B. \_\_\_\_\_

## V Your Language Portfolio: Writing

### a) A Leaflet.

- The body of a leaflet has a lot of descriptive phrases to encourage the reader to visit the place or to participate in the event.
- It contains two or three paragraphs which give details about the past and the present of the area / event described.
- There are a lot of facts in numbers.

### How to write the body of a leaflet

Descriptive phrases	Facts in numbers
<ul style="list-style-type: none"> <li>• one of the largest street festivals in the world</li> <li>• to have its roots in sth</li> <li>• to be created as a small event</li> <li>• to enjoy the colourful costumes, live music and dancing</li> </ul>	<ul style="list-style-type: none"> <li>• back in the 1960's</li> <li>• tens of thousands of people ...</li> <li>• to have five disciplines</li> </ul>

**Example:** ... *The Notting Hill Carnival is one of the largest street festivals in the world. It has its roots in the West Indian community living in the area. Back in the 1960's, the carnival was created as a small event. Today, tens of*

*thousands of people get together in the streets to enjoy the colourful costumes, live music and dancing in this celebration of the black community. The carnival has five disciplines ...*

**b)** By the end of Unit Three, you will write a leaflet about places or events to visit in Britain. Think and decide:

- what descriptive phrases you will use;
- what facts you will present in numbers.

**Write** the body of your leaflet.

## 3.3. What?

### I Go Ahead!

Look at the pictures and say which of them may illustrate the weather in England.



*heat wave*



*snowfall*



*drizzle*



*hurricane*

**Example:** *As far as I know, summer temperatures in England seldom go up to 25 degrees. If they do, people talk about a heat wave.*

## II Speak Up!

Read the bits of the English weather talk with correct intonation. Say which of them may be used about today's weather.

"Nice day, isn't it?"

"Ooh, isn't it cold?"

"Nice and bright this morning!"

"Well, it feels cold to me."

"Actually, it's quite mild for the time of year."

"They say we're in for snow."

"Isn't it hot today?"

"Yes, it's wonderful weather we're having!"

## III Your Helping Hand!

- If you want to talk about something that is likely to happen in this or that situation, use the modal verbs *may / might* and the verb without *to*:

**may / might + do**

**Example:** *The weather may / might change at any moment.*

- If you want to talk about something that is generally possible, use the modal verb *can* and the verb without *to*:



**can + do**

**Example:** *In England you can have four seasons in one day.*

- If you want to talk about something that is surely true, use the modal verb **must** and the verb without **to**:

**must + do**

**Example:** *The heat is so oppressive. It must be 30 degrees in the shade.*

- a) Complete the sentences with **can**, **may** / **might** or **must**.

**Example:** *The weather in England can change very quickly.*

- We sometimes say that England is the only country where you \_\_\_\_\_ have four seasons in one day.
- There \_\_\_\_\_ be occasional rain or drizzle.
- Bright weather \_\_\_\_\_ spread to England and Wales but I don't think it will.
- We \_\_\_\_\_ have a heat wave, I fear.
- When two English men meet, their first words \_\_\_\_\_ be about the weather.
- The weather is getting worse. It \_\_\_\_\_ start raining.

- b) Read the story and complete the weather forecast for the day.

One day last week I went for a walk in the country. When I started early in the morning, the weather was beautiful. The sun was shining, the sky was blue and there were no clouds at all.

In the middle of the morning a sudden change came. A cool wind started to blow, black clouds covered the sun and in a very short time it started to rain heavily. There were no houses in sight and I had no raincoat with me. So I got very wet and very cold too. After about an hour I managed to catch a bus which took me home.

Before I came into the house, I saw the sun shining from behind the clouds again ...

### Weather Forecast

Early in the morning, the weather may \_\_\_\_\_. The sun must \_\_\_\_\_ and the sky might \_\_\_\_\_. In the middle of the morning it might \_\_\_\_\_ but we don't think it will. A cool wind may \_\_\_\_\_ and in a very short time it may \_\_\_\_\_ again.

- c) Look at the pictures and give the weather reports of one day. Finish with: "... So, as you see England is the only country where you can have four seasons in one day".



### IV Enrich Yourself!

- a) Look at the pictures and answer the questions about the climate and weather in the British Isles.

1) What influences the climate in the British Isles?



*The Atlantic Ocean*



*the seas round the British Isles*



*the position of the mountains and rivers*

2) What are the typical weather patterns in the British Isles?



*fog*



*drizzle*



*mild for the time of year*

3) What do the British think of the weather?



*to listen to the weather forecast*



*hard to predict*



*"Britain has no climate, it has only weather"*



4) What role does the weather play in an Englishman's life?

b) Complete the story about the climate and weather in the British Isles.



*conversation topic*



*thankful together  
whatever the weather*



*a start for many  
businesses*

c) Complete the story about the climate and weather in the British Isles.

The popular view of the British weather is that it \_\_\_\_\_. This is not true. The climate of the British Isles is influenced by \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. The typical weather patterns are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Perhaps, the main characteristic of Britain's weather is that \_\_\_\_\_. This is why people regularly \_\_\_\_\_ on the radio or television. Bernard Show humorously said that \_\_\_\_\_. The weather plays an important \_\_\_\_\_. It is a \_\_\_\_\_. It has given a start for \_\_\_\_\_, because all people need \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. It makes the British thankful \_\_\_\_\_.

## IV Your Language Portfolio: Reading

a) Read the story about the weather in England and say what you understand about:

- 1) the types of weather in England;
- 2) the weather forecast.

... I took the newspaper and read the weather forecast "rain, cold, occasional local thunderstorms, east wind coming

from the sea". I do think that this "weather forecast" forecasts exactly what happened yesterday or the day before, and exactly the opposite of what is going to happen today.

I remember a holiday of mine that was completely ruined one late autumn because we took the weather report of the local newspaper seriously. "There may be heavy showers, with thunderstorms today", it said and so we gave up our picnic, and stayed indoors all day, waiting for the rain. And people were passing the house, jolly and merry as could be; the sun was shining, and not a cloud was seen.


"Ah," we said, "how wet they are going to get!" By twelve o'clock, the heat became quite oppressive, and we wondered when those heavy showers and occasional thunderstorms were going to begin. But not a drop ever fell, and it was a great day, and a lovely night after it.

The next morning we read that it was going to be a "warm fine day, much heat", and we dressed ourselves in light things and went out, and, half-an-hour after we had started, suddenly it began to rain hard, and a bitterly cold wind went blowing, and both kept on steadily for the whole day. We came home with colds all over us, and went to bed.

The weather is a thing that is beyond me altogether. I never can understand it.

(Adapted from "Three Men in a Boat" by Jerome K. Jerome)

**b)** Fill in the word rose and make sentences with the weather words.



### WEATHER

**c)** In the text, find the adjectives which go well with the following nouns:

- |                        |                   |
|------------------------|-------------------|
| ● thunderstorm — _____ | ● heat — _____    |
| ● wind — _____         | ● showers — _____ |
| ● autumn — _____       | ● day — _____     |
| ● people — _____       | ● night — _____   |

d) In the text, find the adverbs which are formed from the following adjectives:

- steady — \_\_\_\_\_
- hard — \_\_\_\_\_
- bitter — \_\_\_\_\_
- exact — \_\_\_\_\_
- sudden — \_\_\_\_\_
- serious — \_\_\_\_\_

e) Use the words from the box and describe:

- 1) a great day;
- 2) a ruined day;
- 3) a weather report.

- newspaper
- thunderstorms
- picnic
- to stay indoors
- to shine
- to get wet
- oppressive heat
- jolly and merry as can be
- to rain hard
- to be beyond sb
- to blow
- heavy showers

## VI Your Language Portfolio: Writing

a) A leaflet

- A leaflet may end with some reminders.
- There is often a list of options to choose from.

### How to write an ending of a leaflet

Reminders	Options
• Don't forget _____.	• You can take _____ seriously.
• We do think that _____.	• You can read _____.
• It may not include _____, but _____.	• _____ is a thing that _____.
• You can never be sure _____.	

**Example:** ... *Don't forget to read the weather forecast if you don't want to have a completely ruined holiday in Britain. We do think that it sometimes forecasts exactly what*



*happened yesterday, and exactly the opposite of what is going to happen today. But it's up to you to decide: you can take it seriously or just admit that the weather is a thing that is beyond you altogether. As you can never be sure what you are going to get, stay jolly and merry as can be.*

- b) By the end of Unit Three, you will write a leaflet about places or events to visit in Britain. Think and decide:
- how you will end it;
  - what options you will give.

**Write** an ending of your leaflet.

## 3.4. How?

### Communication:

#### How to express respect for tradition.

What is your attitude to the tradition of \_\_\_\_\_?

What do you think of the future of \_\_\_\_\_?

What is going to happen to the tradition of \_\_\_\_\_?

They say, \_\_\_\_\_ is perhaps the most widely observed tradition of the year.

I find it extremely useful.

I'm absolutely positive that \_\_\_\_\_ will enjoy more and more popularity.

I believe \_\_\_\_\_ will live far into the 21<sup>st</sup> century.

It adds up to \_\_\_\_\_.

It is at the heart of modern life.

### Go Ahead!

Look and say which of the two people can have respect for tradition.



It is at the heart of modern life



We can easily do without it



It is a rich cultural heritage



It may be a bit outdated

## II Speak Up!

Read the Tradition rhyme and practise the sounds /ʌ/ and /ai/. Say what tradition you respect most.

### Tradition

In every culture under the sun,  
There is a tradition or there is none.  
If there is one, try and find it;  
If there is none, never mind it.

## III Express Yourself!

- a) Read and learn how to express respect for tradition. Look at the pictures and fill in the dialogues.



- 1) — What is your attitude to the tradition of keeping \_\_\_\_\_?  
— I find it extremely useful.

*National Parks*

- 2) — What do you think of the future of \_\_\_\_\_?  
 — I believe they will live far into the 21<sup>st</sup> century.



*The Highland Games*

- 3) — What is going to happen to the tradition of \_\_\_\_\_?  
 — I'm absolutely positive that it will enjoy more and more popularity.



*Tea dancing*

- 4) — They say, \_\_\_\_\_ is perhaps the most widely observed traditional meal of the year.  
 — It certainly is. It adds up to the enjoyment.



*Christmas Dinner*



## b) Read and respond.

1) What is your attitude to Shakespeare?

**Example:** *I find his works extremely important.*2) What do you think of the future of the British Museum?  
\_\_\_\_\_.3) What is going to happen to double-deckers in the near future?  
\_\_\_\_\_.4) They say, playing cricket in summer is the most widely observed tradition in Britain.  
\_\_\_\_\_.5) I believe windmills will live far into the 21<sup>st</sup> century.  
\_\_\_\_\_.6) I'm absolutely positive that fish and chips will enjoy more and more popularity.  
\_\_\_\_\_.

## c) Read and give context to these responses:

1) — *They say, board games are very popular in Britain.*

— They add up to the enjoyment.

2) — \_\_\_\_\_

— I'm absolutely positive about it.

3) — \_\_\_\_\_

— I believe it will live far into the 21<sup>st</sup> century.

4) — \_\_\_\_\_

— It certainly is.

5) — \_\_\_\_\_

— It is at the heart of modern life.

6) — \_\_\_\_\_

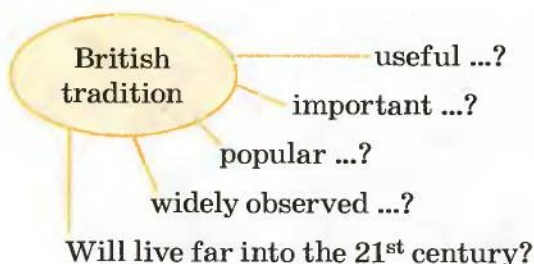
— I find it extremely useful.

## IV Your Language Portfolio: Listening

Listen to what Paul tells his friend about the British traditions he learnt about. In the pictures below, tick off the objects relating to them. One picture is not needed.



In pairs, read and say for what British traditions you feel respect. Draw a parallel between British and Ukrainian traditions.



## V Join in!

- a) Complete the dialogue "At the Heart of Modern Britain".

### At the Heart of Modern Britain

What is your attitude to \_\_\_\_\_?

Today, \_\_\_\_\_.  
I believe \_\_\_\_\_.

I'm absolutely positive that \_\_\_\_\_.

What's going to happen \_\_\_\_\_?

I find it \_\_\_\_\_.  
I know from my own experience.

Right you are. Another important \_\_\_\_\_.

Let's take \_\_\_\_\_.

It will certainly \_\_\_\_\_.  
It adds up to \_\_\_\_\_.

- b) In pairs, look at the pictures, identify yourselves with the characters and role-play the dialogue between them.





## VI Have Fun!

Read and admire English humour. Role-play the joke.

### A Useful Echo

An American and a Scot were walking near the foot of one of the Scottish mountains. The Scot, wishing to impress the visitor, produced a famous echo to be heard in that place. When the echo returned clearly after nearly four minutes, the Scot, turning to the American, said, "There, my man, you can't show anything like that in your country, eh?"

"Oh, I don't know," said the American. "I think I can do better than that. In my camp in the Rockies, when I go to bed I just look out of the window and call out, "Time to get up! Wake up!" and eight hours afterwards the echo comes back and wakes me."

## VII Do It Yourself!

**Project 3:** Making a self-directed interview about your mind trip to Britain.

### Your steps:

- 1) Bring photos, objects, pictures and other things related to Britain.
- 2) Choose a card and formulate your questions to somebody who is:
  - an expert in geography;
  - an experienced traveller;
  - a person respectful of tradition;
  - a person who can predict the weather;
  - a great nature lover;
  - a historian.
- 3) Direct the questions at yourself and answer them.
- 4) Analyse your answers and decide on how successful your mind trip to Britain was.
- 5) Think of the title and the presentation of your project. Present your findings to the class.
- 6) Listen to your friends' presentations and give your feedback in writing.

Use the evaluation card below.

## Evaluation Card

Write:	Speaker 1	Speaker 2	Speaker 3
1) If the title is suitable:			
2) If the presentation is good:			
3) If you agree with the speaker's choice:			

**Write** a leaflet on the basis of your project.

## 3.5 Test Yourself!

**A.** Open the brackets.

- 1) My friend \_\_\_\_\_ (to arrive) in England recently.
- 2) You \_\_\_\_\_ (to see) the British Museum yet?
- 3) I \_\_\_\_\_ (to be) to Britain.
- 4) Paul \_\_\_\_\_ already (to plan) to go to Cambridge on a weekend trip.
- 5) When \_\_\_\_\_ you (to visit) the Lake District?
- 6) \_\_\_\_\_ you ever (to travel) abroad?
- 7) What places of interest \_\_\_\_ you just (to take) pictures of?

**Check if you:**

CAN USE CORRECT TENSE FORMS WHEN  
TALKING ABOUT COMPLETED ACTIONS

YES

NO

**B.** Fill in the prepositions if necessary.

- 1) Many people move \_\_\_\_\_ from city centres \_\_\_\_\_ suburbs.
- 2) What is Britain's population \_\_\_\_\_ present?
- 3) Scotland has just \_\_\_\_\_ 5 million people.
- 4) The climate \_\_\_\_\_ the British Isles is influenced \_\_\_\_\_ the Atlantic Ocean.
- 5) Once my holiday was completely ruined \_\_\_\_\_ the weather.
- 6) The weather is a thing that is \_\_\_\_\_ me altogether.

**Check if you:****CAN CONNECT WORDS  
IN SENTENCES CORRECTLY**

YES

NO

**C.** Read and find English equivalents to following Ukrainian words and word-combinations.

- |                   |                       |
|-------------------|-----------------------|
| 1) репліка        | 5) Як ваші справи?    |
| 2) невпевненість  | 6) парасольки         |
| 3) привітання     | 7) за будь-яку погоду |
| 4) гумові чобітки | 8) період дощів       |

**Seasons and Weather**

When two Englishmen meet, their first words will be "How are you?" and after the reply "Very well, thank you; how are you?" the next remark is sure to be about the weather. "It's a lovely morning, isn't it?" or "Isn't it hot today?" and the other person will reply "Yes, it's wonderful weather we are having."

Weather talk can be used as a simple greeting or it can help to lead the conversation on other matters.

To many English people the word "weather" means good weather. Seaside landladies say, during a season of rain, "Not having much weather, are we?"

The uncertainty of the weather has made the English patient and thankful together whatever the weather. Of course, umbrellas, plastic coverings and wellingtons are always at hand, for good luck with the weather.

