

Марія Кучма  
Лілія Морська

# АНГЛІЙСЬКА МОВА

(5-й рік навчання,  
друга іноземна мова)

**ПІДРУЧНИК ДЛЯ 9 КЛАСУ**

закладів загальної середньої освіти  
(з аудіосупроводом)



ТЕРНОПІЛЬ  
НАВЧАЛЬНА КНИГА — БОГДАН  
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## Дорогі дев'ятикласники і дев'ятикласниці!

Розпочинається ваш п'ятий рік вивчення однієї з найпопулярніших мов світу. За попередні роки ви навчилися багато: розповідати англійською про свою зовнішність, сім'ю, друзів, школу, прочитали та прослухали цікаві тексти про Велику Британію, США, Канаду, Австралію тощо. Переконані, що ви розумієте важливість вивчення іноземної мови у сучасному світі, а тому ще з більшим ентузіазмом поглиблюватимете свої знання з англійської мови.

Цього року ви почерпнете багато цікавої та пізнавальної інформації про визначні місця Великої Британії й України та видатних людей цих країн. У книзі на вас також чекають тексти про театр, кіно і літературу. Завдяки їм ви й самі зможете розповідати про улюблені книги, вистави та фільми. Підручник допоможе також поглибити знання з граматики англійської мови та значно розширити словниковий запас.

Тож бажаємо вам успіхів у навчанні та захопливої праці з нашим підручником, сторінки якого ви гортатимете упродовж року!

*Авторки*

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### УМОВНІ ПОЗНАЧЕННЯ



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Grammar



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## Lesson 1

## Family. Working Day

## ! The Present Perfect Tense

Утворення: **have**  
**has** + III форма дієслова

Допоміжні дієслова:  
**have, has**

1. **Work in pairs. Express a surprise in connection with the statements given below.**

*Model:* — You have just had your supper.  
— Have I? I haven't had my supper yet.

1. You have just come home from school.
2. Your brother has just cleaned his room.
3. Your aunt has just watched TV.
4. Your uncle has just gone to sleep.
5. Your grandparents have just done morning exercises.
6. You have just taken a shower.

2. **Listen and read the text. Tell about your working day.**

**MY WORKING DAY**

I'd like to tell you about my weekdays during my final year at school.

On weekdays my working day began early in the morning. I don't like to get up early, but I got used to it. I usually got up at about 7 o'clock. Then I did my morning exercises and went to the bathroom to wash my face and hands with soap and clean my teeth with toothpaste. At a quarter past seven I was ready to have my breakfast. As a rule, I had a quick light breakfast which consisted

of a cup of coffee or tea, a boiled egg or an omelette and a cheese or sausage sandwich. After breakfast I put on my coat, took my bag and left for school.

As my school is not far from my house, it took me 10 minutes to get there. I never took a bus or a trolleybus on my way to school.

I usually had six or seven lessons a day. I loved all my subjects at school, because our teachers were highly qualified and enthusiastic. They always knew how to stimulate us to study and how to develop our intellectual curiosity.

The classes at school were over at about three o'clock. Sometimes I stayed at school after classes to play basketball or table tennis or to take part in any other after school activity.

When I came home I had dinner. My parents always cooked delicious dishes for me. After my dinner I went out with my friends. On rainy days I stayed at home and listened to music, watched TV or played computer games. At about 8 o'clock in the evening I started doing my home assignments. I had to work hard at all the subjects as it was my final year at school.

I did well in most school subjects, but I had to have private lessons in English and Mathematics as I wanted to enter the university.

As a rule, I took a shower or a bath late in the evening and at about 11.30 p. m. I went to bed.

### 3. Read Ann's letter about her uncle and aunt.

To:	My Friend			
Subject:	My Aunt and Uncle			
Insert:	<a href="#">Attachment</a> <a href="#">Photos</a> <a href="#">Videos</a>			
Tahoma	10	<b>B</b>	<u>U</u>	■

Dear friend,

My uncle Den and aunt Polly are a lovely and imaginative couple. They love sports and travelling very much. They have just come from the trip round the world. They are happy because they have visited a lot of countries: France, Germany, the USA, Canada, Australia and others.

When they are in their village, their daily schedule is a little boring, I think. They usually get up at 8 a.m., take a shower, have breakfast and leave for work. My aunt is a nurse in the village hospital, and my uncle is a construction worker. They have lunch at their places of work. At about 5 or 6 p.m. they come back home. They have supper, watch TV or read a newspaper and at 10 p.m. they go to bed.

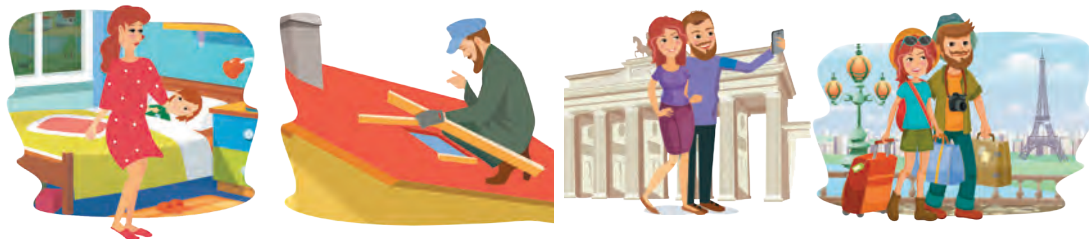
But during their trip around the world everything was different. They got up very early, had their breakfast and went on excursions. They managed to see the Eiffel Tower in France, visit Dresden Gallery in Germany, enjoy the attractions of Disney Land in the USA, swim in the five Great Lakes in Canada, and ride a kangaroo in Australia.

My cousin Susan and her husband Tom didn't travel with them, because they have a baby, my nephew. He is a lovely, funny and cute boy. He always looks and smiles at me. Will you tell me, please, about your aunt's family?

Write me soon.

