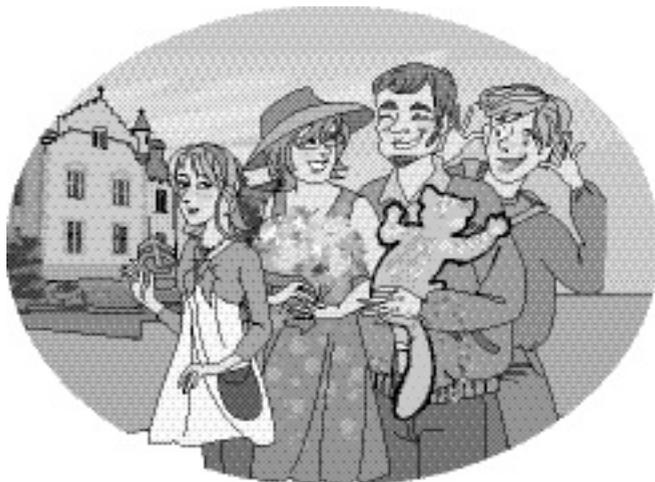


Olga Kolominova

English, 9

Підручник з англійської мови для 9 класу
загальноосвітніх навчальних закладів
(п'ятий рік навчання)

*Рекомендовано
Міністерством освіти і науки України*



Київ
«Інститут сучасного підручника»
2009

ББК 81.2 АНГ-922
К61

*Рекомендовано Міністерством освіти і науки України
(Наказ Міністерства освіти і науки України № 56 від 02.02.2009 р.)*

Видано за рахунок державних коштів. Продаж заборонено

Рецензенти:

Першукова О. О., канд. пед. наук., науковий співробітник Інституту педагогіки АПН України; *Калужна В. В.*, канд. філолог. наук, доцент Центру наукових досліджень та викладання іноземних мов НАН України; *Михайлюк Л. В.*, ст. викл. каф. англійської філології Прикарпатського національного університету ім. В. Стефаника; *Ареф'єва В. Г.*, учитель ЗОШ № 1 м. Горлівки Донецької обл.; *Мороз Т. В.*, методист Хмельницького ОІППО; *Шимків С. М.*, учитель-методист Шумської ЗОШ І–ІІІ ст. № 2

Відповідальна за підготовку до видання *Коваленко О. Я.*, головний спеціаліст Міністерства освіти і науки України

Художник *Наталія Андрейченко*

Коломінова, Ольга.

К61 English, 9 : підруч. з англ. мови для 9 кл. загальноосвіт. навч. закл. (п'ятий рік навчання) / О. О. Коломінова. — К. : Ін-т сучас. підруч., 2009. — 272 с. : іл.
ISBN 978-966-450-044-6.

ББК 81.2 АНГ-922

Усі права застережено.

ISBN 978-966-450-044-6

© Коломінова О. О., 2009
© ТОВ «Інститут сучасного підручника», 2009

CONTENTS

UNIT 1. GETTING TO KNOW YOU	5
STOP AND CHECK	4
UNIT 2. SCHOOL	29
STOP AND CHECK	56
UNIT 3. SPORT	59
STOP AND CHECK	85
UNIT 4. TRAVELLING	89
STOP AND CHECK	117
UNIT 5. FOOD	121
STOP AND CHECK	147
UNIT 6. SHOPS AND SHOPPING	151
STOP AND CHECK	171
UNIT 7. GREAT BRITAIN. LONDON	175
STOP AND CHECK	203
UNIT 8. UKRAINE. KYIV	207
STOP AND CHECK	239
TAPESCRIPTS	245
GRAMMAR REFERENCE	257
IRREGULAR VERBS	262
WORDLIST	264

Друже!

Розпочинається новий навчальний рік. Він знаменує для тебе завершення середньої базової освіти і наближає перехід до нового етапу — навчання у старшій профільній школі. На цьому етапі варто замислитись над тим, яку роль іноземні мови відіграють сьогодні і можуть відіграти у твоєму подальшому житті. Адже життєва орієнтація і особиста успішність у сучасному багатомовному і полікультурному та інформаційно насиченому суспільстві залежить значною мірою від володіння іноземними мовами. Тому підручник, який ти тримаєш у руках, допоможе тобі підвищити рівень володіння англійською мовою, яка, як ти вже знаєш, є міжнародною мовою бізнесу, спорту, масової культури та інформаційних технологій.

Відкривши цей підручник, поринь в атмосферу англійської мови разом з учасниками міжнародного Інтернет-проекту. Знайомство з ними допоможе тобі краще пізнати твоїх британських однолітків, більш вільно орієнтуватися в англійськомовному середовищі. А ще ти навчишся співпрацювати з однокласниками, самостійно вирішувати поставлені завдання, знаходити вихід у непростих проблемних ситуаціях.

Підручник складається з восьми розділів, із яких ти дізнаєшся багато нового про події і світ, що оточує тебе. Крім основних розділів, подано тести, додаткові тексти для аудіювання, граматичний довідник і словник, що завжди стануть тобі у пригоді.

Best wishes!

Автор

Умовні позначення



Аудіювання.



Довідка.



Корисні слова та фрази.



Інтерв'ю.



Домашнє завдання.

Unit 1

GETTING TO KNOW YOU



- **Vocabulary:** People and Feelings.
Personal Information
- **Grammar:** Revising Tenses
- **Reading:** The Pirate of The Caribbean
- **Listening:** Let Me Introduce Myself
- **Interaction:** You, Your Family and Your Friends
- **Guided writing:** An e-mail to a Penfriend
- **Culture highlights:** A Celebrity Factfile

Lesson 1

MEETING PEOPLE

School is the ideal time to get new friends and penfriends. Have you got a friend for your School Exchange Project?

- 1 Look at the picture and answer the questions.



1. Where are the teenagers?
2. What is the girl doing?
3. What is the boy doing?
4. Does the boy want to use the computer?

- 2  a Meet Jimmy and Jenny Collins, teenagers from Lancaster. Listen to their conversation and say what project Jimmy and Jenny are going to start.

Jimmy: Oh, Jenny! Why are you so busy? What are you doing?

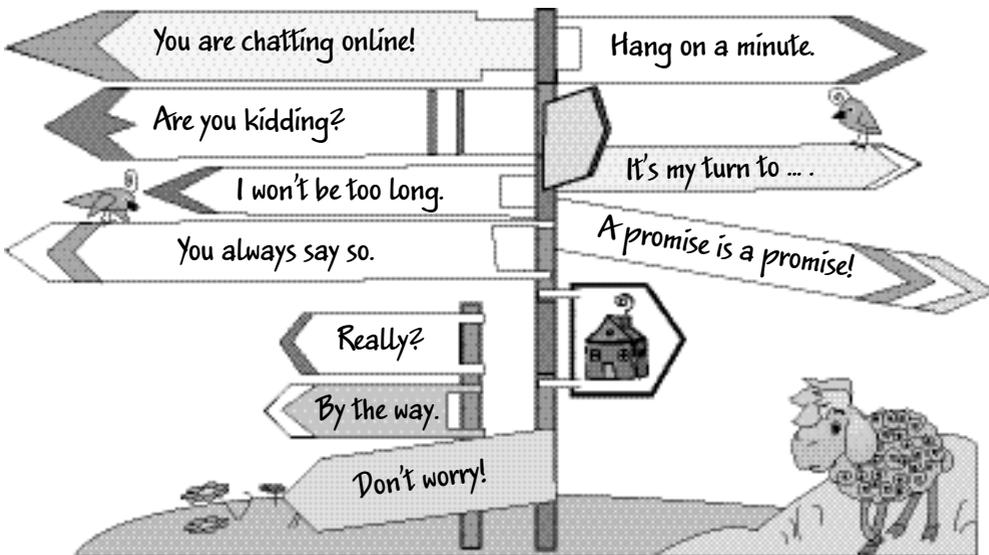
Jenny: I'm creating a new web page for our school website.

Jimmy: Are you kidding! Creating a web page! You are chatting online now!

- Jenny:* No, I'm not! Do you remember about our homework? Our teacher asked us to create a web page about any country. I have found a new penfriend. I'm sure it's a great help. She will write to me about her country. Have you done your web page yet?
- Jimmy:* Not yet. By the way, who's your penfriend? Where's she from? How old is she?
- Jenny:* Not so many questions at once, Jimmy. It's a girl from Ukraine. She's fourteen. Her name is Nastya. I've got a photo here. Look!
- Jimmy:* Oh, she's very pretty. Has she got any brothers or sisters?
- Jenny:* She's got a twin brother. His name is Yaroslav. In this photo they are sitting together outside.
- Jimmy:* Really? Are they twins just like we are! I'd like to meet them now. It will help me with my web page. Besides it's my turn to use computer!
- Jenny:* OK. If only it doesn't take much time.
- Jimmy:* Don't worry! I won't be too long.
- Jenny:* You always say so. Remember, a promise is a promise!

b Work in pairs. Read the dialogue and act it out.

3 Work in pairs. Find these expressions in the dialogue (ex. 2, p. 6). Use them in your own short dialogues.



- 4 Read the true / false statements. If the statement is false give the correct statement according to the dialogue (ex. 2, p. 6).

1. Jenny is playing a computer game now.
2. Jimmy has already done his website.
3. Jenny's new penfriend is a girl from Ukraine.
4. Nastya is sixteen.
5. Yaroslav is Nastya's younger brother.
6. Jenny and Jimmy are twins.
7. Jimmy wants to meet the children from Ukraine.
8. Jenny doesn't let Jimmy use her computer.

Grammar

- 5 Look through the Grammar Reference and find examples of the tenses in the dialogue (ex. 2, p. 6). Write them down in your workbook.

Present Simple	Present Continuous	Present Perfect	Past Simple	Future Simple
----------------	--------------------	-----------------	-------------	---------------

- 6 Write down the examples of questions, negative verbs, short forms in your workbook.

Examples:

- question *Do you remember about our homework?*
- negative verb *You're not quite right.*
- short form *I'm.*

- 7 a Read these incomplete questions about Jimmy and Jenny. Write them down in your workbooks filling the gaps with the necessary auxiliary verbs.

Example: *Where **do** Jimmy and Jenny come from?*

1. ... Jenny working with computer now?
2. ... is she doing now?
3. ... Jimmy and Jenny twins?
4. ... Nastya got a brother or a sister?
5. Where ... Nastya and Yaroslav live?
6. What country ... they from?
7. ... Nastya pretty?
8. How old ... Jimmy and Jenny?

- b Write down the answers to the questions above in your workbooks.



Make a story about Jimmy and Jenny and share your ideas with your classmates.

Lesson 2

TALKING ABOUT YOURSELF

Meet Nastya Romanenko, a teenager from Ukraine. Jimmy and Jenny are going to make friends with her.

- 1 Read Nastya's e-mail using the verbs from the box as your prompts.

From:

Hi! My name's Nastya and I ... from Kyiv, in Ukraine. I ... with my parents and my twin brother, Yaroslav. We ... to the local comprehensive school.

My father, Pavlo, ... in an office. He is a manager. My mother

I ... playing tennis, swimming, dancing, travelling. My favourite actor ... Johnny Depp. In summer we ... to Cyprus on our summer holiday. In the picture we ... a boat in the sea.

With best wishes,
Nastya



am, is, doesn't work, like, are sailing, went, live, works, go

- 2 a Read and guess what questions Jenny could ask Nastya to get new information about her. Use Nastya's e-mail and prompts bellow.

1. What do you like doing at the weekend?
2. Where did you go for your last holiday?
3. What is your favourite food?
4. Where do you live?
5. When is your birthday?
6. What do you like doing in your free time?
7. Do you like listening to music?
8. What music do you like?
9. Who is your favourite actor / actress?
10. What sport do you do? What age did you start?
11. Do you enjoy going on a class trip? Why?
12. Have you got any brothers or sisters?
13. Do you have any family traditions? What are they?
14. Where do you usually go on your summer holidays?

- b *Work in pairs.* Make up a dialogue between Nastya and Jenny and act it out.

- 3 a  Do you know your classmates well? Interview your partner. Use the questions from the exercise above.

- b Introduce your partner to the class.

Example: This is His / Her name is

Grammar

- 4 Do you remember question words? Check your memory. Choose the question words from the box to fill the gaps in the interrogative sentences. Answer the questions.

1. ... do you enjoy about studying? 2. ... do you get to school? 3. ... sports do you do? 4. ... do you usually travel with? 5. ... do you usually do your shopping? 6. ... do you have your family dinner? 7. ... do you study English? 8. ... students are there in your class?



Who, What, How many, Where, Which, Why, When, How

5 Read the sentences and choose the correct form of the verb.

1. Yaroslav *comes* / *is coming* from Ukraine.
2. Nasya *speaks* / *is speaking* Ukrainian and English.
3. They can't play tennis because it *rains* / *is raining*.
4. Last year they *went* / *go* to Cyprus.
5. The weekend was boring. I *no do* / *didn't do* anything.
6. What are you doing tonight? I *didn't decide* / *haven't decided* yet.
7. What are your plans for the next weekend? I think I *shall go out* / *go out* to London.

6 **Word order.** Put the words in the correct order to make questions. Write them down in your workbook and answer them. Pronounce these questions with the correct intonation.

1. have / today / Where/ you / been?
2. did / meet / yesterday/ Who / you?
3. hobby / your / What / is?
4. go / Do / in / for / you / sport?
5. free / in / do / What / you /your / time / do?
6. like / do / What / music / you?
7. favourite / Who / film / your / star / is?
8. classes / you / What / yesterday / have / did?
9. will / winter / you / your/ holidays /do / on /What?

7



a Put the sentences in the correct order to make up a dialogue.

- A. – Thanks a lot. You are my real friend.
- B. – Have you done your project?
- C. – Shame on you. I did it two days ago.
- D. – And who is your penfriend?
- E. – See you.
- F. – You are lucky. Unfortunately, I can't do this project myself. Can you help me with it?
- G. – Not yet.
- H. – See you later then.
- I. – Of course, I can. Don't worry.
- J. – It's a girl from Ukraine.

b

Write a story about yourself. Use Nastya's e-mail as a prompt to help you.

Lesson 3

LET ME INTRODUCE MYSELF

Meet Jimmy Collins, a teenager from Lancaster. He is going to come in Ukraine and have a lot of friends here.

- 1 a  Listen to Jimmy and say why Yaroslav chose him as a friend for his School Exchange Project.



Hi! My name is Jimmy Collins. I ... from Lancaster, a city in the north-west of England. I ... my parents and my twin sister, Jenny. I ... fourteen.

My father ... in an office and my mother works as a nurse in hospital.

I ... to the local comprehensive school. I ... lots of friends there. I ... most subjects, and especially Information and Communication Technology and Physical Education. In future I ... take a course at the university. I hope so, anyway.

At the moment I ... a School Exchange Project on my computer. I ... my project last week and ... it yet. It's interesting and difficult work. I ... two twins, a boy and a girl from Ukraine. Now we ... very often. They are nice. And the girl is very pretty.

I ... in sports, music, computers games, reading sci-fi books, watching films. My favourite film star ... Jennifer Lopez.

b Read Jimmy's story and think of words to fill in the gaps. Write down these words in your workbook.

c  Listen to Jimmy and check your ideas.

2 Tell about Jimmy using the pictures and his story (ex. 1, p. 12) as a clue.

3 *Work in pairs.* Read the true / false statements. If the statement is false give the correct statement according to Jimmy's story (ex. 1, p. 12).

1. Jimmy comes from Germany. 2. Lancaster is a city in the north-west of England. 3. Jenny is sixteen. 4. Jimmy is a student at the university. 5. His favourite subject at school is English. 6. At the moment he is doing a project in Mathematics. 7. He has already done his project. 8. He likes e-mailing with Ukrainian children. 9. In his free time he likes playing basketball.

4 **a** Ask questions about Jimmy. Use Jimmy's story as a clue.

Example: *What's your name?* – My name is Jimmy Collins.

1. It's in the north-west of England. 2. Jenny is my twin sister. 3. We're fourteen. 4. My mother has a part-time job as a nurse. 5. My father works in the office. 6. My favourite subjects are Information and Communication Technology and Physical Education. 7. I hope to take a course at the university. 8. We are very busy. We are doing a project now. 9. Not very. In fact it's quite difficult. 10. Yes, of course. It's Jennifer Lopez.

5 a Read and choose the answers for the questions.

1. What is your nationality?
2. What sports do you do?
3. What kind of music do you like?
4. What kind of books do you read?
5. Are you shy?
6. What do you like doing in your free time?
7. Where do you live?
8. Do you like watching football matches?
9. What does your father look like?
10. What does your mother look like?
11. Have you got any brothers or sisters?
12. What's your favourite subject at school?

- A. Playing computer games, surfing the Internet, listening to music, watching TV or DVD.
- B. Mostly detectives and science fiction.
- C. Ukrainian.
- D. She's very calm and cheerful.
- E. In Kyiv.
- F. No, not very. I'm quite self-confident.
- G. I prefer playing games to watching them.
- H. Pop music, rock music, hip-hop.
- I. He's tall and fair-haired.
- J. Athletics.
- K. Physical Education, English, German, Information and Communication Technology.
- L. Yes, two brothers.

b Use the information above to introduce the person.

c Introduce your classmate using the questions above.

6



Write a story about your friend. Use the following questions and Jimmy's story as a prompt to help you: What do you like doing in your free time? What hobby have you got? How much time do you spend on your hobby? What games / sports are you good at? What do you like to watch on TV? What's your favourite magazine? What interesting places have you visited?

Lesson 4

ABOUT YOURSELF

Can you write an e-mail? Sure, you can. Anyway, some tips will help you to be perfect at it.

- 1 a Read the e-mail below and say what it is about.

From: Jenny Collins
To: Nastya Romanenko
Subject: Be my friend

Dear Nastya,

I'm your new penfriend. My full name is Jenny Collins.

I'm very pleased that we're going to be penfriends. I'll tell you about myself and will be pleased to learn about you.

I live in Lancaster, a town in the north-west of England. I live with my parents and my twin brother Jimmy. We're 14.

My father works in the office and my mother has a part-time job as a nurse.

We go to a local comprehensive school, where I have many friends. I like most subjects but not all of them! In the evening I sometimes play computer games and listen to the music, and at weekends I usually go to the swimming pool and Dance Studio.

I hope to hear from you soon.

Bye for now,
Jenny Collins

- b Put the following headings in the order that they appear in Jenny's e-mail.

Greeting

The place you live

The school you study

The things you like

Your hobbies and interests

The members of your family

Ending

Introduction

Signing off

2 a Read and remember some tips to be perfect at writing your e-mail.

1. Before writing an e-mail, have a clear idea about its purpose.
2. Be polite writing your e-mail. Feel you are actually speaking to the person.
3. Keep your e-mail short and simple.
4. You should use paragraphs in your e-mail.
5. Don't write in all caps. It looks like you're shouting.
6. It's normal to use contractions, like *they're* for *they are*, in your e-mail.

b Put the parts of e-mail below in the correct order to write this e-mail. Share your ideas with your classmates.

- Dear mum and dad,
- I wish you were here!
- We've already visited Dover Castle. All of us enjoyed it. Next weekend we're planning to go to Portsmouth. I'm really enjoying myself!
- Lots of love,
Daniel
- I'm having a fantastic time in England. The weather is great. Lots of sunshine and no rain! It's so unusual for England, isn't it?

c Write your own e-mail about your summer holidays. Share your ideas with your classmates.

3 a Make up and write down questions to the following answers.

- | | |
|----------------------------|---|
| 1. Yaroslav Romanenko. | 7. No, I'm not. |
| 2. Ukraine. | 8. In a flat. |
| 3. I'm a student. | 9. Of course, I can. I study English at school. |
| 4. I'm 14. | 10. I watch TV or go out with my friends. |
| 5. One metre sixty-five. | 11. No, I don't. But I like playing football. |
| 6. I've got a twin sister. | 12. About twice a week. |

b Tell about Yaroslav Romanenko and say why you would like / wouldn't like to make friends with him.

4



Write an e-mail to your penfriend. Tell him / her about your life and ask about his / her life. Use the headings (ex. 1, p. 15) to help you.

Lesson 5

THE MOST VERSATILE ACTOR IN HOLLYWOOD

Can you guess who is the most versatile actor in Hollywood? It's really interesting to get some more information about him, isn't it?

- 1 Look at the pictures and answer the questions.



1. What is this person famous for?
2. What do you know about him?
3. Is he highly paid actor in Hollywood? Why?
4. Have you seen "Pirates of the Caribbean"?

- 2 Work in groups. Read these words and phrases. Use them in your own sentences.

image
award
obsession
screenwriter
career
thriller
telemarketer

to preach
to move
to set out
to persuade
to enroll
to settle in
to be launched

to concentrate on sth
to drop out of sth
to play in the honour
to be impressed with
to start a career
to be nominated for
to record a solo album

Versatile — багатоплановий, різножанровий.

- 3** *Work in groups.* Read Jenny's story about Johnny Depp and tell why Johnny Depp is so popular among teenagers.

THE PIRATE OF THE CARIBBEAN

1. Johnny Depp was born in Owensboro, Kentucky, the USA on June 9, 1963. His father was a civil engineer. His mother was a waitress. He was always very close to his mother, but perhaps even closer to his grandfather, who he knew as Pawpaw (Depp himself was known as Dipp or Deppity Dawg). He visited Pawpaw very often, and now happily recalls sunny days of picking tobacco together. It was a terrible shock to the seven-year-old boy when Pawpaw died.

Johnny Depp has one brother, Danny (known as DP, now a screenwriter), and two sisters, Debbie and Christie (now Johnny's personal manager).

2. Johnny first felt love of music when he attended the church of his uncle. While his uncle was preaching, Johnny was more taken by the gospel music. When he was twelve, his mother bought him a guitar which became his obsession. Johnny locked himself in his bedroom and taught himself how to play. His lifelong love of rock and roll was born, and was soon well on the road to becoming a skilful garage rocker. Johnny decided to drop out of school at age 16 to concentrate on his music career. Getting together with a bunch of neighbourhood lads, his band, Johnny Depp began to play backyard parties in honour of his girlfriend Meredith. Later his band "The Kids" set out to Los Angeles to get a record deal.

3. On December 24, 1983, Depp married Lori Anne Allison, a make-up artist. During Depp's marriage years he worked different jobs, including a telemarketer for ink pens. His wife introduced him to actor Nicolas Cage. They became good friends. Nicolas Cage was impressed with Depp's wild young rocker image, and persuaded Johnny to meet his agent to start an acting career. His first role was a part in the horror film "A Nightmare on Elm Street". Johnny's movie career was launched. The film was success with critics, but Johnny still felt that his future lay in music, rather than the cinema. But when "The Kids" suddenly split up, he found himself without a band to play with. Johnny decided to take his second string of acting more seriously, and enrolled for drama classes with Peggy Feury at The Loft, a Los Angeles acting academy.



4. Johnny Depp's career went from strength to strength during the 1990s. But whilst Depp's reputation as a brilliant actor was growing year by year, his private life was becoming increasingly rocky. Anyway, in 1998 Depp met French singer and actress Vanessa Paradis. They married soon afterwards, and have lived happily together ever since. Soon Johnny Depp also wrote the screenplay, in conjunction with his brother DP. Since his directorial debut, Johnny has also directed several music videos for his wife Vanessa. As a guitar player, Depp has recorded a solo album, played slide guitar on the Oasis song "Fade In-Out", "Fade Away", acoustic guitar in the movie "Chocolate", on the soundtrack to "Once Upon a Time" in "Mexico" and some other movies.

5. Depp played a series of controversial, challenging roles in which he explored the darker side of human nature through the lens of a succession of troubled screen heroes. He is able to play a wide variety of roles, from comedy ("Pirates of the Caribbean") to serious drama ("Lone Star"), to action ("Once upon a time in Mexico") and atmospheric thrillers ("From Hell"). But one of his most successful and popular roles is the pirate Captain Jack Sparrow in "Pirates of the Caribbean: The Curse of the Black Pearl" (2003), "Pirates of the Caribbean: Dead Man's Chest" (2006), "Pirates of the Caribbean: At World's End" (2007).

6. Johnny Depp has been nominated for three Golden Globe Awards for his work in "Edward Scissorhands", "Benny and Joon", "Ed Wood". He received a Hollywood Walk of Fame Star on November 19, 1999. Some of his awards include honors from the London Critics Circle (1996); Screen Actors Guild Awards (2004); and a Golden Globe for Best Actor. At the 2008 MTV Movie Awards, he won the award for "Favorite Villain".

4 Answer the questions about Johnny Depp.

1. When and where was Johnny Depp born?
2. How many brothers and sisters has he got?
3. How old was he when he began playing the guitar?
4. Why did he drop out of school?
5. How was his movie career launched?
6. What roles did Johnny Depp play?
7. What are his hobbies and interests?
8. Has he received any awards? What are they?

Grammar

5 Look through the Grammar Reference and choose the correct tense.

1. In his early years Johnny *has lived / lived / live* in more than 20 different places.
2. He *begins / has begun / began* to play the guitar at 12.
3. He *meets / met / has met* Vanessa Paradis in 1998.
4. He *plays / is playing / has played* in many films.
5. Johnny and Vanessa *are having / have / have had* two children.
6. Depp *likes / has liked / like* to play the guitar.
7. He *got / get / has got* many awards.

6 a Read the story from Jenny's website and put the words in brackets in the correct tense.

One day the parents of 17-year-old British girl (to ask) Johnny Depp to tape a voice message for their daughter. Depp (to be) really surprised but he (to understand) that the girl's parents were in despair.

"She (to be) in coma for five months," said the girl's parents. "You (to be) her favorite actor and we (to play) this message to her every day. We do hope she (to wake up)."

Depp was touched by the letter. He (to make) a voice message and (to try) to do his best to help her.

b Put 5 questions to the story above.

7



Make up a list of the main facts from Johnny Depp's life and write a summary of his biography.

Lesson 6

CULTURE HIGHLIGHTS: A CELEBRITY FACTFILE

*Can you create a celebrity factfile? It's really exciting thing to do, isn't it?
Enjoy creating factfiles with Jimmy and Jenny.*

- 1 Look at the pictures and answer the questions.



1. What is this person famous for?
2. What do you know about her?
3. Is she highly paid actress in Hollywood? Why?
4. Have you seen films with her?
- 2 Read the factfile about Jennifer Lopez (p. 22) and say why she became popular.
- 3 Make a list of five things you know about Jennifer Lopez (films she played, nationality, age, etc.).
- 4  Imagine that you are a reporter. Your task is to interview Jennifer Lopez. Work out questions you would like to ask her.

*Example: What's your full name?
Jennifer Lynn Lopez.*

JENNIFER LOPEZ FACTFILE

FULL NAME	<i>Jennifer Lynn Lopez</i>
JOB	Actress, singer, songwriter, record producer, dancer, fashion designer, television producer
NICKNAMES	J.Lo, Jenny
BORN	July 24, 1969
	The Bronx, New York City, the USA
ORIGIN	Puerto Rico
GENRE(S)	Pop dance, Latin pop, R&B, hip hop
HAIR COLOR	Brown
HEIGHT	1m 68 cm
FAMILY	<i>Mother:</i> a kindergarten teacher <i>Father:</i> a computer specialist <i>Husband:</i> Marc Anthony <i>Children:</i> twins, a girl and a boy, Emme Marbiel Muciz, and Maximilian “Max” David Muciz
EDUCATION	Preston High School Singing and dancing lessons After attending Baruch College for one semester divided her time between working in a legal office, dance classes, and dance performances
HOBBIES	Painting, decorating, going shopping, yoga, tennis
FAVOURITE FOOD	Fried chicken cutlets
FAVOURITE BAND	New Kids on the Block
FAVOURITE FILM(S)	West Side Story
HERO	A salsa legend Hector Lavoe
AMBITIONS	To benefit the ING Run for Something Better, a free school based running program which helps Latino kids

- 5  Interview your classmate using the questions below. You can add extra topics if you want to.

1. What's your full name?
2. How old are you?
3. When / Where were you born?
4. When / Where did you go to school?
5. Have you got any brothers / sisters?
6. Who is your hero / favourite singer?
7. What are your hobbies?
8. What sports do you do?
9. What are your favourite subjects?
10. What goals do you hope to achieve?

- 6 Tell the class some interesting facts you've discovered about your partner.

- 7 **a** *Work in pairs.* Copy this factfile to your workbook. Ask and answer the questions about Nastya to complete her factfile.

FULL NAME

BORN

ORIGIN

AGE

HAIR COLOUR

FAMILY

EDUCATION

HOBBIES

FAVOURITE SUBJECT

FAVOURITE ACTOR / ACTRESS



- b** Create a factfile about yourself.

- 8  Create factfiles about Jimmy, Jenny and Yaroslav. Share your ideas with your classmates.

STOP AND CHECK _____

Reading

- 1 Read the text.

THE LAST INCH

after James Aldridge

An excellent but already elderly pilot Ben agreed to do some dangerous underwater filming for the television. Accompanied by his ten-year-old son Davy, he flew a light sport plane to Shark Bay. Ben wanted to please his son who seldom saw his dad for a long time because Ben constantly made long flights. He first tried to make Davy feel affection towards him. Unfortunately, it was not possible within a short period of time...

So Ben took Davy with him. He went underwater and Davy was waiting for him on the beach.



At last a blood-streaked Ben emerged from the sea. While filming, Ben was attacked by huge angry sharks which made him incapacitated to fly home. Ben faced a big problem: either both of them die in the desert or his little boy must fly them back. His son had some rudimentary knowledge of flying, but did not have any real experience. Ben lost much blood and he was in constant pain. He was drifting in and out of consciousness. Painfully, Davy dragged his heavy dad to the plane. Davy had to be brave! He had to save his dad and himself and fly back in a plane!

By the last inch, which separated Davy and Ben from the earth, the fear of death was upon them. But they didn't want to die, they wanted to survive. And they did it!

Ben understood and valued his life then. The last inch separated him and Davy to get his son's love. Ben tried to overcome this last inch in their relations as he did it to get the earth. It was really difficult but Ben was a great master in his profession. He managed to do it successfully.

- 2 Which of the following ideas does the title refer to? Choose the correct option and write it down in your Answer Sheet.

The boy and his father managed to overcome the last inch

1. in their relations.
2. in their travelling.
3. between them and huge angry shark.
4. to Shark Bay.
5. under water.

Marks: 5

- 3 Choose the correct option A, B, C, D and write it down in your Answer Sheet.

1. *Ben seldom saw his son because Ben*

- A. didn't want to meet his son.
- B. made long flights.
- C. didn't want to wait for him at home.
- D. tried to overcome the last inch.

2. *Ben went underwater and Davy*

- A. saw huge angry sharks.
- B. wanted to survive.
- C. was waiting for his dad on the beach.
- D. flew back in the plane.

3. *While filming, Ben*

- A.** was attacked by huge sharks. **B.** was taken to the beach.
C. was dragged to the plane. **D.** was asked about sharks.

4. *Davy had some rudimentary knowledge of*

- A.** diving. **B.** swimming.
C. driving. **D.** flying.

5. *Ben tried to overcome the last inch which divided them*

- A.** to save Davy and himself. **B.** to fly back in a plane.
C. to get his son's love. **D.** to go underwater.

Marks: 5

Grammar

- 1 Read the article and choose the correct option A, B, C, D. Write it down in your Answer Sheet.

This weekend we **1** ___ an exciting movie “The Last Inch” based on the James Aldridge story “The Last Inch”. The story was written in 1957 and translated into Russian the same year. The first English edition **2** ___ in 1960. Many people **3** ___ the book and the film.

It's interesting to know that James Aldridge was a great diver himself. He was one of the promoters of diving in Europe. James Aldridge **4** ___ his son, William, to dive at the age of seven .

Nowadays William Aldridge **5** ___ a film director, script writer and producer. The mass media recently have published information that James Aldridge's son, William Aldridge, **6** ___ on the remake of “The Last Inch” for Russian television. He says, “It's true. I wrote the script for a four-series made-for-TV film based on the original story. The producers asked me to make the story more contemporary and I **7** ___ a few scenes that were not in the original. I added a prologue and an epilogue. I do not know what stage the shooting of the film is in”. To the question about the main secret of success of “The Last Inch”, he replies, “It **8** ___ all the components of a good film — a strong plot, intrigue that keeps the viewing audience on the edge of its seats, brave and romantic characters, excellent acting and good music”.

In 2008 this movie celebrated the 50th anniversary.

It **9** ___ popular among adults and children for all this time. I hope all of us **10** ___ the story “The Last Inch” in the near future.

1. **A.** have watched **B.** watched **C.** is watching **D.** has watched
2. **A.** is coming out **B.** comes out **C.** came out **D.** will come out
3. **A.** adores **B.** are adoring **C.** have adored **D.** adore
4. **A.** teaches **B.** is teaching **C.** taught **D.** will teach
5. **A.** is **B.** was **C.** will be **D.** has been
6. **A.** has worked **B.** worked **C.** works **D.** is working
7. **A.** adds **B.** added **C.** will add **D.** is adding
8. **A.** have **B.** is having **C.** has **D.** will have
9. **A.** has been **B.** is **C.** had been **D.** was
10. **A.** have read **B.** will read **C.** are reading **D.** read

Marks: 10

2 **Word order.** Put the words in the correct order to make questions and write these questions in your Answer Sheet.

1. you / Have / any / good / recently / read / stories?
2. "The Last Inch" / the / is / author / the / Who / of / story?
3. James Aldridge / his / did / write / When / story?
4. many / watching / Why / "The Last Inch" / like / do / people ?
5. James Aldridge / for / What / famous / is?
6. hobby / James Aldridge's / was / What/
7. read / you / Have / any / James Aldridge's / of / books?
8. What / William Aldridge / present / at / doing / is?
9. to / William Aldridge / the / going / Is / write / the / remake / for / script / the?
10. "The Last Inch" / you / future / Will / watch / in?

Marks: 10

Writing

- 1 Here is a factfile about James Aldridge. Write a summary of his biography in your Answer Sheet.

JAMES ALDRIDGE FACTFILE

FULL NAME	Harold Edward James Aldridge	
BORN	July 10, 1918	
BIRTHPLACE	Swan Hill, Victoria, Australia	
EDUCATION	Oxford University	
JOB	War correspondent, journalist, writer	
WORKS	Novels for adults and children, short stories, plays, non-fiction, television scripts	
FIRST WORKS	Signed with their Honour (1942), The Sea Eagle (1944)	
BEST WORKS	The Diplomat (1949), The Hunter (1950), The Last Inch (1957)	
AWARDS	The Peace Prize for his outstanding struggle for the preservation of peace, the John Llewellyn Rhys Memorial Prize, the World Peace Council Gold Medal, and the International Organization of Journalists Prize	
TRAITS OF CHARACTER	Full of optimism, could pass through a crisis, worked to discover humanism with a positive set of values	

Marks: 20
Total: 50

Unit 2

SCHOOL



- **Vocabulary:** My Favourite Subject. School Life
- **Grammar:** Modal Verbs (*can, could, may, must, have to, should*)
- **Reading:** Computers
- **Listening:** Halloween
- **Interaction:** Favourite Subject. School Rules. School Day
- **Guided writing:** Timetable. A School Party Invitation
- **Culture highlights:** The School Day in a British School

Lesson 1

OUR CLASS RULES

During the first week of the new school term British students make a list of their class' "golden rules" to keep themselves and school staff safe and well.

- 1 Read a list of Jimmy and Jenny's class rules and discuss them with your classmates. Choose the rules that you would like to keep in your class.

THE TWELVE RULES OF OUR CLASS

- Students should be on time for school and classes and move around the school quietly and safely.
- Students should never be absent themselves from classes or assembly without staff permission.
- Students must attend classes daily with necessary books and equipment.
- Students must not leave the school without permission.
- All the students must come to the class registration at the beginning of each school day.
- Students must not interrupt classes to collect forgotten books or equipment or prevent other students from working.
- Students should always listen carefully to the teacher and to each other; show respect to everyone.
- Students must ask permission to use the school phone if they need to phone home for any reason. Students must not use mobile phones, MP3 players and other expensive electrical equipment during classes or tutor time.
- Students should wear school uniforms whilst in school. They should be neat and tidy.
- Students should not eat or drink in classrooms.
- Students shouldn't take part in the social activities if they don't want to.
- Any property found in the school buildings and grounds must be handed in to the office.



2 Tell about your class rules using the phrases below.



- to arrive on time
- to enter the classroom quietly
- to start work immediately
- to concentrate hard on the work
- to treat others, their work and equipment with respect
- to eat only at break and lunchtimes
- to be polite and courteous to each other, staff and visitors to the school
- to take part in the social activities
- to attend classes daily with necessary books and equipment
- to wear a school uniform

3 **Comparison.** Make a list of your class rules and compare it to Jimmy and Jenny's list of class rules. Share your ideas with your classmates.

Grammar Spot

Modal Verbs: *should, must*

Read these sentences and say which sentence expresses a suggestion and which sentence expresses strong obligation.

*You **should** always listen carefully to the teacher.*

*Everybody **must** attend classes daily.*

We use should	
to give advice	<i>You shouldn't speak very fast.</i>
to make recommendations	<i>You should wash your hands before dinner.</i>
to talk about obligation	<i>You should be prepared to work in groups.</i>
to talk about probability and expectation	<i>There should be 5 of them.</i>

We use must	
to say that something is essential or necessary	<i>Lessons must begin after assembly.</i>
to expresses <i>personal</i> obligation	<i>I've got a cold. I must stay in bed today.</i>

Remember!

1. Like all auxiliary verbs, **must**, **should** cannot be followed by **to**.

*I **must go** now.*

2. Don't add **-s** to the **verbs** with **he / she / it**.

*She **must wear** a uniform.*

3. Don't use **do / does** in the *question* and *negative*.

*They **mustn't behave** so.*

- 4 Tell what Jimmy *should* or *shouldn't* do.

Example: He surfs the Internet for hours.
He **shouldn't** surf the Internet for hours.

He has got a very bad cold.
He **should** go to bed and try to relax.

1. Jimmy plays computer games for hours.
2. Jimmy often rocks on the chairs in his classroom.
3. Jimmy doesn't try to solve this problem in a friendly way.
4. Jimmy doesn't want to go to the school Halloween party.
5. Jimmy doesn't like to listen to the views or comments of others.
6. Jimmy sometimes interrupts classes to collect forgotten books.

- 5 Read these sentences and fill in the gaps with *must* and a suitable word from the box below.

Example: Mother: You **must get up** early in the morning.

Teacher: You ... work neatly and carefully.

Jimmy: You ... a letter to your penfriend.

Mother: You ... hard in school.

Father: You ... teacher's instructions.

Nastya: You ... your mobile phone during classes.

Jenny: You ... the web page for our school website.



to get up, to switch off, to send, to follow, to create, to work, to keep

6 Read these sentences and fill in the gaps with *must* / *mustn't*.

1. It's a secret. You ... tell anyone about this.
2. You ... raise your hand before speaking.
3. You ... talk loudly in the class.
4. You ... make faces to your classmates. It's impolite.
5. You ... learn some English words every day.
6. You ... leave the school without permission.

7 Read the phrases and discuss what teachers, parents and children *should* / *shouldn't* or *must* / *mustn't* do.

Example: Children **should** do all the homework that the teacher gives them.
Teachers **shouldn't** speak very fast.

- to do all the homework that the teacher gives
- to speak very fast
- to speak kindly and respectfully to each other
- to arrive at school / work with extreme hair styles
- to move about the school in a quiet and orderly way
- to report immediately about all accidents to the school office
- to be too strict
- to speak slowly
- to pay bills
- to be noisy
- to arrive on time
- to clean and polish shoes
- to give wise advice
- to behave badly in class
- to eat crisps during classes
- to keep a place of work tidy
- to give more pocket money
- to go to school / work every day
- to do homework at the right time
- to correct all the student's mistakes
- to speak English as much as possible



8 Imagine that your penfriend wants to stay in your school for a month. Tell him / her your school rules.

9  Imagine that you're a school headmaster or headmistress. Make a list of school rules and share your ideas with your classmates.

Lesson 2

OUR SCHOOL TIMETABLE

Jimmy and Jenny go to school five times a week. They are also busy after school. And what's about you?

- 1 a Look through Jimmy's school timetable and say what is unusual for you in it.



	Monday	Tuesday	Wednesday	Thursday	Friday
8.40	REGISTRATION ASSEMBLY				
Period 1 9.00	Maths	Music	Science	History	French
Period 2 10.00	Design and Technology	French	Drama	English	***
11.00	BREAK				
Period 3 11.20	***	RE.	French	Design and Technology	Maths
Period 4 12.20	Geography	Maths	PE	***	English
1.20	LUNCH				
2.15	REGISTRATION				
Period 5 2.50	PE	***	***	Geography	History
3.20					

- b** Read Jimmy's homework diary and guess what subjects are missing in his timetable.

Monday
 Maths: p 21 Hw 5B: 1, 2, and 4 for Tuesday
 English: p 23 questions 1 – 5 for Thursday

Tuesday
 French: learn vocabulary p 37 for Friday
 ICT: computers p 19 for Thursday

Wednesday
 Science: write a report on experiment for Friday
 Art: draw a picture for Halloween




- 2** **Comparison.** Find out what differences are in Jimmy's and your timetable and what things are the same. Use the questions below as your prompts.

1. How many subjects has Jimmy got? What are they?
2. How many subjects have you got? What are they?
3. How many classes a week has Jimmy got?
4. How many classes a week have you got?
5. Which foreign languages does Jimmy study?
6. What time does Jimmy's school finish?
7. What time does your school finish?

- 3**  Interview students in your class about their favourite subject. Write down your results and share your ideas with your classmates.

What are your favourite subjects?	
History	♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ⊗ ⊗ ⊗ ⊗ ⊗
Geography	♥ ♥ ♥ ⊗ ⊗ ⊗ ⊗
ICT	♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ⊗
PE	♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ⊗ ⊗
Science	♥ ♥ ♥ ♥ ♥ ⊗ ⊗ ⊗ ⊗ ⊗
Maths	♥ ♥ ♥ ♥ ♥ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗
English	♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ⊗ ⊗ ⊗ ⊗ ⊗ ⊗

Example: *In my survey 8 students like English.
 6 students don't like English...*

- 4 Read Jenny's tips on doing homework properly from her website and say if you would like to follow them.

TIPS

ON DOING HOMEWORK PROPERLY

- ◆ It's possible to get your homework done even if you have a busy schedule if you decide in advance what you have to do. On Sunday make a list of your activities for the upcoming week in a notebook and then include a time for homework for each day.
- ◆ Forget about doing homework in front of TV. Find a quiet place that's well lit, where you can concentrate.
- ◆ You won't get any work done if you're hungry. Your brain needs energy to work effectively! Drink water or juice, have snack or some fruit or cookies to get more strength.
- ◆ Start with the subject you are good at. Your success will give you a feeling of satisfaction that will help you to cope with your weak subjects later.
- ◆ If you've started your Science homework, finish it! Don't leave one part of your homework unfinished to start another - you may not remember all those formulas when you come back.
- ◆ Take at least 5-minute break when you feel tired.
- ◆ Homework is rarely an exciting thing to do. But it's your top priority. Remember this fact and it will help you to do your homework properly.

- 5 Work in pairs. Discuss the following questions.

1. Do you always do your homework properly? Why?
2. Do you often do your homework in front of TV? Why?
3. What subjects are you good / bad at? Why?
4. What subjects do you usually start your homework with? Why?
5. Do you need a break while doing your homework? Why?
6. Is your homework exciting thing for you to do? Why?
7. Do you often copy your homework? Why?



6 Read some facts about school life in Britain and compare them with school life in Ukraine.

- Although most students say they have enough time for homework, 26% of all students say that homework is just busy work and unrelated to what they are learning in school.

- Nearly half of students (46%) think they do not get enough sleep. 60% of secondary school students say they get less than eight hours of sleep. Four in ten students (37%) very often or often have trouble waking up in the morning.

- Eight in ten secondary school students (81%) usually do their homework at home.

- One in nine secondary school students (11%) do nothing else while working on their homework. In fact, nine in ten (89%) secondary students are doing other activities, or “multi-tasking,” while doing homework, including 70% who listen to music and 51% who watch TV.

- Two in ten students are usually talking on the phone (20%), instant messaging or emailing (20%) or text messaging (17%) while they do their homework.

- Teachers can tell you a “copy cat” if you have copied your homework or something else. Don't be a “copy cat”! Never copy things word for word off the Internet or from books. It'll be obvious that the work is not your own, so you're bound to be found out. It could result in you getting a zero mark for your work. Is it worth it?



7 *Work in groups.* Discuss the following questions.

1. Do you have enough time for your homework?
2. Do you get enough time for sleeping? Do you have any trouble waking up in the morning?
3. What other activities do you do while doing your homework?
4. Is it worth to be a “copy cat”? How often do you copy your homework? Why?

8  Make your own tips on doing homework for Jenny's website and share your ideas with your classmates.

Lesson 3

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Jimmy's favourite subject is Information and Communication Technology (ICT). What do you know about ICT?

1 Look at the pictures and answer the questions.



1. Why are computers so important nowadays?
2. Where can people use computers?
3. Why do you use your computer?

- 2 *Work in groups.* Read Jimmy's story from his website and choose the heading and the picture to each extract.

Modern Computers

Robots

First Computers

Computers in Business

COMPUTERS

1. It is only recently that computers have become common at work and at home, but they are now an indispensable part of everyday life. There are few industries or businesses that do not use them.

Computers help us to run businesses more economically and do complex calculations. Aircrafts, cars, and ships use computers to monitor geographical position, fuel consumption and engine temperature. Many industries use computers, including book publishing. No media production can be completed without the help of computers. Nowadays computers are indispensable for banking, railway and flight reservations, education and even defence of a country.

2. The first computer was built during World War II to crack secret codes used by the German and Japanese armies. It filled a large room because its electronic parts, called components, were so big.

During the 1950s and 1960s, scientists invented smaller and smaller components. Now thousands of components can fit into a space the size of a fingernail.



3. As computers are now small, cheap and powerful they are found in almost all areas of modern life. Our fridge uses a computer to regulate the temperature, our car uses a computer to constantly tune the engine and control the anti-locking breaking system. My dad uses personal computer in his day-to-day tasks. In communications telephone exchanges are now computer controlled and mobile phones have quite sophisticated processors in them. In British schools all children use computers. Modern computers can perform a wide range of functions such as word processing, digital audio / video composition. Computers word processing capability includes automatic correction of spelling and grammar mistakes.

4. Electronic systems have made robots a reality, and many factories now have robots that paint and weld. Most are simply devices to do boring or dangerous jobs. A few complicated versions have “senses” such as cameras that can guide them in their tasks. But the idea of a thinking robot is still far off. Research into Artificial Intelligence has brought such things as expert systems. These are computer systems that help to solve problems such as diagnosing illness. But they are far from being able to think.

3 Answer the questions about computers.

1. How do computers help people to run their business?
2. Why did the first computers fill a large room?
3. How did people use the earliest computers?
4. How interactive are modern computers?
5. How do people use robots?
6. What functions can modern computers perform?

Grammar Spot

Modal Verbs: *can, could*

We use can	
to talk about possibility and ability	<i>She can use a computer.</i>
to make requests or orders (informal)	<i>Can you make a cup of tea for me?</i>
to ask for or give permission	<i>Can you help me?</i>

We use could	
to talk about past possibility or ability	<i>Jimmy could be a ghost on Halloween party.</i>
to make requests (formal)	<i>Could you help me with programming?</i>

Remember!

1. Like all auxiliary verbs, **can**, **could** cannot be followed by **to**.

I can help you now.

2. Don't add **-s** to the **verbs** with **he / she / it**.

She can speak English well.

3. Don't use **do / does** in the **question** and **negative**.

Can I help you with Maths?

- 4 Find sentences with modal verbs *can*, *must*, *may*, *should* in Jimmy's story (ex. 2, p. 39) and explain their use.

- 5 a Read these questions and fill in the gaps with *can* and suitable word from the box below.

- | | |
|---------------------------------------|---|
| 1. Can you <i>program</i> a computer? | A. Yes, I can. English and German. |
| 2. ... you ... any other languages? | B. Yes, I can. I have a new bicycle. |
| 3. ... you ... the piano? | C. Yes, I can. I know a lot of programs. |
| 4. ... you ... very fast? | D. Yes, I can. I love running. |
| 5. ... you ... a computer? | E. No, I can't. But my dad can. We've got a new Mercedes. |
| 6. ... you ... a car? | F. Yes, I can. But I can't program it. |
| 7. ... you ... a bicycle? | G. No, I can't. But I can play the guitar. |



to program, *to speak*, *to run*, *to use*, *to drive*, *to play*, *to ride*.

- b Choose the answers for the questions.

- 6 Read the sentences and fill in the gaps with *can / can't* or *could / couldn't*.

1. People ... use computers at work and at home.
2. Computers ... help us to run business more economically and ... do complex calculations.
3. The first computer ... fill a large room because its components were so big.
4. The earliest computers ... store huge amount of information.
5. Virtual reality systems ... create an illusion in special eye and earpieces.

- 7 Read Jimmy's e-mail and tell what computing means for you.

From:	Jimmy Collins
To:	Yaroslav Romanenko
Subject:	ICT

Dear Yaroslav,

To be honest, I like computing more than any other school subject. It is great to find out new things during ICT classes. I like doing Computer Projects, they are always exciting for me. By the way, I created my own website and put some of my own tips and advice onto it. Here they are.

Within ICT classes students learn to use a wide range of ICT, including:

Word Processing to write essays, news articles or letters.

Databases to record information, e.g. GCSE data handling project.

Spreadsheets to create tables, charts and graphs.

Desktop Publishing to design posters, leaflets or cards.

Multimedia Presentation to present text, pictures and sound.

Drawing Programs to create pictures and designs in Art and Technology classes.

Internet and CD-ROMs to access research for project work.

E-mail to contact friends in another school and email coursework to teachers.

Digital Cameras to record what they have done in class or on a field trip.

Electronic Sensors to record changes in light, sound and temperature.

Control Software to give instructions and make something happen.

Simulations to explore real and imaginary situations.

Website Publishing to create their own websites.

What does computing mean to you?

Looking forward to hearing from you.

Bye for now,
Jimmy

- 8  Make a story for Jimmy's website about computers in your life. Illustrate your story with pictures, photos, diagrams.

Lesson 4

OUR INTERESTING SCHOOL LIFE

Sometimes Jimmy and Jenny's school becomes a great place for exciting parties and bright ideas. And what's about your school?

- 1 Look at the picture and answer the questions.



1. What is Jenny preparing for?
2. Is she going to be a witch or a ghost?
3. Why is Jimmy surprised?
4. Is he going to share Jenny's interest? Why?

- 2  Listen to the dialogue and say why Jenny is dressing up.