**Check if you:****CAN UNDERSTAND ENGLISH EQUIVALENTS  
OF UKRAINIAN WORDS**

YES

NO

**D.** Listen to Paul's story about his visit to the Punch and Judy show and choose the correct answer.

- 1) What has Paul seen today?
  - a. a comic show;
  - b. a music show;



- c. a quiz show.
- 2) What is true about Mr. Punch?
- He is a travelling showman;
  - He is a puppet character;
  - He is an editor of the comic magazine *Punch*.
- 3) When did the show appear in Britain?
- In the 16<sup>th</sup> century;
  - In the 17<sup>th</sup> century;
  - In the 19<sup>th</sup> century.
- 4) Where was it performed in old days?
- in Kensington Gardens;
  - in Hyde Park;
  - in Covent Garden.
- 5) Who is Judy to Punch?
- his sister;
  - his daughter;
  - his wife.
- 6) When can Paul see a pantomime?
- in summer;
  - in autumn;
  - in winter.

Check if you:

**CAN LISTEN TO A SHORT STORY  
AND UNDERSTAND THE DETAILS**

YES

NO

- E. Imagine that you have visited Britain and you want other people to learn much about its places of interest. Write a leaflet about the following:

... Britain has much to offer both to its people and visitors ...

Check if you:

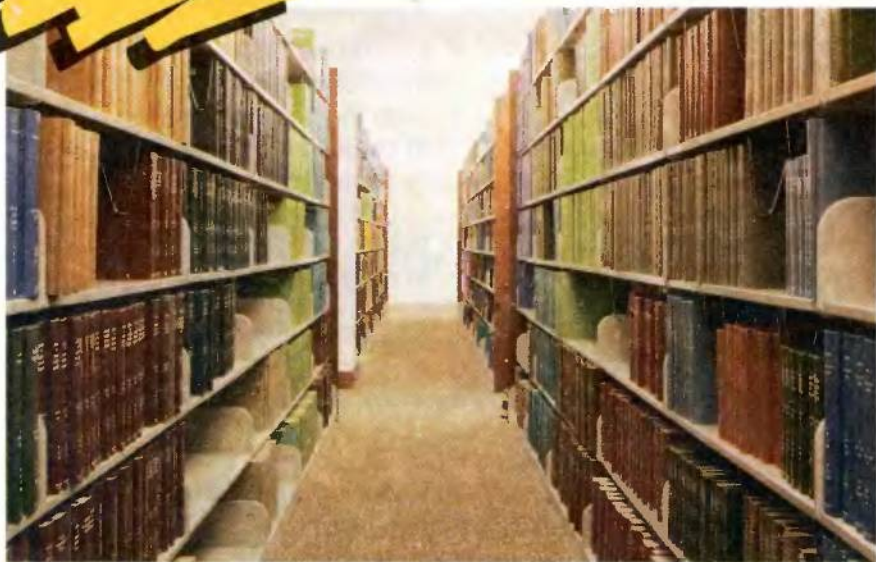
**CAN WRITE A LEAFLET ABOUT  
AN INTERESTING PLACE OR EVENT TO VISIT**

YES

NO

# Unit 4.

# Read to Yourself





## 4.1. Reading Choices

### Words

crucial moment  
 particularly  
 fiction  
 science fiction  
 solution  
 plain  
 reading log

### Phrases

to swallow a book  
 to care for sth  
 (not) to mind doing sth  
 to keep sb in the know  
 to squander one's time  
 to familiarise oneself with sth / sb  
 to turn to sth  
 to read page by page

### Expressions

... is something I can't do without. — Це те, без чого я себе не уявляю.

Actually, ... — Власне кажучи, ...

I can't afford to ... — Я не можу собі дозволити ...

With me, it's just the other way round. — Зі мною все навпаки.

Once in a while. — Час від часу.

There is nothing like ... — Немає нічого кращого за ...

Oh no, that's not my idea of heaven. — Це не те, що я вважаю ідеальним.

### I Go Ahead!

Read the quotations and sayings about reading and illustrate them with your reading experience.

*Reading makes a full man.*

*F. Bacon*

*Life comes before literature as the material always comes before the work.*

*Ph. Brooks*



*All books are divisible into two classes: the books of the hour and the books of all time.*

*J. Ruskin*

*If one cannot enjoy reading a book over and over again, there is no use reading it at all.*

*O. Wilde*

**Example:** *Francis Bacon famously said that reading makes a full man. I know it from my own reading experience. The more I read, the more I know.*

## I Speak Up!

Read the riddle and practise the sounds /eɪ/ and /ɪ/. Can you solve it?

### Riddle

We are surrounded with friends.  
They cannot walk,  
they cannot see you,  
but they are very good  
to you and me.

With them we are taken  
to sail on ships  
and ride on trains  
and even fly in planes.

By these friends we are shown  
seas, and lands.

Can you guess who are  
these good friends?

## II Your Helping Hand!

When you don't know who does, or did the action, use the Passive Voice

**noun / pronoun + to be + Past participle (V<sub>3</sub>)**

**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:** *This book has just been translated into English.*  
*The Present Perfect Passive*

To show who did the action or what was used to do it, add:

**by + doer of the action or with + instrument**

**Examples:** 1. *Tom Sawyer was written by Mark Twain.*  
*doer of the action*

2. *The bookshelves are filled with hundreds of books at  
*instrument*  
*our school library.**

**Compare:**

Tense	Active	Passive
Present Simple	Joanne Rowling <u>writes</u> books about Harry Potter.	The books about Harry Potter <u>are written</u> by Joanne Rowling.
Past Simple	I <u>read</u> a lot of fairy tales in my childhood.	The book <u>was read</u> by millions of children last year.
Present Perfect	I <u>have just borrowed</u> Robinson Crusoe from my school library.	Sorry, Treasure Island <u>has just been borrowed</u> by another reader.

a) Fill in the verb chart.

Infinitive	Past Tense	Past Participle	Translation
		taken	
say	was/were		
			розповісти
steal	left		
		chosen	
write			ЧИТАТИ
	meant		
		made	

b) In pairs, play a grammar transformation game.

**Example:** *Ann: Schoolchildren borrow books from the school library every two weeks.*

*Steve: Books are borrowed from the school library every two weeks.*

- The postman has already delivered the newspapers this morning.
- The technician fixed my computer last Tuesday.
- They posted the letter yesterday.
- The pupils of this school learn three foreign languages.
- The readers have just returned books to the library.
- Susan redecorated her flat last year.
- They translated the book into twelve foreign languages.
- They make ice-cream from milk.

c) Read about Ann's reading experience and fill in the chart with active and passive forms of the verbs from her story.

### Ann's Reading Experience

I enjoy reading a lot, you know. I am sometimes called "a book-worm" by my friends. That's true — there is nothing like a good book to me, such as *Robinson Crusoe*, or *White Fang*, or *The*



*Catcher in the Rye*. These books have been presented to me by my friends, and I have read them all.

My favourite book *Robinson Crusoe* was written by a famous English writer Daniel Defoe and was first published in 1719. Its main character is left alone on an island after his ship sinks. He is helped by a man called Friday. They say the book was based on a true story. No wonder, it was translated into many languages.

*White Fang* was written by Jack London, a famous American writer of adventure novels and short stories. It was first published in 1906. The story was based on the writer's experience of going to the Klondike in search of gold.

## ACTIVE

## PASSIVE

Now, read the end of Ann's story and use the correct verb forms from the list you have made.

The novel *The Catcher in the Rye* \_\_\_\_\_ in 1951 by a famous American writer J.D.Salinger. It is about a teenage boy who runs away from school and finds the adult world false and unfair. The book \_\_\_\_\_ into many languages. I \_\_\_\_\_ it in Ukrainian.

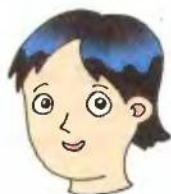
I strongly recommend you to read these books and many more.

d) Open the brackets and say what new facts you have just learnt.

- 1) *Alice in Wonderland* was written (to write) by Lewis Carroll.  
 It \_\_\_\_\_ (to publish) in 1865.  
 It \_\_\_\_\_ (to appreciate) by both children and adults. Some of its characters such as Cheshire Cat and Mad Hatter, \_\_\_\_\_ (to use) to describe people.

**Example:** *I have just learnt that Alice in Wonderland is appreciated by both children and adults.*

- 2) *Marry Poppins* \_\_\_\_\_ (to create) by the Australian writer P.L. Travers. In 1964, it \_\_\_\_\_ (to make) into a popular Walt Disney film. The main role \_\_\_\_\_ (to play) by Julie Andrews.
- 3) *Peter Pan* \_\_\_\_\_ (to write) as a children's play by J.M. Barrie. The magic place where the main character lives \_\_\_\_\_ (to call) Neverland. Traditionally, this play \_\_\_\_\_ (to perform) every Christmas in London. It \_\_\_\_\_ (to make) into a successful Walt Disney film in 1953.
- e) Look at the star maps and describe three books Paul has recently read.



f) Say:

- what books have been read in your class / family recently;
- what newspapers are delivered to your home;
- what magazines were bought by your parents last month;
- books of what genres are written by your favourite authors.

## III Your Language Portfolio: Reading

- a) Two friends are talking about books. Read their conversation and say whose side you will take.

### Talking about Books Part One

**Steve:** Are you ready for the break, Ann?

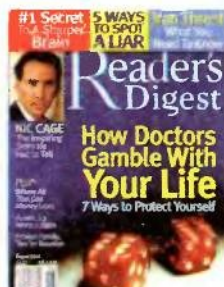
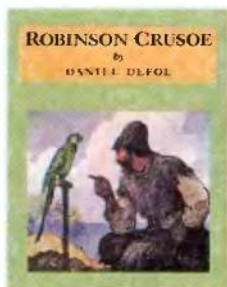
**Ann:** Actually, I can't wait to find out what is going to happen in my book. I had to stop reading at an absolutely crucial moment!

**Steve:** What? Swallowing another book? Reading these stories of crime and unhappiness? I can't afford to read fiction: I'm much too busy. Besides, I don't particularly care for it.

**Ann:** With me, it's just the other way round. I'm fond of fiction, poetry and science fiction. I even don't mind reading a detective novel once in a while just for relaxation.

**Steve:** I differ. I prefer reading newspapers and magazines. They keep me in the know, see? Why squander your precious time on reading books? Why not give yourself more time for sleeping, eating, socialising and watching TV?

**Ann:** There is nothing like a good book to me, such as: Daniel Defoe's *Robinson Crusoe*, Jack London's *White Fang* or J. Salinger's *The Catcher in the Rye*. Reading makes a full man, you know. But I agree — it does take time.





### Part Two

**Steve:** Here is the solution: read the Reader's Digest. It is designed to meet the needs of the day. Life is fast. And time is money. So every month when you receive a magazine from your Book of the Month Club, you familiarise yourself with the title and the author's name.

**Ann:** But what about the story itself?

**Steve:** Turn to the inside and read the summary of the book ... It's just about two hundred words! You get plain action, a brief account of characters and all that goes into the making of a work of good literature.

**Ann:** Oh no, that's not my idea of heaven. I would rather read the whole book page by page, and fill in my reading log in which I record the key events that impressed or puzzled me, put questions to the characters and write my own associations with something exciting I have read.

**Steve:** Wow, you are a true bookworm!

**Ann:** Exactly. Reading is definitely something I can't do without!

**Steve:** Tastes differ.

## Across Cultures the UK and the USA

**Reader's Digest** is a monthly family magazine popular in more than 70 countries, with 50 editions in 21 languages. It covers a variety of topics from pop culture to business, and it also publishes a regular book extract.

**The Book of the Month Club** is a business in the United States where you order books by mail. Members are offered a new book each month.

b) Look at the pictures and describe Ann's and Steve's reading experience.



- to swallow a book
- can't wait to do sth
- to be fond of sth
- to read page by page
- to fill in one's reading log
- to be a bookworm



- not to care for sth
- to meet the needs of the day
- to familiarise oneself with sth
- to read a book in summary
- to squander one's time
- to give oneself more time for sth

c) Imagine you are talking to Ann / Steve about her / his reading experience. Ask her / him the following questions and answer them. Role-play the dialogue in pairs. Follow the pattern below.

**Pattern:**

A. What are your preferences in reading?

B. \_\_\_\_\_

A. Do you mind reading the Reader's Digest?

B. \_\_\_\_\_

A. What keeps you in the know?

B. \_\_\_\_\_

A. Who wrote your favourite book?

B. \_\_\_\_\_

A. How do you usually read books?

B. \_\_\_\_\_

## IV Your Language Portfolio: Listening

- a) Listen to the story about the book that made Defoe famous and say how it happened.
- b) Choose the correct ending.
- Defoe lived in the \_\_\_\_\_
    - 17<sup>th</sup> century;
    - 18<sup>th</sup> century;
    - 19<sup>th</sup> century.
  - Defoe wrote many books and \_\_\_\_\_
    - poems;
    - plays;
    - pamphlets.
  - Alexander Selkirk was \_\_\_\_\_
    - an officer;
    - a sailor;
    - a writer.
  - He lived alone on an island for \_\_\_\_\_
    - one year;
    - four years;
    - twenty years.
  - He was found by \_\_\_\_\_
    - Defoe;
    - his officer;
    - sailors from a different ship.
  - Alexander returned to \_\_\_\_\_
    - Chile;
    - England;
    - Scotland.
  - He was forgotten \_\_\_\_\_
    - in a few days;
    - in a few weeks;
    - in a few years.
  - Robinson Crusoe was \_\_\_\_\_
    - a real life character;
    - an imaginary character;
    - Defoe himself.



9. The book was very \_\_\_\_\_
- popular;
  - boring;
  - difficult to read.
10. Few people know about \_\_\_\_\_
- Alexander Selkirk;
  - Daniel Defoe;
  - Robinson Crusoe.
- c) Say how the story inspires you to read adventure books. Give your reasons.

## V Your Language Portfolio: Writing

### a) A Narrative Essay

- 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.

### How to write an introduction of a narrative essay

Time	Place	Characters
It happened in ...	The scene is laid	The main characters
Once upon	in ...	are ...
a time ...	It took place	The main female /
When I was ...	in ...	male character is ...
	It was in/at ...	Some of the minor
		characters are ...

### Example:

It happened in Trenton High School where we had a music band. There was no doubt in our minds that our band director

was the best in the state of Missouri. When I was fifteen, I had a chance to realize that myself.

That year I was learning to play the clarinet. We began to practise Beethoven's Fifth symphony for a music contest ...

b) By the end of the Unit Four, you will write a narrative essay about your favourite story. Think and decide:

- if it is going to be true or imaginary;
- if you write it in first or third person;
- how you will inform readers about:
  - the time,
  - the place,
  - the characters.

**Write** an introduction of your narrative essay.

## 4.2. Food for Thought

### Words

adventure story  
 enjoyable reading  
 design  
 colourful illustration  
 to encourage  
 catching  
 well-loved characters  
 collection of stories

### Phrases

to be delighted  
 thirst for reading  
 to read at a gulp  
 to strengthen the impression  
 to inspire sb for sth  
 to find reflection in sth  
 to come alive  
 to be overwhelmed with sth  
 to be thrilled

### Expressions

You are sure to like it. — Тобі обов'язково це сподобається.

## I Go Ahead!

Read what children think about their favourite books and say who you agree with.



*Harry Potter* is the book to read! It's so catching and full of extraordinary events.



*The Jungle Book* is my favourite. I was so thrilled to read about Mowgli's life among wild animals in the jungle.

As for me, I like *Tom Sawyer* best of all. The book is full of funny jokes and exciting adventures.



**Example:** *I like Harry Potter the best, because it is funny to read about the magic adventures of the boy and his friends.*

## II Speak Up!

Read the proverbs about reading books and their authors and practise sentence stress. Say which of them you agree with.

*The more you read,  
the more you know.*

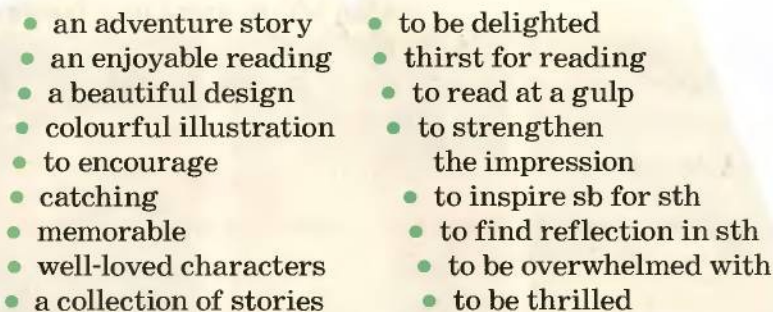
*Choose an author  
as you choose  
a friend.*

*A good book is  
a source of wisdom.*

*Reading is to the  
mind what exercise  
is to the body.*



### III Enrich Yourself!

- 
- an adventure story
  - an enjoyable reading
  - a beautiful design
  - colourful illustration
  - to encourage
  - catching
  - memorable
  - well-loved characters
  - a collection of stories
  - to be delighted
  - thirst for reading
  - to read at a gulp
  - to strengthen the impression
  - to inspire sb for sth
  - to find reflection in sth
  - to be overwhelmed with
  - to be thrilled

a) Match the words with their definitions. Say what books you like to read the best and why.