Yours,  
Ann

4. Look at the pictures and say what Ann's aunt and uncle do in the village and what they have done during the trip.



5. Read Ann's letter about her grandparents. Then tell the class about them.

To: My Friend

Subject: My Grandparents

Insert: Attachment Photos Videos

Tahoma 10 B I U

Dear friend,

In this letter I'd like to tell you about the people who brought me up. They are my grandmother and grandfather. My grandfather passed away 5 years ago. He was a good-natured and easy-going person. It was very difficult for my granny to get over the death of my grandfather. I suppose that only her strong will helped her overcome all the difficulties. She still works, though she is 62. She is a hard working and organized woman. I have a high opinion of her.

In general, my relatives live in Chernihiv, Mykolayiv, Ternopil, Odesa and in some villages. They are all different but lovely people. We live friendly with them and when we have time we visit them.

Do you love your grandparents? Write me about them, OK?

Yours,  
Ann

6. Discuss in groups of 3 or 4:

- 1) the way you show respect and gratitude to people who brought you up;
- 2) ideal relations with relatives.

7. Look at the pictures and describe them. Then, in pairs express your opinion about:

- a) the advantages and disadvantages of each type of family;
- b) the problems the children in each type of family might have;
- c) how each family compares to your own.



8. Write a reply to Ann's letters (exercises 3 and 5).



## Lesson 2

### Food and Nutrition. Clothes

1. **You are at your friend's birthday party. Work in pairs. Make up and role-play similar conversations.**

*Model:* He: Have some fish.

You: No, thanks, but can I have some ham and mashed potatoes, please?

He: Of course you can. Here you are.

**Use these words and word combinations:**

bread, butter and ham / egg and cheese sandwich

pork chops and salad / tomato and cheese pizza

sausage and mashed potatoes / chips and fish

pizza / roast beef

biscuits / apple pie

fruit salad / ice cream

ice cream / cake

tea / coffee

juice / milk cocktail



2. **Listen to the dialogue. Then say if the statements below are true (T) or false (F).**



1. Victor feels well today.
2. Victor and his friends ate at a fast food restaurant yesterday.
3. The teacher believes that teenagers today have very healthy eating habits.
4. Victor's parents often prepare home-cooked meals.
5. Supermarkets today are filled with prepackaged, instant foods.
6. Ann thinks that students always try to cook healthy meals.
7. The most popular lunch foods mentioned by Ann are snacks like burgers and fries.
8. The teacher advises that it's more important to live to eat than to eat to live.

**Reflexive pronouns** (зворотні займенники)

**Однина**

I — myself

You — yourself

He — himself

She — herself

It — itself

себе; сам(а)

**Множина**

we — ourselves

you — yourselves себе; сами

they — themselves

**3. Do as in the model. Start the sentences with the words in brackets.**

*Model:* She can't do this exercise herself. She needs help. (They) —  
They can't do this exercise themselves. They need help.

1. I can get dressed myself. I am not a baby. (We) —
2. You may sing yourself. Your voice is strong. (You) —
3. He may go to the shop himself. It is not dark outside. (She) —
4. You can't do that yourself. You don't know the rules. (He) —
5. Your brother can clean the room himself. (We) —
6. Her niece can cook a cake herself. (I) —

**4. Work in pairs. Think of an item of clothes you would like to wear for a specific occasion, like going to the park, attending a party, or going to school. Describe it to your partner but don't name the item. Your partner should guess what item you described. Use the model.**

*Model:* I am wearing something that keeps me warm in winter.  
I have something on my feet that I wear when it rains.

**5. Read the text and write down all the reasons why people choose the clothes they wear. Then, define these reasons in your own words.**

### THE CLOTHES WE WEAR

Without realizing it, the clothes we choose to wear tell other people a lot about us. We often judge others by the clothes they are wearing. For example, people dressed in expensive clothes are thought to be wealthy.

Our shoes, accessories and jewellery, all tend to create an impression of social class and personality. Similarly, our choice of clothing also depends on our age and whom we are influenced by. On the other hand, we do not always get the chance to choose our clothes. If we work as a nurse, police officer or firefighter, we have to wear a standard uniform. Lastly, our ideas of beauty are revealed by our style of dress. Dressing in a particular outfit might be a way of saying, "This is what I think looks nice and I believe it makes me look more attractive." In conclusion, being more than just a way to keep warm, clothes reveal a lot about a person's life, character and status.



**6. Work in pairs. Agree or disagree with the points you've copied out.**

**7. Write approximately 10 sentences about clothes you wear. Tell about your favourite clothing style.**



# Lesson 3

## Leisure Time and Sport

### 1. a) In your exercise book evaluate each activity:

1. the sports and pastimes you participate in, are interested in, or watch (✓);
2. the ones that other members of your family take an interest in (+);
3. the games and pastimes you dislike or disapprove of (x);
4. the ones you might take up or get interested in one day (?).

*Team sports:* football , baseball , hockey , rugby , basketball .

*Individual competitive and non-competitive sports:* boxing , badminton ,  
motor racing , golf , squash , cycling , field and track athletics ,  
surfing , jogging , fitness exercises .

*Outdoor activities:* gardening , walking the dog , hunting .

*Indoor games:* chess , draughts ; board games: monopoly, etc. .

*Hobbies:* collecting things , doing crossword puzzles , do-it-yourself .

**b) Underline your favourite activity in each category and add any which are missing.**

**c) Work in groups. Compare your lists. Present the information to class.**

### 2. Make up a dialogue, using the key questions given below.

What sports do your friends go in for?

Where do they train?

Who is good at basketball?

How often do they go to the gym?

### 3. Listen and read how members of Mark's family spend their spare time.



Hi! My name is Mark. I'm fourteen. I cannot say that I'm a couch potato, but I'm quite happy to stay at home most evenings. I usually watch TV, read interesting books or play computer games.

My sister's name is Mary. She is nine. She has very energetic interests and hobbies. She loves playing tennis, basketball, dancing and hiking. But she hates collecting labels or coins.

My father is a football fan. He is a Dynamo supporter. He goes to all their matches when they play at home.

My mother is fond of taking photographs. Her photos are really great.

### 4. Look at the pictures. Tell about Mark's family.



5. **Make up questions to the given answers.**

Student 1: Where \_\_\_\_\_ ?