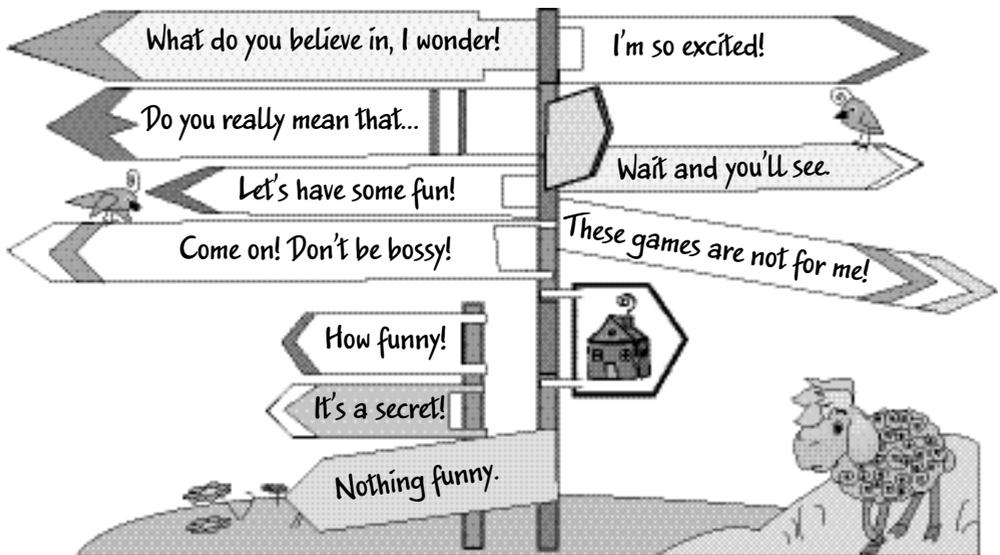
Jimmy: Excuse me, Jenny. May I get in?

Jenny: Why are you so polite today? Are you OK?

Jimmy: I'm fine, Jenny, thanks. What's that you're wearing? Or it may be the latest fashion?

- Jenny:* I'm dressing up. Our school drama club is giving a great performance next week – "Winnie-the-Witch". I'm playing the main role. I'm so excited! But I can't decide what to wear.
- Jimmy:* Do you really mean you want to play a witch! How funny! Jenny-the-Witch!
- Jenny:* Nothing funny. It's a school Halloween party performance. Can't you remember? Next Saturday is Halloween. It's October 31. By the way, you should choose a costume too. You can be a pirate or a vampire, or a spiderman, or a superman, or...
- Jimmy:* No, thanks. This stuff is for small kids. I don't believe in witchcraft, ghosts or vampires. And these Halloween games are not for me!
- Jenny:* What do you believe in, I wonder!
- Jimmy:* In the power of computers! My favourite subject is ICT! I think you should give more attention to your school subjects, Jenny!
- Jenny:* Come on, Jimmy! Don't be bossy! Let's have some fun! You should go there!
- Jimmy:* Why should I? It's boring! It's all the same every year – apple bobbing, dressing up, trick or treat.
- Jenny:* No, it isn't. This year is different.
- Jimmy:* Why?
- Jenny:* It's a secret! I can't tell it now. Wait and you'll see!

- 3** Work in pairs. Find these expressions in the dialogue (ex. 2, p. 43). Use them in your own short dialogues about Halloween preparation.



4 Read the true / false statements. If the statement is false, give the correct statement according to the dialogue (ex.2, p.43).

1. Jenny is worried about her costume for school performance.
2. Jenny isn't playing in a school drama Halloween performance.
3. Jimmy invites her brother to go to a school Halloween party.
4. Jimmy chooses the costume of a pirate.
5. Jimmy thinks that his sister doesn't spend much time with her school homework.
6. The boy's favourite school subjects are History and Art.

5 Answer the questions to the dialogue (ex. 2, p. 43).

1. Why is Jenny so excited today?
2. Why is she wearing a costume of a witch?
3. How does she spend her free time? Which school club does she attend?
4. What Halloween traditions and games are Jimmy and Jenny talking about?
5. Why Jimmy doesn't want to go to the party?
6. What school subject does Jimmy like at school?

6 *Work in pairs.* Act out the dialogue (ex. 2, p. 43).

7 Make up sentences and pronounce them with the correct intonation.

1. his / understand / Jimmy / sister/ doesn't.
2. performance / doesn't / Jenny / a / know / what / wear/ to / for.
3. doesn't / Jimmy/ to / go/ a / want / school / to / party.
4. Halloween / children / party / The / discuss / the / school.
5. to / Jenny / club / attend / school / likes / drama.
6. goes / drama / to / Jenny / school/ the / club.

8 Read short dialogues and fill in the gaps with a suitable word.

1. — ... is Jenny so excited?
— Because she is preparing for
2. — ... costume is she wearing?
— She ... wearing the costume of a
3. — ... doesn't Jimmy want to go to the school party?
— Because he thinks that it's for
4. — ... role is Jenny playing in the school performance?
— She's playing the role of
5. — ... Jimmy like to attend the school drama club?
— ... , she does.
6. — What school subject ... Jimmy like?
— He ... Information and Communication Technology.

Grammar

- 9 Find these sentences in the dialogue (ex. 2, p. 43) and explain the use of modal verbs.

*I **can't** decide what to wear.*

*It **may** be the latest fashion.*

*You **must** choose a costume too.*

*You **should** think more of your school subjects.*

- 10 Read these short dialogues and choose the correct modal verb.

1. – Will you come to our school party this Saturday?
– I'm afraid I *can't* / *mustn't*. I've got lots of homework.
2. – What time shall I come?
– You *should* / *can* come at 7.30.
3. – Is it a special party?
– Yes. It's a Halloween party. So you *must* / *could* dress up.
4. – *Can* / *Should* you keep a secret, Jenny?
– Yes, of course. What is it?
– We're going to have a huge bonfire on our Halloween party.
– Great!
5. – I *can't* / *shouldn't* stop thinking about our Halloween party. Why is it so special?
– Haven't you heard? Johnny Depp is performing in it!
– You *must* / *can* be joking!

Remember!

on with **days**

on Tuesday

on Sunday

at with **times**

at one o'clock

at lunchtime

- 11 Fill in the correct preposition.

... ten o'clock

... break

... quarter to three

... Wednesday

... Saturday

... half past seven

... five past twelve

... her birthday

... Halloween

- 12 *Work in pairs.* Read the invitation card and make up a dialogue between Jenny and Willy, her friend, about school Halloween party using the information bellow.



WILLY

is invited to School Halloween Party
with great performance "Winnie-the-Witch"
on Saturday at 6 pm.

Wear a costume or you will have to miss
all the Halloween games!



- Example:* – Hello, Willy! Would you like to come to our Halloween party?
– Hello, Jenny. Of course, I'd love to. When are you going to have your Halloween party?

- 13  Make your own invitation card for the Halloween party. Write a story about this party for Jenny's website and share your ideas with your classmates.



Halloween Party Invitation
It's Halloween again!

is invited to School Halloween Party
with great performance " _____ "

on Saturday at 6 pm.

Wear a costume or you will have to

See you there.

Lesson 5

HOW EXPERIENCED AND SKILLED ARE YOU?

Jenny is getting ready for the school Halloween party.
Do you know anything about Halloween?

1 Look at the pictures and answer the questions.



1. What is Halloween?
2. Where does it come from?
3. When do people celebrate Halloween?
4. What are traditional Halloween characters?
5. What colours are associated with Halloween?
6. What things do people do at Halloween parties?
7. Have you ever played apple bobbing?

2 Work in groups. Read these words and use them in your own sentences.



- spirit, witch, ghost, vampire, candle, jack-o'-lantern, treat, bucket, trick, sheet, flour, bonfire, night, festival
- to appear, to believe, to include, to dress up, to pretend, to trick, to knock, to scare, to perform, to shine, to spill
- dead people, holy evening, traditional characters, strange costumes, horrible faces, famous symbols, huge bonfires, evil spirits
- to be connected with, to shine through the eyes, to be held, to eat an apple from the bucket of water, to put a candle inside, to spill flour on the front step, to be associated with, to take place

3  Listen to Jenny's story and tell about Halloween traditions using the pictures (ex. 1, p. 48) and the chart below.

Tradition	Things that people do
-----------	-----------------------

4 Read the dialogue and say why Jimmy will go to the Halloween party.

- Jenny:* Come on, Jimmy. Are you going to the party on Saturday?
Jimmy: Why not. I may go. Can you tell me why it is so special.
Jenny: I can't. It's a secret. But you may take a guess.
Jimmy: OK. Let me try. Johnny Depp may perform in your show.
Jenny: It would be great. But, I'm afraid, it's not quite right.
Jimmy: Madonna may sing in it.
Jenny: Sounds great but...
Jimmy: It may be shown on MTV.
Jenny: Sounds fantastic but...
Jimmy: Bonfire? We may have a bonfire.
Jenny: Right! Bingo! Huge bonfire! I'm sure you will enjoy our huge bonfire. But it's a secret. Please don't tell anyone.
Jimmy: I won't. I promise. OK. I'll come to watch your play and look at a bonfire.
Jenny: What costume will you wear?
Jimmy: It's a secret!



Grammar Spot

Modal Verb: *may*

We use <i>may</i>	
to talk about possibility	<i>Jimmy may go to the party.</i>
to ask for permission to do sth in the present	May <i>I take your mask?</i>
to suggest sth politely	<i>He may dress up.</i>

Remember!

There are no short forms of *may* or *may not*.
We do not use *may* in this way in *questions*.

It may rain. (~~May it rain?~~)

- 5 Change these sentences using *may* and write them down in your workbook.

Example: Perhaps Jimmy will be a bat. *He may be a bat.*

- Perhaps Willy will wear a Dragon costume.
- Perhaps we'll come to their Halloween party.
- Perhaps he'll change my idea about her fancy dress.
- Perhaps Jimmy is coming to see us.
- Perhaps Jenny will tell us about her school party.
- Perhaps they won't play Halloween games.

- 6 a Read and fill in the gaps with *may* and a suitable word from the box.

- | | |
|--|---------------------------------------|
| 1. What are your plans for this weekend? | A. It's early. She ... in bed. |
| 2. Shall we phone Jenny now? | B. Not sure. It ... too long. |
| 3. Are you going to buy this dress? | C. <i>I'm not sure. I may go out.</i> |
| 4. It's getting very hot. | D. Perhaps I ... him a telescope. |
| 5. What are you giving Willy for his birthday? | E. Is it? I ... an air conditioner. |



to go out, to look, to give, to be, to switch on

- b Choose the answers for the questions.

- 7 a Look at the picture and suggest what costume Jimmy will wear for his school Halloween party. Use the words from the box below.



Example: He *may* be a skeleton.



skeleton, witch, ghost, vampire, spider, bat, pirate, mummy, goblin, pumpkin, zombie, dragon, spiderman, superman, demon, wizard

- b Suggest what costumes the girls from Jenny's school will wear for their school Halloween party. Use the words from the box.



darkness, vampiress, witch, angel, countess, fairy, devil, goddess, cat

- c *Work in pairs.* Discuss what Halloween costume will be great to wear for your school Halloween party.

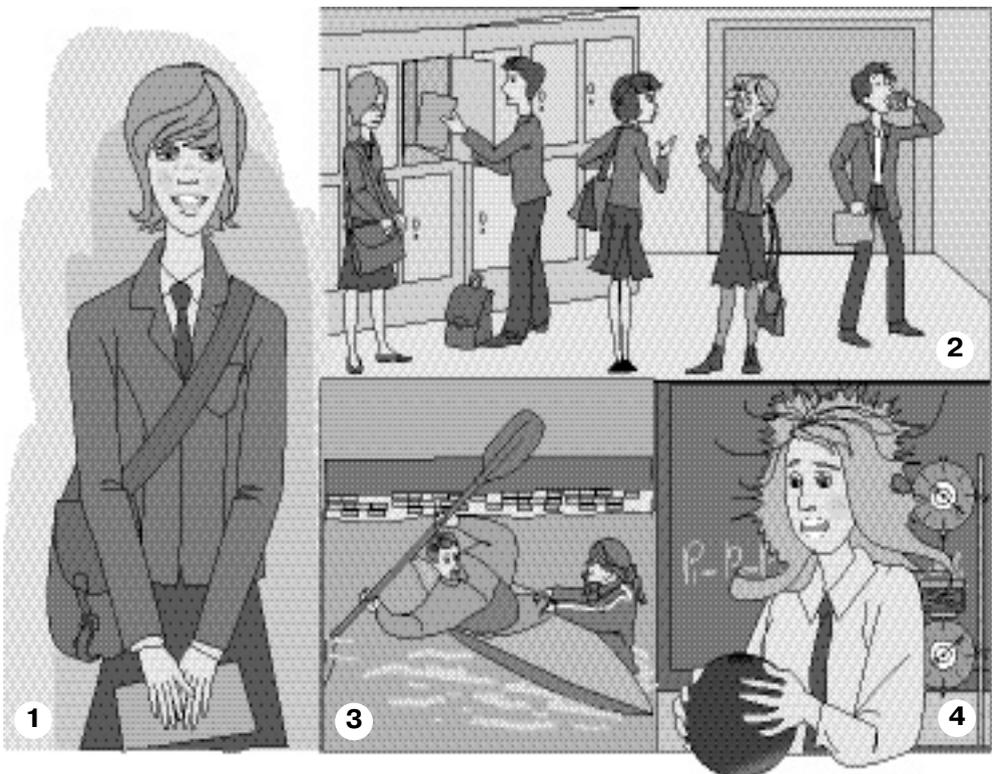
- 8  What things may happen in your school or your class in the nearest future? Write down 7 sentences with *may* or *may not* in your workbook.

Lesson 6

CULTURE HIGHLIGHTS: SCHOOL DAY IN GREAT BRITAIN

Jimmy and Jenny study in their local secondary school. What do you know about a typical school day in Great Britain?

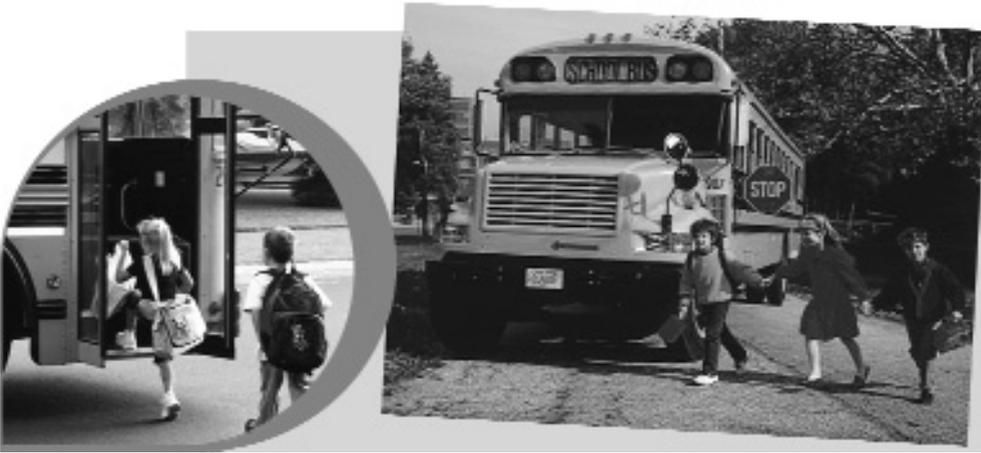
- 1 Look at the pictures and answer the questions.



1. What is unusual about Jenny's school?
2. Do you have lockers at school?
3. Where do you store your stuff?
4. What activities does Jenny take part in?
5. What activities do you take part in?
6. Would you like rowing? Why?

- 2 *Work in groups.* Read Jenny’s story from her website about a typical day in her school and tell what new information you have learned.

MY SCHOOL DAY



1. I leave home at 6.45 and walk 20 minutes to catch a bus to school. The bus is a special one just for kids going to my school. It has to keep stopping to pick up other students along the way.

When I arrive at school, I go to my Tutor Room for Registration at 8.30. The class teachers check who is at school and who is absent. We reply “Yes, Mrs. (teacher’s name)” and the teacher notes down in the book whether the student is in school or not.

Then there is Assembly. The whole school (teachers and students) come together, usually in the school hall. Our headmaster reads out any important notices. We listen to the announcements to see what special things are happening at school today or this week.

At about 8.50 we leave Tutor Room to go to our first period. Every day I have a different lesson for the first period. Normally it is Humanities but I also have Maths, Drama and Music, and French on the other days. Each period lasts an hour. I have different teachers for each lesson.

2. All my lessons are in different rooms and places around the school. Each room either has a three digit number or a name. The numbers are very hard to remember!

Every student carries a swipe card. We swipe (use swipe cards to get in and let the school staff know where we are) into every lesson. On the swipe card there are two stripes, black and brown. The brown one is to swipe into lessons

and the black one is to get into the toilets and buildings. We can put money on our swipe cards instead of carrying cash around. When we want to pay for snacks at the Canteen, we just hand over our cards and they take away the money.

I have a locker where I can store some of my stuff but otherwise I have to carry it all around with me in my bag.

3. All students study English, Mathematics (Maths), Science, Information and Communication Technology (ICT), Design and Technology, French or Spanish, Physical Education (PE), Humanities (History, Geography and Religious Education (RE)), Art and Drama.



During my break, I have a snack and play and chat with my friends. Usually we play “IT”, a chasing game. Snowball fight when it snows is dead fun.

I bring a packed lunch to school but occasionally I have school dinners in the School Canteen. Our Canteen is open at lunch time and break time. Most hot food is served only at lunch time. Chips are only available on Mondays and Fridays.

4. The afternoon begins with Registration again. School finishes between three of four, or a bit later. Sometimes I stay after school for clubs.

At 3.15 on Wednesday and Friday, school drama rehearsals are held. At Easter we have an Arts Week – a week full of workshops in the day and performances in the evenings. The summer term sees the production of the annual musical, and the main school play is usually staged before Christmas.

Nearly all students take part in sporting activities when school day is over. The main sports they play and do are rugby, hockey, football, netball, basketball, athletics, cricket, tennis, swimming and rowing.

3 *Work in groups.* Read these words and use them in your own sentences.

Registration	Tutor Room	Assembly
announcement	Humanities	Design and Technology
swipe card	Tuck Shop	locker
rehearsal	workshops	period

4 Read the true / false statements. If the statement is false, give the correct statement according to Jenny's story (ex. 2, p. 53).

1. A normal day at English secondary school starts at 7.30 am.
2. At registration teachers note down in the book whether the student is in school or not.
3. The whole school come together to dance and sing at Assembly.
4. Every student carries a swipe card.
5. Students can have only a packed lunch during their breaks.
6. When school day is over pupils must go home immediately.
7. Nearly all students take part in sporting activities when their school day is over.
8. In Great Britain students go to school five times a week.

5 *Comparison.* Answer the questions and compare Jenny's and your school life.

1. How do you get to your school?
2. When does your school day start?
3. Do you have Registration or Assembly at your school?
4. What subjects do you study?
5. What do you do during your breaks?
6. When and where do you have your lunch at school?
7. What do you have for lunch?
8. Do you have optional subjects?
9. Do you have drama performances?
10. What are the most typical sporting activities in your school?
11. Do you go to school on Saturday or Sunday?



6  Use the questions above to write a story about your school day for Jenny's website. Share your ideas with your classmates.

STOP AND CHECK _____

Reading

- 1 Read the text about schooling in England.

MODERN SCHOOLING IN ENGLAND



Schooling is compulsory (obligatory) for 12 years for all children aged 5 to 16. Children may attend either state-funded or fee-paying independent schools. Children start at infant school, move on to junior school (often in the same building) at the age of 7 and then on to secondary school at the age of 11.

At the age of 16, students take a public academic examination to receive the General Certificate of Secondary Education (GCSE). Those who want to stay on, usually academically gifted, take two more years at the secondary school. During these two voluntary (that was their wish) years of schooling, students specialize in two or three subjects. At the end of the course they sit an "A level" examination (Advanced level).

The academic year begins in late summer, usually in September. It is divided into three terms. Holidays are for Christmas, Easter and for the month of August, though it may vary from area to area. In addition, there is usually a mid-term one-week holiday, known as “half-term”.

2 Find the synonyms to the following phrases and write them down in your Answer Sheet.

- | | |
|----------------------------------|---------------------|
| 1. obligatory schooling | 2. schooling age |
| 3. schools where there is no fee | 4. types of schools |
| 5. to continue studies at school | 6. examinations |
| 7. academic year and holidays | 8. certificate |
| 9. to study deeply | 10. bright pupils |

Marks: 10

Listening

1  Listen to the text about wearing school uniform in Great Britain. Read the true / false statements and mark the statements right (✓) or wrong (✗) in your Answer Sheet.

- The pupils at most secondary schools in Great Britain don't wear a school uniform.
- Usually schoolgirls in Britain wear a white blouse with a dark skirt and a pullover.
- Girls often wear bright pink, yellow or green skirts and pullovers.
- Boys often wear jeans and T-shirts to school.
- The colours may be grey, brown, navy blue, dark green.
- Both boys and girls may wear blazers with the school badge on the pocket.
- Very often schoolchildren have to wear hats on the way to and from school.
- Shoes can be bright red or yellow.
- Girls can wear high-heel shoes in Great Britain.
- Young people in Britain love their school uniform, especially the hats and shoes.

Marks: 10

Grammar

- 1 Change the sentences using the modal verbs in brackets and write them down in your Answer Sheet.
1. Perhaps Bill knows her telephone number. (*may*)
 2. Jimmy is very good at playing tennis. (*can*)
 3. She thinks Ralf doesn't work hard at his Maths. (*must*)
 4. They have put on too much weight. It's a good idea to exercise more. (*should*)
 5. We don't think it will rain tomorrow. (*might not*)
 6. He thinks it is necessary to cut his hair. (*must*)
 7. Her brother is good at cooking. (*can*)
 8. Robert will probably go to Italy next week. (*may*)
 9. His father is a bus driver. He is good at his job. (*can*)
 10. Last year she woke up at 6 am because her school started early (*had to*).

Marks: 10

Writing

- 1 Write down an account of your favourite school day in your Answer Sheet.

Marks: 20

Total: 50

Unit 3

SPORT



- **Vocabulary:** Kinds of Sport. Olympic Games.
Favourite Leisure Activity
- **Grammar:** Adjectives and Adverbs
- **Reading:** Two Football Players
- **Listening:** Olympic Games
- **Interaction:** Your Attitude to Sport.
Joining the Leisure Centre
- **Guided writing:** A Sports Survey
- **Culture highlights:** Sport at School in Great Britain

Lesson 1

HOW SPORTY YOU ARE

To be sporty you need courage, athletic appeal, and desire.
What do you do to be sporty?

- 1 Look at the picture and answer the questions.



1. What is Jimmy going to do?
2. What sport activities does he do?
3. What does Jimmy dream about?

- 2  Listen to the dialogue and tell about Jimmy's achievements in sport.

Jenny: Where are you going now, Jimmy? Are you going to practise football?

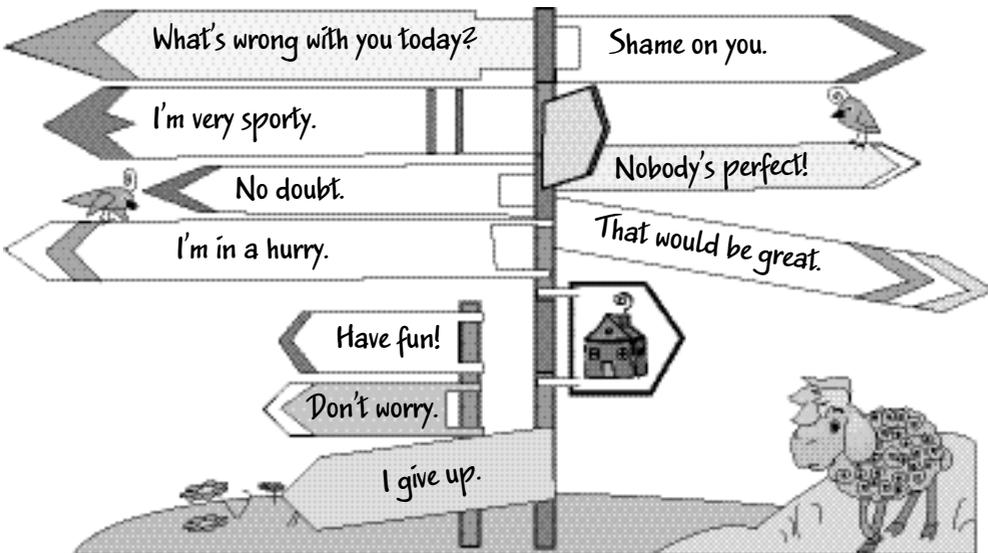
Jimmy: What do you think of the ball in my hand? Do people swim in football uniform?

Jenny: How funny! I just have a couple of questions to you. Can you wait a second?

Jimmy: If only it doesn't take long. I'm in a hurry.

- Jenny:* When did you last practise football? How often do you go in for sport?
Jimmy: Why are you interested in it? What's wrong with you today?
Jenny: Nothing. I am not interested in it. It's Nastya. She wants to know how sporty you are.
Jimmy: Really? Tell her that I'm very sporty and I'm especially good at football, tennis, rugby, swimming, cricket, horseracing, karate and athletics. And don't forget to write that I'm the champion of England in karate.
Jenny: Don't worry. I'll write everything. And I won't forget to write that you're the champion of England in lies!
Jimmy: Nobody's perfect! All right. I give up. Tell her the truth. Can you write at least that I'm good at football and tennis.
Jenny: Why not? In fact, Nastya and Yaroslav are good at tennis too. Would you like to play with them one day?
Jimmy: That would be great!
Jenny: I wonder who will win.
Jimmy: No doubt. I will!
Jenny: Oh dear! I have forgotten. You're the champion of England!
Jimmy: It's not funny! One day I will be the champion! Just wait and see!
Jenny: Great! Jimmy Collins – the champion of the Universe!
Jimmy: And this is my twin sister! Shame on you! Bye!
Jenny: Bye! Have fun!

3 Work in pairs. Find these expressions in the dialogue (ex. 2, p. 60). Use them in your own short dialogues.



4 Find all the words connected with sport in Jimmy and Jenny's dialogue.

2. *You're feeling pretty exhausted and you need to do something to keep your mind active. What do you do?*
- A. Go out for a quick jog around the park to wake yourself up.
 - B. Call up a mate and go into town.
 - C. Jump into bed early to catch up on your sleep.
3. *What would be your ideal holiday?*
- A. It's got to be active and extreme: water sports, skiing, climbing.
 - B. Sightseeing and spending all day wandering around shops and markets.
 - C. Sitting on the beach all day long.
4. *Which activity would you choose to do on a day off?*
- A. Fitness training.
 - B. Rollerblading or ice skating.
 - C. Snoozing in the cinema at a movie marathon.
5. *Which facilities do you use on a free day at a leisure club?*
- A. The gym.
 - B. The swimming pool.
 - C. Jacuzzi and spa for relaxing treatments.

Key:

Mostly As: Super sports star

There's nothing going to get in your way when it comes to being active. You're a non-stop whirlwind going from one thing to another. While it's good to be sporty, one thing is for sure – try to relax and have a rest sometimes!

Mostly Bs: Happy medium

You might not be a sports nut, but you're probably doing enough to keep active. It seems like you've got the balance just right between chilling out and getting physical.

Mostly Cs: Sofa surfer

Try mixing up your daily routine with a few exercises to keep your body and your brain ticking over.

9



- a Use the list of sports activities (ex. 7, p. 62) and complete the chart. Use a dictionary to look up any new words that you need.

Sport / Activity	People	Place	Equipment and clothes
cycling	cyclist	stadium	bike, helmet, knee pads, gloves, shorts, T-shirt, shorts

- b Write a short story for Jenny's website about how sporty you are.

2 Answer the questions about leisure centre.

1. Why do people attend Jenny's new leisure centre? 2. What activities do they do there? 3. Have you ever had any training classes at the leisure centre? Did you enjoy these classes? 4. Do you prefer doing sport with other people or on your own?

3 Read the dialogue and fill in the gaps in the Dance Class Timetable sheet below.

Jenny: Excuse me. Can you help me?

Receptionist: Yes, of course. What can I do for you?

Jenny: Could you give me some information about dance classes here, please?

Receptionist: Of course, I can. There are four classes a day, from Monday to Saturday. The first one is Salsa Dancing from 9 to 10 in the morning. Then there's Jazz Dance class from 11 to 12. Then in the evening — Ballroom / Latin class from 5 to 6. Street and Hip Hop class is from 7 to 8.

Jenny: I see. And what level are they for?

Receptionist: The morning Jazz Dance class is advanced. All the others are beginners to intermediate level.

Jenny: And how much does it cost for a class?

Receptionist: The classes are £3.50 each and £4.50 for Street and Hip Hop.

Jenny: Well, see you then. Thanks.

Receptionist: You're welcome. See you later.

Dance Class Timetable

CLASS NAME	MONDAY SATURDAY	LEVEL	PRICE
Salsa Dancing	9 am — 10 am	...	£3.50
Jazz Dance	...	Advanced	£3.50
...	5 pm — 6 pm	Beg. / Int.	£3.50
Street & Hip Hop	7 pm — 8 pm	Beg. / Int.	...



Beginners / Intermediate, 11 am — 12 am, £4.50, Ballroom / Latin

- 4 Work in pairs. Act out the dialogue (ex. 3, p. 65).
- 5 Tell about activities in your leisure centre using the advertisements below.

Dance

Dance is an energetic form of exercise. Leisure centres offer the opportunity to learn Latin, Salsa, Ballroom and many other dance styles.

Swimming

Swimming tones up your body, strengthens your heart. A fully-qualified instructor will give you advice about swimming. Many leisure centres have nice swimming pools and welcome all the visitors.

Weight training

Muscle-building can be enjoyed at all levels. Even very low weights tone up and strengthen muscles. It's one of the best classes for fast results! All leisure centres offer weight-training facilities and a gym.



Aerobics

Aerobics is a gym class, set to music and led by a qualified instructor who will lead you through a variety of structured movements that will strengthen your heart muscle and lungs by making them work harder, strengthen your immune system, improve the shape and tone of your body.

Tennis

Tennis is a competitive game. It's one of the best sports for flexibility, functional strength and honing your reactions with high-speed serves. Tennis is fantastic for strengthening your heart, lungs and developing toned muscles.

Badminton

Badminton is a sport that requires a combination of explosive power and speed. Leisure centres have experience of weekly training programmes for badminton players.

6



a

Create an advertisement for your local leisure centre. Decide on the size / shape, the name of the centre, the facilities, the opening hours, the cost of a class.

b

Write a story for Jenny's website about your leisure centre.

Lesson 3

DANCE PROGRESS REPORT

Dancing is one of the most popular forms of art and entertainment enjoyed by people all over the world. Would you like to join them?

- 1 Jenny goes to the Dance Studio. Here is her Dance Progress Report. Read it and say why Jenny is an excellent student.

Dance Progress Report



Name: Jenny Collins

Jenny is an excellent and mature student, who always sets the pace for the class. She is responsible and her attitude is positive. She practises carefully and works hard. Her progress has been excellent. She is especially good at Latin and Ballroom Dances. All her teachers speak highly of her.

Well done!

- 2 Tell about your classmate's sport achievements and make his / her Sport Progress Report. Share your ideas with your classmates.



- 3 Read Jenny's story from her website and tell why teenagers go in for dancing.

Ballroom dancing is a type of dancing that is done with a partner and has different steps for particular kind of music, such as waltz, etc. Although it has developed over the years from its original form, it has never gone out of style. Ballroom dancing is an extremely rewarding hobby that keeps teenagers happy and fit. Dance is a great way to improve fitness. All teenagers enjoy better mobility, flexibility and coordination. They improve their muscle tone and strength. It is such a lively, exciting and vibrant sport and I think that everybody should at least try it.

Grammar Spot

Adjectives and Adverbs

Adjectives are connected with *nouns* and *pronouns*. They usually tell you more about people or things. **Adverbs** are connected with *verbs*.

Examples	Adjective	Adverb
<i>beautiful</i> → <i>beautifully</i>	She's a <i>beautiful</i> dancer.	Jenny dances <i>beautifully</i> .
<i>bad</i> → <i>badly</i>	It was a <i>bad</i> game yesterday.	They played <i>badly</i> yesterday.
<i>quick</i> → <i>quickly</i>	He's a <i>quick</i> runner.	Jimmy runs <i>quickly</i> .

Remember!	Adjective	Adverb
Irregular Forms	<i>good</i>	<i>well</i>
	<i>hard</i>	<i>hard</i>
	<i>fast</i>	<i>fast</i>

- 4 Find all adjectives and adverbs in Jenny's Dance Progress Report and make up your own sentences with them.
- 5 Form the adverbs from the adjectives in the box.

Example: easy → *easily*



easy, neat, happy, real, loud, useful, final, wonderful, good, fast

6 Choose the necessary adjective or adverb from the brackets.

Example: Jenny works **well** (*good / well*) in class.

1. Jimmy works (*careless / carelessly*).
2. Jimmy is often (*noise / noisy*).
3. Jimmy is very (*good / well*) at football.
4. Jimmy's PE teacher is very (*happy / happily*).
5. Jimmy's room is not always (*neat / neatly*).
6. Jenny tidies her room (*regular / regularly*).
7. Jenny skates (*careful / carefully*).
8. Jimmy and Jenny play tennis (*good / well*).

Remember!

Very much can be used in *affirmative* (+) sentences as well as *negative* (-) and *questions* (?).

Note the word order.

*I like sport **very much**.*

7 Work in pairs. Ask and answer questions using the words below.

Example: 1. — *What do you do well?* 2. — *What do you do badly?*
 — *I swim well.* — *I ski badly.*



to swim, to ski, to run, to dance, to play football, to ride a bicycle, to jump, to speak English, to work, to shout, to skate, to jog, to fish, to do aerobics, to sing, to cook, to play tennis, to do sums



well, badly, perfectly, smoothly, energetically, regularly, high, fast, loudly, beautifully, quietly, carefully, hard, fluently

8 Write about six kinds of sport or leisure activities that you like very much. Share your ideas with your classmates.

9  Write a story for Jimmy's website about your sport achievements. Share your ideas with your classmates.

Lesson 4

HOW OFTEN DO YOU DO SPORTS?

Jimmy is very sporty. Now he is tired. Does he often do sports? How often do you do sports?

- 1  Listen to the dialogue and say how often Jimmy does sports.



Jenny: How often do you play football, Jimmy?

Jimmy: You know, I am crazy about football. I can play it every day.

Jenny: And what about swimming?

Jimmy: I go to the swimming pool two or three times a week.

Jenny: Do you often play tennis?

Jimmy: I try to. I play it every Wednesday and Friday.

Jenny: And how often do you wash your sport clothes and tidy your room?

Jimmy: Well... Sometimes...

Jenny: That's a lie. You never wash your clothes and tidy your room. You are always too busy. Mum does it for you every day.

Jimmy: That's not fair, Jenny! I sometimes do it... at least once a year.

Jenny: You are my hero!

Grammar Spot

Adverbs of Frequency

Adverbs of frequency tell us how often something happens.

<i>always</i>	<i>usually</i>	<i>often</i>	<i>sometimes</i>	<i>rarely/seldom</i>	<i>never</i>
100 %					0%

We put	
<i>often, always, sometimes, seldom, never, usually</i>	<i>once an hour / a week / a month / a year, twice a week / a month / a year, three times a week, every morning / evening / year</i>
before a <i>full verb</i> or after the verb <i>be</i>	at the end of the sentence
<i>I often play football. You are always too busy!</i>	<i>I go to the swimming pool two or three times a week.</i>

2 Find all the sentences with adverbs of frequency in the dialogue (ex. 1, p. 70) and make up sentences with them.

3 Read these sentences and fill in the gaps with a suitable adverb *never, rarely / seldom, sometimes, usually, often* or *always*.

1. I ... tell the truth.
2. I ... read comics in bed.
3. We ... get up at 6 on Sundays.
4. I ... forget things.
5. We ... go to the seaside in summer.
6. I ... go to bed early.
7. I ... play computer games till midnight.
8. I ... help my parents.
9. I ... tidy my room.
10. I ... watch TV till late.

- 4 Look at the table and make up some sentences about Jimmy and Jenny's sport and leisure activities with *often*, *once a day*, etc.

*Example: Jimmy plays football 5 times a week (5/w).
Jimmy plays tennis twice a week (2/w).*

ACTIVITY	JIMMY	JENNY
plays football	5/w	—
plays tennis	2/w	2/w
goes swimming	2-3/w	2-3/w
goes skiing	1/y	1/y
goes skating	2/m	2/m
goes to a piano class	—	3/w
goes to a dance class	2/w	2/w
goes to concerts	4-5/y	6-8/y

- 5  Conduct a sports survey in your class. Make a questionnaire. Use the questionnaire and interview students in your class.

SPORTS QUESTIONNAIRE	
1.	Name
2.	Form
3.	Do you like sport?
4.	Do you play sport or exercise in your free time?
5.	Do you watch sport on TV?
6.	Do you go to sports events?
7.	How often do you do sport or exercise?
8.	Do you attend dance school or dance studio? How often do you go to dance school or dance studio?
9.	What's your favourite dance class? (Street & Hip Hop / Disco and Rock "N" Roll / Latin and Ballroom / Disco / Freestyle)

- 6  Write a story for Jimmy's website about your sport and leisure activities.

Lesson 5

FAMOUS SPORTSMEN

To be a famous professional sportsman you must be dedicated, determined and persistent. Would you like to be a professional sportsman?

- 1** **Work in groups.** Both Jimmy and Yaroslav are fond of football. Read some facts from Jimmy's website and guess who these stories are about.

1. He is married to American model Kristen Pazik. The couple met at a Giorgio Armani afterparty in 2002, and married in 2004 in a private ceremony on a golf course in Washington, DC. They communicate with each other in Italian, though he wants to learn English. They have two sons, Jordan and Christian.

He is a close friend of fashion designer Giorgio Armani.

In June 2005, he became an ambassador for the SOS Children's Villages charity.

2. He has supported UNICEF since his days at Manchester United and in January 2005 he became a Goodwill Ambassador with a special focus on UNICEF's.

3. In 1997, he started dating Victoria Adams, after she attended a Manchester United match. She was famously known as "Posh Spice" of the pop music group Spice Girls, one of the world's top pop groups at the time. Therefore, their relationship always attracted a great deal of media attention. He proposed to Victoria in 1998 and married her in 1999.

In 1999, the couple purchased their most famous home, near London.

They have three sons: Brooklyn Joseph, Romeo James and Cruz David.

4. He started playing football at school. At just nine-years-old, he was spotted by Dynamo scout Oleksandr Shpakov. His parents were not too keen at first. Besides, he had to travel right across the city to go training, but with Shpakov's support football became his life.

In August 1991, his side became the last winner of the USSR junior championship – a competition for boys born in 1976. In 1990 the young Dynamo team won the "Ian Rush Cup" in Wales. He made his mark as the top scorer in the tournament and received a pair of boots from the famous striker. Meanwhile, a visit to San Siro fired his dream to play for Milan.

2 Work in groups. Read the factfiles of two football players and tell about them.

ANDRIY SHEVCHENKO FACTFILE

NAME	<i>Andriy Shevchenko</i>	
FULL NAME	<i>Andriy Mykolayovych Shevchenko</i>	
NICKNAMES	Sheva	
DATE OF BIRTH	September 29, 1976	
BIRTHPLACE	Dvirkivschyna, Ukraine	
NATIONALITY	Ukrainian	
EU PASSPORT	No	
HEIGHT	183 cm	
WEIGHT	72 kg	
CLUB	Chelsea, Milan	
POSITION	Forward	
NUMBER	7	
CONTRACT EXPIRES	June 2010	
PREVIOUS CLUBS	Dynamo Kyiv, Milan, Chelsea	
INTERNATIONAL DEBUT	March 1995, vs Croatia	
WORLD CUPS	Germany 2006	
SPOUSE	Kristen Pazik, 2 children	
AWARDS & HONORS	UEFA Champions League (2003), European Super Cup (2003), Ukrainian Premier League (1995, 1996, 1997, 1998, 1999), Ukrainian Cup (1996, 1998, 1999), Italian Cup (2003), Italian Serie A (2004), Italian Super Cup (2004), English League Cup (2007), English FA Cup (2007), Ukrainian Footballer of the Year (1997, 1999, 2000, 2004), Ukrainian Premier League Top Scorer (1999), UEFA Champions League Top Scorer (1999), Italian Serie A Top Scorer (2000, 2004), European Footballer of the Year)	

DAVID BECKHAM PROFILE

NAME	David Beckham	
FULL NAME	David Robert Joseph Beckham OBE	
BEST KNOWN AS	English soccer midfield star and Mr. Posh Spice	
NICKNAMES	Dave, Becks, DB7	
BIRTH DATE	May 02, 1975	
BIRTH PLACE	Leytonstone, England	
NATIONALITY	English	
EU PASSPORT	Yes	
HEIGHT	180 cm	
WEIGHT	74 kg	
CLUB	Los Angeles Galaxy, Milan	
POSITION	Midfielder	
NUMBER	23	
CONTRACT EXPIRES	June 2012	
PREVIOUS CLUBS	Manchester United, Preston North End, Manchester United, Real Madrid, Los Angeles Galaxy	
INTERNATIONAL DEBUT	September 1996, vs Moldova	
SPOUSE	Victoria Beckham, 3 children	
WORLD CUPS	France 1998, Korea / Japan 2002, Germany 2006	
AWARDS & HONORS	UEFA Champions League (1999), Intercontinental Cup (1999), English FA Premier League (1996, 1997, 1999, 2000, 2001, 2003), English FA Cup (1996, 1999), Spanish Super Cup (2003), Spanish La Liga (2007), English League Young Footballer of the Year (1997), UEFA Club Footballer of the Year (1999) BBC Sports Personality of the Year in 2001	

- 3 Complete the factfiles of two famous football players using the additional information from their biography and personal life (ex. 1, p. 73)
- 4 *Comparison.* Find out what is the same and what is different about Andriy Shevchenko and David Beckham. Discuss it in your class.

Example: They are both football players. Andriy is from Ukraine, and David is from Great Britain.

- 5 Answer the questions about Andriy Shevchenko and David Beckham.
 1. Where and when was Andriy Shevchenko / David Beckham born?
 2. When did Andriy Shevchenko / David Beckham start to play football?
 3. Did his parents approve Andriy Shevchenko's / David Beckham's choice?
 4. When did Andriy Shevchenko / David Beckham start to play football professionally? How old was Andriy / David?
 5. What people influenced Andriy Shevchenko's / David Beckham's early football career?
 6. What was Andriy Shevchenko's / David Beckham's first professional football club?
 7. In what clubs and countries did Andriy Shevchenko / David Beckham play?
 8. What are Andriy Shevchenko's / David Beckham's records?
 9. How and when did Andriy Shevchenko / David Beckham meet his future wife?
 10. What is Andriy Shevchenko's / David Beckham's family?
 11. What does Andriy Shevchenko / David Beckham do apart from football?

- 6  *Work in pairs.* Interview Andriy Shevchenko or David Beckham. Ask and answer questions, using the questions above as a prompt.

Example:

- Hello, David! Can I ask you some questions?
- Of course, you can.
- First of all, I'd like to know where were you born?
- I was born in London...

- 7  Write a profile of your favourite football player or sportsman.

- 2 *Work in groups.* Read these words and phrases. Use them in your own sentences.

values	Olympic Movement	to establish
excellence	human being	to be conveyed
betterment	core values	to make progress
inspiration	personal goal	to do one's best
solidarity	peaceful world	to participate
tool	team spirit	to consider
doping	mutual understanding	to embody
motto	fair play	to encourage
flame	unethical behaviour	to strive
humanism	Torch Relay	to associate

- 3  Listen to Jimmy's story from his website about the Olympic values and put the following headings in order to make a plan of the story.

The Olympic symbols

The aim of the Olympic Movement

The importance of the symbols for people

Three core values of the Olympic Movement

Establishment of the Olympic rituals and symbols

- 4 Complete the chart below.

<i>Olympic symbol</i>	<i>Its meaning</i>
-----------------------	--------------------

- 5 Answer the questions about the Olympic values.

- When were the Olympic symbols established?
- What ceremonies are the Olympic symbols displayed on?
- What is the aim of the Olympic Movement?
- What are the core values of the Olympic Movement?
- How does the motto embody excellence?
- What does the flame symbolize? Why?
- What do the rings represent?
- Why are the Olympic symbols much more than emblems?
- What should people associate the Olympic symbols with? Why?

- 6 *Work in groups.* Read Jimmy's Olympic page from his website and say what the British do to make Olympic Games in London unforgettable for everybody.

WELCOME TO LONDON 2012 OLYMPIC GAMES!

The Torch Relay

The Torch Relay is an important part of the build up of the Games. Celebrating and uniting sport and culture, it brings the spirit of the Games to the whole of the UK in the months leading up to the Opening Ceremony. Lit in Olympia, the Torch makes an international journey before arriving in the UK. Carried by Torch bearers selected through a ballot process, the Olympic Flame passes through communities, with entertainment, shows and concerts marking its arrival. There are educational programmes for young people and the chance to take part as a volunteer.



The route for the Olympic Torch Relay is announced in 2011 to know how you could get involved as a runner or a volunteer.

Team Welcome

Fireworks, music, dance, culture and the top athletes from around the world watched by a worldwide audience of one in three people, the Opening and Closing Ceremonies of the Games are always something to remember.

During Team Welcome Ceremonies, they are greeted by the honorary Village Mayor and their national flag is raised on arrival to join flags of the other competing nations, alongside those of the United Kingdom and the Olympic and Paralympic Movements.

With more than 100,000 hotel rooms to choose from, every visitor to London can find a warm welcome during the Games. Most hotels are concentrated in the heart of the West End, making it easy to explore London's shops, restaurants and theatres on foot. Excellent transport links make it easy for visitors staying in central London to get to the 2012 venues.

A home stay programme for athletes' families offer visitors an insight into everyday life in the capital. And London's incredible diversity ensure that every visitor feel at home, whatever their culture, faith or language.

7



Make your own page about the Olympic Games for Jimmy's website. Illustrate your story with pictures, photos, maps.

Lesson 7

CULTURE HIGHLIGHTS: SPORT AT SCHOOL IN GREAT BRITAIN

Sport has always played an important role in the life of teenagers. In recent years they have started to play more sports to keep fit and be healthy.

- 1 Look at the pictures and answer the questions.



1. How can Jimmy and Jane develop their sporting skills?
2. What is the role of sport in their school life?
3. What sport activities at school are you fond of?

- 2 **Work in groups.** Read the story from Jimmy's website and tell why team games are very popular in Great Britain.

1. Sport has always been a very important part of a child's education in Britain. Traditional games such as football, rugby and cricket and individual sports like track and field athletics, gymnastics or swimming develop physical abilities and provide a certain kind of moral education. Team games, for example, encourage such social qualities as enthusiasm, cooperation, loyalty, unselfishness, fairness (no cheating) and losing without anger (being a "good loser"). Absolute fairness and losing without anger are considered important.

2. Sport activity is great to be fit and healthy. Regular exercise can increase energy levels, release stress and help everybody to feel good. As well as the compulsory PE lessons that everyone has to do, teenagers can take part in extra sports at school. The recommended amount of exercise for teenagers is at least one hour a day. Most schools and colleges offer the opportunity to join sports teams, or take part in extra sporting activities. These might be in the evenings, on the lunch breaks or even at weekends. So teenagers can do more of the activities that they enjoy. The government is doing much to make sure that teenagers have the facilities available at school to do the sports they most enjoy. Opening parks, playgrounds and basketball / tennis courts for longer hours encourages children and young people to enjoy sports outside of school.

3. Thousands of schoolchildren of all ages take part in sporting activities when the school day is over. The main sports they play are rugby, hockey, football, netball, basketball, cricket and tennis. They like athletics, swimming and rowing.

The sporting calendar is a very busy one – there are matches and tournaments against other teams on most Saturdays and some other days too.

To celebrate the success and commitment of the students, some schools have an annual Sports Awards Night, which is followed with a disco and barbecue.

3 *Work in groups.* Read these words and use them in your own sentences.

facilities	energy level	to encourage
enthusiasm	compulsory lessons	to provide
fairness	extra sporting activities	to increase
tournament	tennis court	to take part
loyalty	annual Sports Awards Night	to celebrate

4 Read the true / false statements. If the statement is false, give the correct statement according to the story (ex. 2, p. 80).

1. Sport plays an important role in education in Britain.
2. Traditional games and individual sports develop physical abilities.
3. Sport doesn't develop moral qualities.
4. Cooperation, loyalty, unselfishness aren't important in British schools.
5. To lose is considered just a "part of the game".
6. The recommended amount of exercises for teenagers is 15 minutes a day.
7. When the schoolday is over, children hurry home.
8. The main sport in British schools is baseball.
9. Many schools organize school parties to award the best sportsmen.

- 5 **Quiz Time.** Choose the written descriptions for the pictures of the popular sports and games in Britain. Share your ideas with your classmates.



A. a game that is usually contested by some players, who take turns at throwing up to the darts. These darts are thrown in a circular dartboard hung on a wall.

B. a game that is played between two teams of all players using a round ball that is kicked but not handled.

C. a type of football played with an oval (egg-shaped) ball. The ball can be carried in the hand and passed to other players by throwing or kicking, and points are won by carrying the ball to the opponent's end of the field or by kicking it over an H-shaped bar.

D. a game for two people or two pairs of people who use rackets to hit a small soft ball backwards and forwards across a low net dividing a specially marked level court.

E. an outdoor game played in summer with a small ball covered with red leather, a bat and wickets, by two teams of 11 players each, usually dressed in white. One field tries to get runs while the other team fields.

6 *Quiz time.* Read these rules and guess the sport using the words from the box.

1. You have to kick a ball into a net.
2. You have to hit a ball over a net with your hands.
3. You have to hit a ball over a net with a racquet.
4. You have to throw a ball through a net.
5. You have to hit a shuttlecock over a net with a racquet.
6. You have to hit a ball into a hole with a club.
7. You have to hit a ball into a net with a stick.
8. You have to hit balls into holes on a table.
9. You have to hit a ball over a net on a table.
10. You have to try scoring a home run.



volleyball, hockey, baseball, soccer, table tennis, badminton, billiards, basketball, tennis, golf

7 Sport plays a great role in British life, so many idioms in the English language have come from the world of sport. Here are some of them. Remember and use them in your speech.

- **Team player:** somebody who is good at co-operating with other people in groups.
- **Run with the pack:** have no individual principles but just blindly follow the majority.
- **Win hands down:** win easily.
- **In the final straight / on the last lap:** in the last stage of some process.
- **A safe pair of hands:** a reliable person.
- **A ball of fire:** someone who has a lot of energy and is active and successful.
- **Have a ball:** have a good time.
- **Jump the gun:** start doing something before the appropriate time.
- **A good sport:** a person who is fair and friendly.
- **A cheap skate:** a person who does not pay his share.
- **Praise somebody to the skies:** praise somebody a lot.