- |                         |  |
|-------------------------|--|
| 1) a short story writer | a) is a person who writes novels;        |
| 2) a dramatist          | b) is a person who writes short stories; |
| 3) a novelist           | c) is a person who writes funny stories; |
| 4) a humorist           | d) is a person who writes plays;         |
| 5) a poet               | e) is a person who writes sonnets;       |
| 6) a children's writer  | f) is a person who writes fairy tales.   |

b) Read the text and fill in the missing words and word-combinations from the box. One word is not needed.

- encouraged
- songs
- fiction story
- memorable
- impression
- enjoyable
- are thrilled
- collection of humorous essays
- collection of poems
- well-loved characters

When Alan Milne studied at school, one of his teachers was a famous \_\_\_\_\_ writer H. G. Wells. His books produced an unforgettable \_\_\_\_\_ on Alan. The teacher \_\_\_\_\_ Alan to develop his literary talent.

In 1905 Milne published his first \_\_\_\_\_. After his son's birth, the author wrote a \_\_\_\_\_ for Christopher Robin. Some of them became very popular \_\_\_\_\_. Alan Milne wrote four books about Winnie-the-Pooh and all of them are \_\_\_\_\_ reading. Many children were brought up with the books. They are so \_\_\_\_\_ and kids \_\_\_\_\_.

Now, talk about your favourite author.

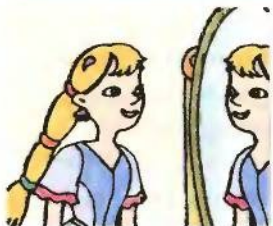
- c) Read the children's words and decide what type of books they may like to read. Say why.

I like to know much about armies, famous battles and wars. I have a big collection of toy soldiers and models.



I'm interested in scientific facts about different discoveries. I can even imagine things myself.

I'm so thrilled to learn about people's travels to different countries. I wish I could do it myself.

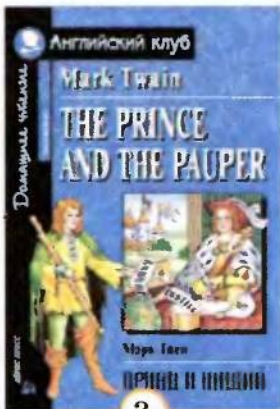
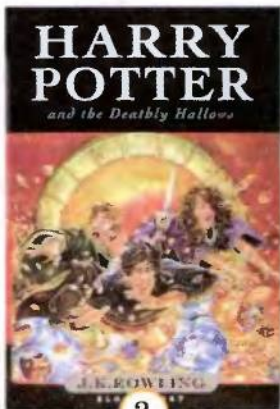
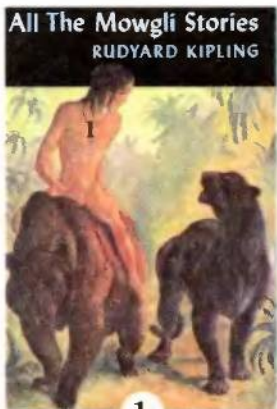


I dream of going to a real dancing party. It is so exciting to meet other people there.

**Example:** *I think the girl prefers to read romances because she can read about dancing parties there.*

- d) Look at the popular characters of some English books and match them to the short extracts from the books.

Choose one of the characters and complete the story.



... The prince put on the dirty rags of Tom Canty and left the palace. He wanted to see how people of London lived ...

... At 7 o'clock one hot evening, Father Wolf woke up. He looked at the boy who was sleeping near him ...

... The teacher looked at Harry in surprise. He seemed to have much strength ...

- e) Interview your classmates to find out:

- how many of them read books regularly / from time to time;
- what kind of books they prefer;
- what authors they like;
- if they have got any favourite books / authors / characters;
- why they like this or that book / author / character.



**content (is) —**

the subject that a book deals with or the story that it tells

**Example:** *I liked the content of the book but not the author's style.*

**contents (are) —**

the list of different chapters of a book

**Example:** *Every book has a table of contents.*

MIND

## IV Your Language Portfolio: Reading

- a) Read the story about Bill's favourite book and say why he liked it so much.

### Bill's Memorable Present

When I was a small child, my Granny taught me to read. I remember that at the age of five I could read fast and well. My parents were delighted to see my thirst for reading and encouraged it in any possible way.

One day, on my sixth birthday, Dad brought me a book of a beautiful design with many colourful illustrations and said, "Read it, you are sure to like it. It's about a boy like you." I read it at a gulp, so catching and exciting it was. By now I've read and re-read it several times and my first impressions of its content have strengthened. So *Winnie-the-Pooh* has become my first and most memorable book.

Recently I have been to the library to learn more about its author Alan Alexander Milne. I wanted to know what inspired him for writing such a lovely adventure book. It was interesting for me to learn that his only son's name was Christopher Robin as that of the main character of the book. Alan Milne bought him a teddy bear for his first birthday, which was soon named Winnie, after a real-life bear that lived at London Zoo.

I have also found out that the Milnes spent their weekends on a farm in Sussex. From this old house it was a short walk over a bridge with the Ashdown Forest, where Christopher Robin and his teddy Winnie-the-Pooh used to play. Each daily adventure in the forest gave A.A. Milne more material for his new famous book *Winnie-the-Pooh*. Thus, the writer's son with his bear, the bridge, the forest and all the well-loved Pooh characters and places are reflected in the book.

Now I have understood A. A. Milne's secret of success. He told us the story of his son who loved his teddy bear so much that the toy animal came to life. And not only for him. I also believed in the characters' existence and was so thrilled to read about them.

Since that time I've read many other books but this one is still my favourite. I carefully put the book on the shelf in my room keeping the unforgettable impressions and joy with which I was overwhelmed while reading it.

## Across Cultures the UK



Sussex is a county in South East England. It consists of two parts, West Sussex and East Sussex, known for their beautiful scenery.



Ashdown Forest is an open forested area in the county of East Sussex, England.

- b) Describe your favourite book / author / character as in the pattern below. Use the text "Bill's Memorable Present".

**Pattern:**

- When I learnt to read \_\_\_\_\_
- My parents were delighted \_\_\_\_\_
- They encouraged \_\_\_\_\_
- One day \_\_\_\_\_
- It was \_\_\_\_\_
- I read it at a gulp because \_\_\_\_\_
- Moreover \_\_\_\_\_
- The author of the book \_\_\_\_\_
- I have found out that \_\_\_\_\_
- Now I have understood \_\_\_\_\_
- Since that time \_\_\_\_\_
- I was overwhelmed while \_\_\_\_\_

c) Imagine you've met Bill. In pairs, compare your favourite book / author / character.

A. \_\_\_\_\_

B. Sure. I read regularly.

A. \_\_\_\_\_

B. It's a very enjoyable reading.

A. \_\_\_\_\_

B. I've read it at a gulp.

A. \_\_\_\_\_

B. Of course, I was thrilled.

A. \_\_\_\_\_

B. Yes, it is my favourite character.

## V Your Language Portfolio: Writing

a) A Narrative Essay

- The body of a narrative essay consists of 2-4 paragraphs.
- The first paragraph describes everything that leads to the main event.
- The 2-3 paragraphs describe the main event in detail.
- All the paragraphs describe not only places and people, but people's actions and emotions.



### How to write the body of a narrative essay

Beginning of the story	Continuation of the story	Going back to previous events	Parallel actions
First of all, ...	Next ...	Coming back to ...	Just ...
First ...	Then ...	back to ...	Then ...
To begin with ...	After that ...	To echo ...	Meanwhile ...
	Later on ...		In the meantime ...
	Afterwards ...		Besides ...

**Example:** ... *First of all Mr. Schrader, the band director, distributed the copies of the music to all sections of the band. It looked like a very hard piece to master. Mr. Schrader was very strict about how the musicians should look and act.*

*So everyone sat up with their instruments in the position that had been taught and off we went.*

*Then each evening I carried my instrument and music home to practise, as we were going to get this one right and make Mr. Schrader proud of us ...*

**b)** By the end of the Unit Four, you will write a narrative essay about your favourite story. Think and decide:

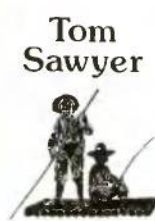
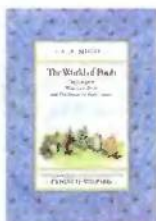
- what leads to the main event;
- what details of the main event you will describe;
- what people's actions and emotions you will describe.

**Write** the body of your narrative essay.

## 4.3. Reader's Digest

### 1 Go Ahead!

Look at the books of different English and American writers and say which of them you've read and liked the best. Why?



J. K. Rowling  
*Harry  
Potter*

J. Swift  
*Gulliver's  
Travel*

A. A. Milne  
*Winnie-the-  
Pooh*

R. Kipling  
*The Jun-  
gle Book*

Mark Twain  
*Tom  
Sawyer*

**Example:** *When I was five, my Granny read Winnie-the-Pooh to me and I loved it a lot, because I like to read about children's adventures.*

## II Speak Up!

Read the Book poem and practise the sounds /u:/ and /ʊ/. Say what books you usually read.

### The Book Poem

If you read a few, then you know it's true:  
books are good for you!  
Chefs read cook books,  
Pirates? "Hook" books!  
Little kids read lift-and-look books!

We read books of poems and prose —  
Some of these and some of those.  
Read some too, and you'll agree,  
Books are good for you and me!

## III Your Helping Hand!

If you want to ask about something which is / was done by someone, use yes / no questions. Begin with is / are, was / were, have / has.

**Examples:** *Is the book written in English?*  
*Was the article translated into Ukrainian?*  
*Has the book already been finished?*

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, have / has.

**Examples:** *Where was the book published?*  
*What is written in the book?*  
*Why has the book been read?*

**a)** Let's play a grammar tennis game. Ask yes / no questions to the statements given below. Change the active into the passive.

**Example:** *A. I bought a magazine.*

*B. Was the magazine bought?*

a) The postman has delivered the newspapers this morning.

b) \_\_\_\_\_  
 The technician fixed my computer last Tuesday.

c) \_\_\_\_\_  
 They posted the letter yesterday.

d) \_\_\_\_\_  
 The pupils of this school learn three foreign languages.

e) \_\_\_\_\_  
 The readers have just returned books to the library.

f) \_\_\_\_\_  
 Susan redecorated her flat last year.

g) \_\_\_\_\_  
 They translated the book into twelve foreign languages.

h) \_\_\_\_\_  
 They make ice-cream from milk.

**b)** Read the story about the earliest books and put questions to the underlined words.

**Example:** *What was written on tablets of wood?*

### The First Books

The earliest books were written on tablets of wood. In Greece and Rome the tablets of wood were covered with wax, and writing was impressed upon them. These tablets were held together on one side with thin strips of leather or metal rings. In As-



syria and Babylonia clay tablets were used for writing and the words were drawn with a piece of wood. After baking, the tablets were kept on shelves, just like books are kept today. Some of the clay tablets survived and are exhibited in museums. The earliest books of the ancient world were written on papyrus and skins of young animals. The books were rolled from one cylinder to another. These writings were known to Romans as Volumes from which comes the word “volume”. Paper was invented in China in the 1st century. The secret of papermaking came to Europe much later.

- c) You have a chance to ask a historian about the first libraries. Complete the conversation with the correct form of the verbs in brackets.

#### Talking about the First Libraries

**You:** It's interesting to know when the first library was opened (to be opened), I wonder?

**Historian:** The 1<sup>st</sup> public library \_\_\_\_\_ (to be founded) about 39 B.C.

**You:** And where it \_\_\_\_\_ (to be founded)?

**Historian:** In Rome, and only the rich could buy books. Some copies of books \_\_\_\_\_ (to be made).

**You:** Who the copies \_\_\_\_\_ (to be made) by?

**Historian:** By their slaves. By the time of the Middle Ages all books \_\_\_\_\_ (to be handwritten) and often beautifully decorated.

**You:** People \_\_\_\_\_ (to be allowed) to take them home?

**Historian:** Oh, no. The books \_\_\_\_\_ (to be chained) to the shelves so that they couldn't be removed from the library. But very few people could read them.

**You:** When printing \_\_\_\_\_ (to be invented)?

**Historian:** The first books \_\_\_\_\_ (to be printed) in China. And it is a really great event in history.

**You:** As I see, peoples \_\_\_\_\_ (to be connected) with the printed words.

**Historian:** You are absolutely right.

B.C. —

before Christ

**Example:** *The first public library was founded about 39 B.C.*

A.D. —

Anno Domini

**Example:** *Vikings started to attack Britain and Ireland in the 8<sup>th</sup> century A.D.*

MIND

d) Look at the pictures and tell a short story about the first books.



#### IV Enrich Yourself!

a) Match the words with their definitions. Make up your own sentences with these words.

- |                       |   |
|-----------------------|---|
| 1) a librarian        | a) is a person who is telling a story   |
| 2) a storyteller      | b) is a place where you can read a book / newspaper   |
| 3) a library          | c) is a story of love, adventure, mystery with happier and more exciting events than those of real life |
| 4) a reading room     | d) is a person who works with books in the library  |
| 5) teenager's romance | e) is a place where you can borrow books  |
| 6) grown-up books     | f) are the books written for adults   |

b) In pairs, talk about books by English or American writers you've read.

A. I say, \_\_\_\_\_, what books of \_\_\_\_\_ have you read?

B. Oh, as for me \_\_\_\_\_, and you?

A. I adore \_\_\_\_\_ and \_\_\_\_\_ from cover to cover.

B. Why do you like \_\_\_\_\_?

A. Oh, I was taken aback when \_\_\_\_\_.

B. Is \_\_\_\_\_ full of mystery?

A. Exactly. \_\_\_\_\_ is such a great storyteller.

From then on I \_\_\_\_\_.

B. \_\_\_\_\_ and who is your favourite \_\_\_\_\_?

A. It is \_\_\_\_\_ of course. I can't help admiring \_\_\_\_\_.

B. I see.

## V Your Language Portfolio: Reading

a) Read the story about Matilda's love of reading and say why the girl was an unusual reader.

### The Reader of Books

By the time she was three, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. The only book in the house was something called *Easy Cooking* which belonged to her mother and when she had read that from cover to cover and had learned all the recipes by heart she decided she wanted something more interesting.



"Daddy," she said, "do you think you could buy me a book?"

"A book?" he said. "What's wrong with the telly? We've got a lovely telly and now you come asking for a book! You are getting spoiled, my girl!"

So in the afternoon of the day when her father had refused to buy her a book, Matilda decided to walk to the public library in the village all by herself. When she arrived, she introduced herself to the librarian Mrs. Phelps. She asked if she could sit for a while and read a book. Mrs. Phelps was taken aback when she saw that such a tiny girl had arrived at the library without a parent, but she told her she was very welcome.

From then on, every afternoon Matilda came to the library. The walk took her only ten minutes and this allowed her two wonderful hours in the library where she sat quietly by herself in a cosy corner, swallowing one book after another. When she had read all the children's books in the place, she started searching for something else.

Mrs. Phelps, who had been watching her with fascination for the past few weeks, now got up from her desk and went over to her. "Can I help you, Matilda?" she asked.

"I'm wondering what to read next," Matilda said. "I've finished all the children's books. I liked *The Secret Garden* best of all. It was full of mystery. The mystery of the room behind the closed door and the mystery of the garden behind the big wall." Mrs. Phelps was taken aback but she didn't show it.

"What sort of book would you like to read next?" she asked.

Matilda said, "I would like a really good one that grown-ups read. A famous one. I don't know any names."

Mrs. Phelps looked along the shelves. How, she asked herself, does one choose a famous grown-up book for a four-year-old girl? Her first thought was to pick up a young teenager's romance of the kind that is written for fifteen-year-old schoolgirls, but for some reason she walked past that shelf.

"Try this," she said at last. "It's very famous and very good."

"*Great Expectations*," Matilda read, "by Charles Dickens. I'd love to try it."