St. 2: I am going to my school gym.

St. 1: Why \_\_\_\_\_ ?

St. 2: I'll have my training there.

St. 1: How often \_\_\_\_\_ ?

St. 2: I have my training every other day.

St. 1: Who \_\_\_\_\_ ?

St. 2: Petrenko is my coach.

St. 1: Do \_\_\_\_\_ ?

St. 2: Of course I do.

6. **Make some notes about yourself. Use the ideas below and those from exercises 1 and 2 and add more ideas of your own. Present the information to class.**

1. Sports and hobbies

I play a little \_\_\_\_\_

I used to play \_\_\_\_\_ but now \_\_\_\_\_

I like to go \_\_\_\_\_ (+ verb with -ing)

I collect \_\_\_\_\_

2. Cultural interests and holidays

(books) I like \_\_\_\_\_

(films) I like \_\_\_\_\_

(music) I like \_\_\_\_\_

(magazines) I like \_\_\_\_\_



**Would** вживаємо, коли говоримо про дії, які часто повторювалися у минулому.

**Used to** вживаємо для опису станів і звичок у минулому.

*Model:* Grandma **would** always **make** me porridge for breakfast (also: **used to make**). When I was young I **used** to live in Lviv (Not: **would**).

7. **Work in groups. Discuss the changes in your lives over the years. Talk about:**

1. hobbies

4. personality

7. daily routine

2. sports

5. food

8. favourite books

3. clothes

6. likes/dislikes

**Use used to.**

*Model:* — What were your hobbies and what are they now?

— 5 years ago I used to play football but I don't play it any more. I'd rather play the guitar.

8. **Write 10–12 sentences about how members of your family spend their spare time. Then tell your class about it.**



## Lesson 4

### The British Isles and Ukraine

#### 1. Look at the map and read about the British Isles.

##### THE BRITISH ISLES

The British Isles lie off the north-west coast of continental Europe. They are made up of Great Britain (England, Scotland and Wales) or the United Kingdom (UK) and Northern Ireland. The capital of Great Britain is London.



The UK is separated from Europe by the English Channel. The country is washed by the Atlantic Ocean in the north and the North Sea in the east.

Mountains are an important part of the geography of the country. The highest mountains are Ben Nevis in Scotland, Snowdon in Wales, Scafell in the Lake District and Slieve Donard in Northern Ireland.

The main rivers in England are the Severn and the Thames. Scotland's longest river is the Clyde and Ireland's — the Shannon. The largest lake is the Lough Neagh in Northern Ireland.

#### 2. Tell the class about the British Isles. Use the information from exercise 1.

#### 3. Look at the map and read about Ukraine.

##### UKRAINE

Ukraine occupies an area of 603.700 square kilometers. In the south-west it borders Hungary, Romania and Moldova; in the west Poland and Slovakia. In the south Ukraine is washed by the Black Sea and the Sea of Azov.

The main territory of Ukraine is flat, but 5% of it make up mountains. The largest of them are the Carpathian Mountains and the Crimean Mountains.

The Carpathians are situated in Europe and stretch through Hungary, Poland, Romania, and Ukraine. The highest point of the Ukrainian Carpathians is Hoverla — 2,061 metres above the sea level.

The Crimean Mountains stretch along the coast of the Black Sea. The highest point of the Crimean Mountains is Roman-Kosh.

The major rivers in Ukraine are the magnificent Dnipro, the Dnister, the Bug, the Donets and others.



4. Tell the class about Ukraine. Use the information from exercise 3.



5. Listen and read about the climate of the United Kingdom. Answer the questions after the text.



The climate of the British Isles is neither too hot nor too cold. British winters are mild and summers are cool because the winds that blow from the Atlantic Ocean are mild in winter and cool in summer. Average British temperatures do not rise above 32° C in summer and do not fall below -10° C in winter. The rivers do not freeze in winter. March to June are the driest months, September to January — the wettest.

The weather on the British Isles has a bad reputation. The British say that there is a climate in other countries, but we have just weather. If you don't like the weather

in England, just wait a few minutes. Britain is also known all over the world for its fogs. Sometimes fogs are so thick that it's impossible to see anything within a few meters.

The British climate has three main features: it is mild, humid and very changeable.

1. Are the British winters mild or cold?
2. Does the rivers freeze in winter?
3. What are the driest British months?
4. May to July are the wettest British months, aren't they?
5. What are three main features of the British?



### The **Past Perfect Tense**

Утворення: **had + III форма дієслова**

Допоміжне дієслово: **had**

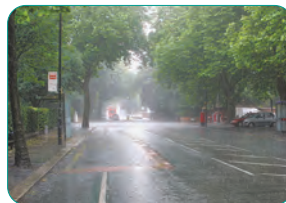
#### 6. **Open the brackets in the sentences given below. Use the Present Perfect or the Past Perfect.**

1. You can have this newspaper. I (finish) reading it.
2. It wasn't raining when I left for school. It (stop) by that time.
3. I am not hungry. I already (eat).
4. It was ten p.m. I already (finish) doing my homework and I was ready to go to bed.
5. Carol missed her lesson of English yesterday because of a terrible traffic jam. By the time she got to school, her lesson already (begin).
6. Our family had no car at that time. We (sell) our old car.
7. Do you want to see that programme? It just (start).
8. We are late. The party already (start).
9. I (learn) English for 4 years now.
10. John (live) in Paris for 5 years before he could speak French fluently.
11. They are angry because (wait) for too long.

#### 7. **Compare and contrast the weather in summer in different parts of Ukraine. Use phrases given below.**

1. In ... whereas in ... .
2. ... in comparison to ... .
3. Although/While ..., ... .
4. Both ... and ... .

*Model:* In summer it can be sunny and hot in the south of Ukraine whereas it is rainy and cool in the west of the country.