Example: He does badly at school but as a football player he is **a ball of fire**.
 What **a good sport**! He never complains, even when he loses.
 A good chef waits until the food is cooked. Don't **jump the gun**.

8 a Read the dialogues. Fill in the gaps using the idioms.

1. – Did you watch the match yesterday? Who won?
– Our team. It wasn't difficult for us. We
2. – How's your project going? Will you manage to meet the deadline and complete it on time?
– I hope so. I'm
3. – What do you think about Willy? Can we trust him?
– Certainly. He's
4. – Do you like this designer's style?
– Not really. I think she simply
5. – Did you enjoy Yaroslav's party?
– Oh, yes. We ... there. It was lots of fun.
6. – Will you pay for the tickets?
– Of course, I will. That ... can keep his money.
7. – Does Jenny do well at her Dance Studio?
– She is an excellent student. Her teachers

b *Work in pairs.* Make up and act out your own short dialogues with the idioms (ex. 7, p. 83).

9 Tell about sport activities in your school. Use the questions below as a prompt.

1. Is sport popular in your school?
2. What are the popular sports in your school?
3. Does your school participate in your town sport events?
4. Are there any special sport awards events held in your school?
5. Are there any matches or tournaments held in your school on Saturdays or Sundays?
6. Did any outstanding sportsmen study in your school?
7. What games did your parents play in school?
8. Do you play the same games today?

10  List five things that: your sports teacher encourages you to do; you like doing best; you don't like doing; you have never done but would like to try; you have never done and don't want to try. Share your ideas with your classmates.

STOP AND CHECK _____

Reading

- 1 Read and choose the question (1–5) for the advertisement (A–F). Be careful! There is one advertisement extra. Write down your answers in your Answer Sheet.

SPORT GAMES IN GREAT BRITAIN

Which kind of sports is

1. the most popular individual game?
2. called after the town it originated in?
3. known for the longest possible match duration?
4. played with clubs and small hard balls?
5. the most popular of all?

-A-

Major Sports

The major spectator sports in Great Britain – golf, cricket and rugby – are no longer the major participatory sports. Jogging and aerobics are by far the most popular active recreations, followed by swimming, cycling and badminton. About 30 million British people over the age of 16 regularly take part in sport or exercise. Sport for all is becoming a reality.

-B-

Golf

Golf is a national game which originated in the 15th century. It is played on a golf-course by 2 or 4 persons, each with a small hard ball, driven with the club into a series of 9 or 18 holes, using as few strokes as possible.



-C-

Cricket

Cricket is a national game which started in the 17th century. It is played on grass field with bats and a small ball by two teams of 11 players each. A cricket match may last two or three days.

-D-

Rugby

Rugby is a form of football played with an oval ball which may be kicked or carried. It originated in the town of Rugby, when during a football match a pupil of a local school picked up the ball and ran to score a goal.

-E-

Soccer

Football (Soccer) is the most popular spectator and participatory sport in Britain. More than 20 million people a year go to football matches. The game is played at all levels, from children to top international teams.



-F-

Lawn Tennis

While the most popular team game is football, the favourite individual game is lawn tennis. Today tennis is played in almost all secondary schools, in the public parks and in the local clubs.

Marks: 5

Grammar

1 Choose the right adjective or adverb and write down your answer in your Answer Sheet.

1. I've got an (*easy / easily*) job for you.
2. I feel (*happy / happily*) today.
3. Could you talk more (*quiet / quietly*), please?.
4. Oliver is a very (*good / well*) pianist.
5. Ann plays the piano very (*good / well*).
6. I had a (*bad / badly*) day yesterday.
7. I slept (*bad / badly*) last night.
8. She spoke to us in a (*friend / friendly*) way.
9. I haven't seen you for a (*long / longly*) time.
10. We (*near / nearly*) missed the bus this morning.

Marks: 10

Listening

- 1  Listen to the biography of Volodymyr Klychko and fill in the gaps (1–15) with a suitable word from the box. Write down your answer in your Answer Sheet.

Volodymyr Klychko was born on March 25, 1976 in Semipalatinsk, Kazakhstan. His father was a Soviet Air Force colonel. His mother was a teacher.

Volodymyr developed his passion for boxing at the age of 14. Only three years later he was already European champion in his **1**___ and started building a successful **2**___ that included being a five time boxing champion of Ukraine and a first place in the Military World Championships. Known as **3**___, Klychko first achieved **4**___ at the 1996 **5**___ in Atlanta.

Volodymyr gave his **6**___ on November 16, 1996 against poor Fabian Meza, who was knocked out already in the first round. On September 25, 1999 Volodymyr battered a helpless Axel Schulz and became **7**___ by knocking out the German in the eighth round. He reached his goal to become **8**___ in October 14, 2000. On February 23, 2008 Volodymyr wrote a piece of boxing history by beating WBO-Champion Sultan Ibragimov over 12 rounds.

In the summer of 1996 Volodymyr graduated Pereyaslav-Khmelnytsky Pedagogical Institute (Ukraine) and was admitted for postgraduate studies at Kyiv State University. On January 18, 2001 in a conference hall of Kyiv State University of Physical Science and Sports Volodymyr presented his **9**___ and was awarded a PhD in **10**___.

Apart from boxing, Volodymyr has a **11**___. Thus, Volodymyr Klychko appeared with Lennox Lewis in the **12**___ “Ocean’s Eleven”. He is an eager **13**___. The Klychko brothers have created their own **14**___ of men’s sports and leather clothes with Hugo Boss. They have been involved in **15**___ dedicated to provide for the needs of schools, churches and children. In 2002, the Klychko brothers announced that they agreed to work specifically for the UNESCO (the United Nations Educational, Scientific and Cultural Organization) which supports more than 180 projects in 87 countries.



motion picture, professional debut, wide range of interests, chess player, “The Steel Hammer”, European Heavyweight Champion, design collection, charitable activities, amateur career, world attention, Summer Olympics, Heavyweight Champion of the World, age division, doctorate dissertation, Sports Science

Marks: 15

Writing

- 1 Complete the factfile about Volodymyr Klychko in your Answer Sheet.

VOLODYMYR KLYCHKO FACTFILE

FULL NAME		
NICKNAME		
BIRTH DATE		
BIRTH PLACE		
FAMILY		
JOB		
EDUCATION		
AWARDS		

Marks: 5

- 2 Write a summary about Volodymyr Klychko in your Answer Sheet.

Marks: 15

Total: 50

Unit 4

TRAVELLING

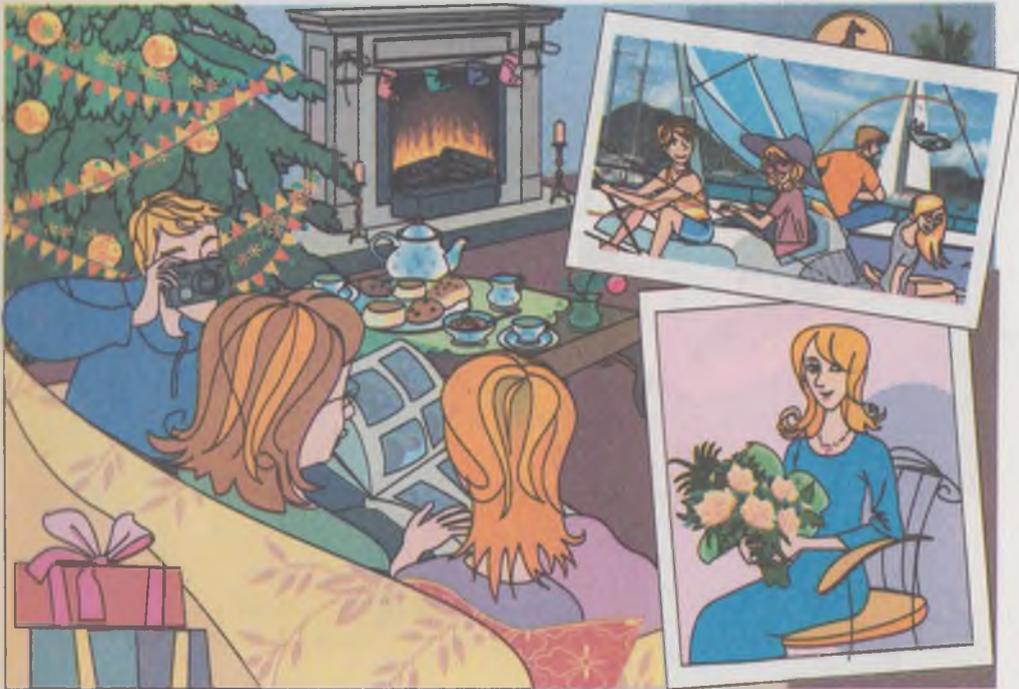


- **Vocabulary:** Travelling Abroad. At the Airport.
Catching a Train
- **Grammar:** The Present Perfect. The Past Simple.
The Past Perfect
- **Reading:** Discover Edinburgh
- **Listening:** Festival Advertisements
- **Interaction:** Arranging a Trip. Booking a Hotel
- **Guided writing:** Writing a Postcard. Sending SMS
- **Culture highlights:** Christmas and New Year
in Different Cultures

HOLIDAY PICTURES

Holiday memories are precious. That's why we keep our holiday pictures in family albums and show them only to our best friends.

- 1 Look at the pictures and answer the questions.



1. What are the Collins doing?
2. What holiday are they going to celebrate? Why do you think so?
3. Who are the children going to send their photos to?

- 2  Listen to the dialogue and say what photos Jimmy and Jenny chose for their Ukrainian penfriends.

Jenny: Look at these photos! Do you like them?

Jimmy: What's special about these pictures? Why are you looking at our family album? Have you found anything interesting in it?

Jenny: Nastya and Yaroslav are going to the Carpathian mountains for their Christmas holidays. In her e-mail Nastya asks about our

favourite travel. I think it was last year when we went to Cyprus. It was a fun trip, wasn't it? Perhaps we can send her some of these pictures.

Jimmy: Sure. I really liked it. I have never had such a wonderful journey! The only thing that I didn't like was...

Jenny: Don't start it again! What happened?

Jimmy: Nothing special. I mean it was just a little too hot. Too hot to walk, too hot to play.

Jenny: What's wrong with you today, Jimmy?

Jimmy: I guess I simply miss the sun and the sea and the holiday! It's winter now. And the weather is terrible... Well, forget about winter. Which pictures are you going to send to her?

Jenny: I think this one. I look nice in this dress.

Jimmy: And what about that one? I look great in my diving costume.

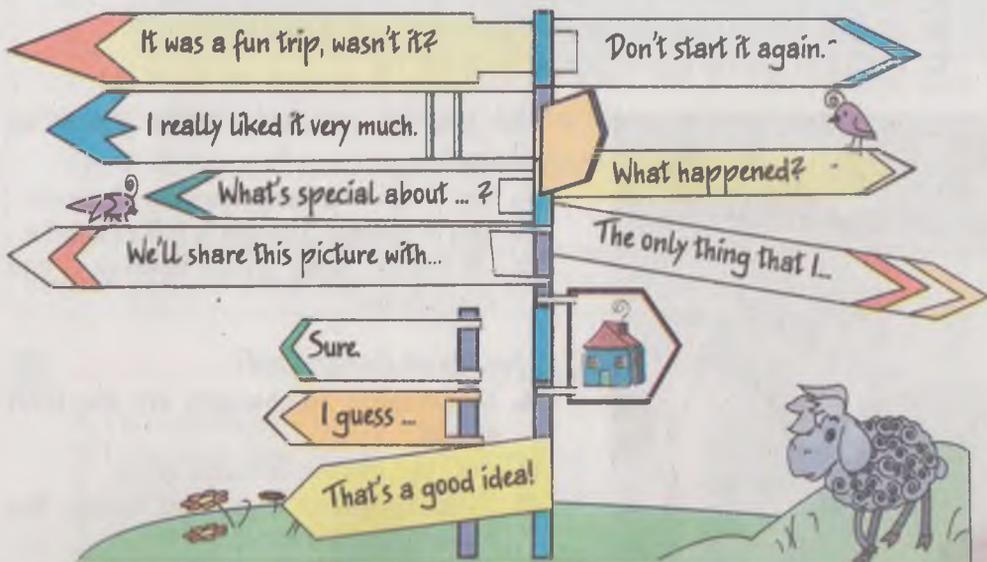
Mrs. Collins: I think you should send your Ukrainian penfriends our family picture. And don't forget about a nice Christmas card.

Jimmy: That's a good idea! Thanks a lot, mum!

Jenny: We'll share our great travel picture from Cyprus with them. And where are we going at Christmas this year? Shall we fly or travel by train? Shall we start packing? When are we leaving?

Mrs. Collins: Not so many questions at once. Wait until daddy comes and we'll tell you about our Christmas holidays.

3 Work in pairs. Find these expressions in the dialogue (ex. 2, p. 90). Use them in your own short dialogues.



4 Read the true / false statements. If the statement is false, give the correct statement according to the dialogue (ex. 2, p. 90).

1. Jimmy and Jenny are getting ready for their trip to Cyprus.
2. At Christmas Nastya and Yaroslav are going to the Carpathian mountains.
3. Jimmy enjoyed his journey to Cyprus last summer.
4. Jimmy is upset today because he hasn't done his homework yet.
5. Jimmy doesn't like winter weather and misses summer.
6. Jenny wants to send the picture in which she's wearing a nice swimming costume.
7. Jimmy thinks that he looks nice in a diving costume.
8. The children won't share pictures from Cyprus.
9. Mrs. Collins gives her children advice to send Nastya and Yaroslav the picture of their house.
10. Mrs. Collins reminds the children of the Christmas card for their pen-friends.

5 **Work in pairs.** Act out the dialogue (ex. 2, p. 90).

6 **Quiz Time.** Would you like to discover an ideal holiday for you and find out what kind of traveller you really are? Do Jenny's quiz. Answer the questions, add up your score and look at the key.

1. *Will you be sad to miss your favourite TV programmes?*

- A. No, it won't matter. I'll video them.
- B. Maybe, but the holiday will be different, and it will be fun.
- C. No, I can always amuse myself without TV.

2. *Will you go swimming while you're on holiday?*

- A. Yes, if the weather's warm.
- B. You're joking! The sea is full of sharks.
- C. Of course. Why go on holiday if you don't swim?

3. *What about foreign food?*

- A. McDonald's hamburgers are the limit for me.
- B. OK, but not too hot and spicy.
- C. Pizza, spaghetti, roast beef, curry... You name it and I'll eat it.



4. *What will you enjoy best about your holiday?*

- A. New friends, new things to see and do.
- B. A good rest after a hard year at school.
- C. The journey back home again.

5. *Will you try to speak another language if you visit a foreign country?*

- A. Why? I'll speak loudly and slowly and everyone will understand.
- B. I can say, "please" and "thank you" in many languages — that's enough.
- C. Of course. That's why I'm going.

6. *Are you going to visit any ruins?*

- A. Of course. I adore history.
- B. A pile of old stones? Why?
- C. Of course, but I hope there's a good cafe for a cold drink or an ice cream there too.

7. *Will you buy any presents on this trip for your friends or family?*

- A. Absolutely not. I haven't got enough money.
- B. Yes, small cheap presents: special things from that region.
- C. Of course! I'll "shop till I drop".



Key:	1	2	3	4	5	6	7
A	1	2	1	3	1	3	1
B	2	1	2	2	2	1	2
C	3	3	3	1	3	2	3

7–10 You'll be happier if you stay at home, but if your parents have organized a family holiday, try to enjoy it and then it will be fun for everyone.

11–16 Relax and you'll enjoy your holiday. Try new things and you'll have a pleasant surprise.

17–21 Holidays will be your idea of heaven. You know how to entertain yourself and you know how to get the best from your holiday.

7 **Work in groups.** Discuss the following statements with your classmates.

1. I always enjoy a family holiday.
2. I never try new things while travelling.
3. I can always entertain myself on holiday.
4. I usually buy a lot of presents on my trip.
5. I never make new friends on holiday trip. It's dangerous.

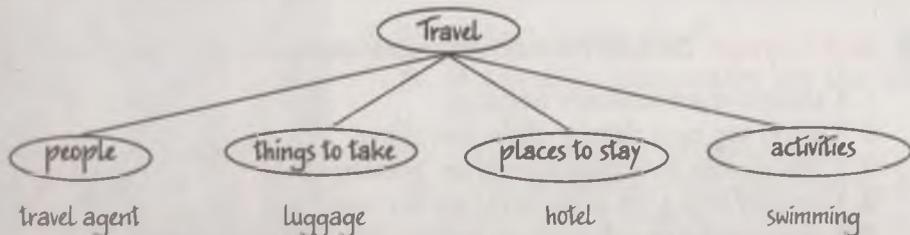
Work in groups. Read the list of the words and make up some sentences with them.

	Type	Activity	Location	People
Plane	flight board / get on leave / take off arrive / land get off	fly / go by air board / get on leave / take off arrive / land get off	airport runaway cabin window / aisle seat	pilot passenger flight attendant cabin crew
Train	journey get on leave arrive get off	go / travel by train get on leave arrive get off	station platform carriage window / aisle seat	driver passenger ticket collector
Bus / Coach	ride / trip get on leave arrive get off	go by bus / by coach get on leave arrive get off	bus stop bus station front / back seat window / aisle seat	driver passenger bus conductor
Car	ride / trip get in / into leave arrive get out / off	go by car get in / into leave arrive get out / off	garage front / back seat	driver passenger
Boat / Ferry	voyage / crossing get on / off leave / set sail arrive	go / travel by boat get on / off leave / set sail arrive	port dock terminal deck	captain passenger steward crew

9



Copy the network of travel in your workbook and fill it with the words from the table above. Tell about travelling using these words.



DISCOVER EDINBURGH

The Collins are going to Edinburgh for their Christmas holidays. Guess why Mr. Collins chose this city for their Christmas celebrations.

- 1 Look at the pictures and answer the questions.



1. What do you know about Edinburgh?
 2. Is this city old or modern? Why do you think so?
 3. Does Edinburgh look like your city / town / village? Why?
- 2 Read the advertisement from Mr. Collins' tourist guide and tell why Edinburgh is the best city in Britain for Christmas celebrations.

ENJOY CHRISTMAS CELEBRATIONS IN EDINBURGH'S WINTER FESTIVAL!

Edinburgh is the best city in Britain for Christmas celebrations. Scotland's capital is stunningly beautiful for the rest of the year too but at Christmas, it becomes a truly magical experience, the heart of Edinburgh's winter festival.

Christmas shopping, winter family fun and lots of other activities take place in a sparkling Edinburgh city centre. Hardly any other city in the world has the ability to bring excellent shopping and the magic of Christmas so close together, and at the centre of Edinburgh's capital, as well.

Events and festive Christmas celebrations take place throughout the city from Princes Street itself with the Gardens, the Royal Mile and Edinburgh Castle in the Old Town to George Street in the New Town.

The winter festival in Edinburgh lasts for more than a month, starting with the Christmas Lights Switch On in late November, followed by Christmas time in fairytale-like Edinburgh, and finally, finishing off with the Hogmanay 4-day long celebrations.

There's no doubt that the best thing about Christmas in Edinburgh is the Winter Wonderland, a mix of fairground rides, Ferris Wheel, outdoor ice rink, hot food stands, Christmas fair and a traditional German Christmas market. These are all open for visitors for nearly 4 weeks.

Other Christmas events include the Santa Run, Edinburgh's attempt at breaking the record for the largest gathering of Santas, the Reindeer Gardens in West Princes Street Gardens and carol concerts throughout Scotland's Capital.

3 Answer the questions about Christmas celebrations in Edinburgh.

1. Why is Edinburgh the best city in Britain for Christmas celebrations?
2. What activities take place in the city centre?
3. How long does the winter festival last in Edinburgh?
4. What is the Winter Wonderland in Edinburgh?
5. What do other Christmas events include?

4  Listen to the festival advertisements and guess missing words. Use the words from the box as a prompt.

Edinburgh Hogmanay

December 29 – January 1



There's nowhere better to be on New Year's Eve than Scotland's capital. Edinburgh's Hogmanay brings Edinburgh's streets alive with non-stop ... and enjoyment.

Major international ... will perform on four stages as part of the Royal Bank Street Party on Saturday December 31.

Elsewhere the Hogmanay programme includes firm favourites such as the spectacular torchlight ... on December 29 and the One O'clock Run on New Year's Day.

Snowdrop Festival

February – March

Don't miss the stunning bloom of Scottish ... in February and March during our Scottish Snowdrop Festival. See snowdrop ... at the Royal Botanic Garden, enjoy the walled one acre artist's garden at Shepherd House Garden, Invereks or stroll through 150 acres of rolling ... at Hopetoun House, South Queensferry, just a short drive from Edinburgh.



Edinburgh International Science Festival

April

The 21st Edinburgh International Science Festival showcases the great ... Scots have made to scientific and technological advances, both at home and abroad. Something for all ages including ... , shows and interactive exhibitions and a programme of talks and ... on the hottest and most intriguing areas of science and technology.

Edinburgh Mela Festival

August – September

Scotland's biggest intercultural festival is back, and promises to be a dazzling display of international and local

You can savour tastes from across the globe at the many food stalls, enjoy dazzling dance, fabulous theatre and a whole load of musical styles as some of the best ... around hit town, or simply browse the many craft Whatever you're into, whatever your tastes, the Edinburgh Mela makes a great day out. The Edinburgh Mela is increasingly seen as a central part of Edinburgh's Festivals.



displays, parkland, snowdrops, artists, entertainment, procession, stalls, talent, performers, discussions, contributions, workshops



Work in pairs. Make up a dialogue about famous festivals in Edinburgh.

Grammar

- 6 Read Jenny's story about Edinburgh and open the brackets using the verbs in necessary tense.

The capital of Scotland (to be) at the centre of Scottish affairs throughout the centuries. Dominated by the castle on its rocky mount, Edinburgh (to offer) the visitor a wealth of history, architecture from the medieval to the modern, excellent shopping facilities and the excitement of a holiday in the city.

The city of Edinburgh (to develop) around a volcanic rock on which the earliest castle was built. For security the original settlers (to cluster) around this fortress, gradually building their houses further and further down the ridge of the hill. This ridge is known today as the "Royal Mile", a road running between the castle and the palace of Holyrood House.

Begin a tour at Edinburgh Castle, developed to its present size over many centuries. You (to see) from the esplanade magnificent views over the city and its surroundings. Today you (to find) a fascinating assortment of old buildings, including Huntly House, the Old Town museum, the old Parish Church, and of course the palace of Holyrood House, home of Scottish monarchs throughout the centuries, and still a Royal residence today.

- 7 Answer the questions about Edinburgh.

1. What is the capital of Scotland? 2. What is the role of Edinburgh in the history of Scotland? 3. What can Edinburgh offer tourists? 4. What is a "Royal Mile"? 5. What is the best start of a tour?

- 8 a Read the story about Holyrood Abbey and open the brackets using the Past Simple Tense. Put 6 questions to the story.

Holyrood Park (to be) a royal hunting park many years ago. When the Scottish King, David the First, (to go) hunting in this area one day in 1128, a male deer (to attack) him. That deer (to throw) David the First off his horse. The king (to try) to grab the deer's antlers to protect himself. According to legend, a cross suddenly (to appear) above the deer's head. When the king (to hold) the cross, the deer (to become) calm and (to walk) away peacefully. King David (to believe) this (to be) a sign, and following a dream that night he (to start) to build Holyrood Abbey to thank God for saving him. It (to become) a place where monks (to live).

- 9  Imagine that Jimmy and Jenny are going to visit your city / town / village. Make a story for a tourist guide to introduce your city / town / village to them.

BOOKING A HOTEL

The Collins are now choosing a hotel to stay in Edinburgh. Choosing a nice hotel is always an important thing especially for a family Christmas holiday.

Work in groups. Read the hotel advertisements and say which one the Collins will choose.

Keavil House Hotel

A country house hotel set in its own grounds and gardens in the village of Crossford, 2 miles west of Scotland's ancient capital of Dunferline. The hotel offers lovely bedrooms and contemporary styled restaurant with a modern Scottish menu at lunch and dinner. A special feature of the hotel is our luxurious Picture of Health club and spa. Relax in our pool, spa bath, fitness suite, exercise studio or pamper yourself with a full range of health and beauty treatments.



Children are warmly welcomed.

Dinner, Bed & Breakfast

£120

The Best Western Kings Manor Hotel

The Best Western Kings Manor Hotel is a family owned and run hotel in the eastern suburbs of Edinburgh. The hotel is convenient for the city centre and yet only a short walk to the beach at Portobello. Lauders restaurant offers tasty hot and cold breakfast and an interesting a la carte menu for both lunch and dinner. Fountain Spa Leisure Club has a 20 metre pool, sauna, aerobics suite, gym and tennis. Our rooms are comfortable and pleasantly furnished encompassing a warm and cosy atmosphere. The Best Western Kings Manor is a non-smoking hotel.



Dinner, Bed & Breakfast

£110

The Bruntsfield Hotel



A classic townhouse styled hotel with contemporary touches, overlooking Bruntsfield Links Park close to the city centre and all major tourist attractions. Comfortable, quiet, individually designed bedrooms ensure a comfortable stay. Bisque, a contemporary styled bar,

is open all day for food and drinks. Friendly, professional service makes this hotel perfect for your leisure.

Children are warmly welcomed.

Dinner, Bed & Breakfast

£120

2 Find out information about hotels to fill the chart.

	Keavil House Hotel	The Kings Manor Hotel	The Bruntsfield Hotel
Location			
Facilities			
Restaurant			
Price			

3 **Comparison.** Choose one of the hotels (ex. 9, p. 99). Compare your choice with the others. Discuss the advantages and disadvantages of the hotel.

4 **Quiz time.** Choose one of the hotels. Don't tell its name. Ask your classmates to guess what it is.

- Is it a country hotel?
- No, it isn't.
- Is it close to the city centre?
- Yes, it is.
- Has it got a Scottish restaurant?
- Yes, it has.
- Is it £120?
- Yes, it is.
- Is it Keavil House Hotel?
- Yes, it is!



- 5 Mr. Collins is calling to Keavil House Hotel to make a reservation for his family. Here are some of the phrases he and the receptionist used in their telephone conversation. Put the words in the correct order to make a dialogue.

1. make / to/ I'd / please / my family / like / a reservation / for.
2. want / And / room / you / what /do?
3. for / a room /you / I have.
4. me / Can / it / tell /how /you / much /is?
5. number / phone / have / And / I / could / your?
6. seeing / on / look / twenty-seventh / forward to / We / you / the.

- 6 a  Listen to the telephone conversation and fill in the gaps with the expressions above.

Receptionist: Hello, the Keavil House Hotel. Mark is speaking.

Mr. Collins: 1 _____

Receptionist: Certainly. When is it for? _____

Mr. Collins: It's for three nights, the twenty-seventh, twenty-eighth and twenty-ninth of this month.

Receptionist: 2 _____

Mr. Collins: A suite, please.

Receptionist: 3 _____ And your name is?

Mr. Collins: Richard Collins. 4 _____

Receptionist: That's £120 per night. 5 _____

Mr. Collins: Sure. 01524 32865

Receptionist: That's fine. 6 _____

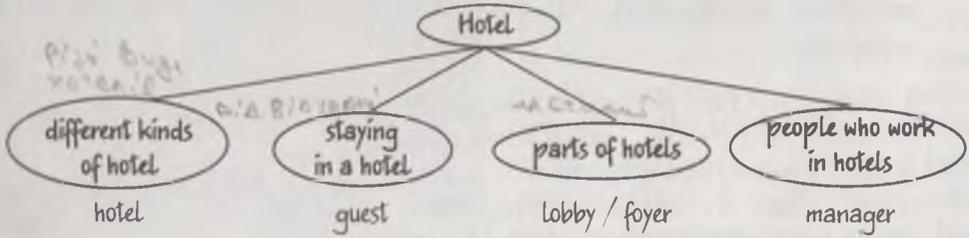
Mr. Collins: Thanks a lot. Goodbye.

- b *Work in pairs.* Act out the dialogue.

- 7 *Work in pairs.* Use the information about the Bruntsfield Hotel and the King's Manor Hotel and make up a dialogue using the prompts below.

1. How many nights would you like to stay?
2. What kind of room would you like to reserve?
3. Which facilities do you have in your hotel?
4. How much is a family room?
5. Is there a swimming pool in your hotel?
6. What time is the restaurant open for dinner?
7. Would you like to fill in a booking form?

- 8 Copy the network of hotel in your workbook and fill it with the words and phrases from the box.



hotel, lobby / foyer, guest, manager, porter, vacancy, receptionist, double, quest house, stay at / in, hostel, lift, half board, resident, book a reservation, single, suite, motel, full board, book in, waiter / waitress, bed and breakfast (B&B), reception, fully booked, check out

- 9 **Work in groups.** Discuss the following questions.



1. Have you ever stayed in a hotel?
2. Imagine a visitor is going to stay in your town / city. Which hotel would you recommend? Why?
3. Would you like to work at the hotel? What qualities are important for this job?
4. Is it important to use English in a hotel service? Why?

- 10 **Quiz Time.** What do you know about jobs in hotels? Choose the jobs for its definition.

- | | |
|-------------------|---|
| 1. a chambermaid | A. a person who manage reservation, booking and payment in a hotel |
| 2. a porter | B. a person who carries your suitcases to your room when you first check into a hotel |
| 3. a concierge | C. a person who greets you at the hotel entrance |
| 4. a receptionist | D. a person who cleans hotel rooms |
| 5. a housekeeper | E. a person who is the manager of all the chambermaids in a hotel |

11



What is your ideal hotel for a holiday? Make a story for Jenny's website about it. Collect some information and illustrations about your ideal hotel and share your ideas with your classmates.

ARRANGING A TRIP

The Collins are planning their trip to Scotland. Jenny and Jimmy are excited. They have never been to Edinburgh before.

- 1  Listen to the dialogue and choose the words from the box to fill the gaps.

Mrs. Collins: Oh, dear! I hope everything will be all right but... I'm nervous. We have so many things to do. You know, packing takes a lot of time. I'm not sure that we are ready enough for our trip.

Mr. Collins: Don't worry, darling! Just keep calm. Everything will be OK. Anyway, let's see how everything is going. Jimmy, Jenny, can you come here, please!

Jimmy: What's up, daddy? *to the airport*

Jenny: What's the matter? *to the airport*

Mr. Collins: How are you doing with the packing?

Jimmy: Well. You know, I'm ready. I ... everything.

Jenny: Really? I'm quite ready. I ... all my things but I ... my To Do List already. I hope, I won't forget about anything.

Jimmy: And I ... my To Do List three days ago!

Mr. Collins: Fantastic! This reminds me of our last trip to Cyprus. Remember? That time you ... us that you were ready. And when we ... to the airport.

Jimmy: And what? Nothing special.

Jenny: Nothing special! You ... the bag with our passports and tickets at home!

Jimmy: I didn't ... it. It ... your fault! You!

Mrs. Collins: Please calm down, both of you! Let's talk about our trip.



have done, haven't completed, have written, wrote, told, came, left, was, mean

- 2 a Read the sentences and say what is the difference between the tense forms in them.

I have already written my list.

I wrote my list three days ago.

- b Find more examples of the Present Perfect and the Past Simple in the dialogue above.

Grammar Spot

The Present Perfect Tense, The Past Simple Tense

Compare:

It hasn't rained so far today
I have played lawn tennis before.

It rained yesterday.
I played lawn tennis at school.

We use

<i>The Present Perfect Tense</i>	<i>The Past Simple Tense</i>
to think about the <i>past and present together</i>	to think <i>only about the past (especially with the words for a finished time)</i>
<i>Rachel has gone to Scotland.</i> (She is not here at the moment.) <i>I have done everything.</i> (Everything is ready now.)	<i>Emma packed her suitcase last night.</i> <i>I learned about it last week.</i>

- 3 Say what time expressions are used with the Past Simple and the Present Perfect. Use the words from the box.



for, since, some days ago, last week, before, just, yet, already, never, ever, as soon as, recently, yesterday, this year, in June, on Sunday, in 2008, last month, lately, last summer

- 4 Read these sentences and fill in the gaps with *for* or *since*.

Example: *The Collins have lived in their house for fifteen years.*
The Collins have lived in Lancaster since 1990.

- Mr. Collins has worked for his company ... 2001.
- Mr. Collins is in London now. He has been there ... Monday.
- Mrs. Collins has been at the travel agent ... ten o'clock.
- Jenny has been at the hairdresser's ... one hour.
- Jimmy has been in the school football team ... September.
- Jenny has visited the new leisure centre ... a few weeks.
- The Collins have had their new car ... last year.
- Mr. Collins hasn't been to the cinema ... a few months.

- 5 Look at the pictures of Jimmy and Jenny's rooms, their *To Do Lists* and say what Jimmy and Jenny have done or haven't done yet to be ready for their trip.



Jimmy's To Do List

- buy a new make-up ✓
- water the flowers
- wash the clothes ✓
- iron the clothes ✓
- take new gloves and scarf ✓
- take a new sweater ✓
- write an e-mail to Nastya ✓
- feed the fish
- buy a new COOL! Magazine
- pack the suitcase ✓

Jenny's To Do List

- load the new CRAZY album ✓
- find the bag (Where did I put it? ☹)
- find clean socks
- collect all the clothes
- pack the bag
- buy a new DRIVE! magazine ✓
- take the iPod ✓
- take the new camera ✓
- take the mobile charger ✓
- take the laptop ✓

Example: *Jenny has already bought a new make-up.
She hasn't watered the flowers yet.
Jimmy has already loaded the new CRAZY album.
He hasn't found his bag yet.*

The Past Perfect Tense

had V₃

We use **The Past Perfect Tense**

to express action in the past before another action in the past

*The train had left when we arrived.
After Jimmy had visited Edinburgh, he made a story about it for his website.*

6 Read the sentences and open the brackets using the Past Perfect Tense.

1. Willy missed the train because he (to arrive) at the station later.
2. The Collins went to Ireland last year. They (to be) there twice before.
3. When Mr. Collins arrived, they (not to receive) his telegram yet.
4. As soon as Jimmy and Jenny got back home, they began to tell their parents some of the things they (to see) during their class trip.

7 Read the story and open the brackets using the Past Simple or the Past Perfect.

The next day, which (to be) Friday, we (to get) all our things together, and (to meet) in the evening to pack. We (to move) the table up against the window, (to pile) everything in a heap in the middle of the floor, and (to sit) round and (to look) at it.

It (to seem) a longer job than I (to think) it was going to be; but I got the bag finished at last, and I (to sit) on it and (to strap) it.

When I (to finish), George (to ask) about the boots. And I (to look) round, and (to find) that I (to forget) them. I (to open) the bag and (to pack) the boots in.

Then a horrible idea (to occur) to me. I (to pack) my toothbrush? Of course, I (to find) George's and Harris's eighteen times over, but I couldn't find my own. I (to put) the things back one by one, and (to hold) everything up and (to shake) it. Then I (to find) it inside a boot. I (to repack) once more.



Imagine that you are arranging your own trip. Make a *To Do List* and share your ideas with your classmates.

CATCHING A TRAIN

The Collins are going to Edinburgh by train. Have you ever travelled by train? What do you know about this means of transport?

- 1 **Work in groups.** Read Jimmy's story from his website and choose the heading that best summarises the main idea in the extract.

The first trains

The longest railways

Coming of the railway

High speed trains

RAILWAYS



1. Before the invention of trains, cars and planes, a journey that now takes hours could take days or even weeks.

People travelled overland either on foot, on horseback or in horsedrawn carriages. Roads were dirty tracks. When they were dry, they were hard and bumpy. When they were wet, they became deep, sticky bogs.

The coming of railway 150 years ago changed the world forever, enabling goods and passengers to be carried long distances in huge quantities, and allowing cities to grow as never before. Now many people believe they may be the best form of transport for the future, because of the harm cars do to the environment.

2. Railways date back 4000 years to the Babylonians, who used to push carts along grooved stones. But it was not until 1804, when Englishman Richard Trevithick ran a steam locomotive on rails for the first time that the railway really began. The earliest steam railways were built to carry coal from mines.

The first passenger train service was in Kent in southern England. It opened in 1830 with a journey only 1.6 km (1 mile) long. A steam engine, called *Invicta*, pulled the train at about 20 km per hour. Most carriages had no roofs. The first trains were slower than a galloping horse.

3. A railway line between Liverpool and Manchester, opened in 1830, launched a spectacular boom in railway building that by 1855 had created vast rail networks all over Europe and North America.

The longest railway line is over 9,000 km long. It was built between 1891 and 1905 and stretched from the west to the east of the Russian Empire. It was called the Trans-Siberian Railway. By 1916 there were over 400,000 km of railway in the USA.

4. The future of railways has been transformed by the introduction of high-speed electric trains. High-speed trains run on specially-built tracks and can carry passengers at speeds of 350 km/h (kilometers per hour) or more. The first high-speed train was the Japanese Bullet Train or *Shinkansen*, built in 1964. It covers 1117 km from Tokyo to Fukuoka in under 6 hours. In Europe, France has its *Train a Grand Vitesse* (TGV). It is planned to build huge networks of these trains all over Europe to carry people from city to city at speeds which equal aeroplanes.

Further in the future, trains may not run on wheels at all but glide smoothly at incredible speeds just above a special track, held there by the force of magnetic repulsion.

2 Choose the correct option to complete the sentences.



1. *The writers believe that railways*

- A. are too slow and old-fashioned.
- B. are very harmful for the environment.
- C. can help to prevent the environmental pollution.

2. *The first railways appeared in*

- A. in ancient China.
- B. in ancient Babylon.
- C. in ancient Greece.

3. *The first trains were*

- A. very slow and uncomfortable.
- B. extremely fast and comfortable.
- C. as fast as a galloping horse.

4. *The first high-speed train appeared in*

- A. the USA.
- B. Great Britain.
- C. Japan.



5. *A railway line opened between Liverpool and Manchester in 1830 caused*

- A. the building of a railway network in Europe and America.
- B. the building of a railway network in Africa and Asia.
- C. the building of a railway network in China and Japan.

3 Answer the following questions.

1. How did people travel before the invention of trains, cars and planes?
2. What were the roads like in the past?
3. When did the first trains appear?
4. Who and when invented a steam locomotive?
5. What was the purpose of the earliest steam railways?
6. Where and when was the longest railway line built?
7. At what speed can high-speed electric trains carry passengers?
8. What is the future of trains?

4 Find all the words connected with the travelling in Jimmy's story and make up sentences with them.

5 **Work in groups.** Read the notes about travelling by train and discuss its advantages and disadvantages.

Advantages	Disadvantages
fast comfortable not stressful safe You can: relax (read and look out of the window) work eat	expensive sometimes crowded sometimes delayed not door to door You must: travel at certain times use other transport to get to the station

6 **Work in groups.** Read the words and phrases. Use them in your own sentences.

fare	seat reservation	to arrive
compartment	single / return ticket	to leave
platform	smoking / non-smoking	to catch
luggage	fast / local train	to miss

7  Mrs. Collins is at the railway station. Listen to the dialogue and fill in the gaps with a word from the box below.

Mrs. Collins: Good morning. Could you tell me the ... from Lancaster to Edinburgh, please?

Ticket clerk: Afternoon, evening? When would you like to...?

Mrs. Collins: About ten o'clock

Ticket clerk: Right. Let's have a look. There's a ... that leaves at 10.23, then there isn't another one until 10.57.

Mrs. Collins: Can I have four ... , please?

Ticket clerk: Single or return?

Mrs. Collins: ... , please.

Ticket clerk: How would you like to pay?

Mrs. Collins: Cash, please.

Ticket clerk: That's one hundred and sixty-eight, please.

Mrs. Collins: Here's two hundred.

Ticket clerk: Here's your ... and your tickets.

Mrs. Collins: OK. Thank you very much. Goodbye.



tickets, in the morning, times of trains, return train, leave, change

8 **Work in pairs.** Act out the dialogue above.

9



Imagine that you have to buy a train ticket from London to Lancaster for the weekend. Make up the dialogue using the words and phrases from the box. Share your ideas with your classmates.



the next train for, which platform, a single ticket, a return ticket, change, fast train, to leave, to arrive at, first class, fare, a ticket to, to pay, cash

WRITING A POSTCARD. SENDING SMS

Although Jimmy and Jenny enjoy their Christmas holidays, they miss their friends. They send and receive a lot of SMS. What do you know about SMS?

- 1 a **Work in groups** Discuss which of these things are the most important for you on holiday?
- the weather
 - the accommodation
 - shops
 - the sightseeing
 - the scenery
 - who you go with
 - the food
 - the nightlife
 - entertainment
- b Read Mrs. Collins' postcard to her mother about their holiday trip to Edinburgh and tell about wonderful moments the Collins had there.

POSTCARD

Dear Mum,

We are having a nice time here in Scotland, but the weather isn't very nice. We're staying in a nice hotel in a nice village called Crossford, not far from Edinburgh. We have a nice view of mountains and gardens from our bedroom.

Yesterday we went to see the Deep Sea World. It was really nice.

Today we hope to go for a nice walk by the lake (called a "loch" here!).

Did you have a nice time in France? We'll call you next week.

Love,
Jennifer & Richard,
Jimmy & Jenny

x x x

Jennifer Collins
Keavil House Hotel
7 Dunfermline Road
Crossford
WD3 7QX

- 2 Mrs. Collins used *nice* eight times. Complete the sentences below with an adjective from the box. Use each adjective once only. Be careful! Sometimes more than one is possible, but not always.

1. We're having a ... time here in Scotland.
2. The weather is
3. We're staying in a ... hotel in a ... village called Crossford, not far from Edinburgh.
4. We have a ... view of mountains and gardens from our bedroom.
5. It was really ... to see the Deep Sea Word yesterday.
6. Today we hope to go for a ... walk by the lake.
7. Did you have a ... time in France?



lovely, small, terrible, comfortable, spectacular, old, long, good

- 3 Read Jenny's story from her website and tell about your own shortening words in your SMS.

An estimated 15 billion SMS are sent every month — and the number just keeps growing! Anyway, text messages and the Internet chat are changing our vocabulary as we know it.

Text messages have become a common everyday means by which many of us communicate at a distance. For teenagers who have mobile phones it's far cheaper to send text messages than to make calls. When they send text messages, they rely on the speed of the communication as well as often have an expectation that they'll get a response quickly. So teenagers begin to communicate by shortening words, missing out letters and using symbols instead.

Text messages have become such a phenomenon that teachers and parents everywhere are worried that text talk is teaching children bad English usage.

It's a scary thought, that a technological phenomenon such as the mobile boom could be enough to change our use of the language.

Text talk has its own rules, however loose and informal. In order to shorten words and expressions in a meaningful way you have to know the basic rules of English usage before you can break them.



Let us take a look at some of teenagers' mobiles. What do they write to each other?

RU OK?	Are you OK?
Y NY?	Yes and you?
OK CU2DAY?	OK. See you today?
NO. 2MORO. WER?	No. Tomorrow. Where?
@J'S. CUL8TR.	At John's. See you later.
LUV B.	Love Bob.
F2T?	Free to talk?
N. WER RU?	No. Where are you?
@ WK. NU?	At work. And you?
@ HM. CU L8TR?	At home. See you later?
Y. WEN?	Yes. When?
@7. TA4N. CU.	At 7 o'clock. That's all for now. See you.
OK. B4N.	OK. Bye for now.

4 Answer the questions about SMS in the life of teenagers.

1. How many SMS are sent every day / month?
2. Do text messages and the Internet chat change our vocabulary?
3. How should a message look like?
4. What do parents and teachers worry about?
5. What are the arguments of those in favour of a new vocabulary?

5 Make notes of advantages and disadvantages of using a mobile phone or the Internet. Share your ideas with your classmates.

6 **Work in groups.** Discuss the following questions.

1. Do you often send SMS?
2. How do you do it? What language do use?
3. Is the language of your text messages different from your usual one?
4. Do you agree with those who disapprove of the new media language?

7



Where were you on your last holiday? Imagine you are still there. Write a postcard to Jenny, but use the adjective *nice* once only. Write about the weather; the accommodation; something you did yesterday; something you are going to do today.

CULTURE HIGHLIGHTS: CHRISTMAS AND NEW YEAR IN DIFFERENT CULTURES

If you try to catch a train on December 24 in Great Britain you may have difficulty in finding a seat. Why is it so? What is special about this day?

- 1 **Work in groups.** Read Jimmy and Jenny's stories from their websites and choose the question (1-6) to the story (A-F).



When do the British

1. listen to Big Ben chime?
2. put stockings at the end of their beds?
3. sing carols?
4. say Happy New Year to their friends?
5. give presents to their friends and relatives?
6. send cards with winter and other Christmas wishes?

-A-

Christmas Traditions

In Britain Christmas is the most important holiday of the year. It combines the celebration of the birth of Christ with the traditional New Year's festivities. At Christmas time the British like to decorate their homes with evergreen holly

symbolizing life. They usually have a Christmas tree glittering with coloured lights and decorations. Many people send Christmas cards with winter landscapes, bells, wreaths, candles and other Christian symbols. This is the day when many people are travelling home to be with their families.

-B-

Christmas Eve

On Christmas Eve (December 24) many families have a party and the children put stockings at the ends of their beds in the hope that Father Christmas will come down the chimney during the night and bring them presents.

Traditional food is prepared: roast turkey or roast beef, sweet mince pie, a rich Christmas cake and the Christmas pudding. Everyone has their own favourite recipe, but they are all packed full of spices, nuts, dried fruit and brandy.

On the Sunday before Christmas many churches hold a carol service where special hymns are sung. Sometimes carol singers can be heard on the streets as they collect money for charity.

-C-

Christmas Day

In the morning on Christmas Day (December 25), which is a national holiday, many people go to church to sing carols. After the service the families sit down to a big turkey dinner followed by Christmas pudding made of dried fruits. After dinner families generally watch the Queen's traditional message on TV.

Many families like to attend a midnight service at church on Christmas Eve, or celebrate Christmas in Church on Christmas morning.

-D-

Boxing Day

Boxing Day (December 26) is also a national holiday, and this is the time to visit friends and relatives and give them presents. The presents used to come in boxes, hence the name of the holiday. Boxing Day is a popular day for football matches and other sporting events.

The day is a public holiday, so shops and banks are closed. More recently, some shops have broken with tradition and now open on Boxing Day to encourage shoppers who can't wait to spend their Christmas money.

-E-

New Year's Eve

New Year's Eve (December 31) is a special celebration, when people gather together with friends or family and welcome in the New Year. At midnight people switch on the TV to hear Big Ben chime in the New Year.

-F-

New Year's Day

New Year is often launched with a party — either at home with a family and friends or a gathering in the local pubs and clubs. Merrymaking begins on New Year's Eve and builds up midnight. The stroke of midnight is the cue for much cheering, whistling, kissing and the drinking of toasts.

In Scotland the New Year remains the greatest of all annual festivals. At midnight huge gatherings of people at Edinburgh's Tron Kirk and Glasgow's George Square greet the New Year by linking arms and singing "Auld Lang Syne".

2 Read the true / false statements. If the statement is false, give the correct statement according to Jimmy and Jenny's stories (ex. 1, p.114).

1. Christmas and New Year are public holidays in Great Britain
2. Many people travel to spend Christmas with their families.
3. At Christmas time the British decorate their homes with balloons and flowers.
4. Traditional Christmas food is an apple pie.
5. In the morning on Christmas Day many people go to church to sing carols.
6. On Boxing Day many people like to do shopping or to watch sport competitions.
7. New Year's Day is more popular in Scotland than in England.
8. At midnight on New Year's Day people like to sing rock songs.
9. Many people send Christmas cards on Christmas Eve.

3 Think of the information about Christmas and New Year to fill the chart.

	Great Britain	Ukraine
When it happens		
Special food / drink		
Things people give to each other		
Other customs		

4 **Comparison** Find out and discuss with your classmates what is the same and what is different about New Year celebrations in Ukraine and Great Britain.

5



Write a story for Jenny's website about Christmas and New Year celebrations in your family. Share your ideas with your classmates.

Reading

- 1 Read and choose the question (1–5) to the story (A–F). Be careful! There is one story extra. Write down your answers in your Answer Sheet.

STRATFORD-ON-AVON

Where can tourists

1. see the famous writers' names written on the walls?
2. visit the place that Shakespeare had never seen in his life?
3. admire the garden that Shakespeare bought together with the biggest house of that time?
4. learn about Shakespeare's every day life?
5. find Shakespeare's tomb?

-A-

Shakespeare's Town

April 23 is Shakespeare's birthday and is also the day he died. Both events occurred at Stratford-on-Avon, a small town in the centre of England. There are no mountains or deep valleys near Stratford, but there are beautiful woods, green fields, a quiet gentle river — the winding Avon — and lovely houses, black and white with thatched roofs.



-B-

Shakespeare's Birthplace

The first place visitors go to in Stratford is Shakespeare's birthplace, a small house with small rooms in the centre of the town. Here they can see the room

where Shakespeare was born. Some people who had visited the house had written their names on the walls. It seems a wrong thing to do, but among the names are Walter Scott, Charles Dickens and William Thackeray.

-C-

New Place

When Shakespeare became successful in London, he bought the biggest house in Stratford, a house called New Place. Here he probably wrote his last plays and here he died. But there is nothing left of it but a few bricks and the garden. The man who owned it, Mr. Castrell, was so angry that so many people came to see the house that he pulled it down.



-D-
Church

Коллегиальная школа №1

Then the visitors go to the church where Shakespeare is buried. There is a bust of Shakespeare that was made by a Dutch sculptor who lived near Shakespeare "Globe" Theatre and must have seen Shakespeare many times.

-E-

Anne Hathaway's Cottage

You can also go across the field, about a mile out of Stratford, to Anne Hathaway's Cottage. Anne Hathaway was the woman whom Shakespeare married, and the cottage is just as it was in Shakespeare's time. There are the old chairs by the fireplace, where Shakespeare must have sat, the plates from which he probably ate his dinner, and a leather bottle out of which Anne poured beer for him.



-F-

Royal Shakespeare Theatre

Then the visitors can have a look at the Royal Shakespeare Theatre, a big modern building. They say that it is the best stage in England.

Marks: 5

Vocabulary

1 Choose the word (1–10) for its definition (A–J) and fill in your Answer Sheet.

- | | |
|-----------------|--|
| 1. single room | ✓ A. hotel accommodation with meals |
| 2. hotel | B. a hotel room for two people to stay in |
| 3. lobby | C. a hotel room for one person to stay in |
| 4. lift | D. a machine in a hotel that is used to carry people from one floor to another |
| 5. guest | E. the person in a hotel who answers the phone, greets new guests and arranges a room for them |
| 6. double | F. a person who is in charge of the entrance of a hotel |
| 7. full board | G. the entrance hall in a hotel |
| 8. receptionist | H. a person who is staying in a hotel |
| 9. porter | ✓ I. the place in a hotel where you go to say you have arrived, to make enquiries |
| 10. reception | J. a place where you can stay when you are travelling |

Marks: 10

Grammar

1 Open the brackets using the necessary tense form and fill in your Answer Sheet.

- There is still a problem with my Walkman. Someone (to repair) it, but then it broke down again.
- Willy can't get into his house because he (to lose) his keys.
- Jimmy had been to Edinburgh already, but he went again with Willy.
- Jenny (to enjoy) this holiday so much. She really doesn't want to go home.
- Last year the Collins (to go) to Cyprus.
- Willy is nervous because he (to take) such a difficult test before.
- Jenny and Jimmy (to visit) London before they (to go) on holiday there last year.
- What are you going to do? I don't know. I (not to decide) yet.
- Willy had already walked to Newcastle before Jimmy (to offer) him a ride.
- That hotel (to be) quite nice.
- She (not to see) her friends since Christmas.