(Adapted from "Matilda"  
after Roald Dahl)

**to introduce oneself to sb**

**Example:** *I introduced myself to Ann's parents.*

**to impress sb / sth**

**Example:** *The girl's answer impressed the teacher.*

**to introduce sb / sth to sb**

**Example:** *Ann introduced me to her parents.*

**to make an impression on sb**

**Example:** *The girl's answer made an impression on the teacher.*

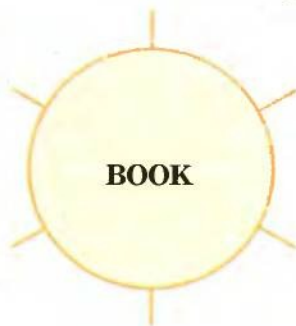
MIND

**b)** In the text, find the words and word combinations with the same meaning and use them in the sentences of your own.

- to be very surprised — \_\_\_\_\_
- to be warmly greeted — \_\_\_\_\_
- to choose a book — \_\_\_\_\_
- books for adults — \_\_\_\_\_
- to look for a book — \_\_\_\_\_
- very small — \_\_\_\_\_

**c)** In the text, find all the words which are used with the word "book". Fill in the word-rose for it. Reproduce the sentences with them.

*interesting*



d) In the text, find the words which are formed from these. Translate the sentences with them into Ukrainian.

- library — \_\_\_\_\_
- fascinate — \_\_\_\_\_
- expect — \_\_\_\_\_
- fame — \_\_\_\_\_
- wonder — \_\_\_\_\_
- quiet — \_\_\_\_\_

e) Look at the pictures of the story characters and match them to their sayings.

a) "Do you think you could buy for me a book?"

b) "I'm wondering what to read next."

c) "A book? What's wrong with the telly?"

d) "What sort of book would you like to read next?"

e) "You are getting spoiled, my girl!"

f) "I would like a really good one that grown-ups read."





- f) Describe Matilda's thirst for reading using the outline.

### Outline

- First steps in reading.
- A telly or a book?
- The first visit to the library.
- The most pleasant time.
- Mrs. Phelps' help.

## VI Your Language Portfolio: Writing

- a) A Narrative Essay

- End your story: write about your feelings, or 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 happen to me?
- You are lucky ...
- What else could I do?
- At least ...

**Example:** ... *Finally, it was time to see how well we were doing. At the music contest in a nearby town we made a good showing and were awarded the first place! There was never a happier group of young people than us. At least we had proved to ourselves and to our band teacher that we could do our best.*

- b) By the end of the Unit Four, you will write a narrative essay about your favourite story. Think and decide:
- how you will end your story;
  - what feelings you will write about;
  - what events you will comment on.

**Write** an ending of your narrative essay.

## 4.4. On Your Bookshelf

### Communication: How to share opinions on books

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 \_\_\_\_\_

It's not in my list of likes \_\_\_\_\_

I'm with you on that and \_\_\_\_\_

I differ, I'm afraid, because \_\_\_\_\_

As much as you do.

If you ask me \_\_\_\_\_

I enjoy \_\_\_\_\_ a lot more.

It's really good stuff.

### I Go Ahead!

Read the humorous words of the famous English writer O. Wilde and say if you agree with him. Which is your favourite group of books and why?

Books, I believe, may be delivered with three groups: books to read, books to re-read, and books not to read at all. The third class is the most important. To tell people what to read is as a rule either useless or harmful ...

O. Wilde

**Example:** *As for me, I like books to read and re-read, because they are always interesting and full of mystery.*

### II Speak Up!

Read the Library dialogue and practise the sounds /ɜ:/ and /ɒ/. Say what books you usually borrow from the library.

#### The Library Dialogue

- Will you go to the library? — What for?
- To exchange books. — Should I take any more?

- Take a poem, some novels and a story.
- It's too much of a good thing, I'm sorry.

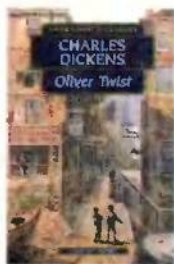
## Express Yourself!

a) Read and learn how to share opinions on books. Look at the pictures and fill in the mini-dialogues.

- 1) — \_\_\_\_\_  
is an enjoyable reading, isn't it?  
— I differ, I'm afraid, it is not in my list of likes.



- 2) — I dislike \_\_\_\_\_,  
it's so dull.  
— But in my opinion, it is good stuff,  
full of historical events.



- 3) — In my view, \_\_\_\_\_  
is both for grown-ups and kids.  
— I'm with you on that.



- 4) — I think \_\_\_\_\_  
is a book to read and re-read.  
— If you ask me, I enjoy fantasy books  
a lot more.





b) Read and respond:

1) Do you like modern poetry?

*In my view, it's difficult to read.*

2) What do you think of fantasy books?

3) *Tom Sawyer* is an enjoyable reading, isn't it?

4) In my opinion, fairy tales are both for grown-ups and kids.

5) I think *Alice in Wonderland* is a book to read and re-read.

6) If you ask me, I prefer adventure stories to detective stories.

7) Legends are not in my list of likes.

c) Read and give the context to these responses:

1) There are books to re-read.

I'm with you on that.

2) \_\_\_\_\_

It's a great book!

3) \_\_\_\_\_

I differ.

4) \_\_\_\_\_

I'm afraid, it is not in my list of likes.

5) \_\_\_\_\_

I'm not convinced that detective stories are good stuff.

6) \_\_\_\_\_

If you ask me, I prefer adventure books.

7) \_\_\_\_\_

In my view, horror stories are thrilling.

## IV Your Language Portfolio: Listening

a) In pairs, listen to the dialogue between two friends sharing their opinions on the book they've read. Say which of the books you would like to borrow from the library.

b) In groups, share your opinions on books you can borrow from your school library. Begin with:

- I go to my library \_\_\_\_\_.
- In my opinion, our library \_\_\_\_\_.
- You can find \_\_\_\_\_ and \_\_\_\_\_ there.
- Besides, the librarians \_\_\_\_\_.
- It seems to me \_\_\_\_\_.
- Usually I pick up \_\_\_\_\_, because \_\_\_\_\_.
- If you ask me, I enjoy \_\_\_\_\_ a lot more than \_\_\_\_\_.
- \_\_\_\_\_ are also in my list of likes.
- I'm always delighted \_\_\_\_\_.
- As you see, \_\_\_\_\_.

## V Join In!

a) Complete the dialogue "Choosing a Book".

### Choosing a Book

I say, \_\_\_\_\_,  
what \_\_\_\_\_?

Sure. I've read \_\_\_\_\_.  
In my view, \_\_\_\_\_.

Why don't you read another \_\_\_\_\_?

I enjoy \_\_\_\_\_ a lot more.

I'm not convinced that \_\_\_\_\_.

I prefer \_\_\_\_\_.  
Have you read \_\_\_\_\_?

I'm with you on \_\_\_\_\_.  
It's really \_\_\_\_\_.

Thank you, but \_\_\_\_\_.  
I don't think \_\_\_\_\_.

If you ask me, \_\_\_\_\_.

Tastes differ, you know.

- b) In pairs, look at the pictures, identify yourselves with the characters and role-play the dialogues between them.



## V Enjoy Yourself!

Read the joke and admire English humour. Role-play the joke.

### A New Version of Cinderella

A seven-year-old neighbour who had just read *Cinderella* was testing my knowledge of the fairy-tale. I wanted to impress her and yet, not completely trusting my memory, I said:

“I know what happened in the end.”

“What?” she asked.

“Cinderella and the Prince lived happily ever after.”

“No, they didn’t,” she said triumphantly. “They got married.”

## VI Do It Yourself!

### Project 4: Making the Reader’s Digest.

#### Your steps:

- 1) Prepare for your project work. Bring your photos, pictures of your favourite authors, their books and literary characters, quotations about them, some interesting information you need for your project.
- 2) Find your project partner(s). Move round the classroom and find out who has similar tastes in reading.
- 3) Think of the title of your project.





- 4) Discuss the merits of your favourite books, decide on the most interesting episode, favourite characters and create the Reader's Digest.
- 5) Think of your project presentation. Present your findings to the class.
- 6) Listen to your friends' presentation and give your feedback in writing. Use the evaluation card below.

### Evaluation Card

Write:	Group 1	Group 2	Group 3
1) If the title is suitable:			
2) If the information is interesting:			
3) If the speakers speak loudly and clearly:			
4) If the presentation is good:			

**Write** a narrative essay on the basis of your group's project.

## 4.5. Test Yourself!

**A.** 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 kind?)

4) Nelly was laughed at. (Why?)

5) The book was lost yesterday. (Where?)

6) I was offered an interesting job. (By whom?)

Check if you:

CAN ASK QUESTIONS FOR MORE  
INFORMATION

YES

NO

B. Fill in the prepositions.

**Example:** *Recently I've read a big collection of stories.*

- Love of nature inspired the author \_\_\_\_\_ writing poems.
- The author's dreams found reflection \_\_\_\_\_ his book.
- I was overwhelmed \_\_\_\_\_ his book.
- The story produced an unforgettable impression \_\_\_\_\_ me.
- The story was full \_\_\_\_\_ colourful illustrations.
- I've found new facts \_\_\_\_\_ the author.

Check if you:

CAN CONNECT WORDS IN SENTENCES  
CORRECTLY

YES

NO

C. Read about Bill's reading choices and say:

- what books he prefers;
- what appeals to him most in this genre;
- what book he has read recently.

Adventure books are full of mystery and that is why they are in my list of likes. They are an enjoyable reading for all members of my family. My first acquaintance with adventure books was long ago when my Dad presented me with *Winnie-the-Pooh* by A. Milne.

From then on I loved such books and now I'm overwhelmed with delight reading Joanne Kathleen Rowling's book *Harry Potter*. I've read recently that the writer has been a good storyteller since her childhood and used to tell amusing stories to her serious friends at lunch time. No wonder that the idea to write about a boy who is a wizard and doesn't know it came to her head. Believe it or not, but Rowling's friends said that the writer

had been so absorbed in writing this book that she continued to write it everywhere: in the trains, pubs and cafes. I've read the writer's interview in which she says that her book is about the power of imagination. What Harry is learning to do is to develop his full potential.

No wonder that the story of a boy wizard, his childhood and his adventures at Hogwarts School caught the imagination of readers of all ages. I've read and re-read it several times, because some of my dreams found reflection in this book. Have you ever dreamt of becoming a wizard?

Check if you:

**CAN READ OPINIONS ABOUT BOOKS AND UNDERSTAND THE MAIN IDEAS**

YES

NO

D. Listen to Laura's opinion on her favourite book and complete the sentences below.

- 1) Laura thinks that the book *Uncle Tom's Cabin* changed \_\_\_\_\_.
- 2) The book was written against \_\_\_\_\_.
- 3) Laura read Stowe's story at \_\_\_\_\_.
- 4) She felt sorry for Tom and \_\_\_\_\_.
- 5) The book was highly appreciated by \_\_\_\_\_.
- 6) The book helped many people to understand that slavery was \_\_\_\_\_.

Check if you:

**CAN LISTEN TO OPINIONS ABOUT BOOKS AND REPORT THE MAIN IDEAS**

YES

NO



- E. Read another part of the story about Matilda and write your own paragraph for it.

### The Reader of Books

Over the next afternoon Matilda sat reading in the big arm-chair at the far end of the room with a book on her lap. She was absorbed in the wonderful adventures of Pip and old Miss Havisham in her house and the spell of magic that Dickens, the great storyteller, had created with his words.

Within a week, Matilda had finished *Great Expectations*. "I loved it," she said to Mrs. Phelps.

"Has Mr. Dickens written any others?"

"A great number," said Mrs. Phelps. "Shall I choose you another?"

Over the next six months, under Mrs. Phelps's watchful eye, Matilda read the following books: *Oliver Twist* by Charles Dickens, *Jane Eyre* by Charlotte Bronte, *Pride and Prejudice* by Jane Austin, *Kim* by Rudyard Kipling, *The Invisible Man* by A. J. Wells, *The Old Man and the Sea* by Ernest Hemingway and many others.

It was an impressive list. Then Mrs. Phelps allowed her to borrow books and to take them home.

From then on her own small bedroom became her reading room. The books transported her into new worlds and introduced her to wonderful people who lived exciting lives. She went on old sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village ...

(Adapted from "Matilda" after Roald Dahl)

Check if you:

CAN WRITE YOUR OWN PART OF A STORY

YES

NO

# Unit 5.

## Welcome to Ukraine



# 5.1. Wonders of Ukraine

## Words

to explore  
majestic  
preserve  
to climb  
gorgeous  
panoramic view  
Alpine meadows  
flower-studded grass  
fertile

## Phrases

to board on sth  
to be washed by sth  
a round Ukraine trip  
to be interested in sth  
to specify the route  
to be rewarded with sth  
to miss a chance of doing  
to be amazed to do sth  
to share sth with sb

## Expressions

That sounds interesting. — Це цікаво.

Perfect! — Чудово!

By all means. — Безперечно.

Not for nothing. — Не даремно.

I must fly! — Я дуже поспішаю!

## Go Ahead!

Look at the map of Europe and say what countries Ukraine borders on.





## II Speak Up!

Read the Geographic Chant with rhythm and practise the sounds /I/ and /w/. Say what you know about the geographical position of Ukraine.

### Geographic Chant

- Where is Ukraine?  
Is it in Asia?  
— No, it is not.
- Is it in Europe?  
— It sure is! It certainly is.  
It is the largest country in Europe.
- Is it washed by the oceans?  
— No, it is not.
- Is it washed by the seas?  
— It is washed by the Black Sea  
and the Sea of Azov.

## III Your Helping Hand!

If you want to report what the speaker said about the future, use:

a) ... would+do ... (the Future-in-the-Past).

**Example:** *Ann said, "I will try a summer job". = Ann said that she would try a summer job.*

b) ... was/were going to ...

**Example:** *Bob said, "I am going to visit Lviv." = Bob said that he was going to visit Lviv.*

c) ... could do ...

**Example:** *John said, "I can meet you tomorrow." = John said that he could meet me next day.*

d) ... might do ...

**Example:** *Mary said, "The climate may change soon." = Mary said that the climate might change soon.*

## Don't forget!

To change time phrases:

- tomorrow — next day
- the day after tomorrow — in two days
- next Sunday — the following Sunday
- next year — the following year

a) Let's play a grammar reporting game:

**Example:** A: *I will invite my friends to Ukraine.*

B: *He / she said that she / he would invite her friends to Ukraine.*

b) Match the parts of the sentences:

- |                              |   |
|------------------------------|---|
| a) I was sure that ...       | 1) ... she would come to Ukraine again.         |
| b) We knew that ...          | 2) ... we would discuss a trip to Hoverla.      |
| c) Our teacher said that ... | 3) ... she would go to the Crimea by plane.     |
| d) Laura told us that ...    | 4) ... Peter would study sea flora in Odessa.   |
| e) Bill wrote that ...       | 5) ... he would share my interests.             |
| f) Helen said that ...       | 6) ... he would sign up for a new tourist club. |

c) Open the brackets.

- Ann said that she would spend (to spend) her summer near the Carpathian Mountains.
- Laura wrote that she \_\_\_\_\_ (can) come to Ukraine in July.
- Lucy said that she \_\_\_\_\_ (to be going to swim) in the Black Sea in summer.
- Paul said that he \_\_\_\_\_ (may have) a trip round Ukraine.
- Laura said that she \_\_\_\_\_ (to visit) our country soon, too.
- Lucy said that her Ukrainian friends \_\_\_\_\_ (to tell) her about their country.
- Paul's cousin wrote that he \_\_\_\_\_ (to be going) to learn more about Ukraine.

d) Look at the pictures and report what Laura and her friends would do in Ukraine.





e) Say:

- what you are going to tell your international friends about the geographical position of Ukraine;
- what places your friends may visit in Ukraine;
- where your friends will go in Ukraine;
- how they can travel round your country.

## IV Your Language Portfolio: Reading

a) Read in pairs. Say what pieces of advice Paul gave Lucy and why.

### Planning a Round Ukraine Trip

*Paul:* Lucy! Where are you hurrying, I wonder?

*Lucy:* To our school Geography Club. Our teacher said we would plan a round Ukraine trip for our international friends.

*Paul:* That sounds interesting! Are your friends coming to our country? What are your friends interested in?

*Lucy:* They study geography as we do. They wrote that they could come to Ukraine to see some interesting places.

*Paul:* That's great. Where will the trip start?

*Lucy:* Our teacher said we would specify their route today.

*Paul:* I think you should start with the village of Dilove (district of Rakhiv) near the Carpathians which is considered to be the geographical centre of Europe. You can get there either by train or by bus.

*Lucy:* I've been there once and I still remember the majestic dense forest of the Hoverla preserve. It was so exciting. By the way, our friends said they would like to go to the famous Carpathian Mountains and even climb Mount Hoverla.