8. **Listen to the weather forecast for Ukraine for tomorrow. Write and then tell it to your class in English.**



## Lesson 5

### Holidays and Traditions

**1. Complete the sentences with the Past Perfect or Past Simple.**

1. When I left my school, I ... (realise) that I ... (forget) my English textbook.
2. She was happy because she ... (take) the 1<sup>st</sup> place in the competition.
3. He ... (buy) the car by the time I got there.
4. I ... (not listen) to the joke because I ... (hear) it before.
5. When he ... (arrive) at the station, his train already ... (leave).

**2. Listen and read about the holidays in Ukraine. Say which holidays are the most/least popular with the students in your class. Explain the reasons.**



#### PUBLIC HOLIDAYS IN UKRAINE

There are 8 national holidays which are celebrated in Ukraine every year.

*New Year's Day (January 1).* On this holiday people decorate New Year Tree with toys and colourful lights. The most common way of celebration is New Year parties. People have fun. When the clock strikes 12, they say to each other "Happy New Year!"

*Women's Day (March 8).* It is a good occasion for men to demonstrate their love and sympathy to the women around them. It is widely celebrated. It's the day of mothers, grandmothers, sisters, sweet-hearts — of all the women.

*Easter.* The holiday of celebrating Christ Resurrection. The Easter egg is the most popular emblem of this holiday.

*Day of Remembrance and Victory over Nazism in World War II 1939–1945 (May 8).* It is a national holiday and non-working day in Ukraine established in 2023.

*Constitution Day (June 28).* This holiday commemorates the adoption of Ukrainian constitution in 1996.

*Independence Day (August 24).* This holiday is dedicated to the important event: Ukraine's independence was proclaimed by the Ukrainian Parliament on August 24, 1991.

*Defender's Day (October 1).* The holiday honors veterans and fallen members of the Ukrainian armed forces. It is also a holiday of the men and women, who served in the Ukrainian Military Forces. Its first celebration was in 2015.

*Christmas (December 25).* Unlike the New Year with fun, firework and big celebration, it is a religious holiday.

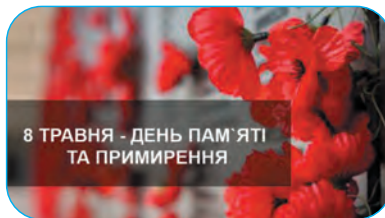
**3. Read about the Remembrance Day in Great Britain. Say how you commemorate those who lost their lives during the wars.**

#### REMEMBRANCE DAY

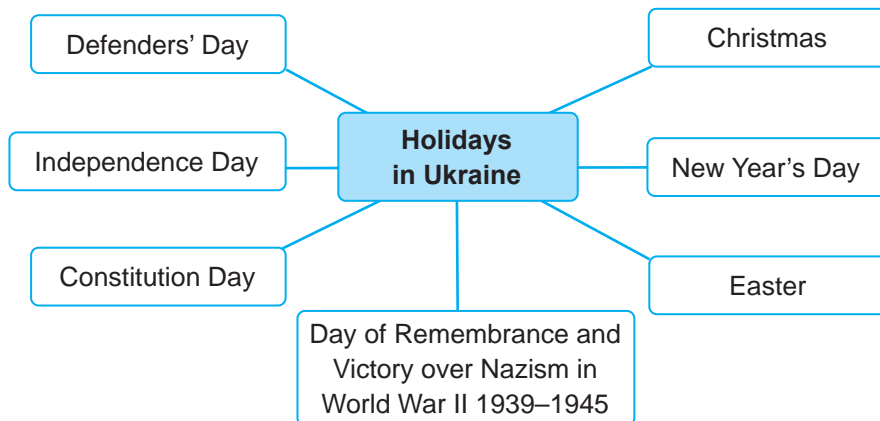
Remembrance Day is observed throughout Britain in commemoration of the million or more British soldiers, sailors and airmen who lost their lives during the two World Wars. On that day special services are held in the churches and wreaths are laid at war memorials throughout the country and at London's Cenotaph, where a great number of people gather to observe the two-minute silence and to perform the annual Remembrance Day ceremony.

On that day artificial poppies, a symbol of mourning, are traditionally sold in the streets everywhere, and people wear them in their button-holes. The money collected is used to help the men who had been crippled during the war and their dependants.

4. Discuss in small groups public holidays in Ukraine. If you were a president, what holidays would you change? Give your reasons.



5. Tell about the way you celebrate your favourite holiday.



## Lesson 6

### Mass Media

1. **Listen and read the text about the mass media. Answer the questions after it.**

#### MASS MEDIA

We live in the era of information. It's impossible to imagine our life without media. The term the mass media in English refers to the sources of information and news such as newspapers, television, radio and the Internet, that reach and influence large numbers of people.



The press still remains one of the most powerful kinds of mass media. One can find daily, weekly and monthly newspapers and magazines on different topics such as fashion, sport, children, politics, economy and others.

Television provides a great opportunity for people to learn the latest news, watch interesting programmes and films.

Radio keeps us informed about current events, extends the education and provides the cultural recreation.

The Internet is an international computer network connecting other networks and computers that allows people to share information around the world. Nowadays, no one can deny the importance of the Internet.

Sitting in front of a computer you can shop, download many interesting films, books, read news, send mails to your friends.

1. What sources of information do you prefer? Which of them do you trust more?
  2. Do you read newspapers and magazines?
  3. What are your favourite TV programmes?
  4. Do you like to surf the net?
2. **Speaking Practice in pairs: small role-play. Discuss with your partner.**

What is your favourite way of getting news? Do you prefer reading newspapers or watching TV for news? Why? How often do you use social media?

*Student A:* You are a reporter interviewing someone about their favourite TV programme.

*Student B:* You are being interviewed. Talk about your favourite TV programme and why you like it.

*Model: Reporter:* Good morning! Can you tell me about your favourite TV programme?

*Interviewee:* Good morning! My favourite TV programme is "Nature's Wonders". I like it because I learn a lot about animals and the environment.