Marks: 10

Listening

- 1  Listen to the story and complete the text using the word (1–10) from the box. Write down your answers in your Answer Sheet.

Mr. Gray 1___ a lot on business. He sold machines of various kinds to farmers. It was not really a very exciting job, but Mr. Gray had always been interested in farming, and he was quite satisfied with his life.

He had a big car, and usually enjoyed 2___ it long distances, but he was quite satisfied 3___ sometimes too, especially when the weather was bad. He was a little frightened of driving in rain or snow, and it was less tiring to sit comfortably 4___ and look out of the window without being worried about how one was going to get 5___.

One of Mr. Gray's problems was often where to stay when he 6___ in the country. He did not expect great comfort and wonderful food, but he found it annoying when he was given 7___, and there was no hot water or good food after a long and tiring day. Once Mr. Gray arrived at 8___. He was cold and tired and hungry. He was 9___ a simple but satisfying meal by a brightly burning fire, and then a hot bath and 10___.

He said to a local man, "As this is my first visit to this part of the country and I was too much of a hurry to find out about hotels before I left home, I would like to know how many of hotels you have here."

The local man answered, "We have two."

"And which of the two would you advise me to go to?" Mr. Gray asked then.

The local man scratched his head for a few moments and then answered, "Well, it's like this: whichever one you go to, you'll be sorry you didn't go to the other."



to go by train, driving, in a train, travelled, to the next place, reached a small place, a cold room, a small railway station, looking forward to, comfortable bed

Marks: 10

Writing

- 1 Imagine you have just had Christmas holiday. Write a postcard to Jimmy and Jenny about your Christmas holiday in your Answer Sheet.

Marks: 15

Total: 50

Unit 5

FOOD



- **Vocabulary:** Food and Drink. Eating Out
- **Grammar:** Countable, Uncountable Nouns.
Articles. Quantity. Modal Verbs (*can, could*)
- **Reading:** Meals and Mealtimes In Great Britain
- **Listening:** Why Do the British Like Going to the Pub?
- **Interaction:** Polite Requests
- **Guided writing:** Writing a Recipe
- **Culture highlights:** Why Do the British Like Drinking Tea?

IT'S LUNCHTIME!

The best time to relax and have a good and healthy meal is lunchtime. What do you usually have for lunch?

- 1 Look at the picture and answer the questions.



1. Where are the Collins?
2. What are they doing?
3. Who is the person waiting for them?

- 2  Listen to the dialogue and say what Jimmy and Jenny will order.

Mr. Collins: Our journey was great! And now it's time for lunch. Are you hungry, my dear?

Jimmy: I'm starving. I think I can eat a horse!

Jenny: And I'm as hungry as a hunter! I can't believe the size of this menu. It's going to take me forever to choose.

Mrs. Collins: What are you going to have, Jenny?

Jenny: I haven't decided yet. And what about you?

Mrs. Collins: I think I'll have some water for a start.

Mr. Collins: And I'll have some ale.

Jenny: Ale! Yuk! But orange juice is nice. I'll have some orange juice. It's delicious.

Mrs. Collins: Yes, it's delicious and it's good for you.

Jenny: You know, mummy, I love all fruit — oranges, apples, strawberries, bananas. But I hate all vegetables. Especially peas!

Jimmy: Right. Vegetables are disgusting. But not all of them. I quite like peas and potatoes. Mmm. Yummy! And my favourite meal is pasta with tomato sauce.

Jenny: I like all pasta and pizza! But I don't like it with tomatoes.

Jimmy: Mmmm! Pizza the best! But I hate it with cheese.

Jenny: What do you like then?

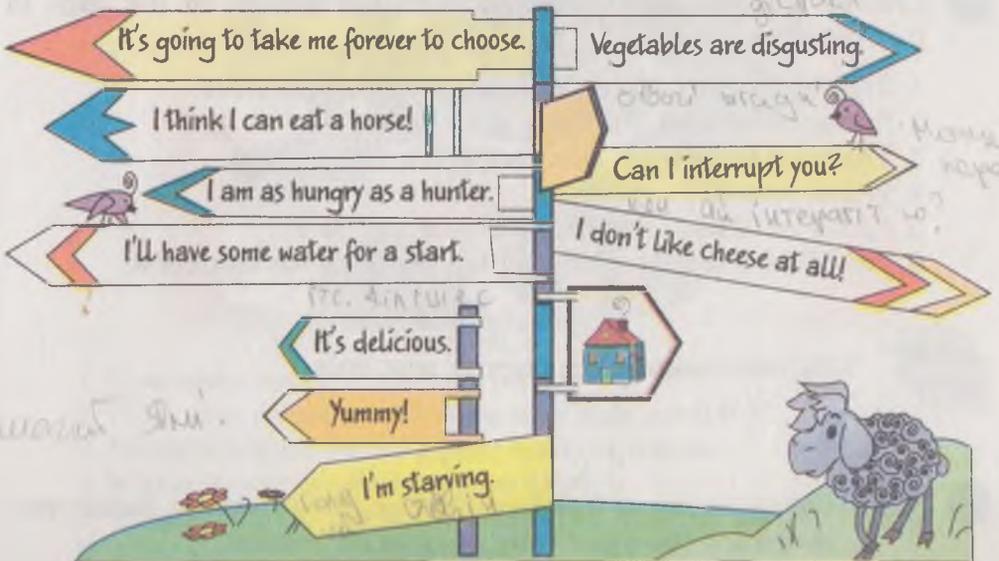
Jimmy: Well, I like ice cream or chocolate or yoghurt. I love strawberry yoghurt!

Jenny: Ice cream is OK. Youghurt, no! And I love chocolate! Chocolate anything. Chocolate ice cream, chocolate biscuits, chocolate cake, but especially just a big bar of chocolate!

Mr. Collins: Can I interrupt you, young lady? What are you going to have for your lunch?

Mrs. Collins: Come on, Jimmy, Jenny. Hurry up. Make your choice. It's not polite to keep people waiting.

3 Work in pairs. Find these expressions in the dialogue (ex. 2, p. 122). Use them in your own short dialogues.



4 Answer the questions.

1. Is Jimmy hungry? Why do you think so? 2. Will Mrs. Collins have a glass of water or fruit juice for a start? 3. Does Jenny love fruit? 4. Does Jimmy like vegetables? 5. What is Jenny's favourite meal? 6. Does Jimmy like cheese? 7. Does Jenny like yoghurt? 8. Who likes chocolate? 9. Who has interrupted the twins' discussion?

5 **Work in groups.** Act out the dialogue (ex. 2, p. 122).

6 **Work in pairs.** Find all the words connected with food and drinks in Jimmy and Jenny's dialogue and make a list of them. Discuss the lists of food and drinks. What do you like? What do you like but not very much? What don't you like?

7 a Find out what Jimmy and Jenny like, don't like and they both like. Use the words from your food and drinks list.

b Tell who says the phrases below.

- | | |
|--------------------------------|--------------------------------------|
| 1. I love all fruit. | 2. I quite like peas and potatoes. |
| 3. I hate all vegetables. | 4. I don't like pizza with tomatoes. |
| 5. I like all pasta and pizza! | 6. I love strawberry yoghurt! |
| 7. I hate cheese. | 8. I like ice cream and yoghurt. |

8 Choose the necessary adjectives from the box to fill the gaps in the sentences.

1. This food is too ... for me. I feel like my mouth is on fire.
2. Strong coffee has a ... taste.
3. The bread is not fresh. Don't eat it. It's
4. Lemon juice is
5. I put a lot of sugar in it because I like it to taste
6. Fried food is usually It's not healthy to eat too much of it.



salty, bitter, sweet, spicy, crunchy, sour, stale

9



Make a list of your food favourites for Jenny's website. Explain your choice and share your ideas with your classmates.

MEALS AND MEALTIMES IN GREAT BRITAIN

The Collins often eat out at the weekends or cook a family dinner and invite their relatives or friends. And what's about your family?

- 1 Look at the picture and answer the questions.



1. How many meals do you have per day?
2. What time do you usually have your main meals?
3. Do you often eat out with your family or friends?
4. Where do you usually have your dinner?
5. What do you usually have for breakfast / lunch / dinner?
6. What are your dinner traditions?

- 2 **Work in groups.** Read Jenny's story from her website and tell what you find unusual about British meals and mealtimes.

From:

Dear Nastya,

You asked me to tell you about meals and mealtimes in Great Britain. I think that's a good idea, it's really great that you are interested in it. So here is my story for you.

With love,
Jenny



1. Some people have their biggest meal in the middle of the day and some have it in the evening, but most people have a small mid-day meal – usually sandwiches, and perhaps some crisps and some fruit. We have three main meals a day: *breakfast* (between 7.00 and 9.00), *lunch* (between 12.00 and 1.30 pm) and *dinner*, the main meal which is eaten anytime (between 6.30 and 8.00 pm). On Sundays we have the main meal of the day at midday instead of in the evening. This meal usually is a Roast Dinner consisting of a roast meat, Yorkshire pudding and two kinds of vegetables.

2. Most people around the world seem to think a typical English breakfast consists of eggs, bacon, sausages, fried bread, mushrooms and baked beans all washed down with a cup of coffee. Nowadays, however, a typical English breakfast is a bowl of cereals, a slice of toast, orange juice and a cup of coffee.

Many children at school and adults at work have a “packed lunch”. This typically consists of a sandwich, a packet of crisps, a piece of fruit and a drink. The “packed lunch” is kept in a plastic container.

Sandwiches are also known as a “butty” or “sarnie” in some parts of the UK. My favourite sandwich is prawn and mayonnaise. I also love tuna and mayonnaise. Jimmy likes ham and pickle sandwiches.



3. A typical British meal for dinner is meat and “two veg”.

We put hot brown gravy, traditionally made from the juices of the roast meat (but more often today from a packet!) on the meat and usually the vegetables. One of the vegetables is almost always potatoes. Carrots, peas, cabbages and onions are very popular too.



This traditional meal is rarely eaten nowadays. Most people in Britain eat curry! Rice or pasta are now favoured as the “British Dinner”. But Sunday lunchtime is a typical time to eat the traditional Sunday Roast. The most common joints are beef, lamb or pork; chicken is also popular. Beef is eaten with hot white horseradish sauce, pork with sweet apple sauce and lamb with green mint sauce.

3 Answer the questions about Jenny's story.

1. What are the main three meals in Great Britain? What time do people usually have them?
2. What is a typical English breakfast?
3. What do people eat for breakfast nowadays?
4. What is another word for sandwich in some parts of the UK?
5. What do people call the evening meal?
6. What is “two veg”?
7. What are popular dishes for dinner today?
8. What do people have for Sunday lunch?
9. What is a Yorkshire pudding made of?

4 **Comparison.** Answer the following questions about meals in Ukraine. Compare meals and mealtimes in Ukraine and Great Britain.

1. What are the main meals in Ukraine?
2. What is a typical breakfast in your family?
3. Is lunch or dinner the main meal of the day in Ukraine?
4. What is a typical main meal in Ukraine?

5 Choose the food words to make phrases with adjectives from the box.



- soup • fish • potatoes • pork • eggs • pie • beef • beans • mushrooms
- chicken • lamb • rice • bacon



- fried, baked, boiled, grilled, barbecued, roasted, poached, smoked, scrambled, salted

6 *Work in pairs.* Answer the questions discussing the following options.

1. *How important is meal for you?*

- A.** Food is one of life's great pleasures.
- B.** I enjoy good food, but it's not the main thing for me.
- C.** I eat to live.

2. *How important are mealtimes for you?*

- A.** I like to linger over my meals.
- B.** I don't spend a long time on eating.
- C.** I generally grab something quickly on the go.

3. *How often do you grab a quick snack?*

- A.** Hardly ever.
- B.** Quite often.
- C.** Constantly.

4. *How fussy are you about your food?*

- A.** I'll eat anything.
- B.** There are certain foods I prefer to avoid.
- C.** I'm a very picky eater.

5. *What is your attitude to healthy food?*

- A.** I think I eat quite a lot of unhealthy food, but I like it.
- B.** I try not to eat food that isn't good for me.
- C.** I have no idea what healthy food is.

6. *How often do you eat out?*

- A.** As often as possible.
- B.** From time to time.
- C.** Once in a blue moon.

7 *Work in groups.* What are the main meals in your country? Make a list of typical dishes. Share your ideas with your classmates.

8  Think of a traditional dish in Ukraine which is not too complicated. Write an e-mail to Jenny about the dish. Answer the following questions in your e-mail: What is it called? What is it made of? How is it prepared and cooked? What does it taste like?

LET'S PREPARE FOR SUNDAY LUNCH

Mrs. Collins is making a shopping list to prepare for Sunday lunch. What preparations do you make for Sunday lunch?

- 1 Read the dialogue and say what Jenny and Mrs. Collins are going to buy for lunch.



Jenny: How much milk do we need?
 Mrs. Collins: Two pints. *два пинты*
 Jenny: And eggs? How many eggs?
 Mrs. Collins: A dozen. *одна дюжина*
 Jenny: And what about potatoes? How many potatoes?
 Mrs. Collins: Two kilos is enough. *два килограмма*
 Jenny: And butter? How much butter do we need?
 Mrs. Collins: Just one packet.
 Jenny: Do we need anything else? *еще что-то?*
 Mrs. Collins: Let's have a look. We've got some apples but there aren't any oranges. And we have hardly any coffee, but we've got some tea.
 Jenny: And what about sugar? Do we need it?
 Mrs. Collins: Right. We've run out of it. I think a kilo's enough.
 Jenny: Is there any apple juice left, or has anybody finished it?
 Mrs. Collins: There is a little, but not much. So we need some more.
 Jenny: And vegetables? Have we got any vegetables?

*hardly hardly -
eggs*

Mrs. Collins: Well, I can see a few carrots, but there aren't enough onions.

Jenny: OK. Don't forget about our cousins, mummy. They are coming tomorrow. We need a lot of crisps for them.

Mrs. Collins: OK. Hurry up. Daddy is waiting for us in the car.

Grammar Spot

Countable / Uncountable Nouns

Countable nouns can be *singular* and *plural* (*an apple, some apples*).

Uncountable nouns are *only singular* (*some butter*).

2 Choose *a, an* or *some* for the words from the box.

Example: *some bread; a cake; ...*



mushroom, apple, rice, water, banana, tomato, fruit, tea, jam, butter

Remember!

Sometimes **uncountable** nouns can be **countable**.

We add a *container* (bag, etc.) or a *quantity* (kilo, pound, etc.).

a packet of milk, a pound of apples

3 Make up the *Shopping List* using the words from the box.

Example: *400 g of Cheddar cheese; ...*



• 400 g, 1 loaf, a pound, a dozen, 1 kilo, 1 litre, 125 ml, 4 big, 2 pounds
• Cheddar cheese, eggs, tomatoes, bread, butter, milk, sugar, apple juice, oranges, sausage

4 Choose the necessary container for the food from the box.

Example: *a bottle of water; ...*

• bottle • bag • tube • mug • packet • jar • glass • cup • tin • box • jug
• bowl • bar



water, sardines, crisps, toothpaste, biscuits, milk, soup, potatoes, coffee, honey, yoghurt, butter, sweets, juice, tea, chocolate, flour, jam

Countable Nouns	<i>many</i>	<i>a few</i>
	<i>many carrots</i>	<i>a few potatoes</i>
Uncountable Nouns	<i>much</i>	<i>a little</i>
	<i>much butter</i>	<i>a little coffee</i>

5 Tell how much you eat or drink of these things using *many*, *much*, *a few*, *a little* and the words from the box.

Example: • *I don't eat much meat.* • *I eat a few apples a day.*



meat, apples, tea, sweets, pasta, rice, lemons, ham, fish, ice cream, yoghurt, chocolate, sausages, carrots, crisps, peaches, apricots

6 Look at the picture and write down twelve sentences with *a little* or *a few*.

Example: • *There's a little honey in the jar.* • *There are a few oranges on the table.*



7 Play this game round the class. If you make a mistake, you drop out!

Example: — *I went to the shop to buy a loaf of bread.*
— *I went to the shop to buy a loaf of bread and a bottle of water...*



- a Imagine that you're preparing a party or a family dinner. Make your own shopping list.
- b Write a story for Jenny's website about your family dinner.

ENGLISH TRADITIONAL DISHES

English traditional dishes have had competition from other dishes over the years. Despite this, if you visit England, you can still be served up the traditional foods the English have been eating for years.

- 1 Read the extract from "Harry Potter and the Philosopher's Stone" by J. K. Rowling, look at the pictures and answer the questions.

Harry's mouth fell open. The dishes in front of him were now piled with food. He had never seen so many things he liked to eat on one table: roast beef, roast chicken, pork chops and lamb chops, Yorkshire pudding, peas, carrots, gravy, ketchup and, for some strange reason, mint humbugs...

after "Harry Potter and the Philosopher's Stone" by J. K. Rowling



1. What are traditional English dishes?
2. When do English people eat Yorkshire pudding and roast beef?
3. What are traditional accompaniments to roast meats?
4. What are the main meats for roasting in England?
5. What vegetables do the English usually have for dinner?
6. What traditional English dishes would you like to have for dinner?

- 2 **Work in groups.** Read Jenny's story from her website and discuss what traditional dishes the English have.

From:

Dear Nastya,

I'm so happy that you are interested in our traditional dishes and would like me to tell you about it in detail. Here is my story for you.

Hope you'll tell me about borsch and varenyky.

Looking forward to hearing from you soon.

With love,

Jenny

1. As you know the main meal dishes are roast beef and Yorkshire pudding. This is English traditional Sunday lunch, which is a family affair. So my mum always prepares it for us.

Yorkshire pudding is not usually eaten as a dessert like other puddings but instead as part of the main course or as a starter. This pudding, made from beef, flour, eggs and milk, is a sort of batter baked in the oven and usually moistened with gravy. The traditional way to eat a Yorkshire pudding is to have a large, flat one filled with gravy and vegetables as a starter of the meal. Then when the meal is over, any unused puddings should be served with jam or ice cream as a dessert.

2. Typical meats for roasting are joints of beef, pork, lamb or a whole chicken. More rarely duck, goose, gammon (ham), turkey or game are eaten. Beef is eaten with hot white horseradish sauce, pork with sweet apple sauce, and lamb with green mint sauce. I would say that in pubs they are enormous portions and not what a typical British person would eat in one sitting.

Fish (cod, haddock, huss, plaice) deep fried in flour batter with chips (fried potatoes) dressed in malt vinegar. This is England's traditional take-away food. Fish and chips are not normally home cooked but bought at a fish and chip shop ("chippie") to eat there or as a "take away".

I like Shepherds' Pie and Cottage Pie. Shepherds' Pie is made with minced lamb and vegetables topped with mashed potato. Cottage Pie is made with minced beef and vegetables topped with mashed potato.



Grammar spot

Quantifiers

Any

Some ✦

to ask questions with nouns,
in negative sentences

to ask for things

*Have we got **any** milk?
We haven't got **any** apples.*

*Can I have **some** sugar?
Can I have **some** water?*

З будь-яким
Countable Nouns

Не з будь-яким
Uncountable Nouns

How many

How much

How many apricots are there?

How much flour have we got?

- 3** *Work in groups* You are going to prepare some traditional British or Ukrainian dishes. Write down what you need and what you don't need to prepare them. Use *some* and *any* in your story.

Example: *Yorkshire Pudding*

- *I need some beef, flour, eggs and milk, vegetables.*
- *I don't need any fruit, sugar and cabbage.*

- 4** Mrs. Collins and Jenny are cooking their Sunday dinner. Read the dialogue and say what things they need to prepare the cake.

Mrs. Collins: We need some apples or apricots, some sugar, some flour, some butter, and some milk.

Jenny: Milk? We haven't got any! How much milk?

Mrs. Collins: Not much. But we can use some water!

Jenny: Well, at least we've got some water! And how many apples do we need? Have we got any? Where are they?

Mrs. Collins: I think we'll take 2 big red apples and some apricots from the fridge. They will be nice for our cake.

5 Make up questions using the words from the box.

Example: a Is there any milk?
Are there any apples?

b - Can I have some milk?
- No, there isn't any milk.
- Can I have some apples?
- No, there aren't any apples.



milk, water, apples, oranges, yoghurt, fruit juice, cherries, oil, flour, tomatoes, bananas, butter, bread, sweets, sugar, tea, coffee, rice

6 Read the sentences and fill in the gaps with *some* or *any*.

Example: I want to make a cake. Look. I've got *some* flour.

1. Don't buy ... bread in shops. There's a lot in the kitchen.
2. I want ... cheese. Is there ... in the fridge?
3. I never have ... breakfast. I'm not hungry in the morning.
4. I'm thirsty. Have we got ... fruit juice?
5. I'd like to make a sandwich. I need ... butter and ... sausage.
6. Is there ... bread?
7. We couldn't buy ... food in the supermarket because we had left our money at home.
8. I need ... money. I want to go shopping.

7 Read the sentences, fill in the gaps with *How much* or *How many* and choose an answer for each question below.

1. How ... does a cup of coffee cost?
2. How ... cheese do you need?
3. How ... English books have you got?
4. How ... brothers or sister do you have?
5. How ... students are there in your class?
6. How ... milk is there in the fridge?
7. How ... money do you have in your pocket?

- A. Ninety pence for a cup.
- B. Twenty seven. Seventeen boys and sixteen girls.
- C. A younger brother and an elder sister.
- D. Five. All of them are about Harry Potter.
- E. Only one bottle.
- F. Just fifteen pounds.
- G. A kilo.

8  Imagine that you are invited to Jimmy and Jenny's home for their family dinner. Write a story for Jenny's website about this family dinner. Share your ideas with your classmates.

Lesson 4

ENGLISH TRADITIONAL DISHES

English traditional dishes have had competition from other dishes over the years. Despite this, if you visit England, you can still be served up the traditional foods the English have been eating for years.

- 1 Read the extract from "Harry Potter and the Philosopher's Stone" by J. K. Rowling, look at the pictures and answer the questions.

Harry's mouth fell open. The dishes in front of him were now piled with food. He had never seen so many things he liked to eat on one table: roast beef, roast chicken, pork chops and lamb chops, Yorkshire pudding, peas, carrots, gravy, ketchup and, for some strange reason, mint humbugs...

after "Harry Potter and the Philosopher's Stone" by J. K. Rowling



1. What are traditional English dishes?
2. When do English people eat Yorkshire pudding and roast beef?
3. What are traditional accompaniments to roast meats?
4. What are the main meats for roasting in England?
5. What vegetables do the English usually have for dinner?
6. What traditional English dishes would you like to have for dinner?

- 2 **Work in groups.** Read Jenny's story from her website and discuss what traditional dishes the English have.

From:

Dear Nastya,

I'm so happy that you are interested in our traditional dishes and would like me to tell you about it in detail. Here is my story for you.

Hope you'll tell me about borsch and varenyky.

Looking forward to hearing from you soon.

With love,
Jenny

1. As you know the main meal dishes are roast beef and Yorkshire pudding. This is English traditional Sunday lunch, which is a family affair. So my mum always prepares it for us.

Yorkshire pudding is not usually eaten as a dessert like other puddings but instead as part of the main course or as a starter. This pudding, made from beef, flour, eggs and milk, is a sort of batter baked in the oven and usually moistened with gravy. The traditional way to eat a Yorkshire pudding is to have a large, flat one filled with gravy and vegetables as a starter of the meal. Then when the meal is over, any unused puddings should be served with jam or ice cream as a dessert.

2. Typical meats for roasting are joints of beef, pork, lamb or a whole chicken. More rarely duck, goose, gammon (ham), turkey or game are eaten. Beef is eaten with hot white horseradish sauce, pork with sweet apple sauce, and lamb with green mint sauce. I would say that in pubs they are enormous portions and not what a typical British person would eat in one sitting.

Fish (cod, haddock, huss, plaice) deep fried in flour batter with chips (fried potatoes) dressed in malt vinegar. This is England's traditional take-away food. Fish and chips are not normally home cooked but bought at a fish and chip shop ("chippie") to eat there or as a "take away".

I like Shepherds' Pie and Cottage Pie. Shepherds' Pie is made with minced lamb and vegetables topped with mashed potato. Cottage Pie is made with minced beef and vegetables topped with mashed potato.



Grammar spot

Quantifiers

Any

Some +

to ask questions with nouns,
in negative sentences

to ask for things

*Have we got **any** milk?*
*We haven't got **any** apples.*

*Can I have **some** sugar?*
*Can I have **some** water?*

Countable Nouns

Uncountable Nouns

How many

How much

How many apricots are there?

How much flour have we got?

- 3 **Work in groups.** You are going to prepare some traditional British or Ukrainian dishes. Write down what you need and what you don't need to prepare them. Use *some* and *any* in your story.

Example: *Yorkshire Pudding*

- *I need some beef, flour, eggs and milk, vegetables.*
- *I don't need any fruit, sugar and cabbage.*

- 4 Mrs. Collins and Jenny are cooking their Sunday dinner. Read the dialogue and say what things they need to prepare the cake.

Mrs. Collins: We need some apples or apricots, some sugar, some flour, some butter, and some milk.

Jenny: Milk? We haven't got any! How much milk?

Mrs. Collins: Not much. But we can use some water!

Jenny: Well, at least we've got some water! And how many apples do we need? Have we got any? Where are they?

Mrs. Collins: I think I'll take 2 big red apples and some apricots from the fridge. They will be nice for our cake.

5 Make up questions using the words from the box.

Example: a Is there any milk?
Are there any apples?

b - Can I have some milk?
- No, there isn't any milk.
- Can I have some apples?
- No, there aren't any apples?



milk, water, apples, oranges, yoghurt, fruit juice, cherries, oil, flour, tomatoes, bananas, butter, bread, sweets, sugar, tea, coffee, rice

6 Read the sentences and fill in the gaps with *some* or *any*.

Example: I want to make a cake. Look. I've got **some** flour.

1. Don't buy ... bread in shops. There's a lot in the kitchen.
2. I want ... cheese. Is there ... in the fridge?
3. I never have ... breakfast. I'm not hungry in the morning.
4. I'm thirsty. Have we got ... fruit juice?
5. I'd like to make a sandwich. I need ... butter and ... sausage.
6. Is there ... bread?
7. We couldn't buy ... food in the supermarket because we had left out money at home.
8. I need ... money. I want to go shopping.

7 Read the sentences, fill in the gaps with *How much* or *How many* and choose an answer for each question below.

1. How ... does a cup of coffee cost?
2. How ... cheese do you need?
3. How ... English books have you got?
4. How ... brothers or sister do you have?
5. How ... students are there in your class?
6. How ... milk is there in the fridge?
7. How ... money do you have in your pocket?

- A. Ninety pence for a cup.
- B. Twenty seven. Seventeen boys and sixteen girls.
- C. A younger brother and an elder sister.
- D. Five. All of them are about Harry Potter.
- E. Only one bottle.
- F. Just fifteen pounds.
- G. A kilo.

8 Imagine that you are invited to Jimmy and Jenny's home for their family dinner. Write a story for Jenny's website about this family dinner. Share your ideas with your classmates.



WHY DO THE BRITISH LIKE GOING TO THE PUB?

Last weekend the Collins went to the local pub which they like to visit from time to time. What did they do there?

- 1 Look at the picture of the pub and describe its interior.



- 2 **Work in pairs.** Read the true / false statements about pubs in Great Britain and discuss them.

1. Pubs appeared in Britain.
2. Only men can come to pubs.
3. Children and women are not allowed in pubs.
4. You can only drink different kinds of beer or wine in pubs.
5. People come to pubs to have a good talk and a snack.
6. Village pubs and country pubs look similar.
7. Some pubs in Britain serve cheap and tasty British food.
8. You can play a game of darts in a pub.
9. Some pubs have got very strange and unusual names.
10. Pubs are very popular in Britain.

3 **Work in groups.** Read these words and use them in your own sentences.

attraction	friendly surrounding	to offer
locality	diverse group of people	to join
customer	country furnishing	to attract
folk	city dweller	to tend
deal	essential items	to provide
theatre-goers	inn sign	to serve
premises	historical events	to refer

4  Listen to the story from Jimmy's website and put these items in the correct order.

- Pub Names
- The Main Attractions of the Pub
- Pub Games
- City and Village Pubs

5 Answer the questions.

1. What does the word "pub" go for? 2. How many pubs are there in the UK? 3. Where is one of the oldest pubs located? 4. Why are pubs an important part of British life? 5. What are two essential items provided by the pub? 6. Do British pubs serve food? 7. What kind of food do they serve? 8. Where do pubs sell food? 9. What kind of games do pubs offer? 10. What does a pub name refer to?

6 Read the Lancaster Pub Guide and choose the question for each advertisement.

Which of the pubs

1. is famous for its live jazz music?
2. is popular with the University students?
3. is often visited by actors and theatre-goers?
4. is famous for its folk music?



LANCASTER PUB GUIDE

The John O'Gaunt

Market Street. Old pub with old musician pictures on the wall. Very popular for its regular live music (blues and jazz).

The Dukes

Moore Lane. Theatre bar. The staff always extend a warm welcome to the theatre-goers and actors.

Ring O'Bells

King Street. Cosy 17th century pub, popular with staff and students of the University.

The Gregson

Moorgate. Friendly local community centre. Worth a visit for its events, especially folk music.

- 7 a Read the recipe of Yorkshire pudding from Jenny's website.

YORKSHIRE PUDDING



Cooking time: 1 to 2 hours.

Ingredients: 3 eggs, 115 g / 4oz flour, 275 ml / S pint milk, beef dripping, salt.

Method:

1. Mix together the eggs, flour and a pinch of salt.
2. Add the milk, stirring constantly, until you have a runny batter.
3. Leave this to rest, covered, in the refrigerator for up to 12 hours.
4. Place 1 cm / Sin of beef dripping in the bottom of each pudding mould, or if you are using a rectangular roasting tray, place 1 cm / Sin of beef dripping across the bottom.
5. Heat the dripping in the oven (at 240 C / 460 F / Gas 8) for about ten minutes, until it is piping hot.
6. Remove the roasting tray from the oven, pour in the batter, and immediately return to the oven. Bake for 25 minutes, until golden brown and crispy, making sure not to open the oven door for the first 20 minutes.
7. Serve immediately with the carved roast beef.

- b **Work in pairs.** Tell your classmates how to cook Yorkshire pudding using the phrases from the box.



Then, First, When the pudding is baked, While the Pudding is baking, Finally

8



Introduce the recipe of your favourite food for Jenny's website. Say why you like it. Name the ingredients. Give the instructions. Share your recipe with your classmates.

EATING OUT

Eating out is a ceremonial event to entertain oneself and to entertain others. Do you enjoy eating out?

- 1 a Read the menu of a typical food served in British pubs and fill in the gaps using the dishes description from the box.

PUB GRUB (FOOD)!

Light Meals

Sandwiches

Sausage and Onion Sandwich **£4.25**

1 _____

Mature Cheddar and Chutney Sandwich **£3.50**

2 _____

Jacket Potatoes **£4.50**

Served with a Side Salad

Tuna Mayonnaise

Cheese and Bacon

Prawns with Seafood Sauce

Chilli and Cheese

Meat

Steak and Kidney Pudding **£8.75**

4 _____

Lasagne with Garlic Bread **£7.95**

Cheese and Bacon Burger with Chips **£6.50**

5 _____

Chicken Kiev **£8.95**

6 _____

Main Meals

Starters

Soup of the Day **£3.50**

3 _____

Breaded Mushrooms **£3.75**

Prawn Cocktail **£4.25**

Main Course

Fish

Beer Battered Cod with Chips & Peas **£7.95**

Breaded Scampi with Garden Peas & Chips **£7.95**

Pasta

Pasta Bake with Garlic Bread **£7.75**

7 _____

Vegetarian

Cauliflower Cheese with Garlic Bread **£7.75**

8 _____

Egg Omelette Served with Chips and Salad.



- Breast of chicken stuffed with garlic butter. Served with fries.
- A traditional English classic, prime steak and kidney. Served with fresh vegetables, potatoes and gravy.
- Cauliflower cooked in a cheddar sauce and topped with Mozzarella cheese.
- Mature Cheddar cheese and a Plum and Apple Chutney. Served in your choice of Brown or White Bread.
- Mediterranean vegetables and pasta cooked in a delicious cream sauce, topped with melted Mozzarella cheese.
- Grilled Old English Pork Sausages with salted onions. Served in your choice of Brown or White Bread.
- 100% Beefburger, topped with Mature Cheddar Cheese and Crispy Bacon. Served with a Salad Garnish and Chips.
- A large selection of delicious home-made soups. Served with a freshly baked baguette.

2 Quiz time. Here are some words and phrases connected with eating. Which are *only* used for eating in a restaurant or cafe, and which can be used for eating at home?

menu	main meal	to order a meal
soup of the day	green mint sauce	to pay the bill
pasta	main course	to lay the table
starter	fruit juice	to book a table
dishes	Yorkshire pudding	to serve food
accompliment	take-away food	to have a snack
tray	enormous portion	to bake
dessert	minced lamb	to offer
gravy	friendly surrounding	to attract
waitress	home-made soup	to slice
dish	grated chees	to keep warm

3 Work in pairs. Discuss the following questions and share your ideas with your classmates.

1. How often do you eat out with your family or friends?
2. When you go to a cafe or restaurant, which of the following things are important to you?
 - nice surroundings
 - good service
 - low prices
 - elegant atmosphere
 - tasty food
 - live music

Grammar spot

Can / Could, Would Like

We use <i>can / could</i>	
to ask for things	<i>Can I have a glass of water?</i> <i>Could I have a glass of water?</i>
to ask other people to do sth for us	<i>Can you pass the pepper?</i> <i>Could you give me the recipe, please?</i>

We use <i>would like</i>	
in offers and requests	<i>I would like some fruit for dessert.</i> – <i>Would you like a biscuit?</i> – <i>Yes, please. (No, thank you.)</i>

Remember!

Can is polite but if you want to be very polite, use *could*.

Could you pass me that book, please?

- 4 a Read the requests and fill in the gaps with *Can / Could I* or *Can / Could you*.
- ... have a sausage and onion sandwich?
 - ... bring me jacket potatoes served with a side salad and cheese and bacon?
 - ... pass me an apple, please?
 - ... have soup of the day for the main course?
 - ... tell me the time, please?
 - ... buy me a bottle of mineral water?
 - ... help me with my cooking?
 - ... see the menu, please?
 - ... borrow your recipe book, please?
- b **Work in pairs.** Give an answer for each request above.

Example: – *Can I have a sausage and onion sandwich?*
– *Yes, of course. That's £4.25.*

Work in groups. Nastya and Yaroslav are looking forward to welcoming Jimmy and Jenny. But Nastya is very much concerned about her eating manners. Read Jenny's story from her website about eating etiquette in Britain.

From:

Jenny

Dear Nastya,

Don't be upset with our table manners. I'm sure that they are the same in all countries. Anyway, I'll tell you about them in detail.

Could you tell me about eating manners in Ukraine.

I am looking forward to hearing from you.

With love,
Jenny

THINGS YOU SHOULD DO

- If you cannot eat a certain type of food, tell your host several days before the dinner party.
- Always chew and swallow all the food in your mouth before taking more or taking a drink.
- You may eat chicken and pizza with your fingers if you are at a barbecue, finger buffet or very informal setting. Otherwise always use a knife and fork.
- Always say thank you when served something. It shows appreciation.
- When eating rolls, break off a piece of bread before buttering.
- When eating soup, tip the bowl away from you and scoop the soup up with your spoon.

THINGS YOU SHOULD NOT DO

- Never lick or put your knife in your mouth.
- It is impolite to start eating before everyone has been served unless your host says that you don't need to wait.
- It is impolite to have your elbows on the table while you are eating.
- Don't reach over someone's plate for something, ask for the item to be passed.
- Never talk with food in your mouth.
- It is impolite to put too much food in your mouth.
- Never use your fingers to push food onto your spoon or fork.
- Never blow your nose on a napkin (serviette).
- Never take food from your neighbour's plate.
- Never pick food out of your teeth with your fingernails.

THINGS THAT ARE OK TO DO

- It is OK to pour your own drink when eating with other people. But it is more polite to offer pouring drinks to the people sitting on either side of you.
- It is OK to put milk and sugar in your tea and coffee or to drink them both without either.
- If you've accidentally taken too much food and you cannot possibly eat it all, say: "I'm sorry, but it seems that my eyes are bigger than my stomach." or "I'm sorry. It was so delicious but I am full up." The main thing is not to offend your host.

6 **Work in pairs.** Discuss British eating etiquette.

1. — *Can I eat chicken and pizza with my fingers at a barbecue?*
— *Yes, of course. It's OK.*
2. — *Is it OK to start eating before everyone has been served?*
— *I'm afraid, it's not a good idea. It may look impolite.*

7 **Work in groups.** Discuss the following questions.

1. Do you follow the same rules in Ukraine?
2. When do you use a knife?
3. When do you use a fork?
4. When do you use a spoon?
5. Are there other table rules in Ukraine which are not mentioned in Jenny's story?

8 **Comparison.** Find out and discuss what is the same and what is different about eating etiquette in Ukraine and Great Britain.

9 **Work in pairs.** Use the menu (ex. 1, p. 139) and make up a dialogue between the customer and the waiter / waitress in the pub. Act out the dialogue in the class.

- Example:**
- *What would you like?*
 - *I'd like a chicken and bacon club sandwich first.*
 - *Very well. And what would you like for your main course?*
 - *Could I have...?*

10



Give Jenny advice about eating etiquette in Ukraine.

LESSON 7

CULTURE HIGHLIGHTS: WHY DO THE BRITISH LIKE DRINKING TEA?

"A cup of tea" is a British tradition and everything "stops for tea".
Do you enjoy drinking tea?

- 1 Look at the picture and answer the questions.



1. Is tea drinking popular nowadays? Why?
2. How often do people usually drink tea?
3. Has tea drinking become a tradition nowadays?

- 2 **Work in groups.** Read these words and use them in your own sentences.

advertisement
wage
tea-caddies
couple
cream
custom
scones
porcelain

china teapot
tea-drinking nation
social ritual
tea gardens
cream tea
clotted cream
substantial meal
social event

to stop for tea
to cost
to guard
to blossom
to stroll
to establish
to crack
to pour

- 3** *Work in groups.* Read Jenny's story from her website and say why the British is a tea-drinking nation.

From:

Jenny

Dear Nastya,

I promised to tell you about tea drinking in Britain. Here is my story.
What do you know about tea-drinking traditions in Ukraine?

Love,
Jenny

1. The British is a tea-drinking nation. Every day the British drink 165 million cups of tea and each year around 144 thousand tons of tea are imported. Everything in Britain, says a popular song, "stops for tea". It's certainly true that tea is the most popular drink in Britain — far more popular than coffee, which is favoured throughout the rest of Europe.

2. The Dutch brought the first tea to Europe in 1610. But it was not until 1658 that the first advertisement for tea appeared in a London newspaper. By 1750, tea had become the principal drink in Britain, yet at that time a pound of the cheapest tea cost about one-third of a skilled worker's weekly wage! Tea was jealously guarded by the lady of the house, and kept in special containers call tea-caddies, often with a lock.

3. Gradually, tea drinking developed into a fashionable social ritual and tea gardens blossomed in places like Vauxhall and Marylebone in London. There couples could stroll in the afternoon and enjoy a cup of tea with bread and butter and cakes. Tea parties were also popular at home and soon the ritual of "afternoon tea" was firmly established. Today, throughout the homes, tea-shops and hotels of Britain, the custom of tea time continues, and it remains a feature of any cricket match or social event.

4. Some special kinds of tea are popular in definite parts of the country. For example, a cream tea is especially popular in the West Country. It consists of a pot of tea and scones served with strawberry jam and cream. The cream is not the same as in the rest of the country. It is called clotted cream, and it is much thicker and yellower than ordinary cream. High Tea is a more substantial evening meal, popular in northern England and Scotland.

5. Most people in Britain prefer a rich, strong cup of tea with milk, and sugar is sometimes added to taste. Interesting fact — years ago, the milk was poured into the cup first, so as not to crack the porcelain.

4 Read the true / false statements. If the statement is false, give the correct statement according to Jenny's story (ex. 3, p. 145).

1. The first tea was brought to Europe by French.
2. Tea became popular in Britain in the 20th century.
3. At first tea was very cheap and everybody could afford it.
4. High Tea is a substantial evening meal.
5. People drink the same kind of tea in all parts of Great Britain.
6. Tea in Britain is traditionally made in a china teapot.

5 **Quiz Time.** Put the items about the traditional way of making tea in the correct order.

- Leave tea to "brew" for a few minutes.
- Relax and enjoy a cup of tea.
- Add one spoonful of tea per person and one for the pot.
- Brew tea in a china teapot.
- Use freshly boiled water.
- Pour boiled water onto the leaves.



6 Read some facts about tea and tell about your family tea-drinking traditions.



- ◆ If someone asks you if you "would like a cuppa", they are asking if you would like a cup of tea.
 - ◆ If someone says "let me be mother" or "shall I be mother", they are offering to pour out the tea from the teapot.
 - ◆ Tea break, High tea, tea time, tea party, tea towel and many more terms have derived from the tradition of drinking tea.
- ◆ If something is not quite to your taste, it's probably "not your cup of tea". For example: "Windsurfing is not my cup of tea".

7 **Quiz Time.** Read the words and choose 4 of them which *cannot* go with the word tea.



- rich • yellow • strong • weak • special • white • cream • high
- afternoon • low • cheapest • first • herb • black • last • green • ice



Write a story for Jenny's website about your family tea-drinking traditions.

Reading

- 1 Read the story from Jimmy's website about take-away meals in Great Britain.

TAKE – AWAY MEALS



Take-away meals are very popular and most towns have a selection of Indian, Italian, Chinese and Greek Restaurants. You will also find MacDonaldis, Burger King and Subway that are quite popular too.

Fish and chips is the classic English take-away food. It is also the traditional national food of England. It became popular in the 1860's when railways began to bring fresh fish straight from the east coast to the cities over night.

The fish (cod, haddock, huss, plaice) is deep fried in flour batter and is eaten with chips. Traditionally, the fish and chips are covered with salt and malt vinegar. In the past people used their fingers to eaten straight out of the newspaper fish and chips were wrapped in. Nowadays small wooden forks are provided and the fish and chips are wrapped in more hygienic paper.

In the north of England, fish and chips is often served with "mushy peas" (mashed processed peas).

2 Read the true / false statements. Mark the statements right (✓) or wrong (✗) in your Answer Sheet.

1. People in Great Britain don't like to eat take-away meals.
2. In many British towns you can easily find Indian, Italian, Chinese and Greek take-away restaurants.
3. MacDonaldis, Burger King and Subway are quite popular.
4. Fish and chips is almost unknown and hardly eaten in Great Britain.
5. Fish and chips became popular 300 years ago.
6. The fish is deep fried in flour batter and is eaten with chips.
7. In the past fish and chips were wrapped in newspaper.
8. In the past people used silver forks to eat fish and chips.
9. At present people eat fish and chips with small wooden forks.
10. In the north of England fish and chips is often served with mashed potatoes.

Marks: 10

Vocabulary

1 Choose the word (1–10) for its definition (A–J) and fill in your Answer Sheet.

- | | |
|-----------------|--|
| 1. breakfast | A. a very small meal |
| 2. packed lunch | B. a small amount of food that you eat before the main part of meal |
| 3. wash up | C. a hot sausage that is eaten in a hot bread roll |
| 4. hamburger | D. the main part of a meal |
| 5. recipe | E. a white or brown powder made from grain and used to make bread, cakes, biscuits, etc. |
| 6. snack | F. the meal that you eat when you get up |
| 7. flour | G. to wash the plates after a meal |
| 8. main course | H. instructions on how to make something to eat |
| 9. hot dog | I. sandwiches or something that you have brought from home for lunch |
| 10. starter | J. minced meat that has been formed into a flat round shape and then fried or grilled |

Marks: 10

Grammar

1 Choose the correct option and fill in your Answer Sheet.

1. This coffee is (*too / too much*) hot.
2. This soup isn't very nice. There's not (*many / much*) salt in it.
3. I'm tired. (*Could / Should*) you possibly help me to cook dinner?
4. Why didn't you buy (*no / any*) cheese? – Oh, sorry. I just forgot about it.
5. Would you like (*any / some*) tea? – No, thanks.
6. How (*much / many*) cents are there in a dollar?
7. I don't eat (*much / many*) meat.
8. Could I have (*some / any*) bread, please?
9. We need (*some / any more*) sugar.
10. I'd like to make some sandwiches. (*Can / Must*) you bring me some more butter?

Marks: 10

Listening

- 1  Listen to the radio programme about the most popular food in Britain and fill in gaps (1–10) with a suitable word from the box in your Answer Sheet.

Can you guess what the most popular food in Britain is? You may have several ideas about **1**___, all of which are probably right, but the most popular dish in Britain at the moment is ... curry!

The British diet has been enriched by the **2**___ available in our shops and restaurants, from Indian and Italian to Chinese and Thai. Indeed curry is now Britain's most popular meal.

A curry is **3**___, made with meat, fish or vegetables, cooked with crushed spices. It has many variations and degrees of "heat", depending on how much chilli pepper you use. One of **4**___, and one that is frequently ordered in Indian restaurants in the UK, is chicken tandoori. The chicken is marinated for several days **5**___ and then cooked in a sealed tandoor oven.





Fish and chips may have been the meal which came to mind when you thought of **6** _____. They are the most popular **7** _____ in Britain. Fish and chip shops first appeared at the end of the 19th century and since then the dish has been a firm favourite, especially in seaside towns where fresh fish is readily available. A piece of white fish – usually cod, haddock or plaice – is first dipped in a batter made from **8** _____ and then deep fried in hot fat. Chips are made from thick batons of potato and deep fried.

Salt and vinegar are then added according to taste. **9** _____ are served over the counter wrapped in paper – at one time newspaper was always used – and the experts say they prefer to eat them straight out of the paper because they taste better that way!

The best-known British dish eaten at home is **10** _____, traditionally eaten on Sunday. Roast beef is served with roast potatoes, vegetables and gravy – a sauce made from meat juices and stock, thickened with flour. Yorkshire pudding – batter baked in hot fat in the oven – is a favourite accompaniment to roast beef.



Fish and chips; "fast food"; in yoghurt and spices; British food; the finest dishes; flour, eggs and water; a spicy dish; roast beef; variety of ethnic foods; typical British food

Marks: 10

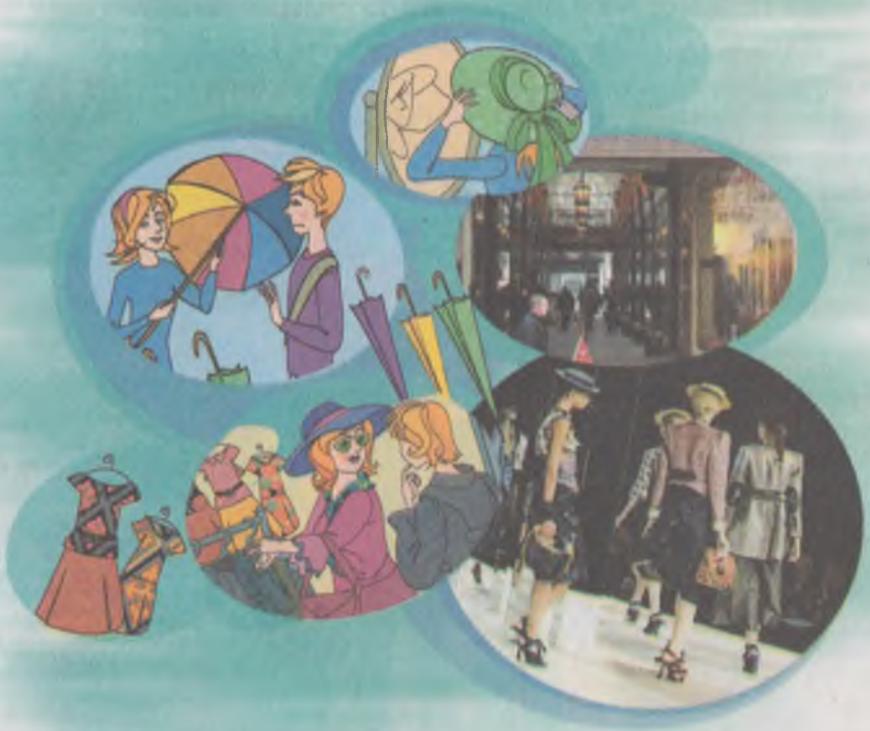
Writing

- 1** Write a short description of your national food for Jenny's website in your Answer Sheet.

Marks: 10
Total: 50

Unit 6

SHOPS AND SHOPPING

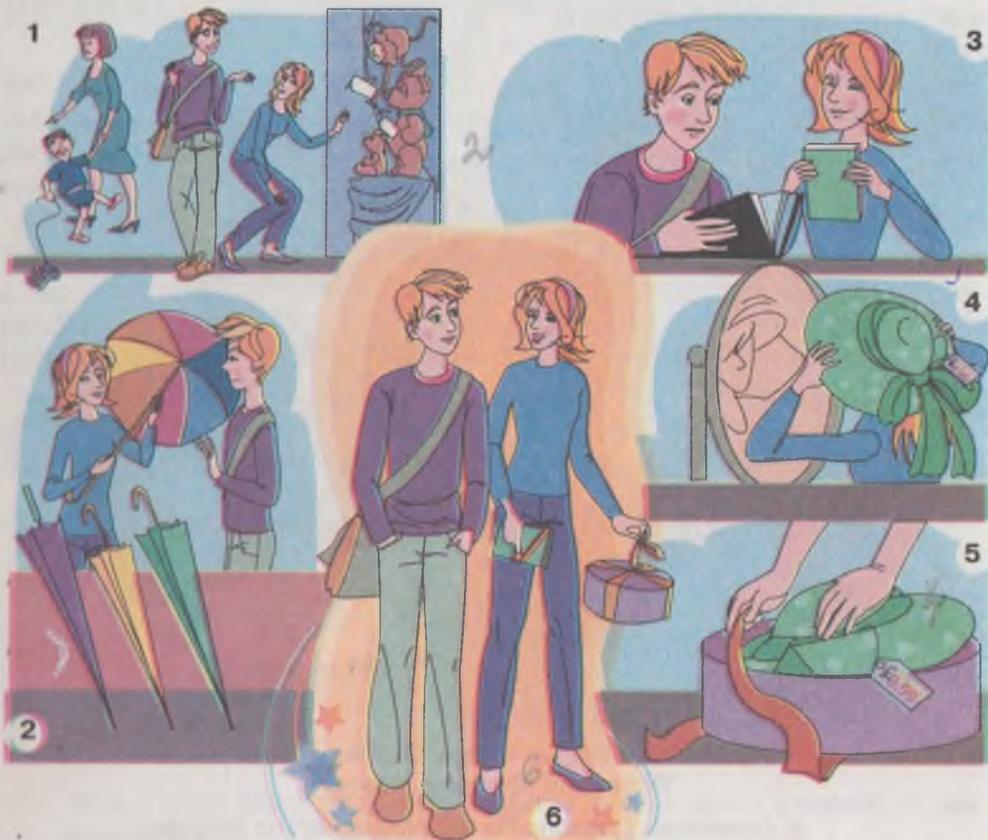


- **Vocabulary:** Buying Things. Clothes. Food. Prices and Shopping. Money
- **Grammar:** Question Forms. Nouns with no Singular. Linking Words. Direct Speech
- **Reading:** Shops and Shopping In England
- **Listening:** The Best Shopping Street Market in the World
- **Interaction:** In a Clothes Shop
- **Guided writing:** Fashion Page
- **Culture highlights:** Shops in England

DON'T FORGET TO BUY A PRESENT FOR MOTHER'S DAY!