- Paul:* Perfect! Once they get to the top they will be rewarded with a gorgeous panoramic view of Alpine meadows and flower-studded grass.
- Lucy:* Our teacher said we could find a cross, an obelisk, and the Ukrainian national flag there. I believe it'll be a good start.
- Paul:* Sure, and while travelling in the North-West of the country, don't miss a chance to see the largest of the Shatski lakes the beautiful Lake Svityaz.
- Lucy:* By all means! I think our foreign guests will be amazed to see the crystal clear water of the lake. Not for nothing Svityaz is often called the Ukrainian Baikal.
- Paul:* You see, Ukraine has a lot to offer in the South, North, East or West as it occupies an area larger than all of England, Ireland, Austria and Greece combined.
- Lucy:* True, true. It's so nice seeing you, Paul, but I really must fly. Thank you for your ideas. I'll share them with my club members.
- Paul:* You are welcome. Have a nice meeting and enjoy your discussion.

## Across Cultures: Ukraine



**Mount Hoverla (2,061 m)** in the Carpathians is the highest mountain in Ukraine.



**Lake Svityaz** is the largest of the Shatski lakes in the North-West of Ukraine.

**to offer** —  
to say that you  
are willing to do  
something

**Example:** *Can  
I offer you a cup  
of tea?*

**to suggest** —  
to tell someone  
your ideas about  
what they should  
do

**Example:**  
*I suggest going to  
Rakhiv.*

MIND

- b) In pairs, discuss the ideas of a round Ukraine trip.
- If it isn't \_\_\_\_\_? Where are you \_\_\_\_\_?
  - To \_\_\_\_\_. Our teacher said \_\_\_\_\_.
  - That sounds interesting! \_\_\_\_\_. What \_\_\_\_\_?
  - They study geography at \_\_\_\_\_. They wrote \_\_\_\_\_.
  - That's great. Where will the trip \_\_\_\_\_?
  - Our teacher said \_\_\_\_\_.
  - I think you should start \_\_\_\_\_. You can get there \_\_\_\_\_ or \_\_\_\_\_.
  - I've been there once and \_\_\_\_\_. By the way, our friends said \_\_\_\_\_.
  - Perfect! Once they get \_\_\_\_\_. While travelling \_\_\_\_\_ don't miss a chance \_\_\_\_\_.
  - By all means.
- c) Act as Lucy and say what important facts about the geographical position of Ukraine you will present to your international friends. Use the picture and facts below.

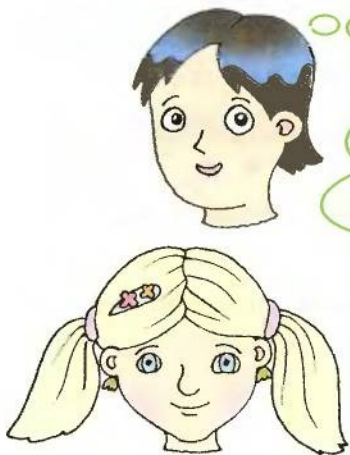
#### Facts about Ukraine

- **Area:** 603,700 sq. km;
- **Mountains:** the Carpathians (the highest peak is Hoverla [2061]), and the Crimean Mountains (the highest peak is Roman Kosh [1545]);
- **Seas:** the Black Sea (the deepest point — 2,210 m) and the Sea of Azov;
- **Rivers:** the Dnipro, the Dnister, the Southern Buh, the Danube;

- **Lakes:** the Shatski Lakes (Svityaz), Synevyr;
- **Mineral resources:** 80 different types including coal, iron, natural gas, graphite, manganese, non-metallic minerals;
- **Flora:** steppes (feather grass), forest (plantations of pine, oak, beech and birch);
- **Fauna:** forest animals: wolves, foxes, wild pigs, deer; steppe zone animals: horses, field mice, gophers;
- **Birds:** carrion eagle, black griffon, woodpeckers, storks.



- d) Act as Paul and give Lucy more facts about the geographical position of Ukraine which can be interesting for foreign guests. Use the picture and the boy's thoughts.



- extremely fertile black soil
- polonynas (treeless summits)
- forests of Polissia
- rare animal world of the Crimean mountains



## V Your Language Portfolio: Listening

- a) Listen to the geography teacher giving some information about the geographical position of Ukraine and say in what part of the country the children live.
- b) Listen and write down the geographical names mentioned in the text.

## VI Your Language Portfolio: Writing

### a) A Refrigerator Note

- Refrigerator notes are written by one member of the family to another and fixed to the refrigerator with magnets of every shape and size.
- In notes people usually write the most important words.
- They begin with an informal direct address and an explanation or a request.

### How to write an introduction of a refrigerator note

#### Direct Address

Mom, ...

Honey, ...

Sis, ...

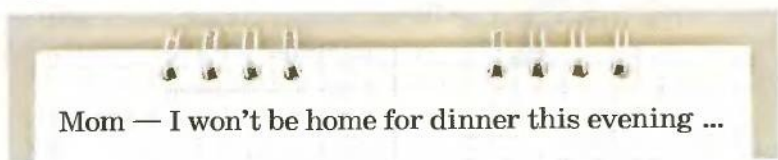
#### Explanation / Request

I won't be home \_\_\_\_\_ this evening.

When you get home, please \_\_\_\_\_.

Can you meet me \_\_\_\_\_?

### Example:



- b) By the end of the Unit Five, you will write a refrigerator note about your future plans. Think and decide:
- whom you will address;
  - what you will explain / request.

**Write** an introduction to your refrigerator note.

## 5.2. April Showers Bring May Flowers

### Words

humid  
 latitude  
 altitude  
 proximity  
 draught  
 alongside  
 admirable  
 urban  
 to confirm  
 to identify  
 evergreen  
 to pour

### Phrases

to follow a traditional four-season pattern  
 tour into  
 to fill the air with sth  
 breathtaking view  
 Indian summer  
 to glow in the colours of changing leaves  
 to do sth for hours on end  
 to have an irresistible fascination  
 to decide on sth  
 to experience different types of weather

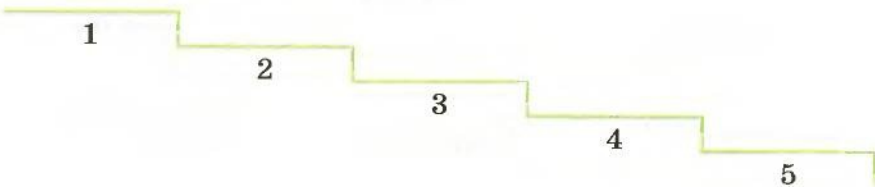
### Expressions

In general, ... — В цілому, ...  
 Fancy ... — Тільки уяви...  
 Now it ... now it — то ... то ...  
 Small wonder — не дивно.

### I Go Ahead!

Read the factors which may influence the climate. Rank them in order of their importance for Ukraine. Give reasons for your decision.

- latitude
- relief
- altitude
- proximity to seas
- water resources



**Example:** *I think water resources influence the climate greatly as they make it wet and humid.*

## II Speak Up!

Read the weather proverbs and practise the sounds /ou/, /ei/, /ai/. Say which of them can be attributable to Ukraine.

As you sow you shall mow.

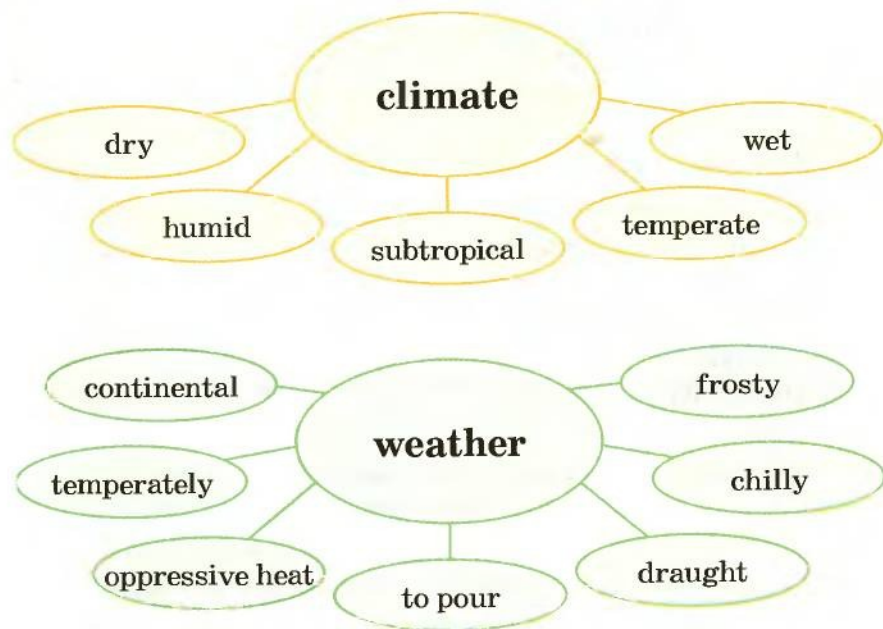
April showers bring May flowers.

Every cloud has a silver lining.

It never rains but it pours!

After rain comes fair weather.

## III Enrich Yourself!





To follow a traditional four-season pattern

SEASONS			
winter	spring	summer	autumn
<ul style="list-style-type: none"> <li>to experience different types of weather</li> <li>now it drizzles, now it pours</li> <li>to throw snowballs</li> <li>snowstorm</li> </ul>	<ul style="list-style-type: none"> <li>to break into blossom</li> <li>to fill the air with delicate fragrance</li> <li>chestnut trees</li> <li>to turn into a blossoming orchard</li> </ul>	<ul style="list-style-type: none"> <li>to tempt sb out</li> <li>oppressive heat</li> <li>in the shade</li> <li>to seek for refuge</li> </ul>	<ul style="list-style-type: none"> <li>a breathtaking view</li> <li>to turn into gold</li> <li>Indian summer</li> <li>to glow in colours of changing leaves</li> </ul>



a) Read the words and word combinations above and say:

- what is typical of Ukrainian climate and weather;
- what every season in Ukraine may be characterised by.

b) Complete the sentences.

- The climate in Ukraine \_\_\_\_\_
- Now it \_\_\_\_\_, now it \_\_\_\_\_
- Normally, the weather \_\_\_\_\_
- In winter \_\_\_\_\_
- When spring comes, \_\_\_\_\_
- \_\_\_\_\_ is typical of summer.
- Autumn brings with it \_\_\_\_\_
- Every season in Ukraine \_\_\_\_\_

c) What do we say if:

- it's very hot ;
- it rains hard;
- sometimes it drizzles and sometimes it rains hard;
- the weather changes very often;

- 5) all fruit trees break into blossom;
- 6) you like the way nature looks in this or that season;
- 7) it is the beginning of autumn;
- 8) the leaves in the trees change colour in autumn.

d) Look at the clothes of the people in the pictures and identify the weather which makes them wear these clothes. Say what region of your country it may be typical of.



e) Interview your classmates and find out what kind of weather they like the best in a particular season and why.

- Example:** *A: What kind of weather do you like in winter?*  
*B: As for me, I like snowy sunny weather because I like to ski.*  
*C: If you ask me, I prefer warm winter weather because I can spend much time outdoors.*  
*A: I've found out that Alex likes to ski in winter that's why he prefers snowy sunny weather. As for Ann, she likes warm winter weather because then she can spend much time outdoors.*

## IV Your Language Portfolio: Reading

- a) Lucy's international friends are going to make a round Ukraine tour. Read Lucy's letter and say when she advises them to come.

### Lucy's Advice

Dear friends,

We were glad to receive your letter which confirms your agreement to visit our country. You said you hadn't decided on a season. So let me write a couple of words about our climate and weather in every season.

Because of the large territory the regions of Ukraine experience different types of weather. The particular weather of a region often serves to identify that region. For example, the Crimea is known for its warm winters (the winter temperature is about 4 degrees above zero) and very hot summers (more than 25 degrees above zero). The Crimean coastline with its evergreen plants is a favourite place for rest due to its subtropical climate.

In general, the country's climate is temperately continental, because Ukraine lies in the temperate belt. But recent years are characterized by a considerable variation in weather conditions. Alongside very wet years there can be draughts in Polissia. You won't believe, but two previous summers were extremely hot — nearly 35° above zero in the shade. At times, the heat was so oppressive that we could hardly breathe. And there were no rains all summers long. Small wonder that city-dwellers were seeking for refuge somewhere near a body of water.

Normally, the weather in all regions follows a traditional four-season pattern. Winters are mostly cold, but not very snowy. In some parts the weather is changeable: now it drizzles, now it snows! Fancy having the weather like this right in the middle of winter! But snowstorms bring a lot of snow. We enjoy ourselves skating, skiing, sledging, throwing snowballs, making snowmen, and what not.

But spring is a favourite season for many people, because Ukraine turns into a huge blossoming orchard. Fruit trees fill in the air with delicate fragrance which tempts people out of their houses. You know that our capital city Kyiv is famous for its



chestnut trees and if you come in spring you'll enjoy this beauty. It's a really breathtaking view.

If you choose autumn, you won't regret it either. Early autumn which we call Indian summer is an admirable season. In the zone of Polissia or in the Carpathian Mountains it is really golden because forests glow in the colours of red, yellow, orange and brown changing leaves.

I think I should stop here, because I love these seasons and I can talk about their beauty for hours on end. Every season in Ukraine has a charm of its own and an irresistible fascination. And whenever you come, we will be happy to meet you.

*Yours, Lucy.*

## Across Cultures: Ukraine



**Indian Summer** — is a period of early autumn. In Ukraine it starts in September.

- b) Look at the pictures and describe the season you would like your international friends to visit Ukraine. Give reasons for your choice.





- c) In pairs, discuss the climate and weather in your country as in the pattern below.

**Pattern:**

A. Is the climate the same in all regions of Ukraine?

B. *Because of the large territory, the regions of Ukraine experience different types of weather.*

A. What can you say about the weather in your part of the country?

B. \_\_\_\_\_

A. In what way does the climate of the Crimea differ from Polissia?

B. \_\_\_\_\_

A. What causes a considerable variation in weather conditions?

B. \_\_\_\_\_

A. How has the climate changed in recent years?

B. \_\_\_\_\_

## V Your Language Portfolio: Writing

### a) A Refrigerator Note

- In its main parts, a refrigerator note consists of one short paragraph.
- It may have instructions, directions or promises.
- Often pronouns are omitted.

Instructions	Directions	Promises
If you don't mind, peel about 5 potatoes and put them to boil, at about 6:30.	I'll be waiting by the fountain at 4 p.m.	Should be home by 7 p.m. I'll finish up _____ when I get home.

**Example:** *Jane and I are going to work on our school project in the computer lab.*

**b)** By the end of the Unit Five, you will write a refrigerator note about your future plans. Think and decide:

- what directions you may give;
- what you will promise to do.

**Write** the main part of your refrigerator note.

## 5.3. Being a Citizen of Ukraine

### I Go Ahead!

Look at the pictures and say to what nationality the people in them may belong. How do you know?







**Example:** *I think it is a Ukrainian couple in the first picture, because both of them wear embroidered shirts.*

## II Speak Up!

Read the quotations about people's virtues and practise sentence stress. Illustrate any of the quotations on the history of your country and its people.

"He who loves not his country can love nothing."

*George Gordon Byron*

"It is better to die on your feet than to live on your knees."

*Dolores Ibarruri*

"Patriots always talk of dying for their country, never of killing for their country."

*Bernard Russell*

"Justice, sir, is the greatest interest of man on earth."

*Daniel Webster*

## III Your Helping Hand!

Use **... as ... as** to talk about similarities between two objects.

**Example:** *Ukraine is as populated as other countries.*

Use **... not so ... as** to talk about differences between two objects:

**Example:** *The population of Ukraine isn't so big as in Russia.*

- a) Make sentences with the given words as in the models.

**Model 1:**

The Ukrainian language — the English language — popular  
*The Ukrainian language is not so popular as the English language.*

- 1) Ukraine — Russia — populous  
\_\_\_\_\_
- 2) Zhytomyr — Kyiv — ancient  
\_\_\_\_\_
- 3) Ukrainian climate — American climate — varied  
\_\_\_\_\_
- 4) Ukrainian people — American people — competitive  
\_\_\_\_\_

**Model 2:**

Folk music — national dances — popular  
*Folk music is as popular as national dances.*

- 1) foreign languages — mother tongue — useful  
\_\_\_\_\_
- 2) visiting other countries — exploring your native land — effective  
\_\_\_\_\_
- 3) the National Emblem — the National Flag — important  
\_\_\_\_\_
- 4) the Dnipro — the Dnister — deep  
\_\_\_\_\_

- a) Fill in ... **as ... as ...** or ... **not so ... as** in the following sentences.