**3. Complete the sentences below with an appropriate modal verb and a suitable ending.**

*Model:* To stay informed about current events, you *should read the newspapers.*

1. When reading an editorial, you \_\_\_\_\_
2. If you want to submit a letter to the editor, you \_\_\_\_\_
3. To avoid spreading misinformation, you \_\_\_\_\_
4. To enjoy reading the newspaper, you \_\_\_\_\_

**4. Read the text and complete it with the correct form of the verbs in brackets.**

I believe that magazines are not useful for me so I stopped reading them a long time ago. My history teacher (1) \_\_\_\_\_ (advise) me to start reading newspapers, which can help me (2) \_\_\_\_\_ (understand) the world better. He (3) \_\_\_\_\_ (suggest) trying "The Guardian" and (4) \_\_\_\_\_ (offer) me his copy. I (5) \_\_\_\_\_ (love) reading the sports pages but I (6) \_\_\_\_\_ (enjoy) the political and economic news yet. Anyway, I (7) \_\_\_\_\_ (promise) to read everything. Now I (8) \_\_\_\_\_ (want) to buy some magazines, like "Newsweek" or "Time", and see if I (9) \_\_\_\_\_ (enjoy) reading them as well.

**5. Imagine you are going to interview a famous person. Choose the celebrity you would like to interview and make a list of possible questions.**

*Model:* Is it easy to be famous? When did you really become a celebrity?

.....

**6. Use the prompts to make up sentences that include *with* or *without*.**

*Model:* The journalist / wrote / the story / accuracy. — The journalist wrote the story with accuracy.

1. The journalist / wrote / the story / accuracy
2. The newspaper / published / a lot of photos
3. She / read / the article / understanding its context
4. The reporter / covered / the event / enthusiasm
5. The editor / revised / the manuscript / any errors

**7. Rewrite the following sentences using the given modal verb in parentheses. Make sure the new sentence has the same meaning as the original.**

*Model:* It is important for journalists to write the truth. (must) —  
Journalists must write the truth.

1. It is a good idea to read the newspaper every day. (should)
2. It is possible to find international news in the newspaper. (can)
3. It is not allowed to publish fake news. (mustn't)
4. It is not a good idea to ignore the news. (shouldn't)

# Lesson 7

## My School

### 1. Work in pairs. Ask and answer the questions.

1. What town/village do you live in?
2. Is it large or small?
3. How many schools are there in your town/village?
4. What is the number of your school?
5. What street is it in?
6. How many storeys does your school have?
7. What floor is your English classroom on?
8. What days do you go to school?
9. What are your favourite days at school? Why?

### 2. Interview your classmate on his/her favourite subject(s).

*Model:* A: What is your favourite subject?

B: It's Maths.

A: How many times a week do you have it?

B: Three.

A: On what days do you have your favourite subject?

B: On Mondays, Wednesdays and Fridays.

A: Is it the first lesson in your timetable?

B: No, on Monday it's the second lesson, on Wednesday it's the third lesson and on Friday it's the fifth lesson.

### 3. Say how often and during which lessons you:

- 1) do research on the Internet;
- 2) play indoor/outdoor sports;
- 3) exhibit artwork;
- 4) learn to use different software;
- 5) practise musical instruments;
- 6) do experiments;
- 7) watch documentaries about various countries;
- 8) study Ukrainian grammar;
- 9) learn poems by heart;
- 10) subtract, divide, add and multiply.

### 4. Match the questions in A with the answers in B.

- A
1. Why do you like English?
  2. Why do you like Sport?
  3. Why do you like Maths?
  4. Why do you like Music?
  5. Why do you like the Ukrainian language?
  6. Why do you like Computer Studies?

- B
- a) because I like counting and doing sums;
  - b) because I like singing and playing musical instruments;
  - c) because I like jumping and running;
  - d) because I like telling stories and reading books;
  - e) because I like to write computer programmes;
  - f) because I like describing pictures, making up dialogues and playing games.

5. **Complete the text in the Past Simple. Use the verbs from the box.**

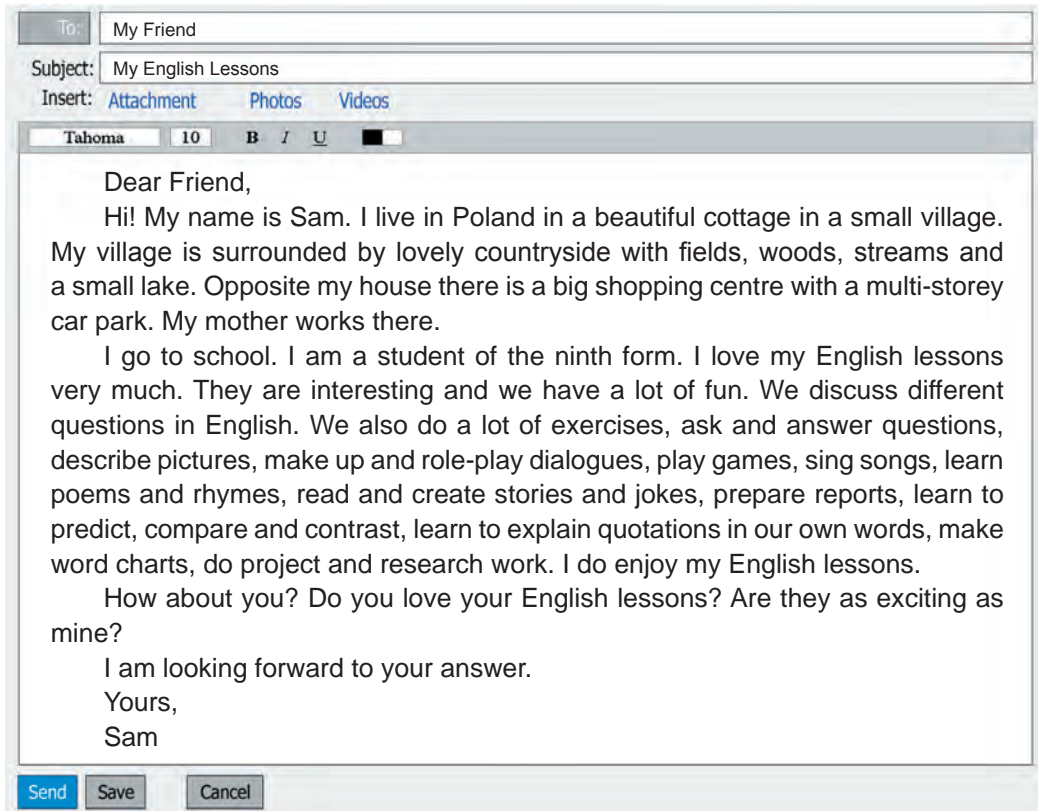
talk, work, arrive, continue, finish, listen, play, start

I remember my first day at school in 20... . I ... at 8.30 and ... lessons at 9.00. We ... from 9.00 to 12.00. The teachers ... to us a lot. Then we ... football for an hour. In the afternoon we ... the lessons and ... to the teacher carefully. Then at 3.30 the lessons ... . It was a long and tiring day!