Buying presents for mum and granny is not an easy task, especially for Jimmy and Jenny.

Put the sentences in the correct order according to the picture story.



- A. Jimmy doesn't like the umbrella.
- B. The twins are buying a hat for their mum.
- C. Jimmy and Jenny are looking for presents for their mum and grandma.
- D. The shop assistant is wrapping the hat in a beautiful box.
- E. Jimmy and Jenny have done all their shopping.
- F. Jimmy and Jenny are buying a book for their grandma.

2



Listen to the dialogues and say what presents children bought for their mum and grandma for Mother's Day.

In the Shopping Mall

Jenny: So, here we're, in the shopping mall.

Jimmy: Can we do it very quickly? There's a football match tonight on TV... I mean, shopping's not my thing.

Jenny: Never mind. We can do it. What do you think of this umbrella? It's colourful and bright, isn't it?

Jimmy: The style is OK but I don't like the colour very much.

Jenny: Let's look for a different gift. Let's try the shop downstairs. I think that grandma will like a book.

Jimmy: I think so. She likes reading.

In the Book Store

Jenny: I'm sure our grandma will enjoy this love story. What do you think?

Jimmy: How much is it?

Jenny: £19.99.

Jimmy: Oh, dear! That's a real fortune for such a silly book! Why don't we buy her this book about computers. I can read it sometimes too.

Jenny: It's just what our grandma wanted! A book about computers. Right choice. She has always dreamed of it!

Jimmy: I am sure that shopping is not for me. If it makes you happy, let's buy that book for grandma.

Jenny: Right. We'll take it. Can you wrap this book up, please?

Shop assistant: Of course, I can. Here it is.

Jenny: Thank you.

In the Hat Department

Jimmy: Perhaps there's something here to buy. Let's just have a look.

Shop assistant: Can I help you?

Jenny: We're looking for a gift for our mum.

Shop assistant: How do you like this spotty hat?

Jenny, Jimmy: It's perfect! How much is it?

Shop assistant: Only £9.99.

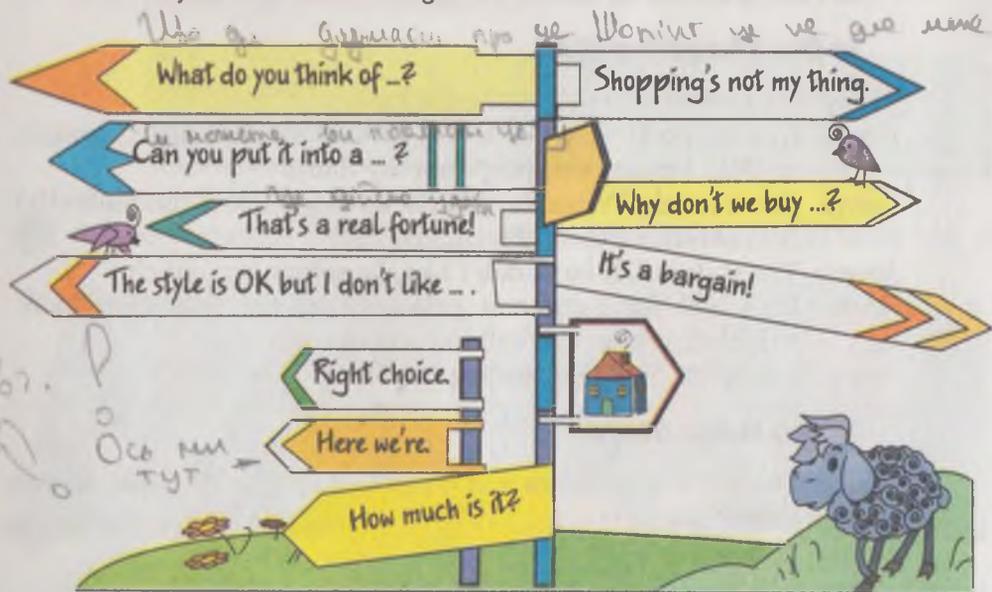
Jimmy: It's a bargain!

Jenny: Anyway, we'll take it. Can you put it into a pretty box?

Shop assistant: Your mum will love it. It will be her favourite one!

Jimmy: Have we done it? Great! It's time for football now!

- 4 **Work in pairs.** Find these expressions in the dialogues (ex. 2, p. 153). Use them in your own short dialogues.



- 4 Read the true / false statements. If the statement is false, give the correct statement according to the dialogue.

1. Jimmy and Jenny are buying presents for Christmas. —
2. Jimmy is not happy doing shopping because he wants to play football. +
3. Jenny chooses a nice umbrella for her grandma. +
4. Jimmy doesn't like the umbrella. +
5. Jimmy and Jenny decide to buy a book about computers for their grandma. —
6. Grandma does not like reading. —
7. Grandma's present costs £29.99. —
8. Shop assistant does not wrap the book up. —
9. Both Jimmy and Jenny like a spotty hat. +
10. Jimmy especially likes the colour and design of the hat. +
11. The shop assistant puts the gift into a nice box. +
12. Jimmy hurries up to watch a football match. +

- 5 **Work in groups.** Act out the dialogues (ex. 2, p. 153).

- 6 Find all the words connected with shops and shopping in Jimmy and Jenny's dialogues and make up sentences with them.

Grammar Sport

Direct speech

We use <i>Direct Speech</i>	
to quote what someone has said	<p><i>"You remind me of my neighbour," she said.</i></p> <p><i>She said, "You remind me of my neighbour."</i></p> <p><i>"You," she said, "remind me of my neighbour."</i></p>

Punctuation – inverted commas (,) or quotation marks (" ").

7 **Work in groups.** Look at the position of the punctuation marks in the example above and write down the dialogue (ex. 2, p. 153) using inverted commas and quotation marks.

8  **a** Read the sentences and fill in the gaps with the words from the box.

1. I saw the coat in the ... when I was passing by the shop.
2. I wanted to buy a new electric kettle. That's why I went to the electric goods
3. In a supermarket customers use large ... and often buy enough food to last for a week or even a month.
4. I went to ... and bought buns there.
5. I bought some lamb and sausage at the
6. – Could I try these jeans on, please?
– Certainly. The ... is over there.
7. Our shop offers good value and service to all our
8. There isn't any sugar left. Can you go to the ..., please, and buy some?
9. I've got a terrible headache. Can you go to the ... and buy some aspirin for me?
10. I couldn't find the proper size for me. That's why I asked a ... to help me with it.
11. We were tired after doing shopping in the shopping mall. That's why we used a ... to go upstairs and have a cup of tea in a cafe.



shop window (window), department, escalator, lift, counter, checkout, cashier, changing room, shop assistant, shopping trolley (shopping cart), shopping bag, shopping basket, bakery

b Explain the meaning of the words from the box in English.

SHOPS AND SHOPPING IN ENGLAND

The English are a nation of shoppers. Shopping is their number one leisure activity. Do you enjoy shopping in Ukraine?

- 1 Look at Jenny's pictures in her website and answer the questions.



1. Do you like shopping? Why?
2. Which of the things do you most enjoy shopping for?
3. Do you prefer shopping alone or with someone else? Who do you usually go shopping with?

Work in groups. Read Jenny's story from her website about shops in England and check your ideas.

1. Not only we are "a nation of shopkeepers", we are also a country of compulsive shoppers. We love to shop! It is our number one leisure activity and accounts for around 37% of all money spent in England.

The main shopping street in many towns is called the High Street, where you should head for if you want to go shopping. A few small shops are owned by local people. Most are owned by national "chains" of stores. This makes many town centres look the same. Some towns also have street markets where fresh food and cheap goods can be bought. Away from the town centre, small "corner" shops provide groceries to local customers.

2. Shops are usually open on Bank Holidays. Bank Holidays are a great time to shop as there are many sales on especially around Easter and Christmas.

In England, most shops are open 6 or 7 days a week. Typical opening times are: *Mondays – Saturdays* 9 am to 5.30 pm. Some shopping centres stay open until 8 pm or later. *Sunday* – 10 am to 4 pm (or 11 am to 5 pm).

Sunday shopping has become popular in recent years and most large shops in towns are open for business. Shops are only allowed to trade for 6 hours on Sundays.

Large supermarkets are open for 24 hours except Sundays.

Many supermarkets and superstores open from 8 am until 10 pm from Mondays to Saturdays and 10 am to 4 pm (or 11 am to 5 pm) on Sundays.

Some rural shops still follow the tradition of an early closing day (usually on Wednesday) when the shops close at 1.00 pm.

- 3** **Work in pairs.** Read Jenny's lists of main shops and supermarkets in England. Make your own list of the main shops and supermarkets in Ukraine. Share your ideas with your classmates.

Main Shops

- ◆ Marks & Spencer (for clothes and food)
- ◆ Debenhams and John Lewis and British Home Stores (for clothes and household items),
- ◆ Boots (for toiletries)
- ◆ WHSmith (newsagents, stationers, CDs and DVDs)
- ◆ Debenhams
- ◆ John Lewis
- ◆ Alders Department Store
- ◆ Woolworths
- ◆ Boots
- ◆ House of Fraser
- ◆ Argos
- ◆ Liberty's department store
- ◆ Harrod's — the famous department store that every tourist wants to visit. You can find anything from the cheapest to the most expensive things
- ◆ Bluewater — the largest shopping centre in Europe. Bluewater is the largest out of town shopping development in Europe. It is located at Dartford in Kent

Main Supermarkets

- ◆ Asda
- ◆ Budgens
- ◆ CO-OP
- ◆ Iceland
- ◆ Sainsburys
- ◆ Safeway (grocery)
- ◆ Somerfield (grocery)
- ◆ Tesco
- ◆ Waitrose

Answer the questions about shops and shopping in England.

1. What's the attitude of the English to shopping? 2. What is the name of the main shopping street in many towns? 3. What kind of shops are located in the main shopping street? 4. Are there any street markets in English towns? 5. What do "corner" shops provide the customers with? 6. When are English shops open? 7. When do sales take place in England? 8. How many days a week are shops usually open? 9. What are the working hours of large supermarkets? 10. What time do the shops in villages close? 11. How is the largest shopping centre in Europe called? Where is it situated? 12. What are the main shops and supermarkets in England? 13. What is Harrod's famous for?

5 Quiz time. Choose the words from the box for their definitions.

Example: a shopkeeper — a person who owns or manages a small shop.

1. a person who buys goods from a shop / store
2. one of the main streets in a town where many shops are located
3. the activity of going to shops to buy things
4. things that are produced for selling
5. food and other goods sold by a grocer or at a supermarket
6. a person or an organization that buys something from a shop / a store or a business
7. a public holiday, for example, Christmas Day, New Year's Day
8. an occasion when a shop / a store sells its goods at a lower price than usual
9. a country shop
10. a group of shops / stores built together under one roof
11. a large shop / store that is divided into several parts, each part selling a different type of goods
12. a large shop / store that sells a large number of different kinds of food, drinks and goods used in home. People choose what they want from the shelves and at the cash desk
13. things such as soap or toothpaste that you use for washing, cleaning your teeth, etc.
14. a shop that sells stationery



a shopkeeper, a department store, a rural shop, a shopping centre, a shopping street, Bank Holidays, customer, goods, groceries, shopper, stationers, toiletries, a sale, shopping, supermarket

6 Find the opposites to the words below. Use the words in the box.

Example a customer — a shop assistant



- customer • local people (owners) • a large town store • increasing
- closing hours • shopkeeper • stay open • cheap



shop assistant, opening times, shopper, expensive, reduced, a rural shop, be closed, national chain of stores

7 Complete the chart with a name of a shop in England, a type of a shop and a product.

Name of shop	Type of shop	Product
Marks & Spencer	department store	clothes and food

8 **Comparison.** Answer the following questions about shopping in Ukraine. Compare shopping in Ukraine and Great Britain.

1. What are the famous brands and products that you can buy in many countries of the world? Think of clothes, food, cars, etc.
2. What is the main shopping street in your town? What shops can you find there? What can you buy there?
3. Do you like shopping in the main shopping street? What do you like shopping for? What don't you like shopping for?
4. Is there a "corner" shop next to your house? What does this shop provide you with?
5. How many days a week are shops in England and Ukraine usually open?
6. What are the largest shopping centres in Ukraine? What are they famous for?

9



Imagine that Jimmy and Jenny are going to visit Ukraine and your place. Make a story for their website about shops and shopping in Ukraine and your home town. Illustrate it with pictures and photos. Share your ideas with your classmates.

BUYING SCHOOL UNIFORM

Jenny has got a problem. Over the past few months she has grown more than five centimetres. Now she has to buy some new things to wear at school.

1  Listen to the dialogue and say what Jenny is going to buy.



Shop assistant: Can I help you?

Mrs. Collins: Yes, please. We are looking for a school skirt.

Shop assistant: What colour?

Mrs. Collins: Black one.

Shop assistant: How about this skirt?

Jenny: Oh, mum. I'd like to try it on, please.

Shop assistant: Here you are.

Mrs. Collins: Thank you. Let's have a look. Hmmm...

Shop assistant: Does it fit?

Mrs. Collins: Have you got it in a bigger size?

Shop assistant: Yes, we have. Here's a bigger one... Does it fit?

Jenny: I think, it's fine. Do you like it, mum?

Mrs. Collins: It fits perfectly. We'll take it.

Shop assistant: How would you like to pay?

Mrs. Collins: By credit card. Thanks.

Shop assistant: You're welcome.

- 2 Read the following items of a British school uniform and compare them with the items of a Ukrainian school uniform.

School uniform, which consist of:

- School blazer with school crest or logo, white or blue shirt
- School tie
- Black, navy, grey, or maroon trousers or skirt
- Grey or black socks (boys)
- White socks or black or skin-coloured tights or hold-up stockings (girls)
- Plain black shoes (trainers may be allowed in the summer).
- Black, navy, grey or school colour v-neck pullover, or black pullover with the school crest or logo

PE kit, which might consist of:

- School polo shirt with school crest or school logo — tucked into tracksuit or shorts or dress
- Blue, black, red, green or white shorts depending on school uniform colour, sometimes with school logo or crest
- Trainers (for children of any age)
- Gym skirt (girls)
- Athletic briefs (girls)
- Leotard (girls)
- White or black socks

- 3 Complete the chart with the items above.

Girls & Ladies School Uniform	Boys & Men School Uniform	Both (Unisex)
-------------------------------	---------------------------	---------------

- 4 **Work in groups.** Read Jenny' story about a British school uniform from her website and say what new information you have learned.

1. When artists or cartoonists wish to create the image of a typical English schoolboy, they invariably dress their model in a cap, blazer and short trousers and give him a brown leather satchel to hold. This uniform was indeed relatively common until the 1970s, and was often featured in illustrations to school stories in books. Nowadays a schoolboy dressed in this traditional style is a much rarer sight. Still, most British primary and secondary schools require pupils to wear uniforms, but further education colleges and some school sixth-forms (for age 16+) do not usually have a uniform. Schools vary widely on how prescriptive uniform is, and how much the wearing of it is enforced.

2. Many schools (both private- and state-funded) have moderately strict rules on the wearing of make up, jewellery or "trendy" clothing.

Over the last ten years a trend towards wearing school sweatshirts and polo shirts or T-shirts, (as well as more casual styles of trousers, such as plain, dark-coloured jeans, cargo pants or tracksuit bottoms), has spread throughout schools in the UK, particularly in London. This was seen as a way to modernise the uniform as well as make it more affordable to lower income families who couldn't afford blazers, etc. Equally temperatures in classrooms have changed over the last 50 years in the United Kingdom due to both environmental reasons and also the introduction of central heating systems. This has in most schools made older uniforms such as thick jumpers, blazers and shirts highly impractical, especially in the summer months, prompting many schools to adopt more casual temperate uniforms. Still, in some cases, schools are re-introducing the blazer and tie in a bid to "smarten up" their pupils and combat bullying.

3. In most state schools girls can wear trousers instead of skirts as part of their uniform. Particularly in sixth-forms which have uniforms, the tailored shorts that are now in fashion in the UK are being permitted during the summer months. Unlike in the United States there is no law forcing gender-impartial uniforms. As a result, especially in privately funded schools, the girls' and boys' uniforms often differ significantly from each other.

British night clubs often organize uniform theme parties where patrons are asked to wear adult versions of the uniform. Angus Young from the Australian musical act AC / DC often wears his school uniform on stage.

Grammar Sport

Clothes (plurals)

Remember!

Some names of the clothes are always **plural**. They take plural articles and verbs.

trousers, jeans, tights, shorts, pants, pyjamas, glasses

Those **trousers** are too long. Where are my **glasses**?

We can also use the expression **a pair of** with these nouns.

three pairs of trousers **two pairs of tights**

There is a **pair of glasses** on your chair.

5 Fill in the gaps with the words from the box.

Example: Every time I see Bill he's wearing **blue jeans**.

1. It's too hot today. I think, I'll put on my ...¹
2. I'm afraid I can't see very well with these ...²
3. These ... don't cut very well. I'd like to buy a pair of new ones.



³ blue jeans, ¹ scissors, ² shorts, glasses

6 Find all the words connected with clothes in the correct column.

Singular

Always plural (no singular)

7 a **Work in pairs.** Look at the pictures of the schoolchildren. Choose a boy and a girl. Write down descriptions of their clothes. Don't show them to your partner.



- b Read your descriptions to your partner and let him / her guess the correct picture.
- c Discuss the following questions.

1. What do you think of these school uniform items? 2. Which do you like / don't you like? 3. What do you like wearing every day / for parties / going out? 4. What are you wearing today? Are your clothes comfortable for you?

8



Write a story for Jenny's website about a school uniform in your school.

Lesson 4

THE BEST SHOPPING STREET MARKET IN THE WORLD

"Portobello Road, Portobello Road, street where the riches of ages are stowed. Anything and everything a chap can unload is sold off the barrow in Portobello Road." (from Carnival song)

Look at Jenny's pictures from her website about her mum's favourite Portobello Market and answer the questions.



1. Does Mrs. Collins do shopping almost every day? Why?
2. Does Mrs. Collins love doing shopping (she is not a shopaholic)?
3. Why does Jenny's mother enjoy spending time in Portobello Market?
4. Is Portobello Market popular with tourists and Londoners? Why?
5. Would you like doing shopping in such a big shopping centre? Why?
6. What can people buy in Portobello Market?
7. What do you usually buy in a big shopping centre?

2 **Work in groups.** Read these words and use them in your own sentences.

destination
navigation
jewellery
paradise
collectible
stallholder
bargains

antique arcade
shop fronts
heady seafaring days
trendy area
fashion designer boutiques
vegetable stalls
flea market

to realize
to capture
to sell
to expect
to be open
to offer
to search

3  Listen to Jenny's story about Portobello Market and answer the questions.

1. Where is Portobello Market situated?
2. Why do many pubs, antique arcades and streets around and about the area have exotic names?
3. Who was the person the area of Portobello named after?
4. What makes Portobello Road different from the other shopping streets?
5. What kinds of things can you buy at Portobello Road?
6. What is Notting Hill famous for?
7. What is the best day to go to Portobello Market?

4 Describe Portobello Road Market using the answers to the questions above as a prompt.

5 Remember the way of spelling and pronouncing prices in British and American English. Practise saying them.

<i>British English</i>		<i>American English</i>	
<i>Written</i>	<i>Spoken</i>	<i>Written</i>	<i>Spoken</i>
£1	a pound	\$ 1	a dollar
50 p	fifty pence	50 c	fifty cents
£2.99	two pounds ninety-nine	25 c	a quarter
1 p	one penny	10 c	a dime

6 a What's the exchange rate between sterling / US dollar and your currency?

Example There are about ... to the dollar.

b In your home place, how much is

- a pair of shoes?
- a bottle of Coke?
- a cup of coffee?
- a tube of toothpaste?
- a box of sweets?
- a fashion magazine?
- a loaf of white bread?
- a jar of honey?
- a box of matches?

- 7 **Work in pairs.** Imagine that you are going to buy a plain red cotton T-shirt; a pair of casual trousers, not jeans; a bright V-necked sweater, not too thick; a pair of lycra shorts for cycling. Make up conversations using the expressions below .

Shop assistant

- **Offering help**

Can I help you?

Would you like some help?

Do you need any help?

- **Asking about the clothes**

What colour / size?

Does it fit?

- **Responding to requests**

Yes, I think we have.

How about this/these?

I'm not sure. I'll go and look.

Here you are. Try this /these.

- **Asking about payment**

How would you like to pay?

Customer

- **Accepting and refusing help**

Yes, please. I'm looking for a jumper.

No, thanks. I'm just looking.

- **Commenting on size / colour**

It's / they're (a bit) too small / large / tight / baggy / loose / long / short.

I think I need a smaller / larger size.

Have you got them in size ...?

Have you got it / them in ... colour?

- **Not buying**

I'm afraid it's / they're too small / expensive.

It doesn't / They don't fit very well.

It doesn't / They don't look quite right on me.

I'm afraid the colour doesn't suit me.

I'm afraid it's / they are not quite what I'm looking for. Sorry.

- **Trying the clothes**

Can I try this / it/ them on?

- **Buying**

Yes, it's / they're fine. I'll take it / them.

- **Paying**

I'd like to pay in / I'll pay cash.

Can I pay by credit card / traveller's checque?

8



a

Imagine that you are going to buy something special for you. Make up your own dialogue about shopping using the expressions above. Share your ideas with your classmates.

b

Are there any famous street markets or just markets in your area? Make a story for Jenny's website about it. Illustrate your story with pictures, photos, cards, diagrams, etc.

CULTURE HIGHLIGHTS: BRITISH FASHION

Clothes are very important to British teenagers, and many of them love to shop for the latest fashions. How can they afford it?

1 **Work in groups.** Read these words and use them in your own sentences.

explosion

fashion generation

collection

recognition

award

fashion shops

couture houses

international brand

recognizable designer

media coverage

catwalk shows

to afford

to be influenced

to grace

to establish

to attract

to create

2 **Work in groups.** Read Jenny's story from her website and say what fashion designers are mentioned in the text.



1. Britain has seen an explosion in the number of fashion shops aimed at the younger generation, but at a price you can afford! Many of these fashions are influenced by music and movies.

Where do British kids shop? In stores like TopShop, Warehouse, Oasis and Miss Sixty.

While Britain is well-known for its high street shopping, it also has numerous world famous fashion designers. Today, British designers are responsible for collections in French couture houses and a huge number are working for international brands throughout the world – in New York, Milan and the Far East.

Famous British fashion designers include Vivienne Westwood, Alexander McQueen, Paul Smith, and Stella McCartney, daughter of the former Beatle Paul McCartney.

2. For example, a teacher turned fashion designer, Vivienne Westwood is one of the most influential and recognisable British designers of the past 20 years. She once said that fashion is, “life-enhancing and like everything that gives pleasure, it is worth doing well.”



Westwood began designing and selling clothes through her shop, “Let it Rock”, on the Kings Road in 1971. Her designs became closely linked with the punk explosion.

In 1976, Westwood’s future business partner, Malcolm McLaren, dressed his band the Sex Pistols in clothes from Westwood’s boutique. Her status among the stars was guaranteed from that point on.

In 1981, her first London collection, “Pirate”, put Westwood firmly on the fashion map as an original and unusual design talent. In 1983 she became the first female British designer to grace the Paris catwalks since Mary Quant in the 1960s.

In 1990 and 1991 Westwood was named British Designer of the Year and was later awarded an OBE (Order of the British Empire) in recognition of her services to British fashion. In 1998 and 2002 she won the Queen’s UK Export Award.

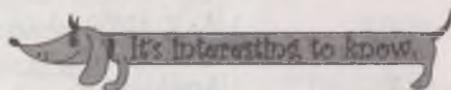
3. The British Fashion Council (BFC) helps British designers to establish themselves in the industry. Using sponsorship money they are able to put on London Fashion Week twice a year. This week long event has catwalk shows and exhibitions and attracts buyers from Australia and South America, as well as Europe and the US. The media coverage of the event is enormous with more than 250 TV crews, 350 photographers and around 2000 press clippings.

Some designers are now working with famous companies to create clothes which are accessible to everyone. Debenhams and Marks and Spencer are just two stores which now offer designer clothing at affordable prices.

3 Read the true / false statements. If the statement is false, give the correct statement according to the text.

1. Many fashionable shops for kids have opened in the UK recently.
2. Fashionable shops sell fashionable clothes for reasonable price.
3. British fashion is not well-known outside the UK.
4. Vivienne Westwood is an unknown British designer.
5. Vivienne Westwood has worked in a fashion industry over 20 years.
6. Vivienne Westwood's early works were for punks.
7. At the beginning of her fashion career Westwood dressed "The Beatles".
8. Vivienne Westwood was awarded many times for her achievements.
9. Young designers are helped by the British Fashion Council (BFC).
10. Some young designers work for well-known shopping companies.

4 Write the list of the brands which are mentioned in the text. What are they famous for?



5 Read the story from Nastya's e-mail and tell about the Ukrainian Fashion Week and the famous designers in Ukraine.

A fashion week is a fashion industry event, lasting approximately one week twice a year, which allows fashion designers or "houses" to display their latest collections in runway shows and buyers to take a look at the latest trends. The Ukrainian Fashion Week gathers young and well-known designers to share their ideas and present new trends for the coming seasons. Everybody can see famous collections of Liliya Poustovit, Volodymyr Podolyan, Oksana Karavanska, Svitlana Tegin, etc. As the Ukraine's most recognised designer, Liliya Poustovit has shown in the Ukraine for over a decade. Volodymyr Podolyan was discovered in a competition to find emerging talent in Kyiv. Their collections are already sold at Dover Street Market in London.



5 a Tell about Vivienne Westwood and Volodymyr Podolyan using the factfiles below.

NAME	Vivienne Westwood	
BORN	April 8, 1941, England	
NATIONALITY	English	
EDUCATION	University of Westminster, Goldsmiths	
LABELS	Vivienne Westwood	
AWARDS	British Fashion Designer of the year 1990, 1991, 2006.	

NAME	Volodymyr Podolyan	
BORN	July 2, 1975, Moldova	
NATIONALITY	Ukrainian	
EDUCATION	graduated with distinction from "SLAVA ZAITSEV Fashion Laboratory" (2004), Fashion design	
LABELS	Vladimir Podolyan, PODOLYAN FOR ATELIER 1	
AWARDS	main award in the national contest of young designers at the "Fashion Seasons" – "Looknig Into Future 2003", award in the all-Ukrainian contest "Feeriya of Beauty 2003", award in the 4 th International contest "Crystal Silhouette"	

7 *Work in groups.* Discuss the following questions.

1. Is it important to be fashion-conscious?
2. How much money do you spend on clothes?
3. Do you prefer clothes with famous brand names? Why?
4. Why do people pay more for a famous brand name?

8  Make a fashion page for Jenny's website. Collect or draw pictures of clothes that you like. Write a story about each picture. Share your ideas with your classmates. Put your pages together to make a fashion magazine.

Reading

- 1 Read and choose the question (1–5) for the advertisement (A–F). Be careful! There is one advertisement extra. Write down your answers in your Answer Sheet.

THE WORLD'S MOST POPULAR BRANDS

Which famous brand is connected with

1. selling home-made food?
2. manufacturing world-known electronics?
3. producing the best-selling soft drink in the world?
4. making transport vehicles?
5. producing high quality expensive wristwatch?

-A-

Coca-Cola

It is the world's number one brand and it is recognized by 94% of the world's population! For many years now, Coca-Cola has been a symbol of American culture. It is also the best-selling soft drink in the world. More than 60,000 products from Coca-Cola company are drunk around the world every minute.

-B-

Rolex

One hundred years ago, few men wore wristwatches: but the Rolex company – based in Switzerland since 1908 – changed all that. They gave us the first wristwatches to show the date, the first diving watches, the first sports watch, the first watch to show different time zones ... and now Rolex watches (with prices that range from \$ 3, 000 to \$20, 000) are worn as a status symbol all over the world.





Nokia

Although most people in consumer surveys guess that Nokia is a Japanese company, it's actually from northern Europe! Originally a paper factory on the banks of the river Nokia in Finland, it became the world's leading mobile phone company in the late 1990s. Their first commercial mobile, the Mobira Talkman, which appeared in 1984, weighed 5 kg. The latest models are a bit lighter, however!



Samsung

Samsung (the name means "Three stars") began as a company in 1938. It originally produced noodles and dried fish! However, the company has come a long way since then. Mobile phones, digital cameras, flat-screen TVs, DVD players are all manufactured by this electronics giant from South Korea.



Mercedes



The makers of cars driven by rich and famous, the Mercedes company has its base in Germany. Emil Jallinek, a wealthy banker who bought and loved cars, named the car Mercedes after his nine-year-old daughter. And the famous three-point Mercedes star was designed to symbolize the growth of the business into transport on land, sea and air.



KFC

The famous face which is seen at more than 9,000 KFC restaurants world-wide actually belonged to a real person: Colonel Harland Sanders. At different times he was a soldier, an insurance agent, a tyre salesman and worked in his parents' petrol station. When he saw that people were more interested in his home-made food than the petrol he was selling, he decided to open his first restaurant in Utah, the USA, in the early 1950s. Colonel Sanders is also remembered for organizing the biggest party in history – about 35,000 people attended his seventy-ninth birthday in 1970.

Marks: 5^a

Vocabulary

1 Choose the word (1–10) for its definition (A–J) and fill in your Answer Sheet.

- | | |
|----------------------------|---|
| 1. shopping list | A. someone whose job is to receive customer's money in a shop |
| 2. supermarket | B. a shop selling bread and cakes |
| 3. customer | C. a large bag that you use to carry things which you have bought |
| 4. shopping trolley | D. a shop selling newspapers, magazines, cigarettes, sweets etc. |
| 5. chemist's (drugstore) | E. a shop that sells food, cleaning materials and other things for the house |
| 6. cashier | F. someone whose job is to help customers to buy things |
| 7. newsagent's (newsstand) | G. a large metal basket on wheels that you can push around when you are shopping in a supermarket |
| 8. shopping bag | H. a list of things you need to buy when you go shopping |
| 9. shop assistant | I. someone who buys the things sold in a shop |
| 10. bakery (baker's) | J. a shop selling medicines, bath and beauty products, etc. |

Marks: 10

Grammar

1 Choose one word from the brackets and fill in your Answer Sheet.

- Do you like ... sweater? (*this / these*)
– Yes, ... nice. (*it's / they are*)
- How much ... trousers? (*are these / is this*)
– ... £29. (*It's / They're*)
- How much ... skirt? (*is this / are these*)
– ... £24. (*It's / they're*)

4. — Can I have ... sun glasses (*those / this*)?
 — Yes, of course. Here ... (*you are / it is*).
5. Look at ... jeans. (*those / this*) Do you like ... ? (*it / them*)

Marks: 10

Listening

- 1  Listen to the text about shopping in London. Read the true / false statements and mark the statements right (✓) or wrong (✗) in your Answer Sheet.

- London has got only 20 main shops and five streets markets to choose from.
- Oxford Street, London's busiest shopping street, is in the heart of the city's West End.
- Covent Garden is the place for government offices.
- The best place for electronics shops and furniture stores is in Westminster. Knightsbridge is the place of fashion and designer boutiques, famous stores.
- Charing Cross Road is a place where artists spend a lot of time.
- You can find hippie cloth in Hamley's.
- Selfridges has an extensive designer section for both men, women and children.
- Hamley's is a world famous toy shop.
- There aren't any important markets in London.

Marks: 10

Writing

- 1 Write a story about a fashion week for a fashion magazine in your Answer Sheet.

Marks: 15

Total: 50

Unit 7

GREAT BRITAIN. LONDON



- **Vocabulary:** Country and Capital City
- **Grammar:** The Present Perfect Continuous
- **Reading:** The British Isles
- **Listening:** The Most Beautiful Corner of England
- **Interaction:** A Visit to London. In Another City
- **Guided writing:** Writing a Story
- **Culture highlights:** Easter in Different Cultures

A CLASS TRIP TO LONDON

Jimmy and Jenny are going for a two-day trip to London with their class during their Easter holidays. Would you like to go on a class trip? Why?

- 1 Look at the picture and answer the questions.



1. What is Jimmy doing?
2. Is Jimmy ready for the class trip?
3. What does Jimmy have to do to be ready for his trip?

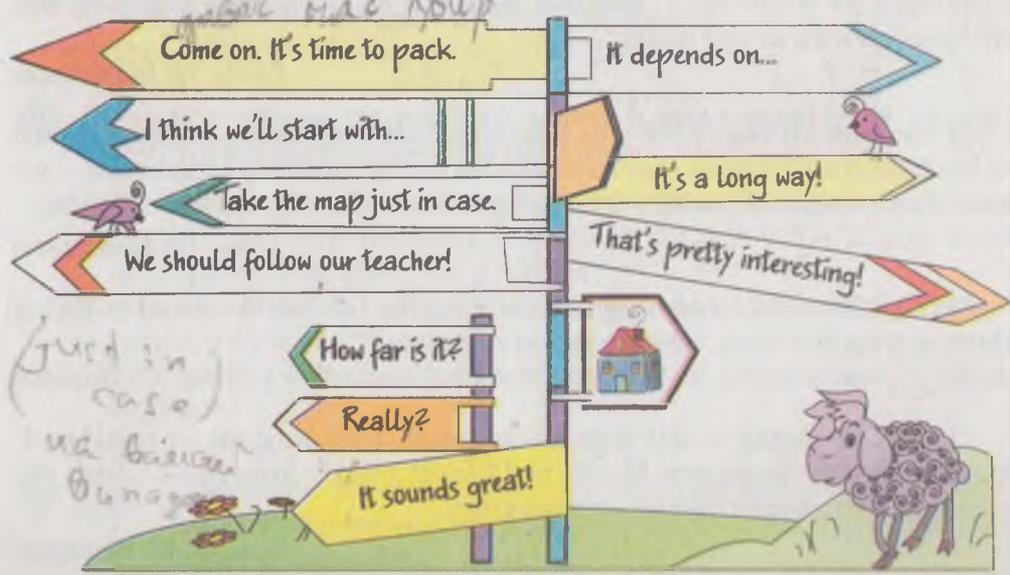
- 2  Listen to the dialogue and say what sights Jimmy and Jenny are going to visit.

Jenny: Come on, Jimmy. How long have you been using the computer? It's time to pack.

Jimmy: I know. I've been thinking about our trip. We've just got two days, right? We're going to be pretty busy if we want to see all the sights!

Jenny: Oh, I see. We're planning to start early morning.
Jimmy: I think we'll start with the Madame Tussauds.
Jenny: Mm. It sounds great! We'll definitely do that. Is it far from our hotel?
Jimmy: Not really. But we'll have to go by the tube.
Jenny: Great! I hope I'll have some time to do my shopping in London.
Jimmy: Well, it depends on our guide there.
Jenny: I'd like to buy some souvenirs. But I don't want to spend much time on it. I'd like to go to the art gallery.
Jimmy: Sure, but we're going to be pretty busy. We won't be able to do that on the same day as the Madame Tussauds. It's a long way, you know!
Jenny: Really? How far is it?
Jimmy: Five or six miles at least!
Jenny: Is it! Have you got a map, perhaps?
Jimmy: Sure. I'll print it. Anyway, we need it not to be lost in London.
Jenny: We should follow our teacher not to be lost! But you are right. Let's take the map just in case. Anyway, I don't think we should put too much in our backpacks. We won't be able to carry it all. Besides, we shouldn't take anything valuable. We might lose it.
Jimmy: I won't take anything valuable, you know. The most valuable thing for us will be the map of London. Here it is.
Jenny: Great! Are you ready for our class trip?
Jimmy: I'm almost ready. It will take me some minutes to be ready enough.

3 Work in pairs. Find these expressions in the dialogue (ex. 2, p. 176). Use them in your own short dialogues.



4 Read the true / false statements. If the statement is false, give the correct statement according to the dialogue (ex. 2, p. 176).

- 1. Jimmy and Jenny are getting ready for a class trip to Cyprus.
- 2. Jimmy has already packed his bag.
- + 3. Jenny doesn't know much about sights in London.
- 4. Jenny does not want to do shopping in London.
- + 5. Jimmy doesn't want to go to the Madame Tussauds Museum.
- + 6. Jenny wants to go to the art gallery.
- + 7. Jimmy is going to take a map of London not to be lost there.
- 8. Jenny needs some valuable things for her class trip to London.
- + 9. The children should follow the teacher not to be lost.
- + 10. Jimmy has printed out the map of London.

5 *Work in pairs.* Act out the dialogue (ex. 2, p. 176).

6 *Work in groups.* Read the students' views from Jimmy's website about class trips and discuss them. Share your ideas with your classmates.

"One of my best trips was a class trip to Bude in Cornwall. We did loads of active things like canoeing, abseiling and surfing. The teachers enjoyed it too. We should have more trips like that where we have to be active. The government want us to be healthier, don't they?"

Aisha, 13, Leeds

"I think we should have class trips because it gives our brain a time out and we have fun with all our mates."

Emily, 14, Manchester

"Class trips are one of the plus sides to school. They're fun but educational at the same time. There is only so much that can be taught in a classroom — we need class trips to help with our learning and to make school more enjoyable."

Lisa, 14, Manchester

"I think it's more interesting to go and see the real world instead of sitting there, staring at a book, taking a test or whatever!!!"

Tony, 13, Brighton

"I think we should be able to go on class trips. They are great for team bonding and students make new friends and benefit greatly from them. I wish our school teachers would take us on more trips."

Natalie, 12, Blackpool

- 7 Jimmy and Jenny will have to use different kinds of transport during their trip. What do you know about transport? Put the words from the box into the correct column below. (Some words can go in more than one column.)

Train	Plane	Bus / coach	Taxi	Underground
a ticket collector	a window seat	a double-decker	empty	the tube



a ticket collector, a window seat, a double-decker, empty, the tube, a fare, to change lines, valid, a departure board, to get on / board, a flight, check-in desk, a passenger, a conductor, a single ticket, to land, a flight attendant, a platform, a return ticket, ticket office, a waiting room, to book a ticket, arrivals, to delay, to get on / off

- 8 Choose the words from the box above to fill in the gaps.

- Excuse me, is this seat ... ?
- How much is the ... to Oxford?
- Where are our tickets? We need to show them at the barrier to the ... ?
- Can you go to the station and buy two ... in the ... , please?
- They left the car near Paddington and took the ... to Oxford Street.
- What ... does the Edinburgh train leave from?
- Your season ticket isn't ... after the end of this week.
- You need to ... tickets 2 weeks in advance if you want to travel on Christmas Eve.
- Excuse me, where is the ... to New York, please?
- Our ... to America was very long and tiring.

- 9 **Comparison.** Answer the following questions about transport in Ukraine. Compare transport in Ukraine and Great Britain.

- Which transport do you prefer for short trips and long journeys?
- Do you use public transport very often? What is it like in your local area? Could it be better, do you think?
- Have you ever tried to use public transport in another country? Was it easy or difficult?
- What is the difference between transport in Ukraine and in Great Britain?

10



Imagine that you visited London or Edinburgh with your class. Make a story for Jimmy's website about your class trip and share your ideas with your classmates.

THE BRITISH ISLES

Jimmy and Jenny have always lived in the United Kingdom of Great Britain and Northern Ireland. What do you know about this country?

- 1 **Work in groups.** Read Jimmy's story from his website and say what new facts you have learned about the United Kingdom of Great Britain and Northern Ireland. Choose the heading that best summarises the main idea in the extract.

Culture

The United Kingdom

Main Information

Economy

People and Languages

THE BRITISH ISLES

1. There are over 4000 islands in the British Isles, and over 20,00 kilometres of coastline, but there are just two main islands, Great Britain and Ireland, and two nations, the United Kingdom and the Republic of Ireland.

The British flag, often called the Union Jack, is a combination of the old flags of England, Ireland and Scotland.

2. The UK has a monarch, but the country is run by a government formed from the party which has a majority in the House of Commons. The leader of this party is the Prime Minister.

3. The United Kingdom of Great Britain and Northern Ireland (UK) consists of four countries England, Scotland, Wales and Northern Ireland.

4. England is the biggest and most densely populated country, a country of rolling hills and rich farmlands. The south east, with its grassy ridges and broad valleys is especially heavily populated and intensively farmed. Dairy farming is predominant in the west and south west. In the north, many people live in big industrial cities. But there are less densely populated uplands here too.

5. Wales is a land of hills and sheep farms, except for the south where industry is important and coal was once mined in great quantity.



Scotland is mainly wild moors and valleys, and most people live in the central lowlands around Glasgow and Edinburgh. A third of Northern Ireland's people live in Belfast. The rest are scattered through its hills and valleys, or round Lough Neagh, the UK's biggest lake.

3. Many English people are descended from the Angles, Saxons and Normans who invaded in the Middle Ages. Many Scots, Irish, and Welsh are descended from Celts who lived in Britain before the early Middle Ages. But over the centuries, many people have come here, creating a rich mix of cultures and nationalities. Over the past two centuries, immigrants have come from Europe, Asia and the Caribbean.

Most people speak English. In Ireland, Scotland and Wales many people speak Irish, Scots Gaelic and Welsh.

4. Intensive, mechanized farming supplies two thirds of Britain's food needs. Livestock rearing is important in the west and Ireland.

But for oil in the North Sea and coal, Britain has few resources and has to rely heavily on trade.

The UK is not the manufacturer as it once was, though making cars and lorries is still important. More than half the labour force now works in service industries.

5. Along with Tokyo and New York, London is one of the world's big three financial and commercial centres. It is also a major cultural centre with many theatres, galleries, and millions of tourists who come to see its historic buildings, such as the Tower of London, St. Paul's Cathedral and Buckingham Palace.

The UK has been at the forefront of youth culture since the heyday of the Beatles and Rolling Stones in the 1960s.

It has a rich literary heritage encompassing the works of William Shakespeare, Robert Burns, Dylan Thomas and Seamus Heaney.

Traditional music has deep roots across the UK which has also produced classical composers from Henry Purcell in the Baroque period to Benjamin Britten in the 20th century.

2 Look at the list of places and put them in the order they appear in the text.



- Asia
- Belfast
- Caribbean
- Edinburgh
- England
- Europe
- Glasgow
- London
- Lough Neagh
- Northern Ireland
- Scotland
- Wales

3 **Work in groups.** Read these words, find them in the story and use in your own sentences.

coastline
island
monarch
government
farmland
valley
lowlands
immigrants
oil
manufacturer
heyday
roots
capital

the Union Jack
the House of Commons
the Prime Minister
grassy ridges
wild moors
Middle ages
mechanized farming
livestock rearing
labour force
literary heritage
classical composer
natural resources
financial centre

to be run
to mine
to be scattered
to be descended
to invade
to create
to supply
to rely on
to produce
to encompass
to consist of
to inhabit
to come from

4 Copy and complete the chart.

Country	Nationality
The United Kingdom of Great Britain and Northern Ireland	British
England	
Scotland	
Wales	
Ireland	

5 Answer the questions about Jimmy's story.

- ✓ 1. How many islands does the British Isles consist of?
- ✓ 2. What is the political system of Great Britain?
- ✓ 3. How many countries does the UK consist of?
- ✓ 4. What is the biggest and most densely populated country of the UK?
- 5. What is the less populated area in the UK?
- ✓ 6. What is England famous for?
- 7. What is Wales famous for?
- 8. What is Scotland famous for?
- 9. What is the biggest city in the Northern Ireland?
- 10. What nations and nationalities live in the UK? Where do they come from?
- 11. Does Great Britain have many natural resources?
- 12. What industries are well developed in the UK?
- 13. What language do people speak in Great Britain?
- 14. What is the capital of Great Britain?
- 15. What is the cultural heritage of Great Britain?
- 16. Is the UK at the forefront of youth culture? Why?
- 17. What do you know about the literary heritage of Great Britain?



6 Quiz Time. How much do you know about Great Britain? Do the quiz and share your ideas with your classmates.

1. What is Stonehenge? 2. Where does the Changing of the Guard take place? 3. What is the oldest university in Britain? 4. What is the Queen's name? 5. What is a double-decker? 6. What is the name of the famous stadium in the north of London? 7. Which band was John Lennon a member of in the 1960s? 8. Where is a monster supposed to live? 9. Which famous writer was born in Stratford-upon-Avon? 10. Whom can you see on 20 pounds?

7



Look at the factfile of the United Kingdom of Great Britain and Northern Ireland and make the similar profile of about Ukraine. Illustrate it with pictures and photos.

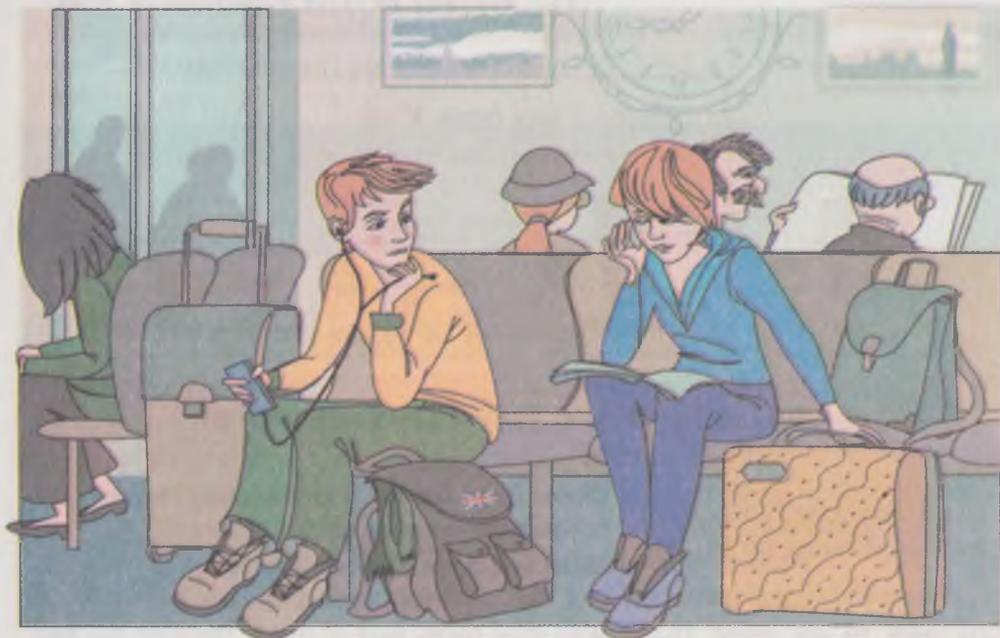
FACTFILE

FULL NAME	United Kingdom of Great Britain and Northern Ireland
AREA	242,514 sq km (93,638 sq miles)
POPULATION	61 million (UN, 2008)
CAPITAL	London
HIGHEST POINT	Ben Nevis, 1343 m
LONGEST RIVER	Shannon, 370 km
MAIN LANGUAGE	English
MAJOR RELIGION	Christianity
MONETARY UNIT	1 pound sterling = 100 pence
MAIN EXPORTS	Manufactured goods, chemicals, foodstuffs
INTERNET DOMAIN	uk
INTERNATIONAL DIALING CODE	+44

HOW LONG HAVE YOU BEEN TRAVELLING?

Jimmy and Jenny have just started off. Unfortunately, everything went wrong at the beginning. But they are not going to give up.

- 1 Jenny is calling her mum on the phone. Read the dialogue and say what the teenagers have been doing at the station.



Mrs. Collins: Hello, sweetheart! How are you? How long have you been travelling?

Jenny: Hi, mum! Too long...

Mrs. Collins: Really? What's up? Are you sick?

Jenny: No, the train was delayed. We are still at the station waiting for it. They apologized for delay but...

Mrs. Collins: I see... Anyway, I hope you remember that you mustn't give up. How long have you been waiting?

Jenny: For about two hours. We came here at ten and it's almost twelve. I'm bored.

Mrs. Collins: Cheer up, Jenny! There are a lot of ways to kill time at the railway station. What have you all been doing?

Jenny: I've been listening to music and Jimmy has been reading. Some of our friends have been watching TV. Others have been talking. Oh, sorry mum. They have announced the arrival of our train. I have to go. I'll call you later. Bye.

Mrs. Collins: Bye. Please call me as soon as you come to London.

Jenny: I will. Bye.

Grammar Spot

The Present Perfect Continuous Tense

have / has been Ving



We use **The Present Perfect Continuous Tense**

to say *how long* things have been continuing up to now

*I **have been learning** English for five years.
It **has been raining** all day.
Have you been waiting long?*

to refer to an event that may or may not be finished yet but its result can be seen now

*Why does Jenny look so tired? Because she **has been running**.
Someone **has been eating** Jimmy's crisps. Half of them **have gone**.*

- 2 a Read the sentences and say what is the difference between the verb forms in these sentences.

I've just listened to the music.

I listened to the music yesterday.

I've been listening to music for two hours.

- b Find more examples of the Present Perfect, the Past Simple and the Present Perfect Continuous in the dialogue (ex. 1, p. 185).

3 a **Quiz time.** Find the Past Participles. Be careful! Some words are in the Past Simple form.

been
nol
thewon
mnerxy
doneony
imohad
wlnbvt
sqgave
oiubtws
fallen
byqpbroke
byeyfd
cofound
onyebu
hleftg
tmdriven
nuoteb
gtookn
byeiu
tbsat
byiuh
putgh
olkjga
madeb
mbxze
qeaten
butes

b Write down the Infinitive, the Past Simple and the Past Participle forms of the verbs you have found above.