- 1) Ukraine is \_\_\_\_\_ interesting to explore \_\_\_\_\_ any other country.
- 2) Ukrainians are \_\_\_\_\_ friendly \_\_\_\_\_ other Slavonic people.
- 3) The Sea of Azov is \_\_\_\_\_ deep \_\_\_\_\_ the Black Sea.
- 4) Winters in Ukraine are \_\_\_\_\_ cold \_\_\_\_\_ in Siberia.
- 5) Skiing is \_\_\_\_\_ popular in Ukraine \_\_\_\_\_ in Russia.
- 6) Ukrainian cuisine is \_\_\_\_\_ delicious \_\_\_\_\_ any other.

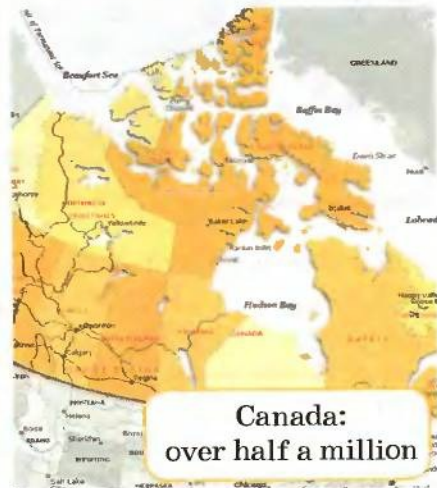
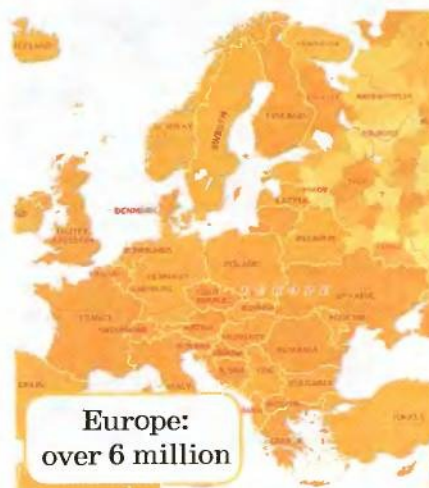
## IV Enrich Yourself!

- a) Look at the pictures, study the facts and answer the questions about Ukrainians.

1) What nationalities inhabit Ukraine?



2) Where do overseas Ukrainians live?





Russia, Belarus  
and other coun-  
tries of the CIS:  
over 1 million



Brazil, Australia,  
Argentina, South  
America



### 3) Where do most Ukrainians live?



cities  
and towns: 70 %



country  
population: 30 %

### b) Complete the information about the population of Ukraine.

As far as I understand, Ukraine has a population of \_\_\_\_ mil-  
lion people. It is the second most \_\_\_\_\_ country of the  
former Soviet Union after \_\_\_\_\_. 72 percent of Ukraine's  
population are \_\_\_\_\_, \_\_\_\_\_ make 22 percent  
and other ethnic groups like Polish, Belarusians, Jews, Bulgari-  
ans, Hungarians and Tatars comprise \_\_\_\_\_ percent.

There are many Ukrainians living outside \_\_\_\_\_. Overseas Ukrainians are found in \_\_\_\_\_, other half a million of them live in \_\_\_\_\_ and \_\_\_\_\_. Ukrainians are scattered throughout \_\_\_\_\_ and \_\_\_\_\_. Most of Ukrainian population is \_\_\_\_\_. Close to \_\_\_\_\_ percent live in \_\_\_\_\_ and \_\_\_\_\_. As you see, \_\_\_\_\_ is multicultural state.

c) Read the following descriptions, choose those which can be attributable to a Ukrainian and describe him / her

- hard-working;
- hospitable;
- great eaters;
- good-humoured;
- have a sense of humour;
- emotional;
- sociable;
- fond of singing;
- lazy;
- punctual;
- open-hearted.

## V Your Language Portfolio: Reading

a) Read how some foreigners characterise Ukrainians and say with what you agree or disagree:



Mario (Milan, Italy)

“I asked my Italian relatives who visited Ukraine what they thought about Ukrainians. They consider that Ukrainians have a good sense of humour and can laugh at a good joke. They like the Ukrainian language and find it very melodious, but not so melodious as Italian language of course”.



*Stephen (Toronto, Canada)*

“I know that Ukrainians are supposed to be great eaters and to eat large amounts of their traditional food, like borsch, varenyky, holubtsi, galushky, etc. They say that borsch has had a special and important place on the daily menu of the Ukrainian people for many years. When Ukrainians have guests they usually treat them to borsch which they serve with pampushkas and garlic.”



*Pamela  
(Birmingham, England)*

I've been to Ukraine twice and can say that Ukrainians are very kind and hospitable. They welcome visitors open-heartedly and treat them warmly and generously. I think it is traditional in the country to meet guests with bread and salt and offer them Ukrainian hospitality and friendliness.



*Brad (Cardiff, Wales)*

I call Ukrainians “a singing nation” because nearly everyone in Ukraine sings or plays a musical instrument. They really enjoy music and many of them like to perform in a folk dance group or in a choir. Some folk dance groups are very renowned and known far and wide.





*Ann Lou*  
(Missouri, the USA)

I find Ukrainians hard-working. They seem to be busy all days including weekends. It is typical of any season. My friend has a dacha near Kyiv and when the snow only begins to melt in spring she is already there doing some physical labour. And she is not alone; many retired people in Ukraine think it to be a good hobby.



*Bernadine and Kenneth*  
(Perth, Australia)

We were pleasantly surprised to see how Ukrainians teach their youth to keep the traditions of their families. They create special groups in which they learn different amazing things like embroidering, knitting, painting, things like that. We also joined a group where children were taught how to paint on an egg with melted beeswax. The elderly lady explained that pysankas patterns contain encoded wishes for happiness, a rich harvest, health and weather. The children created real works of art. It deserves appreciation, indeed!

**b)** In the text, find the adjectives formed from the following nouns.

- melody \_\_\_\_\_
- tradition \_\_\_\_\_
- hospitality \_\_\_\_\_
- pleasure \_\_\_\_\_
- importance \_\_\_\_\_

**c)** Paraphrase the following sentences with the help of the text.

- 1) Ukrainians like to eat.
- 2) When Ukrainians have guests, they serve borsch.
- 3) Ukrainians are very friendly to the visitors.

- 4) Ukrainian music is well known.
- 5) Ukrainian art is known not only in Ukraine but abroad.
- 6) Ukrainians are very industrious.
- 7) Many pensioners enjoy physical labour.
- 8) We become members of one of the groups.

d) Using the texts, fill in the prepositions.

- 1) Ukrainians can laugh \_\_\_\_\_ a good joke.
- 2) When guests come, Ukrainians treat them \_\_\_\_\_ Ukrainian borsch.
- 3) Borsch is usually served \_\_\_\_\_ pampushkas and garlic.
- 4) Many Ukrainians like to perform \_\_\_\_\_ a folk dance group or \_\_\_\_\_ a choir.
- 5) Hard work is typical \_\_\_\_\_ many Ukrainians.
- 6) The children were taught how to paint \_\_\_\_\_ an egg \_\_\_\_\_ melted beeswax.

e) Summarize all the information and make a character sketch of an average Ukrainian. Use the pattern below.

**Pattern:**

- I think Ukrainians \_\_\_\_\_
- Ukrainians are supposed \_\_\_\_\_
- They say \_\_\_\_\_
- Those who've been to Ukraine say \_\_\_\_\_
- Ukrainians are often called \_\_\_\_\_
- \_\_\_\_\_ is known far and wide.
- Many people find Ukrainians \_\_\_\_\_
- \_\_\_\_\_ deserves appreciation.

## VI Your Language Portfolio: Writing

a) A Refrigerator Note

- A refrigerator note ends with wishes.
- The ending is informal in style.

- *Love,*  
*Barbara*
- *Love you,*  
*Darlene*
- *Mike.*

- b) By the end of the Unit Five, you will write a refrigerator note about your future plans. Think and decide how you will end it.

## 5.4. Far and Wide

### Communication:

#### How to Make Future Plans For Exploring Your Native Land

Do you have any big plans for \_\_\_\_\_?  
 Where are you planning to \_\_\_\_\_?  
 Why don't you try \_\_\_\_\_?  
 What are your plans for \_\_\_\_\_?

Definitely. I'd like to explore \_\_\_\_\_.  
 I might have an opportunity to \_\_\_\_\_.  
 You know, you are probably right. I'll learn everything there is to know about \_\_\_\_\_.  
 I have huge plans: \_\_\_\_\_.  
 That would be perfect.

### I Go Ahead!

Look at the pictures and say how your international friends may explore your native land.



*by plane*



*by ship*



*on foot*



*by train*



**Example:** *They might have an opportunity to explore my native country on foot and to stop at the places they'd like to see.*

## II Speak Up!

Read the Welcome Poem and practise the sounds /i:/, /ɪ/ and /ai/.

### Welcome Poem

Let's make a trip, just you and me,  
Through the Carpathian Mountains and The Black Sea.  
I'll give you a ride across Ukraine,  
You'll feel what it's like if you go by train.  
You'll have a taste of Ukrainian dish  
And stay with us as long as you wish.  
You won't believe, but you'll see with your eyes:  
Christmas in this country comes but twice.

## III Express Yourself!

- a) Read and learn how to make plans for exploring your native country.  
Look at the pictures and fill in the mini-dialogues.



*The Carpathian  
Mountains  
Mount Hoverla*

- 1) — Do you have any big plans for exploring \_\_\_\_\_?  
— Definitely. I'd like to climb \_\_\_\_\_. I love climbing.



*the Shatsky Lakes  
by ship*

- 2) — How are you planning to reach \_\_\_\_\_?  
— I might have an opportunity to go \_\_\_\_\_.



*the Crimea*



*round Ukraine trip*



*flora and fauna*



*the Black Sea*

- 3) — Why don't you try to go to \_\_\_\_\_?  
 — You know, you're probably right. We'll learn everything there is to know about its \_\_\_\_\_.
- 4) — What are your plans for a \_\_\_\_\_?  
 — I have huge plans: I'm thinking of going to \_\_\_\_\_.  
 — That would be perfect.

**b)** Read and respond.

- 1) — Do you have any big plans for exploring the Carpathians Mountains?  
 — Definitely. I'd like to climb Mount Hoverla. I like climbing.

- 2) — How are you planning to explore my native land?  
— \_\_\_\_\_
- 3) — Why don't you try to make a sea voyage?  
— \_\_\_\_\_
- 4) — Where are you thinking of starting?  
— \_\_\_\_\_
- 5) — What are your plans for a hiking trip?  
— \_\_\_\_\_
- 6) — They say a round Ukraine trip is immensely exciting.  
— \_\_\_\_\_

c) Read and give the context to:

- 1) — How are you going to explore Ukraine?  
— Oh, I have huge plans.
- 2) — \_\_\_\_\_  
— I might have an opportunity to go either by bus or by train.
- 3) — \_\_\_\_\_  
— You know, you are probably right.
- 4) — \_\_\_\_\_  
— I'll learn everything there is to know about its temperature and climate.
- 5) — \_\_\_\_\_  
— That would be perfect.
- 6) — \_\_\_\_\_  
— Definitely.

## IV Your Language Portfolio: Listening

- a) Listen to two English friends who are planning to make a stop in Ukraine on their way from Turkey to England. Answer the following questions.
- 1) What did Ann look forward to seeing?
  - 2) What does her Ukrainian friend Lucy insist on?
  - 3) What means of transport does Ann want to take?
  - 4) What does she decide on?
  - 5) What does she want to learn in the Crimea?
  - 6) Did the two friends come to an agreement?



b) In pairs, restore the dialogue between Ann and Laura.

- L. Are you looking forward to \_\_\_\_\_, Ann?  
 A. I can't wait to see \_\_\_\_\_. We might have an opportunity \_\_\_\_\_ and even \_\_\_\_\_. Lucy insists on \_\_\_\_\_ but I \_\_\_\_\_.  
 L. There's nothing \_\_\_\_\_. Going by \_\_\_\_\_.  
 A. You know you are probably right. But \_\_\_\_\_.  
 L. Don't say so! \_\_\_\_\_ compared with other transport.  
 A. I still prefer \_\_\_\_\_. I'd love to \_\_\_\_\_. Besides, \_\_\_\_\_ so I will learn \_\_\_\_\_.  
 L. You have huge plans. It's fine if \_\_\_\_\_, but have you ever travelled \_\_\_\_\_?  
 A. No, I've only \_\_\_\_\_. Why don't we \_\_\_\_\_?  
 L. Definitely. I'll \_\_\_\_\_ and let Lucy know \_\_\_\_\_.  
 A. Agreed, then.

## V Join In!

a) Complete the dialogue "Exploring Ukraine".

### Exploring Ukraine

I say, \_\_\_\_\_, what are your plans \_\_\_\_\_?

You really have big plans. Where \_\_\_\_\_?

Why don't you try \_\_\_\_\_?

Definitely. I will learn \_\_\_\_.

And how are you planning \_\_\_\_\_?

That's perfect!

Oh, I have huge plans. I look forward to \_\_ and \_\_.

I might have an opportunity \_\_\_\_\_.

That's would be perfect if \_\_\_\_\_.

Exactly, and besides \_\_\_\_.

My friends insisted on \_\_\_\_ but then we agreed \_\_\_\_.

- b) In pairs, look at the pictures, identify yourselves with the characters and role-play the dialogue between them.



Read and admire English humour. Role-play the joke.

### A Clever Traveller

A traveller, wet with rain and feeling cold, arrived to a country inn, which he found so full of people, that he could not get near the fire. He said to the landlord:

“Take some oysters to my horse!”

“To your horse?” exclaimed the landlord. “Your horse will never eat them.”

“Do as I ask you,” answered the traveller. All the people in the inn ran out into the yard to see the horse eat oysters. And the traveller had now the whole room to himself. So he sat down comfortably by the fire and warmed himself. When the landlord returned, he said to the traveller:

“I was sure that horse would not eat the oysters.”

“Never mind,” replied the traveller, “put them on the table and when I am thoroughly dried, I will try to eat them myself.”

## VI Do It Yourself!

**Project 5:** *Making a plan of a round — Ukraine trip.*

**Your steps:**

- 1) Prepare for your project work. Bring your photos, pictures, drawings and other things you need for your project.
- 2) Find your project partner(s). Move round the classroom and find out who has similar plans for a round Ukraine trip.
- 3) Think of the title of your project.
- 4) Decide how you can prepare for the trip.

- 5) Design a plan of a round Ukraine trip and prepare for the presentation of your project.
- 6) Present your project to the class.
- 7) Listen to your friends' presentations and give your feedback in writing. Use the evaluation card below.

### Evaluation Card

Write	1	2	3
1) If the title is suitable:			
2) If the information is interesting:			
3) If there are any fresh ideas:			
4) If the presentation is good:			
5) If the speakers speak clearly and loudly:			

**Write** a refrigerator note on the basis of your group's poster.

## 5.5. Test Yourself!

### A. Report what Lucy said.

- 1) Lucy said, "I am going to plan a round Ukraine trip."  
\_\_\_\_\_
- 2) Lucy said, "My international friends may come by plane."  
\_\_\_\_\_
- 3) Lucy said to her friends, "Paul can offer his help."  
\_\_\_\_\_
- 4) Lucy said, "I won't stay in the Crimea the entire summer."  
\_\_\_\_\_
- 5) Lucy said, "If my friends come in spring, they will see chestnut trees in blossom."  
\_\_\_\_\_
- 6) Lucy said, "My friends will have the time of their lives if they come."  
\_\_\_\_\_

Check if you:

CAN REPORT WHAT PEOPLE SAID ABOUT  
THEIR FUTURE PLANS

YES

NO



- B. Fill in the missing forms of the verbs “to offer” or “to suggest”.**
- 1) Paul \_\_\_\_\_ his friends his help.
  - 2) I \_\_\_\_\_ going by plane, it saves time.
  - 3) Some time ago Lucy \_\_\_\_\_ her friends visiting Odessa.
  - 4) The teacher of Geography \_\_\_\_\_ Lucy a map of Ukraine.
  - 5) Lucy’s mum \_\_\_\_\_ her a rucksack and a sleeping bag.
  - 6) Laura \_\_\_\_\_ going by ship.
  - 7) Julie \_\_\_\_\_ learning everything about flora and fauna in the Crimea.

Check if you:

CAN USE THE CORRECT WORDS  
IN DIFFERENT CONTEXTS

YES

NO

- C. Read what Laura learned about the national symbols of Ukraine and complete the questions.**

The National Flag first appeared in 1848. The flag has two stripes: a blue one above a yellow one. The colours are symbolic — yellow for wheat in the fields and blue for the sky above them. The flag became a symbol of the all-Ukrainian unity.