6. **Make the sentences interrogative and negative.**

1. We were visiting smart shops at that moment.
2. Ann was answering the questions.
3. The teacher was explaining what to do.
4. We were making up dialogues.
5. The students were writing the words into their vocabularies.
6. I was jumping at that time.

7. **Read Sam's letter about him and his English lessons. Write a reply to Sam's letter.**



To: My Friend

Subject: My English Lessons

Insert: Attachment Photos Videos

Tahoma 10 B I U

Dear Friend,

Hi! My name is Sam. I live in Poland in a beautiful cottage in a small village. My village is surrounded by lovely countryside with fields, woods, streams and a small lake. Opposite my house there is a big shopping centre with a multi-storey car park. My mother works there.

I go to school. I am a student of the ninth form. I love my English lessons very much. They are interesting and we have a lot of fun. We discuss different questions in English. We also do a lot of exercises, ask and answer questions, describe pictures, make up and role-play dialogues, play games, sing songs, learn poems and rhymes, read and create stories and jokes, prepare reports, learn to predict, compare and contrast, learn to explain quotations in our own words, make word charts, do project and research work. I do enjoy my English lessons.

How about you? Do you love your English lessons? Are they as exciting as mine?

I am looking forward to your answer.

Yours,  
Sam

Send Save Cancel





# Unit 1

## AUTOBIOGRAPHY

### Lesson 8

#### Autobiography



##### Prepositions of time *by, before and after*

**by** = до

**before** = до, перед тим як

**after** = після, після того як

#### 1. Supply a suitable preposition *by, before or after*.

1. I had decorated the room \_\_\_\_\_ the time they came.

2. She had swept the floor \_\_\_\_\_ he came.

3. We moved to the village \_\_\_\_\_ the war.

4. I'll begin to work \_\_\_\_\_ he comes.

5. You'll watch TV \_\_\_\_\_ they leave.

6. What will you do \_\_\_\_\_ you finish high school?

7. I usually come to school ten minutes \_\_\_\_\_

the classes begin.



#### 2. Listen, read and remember the words and word combination.

autobiography

an account

depend on

target

audience

narrative

engage

ugliness

[ˌɔ:təbaɪ'ɒgrəfi]

[ə'kaʊnt]

[dɪ'pend ɒn]

['tɑ:ɡɪt]

['ɔ:diəns]

['nærətɪv]

[ɪn'ɡeɪdʒ]

['ʌɡliːnəs]

3. **Complete the sentences with the words from exercise 2.**

1. An \_\_\_\_\_ is a self-authored story of a person's life.
2. An autobiography is an \_\_\_\_\_ of one's life.
3. If you ever need any help, you know you can \_\_\_\_\_ me.
4. They are \_\_\_\_\_ ed in talks.
5. Our \_\_\_\_\_ audience is students. They are curious and energetic.

4. **Listen to the text and fill in the blanks as you listen.**



**AUTOBIOGRAPHY**

An autobiography is a self-authored story of a person's (1) \_\_\_\_\_. It is an account of one's life written or recorded in some way by that person.

The autobiography can be either professional or friendly, depending on your target (2) \_\_\_\_\_.

There are two key autobiographical (3) \_\_\_\_\_ used by famous people:

- *Narrative*

In this type of writing, events will be narrated as a "perfect" (4) \_\_\_\_\_.

- *Descriptive*

This type of writing can be engaged when you want your readers to build up a picture of something in their minds. It can be because of its beauty, its ugliness or simply because it is different.

The best way to write an autobiography is to treat life as an interesting story starting from (5) \_\_\_\_\_. Take your readers or listeners through the different (6) \_\_\_\_\_ of your life.

5. **Work in pairs. Ask and answer the questions.**

1. What is an autobiography?
2. What types of autobiography do you know?
3. What are the key autobiographical styles? What is the difference between them?
4. What is the best way to write an autobiography?

6. **Write the answers to the questions. They will give you an idea of what is to be included in your autobiography.**



1. Who are you — what is your personality?
2. What does life mean to you?
3. What are the critical or important events that have impacted your life?
4. What is your outlook about your future?

7. **Let's play. Turn one word into another. You can change only one letter in each word.**



*Model:* Sand ... meat

Sand — send — sent — seat — meat

meet ... mean;

hat ... red;

nose ... doll;

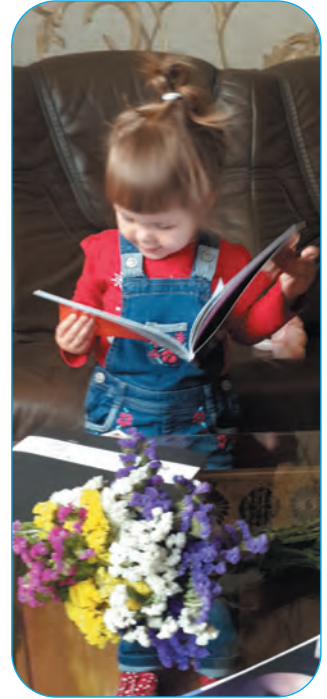
cake ... nine.