The Infinitive	The Past Simple	The Past Participle
be	was / were	been

4 Choose the correct answer for the question.

- | | |
|-------------------------------------|-------------------------------------|
| 1. Why are you smiling? | A. I've been lying in the sun. |
| 2. Why are you bright red? | B. I've been working hard. |
| 3. Why are you so cold? | C. I've been cooking. |
| 4. Why are you out of breath? | D. I've been working in the garden. |
| 5. Why are you so tired? | E. I've been reading a funny story. |
| 6. Why are your clothes dirty? | F. I've been running. |
| 7. Why is it smelly in the kitchen? | G. I've been standing in the snow. |

5 Read the sentences and open the brackets using the correct form of the verb. Make up tag questions using the sentences below.

Example: He (not to drive) all day.
 He **has not been driving** all day.
 He **has not been driving** all day, **has he?**

1. Mrs. Collins (not to do) aerobics all morning. 2. Mr. Collins (to watch) television all evening. 3. Jenny (not to read) all her trip long. 4. Jimmy (to read) to comics on the train. 5. Mr. Collins (not to work) in the garden all day long. 6. It (to rain) for 2 hours. 7. Jenny already (to work) at her report for 2 days. 8. The Collins (to live) in Lancaster since childhood. 9. Jimmy (to play) football since early morning.

- 6 Look at the pictures and say what the Collins have been doing. Use the Present Perfect Continuous Tense.



Example: The Collins *have been travelling*.

- 7 Make up the questions with *How long*.

Example You / study / English?
How long have you been studying English?

1. Jenny / talk / on the phone?
2. Jimmy / wait for / the bus?
3. Jenny / ride / a bike?
4. Jimmy / look for / his socks?
5. Jimmy / pack / his backpack?
6. Jenny / take / lessons of dancing?
7. Jenny and Jimmy / travelling / by train?
8. Mr. Collins / driving / to Glasgow?
9. Jenny / take / tennis lessons?

8 a Change the sentences using the Present Perfect Continuous with *for*.

Example: Jenny takes dance classes. She started in 2007.
Jenny has been taking dance classes **for** ... years.

1. Jimmy plays football for the school team. He started in 2006.
2. Jenny and Jimmy write to a penfriend in Ukraine. They started in 2008.
3. Mrs. Collins works part-time in hospital. She started in 1999.
4. Mr. Collins works in an office. He started in 1997.
5. Mr. Collins goes to karate classes. He started in 1995.
6. Mrs. Collins goes to aerobics classes. She started in 2001.
7. Jimmy collects football posters. He started in 2003.
8. Jenny collects teddy bears. She started in 1998.
9. Jenny and Jimmy go to a classtrip. They started in 2003.
10. Jimmy enjoys watching cartoons. He started in 1996.
11. Jenny makes exciting advertisments for her website. She started in 2007.
12. The Collins visit different countries. They started in 2004.

b Change the sentences above using the Present Perfect Continuous with *since*.

Example: Jenny takes dance classes. She started in 2007.
Jenny has been taking dance classes **since** 2007.

9 a Write down a sentence about your hobby or sport using the Present Perfect Continuous with *for* or *since* to say how long you have been doing it.

Example: I've been collecting fridge magnets **for** three years.

b The teacher will collect all the papers and give them to different students. Take turns to guess whose papers you have got. Continue until you have found the right person.

Example: — Helen. Have you been collecting fridge magnets for three years?
— Yes, I have. / No, I haven't.

10



Think of activity that you started but have not finished yet, for example, something that you are doing on a class trip. Write a short story about it. How long you have been doing it. Share your ideas with your classmates.

THE MOST BEAUTIFUL CORNER OF ENGLAND

The Lake District with its breath taking mountain scenery, sparkling lakes, and attractive villages is one of the most magnificent places in England.

- 1 **Work in groups.** Look at Jenny's pictures of the Lake District, one of the most favourite Collins' destinations for weekends and answer the questions.



1. What do you know about the Lake District?
2. Have you ever been there?
3. What do you think of this place?

- 2 **Work in groups.** Read these words and phrases. Use them in your own sentences.

beauty
countryside
charity
industrialization
landowner
property
surface
watermills

mountainous area
beautiful scenery
ancient ruins
deepest lake
man-made lake
village life
stormy nights
outdoor activities

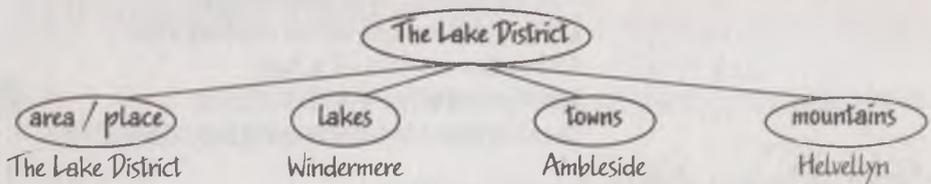
to describe
to be spoiled
to increase
to own
to include
to to be created
to contain
to climb

- 3 Listen to Jenny's story and take notes about the following proper names.

Example: *Cumbria* – a mountainous area in the Northwest of England.

<i>Cumbria</i>	Haweswater	Keswick
Lakeland	Windermere	Scafell Pike
National Trust	Wostwater	Helvellyn
English Lakes	Ambleside	Skiddaw
Windermere	Penrith	The Lake District

- 4 Complete this vocabulary network of the Lake District with the above proper names. Some are done to help you.



- 5 Answer the questions about the Lake District.

1. Where is the Lake District situated?
2. Why are people so careful and caring about the Lake District?
3. Who owns one quarter of the Lake District National Park?
4. What kind of organization is the National Trust?
5. What did the founders of the National Trust worry about?
6. What does the property of the National Trust include?
7. What is the largest lake in the Lake District?
8. What is the deepest lake here?
9. What do people say about a man-made lake Haweswater?
10. Which outdoor activities are popular in the Lake District?
11. Are there any special things that tourists can buy in the towns of Windermere, Ambleside, Penrith or Keswick?

- 6 Read interesting facts about the Lakes District from Jenny's website.

The spectacular landscape of the Lake District has been a huge influence on some of England's best-known writers. In particular the Romantic poets of the late 18th and 19th century such as William Wordsworth, Samuel Coleridge, Thomas de Quincey and John Ruskin were hugely affected by their surroundings.

- 7 Read the poem and say why the poet got inspiration from the landscape of the Lake District.

I WANDERED LONELY AS A CLOUD

by William Wordsworth

I wandered lonely as a Cloud
That floats on high o'er vales and Hills,
When all at once I saw a crowd,
A host, of golden Daffodils;
Beside the Lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:-
A Poet could not but be gay
In such a jocund company:
I gazed ... and gazed ... but little thought
What wealth the show to me had brought:

For oft when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude,
And then my heart with pleasure fills,
And dances with the Daffodils.

- 8 **Comparison.** Answer the questions and compare the most beautiful corners of Ukraine and England.

1. Is there a place similar to the Lake District in your neighbourhood? What is it famous for? 2. Is there an organization in Ukraine similar to the National Trust in England? 3. Can conservation stop progress? Why?

9



Make up questions about the place in Great Britain that you would like to visit. Share your ideas with your classmates and find out if anyone can answer your questions.

A VISIT TO LONDON

London is unique in many ways, so get out there and enjoy everything around.

- 1 Read Jimmy and Jenny's SMS and guess who could send them.

I took photos of Jenny with the Princess Diana and Johnny Depp. 😊

I bought some fashionable accessories. 😊

I saw the Queen's crown. 😊

I travelled by the tube. 😊

I made a speech in Hyde Park. 😊

- 2 **Work in groups.** Read Jenny's advertisements of London sightseeing and say which places Jimmy and Jenny visited.

THINGS TO SEE IN LONDON

Madame Tussaud's

Madame Tussaud's is the famous wax museum in London and has grown to become a major tourist attraction. It was set up by wax sculptor Marie Tussaud over a hundred years ago. It has got the most famous collection of realistic wax figures in the world including historical and royal figures, superstars, sports heroes, famous actors, famous murderers, The Grand Hall, The Chamber of Horrors and The Spirit of London. Where else can you rub shoulders with David Beckham, J-Lo and Kylie at the same time?

The Tower of London

The most important and best preserved medieval fortress in Britain. Home to the Ravens and the Crown Jewels, the scene of many dark and bloody deeds during more than 900 years of royal history. Gift shop.

Mayfair

Are you fashion conscious? Then hurry to Mayfair – the most fashionable area in London. Eastern Mayfair has long been famous for its smart shops. Mayfair is the playground of the titled and glamorous. It is a place where Old Masters and Rolls Royces, fur and champagne are the norm.



Kensington Palace

Kensington Palace stands at the western end of Kensington Gardens and is perhaps the finest building in the Borough. Originally called Nottingham House, it passed into royal ownership in 1689 when it was acquired by William and Mary. It is still home to members of the Royal Family. The State Apartments and the Court Dress Collection are open to the public and highlights of a visit include the recently restored Kings Apartments and a magnificent collection of paintings. The Court Dress Collection includes a fabulous and very rare court mantua and the “exploded” gentleman’s outfit – everything from underclothes to fine lace cuffs and all part of the elaborate costume worn to Court by an 18th century gentleman. Gift shop & cafe.

London Parks

Visit five of London’s nine royal parks are in the very heart of the capital. Among the most important parks that bring fresh life and colour to London are St. James’s Park, Green Park, Hyde Park and Kensington Gardens that stretch across the West End.

Kensington Gardens will provide runners, walkers and rollerbladers with wonderful sidewalks, soccer players with perfect fields. Everybody can find plenty of room for relaxed lounging there. The park also has several art galleries on the grounds, a statue of Peter Pan, the Round Pond, elaborate sunken gardens.

Speaker’s Corner in the north-east corner of Hyde Park in London is by tradition an area where public speeches can be made by anyone who has anything they want to say. Speakers talk to the crowd from a soapbox – an improvised platform once made from wooden packing crates used for soap and other items.

St. Paul's Cathedral

The masterpiece of Sir Christopher Wren, the present St Paul's was completed in 1710. As well as Wren himself, many other famous people are buried here including Wellington and Nelson. Here, in 1981, the Prince and Princess of Wales were married. Gift shop.

Public Transport

The London Underground, or "tube" as it is often known, was the world's first urban underground railway. It began operating in 1863.

The famous red double-decker buses (double-deckers) are one of the most distinctive sights in London. No visit to London would be complete without a trip on one.



Thames River Cruise

A visit to London is incomplete without a cruise along the Thames, either as an introduction to the many sights and scenes to be enjoyed during your stay or as a treasured memory of your visit. All year round, our boat service leaves regularly passing historic and modern places of interest.

- 3 Choose the advertisements for the pictures of London sights (ex. 2, p. 193)
- 4 Answer the questions about London sightseeing.
 1. What is Madame Tussaud's famous for?
 2. Where can you learn about the royal history and see black ravens?
 3. In what part of London can you see celebrities doing shopping?
 4. What place is the home to all the members of the Royal Family?
 5. Where can you see the tombs to many buried famous people?
 6. At what place can you make a speech on any subject?
 7. What colour are double-deckers?
 8. What means of transport is called "the tube"?
 9. Along what river can you have a cruise in London?
 10. At what places can you buy souvenirs?
 11. Where can you buy something to eat?
- 5 Find all the words of places in the text and write them down in your work books. Give their definitions in English.

Example: *Museum* — a building where important cultural, historical or scientific objects are kept and shown to the public.

- 6 Look at the two groups of words below. Choose the "neutral" words to the words from the "colourful" list.

Neutral

1. nice (of food)
2. very pretty
3. very good
4. interesting
5. very bad

Colourful

- | | |
|------------------|--------------|
| A. shocking | B. delicious |
| C. attractive | D. excellent |
| E. exciting | F. beautiful |
| G. disappointing | H. wonderful |
| I. pleasing | J. tasty |

- 7 Think of a town or place that you know quite well and complete the sentences.



Recommending places

1. The most interesting part of the city is ...
2. By far the most exciting building is ...
3. If you have time, it is a good idea to ...

Giving personal opinions

1. I personally have found that... .
2. As far as I concerned,
3. In my experience,

Giving opposite points of view

1. Contrary to what people believe,
2. Despite what many people say,
3. Although the guidebooks say that

- 8 **Work in pairs.** Make a list of your day out. You can visit two places.

- a Write down two things you did or saw on your day out.

Example: We were to Madame Tussaud's. We saw life-like wax figures there.

- b Share your ideas with your classmates.

9



Write a story for Jimmy's website about Kyiv or another big city. Plan your story using the following questions: How big is it? Where is it? What is it famous for? What do you like best about it? Illustrate your story with pictures. Share your ideas with your classmates.

IN ANOTHER CITY

Jimmy and Jenny have been going sightseeing for two days. They have seen a lot of interesting things in London.

- 1  Jimmy is calling his mum. Listen to the dialogue and say what interesting sights he has seen in London.

Jimmy: Hi, mum! It's me.

Mrs. Collins: Hello, sweetheart! You sound very far away. Where are you?

Jimmy: I'm sitting on a wall up at the Tower. Mr. Walker's showing us round London.

Mrs. Collins: Who is Mr. Walker?

Jimmy: He's our guide. He's great! He knows all about the city! We've been going sightseeing over the past two days and we aren't tired at all.

Mrs. Collins: That's great! And how's Jenny?

Jimmy: Oh, don't ask. She's been buying souvenirs everywhere. I think we've got the whole of London in her bag. I'm fed up with her shopping.

Mrs. Collins: That's too bad.

Jimmy: Yes, it is. Oh, no!

Mrs. Collins: Hey, Jimmy? What's happened?

Jimmy: Sorry, mum. I've to go. I've dropped my bag over the wall!



- 2 Read the true / false statements. If the statement is false, give the correct statement according to the dialogue above.

- + 1. Jimmy is sitting on the wall up at the Tower.
- 2. Jimmy is calling his mother because he is not happy with his trip.
- 3. Mr. Walker doesn't know anything about London.
- 4. Jimmy and Jenny are tired of excursions.
- + 5. Jenny has been staying in a hotel during their stay in London.
- 6. Jimmy ends up the conversation because his mother is busy.

3 **Work in pairs.** Act out the dialogue (ex. 1, p. 197).

4 When we share our ideas with our classmates we may use different expressions. Here are some of them.

• **Announcing good news**

Guess what!
Have you heard?
I've got some good news.

• **Announcing bad news**

I'm afraid I've just heard / got some bad news.
It's bad news I'm afraid.

• **Responding to good news**

That's good / interesting / great / terrific!
Well done! You must be really pleased!
Congratulations!

• **Responding to bad news**

How awful / sad!
That's terrible / a shame / a pity / too bad!
You must be very sad / upset / fed up / worried.
What a shame! I'm really sorry.



5 **Work in groups.** Use the expressions to make dialogues for these situations.



a Imagine that you are going on a school trip to Edinburgh. You are excited. Everything is wonderful. You are calling your parents or friends to tell them about your activities.

b Imagine that you are going on a trip to Edinburgh. The day isn't so great. You are calling your parents or friends to tell them about your experiences.

- 6 Read Jimmy's story. Use the prompts to give more details and make the story more interesting.

One Sunday afternoon last spring (*Which month?*) I was with my class on a sightseeing tour (*Where?*). I was a bit tired (*Give more detail*). I was sitting on a wall talking with my mum on the phone when suddenly I dropped my bag (*Where to? What sort of bag was it?*).

Suddenly we heard a shout. To my horror the bag had fallen on a dog (*Which one?*)!

We immediately rushed over to help the dog (*What was the dog doing?*). But the cat and the bag were lying in a deep ditch. Jenny and I ran to borrow the ladder (*Where from?*). I put the ladder and went down (*How?*) to pick up the bag and the dog (*What was the cat doing?*). I managed to pull out the dog and the bag out of the ditch. Luckily the dog wasn't hurt, just very frightened.

The dog's owner turned up about ten minutes later. When she saw the dog (*Where? What did it look like?*), she was shocked and angry with me. I felt sorry. I certainly learnt a lesson – the hard way!

- 7 a Complete the chart using the adverbs and phrases from the box.

Time linkers	Result linkers	Mood and attitude
at first	as a result of this	luckily



at first, luckily, as a result of this, later on, the next morning, then, suddenly, in the end, to my horror, to my amazement, soon, because of this, eventually, finally, consequently, immediately, (not) surprisingly so, afterward, from time to time

- b Make up sentences using the adverbs and phrases from the box.

Example: *At first we went to the Tower of London.
 Luckily there were not so many tourists there.
 As a result of this we could visit all the attractions there.*

8



Write a story about an event where something went wrong. Use the useful expressions above and the following questions: When did the event happen? What were you doing? What was the weather like? How did you know that something was wrong? What had happened? What did you do? What happened in the end? How did everyone feel?

CULTURE HIGHLIGHTS: EASTER IN DIFFERENT CULTURES

Jimmy and Jenny spent their Easter holidays in London. And what do you know about Easter celebrations?

- 1 Look at the pictures and answer the questions.



1. What do you know about Easter?
2. What is the origin of this holiday?
3. What are the customs and habits of the holiday?

- 2 **Work in groups.** Read these words and use them in your own sentences.

custom
habit
goddess
feast
resurrection
image
bonnet

spring equinox
hot cross buns
Holy week
hopping bunny
dyed / painted eggs
egg rolling competition
simnel cake

to involve
to commemorate
to toast
to resemble
to roll down
to survive
to extend

3

Work in groups. Read Jonny's story from her website and say why Easter holiday is very important nowadays.

1. Easter is far less important than Christmas to most people. Quite a lot of people go away on holiday at this time. Although it involves a four-day "week-end", there are few customs and habits associated generally with it.

Easter day is named after the Saxon goddess of spring, Eostre, whose feast took place at the spring equinox. Easter is now the spring feast of the Christian church, commemorating the resurrection of Jesus. It falls on a Sunday between March 22 and April 25, according to the church calendar.

On Good Friday bakers sell hot cross buns, spiced buns with a cross on top. Today they are toasted and eaten with butter not only on Good Friday, but through Holy Week and the Easter period.

2. Just as Santa Claus represents Christmas, a hopping life-size bunny with a basket full of colourful eggs is the image of Easter.

Traditionally, Easter eggs are given as presents symbolizing new life and the coming of spring. The oldest custom is to use dyed or painted chicken eggs but a modern tradition is to substitute chocolate eggs, or plastic eggs filled with sweets such as jellybeans. These eggs are often hidden, allegedly by the Easter Bunny, for good children to find on Easter morning. Otherwise, they are generally put in a basket filled with real or artificial straw to resemble a bird's nest.

3. Egg rolling competitions take place in northern Britain on Easter Monday. Hard-boiled eggs are rolled down a slope, with the winner being — according to the local preference — the one which rolls the furthest, survives the most rolls, or is successfully aimed between two pegs! The best publicized event takes place in Avenham Park in Preston, Lancashire. Many families have a traditional Sunday roast, particularly roast lamb, and eat food like Simnel cake, a fruit cake with eleven marzipan balls, representing the eleven faithful apostles.

Easter parades are also part of Easter tradition, with those taking part wearing Easter bonnets or hats, traditionally decorated with spring flowers and ribbons.

4. Easter Monday is a holiday and many people travel to the seaside for the day or go and watch many sporting events, such as football or horse racing.

As with many other Christian dates, the celebration of Easter extends beyond the church. Since its origins, it has been a time of celebration and feasting and many traditional Easter games and customs developed, such as egg rolling, egg tapping, pease-egging and egg decorating. Today Easter is commercially important, seeing wide sales of greeting cards and confectionery such as chocolate Easter eggs, marshmallow bunnies, Peeps and jelly beans. Even many non-Christians celebrate these aspects of the holiday.

4 Read the true / false statements. If the statement is false, give the correct statement according to Jenny's story (ex. 3, p. 201).

1. Easter is a public holiday in Great Britain.
2. Easter day is named after the Saxon goddess of winter.
3. It is spent on Sunday between March 22 and April 25.
4. Hot cross buns are sold at the bookstores.
5. Egg rolling competitions are very popular in UK on Easter.
6. Today many children eat chocolate eggs on Easter.
7. Easter Bunny represents Christmas in Great Britain .
8. On Easter Monday many people travel or watch many sporting events.

5 Answer the questions about Easter celebrations in Great Britain.

1. What is the symbol of Easter?
2. What is the oldest custom of Easter?
3. Why is 'egg rolling' still a popular pastime on Easter?
4. What do people usually have for their Easter dinner?
5. What are traditional Easter games?
6. Why is Easter commercial important nowadays?

6 Complete the chart about Easter.

	Great Britain	Ukraine
When it happens		
Special food / drink		
Things people give to each other		
Other customs		

7 **Comparison.** Answer the following questions about the Easter celebrations in Great Britain and Ukraine.

1. Which things are similar about the Easter celebrations in Great Britain and Ukraine?
2. Which things are different?

8



Write a story for Jenny's website about a typical Easter celebrations in your family. Share your ideas with your classmates.

Reading

- 1 Read and choose the question (1–5) for the advertisement (A–F). Be careful! There is one advertisement extra. Write down your answers in your Answer Sheet.

THE CITIES OF THE UK

Which city of Britain is famous for being

1. the historic centre of coal and mining industry?
2. the home of “The Beatles”?
3. the centre of English cutlery industry?
4. the capital of the UK?
5. the most important city of Scotland?

-A-

London

The largest and most important city in Britain is, without a doubt, London. It is the capital of the United Kingdom. It has an average population of nearly eight million. It is one of the largest cities in the world.

-B-

Birmingham

Birmingham is Britain’s “second city”, its population is over a million. Thirty years ago it was one of the most important coal and metal mining centres. It is the heart of an area known as “black county”, a name thought to derive from the industrial pollution of this time.

-C-

Glasgow

Glasgow in Scotland is situated on the Clyde river which flows into the Atlantic. Today Glasgow's leading industries are shipbuilding, iron and steel working, marine and aero engines. The city also produces a variety of cottons, woollen carpets and hosiery.



-D-

Liverpool

Liverpool is situated on the rivers Mersey and Pee. It has a population of three quarters of a million. It is an important import and export centre for international trade, especially to the other side of the Pond. Liverpool was the home of Britain's most famous export, The Beatles, and many items of memorabilia can be found in the museums and shops of the city.

-E-

Manchester

Manchester has a population of slightly more than Liverpool but is geographically less important. Its main industries are electrical and heavy engineering. Many years ago the cotton industry was vital here and employed nearly third of the city's workforce, today however modern technology means that fewer and fewer workers are needed.



-F-

Sheffield

Sheffield, situated in South Yorkshire, is still today the centre of the famous English cutlery industry and is an important steel working area. Its population is around six hundred thousand. Sheffield also has many new industries.

Marks: 5

Vocabulary

- 1 Choose the word (1–10) for its definition (A–J) and fill in your Answer Sheet
- | | |
|-----------------------|--|
| 1. a fare | A. the person who is in charge of a train |
| 2. the tube | B. a ticket to travel to a place but not back again |
| 3. passenger | C. a place to buy a ticket in advance for a train or bus journey |
| 4. waiting room | D. the money you pay to travel from one place to another on a train |
| 5. a ticket collector | E. a big public means of transport with two floors that takes passengers along a regular route from one place to another |
| 6. a conductor | F. the place at a station where you can sit and wait for a train |
| 7. ticket office | G. a person who travels on a train but does not drive it or work on it |
| 8. a single ticket | H. a person who checks and collects tickets on a train |
| 9. a return ticket | I. the London underground railway system |
| 10. a double-decker | J. a ticket to travel to a place and back again |

Marks: 10

Grammar

- 1 Read the text and choose the correct option (A–D). Fill in your Answer Sheet

MONSTERS AND GHOSTS

There are **1** ___ old houses and castles in Great Britain. **2** ___ often believe that **3** ___ ghosts in these buildings. The ghosts are always someone who **4** ___ there a long time ago.

There are also **5** ___ about monsters. The **6** ___ monsters are Loch Ness Monster (or Nessie).

Loch Ness is in Scotland. It is very deep and the water **7** ___ very dark. People see strange things there and a lot of people believe that a kind of dinosaur still **8** ___ there.

On Dartmoor, in south-west England, some people **9** ___ a very large black cat — as big as a lion. They **10** ___ it the Beast of Dartmoor.

- | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|
| 1. A. much | B. any | C. a lot of | D. a |
| 2. A. Persons | B. Peeple | C. Mens | D. People |
| 3. A. there are | B. are there | C. there is | D. is there |
| 4. A. has died | B. will die | C. had died | D. died |
| 5. A. stories | B. storys | C. story | D. story's |
| 6. A. famousest | B. more famous | C. most famous | D. famouser |
| 7. A. are | B. has | C. is | D. be |
| 8. A. lives | B. has lived | C. will live | D. had lived |
| 9. A. will see | B. saw | C. sees | D. have seen |
| 10. A. called | B. has called | C. call | D. are calling |

Marks: 10

Listening

- 1  Listen to the story and put the places in the order they appear in the text. Write down your answers in your Answer Sheet.

NATIONAL PARKS OF ENGLAND

- A. Peak District
- B. Post Boxes
- C. Dartmoor
- D. Pennines
- E. Exmoor and Bodmin Moor

Marks: 5

Writing

- 1 Imagine you have just had Easter holidays. Write a postcard to Jimmy or Jenny about your Easter holidays in your Answer Sheet.

Marks: 20

Total: 50

Unit 8

UKRAINE. KYIV



- **Vocabulary:** Country and Capital City.
Living in Another Country
- **Grammar:** The Present Perfect.
The Present Perfect Continuous
- **Reading:** Ukraine
- **Listening:** Things to See in Kyiv
- **Interaction:** At the Airport. Towns, Cities and Villages.
Saying Goodbye
- **Guided writing:** An Article for a Magazine
- **Culture highlights:** National Customs and Habits

WELCOME TO UKRAINE!

The Romanenkos are at the airport. They are in the arrivals hall waiting for Jimmy and Jenny Collins.

- 1 Look at the picture and answer the questions.



1. Why are the Romanenkos at the airport?
2. Who are they waiting for?
3. Are they happy to see Jimmy and Jenny? Why?

- 2  Listen to the dialogue and tell about Jimmy and Jenny's impressions.

Jimmy: Hello! Are you the Romanenkos?

Mr. Romanenko: Hello! Yes, we are. And you are Jimmy and Jenny Collins.

Jenny: That's right. I'm Jenny. Pleased to meet you.

Mr. Romanenko: Nice to meet you. I'm Mr. Romanenko. And this is my family.

Mrs. Romanenko: Welcome to Ukraine. We are so glad to meet you. We've heard so much about you.

Nastya: Hello! It's me, Nastya. And this is Yaroslav.

Yaroslav: We're very glad to see you here, in Kyiv.

Mr. Romanenko: How was your flight? How long have you been flying?

Jimmy: It was fine, thank you. We've been flying for about three hours and came to the airport two hours earlier for check-in.

Jenny: We couldn't sleep well tonight. We were so excited! I got up at 5 o'clock today.

Mrs. Romanenko: Perhaps you are very tired.

Jenny: Well, just a little. We have dreamed so much about this trip! It's so nice to be here and to meet you all. I can't believe that I'm here in Ukraine.

Jimmy: And our mum and dad say hello to all of you.

Mrs. Romanenko: Thanks a lot. Have you called them yet? I am sure they are worried.

Jenny: Oh, I forgot. Hang on a second. I'll call our parents and tell them that we're OK.

Yaroslav: (to Jimmy) Is that your luggage? Do you have anything else?

Jimmy: No, that's all.

Yaroslav: Can I help you with your luggage?

Jenny: Thank you very much. Here you are.

Mr. Romanenko: Good idea, Yaroslav. Take the trolley and I'll fetch the car. I'll see you outside in a few minutes.

Mrs. Romanenko: Follow me. This way, please.

3 **Work in pairs.** Find these expressions in the dialogue (ex. 2, p. 208). Use them in your own short dialogues.



4 Read the true / false statements. If the statement is false, give the correct statement according to the dialogue.

1. Jimmy and Jenny have just arrived in Kyiv.
2. The Romanenkos are meeting Jimmy and Jenny in the airport.
3. Jenny got up very late this morning.
4. The flight lasted for nine hours
5. Jimmy and Jenny came to the airport earlier.
6. Jenny is very glad to be in Kyiv.
7. Jimmy has forgotten to call his parents.
8. Jimmy and Jenny have got many bags and suitcases.
9. Yaroslav helps the twins to carry their luggage.
10. Mr. Romanenko has left his car in the parking place.

5 **Work in groups.** Act out the dialogue. (ex. 2, p. 208).

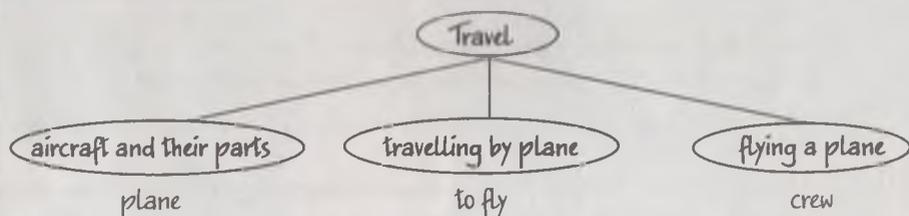
6 **Work in pairs.** Jimmy and Jenny have just arrived from London to Kyiv. How do you feel about flying? Answer the questions below.

1. How often do you travel by plane?
2. Which airlines do you like the most / least?
3. Do you always get to the airport on time?
4. What do you do to kill time in an airport?
5. How long does your flight take?
6. Do you like any food or refreshments during the flight?
7. What do you like most about flying?
8. Is there anything you don't like about it?
9. When you fly, do you usually feel worried / relaxed / excited / bored?

7 **Quiz time.** Here are some of the things that normally happen when you travel by plane. Do they happen before you travel by plane, after you travel by plane, or on the plane? Put them in the correct order.

- You land.
- You fasten your seatbelt.
- You board the plane.
- You have a meal.
- You take off.
- You go through customs.
- You show your passport.
- You collect your luggage.
- You have a cup of coffee.
- You get off the plane.
- You check in your luggage.
- You have a rest in the lounge.
- You get a boarding pass
- You check the departures board.
- You watch video.
- You wait at the baggage reclaim.
- You have an aisle / window seat.
- You do shopping in the Duty Free shop.

- 8 Complete the network of travel by plane with words from the box. Some are done to help you.



plane, to fly, crew, get on / board, flight, pilot, check-in desk, hand luggage, departure lounge, gate, board, captain, passenger, a single ticket, to land, a flight attendant, to go down / descend cabin, a return ticket, fare, jet lag, go up / climb, to land, to take-off

- 9 Read and fill in the gaps, using the words from the box above.

1. We ... into a cloudless sky.
2. Is it cheaper to ... to London or go by train?
3. Where is the ... to Edinburgh, please?
4. Can I take my guitar as hand ... ?
5. Our ... to Australia was very long and tiring.
6. The plane has a ... of seven.
7. ... has been delayed for thirty minutes.
8. Good afternoon, ladies and gentlemen. This is your ... speaking.
9. How do you feel after the flight? Not very well. I suffer from
10. How much is a ... to New York?

- 10 **Work in pairs.** Think about a journey you have been on by plane, and which you remember well. (If you have never flown, you can talk about a journey by car / train, etc.). Describe your journey using these questions as your prompts.

1. Why was the journey important?
2. When was the journey?
3. Where did you fly from / to?
4. How did you get to the airport?
5. Who was with you?
6. How did you feel before the flight?
7. What time did you leave / arrive?
8. Did anything unusual happen?

11



Write a story about your journey for Jimmy's website.

UKRAINE

Jimmy and Jenny have never been to Ukraine. They wanted to get to know as much as possible about the country before their trip.

- 1 How well do you know Ukraine? Write down everything that you know about it. Share your ideas with your classmates.
- 2 **Work in groups.** Read Yaroslav's story about Ukraine for Jimmy's website and say why Yaroslav is proud of Ukraine. Choose the headings to the extracts from Yaroslav's story.

Geography

Entertainments

Ukrainian Cuisine

People

Accommodations & Attractions

UKRAINE

1. Ukraine is located in Eastern Europe and shares its border with seven countries, Russia, Belarussia, Poland, Slovakia, Hungary, Romania and Moldova. It is washed by the Black Sea and the Sea of Azov.

Ukraine is divided into 24 provinces (called oblasts) and Crimea, which is an autonomous republic.

Kyiv is the capital of Ukraine and the largest city, followed by Kharkiv, Dnipropetrovsk, and Odessa.

The national currency is the "hryvna".

Ukraine is a very popular destination for North American, European and Asian travellers.

2. Visitors to Ukraine can choose from many types of accommodations. In the capital of Kyiv, most luxury hotels have convenient access to shopping venues, entertainment and dining establishments. Throughout the country travellers can find a range of accommodations including hotels, youth hostels, apartments and other types of rentals.



Travellers have many choices of attractions and destinations to explore such as castles, palaces, ancient cathedrals and stunningly beautiful national parks and reserves. Castles have their special place in Ukrainian history. Ukraine is home to many churches, monasteries and theological attractions. For those who enjoy cultural attractions, Ukraine has some of the finest acting troupes in Europe. With its world-class theatrical and performing arts centres, the cities offer numerous venues to enjoy original Ukrainian productions.

3. Ukraine offers many fascinating museums and art galleries to visit. Ukraine has a strong artistic and cultural heritage which supports many galleries throughout the country. Ukraine has wonderfully interesting National Parks and Nature Reserves scattered throughout the country. These parks and reserves are important for preserving large tracts of lands for future generations. They also attract international attention to Ukraine's efforts to improve environmental conditions and nature. Recently, eco-tourists have been finding Ukraine to be an inspiration in the effort to protect wetlands, coastal regions, and majestic mountains. Ukraine also offers exciting outdoor activities such as skiing, climbing, hiking and cycling at national parks and special activity centres throughout the country.

4. Ukrainian cuisine is very much a part of the population's culture, lifestyle and customs. Well-known for its great diversity and amazing flavours, Ukrainian cuisine has had a number of influences including Russian, Polish, German and Turkish. Popular ingredients in the cuisine of Ukraine are meat, mushrooms, vegetables, berries, fruit and herbs. As Ukrainians are extremely hospitable their meals are served in very generous quantities.

Some of the best Ukrainian cuisine is actually very simple. Many ingredients are used in unusual combinations, creating a unique and sumptuous dish. Considered the "breadbasket of Europe", bread is a staple in Ukraine. There are dozens of methods used in preparing breads, which are often used in rituals. Dishes often contain pickled vegetables when these are not in season and certain dishes can only be made when ingredients are available. Pastries and cakes are popular, but not very sweet.

5. What are the elements of the Ukrainian character? First there is kindness. There is hospitality, and friendliness. There is respect for elders, for the deceased; love for children, love of nature and animals. Ukrainians have gift of humor; they are musical, artistic and wonderful craftsmen famous for their mastery in weaving, wood carving and ceramics. But skills and diligence in working on the land is perhaps the greatest talent the Ukrainians possess. Ukrainians are passionate, hard-working individuals and as such, have managed to reach the top in many different fields. These may include athletics, art, theatre, literature, business, aeronautics, sciences and politics.

3 **Work in pairs.** Find these words and phrases in Yaroslav's story and use them in your own short dialogues.

currency	dining establishments	to share border with
accommodation	shopping venues	to attract attention
destinations	youth hostels	to protect wetlands
cuisine	cultural attractions	to offer activities
heritage	acting troupes	to improve environment

4 Answer the questions.

1. Where is Ukraine situated?
2. What countries does Ukraine share its border with?
3. Why is Ukraine a popular destination for North American, European and Asian travellers?
4. What attractions and entertainments does Ukraine offer to the tourists?
5. Why is Ukrainian cuisine very popular with tourists?
6. What are the elements of the Ukrainian character?

5 Quiz time. How much do you know about Ukraine? Do the quiz and share your ideas with your classmates.

1. What country borders Ukraine to the north?
2. What mountain is located near to the border with Romania and the town of Chernivtsy?
3. What does Ukrainian flag represent?
4. Whom can you see on 10 Ukrainian hryvnas?

6



a Read the factfile and tell about Ukraine.

FACTFILE

FULL NAME	Ukraine
POPULATION	45.9 (UN, 2008)
CAPITAL	Kyiv
HIGHEST POINT	Hoverla 2,061 m
LONGEST RIVER	Dnieper (Dnipro)
AREA	603,700 sq km (233,090 sq miles)
MAJOR LANGUAGE	Ukrainian
MAJOR RELIGION	Eastern Orthodox Christianity
MONETARY UNIT	1 hryvnya = 100 kopykas
MAIN EXPORTS	metals, pipes, machinery, petroleum products, textiles, agricultural products
INTERNET DOMAIN	.ua
INTERNATIONAL DIALLING CODE	+380

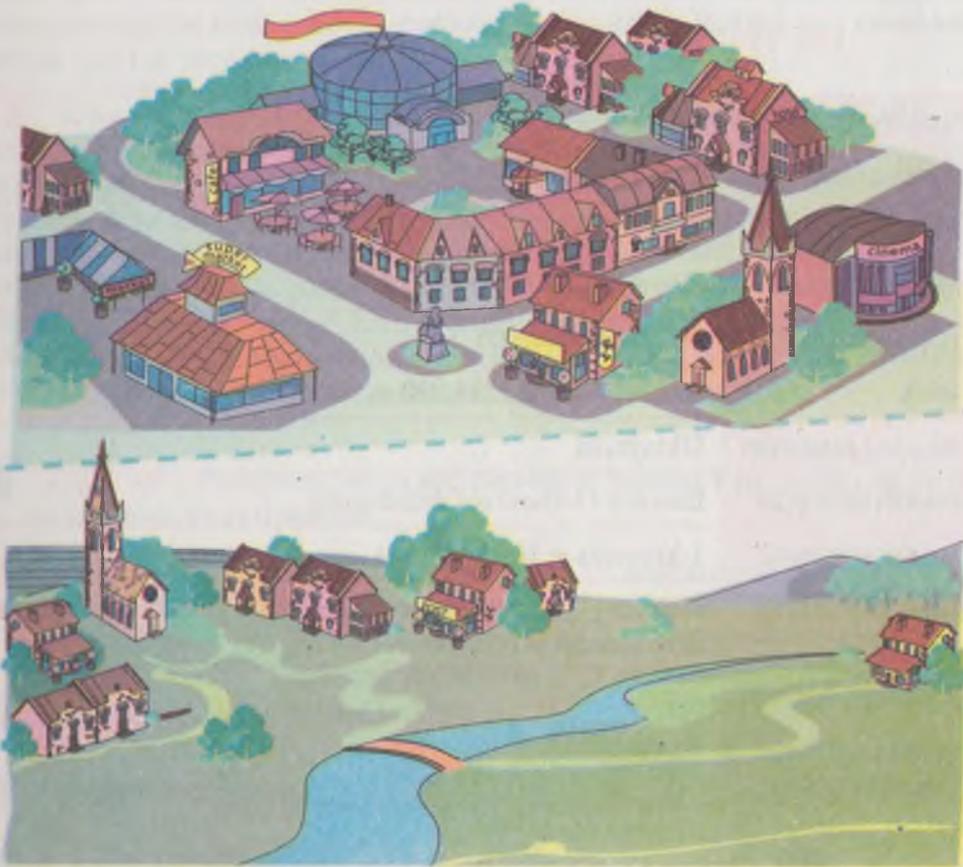
b Choose any country. Find information and write a similar profile about this country. Illustrate your profile with pictures and photos. Share your ideas with your classmates

CITIES AND TOWNS: FOR AND AGAINST

Do you live in a city? Is it very big? What advantages and disadvantages of living in a big city do you know?

Read Jimmy's story from his website and make a list of advantages and disadvantages of living in a big city.

THE PROS AND CONS OF LIVING IN A CITY



Living in a city has both advantages and disadvantages. It is often easier to find work in the city and there is usually a choice of public transport. Also, there are a lot of interesting things to do and places to see. Moreover, when you want to relax, you can usually find a park. Finally, city life is full of bustle and variety and you never feel bored.

However, every coin has both sides and for every plus there is a minus. Another point is that, you might have a job. But unless it is very well-paid, you will not be able to afford many of the things, because living in a big city is often very expensive. It is especially difficult to find good, cheap accommodation. What is more, public transport is sometimes crowded and dirty, particularly in rush hour. Even the parks can become crowded, especially on weekend. Finally, despite all the crowds, it is still possible to feel very lonely in a city.

- 2 Find all the words connected with town and city in Jimmy's story and make sentences with them.
- 3 **Work in groups.** Read about a Ukrainian city Odessa and Pyrohovo village and say what are the main features of these places.

ODESSA

Odessa is one of Ukraine's important industrial centres which has a large sea port, developed industry, a resort and recreation complex and well developed transport, financial and social infrastructures.

The city is situated on the Black Sea's north-western shore, on the trading routes from Central and Northern Europe to the Middle East and Asia. The international transport route which connects Finland, Russia, Lithuania, Byelorussia, Ukraine, Moldova, Romania, Bulgaria and Greece, passes through Odessa.

Odessa's port is the largest one in Ukraine. It connects the city with over 600 ports in 100 different countries. There are also passenger ferries connecting Odessa with Turkey and Greece. The city has an international airport with connections to many cities in Ukraine and CIS as well as countries of Western Europe, Asia and Africa.



Things to see

Start with the Marine Passenger Terminal which looks like a huge ship with numerous decks. There you can enjoy the fascinating sight of the Black Sea and take a cruise on a boat. On the way back to the city you will walk the famous Potemkin stairs. Afterwards, we recommend to visit one of the many museums — the Local History Museum, Pushkin Museum, Odessa Art Museum, the Museum of Eastern and Western Art, State Literature Museum, Heroic Defense Museum.

In the evening you can visit the State Academic Opera and Ballet Theatre or at least see the opera theatre building which is very beautiful. Odessa is a very lively city and in the centre there are many pubs and restaurants of all kinds.

The main streets also feature major brand stores of clothes, shoes, sunglasses or cosmetics.

How to get to Odessa

You can fly from Kyiv for less than two hours. Alternatively you can take a train for less money but the trip will take much longer. Finally, you can go by bus. The ride takes about five hours. Driving to Odessa is simple because there is a highway in a rather good condition from Kyiv to Odessa. It will take you approximately five hours with one or two short stops.

PYROHOVO VILLAGE

Pyrohovo is an open-air museum. On large meadows there are old windmills, beehives and houses brought from various regions of Ukraine to represent and show the different architectural styles of this enormous country. The museum is just outside Kyiv and you can shop there at a small market where craftsmen sell their products or you can take a ride in a carriage. Pyrohovo is a perfect place to visit over and over when you want to take a relaxing walk or go for a picnic with your friends.



Trip to Pyrohovo

Pyrohovo lies at the southern end of Kyiv. You can take a bus, a taxi or drive. By car the museum is not more than 30 minutes drive from the city centre. When the weather is nice Pyrohovo is probably the best place to relax, take a walk and enjoy the peace so close to the big city.

Things to see

Various types of houses, churches and mills either brought from or constructed as originals from different regions of Ukraine. The construction of Pyrohovo began only in 1969 but the look and feel of 17th and 18th centuries have been successfully recreated. Inside the houses there are usually souvenir shops. In the churches you can see icons, old altars and other religious items. You can also get a guided tour.

Things to do

There are several restaurants and cafes in the village so you can rest and try all kinds of traditional Ukrainian food. The craftsmen have a little market there so you can look and buy away - handmade table cloths, embroidery, shoes, wooden kitchenware, accessories, sculptures, pictures, hats and more is on sale. You can also take a ride in a horse carriage.

4 Answer the questions about Odessa and Pyrohovo.

1. Why is Odessa one of the industrial centres of Ukraine?
2. What sights do tourists enjoy in Odessa?
3. How can tourists get to Odessa?
4. Why is Pyrohovo a perfect place to relax?
5. What things can tourists see and do in Pyrohovo?
6. How can tourists get to Pyrohovo?
7. Have you ever been to Odessa or Pyrohovo?
8. Did you enjoy your trip there?

5 **Work in groups.** Choose two items below and make a list of how they may be different in the country and in the town.

- *Health*
- *Holidays*
- *The clothes people wear*
- *Stress*
- *The people*
- *Weather*
- *Transport*
- *Accommodation*

6 Choose the adjective for its opposite. Which adjectives describe the life in the city? Which adjectives describe the life in the country?

Example: big – small

- | | |
|------------|----------|
| big | boring |
| dangerous | cheap |
| dirty | clean |
| exciting | friendly |
| expensive | old |
| fast | quiet |
| modern | safe |
| noisy | slow |
| unfriendly | small |

7 **Quiz time.** Which things do you usually find in a town and a country? Say where you expect to see the places in the chart below.

Town	Country	Both
city centre	cottage	bridge



city centre, cottage, bridge, factory, river, theatre, cathedral, forest, moor, village, farm, country house, park, museum, night club, mountain, pub, district, church, bridge, car park, post office, street, pavement, bus station, port

8 **Work in pairs.** Ask your classmate about his / her attitude towards a town life and country life. Find out:

1. If he / she grew up in a town or in the country.
2. If he / she lives in a town or in the country now.
3. Where he / she would prefer to live.
4. What he / she thinks are the best and worst things about a country life.
5. What he / she thinks are the best and worst things about a city life.



9 How do you feel about the place where you live? Write a story for Jenny / Jimmy's website about your place. Share your ideas with your classmates.

WE HAVE SEEN SO MANY INTERESTING PLACES!

Jimmy and Jenny enjoy their staying in the Romanenkos' home. They have had a great time exploring Kyiv.

- 1 Read the dialogue and find out why Jimmy and Yaroslav are not ready to go sightseeing.



Jenny: Jimmy, we are leaving in five minutes. Why aren't you ready yet?

Jimmy: We have been busy, Jenny.

Jenny: Look at yourself! What have you been doing?

Jimmy: You see, Yaroslav switched on his computer and it made strange noises. So I have been helping him to repair it. We have been working on it for two hours. We've just finished.

Yaroslav: We have cleaned all the parts. The computer looks like new!

Jenny: But Jimmy, you have never repaired a computer before...

Jimmy: It's easy. Look! I've found all these extra things.

Grammar Spot

***The Present Perfect Tense /
The Present Perfect Continuous Tense***

We use	
<i>The Present Perfect Tense</i>	<i>The Present Perfect Continuous Tense</i>
for <i>finished</i> action	for <i>unfinished</i> actions continuing up to now
when we say <i>how much</i> or <i>how often</i>	when we say <i>how long</i>
<p>We have just finished our tour of Ukraine.</p> <p>Jenny is here at last. She's run all the way.</p> <p>I've written an essay. I can hand it now.</p> <p><i>How many</i> lessons of Ukrainian have you had so far?</p>	<p>We have been touring Ukraine.</p> <p>Jenny is out of breath. She has been running.</p> <p><i>I've been writing</i> an essay. I'm tired now.</p> <p><i>How long have you been learning</i> Ukrainian?</p>

Remember!

We don't use the **Present Perfect Continuous Tense** with ***be, have*** (*meaning posses*) and other state verbs.

Jimmy and Jenny have been to Kyiv since Sunday.
How long have you had your computer?

- 2 a Look at the sentences and say what is the difference between the verb forms.

We have been working on it for hours.
We've just finished.

- b Find more examples of the Present Perfect and the Present Perfect Continuous in the dialogue (ex. 1, p. 221) and explain their use.

- 3 Look at Jimmy and Jenny's To Do Lists. What things have they already done in Ukraine? Make up sentences about each item.

Jimmy's To Do List	Jenny's To Do List
<ul style="list-style-type: none"> • go sightseeing ✓ • visit the World War II Museum ✓ • go fishing with Yaroslav and his dad ✓ • go to the amusement park Hidropark ✓ • go boating with Yaroslav and his dad • buy some souvenirs in Andriyivskiy Descent • see the Castle of Richard Lionheart • take some photos of Kyiv • travel in the underground • send e-mail to mum and dad • meet Olympic heptathlon champion N. Dobrynska 	<ul style="list-style-type: none"> • go sightseeing ✓ • see St Andrew's Church and St. Volodymyr Cathedral ✓ • go to the amusement park Hidropark ✓ • buy some souvenirs in Andriyivskiy Descent • visit Pyrogiv village and buy some hand-made clothes there • walk in Independence Square and Khreschatyk Street • walk in the Central Botanic Garden • send a postcard to mum and dad • try Ukrainian national food • go to the concert of Nastya's favourite pop singer

Example: *Jimmy and Jenny have already gone sightseeing.*

- 4 Read the sentences and choose the correct tense form.

Example: *How long have you learned / have you been learning Chinese? Look! I've bought / been buying a new DVD.*

1. It *has snowed / has been snowing* since morning.
2. Mrs. Collins *has had / has been having* a new hair cut.
3. Mr. Collins *has bought / has been buying* a new car.
4. They *have moved / have been moving* to a new house.
5. They *haven't told / haven't been telling* me their new address yet.
6. How long *have we driven / have we been driving* now?
7. Have you ever *seen / been seeing* this film?
8. Hello! I've *waited / been waiting* for you for ages!
9. Where have you *been / been being*?
10. Jenny *has broken / has been breaking* her favourite cup.

- 5 Read the sentences and open the brackets using the Present Perfect or the Present Perfect Continuous Tense.

Example: *Jenny has been writing an e-mail to her Mum. She hasn't finished it yet.*

1. Jimmy (to look) for his bag, but he (not to find) it yet.
2. Nastya (to wait) for the bus for half an hour, but it (to not arrive) yet.
3. Yaroslav (to play) a computer game for three hours and he's still playing.
4. Jenny (not to finish) doing her project. She (to work) on it for two weeks.
5. Mrs. Collins (not to come) home yet. She (to shop) since 11 o'clock.
6. It (to rain) all day and it (not to stop) yet.
7. Jenny and Nastya (to wait) for their brothers in town. But they (not to arrive) yet.
8. How long (to know) Jenny? I (to know) her for about a year.
9. Mr. Collins (to work) all day. He's very tired.
10. We (to drive) for three hours. It's time for a rest.
11. Sorry. I (not to write). I (to travel).

- 6 Make up questions about Jimmy and Jenny's activities during their stay in Kyiv using the prompts.

Example: *Jimmy plays for his school football team.*

How long has he been playing for it?

How many games has he played so far?

1. Jimmy and Jenny are in Ukraine now. (How long? How many sights?)
2. They have just gone out of the Opera House. (How long? How many theatres?)
3. They want to go to the beach but the weather isn't very well. It started to rain at 7 in the morning. (How long? How many times?)
4. Jimmy is playing tennis with Yaroslav now. (How long? How many games?)
5. Jenny is buying some souvenirs in Andriyivskiy Descent now. (How long? How many souvenirs?)
6. Jimmy is writing an e-mail to his parents. (How long? How many e-mails?)
7. Jimmy is fishing with Yaroslav and his Dad. (How long? How many fish?)
8. Jimmy is taking photos of Independence Square and Khreschatyk Street? (How long? How many photos?)
9. Jenny is writing a postcard to her parents. (How long? How many post-cards?)

7



Make up questions about Jimmy and Jenny's trip to Kyiv. Share your ideas with your classmates

LESSON 3

THINGS TO SEE IN KYIV

There is really so much to see and do in Kyiv, charming and majestic city. You will be kept busy for days there.