The Ukrainian Anthem is a song called “Ukraine Has Not Yet Perished”. Its lyrics were written by Pavlo Chubynskyi and it was published in 1863. The same year it was set to music by Mykhailo Verbytskyi. The catchy melody and patriotic words made this song very popular among Ukrainians. Article 20 of the Constitution of 1996 defines it as the state anthem.

The National Emblem (Coat of Arms) of Ukraine is a trident. It is the most ancient and dignified of all the Ukrainian symbols. Its history goes back to the first century A. D. The classic shape of the Ukrainian trident was found on the coins of Volodymyr the Great, who ruled in the 10<sup>th</sup> century. Then, it was a mark of authority, and a symbol of the ethnic groups which made up the Ukrainian nation.

- When did the National Flag \_\_\_\_\_ ?
- What does the flag \_\_\_\_\_ ?

- What do the colours \_\_\_\_\_ ?
- What is \_\_\_\_\_ ?
- Who wrote \_\_\_\_\_ ?
- When was \_\_\_\_\_ ?
- Who composed \_\_\_\_\_ ?
- What is the most \_\_\_\_\_ ?
- When did \_\_\_\_\_ ?
- Where was \_\_\_\_\_ ?

Check if you:

**CAN READ SIMPLE TEXTS  
AND ASK FOR SPECIFIC INFORMATION**

YES

NO

D. Listen to the information Laura has learned about the Crimea and match the beginnings with the endings of the following statements.

BEGINNINGS	ENDINGS
1) Two thousand years ago, ...	a. ... produce grapes for famous wines.
2) Vineyards of the Crimea ...	b. ... on the South coast.
3) Many Crimeans ...	c. ... offer a full range of health treatment.
4) There are numerous sanatoria ...	d. ... the Crimea was an agricultural area.
5) 100 years ago, people came to the Crimea ...	e. ... a very picturesque place to visit.
6) Today many of the sanatoria ...	f. ... work in the seasonal tourist trade.
7) The Crimean landscape ...	g. ... hoping that the sea would help them recover from illnesses.
8) The Crimea is ...	h. ... allows one to enjoy a number of exciting outdoor activities.

Check if you:

**CAN LISTEN TO SHORT STORIES  
AND UNDERSTAND ALL THE DETAILS**

YES

NO

E. Write a refrigerator note on the basis of the following daily plan.

**Things to Do:**

- Working on the school project..... ✓
- Meeting a friend in the park..... ✗
- Home for dinner..... ✗
- Going to the Internet club..... ✓
- Back home by 8 p.m..... ✓

Check if you:

**CAN WRITE REFRIGERATOR NOTES  
ABOUT YOUR PLANS**

YES

NO



## TAPESCRIPTS

# Unit 1. Your School Days

## I Keeping Busy

### A School Joke

An American highschooler<sup>1</sup> who was preparing to take his final exam in Literature, had to write a composition about Jack London. He wasn't a bad learner, but he was awfully disorganised. He never planned his studies properly and because of that he was never in time for classes, even missing some of them, and surely, he took little effort in doing his written tasks according to the schedule.

This time he had two weeks to do his composition. But he thought it was so easy as he had read some of Jack London's stories — *White Fang*, *Love of Life*, *Under the Deck Awnings* and others. He was certain to scrape through the exam easily. While his classmates were working on their papers he enjoyed his outdoor hobbies — riding a bike, playing football, and socialising with friends. Unfortunately, he actually wrote the composition in the morning, in the last minute. No wonder, it was not good enough. When the teacher read it, he found a lot of mistakes in his work. So he came to the next lesson and said to the boy, "You should write in such a way that even the most ignorant reader can understand it." "Yes, sir," said the student, "What part didn't you understand?"

The teacher laughed at the student's joke but didn't change the mark.

## IV School Do's and Don'ts

**Laura:** Students at our junior high school<sup>2</sup> take different lessons. We have to study certain subjects, but

<sup>1</sup> highschooler (AmE) — a boy or a girl who studies in 9-12 forms (BrE) / grades (AmE) in the USA.

<sup>2</sup> junior high school — a school in the US and Canada for children aged between 12 and 15.

we can choose which classes we take. For example, we study science for three years, but we are allowed to decide whether to take chemistry, physics or biology.

After school, we may choose from many activities, such as joining clubs, working on the school newspaper or playing on a sports team. So we are allowed to be away from home for longer than in elementary school. Fortunately, we go to school in a school bus which picks us up near our homes and takes us back again in the evening ...

**Bill:** As I'm thirteen years old, I continue my secondary education. I go to a grammar school where schoolchildren study more academic subjects than in other types of schools. I wear school uniform — that's a must. My school day begins around 9 a.m. and ends around 4 p.m. There is a break of 15 minutes in the morning and sometimes also in the afternoon. I may take a packed lunch from home, but I prefer to have school dinner — it is a cooked meal for which my parents have to pay.

My parents have joined the PTA (Parent Teacher Association). They meet my teachers at regular parents' evenings to discuss my progress. Pupils are not allowed to be present there.

I work hard both at school and at home because I have a lot of things to do. I am not allowed to relax until I have done all my homework. So I plan my time ahead and usually have no problems with my time management ...

## Test Yourself

**D.**  
**Annie:** Hi, my name is Annie. Are you in my Spanish class?

**Michelle:** Yes, I think so. My name is Michelle. Are you ready with the home assignment for today?

**Annie:** Yeah, it's easy. We just have to read, translate and memorise the dialogue on page 8.

**Michelle:** You think Spanish is easy? It's my hardest course.

**Annie:** Why are you doing it, then?

**Michelle:** I am only taking it as an elective <sup>3</sup> because my parents want me to go to college ...

## Unit 2. The Press: Known to You and Me

### 1 Have You Read?

#### Midas

Once upon a time there lived a king whose name was Midas. He was very fond of gold, he loved it better than anything else in the world, except his daughter. Midas spent the days counting the pieces of gold he had collected. Once, when he was engaged in counting his money, a stranger entered the room and said, "Midas, you are the richest man in the world. You have everything you can wish for. But are you really happy?" "No, I am not," answered Midas, "I shall never be happy until everything that I touch becomes gold."

"You shall have what you wish!" exclaimed the stranger.

The next morning Midas woke up when the sun was rising. While he was dressing, he noticed that his clothes turned into gold. This made him very happy. He went into the garden and everything that he touched — the trees and the flowers — turned into gold. Soon he sat down to breakfast; his daughter was sitting beside him. Midas lifted his cup of coffee to his mouth, but the coffee became hard and yellow. This frightened him.

"What is the matter with you, Father?" asked his daughter, running up to him and taking his hand, but she also turned into

<sup>3</sup> elective (AmE) = a course that students can choose to take.



gold. "What have I done?" cried Midas. "It was madness to want more riches. Now I have lost my daughter."

Suddenly he heard the voice of the stranger, "Midas, which would you like to have: your gold or your daughter?"

"Give me back my child!" exclaimed Midas. "I shall never want gold again."

"I will help you," said the stranger. "Go to the river and bring some water. Then pour the water over your daughter."

Midas did as the stranger had advised him. When he poured the water over the gold statue of his daughter, its eyes opened and his daughter returned to life. Midas understood that gold was not the most important thing in the world.

## IV For Your Information

### Preparing for a General Knowledge Quiz

- Steve:** You know, guys, I feel a bit nervous about the General Knowledge Quiz we'll have to pass tomorrow in our Social Science class.
- Helen:** Me, too. What if we ask one another some frequently asked questions to see where we are?
- Ann:** That's a good idea! It'll help us to concentrate and forget about our worries for a while, don't you think so, Steve?
- Steve:** I was just going to suggest that myself. Now for it. Let me go first. How old is the Earth, I wonder? One thousand, one million, maybe even one billion years old?
- Ann:** Scientists think that the Earth is probably over 4 billion years old. What a lot of candles for a birthday cake!
- Steve:** Right you are. Take your turn now.
- Ann:** OK. Speaking of birthdays, do you happen to know who wrote "Happy Birthday to You?"
- Helen:** Let me try. If I'm not mistaken, the encyclopaedia entry states that the melody was written by 2 American sisters, Mildred and Patty Hill from the state of Kentucky in 1893. They originally called the song "Good Morning to All".
- Steve:** Exactly. They say it is the most frequently sung song in the world.

- Ann:** What do you mean?
- Steve:** I have read that every day at least 10 million people celebrate their birthday!
- Steve:** So, what's your question, Helen?
- Helen:** Here it is: have you ever met Merlin?
- Steve:** Oh, what a tricky question! No, of course not, as he sleeps, locked in a cave.
- Ann:** I just wanted to add that according to the legend, Merlin was a mysterious figure with some special powers that came from his father, one of the fairy folk. Merlin grew up in the forest, learning the secrets of nature and the language of animals. He could change himself into any shape he pleased: a dwarf, an old man, a deer or a tree.
- Helen:** You don't say so! And I remember that our history teacher pointed out that Merlin often had visions of the future and used them to advise King Arthur.
- Steve:** True, true.

## V Test Yourself!

D.

**Laura:** Musicians are in my list of likes and besides Ricky Martin, I adore Michael Jackson. You may love him or hate him, but he is really great! His every concert is a spectacular show, because Michael is not only a renowned pop singer, but also a songwriter and a remarkable dancer. As a child, he was a member of The Jackson 5 in the 1970s but now he is even more successful with his exciting performances and concerts. Jackson's album "Bad" had all brand-new tracks. Many of them took the world by storm, you know!

Some people call him strange because he is wearing a mask and one white glove. But I think he is a kind man because he loves children and spends much money on the homeless and sick. Whatever Michael Jackson's reputation may be, you can't deny the fact that he is the greatest pop singer. No wonder in 2007 his name got into the Guinness Book of Records for the record number of concerts given.

## Unit 3. Britain is Great

### I Where?

#### The Scottish Thistle

The thistle is the national emblem of Scotland. This is how, according to the curious legend, that plant came to be chosen.

In very ancient times the Northmen once landed somewhere on the east coast of Scotland. They had wicked plans — to settle in the country. The Scots assembled with their arms and moved to the River Tay, the largest in Scotland. As they arrived late in the day, tired after a long march, they put up their camp and rested. They didn't expect the enemy before the next day.

The Northmen, however, were near. Noticing that no guards protected the camp, they crossed the Tay. They were going to take the Scots by surprise. To make the least noise possible, they took off their shoes. But one of the Northmen stepped on a thistle. The sudden and sharp pain made him shriek. The alarm was given in the Scots' camp and there was a fight.

The Scots appreciated the unexpected help from the thistle and took it as their national emblem.

### IV How?

- A. Well, Helen, time flies, and my trip to Britain is coming to an end.
- B. Yeah, parting is such sweet sorrow. Now you know from your life experience that the United Kingdom is, above all, a nation where tradition has shaped many aspects of their daily lives: from their customs and celebrations to the food they eat, sporting events and children's games.
- A. Exactly. During my stay here I came to love Britain's natural wonders, British people, even weather in the British Isles!
- B. Let's take the tradition of keeping national parks, for example. What is your attitude to it?



- A. I find it extremely important. I have found out that there are eight national parks in England and three in Wales. These are the areas of outstanding natural beauty protected by law. The first national park was established in northern England over 50 years ago. Scotland's first National Park — Loch Lomond — opened recently.
- B. And what is the largest of the English National Parks?
- A. The Lake District, if I'm not mistaken. The guide said, it attracts more than 12 million visitors every year who "wander lonely as a cloud", as William Wordsworth put it, inspired by its scenery.
- B. Have you heard of the so-called Highland Games?
- A. Sure. These Scottish games have been popular since the days of Queen Victoria in the 19th century. Today, they include highland dancing, playing the bagpipes, and various athletic events such as throwing the hammer.
- B. What's going to happen to them in the future?
- A. I believe they will live far into the 21st century.
- B. And what do you say to tea dancing?
- A. It is an old entertainment ritual which is enjoying more and more popularity. People visit tea gardens to take a walk, dance, listen to music, watch fireworks and enjoy a cup of tea.
- B. Right you are. And do you happen to know the most widely observed traditional meal of the year?
- A. Christmas dinner, of course, with roast turkey as its centerpiece.
- B. I know, I know. It is eaten in the early afternoon of Christmas day, accompanied with bread sauce, sausages rolled in bacon, roast chestnuts, carrots and peas. The main course is followed by Christmas pudding which is made from dried fruit.
- A. It adds up to the enjoyment, doesn't it?
- B. I am absolutely positive that tradition is at the heart of modern Britain.

## **V** Test Yourself!

You won't believe, but I have been to the Punch and Judy show today! It's a seaside favourite. Mr. Punch is perhaps the most fa-

mous puppet character of all time. He has given his name to the popular, comic magazine *Punch*. Legend has it that a travelling showman from Italy brought Punch to Britain in the 17th century. In those days the show was performed in London's Covent Garden. Now it's played everywhere: on the beach, in the street, on stage. Punch and his wife, Judy, are the funniest glove puppets I have ever seen.

Another traditional English entertainment that came from the old Italian comedies is a pantomime. It is for children, but parents enjoy it as much at Christmas. Harlequin is its famous character who wears special bright clothes and plays tricks. I have to see a pantomime with my own eyes!

## Unit 4. Read to Yourself

### VI Reading Choices

#### The Work that Made Defoe Famous

In 1718 Defoe was nearly sixty years old. He had a full and interesting life. He travelled, tried many professions and wrote many books and pamphlets.

Some years before Defoe had met a sailor. Alexander Selkirk was his name. He had been alone on a desert island. Following a violent quarrel with his officer, Selkirk had been put ashore on an island off the coast of Chile. For more than four years he had lived alone on that island, managing not only to stay alive, but also to make himself fairly comfortable. As last he was rescued through the happy chance by the crew of a ship putting in at this island for water. When he finally returned to London, his adventures became the talk of the town. Several accounts of his experiences were printed, read and soon forgotten. In a few years' time scarcely anyone remembered Alexander Selkirk.

But Defoe did not forget. Selkirk's unique experience captured his imagination. What would a man do, all alone? How would he live?

Thus Defoe turned to writing the story of a shipwrecked man. He chose an island in a different part of the world for his story,

and created an imaginary character for his hero, Robinson Crusoe. With his skill as a journalist, he was able to make his story seem absolutely true.

The book was a great success. Everybody read it, enjoyed it, almost believed it. The story of an imaginary castaway is known all over the world, while the true story of Selkirk, who was a real castaway, is practically forgotten today.

## IV On Your Bookshelf

### At the Library

- I say, Steve, what kind of books do you prefer? Do you read science fiction or fantasy books?
- No, in fact I enjoy adventure books a lot more.
- Have you read *Robinson Crusoe*? What do you think about it?
- Oh, in my view it's really an enjoyable reading.
- I'm with you on that. I've read it at a gulp, too.
- I borrowed another adventure book from the library. It is *Treasure Island* by Robert Louis Stevenson. It is really good stuff. You are sure to like it.
- Thank you, but I'm reading a book of fairy-tales by Oscar Wilde and I love it.
- I don't think that I like fairy-tales as much as you do. But tastes differ.
- Exactly.

## V Test Yourself!

D.

**Laura:** They say that sometimes a book can help to change history. I never believed in that until I've read Harriet Beecher Stowe's book *Uncle Tom's Cabin*. This book certainly did it, because it was the first to describe the hard life of black people in the South of the country and thus to speak out against slavery.

I love history and never miss a chance of reading a historical novel or a book on history. When I started to read Stowe's



novel I was taken aback by people's cruelty to 3.5 million slaves in the South. At a gulp, I read the story of Tom, a courageous old slave and Eliza, who made a dangerous escape to freedom. How people couldn't understand that slavery was evil!

After *Uncle Tom's Cabin* I read other books which described the Civil War between the South and the North of the USA. Of course, the war had many different causes. Yet *Uncle Tom's Cabin* played a part. At that time President Lincoln appreciated H.B. Stowe's book saying, "So you are the little woman who started the big war."

It's really a great book of a great American writer. If you are interested in history, you are sure to like it.

## Unit 5. Welcome to Ukraine

### I Facts about Ukraine

Ukraine is the largest country in Europe. The village of Di-love (district of Rakhiv, province of Transcarpathian) is considered to be the geographical centre of Europe.

Ukraine stretches from the mountains in the west to the steppes in the east, and from the marches in the north to the seas in the south. Ukraine's longest river is the Dni-pro. It ranks as Europe's third longest waterway. It divides the country into Right-Bank and Left-Bank Ukraine, and flows south to the Black Sea.