### Lesson 9

#### Childhood

1. Look at the photos. Speak about the childhood of the girl.



2. Work in pairs. Make up and role-play the dialogues about your childhood. Use the questions given below.

1. What did you look like?  
Were you tall? thin? pretty? handsome? cute?  
Did you have curly hair? straight hair? long hair?  
Did you have dimples? freckles?
2. Did you have many friends?  
How did you spend your leisure time?  
What games did you play?
3. Did you like school when you were in the first form?  
Who was your favourite teacher? Why?  
What was your favourite subject? Why?
4. What did you do in your spare time?  
Did you have a hobby?  
Did you play sports?
5. How old were you when you began to walk?  
How old were you when you began to talk?  
How old were you when you started school?

3. **Exchange the information about your childhood with your classmate. Say what differences and similarities you have noticed. Use phrases given below.**

*Describing Similarities*

- is rather like
- appears similar to
- seems like
- resembles
- reminds me of
- has a lot in common with
- is pretty much the same as
- is comparable to

*Describing Differences*

- is nothing like
- is totally different from
- varies greatly from
- has very little in common with
- is quite unlike
- bears little resemblance to
- differs dramatically from

4. **Listen, read and remember the words and word combinations.**



include	[ɪn'klu:d]
recollect	[ˌrekə'lekt]
define	[dɪ'faɪn]
bring up	[brɪŋ ʌp]
grow up	[grəʊ ʌp]
prefer	[prɪ'fɜ:(r)]

5. **Match the words with their definitions.**

- |              |   |
|--------------|---|
| 1. grow up   | a) to make sb/sth part                                    |
| 2. recollect | b) to look after a child until he or she becomes an adult |
| 3. include   | c) to explain the exact nature of sth clearly             |
| 4. define    | d) to develop into an adult                               |
| 5. bring up  | e) to like sth better                                     |
| 6. prefer    | f) to remember sth  |

6. **Write German/French equivalents to the English word combinations. Make up four sentences with them.**

Depend on, different stages of your life, bring up, grow up.

7. **a) Recollect and write down the information about the events that taught you something interesting and important.**



- b) Add some events that are funny and an important part of your childhood.**

*Model:* I was quite bored with my life. Once I attended a football match with my Dad. It was fantastic! I realized I need to do something new. I have learnt to play tennis. Now I am happy. Firstly, I have many friends. Secondly, I have great trainings three times a week. Finally, I feel much healthier than ever before.



# Lesson 10

## Cultural Background

### Tag Questions

1. Read and compare.

Present Simple	Past Simple	Future Simple
She goes to school, <i>doesn't</i> she?	He went to school, <i>didn't</i> he?	They <i>will</i> go to school, <i>won't</i> they?
She <i>doesn't</i> go to school, <i>does</i> she?	He <i>didn't</i> go to school, <i>did</i> he?	They <i>won't</i> go to school, <i>will</i> they?

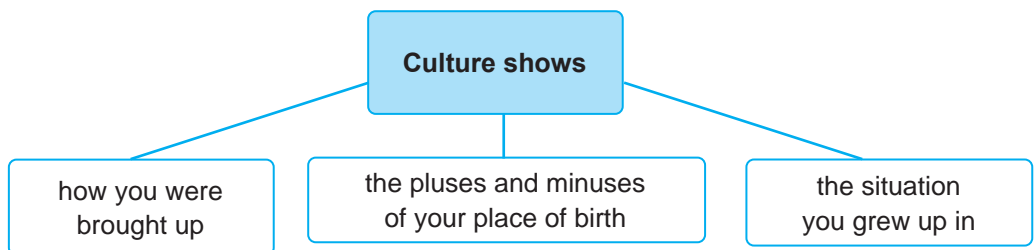
2. Complete the sentences with the question tags.

1. It's not them again, \_\_\_\_\_?
2. You don't really expect me to agree to that, \_\_\_\_\_?
3. Excuse me. This is the right way to the station, \_\_\_\_\_?
4. They talk about world news, \_\_\_\_\_?
5. We kept away from religion and politics, \_\_\_\_\_?
6. She created a friendly atmosphere, \_\_\_\_\_?
7. He helped people feel relaxed, \_\_\_\_\_?
8. You turned to her for advice, \_\_\_\_\_?
9. You will give me his new address, \_\_\_\_\_?
10. He will phone a travel agency, \_\_\_\_\_?
11. She will send a thank-you note, \_\_\_\_\_?
12. You will finish the painting, \_\_\_\_\_?

3. Country and culture play an important role in anybody's life; they help define you and build your personality.

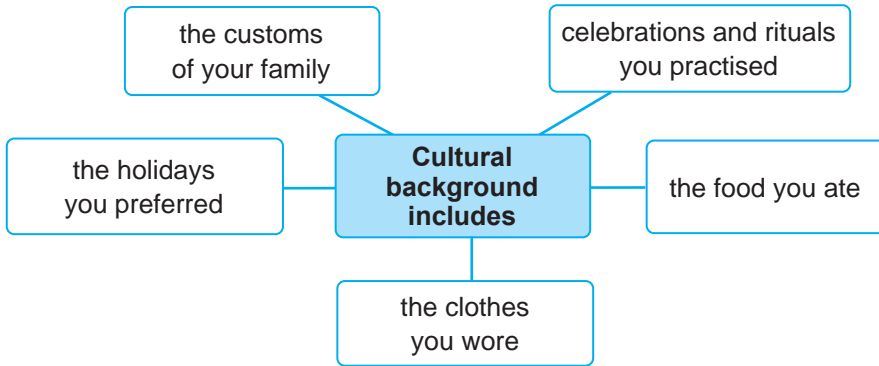
a) Look at Map 1 and write some sentences about you.

Map 1



b) Look at Map 2 and write some sentences about your family.

Map 2



Include the things like the dearest present you got or popular foods served during special celebrations.

4. Look at the photos. Speak about the cultural background of the boy.



5. Look through your notes (exercise 3) and get ready to present the information about you and your family to class.



## Lesson 11

## Autobiography

## 1. Choose the alternative in each sentence which you think is true for your classmate.

1. likes/doesn't like dancing
2. has/hasn't watched a film on You Tube in the last two weeks
3. would/wouldn't like to live in a foreign country
4. is/isn't a morning person
5. is/isn't a night bird
6. has/hasn't got a dog
7. can/can't sing well
8. has/hasn't been to the cinema/theatre in the last two weeks

*Model:* I think my friend 1. likes dancing; 2. hasn't watched a film on YouTube in the last two weeks; 3. ...