- 1 Look at the pictures of Kyiv, the capital of Ukraine, and answer the questions.



1. What do you know about these sights?
2. Have you ever been to these places?
3. Did you like them? Why?
4. What are the other top places to visit in Kyiv?

- 2 **Work in groups.** Read these words and phrases and use them in your own sentences.

capital

population

founder

architecture

descent

site

cathedral

philharmonic

horse chestnut

industrial centre

scientific centre

high-tech industries

historical landmarks

extensive infrastructure

tourist attraction

World Heritage site

architecture complex

popular destination

to include

to be derived

to be closed

to enjoy

to recognize

to leave

to provide

to welcome

to become

- 3  Listen to Nastya's story and say why Kyiv attracts many tourists every year.

4 Answer the questions.

1. Where is Kyiv situated?
2. What is the population of Kyiv?
3. Where does the name of the capital come from?
4. Who were the founders of Kyiv?
5. How does the central part of the city look like in spring?
6. Is there any traffic in Independence Square and Khreschatyk Street on weekends?
7. What is Andriivskyy Descent famous for?
8. Is Kyiv a green city?
9. What are the most prominent theatres here?
10. What are the most important museums?
11. What plant is the symbol of Kyiv?
12. Are there any churches or cathedrals in Kyiv?
13. What are the favourite pastimes of people living in Kyiv?

5 **Quiz time.** Read the advertisements and guess the names of the sights.

1. The beautiful exterior of the building is supported by the majestic interior design. Much of the theatre's creative efforts are concentrated on productions of classical Ukrainian and Russian operas and ballets. Professional actors, creative lighting, and bright decorations leave the most memorable impression about Ukraine's dramatic art.

2. This bronze statue stands on the slope of the Volodymyr Hill. This monument to the Prince who converted Kyivan Rus to Christianity in 988 was erected in 1853.



3. This cathedral was built by Prince Yaroslav the Wise in the 11th century in commemoration of the victory over the Pecheneg tribe. The cathedral became a major cultural and political centre of Kyivan Rus and a site for receiving ambassadors from many countries. It is famous for its outstanding mosaics and frescoes dating back to the eleventh century.

4. This castle in the modernized Gothic style was built in 1902. It is reconstructed into a hotel. It is considered one of the distinctive features of the street in the historical part of Kyiv.



5. The beautiful blue-and-cream palace designed by Bartolomeo Rastrelli was built in 1750 under the supervision of Russian architect Ivan Michurin and is located on top of the hill in a beautiful park. The magnificent building was used as Kyiv residence of the Tsar family. Today the palace is used for official state receptions such as presidential meetings and international conferences.

6. The most ancient street in Kyiv which is Kyivites' favorite place for outdoor fairs, festivals, and concerts. Art galleries, shops, and studios make this street the best place to shop for Ukrainian crafts and artworks. Cultural museums located here reveal the history of the legendary street and of the whole Kyiv.

7. One of the most interesting buildings in Kyiv is located in a very quiet and peaceful part of the downtown. A well-known architect Gorodetsky built the house as a private residence in 1902-1903. The walls and the roof of the structure are decorated with intricate sculptural ornaments of mythological and hunting themes. The building is considered one of the most fascinating architectural creations in Kyiv.

Make notes about the following proper names.

Example: *Andriyivskyy Descent* – one of the streets in the historical parts of Kyiv, the location of numerous museums and art galleries.



- *Andriyivskyy Descent*
- Castle of Richard Lionheart
- Independence Square
- Ivan Franko National Academic Drama Theatre
- Khreschatyk Street
- Kyiv Pechersk Lavra
- Kyiv State Historical Museum
- Mykhaylo Bulgakov Museum
- Museum of the Great Patriotic War
- National Art Museum
- National Philharmonic
- St. Andrew's Church
- St. Sophia Cathedral

7 **Work in pairs.** Imagine that you have just visited some sights of Kyiv. Give their description and let your classmate guess them.

Example:

- *You can easily recognize this cathedral by its distinctive Gothic style and a pair of beautiful needle towers. This cathedral is used both as the concert hall for organ music and the church where Roman Catholic services are held.*
- *I have no idea about this cathedral...*
- *It was built in 1899–1909 by architect Gorodetsky. It is not far from the Olympic Stadium.*
- *It's St. Nicolas Catholic Cathedral.*
- *Great! You are right.*

8



- a** Make a list of questions about Kyiv that you would like to ask. Think of its sights (theatres, museums, galleries, buildings), famous people (languages, customs), parks and gardens, or places (streets, squares, etc).
- b** Write down the answers to your questions. Compile your questions and answers into a quiz for Jimmy's website. Illustrate your quiz with photos and pictures. Get ready to introduce it in your class.

ASKING FOR AND GIVING DIRECTIONS

Jimmy and Jenny are in Kyiv now. This is the first time they have been abroad on their own. Have you ever been to another place without your parents? Did you know how to ask for directions?

1 If you have to find your way in a place you don't know very well, do you usually:

- ask someone on the street for directions?
- try to guess the way?
- go to a Tourist Information office?
- use a map?
- ask a policeman?
- get lost?

2 **Work in pairs.** Imagine that you have been lost in a strange town. Tell your partner about it. Use the following questions as cues.

1. When / Where was it? 2. What were you looking for? 3. How did you try to find your way? 4. How did you feel?

3 What do these signs mean? Where can you see them?

Example *Sign Camera prohibited means taking photos is forbidden. We can see this sign in museums, galleries, etc.*



- Camera prohibited
- Fasten seatbelts
- No parking
- No Smoking
- Keep off the grass
- Put litter in the bin
- No entry
- Keep you country tidy
- Do not use mobile phones
- No diving

4 Say where you expect to see the places in the chart below. Sometimes more than one option is possible.

An airport	A street	A school
------------	----------	----------



a crossroad, a staircase, a hospital, a departure lounge, a library, a staff room, a swimming pool, a corridor, a phone box, a swimming pool, a post box, a public toilet, an arrivals lounge, a chemist, a check-in, a bakery, a canteen, a classroom, a bank, an enquiry office, a cinema, A Bureau de Change

5 *Work in groups.* Here are some pictures of the places visited by Jimmy and Jenny in Kyiv. Read Yaroslav's advertisements about these places and choose the picture and heading for each advertisement.

Kyiv-Pechersk Lavra

Khreschatyk

St. Volodymyr Cathedral

Golden Gate

Independence Square



1. It is the central square in Kyiv, the main and the most beautiful one. Parades, concerts, festivals and other city arrangements and holidays take place on this square. It contains six fountains, Independence Column and artificial waterfall. It has much to offer: the huge building with the tower and chimes, the Trade Union Association Office and other attractions. The splendid panoramic view of Old Kyiv opens from the upper floors of the square buildings.

2. It is a unique fortification architecture monument that survived until nowadays. It was constructed in 1017–1024 and served as a main entrance to Kyiv. The citizens of Kyiv called it “the sky gate”, as every morning the sun passed through it, rose and entered “the vault of heaven”. It was a splendid view, and people believed that this building saved the city from darkness and death. The fortification construction of it was totally inaccessible: nomadic tribes could never take it by assault, and even Baty-Khan didn’t manage to enter the city through the Gate. He stormed a less fortified city entrance and destroyed it from inside.

In the 16th–17th centuries it was in poor condition, but it was still used as a gala entrance to Kyiv until the middle of the 18th century. The reconstructed pavilion of this historic place was opened in May 1982, when the country celebrated the 1500th anniversary of Kyiv.

3. This cathedral was built in the 19th century to commemorate the 900th anniversary of Russian baptizing and is dedicated to Saint Prince Volodymyr, who baptized Russia and made Christianity official state religion. Interiors and exteriors of the cathedral are designed in Old Byzantine style, which makes the cathedral similar to temples of Old Russia in the times of Saint Prince Volodymyr. The cathedral topped with seven domes is 49 meters high. The door of the cathedral decorated with relieves is a masterpiece. Relieves depict Princess Olha, who was the first one in Russia to adopt Christianity, and her grandson prince Volodymyr, who baptized Russia.

Among the most precious frescoes of this cathedral are Vasnetsov’s works “Virgin with the Child”, “The Baptizing of Volodymyr” and others.

4. It is the most famous and one of the busiest streets in Kyiv. It is a wide boulevard with plenty of chestnut trees. It is hard to believe that some time ago this place used to be a valley and a river surrounded by forest. The valley was called Kreshataya (Crossed) because it was intersected by many ravines. It was one of the favourite hunting places of Kyiv princes. It stretches from European Square till Bessarabia Square and contains the building of the Kyiv City Council, Central Department Store, National Philharmonic, as well as other administrative constructions, stores, hotels and metro stations.

5. This holy place, was built by Kyiv monks in 1051. The caves on the property serve as burial grounds for monks. It is an absolutely breathtaking compound of churches, gold domes, fabulous iconoclastic art, and of course, the walk through the famous caves where many saints of the Russian Orthodox Church are buried. Museum collections of miniatures and church treasures amaze visitors from all over the world.

- 6 Quiz time.** Answer the questions about Kyiv sights.
1. Where can we see a famous collection of miniatures?
 2. What was the favourite hunting place of Kyiv princes?
 3. What is called "the sky gate" in Kyiv?
 4. Whose frescoes does St. Sophia Cathedral display?
 5. What sights can we see in the main square of Kyiv?

7 a Read the dialogues and choose the necessary words from the box to fill the gaps.

1. — ... me! Is there ... near here?
 — Yes. It's over
 — Thanks a lot.
 — You're
2. — Excuse me! Is there a bus stop ... ?
 — Yes. It's in Park Lane. ... the first street on the right. It's ... the bookshop.
 — Oh, yes.
3. — Excuse me! Is there ... near here?
 — There is one in Primrose Avenue next to the post office, and there's another ... in Station Road next to the travel agent.
 — Is that one ... from here?
 — No. Just five minutes, that's all.
4. — Is there a ... near here?
 — Go ..., and it's on the right, next to the
 — Thanks a lot.



welcome, far, a supermarket, Take, a music shop, chemist, next to, Thanks, straight ahead, near here, newsagent, there, one, Excuse

b  Listen to the conversations and check your ideas.

8 Work in pairs. Act out the dialogues above.



9 Imagine that Jimmy and Jenny have come to see you. Make up two dialogues using directions how to get from your home to some interesting places in your city / town / village.

SAYING GOODBYE

Jimmy, Jenny and their host family are at the airport. They are leaving for their home country. What kind of things are they saying to each other?

- 1 **Work in groups.** How do people usually say goodbye? Write all the possible expressions. Share your ideas with your classmates.
- 2  Listen to the dialogue and tell about Jimmy and Jenny's impressions of their visit to Kyiv.



Jenny: It's really kind of you to bring us to the airport. It really is!
Mrs. Romanenko: You're welcome, dear. It's the least we could do.

Mr. Romanenko: I hope you liked your stay here.

Jenny: Oh yes. We did! It was really great! It's the best holiday I've ever had. I've got Vakarchuk's autograph. It will always remind me about his concert. Thanks a lot for everything you have done for me. We'll miss you all.

Jimmy: We were very pleased to meet you all. And again, thank you very, very much for everything. I've had a wonderful time. My friends won't believe me. I've met Olympic heptation champion – Nataliya Dobrynska.

Yaroslav: I think they will. You've got her autograph.

Mrs. Romanenko: It's been a pleasure, dear. We'll miss you, too. Say hello to your parents.

Jenny: I will. Nastya, send our love to your granddad and grandma.

Jimmy: And remember, you're always welcome in Lancaster. We have to go now. They have announced our flight. Bye, and thanks for everything...

Yaroslav: Bye! Keep in touch!

Jimmy: I will!

Mrs. Romanenko: Take care of yourself, dear.

Mr. Romanenko: Give my regards to your parents. Bye!

Nastya: See you, Jenny!

3 Which sentences in the dialogue above are connected with *saying goodbye* and *saying thank you*? Which expressions seem more formal? Why?

4 **Work in groups.** Act out the dialogue (ex. 2, p. 233).

5 **Work in groups.** Imagine that somebody from your group is going away. The others have come to see him / her off. Act out your own dialogue. Share your ideas with your classmates.

6 a Jimmy and Jenny are already at home. Jimmy has met his friend Tom. They are talking about Jimmy's trip. Here are Tom's questions. Copy and complete them using the verbs in brackets in the correct tense.

- Tom:*
1. Where you (to be)?
 2. How long you (to be) there?
 3. What you (to do) there?
 4. You (to enjoy) your stay there?
 5. What sights you (to visit) there?
 6. You (to be) to Khreschatyk?
 7. You (to see) any famous people there?
 8. You (to take) their autographs?

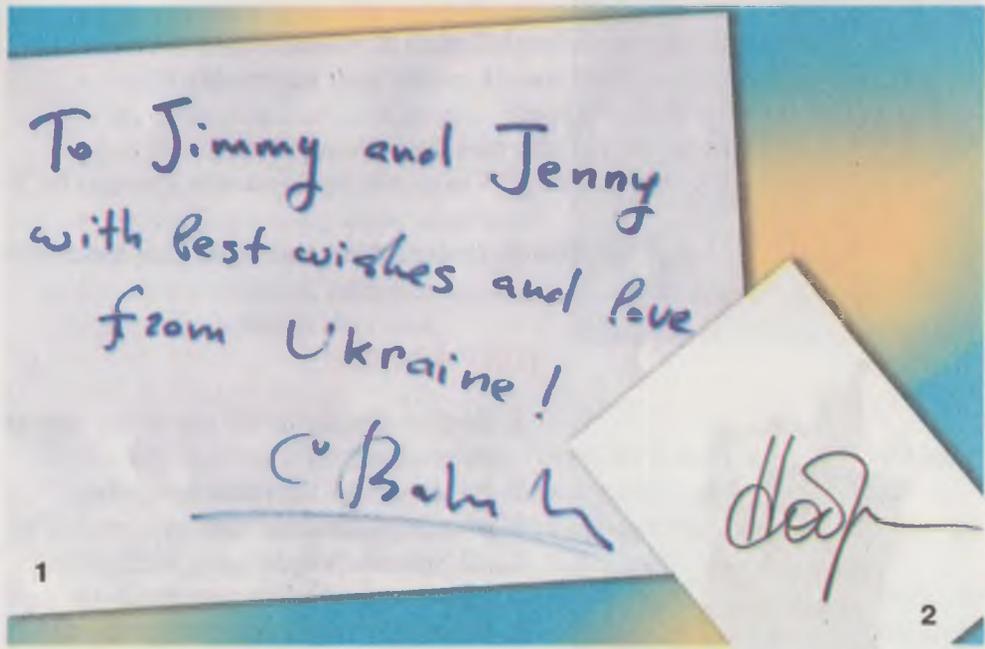
b Imagine that you are Jimmy. Answer Tom's questions.

c **Work in pairs.** Act out the dialogue between Jimmy and Tom.

7 Imagine that you meet a friend that you haven't seen for a long time. Use Tom's questions (ex. 6, p. 234) as a prompt, make up the dialogue and act it out with your classmate.

Example: — Hi! I haven't seen you for ages. Where have you been?
 — Hi, I've been away.

8 Look at the autographs of Svyatoslav Vakarchuk (1) and Nataliya Dobrynska (2). Tell your classmates about these famous people.



9  Write a story for Jenny's website, giving your personal view of your home city, town or village. Plan your story by making notes for each paragraph, using the cues: *give background information* (give the name of the place, say what sort of place it is, say where it is and how long you have been living in it), *describe the place in detail* (mention the general atmosphere in the place, recommend any interesting buildings or sights and describe them, give details of sporting facilities, shopping and entertainment), *come to a conclusion* (give your opinion of the place, say if you recommend it to someone for visiting).

- Yaroslav*: I think they will. You've got her autograph.
- Mrs. Romanenko*: It's been a pleasure, dear. We'll miss you, too. Say hello to your parents.
- Jenny*: I will. Nastya, send our love to your granddad and grandma.
- Jimmy*: And remember, you're always welcome in Lancaster. We have to go now. They have announced our flight. Bye, and thanks for everything...
- Yaroslav*: Bye! Keep in touch!
- Jimmy*: I will!
- Mrs. Romanenko*: Take care of yourself, dear.
- Mr. Romanenko*: Give my regards to your parents. Bye!
- Nastya*: See you, Jenny!

3 Which sentences in the dialogue above are connected with *saying goodbye* and *saying thank you*? Which expressions seem more formal? Why?

4 **Work in groups.** Act out the dialogue (ex. 2, p. 233).

5 **Work in groups.** Imagine that somebody from your group is going away. The others have come to see him / her off. Act out your own dialogue. Share your ideas with your classmates.

6 a Jimmy and Jenny are already at home. Jimmy has met his friend Tom. They are talking about Jimmy's trip. Here are Tom's questions. Copy and complete them using the verbs in brackets in the correct tense.

- Tom*:
1. Where you (to be)?
 2. How long you (to be) there?
 3. What you (to do) there?
 4. You (to enjoy) your stay there?
 5. What sights you (to visit) there?
 6. You (to be) to Khreschatyk?
 7. You (to see) any famous people there?
 8. You (to take) their autographs?

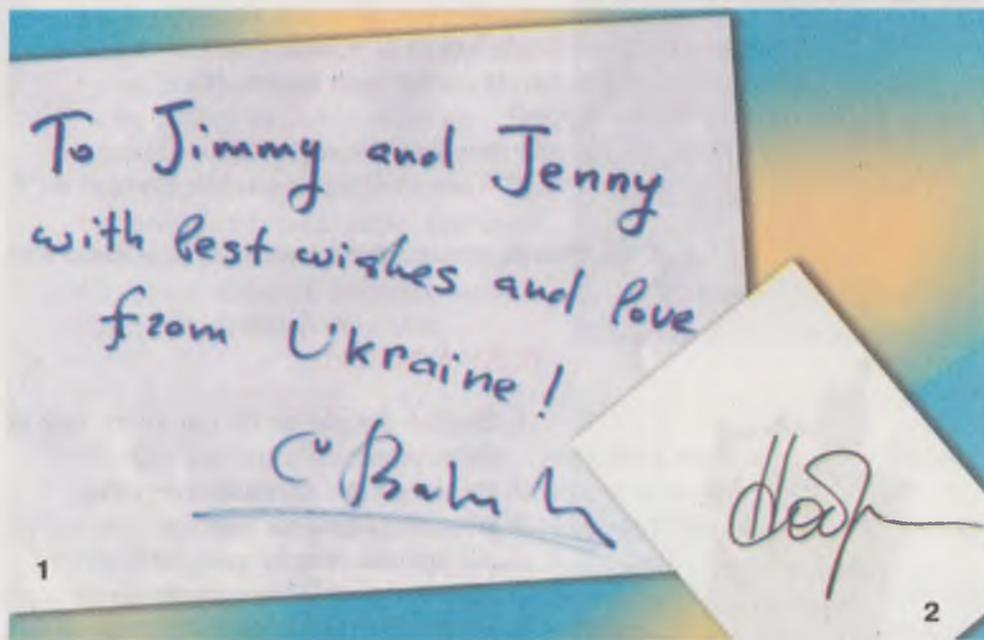
b Imagine that you are Jimmy. Answer Tom's questions.

c **Work in pairs.** Act out the dialogue between Jimmy and Tom.

- 7 Imagine that you meet a friend that you haven't seen for a long time. Use Tom's questions (ex. 6, p. 234) as a prompt, make up the dialogue and act it out with your classmate.

Example — *Hi! I haven't seen you for age. Where have you been?*
— *Hi, I've been away.*

- 8 Look at the autographs of Svyatoslav Vakarchuk (1) and Nataliya Dobrynska (2). Tell your classmates about these famous people.



- 9  Write a story for Jenny's website, giving your personal view of your home city, town or village. Plan your story by making notes for each paragraph, using the cues: *give background information* (give the name of the place, say what sort of place it is, say where it is and how long you have been living in it), *describe the place in detail* (mention the general atmosphere in the place, recommend any interesting buildings or sights and describe them, give details of sporting facilities, shopping and entertainment), *come to a conclusion* (give your opinion of the place, say if you recommend it to someone for visiting).

Lesson 8

CULTURE HIGHLIGHTS: NATIONAL CUSTOMS AND TRADITIONS

National traditions are like a heart of the national culture. They determine the way people live.

1 *Work in groups.* Read and discuss the following questions. Share your ideas with your classmates.

1. What is the stereotype of English man or woman?
2. What do you think is the stereotype for your nationality?
3. Do you believe in stereotypes?
4. What do you know about any specific national traditions?
5. Do you agree with the saying "When in Rome, do as the Romans do"?

2 *Work in pairs.* Read the statements, discuss them and share your ideas with your classmates.



JUST A MYTH?

1. English people drink tea every day at five o'clock.
2. Italian people eat pasta every day.
3. It's always cold in Moscow.
4. All Spanish people enjoy bullfighting.
5. Japanese people are very polite.
6. People in Argentina are crazy about football.
7. People in the United States are very keen on fast food.
8. People in Australia have a lot of barbecues.
9. You often see camels in Arab countries.
10. Men in Scotland normally wear kilts.

3 *Work in pairs.* Make statements about people from different countries and their habits.

Example: Most Spanish people don't drink tea.
Many Americans are not crazy about football.



4 Read and compare national traditions and customs.

IN BRITAIN:

- strangers usually don't talk to each other on trains.
- it is polite to queue for everything: buses, theatre tickets, in shops, etc.
- people say "thank you" when they give money to a shop assistant.
- people open presents in front of people they receive them from.
- people don't take their shoes off when they enter a house.
- it is considered impolite to ask people how much they earn.



IN UKRAINE:

- before leaving a house for a long (even for a couple of days) journey, everyone in the house should sit for a minute in silence.
- people never shake hands, give keys or anything else in the doorway. It may bring misfortune.
- it is common for people to invite guests to their home. Visitors are always offered something to eat as well as a beverage. It is considered the height of rudeness to eat in front of another person and not offer him / her anything.
- if you are invited to a Ukrainian's home for a meal it is polite to bring something: cake, flowers or sweets. Flowers should only be given in odd numbers, also avoid yellow flowers.
- guests remove their shoes upon entering a home. To keep apartments clean, most hosts provide guests with a pair of slippers.
- people in the streets don't usually smile at each other.



5 **Comparison.** Answer the questions and compare national habits and customs in Ukraine and England.

1. Do you talk to strangers in Ukraine?
2. Do you automatically queue?
3. Do you find any British habits strange and unusual? Why?
4. Do you share any of these habits with the British?
5. What advice would you give somebody coming to live in your country?

6 Which adjectives in the box do you think go with the British, American and Ukrainian? Choose the adjectives to fill the chart.

American	British	Ukrainian
----------	---------	-----------



- easy-going • emotional • enthusiastic • formal • friendly • hard-working • hospitable • humorous • informal • lazy • outgoing
- punctual • quiet • reserved • serious • sociable • talkative • tolerant
- well-dressed

7 Imagine you are a foreigner in Ukraine. What would you find strange? List the most "unusual" national habits. Share your ideas with your classmates.

8 **Quiz time.** The New Statesman magazine set a competition in which readers were asked to give misleading advice to tourists visiting England for the first time. Discuss what is "misleading" about the advice.

1. Women are not allowed upstairs on buses; if you see a woman there, ask her politely to descend.
2. Visitors to London hotels are expected by the management to hang the bedlinen out of the windows to air.
3. Try the famous echo in the British Museum Reading Room.
4. On first entering an underground train, it is customary to shake hands with every passenger.
5. Parking is permitted in the grounds of Buckingham Palace on payment a small fee to the sentry (soldier on guard).
6. Never attempt to tip a taxi-driver.

9



Write some misleading advice for foreign visitors to your country.

Reading

- 1 Read the advertisements from Jenny's website.

SOFIYIVKA PARK

Sofiyivka is a large park with lakes and ponds connected by canals where you can take a boat to go from one end to the other, rent a boat to just relax on the water or simply stroll and enjoy the nature. There are musicians playing classical music at one lake, stands with refreshments and souvenirs at another, there is a romantic little island with a gazebo and all in all it is particularly nice to take your friend or family out here. Sofiyivka is about two-hour drive from Kyiv.

For those of you who are mobile we have a suggestion for a one day trip you can manage at any weekend. Sofiyivka Park is a perfect place for a family or solitary walk and rest, to relax and enjoy a sunny day.



Getting there

Sofiyivka Park is located in Uman, a town 200 kilometers south from Kyiv. Uman is on the way to Odessa. You can drive easily straight from Kyiv following the Odessa signs and it would be hard to get lost. When you exit the highway and turn to Uman, you should come out at a crossing with a gas station. Take a right turn there up the hill, at the second traffic light turn right again and continue straight, roll down a steep hill and you will get directly to the gate of the park. There is enough space around to leave your car safely. There are signs pointing to the park as well and the locals all know how to get there.

The history

The park was founded by a wealthy Polish man, Stanislav Pototsky, in 1796. It was a gift for his wife Sophia and it was presented to her on her birthday in 1802. The park was later renamed, given to a horticulture school, got its original name back in 1984. A small planet was even named Sofiyivka in honour of the park. In 1996 the park celebrated the 200th anniversary since its foundation. In 2004, Sofiyivka received the status of National Dendrological Park by the Ukrainian President.

The park

You can buy small maps, books or brochures about Sofiyivka as well as various souvenirs. There are numerous stands and kiosks with refreshments to keep you going and several attractions to entertain you. You can take a ride in a horse carriage, skip the carriage and just go horse riding, rent a katamaran, go on a boat or gondola on a small lake or take a boat through a tunnel connecting the lake with other water channels in the park.

2 Choose the correct option A, B, C, D and write it down in your Answer Sheet.

1. *Sofiyivka is a large park*

- A. in the centre of Kyiv.
- B. in one of the suburbs of Kyiv.
- C. two-hour drive from Kyiv.
- D. at the Black sea coast.

2. *Sofiyivka park is widely known for*

- A. lakes, ponds and canals.
- B. animals living there.
- C. entertainments and beaches.
- D. ghosts and strange creatures.

3. Sofiyivka Park is located in Uman on the way to

- A. the Crimea. B. Lviv.
C. Kharkiv. D. Odessa.

4. The park was named after

- A. the ancient Goddess.
B. the founder's sister.
C. the founder's wife.
D. the founder's daughter.

5. The park got back its original name in

- A. 2004. B. 1802.
C. 1984. D. 1796.

Marks: 5

Vocabulary

1 Choose the word (1–10) for its definition (A–J) and fill in your Answer Sheet.

- | | |
|------------------|--|
| 1. national park | A. the town or city where the government of a country is |
| 2. cottage | B. an underground railway system in London |
| 3. countryside | C. an open space in a town or city that has buildings all around it |
| 4. town | D. an area of beautiful country which is protected by the government |
| 5. capital | E. a place in a town, where people go to buy and sell things, often in the open area |
| 6. market | F. land which is away from towns and cities, usually with fields, trees, etc. |
| 7. tube | G. a public garden with grass, trees and open spaces |
| 8. square | H. a person who lives in a town or city |
| 9. park | I. a small house in the country, often old and attractive |
| 10. inhabitant | J. a place with many streets and buildings |

Marks: 10

Listening

- 1  Listen to the text about the House with Chimeras and fill in the gaps (1–5) with the words from the box. Write down your answer in your Answer Sheet.



In 1901–1903 1___ Vladyslav Gorodetsky put up a private house that is known as a 2___. Inside and outside the building is decorated with quaint sculptures, including maidens on fantastic fishes, elephants, rhinoceroses, antelopes, frogs, lizards, eagles, snakes and even a little crocodile. The sculptures are made of cement, and there is a legend saying that architect Gorodetsky together with companies producing cement intended to construct a house as an 3___. Modern historians consider this legend is close to reality, because Gorodetsky was one of the owners of cement producing plants.

Gorodetsky built the House with Chimeras for his family. He was very ambitious architect and did not want any

other building to stand next to his house, so he decided to purchase 4___. One plot was intended for the house and another one was empty, but still the architect reached his goal, as nobody could buy that land and put up a building there. Nowadays this plot of land is occupied by stairs leading to Ivan Franko Theatre.

Immediately after the construction works of the House with Chimeras were completed, it became surrounded with 5___. One of them says that the architect planned to construct the house after the death of his daughter who drowned in the Dnipro because of unrequited love. According to this legend, the architect went crazy and decided to decorate the house with river inhabitants, such as fishes and weird maidens, who, as he thought, surrounded his daughter after her tragic death.



numerous legends, advertisement for new building material, House with Chimeras, popular and spectacular Kyiv architect, two plots of land

Marks: 5

Grammar

1 Choose the correct option A, B, C, D and write it down in your Answer Sheet.

A thatched house has a long history. Since ancient times both early Ukrainians and early Britons 1 ___ thatched houses. Thatched roofs 2 ___ the rain out. The building stayed cool in summer and warm in winter.

Times passed and the face of the Ukrainian and British villages 3 ___ greatly. The villagers 4 ___ richer, their life better. Thatched houses 5 ___ of fashion.

By the middle of the 20th century a thatched house 6 ___ a rare thing. It 7 ___ forever from most of the Ukrainian countryside. But these houses 8 ___ to appear in the English villages. The British 9 ___ them at a very high price. They believe it is very stylish to live in a thatched house in the 21 century. Who knows maybe in some years this fashion 10 ___ popular in Ukraine, too.

- | | | | |
|---------------------|-----------------|--------------------|--------------------|
| 1. A. have used | B. has used | C. have been using | D. are used |
| 2. A. is keeping | B. kept | C. will keep | D. keep |
| 3. A. changed | B. was changing | C. was changed | D. has changed |
| 4. A. have become | B. has become | C. had become | D. became |
| 5. A. will fall out | B. fall out | C. fell out | D. have fallen out |
| 6. A. will become | B. are become | C. have become | D. had become |
| 7. A. has gone | B. have gone | C. has went | D. went |
| 8. A. begins | B. has began | C. began | D. had began |
| 9. A. have bought | B. buy | C. bought | D. had bought |
| 10. A. shall be | B. will be | C. have been | D. are |

Marks: 10

Writing

- 1 Read about Lina Kostenko and make her factfile in your Answer Sheet.

LINA KOSTENKO



Lina Kostenko is one of the best-known contemporary Ukrainian poets. Her books have delighted readers of the world for over more than fifty years.

Her life wasn't a bed of roses. She was born on the 19th of March 1930 in the town of Rzhyshev, Kyiv region. Her parents worked as teachers and were highly-educated people. Her father, for example, knew twelve foreign languages. When Lina was six years old her family moved to Kyiv. She was just a young girl when the Second World War began and Ukraine was occupied. This marked her for

life and she started to put her feelings into poems at the age of 14.

Lina graduated with distinction from the Literature Institute in Moscow in 1956. Following her graduation she published three collections of poetry in 1957, 1958, and 1961. These books became immensely popular among her Ukrainian readers. 16 years later that her next major collection was published. She followed this with several more collections and a children's book called "The Lilac King". In 1979 she wrote her greatest works, the historical novel in verse "Marusia Churai" about a 17th century Ukrainian folk singer. Her most recent collection is "Berestechko", a full-length historical poem.

The poetess is also known for her work as a chronicler of Chernobyl. The winner of the prestigious Shevchenko and Francesco Petrarca prizes worn protective overalls when she visited the Chernobyl zone. Her vital mission in the zone was to collect radioactive artifacts and ethnographic items left there after the disaster 16 years ago.

Lina Kostenko is brave, as well as being incredibly uncompromising and scrupulous. Many of her phrases and actions agitate the public opinion, creating friends as well as enemies.

Marks: 5
Total: 50

UNIT 1

Lesson 3

Hi! My name is Jimmy Collins. I come from Lancaster, a city in the north west of England. I live with my parents and my twin sister, Jenny. I am fourteen.

My father works in an office and my mother works as a nurse in hospital.

I go to the local comprehensive school. I have lots of friends there. I like most subjects, and especially Information and Communication Technology and Physical Education. In future I'm going to take a course at university. I hope so anyway.

At the moment I'm doing a School Exchange project on my computer. I started my project last week and haven't finished it yet. I have met two twins, a boy and a girl from Ukraine. Now we're e-mailing very often. They are nice. And the girl is very pretty.

I'm interested in sports, music, computers games, reading sci-fi books, watching films. My favourite film star is Jennifer Lopez.

UNIT 2

Lesson 5

HALLOWEEN

Halloween means "holy evening", and takes place on October 31, the day when, in the past, people believed that the spirits of dead people appeared. It comes from the Celtic Old Year's Night — the night of all witches, when spirits walk the earth. The term Halloween is shortened from All-hallow-even, as it is the eve of "All Hallows' Day", which is also known as All Saints' Day.

Although it is a much more important festival in the United States than in Britain, it is celebrated by many people in the UK. It is particularly connected with witches and ghosts. Besides, traditional characters include vampires, bats, owls, pumpkinmen, black cats, spiders, goblins, zombies, mummies, skeletons, and demons. Black and orange are the traditional colours of Halloween.

Large parties are commonly held on Halloween. At parties people dress up in strange costumes and pretend they are witches. They cut horrible faces in potatoes and other vegetables and put a candle inside, which shines through the eyes. It is one of Halloween's most famous symbols, and is called a jack-o'-lantern. People may play difficult games such as trying to eat an apple from a bucket of water without using their hands. This activity is called bobbing for

apples. The telling of ghost stories and viewing of horror films are also common at Halloween parties.

The main event for children of modern Halloween is trick-or-treating. Children dressed in white sheets knock on doors at Halloween and ask if you would like a “trick” or “treat”. If you give them something nice, a “treat” (sweets and small presents), they go away. However, if you don’t they play a “trick” on you, such as making a lot of noise or spilling flour on your front doorstep.

All over Ireland, huge bonfires are lit. Children have the week off from school for Halloween, and it is common for teenagers and for college students to spend weeknights out and about with friends.

Stop and check

SCHOOL UNIFORM

The pupils at most secondary schools have to wear a school uniform. This usually means a white blouse for girls (perhaps with a tie), with a dark-coloured skirt and pullover. The colours may be grey, brown, navy blue, dark green or similar. Boys wear a shirt and tie, dark trousers and dark-coloured pullovers. Both boys and girls may wear blazers — a kind of jacket — with the school badge on the pocket. They often have to wear some kind of hat on the way to and from school — caps for the boys, and berets or some other kind of hat for girls. Shoes are usually black or brown and should be sensible — no high heels!

Young people in Britain often don’t like their school uniform, especially the hats and shoes. Sometimes they do not wear the right clothes. Schools often give them a warning the first time this happens but will then punish them if they continue not to wear the correct uniform.

UNIT 3

Lesson 5

THE OLYMPIC VALUES THROUGH THE SYMBOLS

The Olympic Games have many rituals and symbols that were established during the late 19th and early 20th century. Most of these traditions are on display during the Opening and Closing ceremonies, and the medal presentations.

Actually, the meaning and the values of the Olympic Games are conveyed by symbols.

The values of excellence, friendship and respect are the foundation upon which the Olympic Movement brings together sport, culture and education for the improvement of human beings. The three core values of the Olympic Movement, which are an inspiration both at individual and organizational levels, can be:

Excellence – to give one's best, on the field of play or in life. It is not only about winning, but also about participating, making progress against personal goals, striving to be and to do our best in our daily lives.

Friendship – to build a peaceful and better world thanks to sport, through solidarity, team spirit, joy and optimism; to consider sport as a tool for mutual understanding among individuals and people from all over the world, despite the differences.

Respect – to stand for fair play and for the fight against doping or any other unethical behaviour.

These three core values are conveyed through the Olympic symbols.

The *motto* embodies *excellence* by encouraging athletes to strive to do their best. The *flame* symbolizes *friendship* between peoples with the torch relay usually travelling through different countries in the world. The *rings* represents *respect*, bringing all nations and all five continents together without discrimination. The principles shown are universality and humanism.

These symbols are much more than emblems and people should associate them with fundamental values for sport and life in general.

Stop and check

VOLODYMYR KLYCHKO

Volodymyr Klychko was born on March 25, 1976 in Semipalatinsk, Kazakhstan. His father was a Soviet Air Force Colonel. His mother was a teacher.

Volodymyr developed his passion for boxing at the age of 14. Only three years later he was already European champion in his age division and started building a successful amateur career that included being a five time boxing champion of Ukraine and a first place in the Military World Championships. Known as "The Steel Hammer," Klychko first achieved world attention at the 1996 Summer Olympics in Atlanta.

Volodymyr gave his professional debut on November 16, 1996 against poor Fabian Meza, who was knocked out already in the first round. On September 25, 1999 Volodymyr battered a helpless Axel Schulz and became European Heavyweight Champion by knocking out the German in the eights round. He reached his goal to become Heavyweight Champion of the World in October 14, 2000. On February 23, 2008 Volodymyr wrote a piece of boxing history by beating WBO-Champion Sultan Ibragimov over 12 rounds.

In the summer of 1996 Volodymyr graduated Pereyaslav-Khmelnytsky Pedagogical Institute (Ukraine) and was admitted for postgraduate studies at Kyiv state University. On January 18, 2001 in a conference hall of Kyiv state University of Physical Science and Sports, Volodymyr presented his doctorate dissertation and was awarded a PhD in Sports Science.

apples. The telling of ghost stories and viewing of horror films are also common at Halloween parties.

The main event for children of modern Halloween is trick-or-treating. Children dressed in white sheets knock on doors at Halloween and ask if you would like a “trick” or “treat”. If you give them something nice, a “treat” (sweets and small presents), they go away. However, if you don’t they play a “trick” on you, such as making a lot of noise or spilling flour on your front doorstep.

All over Ireland, huge bonfires are lit. Children have the week off from school for Halloween, and it is common for teenagers and for college students to spend weeknights out and about with friends.

Stop and check

SCHOOL UNIFORM

The pupils at most secondary schools have to wear a school uniform. This usually means a white blouse for girls (perhaps with a tie), with a dark-coloured skirt and pullover. The colours may be grey, brown, navy blue, dark green or similar. Boys wear a shirt and tie, dark trousers and dark-coloured pullovers. Both boys and girls may wear blazers — a kind of jacket — with the school badge on the pocket. They often have to wear some kind of hat on the way to and from school — caps for the boys, and berets or some other kind of hat for girls. Shoes are usually black or brown and should be sensible — no high heels!

Young people in Britain often don’t like their school uniform, especially the hats and shoes. Sometimes they do not wear the right clothes. Schools often give them a warning the first time this happens but will then punish them if they continue not to wear the correct uniform.

UNIT 3

Lesson 5

THE OLYMPIC VALUES THROUGH THE SYMBOLS

The Olympic Games have many rituals and symbols that were established during the late 19th and early 20th century. Most of these traditions are on display during the Opening and Closing ceremonies, and the medal presentations.

Actually, the meaning and the values of the Olympic Games are conveyed by symbols.

The values of excellence, friendship and respect are the foundation upon which the Olympic Movement brings together sport, culture and education for the improvement of human beings. The three core values of the Olympic Movement, which are an inspiration both at individual and organizational levels, can be:

Excellence – to give one's best, on the field of play or in life. It is not only about winning, but also about participating, making progress against personal goals, striving to be and to do our best in our daily lives.

Friendship – to build a peaceful and better world thanks to sport, through solidarity, team spirit, joy and optimism; to consider sport as a tool for mutual understanding among individuals and people from all over the world, despite the differences.

Respect – to stand for fair play and for the fight against doping or any other unethical behaviour.

These three core values are conveyed through the Olympic symbols.

The *motto* embodies *excellence* by encouraging athletes to strive to do their best. The *flame* symbolizes *friendship* between peoples with the torch relay usually travelling through different countries in the world. The *rings* represents *respect*, bringing all nations and all five continents together without discrimination. The principles shown are universality and humanism.

These symbols are much more than emblems and people should associate them with fundamental values for sport and life in general.

Stop and check

VOLODYMYR KLYCHKO

Volodymyr Klychko was born on March 25, 1976 in Semipalatinsk, Kazakhstan. His father was a Soviet Air Force Colonel. His mother was a teacher.

Volodymyr developed his passion for boxing at the age of 14. Only three years later he was already European champion in his age division and started building a successful amateur career that included being a five time boxing champion of Ukraine and a first place in the Military World Championships. Known as "The Steel Hammer," Klychko first achieved world attention at the 1996 Summer Olympics in Atlanta.

Volodymyr gave his professional debut on November 16, 1996 against poor Fabian Meza, who was knocked out already in the first round. On September 25, 1999 Volodymyr battered a helpless Axel Schulz and became European Heavyweight Champion by knocking out the German in the eights round. He reached his goal to become Heavyweight Champion of the World in October 14, 2000. On February 23, 2008 Volodymyr wrote a piece of boxing history by beating WBO-Champion Sultan Ibragimov over 12 rounds.

In the summer of 1996 Volodymyr graduated Pereyaslav-Khmelnitsky Pedagogical Institute (Ukraine) and was admitted for postgraduate studies at Kyiv state University. On January 18, 2001 in a conference hall of Kyiv state University of Physical Science and Sports, Volodymyr presented his doctorate dissertation and was awarded a PhD in Sports Science.

Apart from boxing, Volodymyr has a wide range of interests. Thus, Volodymyr Klychko appeared with Lennox Lewis in the motion picture "Ocean's Eleven". He is an eager chess player. The Klychko brothers have created their own design collection of men's sports and leather clothes with Hugo Boss. They have been involved in charitable activities dedicated to support the needs of schools, churches and children. In 2002, the Klychko brothers announced that they had agreed to work specifically for Unesco (the United Nations Educational, Scientific and Cultural Organization) which supports more than 180 projects in 87 countries.

UNIT 4

Lesson 2

DISCOVER EDINBURGH

Edinburgh Hogmanay. There's nowhere better to be at New Year's Eve than Scotland's capital. Edinburgh's Hogmanay brings Edinburgh's streets alive with non-stop entertainment and enjoyment.

Major international artists will perform on four stages as part of the Royal Bank Street Party on Saturday December 31.

Elsewhere the Hogmanay programme includes firm favourites such as the spectacular torchlight procession on December 29 and the One O'clock Run on New Year's Day.

Snowdrop Festival. Don't miss the stunning bloom of Scottish snowdrops in February and March during our Scottish Snowdrop Festival. See snowdrop displays at the Royal Botanic Garden, enjoy the walled one acre artist's garden at Shepherd House Garden, Invereks or stroll through 150 acres of rolling parkland at Hopetoun House, South Queensferry, just a short drive from Edinburgh.

Edinburgh International Science Festival. The 21st Edinburgh International Science Festival showcases the great contributions Scots have made to scientific and technological advances, both at home and abroad. Something for all ages including workshops, shows and interactive exhibitions and a programme of talks and discussions on the hottest and most intriguing areas of science and technology.

Edinburgh Mela Festival. Scotland's biggest intercultural festival is back, and promises to be a dazzling display of international and local performers.

You can savour tastes from across the globe at the many food stalls, enjoy dazzling dance, fabulous theatre and a whole load of musical styles as some of the best talent around hit town, or simply or browse the many craft stalls. Whatever you're into, whatever your tastes, the Edinburgh Mela makes a great day out. The Edinburgh Mela is increasingly seen as a central part of Edinburgh's Festivals.

Lesson 3

Receptionist: Hello, the Keavil House Hotel. Mark is speaking.

Mr. Collins: I'd like to make a reservation for my family, please.

Receptionist: Certainly. When is it for?

Mr. Collins: It's for three nights, the twenty-seventh, twenty-eighth and twenty-ninth of this month.

Receptionist: And what room do you want?

Mr. Collins: A suite, please.

Receptionist: I have a room for you. And your name is?

Mr. Collins: Richard Collins. Can you tell me how much it is?

Receptionist: That's £120 per night. And could I have your phone number?

Mr. Collins: Sure. 01524 32865

Receptionist: That's fine. We look forward to seeing you on the twenty-seventh.

Mr. Collins: Thanks a lot. Goodbye.

Lesson 4

Mrs. Collins: Oh, dear! I hope everything will be all right but... I'm nervous. We have so many things to do. You know, packing takes a lot of time. I'm not sure that we are ready enough for our trip.

Mr. Collins: Don't worry, darling! Just keep calm. Everything will be OK. Anyway, let us see how everything is going. Jimmy, Jenny, can you come here, please!

Jimmy: What's up, daddy?

Jenny: What's the matter?

Mr. Collins: How are you doing with the packing?

Jimmy: Well... You know, I'm ready. I have done everything.

Jenny: Really? I'm quite ready. I haven't completed all my things but I have written my To Do List already. I hope, I won't forget about anything.

Jimmy: And I wrote my To Do List three days ago!

Mr. Collins: Fantastic! This reminds me of our last trip to Cyprus. Remember? That time you told us that you were ready. And when we came to the airport...

Jimmy: And what? Nothing special.

Jenny: Really, nothing special. You left the bag with our passports and tickets at home!

Jimmy: I didn't mean it. It was your fault! You ...

Mrs. Collins: Please calm down, both of you! Let's talk about our trip.

Lesson 5

Mrs. Collins: Good morning. Could you tell me the the times of trains from Lancaster to Edinburgh, please?

Ticket clerk: When would you like to leave?

Mrs. Collins: About ten o'clock in the morning.

Ticket clerk: Right. Let's have a look. There's a train that leaves at 10.23, then there isn't another one until 10.57.

Mrs. Collins: Can I have four tickets, please?

Ticket clerk: Single or return?

Mrs. Collins: Return, please.

Ticket clerk: How would you like to pay?

Mrs. Collins: Cash, please.

Ticket clerk: That's one hundred and sixty-eight, please.

Mrs. Collins: Here's two hundred.

Ticket clerk: Here's your change and are your tickets.

Mrs. Collins: OK. Thank you very much. Goodbye.

Stop and check

Mr. Gray travelled a lot on business. He sold machines of various kinds to farmers. It was not really a very exciting job, but Mr. Gray had always been interested in farming, and he was quite satisfied with his life.

He had a big car, and usually enjoyed driving it long distances, but he was quite satisfied to go by train sometimes too, especially when the weather was bad. He was a little frightened of driving in rain or snow, and it was less tiring to sit comfortably in a train and look out of the window without being worried about how one was going to get to the next place.

One of Mr. Gray's problems was often where to stay when he reached a small place in the country. He did not expect great comfort and wonderful food, but he found it annoying when he was given a cold room, and there was no hot water or good food after a long and tiring day.

Once Mr. Gray arrived at a small railway station. He was cold and tired and hungry. He was looking forward to a simple but satisfying meal by a brightly burning fire, and then a hot bath and comfortable bed.

He said to a local man, "As this is my first visit to this part of the country and I was too much of a hurry to find out about hotels before I left home, I would very much like to know how many you have here."

The local man answered, "We have two."

"And which of the two would you advise me to go to?" Mr. Gray asked then.

The local man scratched his head for a few moments and then answered, "Well, it's like this: whichever one you go to, you'll be sorry you didn't go to the other."

UNIT 5

Lesson 5

WHY DO THE BRITISH LIKE GOING TO THE PUB?

One of the main attractions of the pub for all regular pubgoers is that it offers good company in friendly surroundings. Where else can you appear as a complete stranger and at once be able to join in a conversation with a diverse group of people?

Often the style of the pub and its locality will dictate the kind of customers you can expect to find there. Village pubs with their country furnishings and real ales attract not only local folk but city dwellers out for drive, hikers fresh from a long day's walk and pensioners enjoying pub lunch. City pubs tend to have a more mixed customers – businessmen discussing the latest deal, theatregoers or groups of friends enjoying their meal before going out.

Good conversation and good beer are two essential items provided by the pub. Many pubs also serve food, from snacks to full meals.

Other attractions offered by city and country pubs include a game of darts and snooker, a game similar to billiards.

The idea of the pub can lie in the variety of pub names. Each pub has its own name, depicted on a painted inn sign hung outside the premises.

A pub name can refer to historical events, landmarks, beasts or its meaning can be a complete puzzle. Some include references to animals, many with their origins in heraldry – The White Hart, The Nag's Head, The Black Bull, and the Bear to name but a few!

Stop and check

Can you guess what the most popular food in Britain is? You may have several ideas about typical British food, all of which are probably right, but the most popular dish in Britain at the moment is ... curry!

The British diet has been enriched by the variety of ethnic foods available in our shops and restaurants, from Indian and Italian to Chinese and Thai. Indeed curry is now Britain's most popular meal.

A curry is a spicy dish, made with meat, fish or vegetables, cooked with crushed spices. It has many variations and degrees of "heat", depending on how much chilli pepper you use. One of the finest dishes, and one that is frequently ordered in Indian restaurants in the UK, is chicken tandoori. The chicken is marinated for several days in yoghurt and spices and then cooked in a sealed tandoor oven.

Fish and chips may have been the meal which came to mind when you thought of "fast food". They are the most popular British food in Britain. Fish and chip shops first appeared at the end of the 19th century and since then the dish has been a firm favourite, especially in seaside towns where fresh fish is readily available. A piece of white fish – usually cod, haddock or plaice – is first dipped in

a batter made from flour, eggs and water and then deep fried in hot fat. Chips are made from thick batons of potato and deep fried. Salt and vinegar are then added according to taste. Fish and chips are served over the counter wrapped in paper — at one time newspaper was always used — and the experts say they prefer to eat them straight out of the paper because they taste better that way!

The best-known British dish eaten at home is roast beef, traditionally eaten on Sunday. Roast beef is served with roast potatoes, vegetables and gravy — a sauce made from meat juices and stock, thickened with flour. Yorkshire pudding — batter baked in hot fat in the oven — is a favourite accompaniment to roast beef.

UNIT 6

Lesson 4

Portobello Market in West London is one of the most famous street markets in the world. It is a popular destination for Londoners and tourists alike.

Many of the pubs, antique arcades and streets around and about the area have exotic sounding names — few people realise that they are mostly historic. The area of Portobello was originally a farm, which was named after the town of Puerto Bello in the Caribbean in memory of Admiral Vernon who captured that town in 1739.

Since then the area has become built up with houses, shop fronts and the street market, however pub names such as the Portobello Gold and the Portobello Star (navigation) are references to those heady seafaring days off the Spanish Main. One of the Antiques Arcades is known as the Admiral Vernon.

Portobello Road is a paradise for shoppers with its fashion designer boutiques, art galleries, lifestyle and interiors. Portobello Road goes straight through the heart of Notting Hill, the trendy area of London made famous by the film "Notting Hill" with Hugh Grant and Julia Roberts. At the Notting Hill end there are over 2,000 stalls selling antiques, jewellery, paintings, coins, medals, silverware and collectibles. All the stallholders here are experts so don't expect too many bargains. This area also has pubs, cafes, bars, restaurants and delicatessens. Further down the hill there are fruit and vegetable stalls. Under the Westway there is a large flea market offering second-hand clothes, jewellery, records and books, and beyond this at Golborne Road the market becomes run-down but it's still worth searching for bargains, as well as the Portuguese cafes.

Saturday is the best day to go to Portobello Market, although some stalls are open all week.