Ukraine has picturesque scenery and a temperate continental climate. It has cold winters with snow and warm summers. The temperature ranges between +25°C and -8°C.

Ukraine is mostly a flat plain with extremely fertile black earth soil.

Mount Hoverla (2,061 m) in the Carpathians is the highest peak in the country. There are many treeless summits which are called polonynas.

Ukraine has 5 % of the world's mineral resources. There are 80 different types, including coal, iron ore, titanium, granite and marble.

Ukraine is famous for its forests with plantations of pine, oak, beech and birch. Most forests are in the Carpathians and Polissia. We live in the north where the Polissia Lowland lies.

Ukraine has more than 3,000 lakes. In the Shatski lakes in the North-West there are a lot of fish: perch, pike and carp.

The animal world of the Crimean Mountains is different from the other zones. Here we can find rare birds and animals (carri-on eagle, black griffon, red deer).

The Black Sea is deep and has a wide range of animal life. However, there is no life lower than 1,500 m deep. The deepest point of the Black Sea is 2,210.

#### IV Sea or Air?

*Laura:* Are you looking forward to your trip to Ukraine, Ann?

*Ann:* I can't wait to see Ukraine. We might have an opportunity to see the gorgeous Carpathian Mountains and even climb Mount Hoverla. It's so exciting. Lucy insists on flying, but I want to sail from Istanbul to Odessa. Planes make me nervous.

*Laura:* There's nothing to be frightened of. Going by plane saves time.

*Ann:* You know you are probably right. But airplanes fly so high and fast that I'm afraid to be airsick.

*Laura:* Don't say so! Air transport is really safe compared to other means of transport.

*Ann:* I'd still prefer to go by sea. Ships may not travel fast but at least you can relax. I'd love a trip on a liner. Besides I've never seen the Black Sea. Lucy said we would visit the Crimea. So I will learn everything there is to know about its flora and fauna.

*Laura:* You have huge plans. It's fine if you're a good sailor, but have you ever travelled far in a rough sea?

*Ann:* No. I've only been in a boat once. I sailed down the River Thames on a sightseeing tour... Why don't we try to book our tickets for the sea trip?

*Laura:* Definitely. I'll do that and let Lucy know about our decision.

*Ann:* Agreed, then.

## V Test Yourself!

### Crimea: Past and Present

Two thousand years ago, Crimea was an agricultural area and exported grain to ancient Greece. Today, it still produces around a million tons of grain a year, along with sunflower oil and other agricultural products for export. Vineyards like those at Masandra in the South and Koktebel in the East produce grapes for famous wines exported by Ukraine throughout Eastern Europe.

Many Crimeans work in the seasonal tourist trade, in the numerous sanatoria on the south coast. Built from the 19th century onwards, they are in fact hotels, most with private beaches. The name sanatoria comes from these resorts' long tradition as health spas. 100 years ago, people came to the Crimea in the hope that the sea air would help them recover from a variety of illnesses. Today, many of the sanatoria offer the full range of health and fitness treatments — massage, mud baths, fitness and weight loss programmes, saunas and so on. Also, the Crimean landscape allows one to enjoy a number of exciting outdoor activities.

Crimea is a very picturesque place to visit.



## KEYS

### Unit 1. Your School Days

A. 1a; 2b; 3b; 4b; 5b; 6a; 7a.

- B. 1) is a hard-worker      5) encourages  
2) is a lazybones      6) luckily  
3) up-to-date      7) punctual  
4) keen on/fond of

C. 1F; 2T; 3F; 4T; 5F; 6F; 7T.

- D. (1) my Spanish class, right?  
(2) the homework assignment for today?  
(3) read, translate and memorise the dialogue on page 8.  
(4) hardest course  
(5) taking it, then?  
(6) my parents want me to go to college

### Unit 2. The Press: Known to You and Me

A. 1c; 2b; 3a; 4a; 5c; 6b; 7b; 8b; 9c; 10b.

B.	Noun	Verb	Adjective	Adverb
	exploration	to explore	—	—
	success	to succeed	successful	successfully
	service / servant	to serve	—	—
	politeness	—	polite	politely
	astonishment	to astonish	astonishing / astonished	astonishingly
	driver	to drive	—	—
	present / presentation / presenter	to present	presentable	presentably
	attention	to attend	attentive	attentively
	reply	to reply	—	—
	performance / performer	to perform	—	—

- D. 1) ...likes...; 2) ...songs.; 3) ...1970s.; 4) ...new...; 5) ...glove.;  
6) ...Records.

### Unit 3. Britain is Great

- A. 1) has arrived                      5) did ... go  
2) Have... seen                      6) Have... traveled  
3) have... been                      7) have... taken  
4) has already planned
- B. 1) away; to                      4) of; by  
2) at                                      5) by  
3) over                                  6) beyond
- C. 1) remark                              5) How are you?  
2) uncertainty                      6) umbrellas  
3) greeting                              7) whatever the weather  
4) wellingtons                      8) a season of rain
- D. 1a; 2b; 3b; 4c; 5c; 6c.

### Unit 4. Read to Yourself

- A. 1) What is much spoken about?  
2) When was your dress finished?  
3) What kind of telegram was sent to my dad?  
4) Why was Nelly laughed at?  
5) Where was the book lost yesterday?  
6) By whom were you offered an interesting job?
- B. a) for; b) in; c) with; d) on; e) of; f) about.
- D. 1. history; 2. slavery; 3. a gulp; 4. Eliza; 5. President Lincoln; 6. evil

### Unit 5. Welcome to Ukraine

- A. 1. Lucy said she was going to plan a round-Ukraine trip.  
2. Lucy said that her international friends might come by plane.

3. Lucy said to her friends that Paul could offer his help.
  4. Lucy said that they wouldn't stay in Crimea the entire summer.
  5. Lucy said that if her friends come in spring, they would see chestnut trees in blossom.
  6. Lucy said her friends would have the time of the time of their lives if they come.
- B.**
2. offered;
  3. suggest;
  4. suggested;
  5. offered;
  6. offers;
  7. suggested;
  8. suggested.
- C.**
- When did the National Flags appear?
  - What does the flag have?
  - What do the colours symbolized?
  - What do the Ukrainian Anthem?
  - Who wrote the lyrics of the Anthem?
  - When was the Anthem set to music?
  - Who composed the music for the Anthem?
  - What is the most ancient Ukrainian symbol?
  - When did the Volodymyr the Great rule?
  - Where was the classic shape of the Ukrainian trident found?
- D.** 1d; 2a; 3f; 4b; 5g; 6c; 7h; 8e.



# GLOSSARY

## A

- accident** — нещасний випадок  
**achieve** — досягати  
**add** — додавати, приєднувати  
**adjust** — пристосовувати  
**adore** — захоплюватися, обожнювати  
**adult** — дорослий  
**adventure story** — пригодницьке оповідання  
**advertisement** — реклама  
**aeroplane** — аероплан  
**aircraft** — літальний апарат, літак  
**amount** — кількість  
**ancient** — стародавній  
**application** — заява, прохання  
**appreciate** — цінувати  
**assignment** — завдання, призначення  
**assistance** — допомога  
**attend** — відвідувати

## B

- bake** — пекти, випікати  
**baseball glove** — бейсбольна рукавичка  
**bathing suit** — купальник  
**below** — нижче, знизу  
**bill** — рахунок, список  
**boil** — кипіти, варитися  
**borrow** — позичати  
**bowls** — гра в кеглі/шари  
**brand new tracks** — найсучасніші пісні  
**breathless** — безвітрений, затавний подих  
**brief account** — короткий звіт  
**brilliant** — чудовий, яскравий, відомий  
**brochure** — брошура  
**broomstick** — мітла  
**bruise** — синяк, удар

## C

- calculate** — підраховувати, розраховувати  
**candle** — свічка  
**card** — картка, гральна карта  
**career** — кар'єра  
**catching** — захоплюючий, привабливий  
**cause** — причина, мотив  
**celebrity** — знаменитість  
**ceremony** — церемонія  
**challenge** — виклик  
**championship** — чемпіонат  
**coach** — тренер  
**collection of stories** — збірка оповідань  
**colourful illustration** — кольорова ілюстрація  
**combine** — поєднувати  
**community** — спільнота  
**component** — компонент, складова  
**composer** — композитор  
**contain** — містити в собі, вміщувати  
**contest** — змагання  
**cool** — прохолодний, світлий, спокійний  
**cosy** — затишний  
**cover** — обгортка, перепліт  
**crazy** — божевільний, сильно захоплений  
**creative** — творчий  
**creativity** — творчість  
**crew** — бригада, команда  
**crowd** — натовп, група людей

## D

- decision** — рішення  
**delightful** — чудовий, чарівний  
**deny** — заперечувати  
**design** — план, задум, проект  
**device** — прилад  
**direction** — напрям, вказівка

**disappointing** — розчаровуючий  
**disaster** — біда, нещастя  
**discovery** — відкриття  
**disorganised** — неорганізований  
**distress** — горе, страждання, нещастя  
**disturbing** — такий, що непокоїть, бентежить  
**dressing room** — вбиральня  
**drift** — напрям, тенденція  
**dwarf** — гном, карлик

## E

**encourage** — підбадьорювати  
**encyclopaedia** — енциклопедія  
**engine** — двигун  
**enjoy** — захоплюватися, насолоджуватися  
**enjoyable reading** — захопливе читання  
**enough** — досить  
**enrich** — збагачувати  
**entertaining** — розважальний  
**entertainment** — розваги, розважання  
**entrance** — вхід  
**environment** — навколишнє середовище  
**evil** — зло  
**exaggeration** — перебільшення  
**examine** — оглядати, роздивлятися  
**except** — крім, за винятком  
**exclaim** — вигукувати  
**expectation** — очікування  
**explore** — досліджувати

## F

**fantasy** — фантазія, ілюзія  
**fascinating** — чарівний  
**fashion** — стиль, мода, фасон  
**feedback** — зворотній зв'язок, віддача  
**fiction** — вигадка, белетристика

**football pitch** — футбольний майданчик  
**frequently** — часто  
**frightening** — страшний, лякаючий  
**fun** — жарт, розвага

## G

**gamekeeper** — лісник  
**ghost** — привид  
**giant** — велетень  
**globe** — земна куля, глобус  
**gloomy** — похмурий, гнітючий  
**glorious** — славетний, прекрасний  
**grasp** — збагнути, усвідомити  
**greet** — вітатися  
**grown-up** — дорослий  
**guide book** — путівник

## H

**head (v)** — очолювати, спрямовувати  
**hectic** — збуджений  
**helpless** — безпомічний  
**hit (v)** — ударяти, завдавати (страждань)  
**hoop** — обруч  
**horseback riding** — їзда верхи  
**hostile** — ворожий, неприязний  
**hotspot** — „гаряча точка“  
**huge** — величезний  
**human** — людина, людський  
**hungry** — голодний  
**hut** — хатина

## I

**identify** — визначати, ідентифікувати  
**importantly** — важливо  
**incredible** — неймовірний, неправдоподібний

**incurable** — невиліковний  
**injury** — рана, пошкодження  
**instead** — замість  
**instruction** — вказівка, інструкція  
**interviewer** — інтерв'юючий,  
 кореспондент  
**island** — острів

## J

**join** — приєднуватися, сполуча-  
 тися, з'єднуватися

## K

**knit** — в'язати  
**know** — знати

## L

**launch** — запускати  
**lawyer** — адвокат, юрист  
**lazy-bones** — ледар, ледащо  
**leather** — шкіра  
**legend** — легенда  
**limelight** — центр уваги  
**literate** — освічений  
**loyalty** — вірність, відданість  
**luggage** — багаж

## M

**magic** — чарівний  
**manage** — справлятися з ч.-н.,  
 керувати  
**mechanical** — механічний  
**memo** — нагадування  
**memoirs** — спогади, мемуари  
**memorise** — запам'ятовувати  
**miracle** — диво  
**missing** — відсутній  
**model girl / boy** — зразкова уче-  
 ниця / учень  
**moon** — місяць  
**muscles** — м'язи  
**mystical** — містичний, загад-  
 ковий  
**myth** — міф

## N

**native speaker** — носій мови  
**necessary** — обов'язковий

## O

**object** — предмет, об'єкт, мета  
**occupation** — заняття  
**opponent** — опонент, супротив-  
 ник  
**opposite** — протилежний  
**option** — вибір, предмет ви-  
 бору  
**outing** — екскурсія, пікнік

## P

**parable** — алегорія  
**parallel** — паралельний  
**particularly** — особливо  
**pavement** — тротуар  
**pen friend** — товариш по листу-  
 ванню  
**perform** — здійснювати, вико-  
 нувати  
**persuade** — переконувати  
**picturesque** — мальовничий  
**plain** — простий, зрозумілий  
**plot** — сюжет  
**polar** — полюсний, полярний  
**politician** — політик  
**praise** — хвалити, прославля-  
 ти, звеличувати  
**prestigious** — престижний  
**printer** — принтер  
**programmer** — програміст  
**promote** — сприяти, допома-  
 гати  
**prove** — доводити, підтверджу-  
 вати  
**punctual** — пунктуальний

## Q

**quality** — якість  
**quarrel** — сваритися  
**quiet** — тихий



## R

**reading log** — читацький щоденник  
**recognise** — впізнавати  
**recruit** — призовник, новачок  
**refrigerator** — холодильник  
**refuse** — відмовлятися  
**regular** — правильний, регулярний  
**relieve** — полегшувати  
**renowned** — відомий  
**reporter** — репортер  
**reputation** — репутація  
**request** — просити, запитувати  
**require** — вимагати, потребувати  
**research** — дослідження  
**research (v)** — досліджувати  
**respect** — поважати, повага  
**rise** — підводитися, збільшуватися  
**roar** — ревити, кричати  
**rock** — хитати(ся), тривожити  
**rocking chair** — крісло-качалка  
**root** — корінь, основа  
**row** — ряд, сварка  
**rugby ball** — м'яч для гри у регбі

## S

**sail** — плавати, відпливати  
**scholarship** — стипендія  
**science** — наука  
**science fiction** — наукова фантастика  
**sci-fi** — наукова фантастика (*розм.*)  
**scornful** — зневажливий  
**scream** — крик, викрик  
**screen-adaptation** — екранізація  
**script** — сценарій  
**search** — пошук  
**shape** — форма, вигляд, зразок  
**sigh** — зітхати, стогнати

**signal** — сигнал, знак  
**similarity** — схожість  
**size** — розмір  
**skin** — шкіра  
**slip** — ковзати, прослизати  
**smart** — розумний, кмітливий  
**snapshot** — фотографія, знімок  
**socialise** — спілкуватися  
**soft drinks** — безалкогольні напої  
**solution** — рішення  
**solve** — вирішувати  
**specific** — особливий, конкретний  
**spectacular** — ефектний, видовищний  
**spoil** — псувати  
**sporting activities** — спортивна діяльність  
**sports equipment** — спортивне обладнання  
**sports fan** — спортивний вболівальник  
**store** — запасати, зберігати  
**stressful** — напружений  
**strip** — знімати, роздягати, віднімати  
**style** — стиль  
**suitable** — підходящий  
**superb** — розкішний, чудовий

## T

**tablet** — дощечка з написом  
**tackle** — закріплювати  
**team sport** — командний спорт  
**teens** — підлітки  
**telly** — телевізор (*розм.*)  
**tennis racket** — тенісна ракетка  
**term** — термін, визначення  
**terrific** — чудовий  
**time management** — розподіл часу  
**tiny** — малесенький, крихітний  
**title** — заголовок, назва

**top** — верхівка  
**touching** — зворушливий  
**tough** — твердий, міцний, надійний  
**track** — слід, ознака  
**tremendous** — страшний, жахливий  
**tricky** — хитрий, заплутаний  
**twin** — близнюк, двійник

### U

**ugly** — огидний  
**unique** — унікальний, єдиний  
**universe** — світ, космос, людство  
**update** — модернізувати  
**up-to-date** — сучасний  
**user** — користувач

### V

**valuable** — цінний  
**various** — різноманітний  
**violation** — несамовитість, насильство

**violent** — несамовитий, насильницький  
**volume** — том

### W

**waitress** — офіціантка  
**warning** — попередження  
**wax** — воск  
**welcome** — вітати, схвалювати  
**well-loved characters** — улюблені герої  
**well-planned** — добре продуманий  
**whistle** — свистіти  
**wish** — бажати, хотіти  
**withdraw** — відмовлятися, скасовувати  
**wizardly** — по-чаклунськи  
**workout** — перетворення  
**worm** — черв'як  
**worry** — хвилюватися

### Z

**zeal** — старанність, ентузіазм  
**zest** — інтерес, пікантність

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