Stop and check

London has over 40,000 shops and 26 major street markets to choose from.

Oxford Street, London's busiest shopping street, is in the heart of the city's West End. It is the place for buying souvenirs, clothes, and so on. *Covent*

Garden is a place with street markets, curbside entertainment, trendy cafes, English pubs, and small boutiques. *Charing Cross Road* is a place where book worms spend a lot of time. Mainstream bookshops, such as Foyles, Borders and Blackwells line the street but perhaps the most unique feature about this road are its rare, second-hand and specialist shops. Foyles is famous for its five floors containing thousands of books on just about every topic under the sun. *Tottenham Court Road* is the best place for electronics shops and furniture stores. *Selfridges* is the store with an extensive designer section for both men, women and children, constantly updated by the arrival of international labels. *Hamley's* is every child's dream come true. It offers seven floors of toys for all ages – from traditional soldiers, dolls and trains to high-tech computer games and robots. *Camden Market* has become one of London's top attractions. You can find hippie cloths, craft stalls, 70's nostalgia and vegetarian food there.

UNIT 7

Lesson 4

THE MOST BEAUTIFUL CORNER OF ENGLAND

The Lake District (Lakeland and the English Lakes) is the central mountainous area of Cumbria in the Northwest. Since the Lake District is a National Park, there is special control over it. It makes sure that the beauty of the countryside is not spoiled.

Nearly one quarter of the Lake District National Park is owned by the National Trust. The National Trust is a charity founded nearly 100 years ago by three people. They were anxious that the natural beauty of the British countryside was not to be spoiled by the increasing industrialisation of the country. Today the Trust owns around 2,400 sq km of land, it is the third largest landowner in the country. Its property includes famous gardens, villages, wind- and watermills, lakes and mountains, abbeys and ancient ruins.

The largest lake is Windermere, which is often used for sailing, water skiing and other sports. The deepest and the oldest lake is Wostwater.

One fairly new "lake" is Haweswater, a man-made lake which was created by flooding a valley. There are many stories of village life continuing under the lake. On stormy nights, the story goes it is still possible to hear the church bell ringing beneath the surface.

The English lakes is a popular area for outdoor activities such as hiking, camping, climbing and water sports. It is more popular for families to visit in the summer and the only real industry in the region is tourism. One can spend hours in the towns of Windermere, Ambleside, Penrith or Keswick just looking at the clothes made from lakeland wool, sweets from lakeland farms or drink the special lakeland beer, brewed by Marstons.

The only three mountains in England are all found in the Lake District. They are Scafell Pike (977 m), Helvellyn (949 m) and Skiddaw (931 m). They can each be climbed easily in a day. If the weather is fine, you can see almost to the coast of Ireland from the summits.

Stop and check

NATIONAL PARKS OF ENGLAND

In the south-west of England, Dartmoor is the largest of three parks, its area is over 2,500 sq km and as the name suggests it is a moor. This means that there are vast stretches of very wet ground or bays which are unfarmable.

There are villages around Dartmoor park -and the famous Princeton Prison near the centre. Some of the land in the north is occasionally used for military exercises but generally it is frequented by only campers or sheep. The weather changes very quickly over the moor and many people have died after being stranded in the fog.

Hidden throughout the moor are small or medium sized "post boxes". These boxes contain a stamp and a visitors book. If you are lucky enough to find one then you may write your name in the book. Over the last 50 years over 5,000 of these boxes have been hidden and discovered.

Also in the south-west are Exmoor and Bodmin moor, they are both similar to Dartmoor but much smaller and with less ancient history, for it is thought that thousands of years ago Druids worshipped on these moors, amongst large granite outcrops or Tors.

In the heart of the country lies the Peak District national park. This lies mainly in Derbyshire. With its individual looking red stone, this region is very popular with climbers trying different "routes". It is a popular region for midlanders to go on a Sunday afternoon and many of the rocks or stones have ancient stories to tell. The hills in this area are not very high so it is popular with the young and old alike.

In the north of England, close to the Lake District park, is the Pennines. These hills run down the centre of England from Scotland to South Yorkshire. They are sometimes known as the "Backbone of England". The hills rise from the rolling countryside into some stark looking peaks.

UNIT 8

Lesson 5

THINGS TO SEE IN KYIV

Kyiv is the capital and the largest city of Ukraine, located in the north central part of the country on the Dnipro River. It has the population of about 2.7 million people.

It is an important industrial, scientific, educational and cultural centre of Eastern Europe. The city is home to many high-tech industries, higher education institutions and world-famous historical landmarks. It has an extensive infrastructure and highly developed system of public transport, including the Kyiv Metro.

The name Kyiv is derived from the name of Kyi, one of four legendary founders of the city (brothers Kyi, Shchek, Khoryv and sister Lybid).

Modern Kyiv is a mix of the old and the new, seen in everything from the architecture to the stores and to the people themselves. The centre of Kyiv becomes a large outdoor party place with thousands of people having a good time in nearby restaurants, clubs and outdoor cafes. The central streets are closed for auto traffic at weekends and on holidays.

Andriyivskyy Descent is one of the best known historic streets and a major tourist attraction in Kyiv. The descent is the site of the Castle of Richard Lionheart, the St. Andrew's Church, the home of a famous Kyiv-born writer, Mykhailo Bulgakov, the monument to Yaroslav the Wise, the Grand Prince of Kyiv and Novgorod and numerous other monuments.

An important part of Kyiv's culture is the many theatres in the city, which include: Kyiv Opera House, Ivan Franko National Academic Drama Theatre, Lesya Ukrainka National Academic Theatre of Russian Drama, the Kyiv Puppet Theatre, National Philharmonic of Ukraine and many others.

The guides provide tourists with interesting information in the Kyiv State Historical Museum, Museum of the Great Patriotic War, the National Art Museum, Bohdan and Varvara Khanenko Museum of Arts and the National Museum of Russian Art.

Kyiv's most famous historical architecture complexes are the St. Sophia Cathedral and the Kyiv Pechersk Lavra (Monastery of the Caves), which are recognized by UNESCO as a World Heritage Site.

Kyiv is known as a green city with two botanical gardens and numerous large and small parks. It is said that one can walk from one end of Kyiv to the other in the summertime without leaving the shade of its many trees. Do you know that the chestnut flower is the symbol of Kyiv? Kyiv parks and gardens are a popular destination for strollers, joggers, and cyclists. Boating, fishing, and water sports are popular pastimes in Kyiv.

So Kyiv which is rich in history, parks and gardens always welcomes its visitors.

Lesson 6

1. — Excuse me! Is there a music shop near here?
 — Yes. It's over there.
 — Thanks a lot.
 — You're welcome.

2. — Excuse me! Is there a bus stop near here?
— Yes. It's in Park Lane. Take the first street on the right. It's next to the bookshop.
— Oh, yes. Thanks.
3. — Excuse me! Is there a supermarket near here?
— There is one in Primrose Avenue next to the post office, and there's another one in Station Road next to the travel agent.
— Is that one far from here?
— No. Just five minutes, that's all.
4. — Is there a chemist near here?
— Go straight ahead, and it's on the right, next to the newsagent.
— Thanks a lot.

Stop and check

In 1901–1903 popular and spectacular Kyiv architect Vladyslav Gorodetsky put up a private house that is known as a House with Chimeras. Inside and outside the building is decorated with quaint sculptures, including maidens on fantastic fishes, elephants, rhinoceroses, antelopes, frogs, lizards, eagles, snakes and even a little crocodile. The sculptures are made of cement, and there is a legend saying that architect Gorodetsky together with companies producing cement intended to construct a house as an advertisement for new building material. Modern historians consider this legend is close to reality, because Gorodetsky was one of the owners of cement producing plants.

Gorodetsky built the House with Chimeras for his family. He was very ambitious architect and did not want any other building to stand next to his house, so he decided to purchase two plots of land. One plot was intended for the house and another one was empty, but still the architect reached his goal, as nobody could buy that land and put up a building there. Nowadays this plot of land is occupied by stairs leading to Ivan Franko Theatre.

Immediately after the construction works of the House with Chimeras were completed, it became surrounded with numerous legends. One of them says that the architect planned to construct the house after the death of his daughter who drowned in the Dnipro because of unrequited love. According to this legend, the architect went crazy and decided to decorate the house with river inhabitants, such as fishes and weird maidens, who, as he thought, surrounded his daughter after her tragic death.

Simple Tenses

The Present Simple Tense – виражає дії, які відбуваються взагалі чи постійно.

The Past Simple Tense – виражає дії, які відбулися в минулому, є закінченими на момент розмови і пов'язані з теперішнім часом.

The Future Simple Tense – виражає дії, які відбудуться в майбутньому.

	Present	Past	Future
+	I / We / You / They <i>arrive.</i> He / She / It <i>arrives.</i>	I / We / You / They He / She / It <i>arrived.</i>	I / We <i>shall arrive.</i> You / They He / She / It <i>will arrive.</i>
?	Do I / we / you / they <i>arrive?</i> Does he, she, it <i>arrive?</i>	Did I / we / you / they <i>he / she / it arrive?</i>	<i>Shall I / we arrive?</i> Will You / They He / She / It <i>arrive?</i>
-	I / We / You / They <i>do not arrive.</i> He / She / It <i>does not arrive.</i>	I / We / You / They He / She / It <i>did not arrive.</i>	I / We <i>shall not arrive.</i> You / They He / She / It <i>will not arrive.</i>

Present	Past	Future
every day (year, month, week), often, once a year (week, month), never, sometimes, as a rule, today	every day, (year, month, week), often, seldom, usually, as a rule, last year (month, week), yesterday, the day before, on Sunday	tomorrow, the day after tomorrow, next year (month, week), in July; on the 20 th of October, in a few days, in a week (month, year)

Continuous Tenses

The Present Continuous Tense – виражає дії, що тривають у момент мовлення; заплановані дії майбутнього (з дієсловами руху).

The Past Continuous Tense – виражає тривалі дії, що відбувалися в певний момент або період часу в минулому.

	<i>Present</i>	<i>Past</i>
+	<p>I am working.</p> <p>He / She, It is working.</p> <p>We / You / They are working.</p>	<p>I / He / She / It was working.</p> <p>We / You / They were working.</p>
?	<p>Am I working?</p> <p>Is he / she / it working?</p> <p>Are we / you / they working?</p>	<p>Was I / he / she / it working?</p> <p>Were we / you / they working?</p>
-	<p>I am not working.</p> <p>He / She / It is not working.</p> <p>We / You / They are not working.</p>	<p>I / He / She / It was not working.</p> <p>We / You / They were not working.</p>

<i>Present</i>	<i>Past</i>
now, at present, always, constantly	the whole day (month, week); from 5 till 11; at 3 o'clock yesterday; the whole day yesterday; at that time (yesterday)

Perfect Tenses

The Present Perfect Tense – виражає дії, що відбулися в минулому і мають зв'язок з теперешнім моментом; тривають з якогось моменту в минулому аж до моменту мовлення.

The Past Perfect Tense – дія закінчилась до певного моменту або певної дії в минулому.

	<i>Present</i>	<i>Past</i>
+	I / We / You / They <i>have been</i> to Egypt. He / She / It <i>has been</i> to Egypt.	I / We / You / They He / She / It <i>had been</i> to Egypt.
?	<i>Have</i> I / we / you / they <i>been</i> to Egypt? <i>Has he / she / it been</i> to Egypt?	<i>Had</i> I / we / you / they he / she / it <i>been</i> to Egypt?
-	I / We / You / They <i>have not been</i> to Egypt. He / She / It <i>has not been</i> to Egypt.	I / We / You / They He / She / It <i>had not been</i> to Egypt.

<i>Present</i>	<i>Past</i>
today, this week (year, month); seldom, always, ever, never, just, already, yet, since...; for some time, lately	<i>by</i> 5 o'clock, <i>by</i> + N; <i>by</i> the time + a clause; <i>when, before, after, until</i> + a clause of time; as soon as

The Present Perfect Continuous Tense

have / has been Ving

We use <i>The Present Perfect Continuous Tense</i>	
to say <i>how long</i> things have been continuing up to now	<i>I have been learning</i> English for five years. <i>It has been raining</i> all day. <i>Have you been waiting</i> long?
to refer to an event that may or may not be finished yet but its result can be seen now	<i>Why does Jenny look so tired? Because she has been running.</i> <i>Why are your eyes red and watery? I have been watching a sad film and crying over it.</i>

Modal verbs: *should, must, can, could, may*
We use *should*

to give advice	<i>You shouldn't speak very fast</i>
to make recommendations	<i>You should wash your hands before dinner.</i>
to talk about obligation	<i>You should be prepared to work in groups</i>
to talk about probability and expectation	<i>There should be 5 of them.</i>

We use *must*

to say that something is essential or necessary	<i>Lessons must begin after assembly</i>
to express <i>personal</i> obligation	<i>I've got a cold. I must stay in bed today.</i>

We use *can*

to talk about possibility and ability	<i>She can use a computer.</i>
to make requests or orders (informal)	<i>Can you make a cup of tea for me?</i>
to ask for or give permission	<i>Can you help me?</i>

We use *could*

to talk about past possibility or ability	<i>Jimmy could be a ghost on Halloween party.</i>
to make requests (formal)	<i>Could you help me with programming?</i>

We use *may*

to talk about possibility	<i>Jimmy may go to the party.</i>
to ask for permission to do sth. in the present	<i>May I take your mask?</i>
to suggest sth politely	<i>He may dress up.</i>

Quantifiers

<i>Any</i>	<i>Some</i>
to ask questions with nouns, in negative sentences	to ask for things
<i>Have we got any milk? We haven't got any apples.</i>	<i>Can I have some sugar? Can I have some water?</i>

<i>Countable Nouns</i>	<i>Uncountable Nouns</i>
<i>How many</i>	<i>How much</i>
<i>How many apricots are there?</i>	<i>How much flour have we got?</i>

<i>Countable Nouns</i>	<i>Uncountable Nouns</i>
We use <i>a lot of (lots of)</i> to talk about "a large amount" or "a large number"	
<i>a lot of apples lots of oranges</i>	<i>a lot of food lots of bread</i>

<i>a few</i>	<i>a little</i>
<i>a few potatoes</i>	<i>a little coffee</i>

<i>not many</i>	<i>not much</i>
<i>not many carrots</i>	<i>not much butter</i>

Irregular Verbs

be	was / were [wɒz / wɜː]	been [bi(:)n]	бути
become	became [brɪ'keɪm]	become [brɪ'kʌm]	стати
begin	began [brɪ'gæn]	begun [brɪ'gʌn]	починати
blow	blew [bluː]	blown [bləʊn]	дути
break	broke [brəʊk]	broken [ˈbrəʊkən]	ламати
bring	brought [brɔ:t]	brought [brɔ:t]	приносити
can	could [kʊd]		могти
catch	caught [kɔ:t]	caught [kɔ:t]	ловити
choose	chose [tʃəʊz]	chosen [ˈtʃəʊz(ə)n]	вибирати
come	came [keɪm]	come [kʌm]	приходити
dig	dug [dʌg]	dug [dʌg]	копати, рити
do	did [dɪd]	done [dʌn]	робити
draw	drew [druː]	drawn [drɔ:n]	малювати
drink	drank [dræŋk]	drunk [drʌŋk]	пити
eat	ate [et, eɪt]	eaten [ˈi:tɪn]	їсти
feed	fed [fed]	fed [fed]	годувати
feel	felt [felt]	felt [felt]	відчувати
find	found [faʊnd]	found [faʊnd]	знаходити
fly	flew [fluː]	flown [fləʊn]	літати
forget	forgot [fə'gɒt]	forgotten [fə'gɒtɪn]	забувати
get	got [gɒt]	got [gɒt]	отримувати
give	gave [geɪv]	given [ˈgɪv(ə)n]	давати
go	went [went]	gone [gɒn]	ходити, їздити
have	had [hæd]	had [hæd]	мати
know	knew [njuː]	known [nəʊn]	знати

learn	learned [ˈlɜːnd] /learnt	learned/learnt [lɜːnt]	вчити
leave	left [left]	left [left]	залишити
let	let [let]	let [let]	дозволяти
make	made [meɪd]	made [meɪd]	робити
meet	met [met]	met [met]	зустрічати
pay	paid [peɪd]	paid [peɪd]	платити
read	read [red]	read [red]	читати
ride	rode [rəʊd]	ridden [ˈrɪdn]	їздити верхи
ring	rang [ræŋ]	rung [rʊŋ]	дзвонити
run	ran [ræn]	run [rʌn]	бігти
say	said [sed]	said [sed]	сказати
see	saw [sɔː]	seen [si:n]	бачити
send	sent [sent]	sent [sent]	посилати
shake	shook [ʃʊk]	shaken [ˈʃeɪkən]	трясти
sing	sang [sæŋ]	sung [sʌŋ]	співати
sit	sat [sæt]	sat [sæt]	сидіти
sleep	slept [slept]	slept [slept]	спати
speak	spoke [spəʊk]	spoken [ˈspəʊkən]	говорити
spend	spent [spent]	spent [spent]	проводити (час)
stand	stood [stʊd]	stood [stʊd]	стояти
swim	swam [swæm]	swum [swʌm]	плавати
take	took [tʊk]	taken [ˈteɪkən]	брати
teach	taught [tɔːt]	taught [tɔːt]	навчати
tell	told [təʊld]	told [təʊld]	розповідати
think	thought [θɔːt]	thought [θɔːt]	думати
understand	understood [ˌʌndəˈstʊd]	understood [ˌʌndəˈstʊd]	розуміти
wear	wore [wɔː]	worn [wɔːn]	носити
write	wrote [rəʊt]	written [ˈrɪtn]	писати

A

abbey [ˈæbi] абатство
 accommodation [ə,kɒməˈdeɪʃən] помеш-
 кання
 accuse [əˈkjuːz] звинувачувати
 acoustic guitar — акустична гітара
 acre [ˈeɪkə] акр
 advantage [ədˈvɑːntɪdʒ] перевага
 advertisement [ədˈvɜːtɪsmənt] реклама
 affair [əˈfeə] справа
 affection [əˈfekʃ(ə)n] прихильність
 afford [əˈfɔːd] дозволяти
 afterward [ˈɑːftəwəd(z)] пізніше
 agent [ˈeɪdʒ(ə)nt] агент
 alarming [əˈlɑːm] тривожний
 allegedly [əˈledʒɪdli] нібито
 amazement [] подив
 ambassador [æmˈbæsədə] посол
 ambition [æmˈbɪʃ(ə)n] амбіція, прагнен-
 ня, мрія
 amuse [əˈmjuːz] розважати
 ancient [ˈeɪnʃ(ə)nt] древній, давній
 annual [ˈænjʊəl] річний
 antiques [ænˈtiːk] антикваріат
 antiques dealer — дилер, продавець анти-
 кваріату
 anxious [ˈæŋkʃəs] заклопотаний
 anyway [ˈeniweɪ] так чи інакше
 apostle [əˈpɒs(ə)] апостол
 appear [əˈpiə] з'явитися
 appreciate [əˈpriːʃieɪt] цінити
 area [ˈeɪ(ə)riə] область, територія
 army [ˈɑːmi] армія
 arrange [əˈreɪndʒ] організувати
 artificial [ˌɑːtɪˈfɪʃ(ə)l] штучний
 as a result — у результаті
 Asia [ˈeɪzə, ˈeɪʃə] Азія
 assembly [əˈsembli] збори
 assembly hall — актовa зала
 assortment [əˈsɔːtmənt] асортимент
 Athens [ˈæθənz] Афіни
 athletics [æθˈletɪks] атлетика
 attend [əˈtend] відвідувати
 attract [əˈtrækt] залучати, приваблювати
 attraction [əˈtrækʃ(ə)n] атракціон

Auld Lang Syne — “Старі добрі часи”
 (назва новорічної пісні на слова
 поета Роберта Бернса)
 award [əˈwɔːd] винагорода

B

backpack [ˈbækpæk] рюкзак
 badminton [ˈbædmɪnt(ə)n] бадмінтон
 baked [beɪkt] печений
 ball [bɔːl] куля
 band [bænd] група
 bar (of chocolate) — плитка (шоколаду)
 barbecued [ˈbɑːbɪkjʊː] смажений на вулиці,
 на грилі
 bargain [ˈbɑːɡɪn] операція, угода
 baseball [ˈbeɪsbɔːl] бейсбол
 basket [ˈbɑːskɪt] корзина
 basketball [ˈbɑːskɛtbɔːl] баскетбол
 bat [bæt] біта
 batter [ˈbætə] збите тісто
 be angry with sb — сердитися на когось
 be busy — бути зайнятим
 be fed up — бути ситим донесхочу
 be good at sth — бути вправним у чомусь
 be interested in sth — цікавитись чимось
 be located — бути розміщеним
 beach [biːtʃ] пляж
 beast [biːst] звір
 beauty [ˈbjuːti] краса
 bed and breakfast (B&B) — різновид
 готелю, який пропонує клієнтам
 номер та сніданок
 beef [biːf] яловичина
 Belfast [ˈbelfɑːst] Белфаст
 beneath [biˈniːθ] внизу
 benefit [ˈbenɪfɪt] вигода
 billiard [ˈbɪljəd] більярд
 biography [baɪˈɒɡrəfi] біографія
 birth [bɜːθ] народження
 biscuit [ˈbɪskɪt] бісквіт, печиво
 bitter [ˈbɪtə] гіркий
 blossom [ˈblɒs(ə)m] розквіт
 board [bɔːd] завантажувати, заходити
 на борт
 boat [bəʊt] катер

bobbing for apples — гра у свято Хеллоуїна
 boiled [bɔɪld] варений
 bonfires [ˈbɒnfɑɪə] салют
 bonnet [ˈbɒnɪt] капелюх
book in / check in — заїжджати/ виїжджати, відзичити (з готелю)
book / make a reservation — забронювати, замовити
 boots [buːts] черевики, бутси
 bossy [ˈbɒsi] пихатий, владний
 boutique [buːˈti:k] бутік, крамниця
 boxing [ˈbɒksɪŋ] бокс
 brewed [bruːd] зварений
 bucket [ˈbʌkɪt] відро
 bunch [bʌntʃ] в'язка
 bunny [ˈbʌni] кролик

C

cabin [ˈkæbɪn] кабіна, каюта
 calculations [ˌkælkjuːleɪʃ(ə)n] обчислення
 calm [kɑ:m] спокійний
calm down — заспокоїтися
 candle [ˈkændl] свічка
 canteen [kænˈti:n] їдальня
 capture [ˈkæptʃə] захопити
 career [kəˈrɪə] кар'єра
 Caribbean [ˌkæriˈbi(:)ən] Карибське море
 carol [ˈkærəl] різдвяна колядка
 cash [kæʃ] готівка
 castle [ˈkɑ:s(ə)l] замок
catwalk shows — подіум, покази
 celebrate [ˈselɪbreɪt] святкувати
 celebration [ˌselɪˈbreɪʃ(ə)n] святкування
 Celtic [ˈkeltɪk] кельтський
 cereals [ˈsɪ(ə)rɪəl] зернові культури, пластівці
 certainly [ˈsɜ:tɪnlɪ] звичайно
 challenge [ˈtʃælɪndʒ] виклик
 champion [ˈtʃæmpɪən] чемпіон
change lines — зміна лінії, пересадка
 character [ˈkærɪktə] характер
 charity [ˈtʃærɪti] благодичність
 chat [tʃæt] чат, розмовляти в чаті
 check out [ˈtʃekˈaʊt] перевірка
check-in desk — стійка реєстрації
 cheerful [ˈtʃiːf(ə)l] бадьорий
 chime [tʃaɪm] передзвін
china teapot — заварний чайник
Christian church — християнська церква
 church [tʃɜ:tʃ] церква

circuit [ˈsɜ:kɪt] кругообіг
 civil [ˈsɪv(ə)l] цивільний
 classmate [ˈklɑ:smet] однокласник
 clotted [ˈklɒtɪd] грудкувато
 coach [kəʊtʃ] автобус
 coal [kəʊl] вугілля
 coast [kəʊst] узбережжя, побережжя
 coastline [ˈkəʊstlaɪn] берегова лінія
 cod [kɒd] тріска
 commemorate [kəˈmeməreɪt] святкувати
 common [ˈkɒmən] загальний, звичайний
 commotion [kəˈmɒʃ(ə)n] хвилювання
 complexity [kəmˈpleksɪti] складність
 composer [kəmˈpəʊzə] композитор
comprehensive school — загальноосвітня школа
 compulsory [kəmˈpʌls(ə)rɪ] обов'язковий
 concentrate [ˈkɒns(ə)ntreɪt] зосередитись
 conductor [kənˈdʌktə] кондуктор
 confectionery [kənˈfekʃən(ə)rɪ] кондитерська
 consciousness [ˈkɒnʃənsɪs] свідомість
 consequently [ˈkɒnsɪkwəntli] тому, відповідно
 constantly [ˈkɒnstəntli] постійно
 consumption [kənˈsʌmpʃ(ə)n] споживання
 contemporary [kənˈtemp(ə)rəri] сучасний
 continually [kənˈtmjʊəli] безупинно
 controversial [ˌkɒntrəˈvɜ:ʃ(ə)l] спірний
 conversation [ˌkɒnvəˈseɪʃ(ə)n] бесіда
 couple [ˈkʌp(ə)l] пара
couture houses — будинки пошиття одягу високого класу
 coverage [ˈkʌv(ə)rɪdʒ] охоплення
crack secret codes — розкривати секретні коди
crash helmet — збійний шолом
 cream [kri:m] вершки
 create [kriˈeɪt] створювати
 crew [kru:] екіпаж, команда
 cricket [ˈkrɪkɪt] крикет
 crowd [kraʊd] натовп
 crunchy [ˈkrʌntʃɪ] хрумкий
cultural heritage — культурна спадщина
 curse [kɜ:s] проклин
 custom [ˈkʌstəm] звичай
 customer [ˈkʌstəmə] клієнт
 cycling [ˈsaɪklɪŋ] їзда на велосипеді
 Cyprus [ˈsaɪprəs] Кіпр

D

dairy [ˈdeəri] молочний магазин, масло-
бійня
dartboard [ˈda:tbɔ:d] дошка для метання
дротиків
darts [dɑ:ts] гра дартс, метання дротиків
date back — походити, датуватися
dead [ded] мертвий
deal (with) [di:l] мати справу (з)
death [deθ] смерть
debut [ˈdeɪb(j)u:] дебют
defensive [diˈfensɪv] захисний
delayed [diˈleɪd] затримано, відкладено
delicious [diˈlɪʃəs] вишуканий на смак
delve [delv] зберігати (архіви)
demon [ˈdi:mən] демон, нечистий
densely [ˈdensli] щільно
department [diˈpɑ:tmənt] відділ
departure board — табло з інформацією
про відправлення
departure lounge — зал очікування в
аеропорту для тих, хто відлітає
descend [diˈsend] спускатися, походити
desert [ˈdezət] пустеля
Design and Technology — дизайн і техно-
логія (навчальний предмет)
designer [diˈzaɪnə] дизайнер
dessert [diˈzɜ:t] десерт
destination [ˌdestɪˈneɪʃ(ə)n] напрямок,
місце призначення
device [diˈvaɪs] пристрій
direct [d(a)ɪˈrekt] займатися режисурою
director [d(a)ɪˈrektə] режисер
disadvantage [ˌdɪsədˈvɑ:ntɪdʒ] недолік
discover [dɪsˈkʌvə] відкривати, знаходити
disgusting [dɪsˈgɑ:stɪŋ] огидний
distinct [dɪsˈtɪŋ(k)t] чіткий, визначений
diver [ˈdaɪvə] водолаз
diverse [daɪˈvɜ:s] всілякий
dock [dɒk] док
double [ˈdʌbl] подвійний, номер у готелі
на двох осіб; квиток на транспорт
в обидва напрями
double-decker — двоповерховий автобус
doubt [daʊt] сумнів
dozen [ˈdɒz(ə)n] дюжина
Drama [ˈdrɑ:mə] драма (навчальний
предмет)
dress up — перевдягатися (у костюми)

drift [drɪft] плисти за течією
dub [dʌb] дублювати
Dutch [ˈdʊtʃ] голландський

E

earpiece [ˈɪəri:s] навушник
earth [ɜ:θ] земля
eat well and cheaply — поїсти добре і де-
шево
economically [ˌekəˈnɒmɪkli] ощадливий
edge [edʒ] край
Edinburgh [ˈedɪnb(ə)rə] Единбург
elm [elm] в'яз
emerge [ɪˈmɜ:ʒ] з'являтися
empty [ˈempti] порожній
encompass [ɪnˈkʌmpəs] містити у собі
encourage [ɪnˈkʌrɪdʒ] заохочувати, сти-
мулювати
energetically [ˌenəˈdʒetɪk(ə)li] енергійно
engine [ˈendʒɪn] двигун
epilogue [ˈepɪlɒɡ] епілог
establish [ɪˈstæblɪʃ] встановити
estimate [ˈestɪmɪt] оцінювати
estimated [ˈestɪmeɪtɪd] оцінений
eve [i:v] переддень
event [ɪˈvent] подія
eventually [ɪˈventʃu(ə)li] кінець кінцем
evergreen [ˈevəɡri:n] вічнозелений
excellent [ˈeks(ə)lənt] чудовий
exhibition [ˌeksɪˈbɪʃ(ə)n] виставка
exotic [ɪɡˈzɒtɪk] екзотичний
expensive [ɪkˈspensɪv] дорогий
experience [ɪkˈspɪ(ə)rɪəns] досвід
expire [ɪkˈspaɪə] кінцевий термін
explosion [ɪkˈspləʊz(ə)n] вибух
extreme [ɪkˈstri:m] екстремальний

F

facility [fəˈsɪlti] заціб
factory [ˈfækt(ə)rɪ] фабрика
fair [feə] чесно
fair-haired [ˈfeəheəd] світловолосий
fairly [ˈfeəli] справедливо; ледве
fairytale [ˈfe(ə)ɪrɪteɪl] казка
false [fɔ:ls] неправильний
fame [feɪm] відомість, слава
fare [feə] плата за проїзд
farmland [ˈfɑ:mlænd] фермерська земля,
угіддя
fascinating [ˈfæsɪneɪtɪŋ] чарівний

fashion [ˈfæʃ(ə)n] мода
 fashionable [ˈfæʃ(ə)nəb(ə)l] модний, фе-
 шенебельний
 fast [fɑːst] швидкий
 fault [fɔːlt] недолік, провина
 favourite [ˈfeɪv(ə)rɪt] улюблений
 fear [fiə] побоювання, страх
 feature [ˈfi:tʃə] характерна риса
 fencing [ˈfensɪŋ] фехтування
 finally [ˈfainəli] нарешті
 finance [ˈfaɪnæns] фінансувати
 fingernail [ˈfɪŋgəneɪl] ніготь
 flight [flaɪt] політ
 flight attendant — бортпровідник, стюард,
 стюардеса
 flour [ˈflaʊə] мука
 fluently [ˈfluːəntli] швидко
 fly [flaɪ] літати
 forefront [ˈfɔːfrʌnt] передова лінія
 foyer [ˈfɔɪeɪ] фойє, вестибюль
 fried [fraɪd] смажений
 frustration [frʌˈstreɪʃ(ə)n] розлад
 fuel [fjuəl] паливо
 full board — повний пансіон
 full meals — ситна їжа
 fully booked — зарезервований, замовле-
 ний повністю
 funny [ˈfʌni] забавний, смішний

G

gate [geɪt] стійка, вихід
 generation [ˌdʒenəˈreɪʃ(ə)n] покоління
 genre [ˈʒɒnə] жанр
 get on / board — увійти, завантажити
 ghost [gəʊst] примара, привід
 gift [gɪft] дарунок
 Glasgow [ˈglɑːsgəʊ] Глазго
 glitter [ˈglɪtə] блискання
 globe [glɒvb] глобус, світ
 glove [glɒv] рукавичка
 go in for sport — займатися спортом
 goblin [ˈɡɒblɪn] гоблін, чарівна істота,
 персонаж англійського фольклору
 goddess [ˈɡɒdɪs] богиня
 godfather [ˈɡɒdˌfɑːðə] хрещений батько
 goggles [ˈɡɒɡ(ə)lz] захисні окуляри
 golf [ɡɒlf] гольф
 goods [ɡʊdz] товари
 gospel music — церковна музика
 grab [græb] схопити

grace [ɡreɪs] витонченість, вишуканість
 gradually [ˈɡrædʒʊəli] поступово
 gravy [ˈɡreɪvi] соус
 Greece [ɡriːs] Греція
 grilled [ɡrɪld] смажений на грилі
 growth [ɡrəʊθ] ріст, приріст, зростання
 guarantee [ˌɡærənˈtiː] гарантія, гаранту-
 вати
 guard [ɡɑːd] охорона
 guess [ɡes] здогадка, здогадуватися
 guest [ɡest] гість
 guide [ɡaɪd] екскурсовод; путівник
 guild [ɡɪld] гільдія
 gymnastics [dʒɪmˈnæstɪks] гімнастика

H

habit [ˈhæbɪt] звичка
 haddock [ˈhædək] пікша
 half board [ˌhɑːfˈbɔːd] половина прав-
 ління
 hand luggage — ручний вантаж, поклажа
 hang on [hæŋ] зачекати
 Halloween — День усіх святих (Хелло-
 уїн)
 hardly [ˈhɑːdli] ледве
 headmaster [ˌhedˈmɑːstə] директор школи
 headmistress [ˌhedˈmɪstrɪs] директор
 школи (жінка)
 healthy [ˈhelθi] здоровий
 height [haɪt] висота
 hence [hens] віднини
 heraldry [ˈherəld] геральдика
 heyday [ˈheɪdeɪ] розквіт
 holly [ˈhɒli] гостролист
 Holy [ˈhəʊli] священний, святий
 honour [ˈɒnə] честь, шана
 horror [ˈhɒrə] жах
 horseracing [ˈhɔːsˌreɪsɪŋ] кінний спорт
 host city — місто, що приймає (олімпіаду)
 hostel [ˈhɒstl] гуртожиток
 hot cross buns — гарячі великодні булочки
 hotel [həʊˈtel] готель
 huge [hjuːdʒ] величезний
 hunting [ˈhʌntɪŋ] полювання
 hymn [hɪm] гімн

I

image [ˈɪmɪdʒ] зображення
 immediately [ɪˈmiːdiətli] негайно
 immigrant [ˈɪmɪɡrənt] іммігрант

import [ˈɪmpɔ:t] імпорт, імпортувати
 impress [ˈɪmpres] вразити, здивувати
in conjunction with — у зв'язку з
in the end — зрештою
 incapacitate sth [ˈɪnkəˈpæsɪteɪt] унемож-
 ливити щось
 inch [ɪntʃ] дюйм
 increase [ˈɪŋkri:s] збільшення
 increasingly [ɪnˈkri:sɪŋli] зростаючий
 indispensable [ˌɪndɪˈspensəb(ə)l] не-
 від'ємний
*Information and Communication
 Technology* (ICT) — інформатика
 (шкільний предмет)
 ink [ɪŋk] чорнило
 inside [ɪnˈsaɪd] усередині
 intelligence [ɪnˈtelɪdʒ(ə)ns] інтелект
 intermediate [ˌɪntəˈmi:diət] середній
international brand — міжнародна марка
 interrupt [ˌɪntəˈrʌpt] переривати
 intrigue [ɪnˈtri:g] інтрига
 invent [ɪnˈvent] винайти
 invitation [ˌɪnvɪˈteɪʃ(ə)n] запрошення
 island [ˈaɪlənd] острів

J

jack-o'-lantern — ліхтарик, зроблений з
 гарбуза або інших овочів на честь
 свята Хеллоуїн
 jacuzzi [ˌdʒækjuˈleɪʃ(ə)n] джакузі
 jar [dʒɑ:] банка
 javelin [ˈdʒæv(ə)lɪn] спис
 jealously [ˈdʒeləʃli] ревниво
 jellybeans [ˈdʒelɪbi:n] цукерки у формі
 квасолі, зроблені з желе (особливо
 популярні у США на Великдень,
 коли їх кладуть дітям у кошик)
 joint [dʒɔɪnt] шматок м'яса до обіду; за-
 кусочна

K

karate [kəˈrɑ:tɪ] карате
 kid [kɪd] дитина
 kindergarten [ˈkɪndəɡɑ:tn] дитячий садок

L

lad [læd] хлопцев
 laidback [ˌleɪdˈbæk] невимушений
 lamb [læm] м'ясо ягняти
 land [lənd] земля

landmark [ˈlændmɑ:k] межова віха
 landowner [ˈlændˌəʊnə] землевласник
later on — пізніше
laugh at sth / sb — сміятися з
 launch [lɔ:ntʃ] запуск, початок
 leather [ˈleðə] шкіра, шкіряний
legal office — законний офіс
leisure centre — центр розваг, спортивний
 центр
 lens [lenz] лінза
 leotard [ˈli:ətɑ:d] трико
 lick [lɪk] облизувати
 lie [laɪ] брехня
 lift [lɪft] ліфт
 list [lɪst] перелік, список
 livestock [ˈlɪvstɒk] домашня худоба
 loaf [lɒf] булка
 lobby [ˈlɒbi] фойє, вестибюль
 local [ˈlɒk(ə)l] місцевий
 lock [lɒk] замок, замикати
 logo [ˈlɒɡəʊ] фірмовий знак
 Lough Neagh [ˈlɒk(h)ˈneəgh] Лох-Нес
 lounge [laʊndʒ] фойє, холл
 luckily [ˈlʌkɪli] на щастя
 lyrics [ˈlɪrɪk] лірика, слова пісні

M

majority [məˈdʒɔrɪtɪ] більшість
make up one's mind — прийняти рішення
make-up artist — гример, візажист
 malt [mɔ:lt] солод
 manager [ˈmænɪdʒə] менеджер
 mansion [ˈmænsj(ə)n] особняк
 manufacturer [ˌmænjʊˈfæktʃ(ə)rə] ви-
 робник
 market [ˈmɑ:kɪt] ринок
 marshmallow [ˌmɑ:ʃˈmæləʊ] зефір
 marzipan [ˈmɑ:zɪpæn] марципан
 master [ˈmɑ:stə] вдосконалювати
 matter [ˈmætə] справа
What's the matter? — У чому річ?
 mature [məˈtʃvə] стиглий
 mayonnaise [ˌmeɪəˈneɪz] майонез
 meaningful [ˈmi:nɪŋf(ə)l] важливий,
 значний, видатний
 meanwhile [ˈmi:nwaɪl] тим часом
medal presentations — церемонія вручен-
 ня медалей
 media [ˈmediə] засоби масової інформа-
 ції (ЗМІ)

media coverage — медіа-охоплення, висвітлення пресою
 medium [ˈmi:diəm] середній
 midnight [ˈmidnaɪt] північ (середина ночі)
 mince [mɪns] фарш
 mine [maɪn] шахта
 mistletoe [ˈmɪst(ə)lɔ:u] омела
 mix [mɪks] змішування, змішувати
Modern Olympic Movement — сучасний олімпійський рух.
 monarch [ˈmɒnərk] монарх
 monitor [ˈmɒnɪtə] перевіряти, контролювати
 moor [mʊə] місцевість, вкрита вересом
 motel [məʊˈtel] мотель
 motor-racing [ˈməʊtə, reɪsɪŋ] мотоперегонки
 mountainous [ˈmaʊntɪnəs] гористий
 movement [ˈmu:vmənt] рух
 movie [ˈmu:vi] кінофільм
 mug [mʌg] кружка
 mummy [ˈmʌmi] мумія

N

napkin [ˈnæpkɪn] серветка
 nationality [ˌnæʃəˈnælɪti] національність
 neighbourhood [ˈneɪbəhʊd] сусідство
 netball [ˈnetbɔ:l] гра з м'ячем через сітку (для дівчат)
 nickname [ˈnɪkneɪm] прізвисько
 nightmare [ˈnaɪtmɛə] кошмар
 nominate [ˈnɒmɪneɪt] домінувати, висунути
 Northern Ireland [nɔ:ð(ə)nˈaɪələnd] Північна Ірландія
 north-west [ˌnɔ:θˈwest] північний захід
 nowadays [ˈnaʊədeɪz] наразі, в даний час
 nurse [nɜ:s] медична сестра, няня

O

oar [ɔ:] весло
 obsession [əbseʃən] одержимість
 occur [əˈkɜ:] відбуватися
 Olympia [ə(v)ˈlɪmpɪə] Олімпія
Olympic Flag — олімпійський прапор
Olympic Flame — олімпійський вогонь
Olympic mascot — олімпійський талісман
Olympic motto — олімпійський девіз
 * *Olympic Rings* — Олімпійські кільця

Olympics [əˈlɪmpɪks] Олімпійські ігри
 once [wʌns] одного дня, колись
 one-third [ˌwʌnˈθɜ:d] одна третина
Opening and Closing ceremonies — церемонії відкриття і закриття
 optional [ˈɒpʃ(ə)nəl] необов'язковий
 origin [ˈɒrɪdʒɪn] походження
 otherwise [ˈʌðəwaɪz] інакше
 owl [aʊl] сова
 own [əʊn] власний, володіти

P

packet [ˈpækɪt] пакет
 pad [pæd] подушка
 painfully [ˈpeɪnf(ə)li] болісно
 Paralympic [ˈpærələɪz] Параолімпійські ігри
 particularly [pəˈtɪkjələli] особливо
 party [ˈpa:ti] вечірка
 passenger [ˈpæsɪndʒə, -s(ə)ndʒə] пасажир
 pasta [ˈpæstə] паста, макаронні вироби
 peg [peg] орієнтир
 performance [pəˈfɔ:məns] виконання, вигода
 perhaps [pəˈhæps] можливо
 pickle [ˈpɪk(ə)l] маринад; маринований, консервований овоч
 pie [paɪ] пиріг
 pilot [ˈpaɪlət] льотчик, пілот
 plaice [pleɪs] камбала
 platform [ˈplætfɔ:m] платформа
 pleasure [ˈpleʒə] задоволення
 roached [ˈrəʊtʃt] напівзварений
 polite [pəˈlaɪt] вихований
 pork [pɔ:k] свинина
 port [pɔ:t] порт
 porter [ˈpɔ:tə] вахтер
 prawn [praʊn] креветка
 predominant [prɪˈdɒmɪnənt] домінуючий
 preference [ˈpref(ə)rəns] перевага
 price [praɪs] ціна, вартість
 principal [ˈprɪnsɪp(ə)l] основний, головний
 prologue [ˈprɒləʊg] пролог
 properly [ˈprɒpəli] належним чином
 provide [prəˈvaɪd] забезпечувати
public holiday — державне свято
 publish [ˈpʌblɪʃ] опубліковувати
 pudding [ˈpu:dɪŋ] пудинг
 rampkin [ˈræmpkɪn] гарбуз

punk [pʌŋk] панк
 puzzle ['pʌz(ə)] загадка, головоломка
 quantity ['kwɒntɪtɪ] кількість
 quarter ['kwɔ:tə] квартал, чверть
quest house — будинок для гостей, різно-
 вид готелю

R

reality [rɪ'æltɪtɪ] дійсність
 rearing [rɪə] піднімання
 recently ['ri:s(ə)ntli] останнім часом
 reception [rɪ'sepʃ(ə)n] приймальня
 receptionist [rɪ'sepʃ(ə)nɪst] той, хто пра-
 цює в приймальні
 recipe ['resɪpi] рецепт
 recognition [,rɪ:ekəg'nɪʃ(ə)n] визнання
 recognizable ['rekəgnaɪzəb(ə)] визнаний,
 розпізнаваний
 refer (to) [rɪ'fɜ:] посилатися (на щось),
 відноситись (до чогось)
 reference ['ref(ə)rəns] посилення
 registration [,redʒɪ'streɪʃ(ə)n] реєстра-
 ція, перекличка у школі
 reindeer ['reɪndɪə] північний олень
 rely (on) [rɪ'laɪ] залежати (від)
 remind (of sth / sb) [rɪ'maɪnd] нагадувати
 (про щось або когось)
 research [,rɪ:'sɜ:tʃ] дослідження
 resemble [rɪ'zemb(ə)] нагадувати
 reservoir ['rezəvɔɜ:] резервуар
 residence ['rezɪd(ə)ns] місце проживання
 resident ['rezɪd(ə)nt] резидент, мешка-
 нець
 resource [rɪ'zɔ:s, -'sɔ:s] ресурс
 responsible (for) [rɪ'spɒnsəb(ə)] відпові-
 дальний (за)
 resurrection [,rezə'rekʃ(ə)n] воскре-
 сіння
return ticket — зворотний квиток
 roast [rəʊst] печення
 roasted [rəʊstɪd] смажений цілком
 rolling ['rɒlɪŋ] обертання
 root [ru:t] корінь
 route [ru:t] маршрут, шлях
 royal ['rɔɪəl] королівський
 rudimentary [,ru:di'ment(ə)ntɪ] рудимен-
 тарний
 ruin ['ru:ɪn] крах, руїна, руйнувати
run businesses — займатися бізнесом
 run out (of sth.) ['rʌn'ʌʊt] закінчитися

S

saint [] святий
 salsa ['sælsə] сальса (латиноамерикан-
 ський танець)
 salty ['sɔ:ltɪ] солоний
 sauce [sɔ:s] соус
 Saxon ['sæks(ə)n] сакс, саксонець
 scenery ['si:n(ə)rɪ] пейзаж, декорації
 Science ['saɪəns] точні науки (навчаль-
 ний предмет)
 Scotland ['skɒtlənd] Шотландія
 seat [si:t] місце
 security [sɪ'kjʊ(ə)rɪtɪ] безпека
 seldom ['seldəm] рідко
 semester [sɪ'mestə] семестр
 sense [sens] сенс, почуття
 separate ['sep(ə)rɪt] відокремлювати
 serve [sɜ:v] подавати
 shark [ʃɑ:k] акула
Shark Bay — Бухта Акули
 shepherd ['ʃepəd] пастих
shooting (of a film) — зйомка (фільму)
shopping mall — великий торговельний
 центр
 sightseeing ['saɪt,sɪ:ɪŋ] огляд пам'яток,
 видатних місць; екскурсія
single room — номер у готелі на одну особу
single ticket — квиток в одну сторону, на-
 прям
 size [saɪz] розмір
 skeleton ['skelɪn] скелет
 skilled [skɪld] кваліфікований, вправний
 slope [sləʊp] нахил
 smelly ['smeli] смердючий
 smoked [sməʊkt] копчений
 snack [snæk] легка закуска
 snooker ['nu:kə] шнукер (гра)
 snowdrop ['snəʊdrɒp] пролісок
 soon [su:n] скоро
 sour ['saʊə] кислий
 souvenir [,su:və'niə, 'su:vəniə] сувенір
 spaghetti [spə'ʃetɪ] спагеті, макаронні ви-
 роби
 spicy ['spaɪsɪ] пряний
 spilling ['spɪlɪŋ] проливання
 spirit ['spɪrɪt] дух
 spoil [spɔɪl] псувати, балувати
 spotty ['spɒtɪ] плямистий
spring equinox — весняне рівнодення

stale [steɪl] черствий
 starter [ˈstɑːtə] закуска, легка закуска
 stationery [ˈsteɪʃən(ə)rɪ] канцелярське приладдя

stay at / in — зупинитись
 steward [ˈstjuːəd] стюард, бортипровідник
 store [stɔː] магазин
 stormy [ˈstɔːmɪ] бурхливий, штормовий
 straw [strɔː] солома
 stretch (for) [stretʃ] простягатися
 stuff [stʌf] речі
 stupid [ˈstjuːpɪd] безглуздий, дурний
 substantial [səbˈstænʃ(ə)l] істотний, знач-

ний, ґрунтовний
 substitute [ˈsʌbstɪtjuːt] заміна
 successfully [səkˈsesf(ə)lɪ] успішно
 suddenly [ˈsʌd(ə)nli] раптом
 suite [swiːt] номер у готелі класу «люкс»
 summit [ˈsʌmɪt] саміт
 surface [ˈsɜːfɪs] поверхня
 (not) surprisingly — (не) дивно
 surrounding [səˈraʊndɪŋ] оточення
 survive [səˈvaɪv] вижити
 sweet [swiːt] солодкий, цукерка
 swipe card — спеціальна пластикова картка, що дає дозвіл на вхід
 symbolize [ˈsɪmbəlaɪz] символізувати

T

tasty [ˈteɪstɪ] смачний
 technological advance — технологічний прогрес
 terminal [ˈtɜːmɪn(ə)l] термінал
 thatched [θætʃ] солом'яний
 the tube [tjuːb] «труба» (назва-прізвисько лондонського метро)
 then [ðen] потім
 ticket collector [ˈtɪkɪtkə, lektə] контролер
 ticket office — каса
 timetable [ˈtaɪm, teɪb(ə)l] розклад
 tin [tɪn] консервна банка
 toiletries [ˈtɔɪlɪt, rɪz] предмети туалету
 ton [tʌn] тонна
 towards [təˈwɔːdz] у напрямку до
 trade [treɪd] торгівля
 trait (of character) [treɪ(t)] риса характеру
 trampolining [ˈtræmpəlɪnɪŋ] стрибки на батуті
 trendy [ˈtrendɪ] модний

Trick or treat! — Подарунок або покарання! (вигук дітей на свято Хеллоуїн)
 tuck shop [ˈtʌkʃɒp] кондитерська, кондитерська шкільна крамничка
 tuna [ˈtjuːnə] тунець
 turkey [ˈtɜːki] індик (індичка)
 twin [twɪn] близнюк

U

underwater [ˈʌndə, wɔːtə] під водою
 unfortunately [ʌnˈfɔːtʃunətli] на жаль

V

vacancy [ˈveɪkənsɪ] вакансія
 valid [ˈvælɪd] дійсний
 valley [ˈvæli] долина
 vampire [ˈvæmpaɪə] вампір
 vary [ˈve(ə)rɪ] відрізнятись, змінюватись
 vinegar [ˈvɪnɪgə] оцет
 Vogue [vəʊg] «Вог» (журнал мод)
 volcanic rock — вулканічна порода

W

wage [weɪdʒ] заробітна плата
 waiter [ˈweɪtə] офіціант
 waitress [ˈweɪtrɪs] офіціантка
 waiting room [ˈweɪtɪŋruː(ɪ)m] зал очікування
 Wales [weɪlz] Уельс
 wealth [welθ] багатство
 weekly wage — щотижнева заробітна плата
 weight-lifting [ˈweɪt, lɪftɪŋ] важка атлетика
 weights [weɪt] гантелі
 Well done! — Молодець!
 whistle [ˈwɪs(ə)l] свист, свистання
 witch [wɪtʃ] відьма
 wonderland [ˈwʌndələnd] країна чудес
 wool [wʊl] шерсть
 wreath [rɪːθ] вінок

Y

yoghurt [ˈjɒgət] йогурт
 yuk [jʌk] гидота
 yummy [ˈjʌmɪ] смачний, смакота

Z

zombie [ˈzɒmbi] зомбі