## 2. Work in pairs. Use question tags to check whether your predictions were right. Use phrases given below.

*Model:* I. A: You don't like dancing, do you?

B: Actually, I do. I really like the way our trainer conducts classes.

II. A: You like dancing, don't you?

B: Yes, you are right. I like dancing very much.

*Expressing Likes:*

I really like/love...

I'm really very fond of/interested in...

I find ... really interesting/fascinating/exciting.

*Expressing Dislikes:*

I (absolutely) hate/can't stand...

I'm not (very) interested in...

I don't fancy...

I find ... rather boring/dull/etc.

*Expressing Indifference:*

It doesn't bother me either way.

It doesn't concern me.

I don't care.

It's OK/all right I suppose.

I don't have an opinion on it.

*Explaining what you like about something:*

What I like most is...

I really like the way...

*Explaining what you don't like about something:*

What bothers/annoys me the most is...

3. Add up your total number of right guesses. Tell the results to class.
4. Listen, read and remember the words.

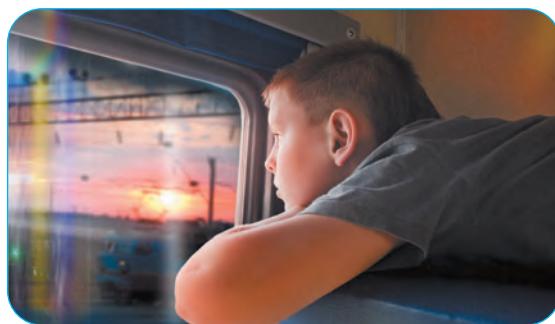


view	[vju:]
background	['bækgraund]
overview	['əʊvəvju:]
shape (v)	[ʃeɪp]
undertake	[ˌʌndə'teɪk]
unique	[ju'ni:k]
ancestor	['ænsesətə]
achievement	[ə'tʃi:vmənt]
inspire	[ɪn'spaɪə(r)]

5. Put the words from exercise 4 in alphabet order. Make up and write down one sentence with each of them.
6. Write German/French equivalents to the English words.  
Ancestor, achievement, inspire, entertainment.
7. Make up and write down nine tag questions with the words from exercise 4.



8. Listen to the joke. Then read and dramatize it.



### IN THE TRAIN

Nick with his father went to see Grandmother. In the train Nick every minute put his head out of the window. His father said, "Nick, keep quiet. Don't put your head out of the window!" But Nick went on putting his head out of the window.

Here his father took Nick's cap quietly, hid it behind his back and said, "You see, your cap has flown". Nick was sorry for his cap and began to cry. Then his father said, "Well, whistle once! Perhaps, your cap will come back".

Nick came up to the window and whistled. Nick's father put quickly the cap on Nick's head.

Oh! It was wonderful. Nick was very pleased. He took quickly his father's cap and threw it out of the window. "Now it is your turn to whistle, Dad!" said the boy.



### Lesson 12

#### Family Background

You know already that information about your childhood and your culture should be included in your autobiography.

As you undertake this task you will soon find your life to be unique from anyone else's.

1. **Recollect and write down some information from the lives of your ancestors and their achievements.**
2. **Present the information about your ancestors to class.**
3. **Read and compare.**

#### Tag Questions

Present Continuous	Past Continuous
They <i>are</i> writing, <i>aren't</i> they?	You <i>were</i> writing, <i>weren't</i> you?
They <i>aren't</i> writing, <i>are</i> they?	You <i>were not</i> writing, <i>were</i> you?

4. **Complete the sentences with the question tags.**

1. She is working away from home, \_\_\_\_\_?
2. They are buying a box of chocolates, \_\_\_\_\_?
3. He is giving a bunch of flowers to her, \_\_\_\_\_?
4. You are reading a story to your children, \_\_\_\_\_?
5. He was wearing an Italian suit, \_\_\_\_\_?
6. They were starting the engine, \_\_\_\_\_?
7. She was beginning to get bored, \_\_\_\_\_?
8. You were showing photos of your home, \_\_\_\_\_?



5. **Recollect your place of birth. Write down what changes have taken place there since your childhood. Mention:**

- public transport (poor/good)
- entertainment (leisure centres)
- hospitals (new, old)
- roads
- schools
- variety of jobs (many, few)

#### Use phrases given below.

##### Describing Similarities

- is rather like
- appears similar to
- seems like
- resembles
- reminds me of
- has a lot in common with
- is pretty much the same as
- is comparable to

##### Describing Differences

- is nothing like
- is totally different from
- varies greatly from
- has very little in common with
- is quite unlike
- bears little resemblance to
- differs dramatically from

#### Model:

1. Public transport in my place of birth is pretty much the same as it was 12 years ago.
2. Public transport in my place of birth was rather poor but it is good enough nowadays.

# Lesson 13

## The Conclusion

1. Listen, read and remember the words and word combinations.



conclusion	[kən'klu:ʒn]
take a resolution	[teɪk ə ,rezə'lʊ:ʃn]
gain	[geɪn]
sense	[sens]
learn a lesson	[lɜ:n ə 'lesn]

2. Look at the words and word combinations in exercise 1 and say what you have already experienced in your life.

*Model:* I have already taken a resolution... Once after one incident at school I and my classmates took a decision not to miss classes anymore.

3. Work in pairs. Compare your life experience (exercise 2) with that of your classmate's. Use phrases given below.

*Comparing and Contrasting*

- The main/greatest/most important/most significant difference between the ... is that ...
- The most striking/obvious similarity is that...

4. To conclude your autobiography recollect and write down:

- 1) an experience you gained;
- 2) a lesson you learned;
- 3) a resolution you decided to take after that.

**Remember!** Your conclusion should give the reader a sense of hope for his/her own future.

5. Look through all your notes you have done in Unit 1. Get ready to write down a detailed plan of your autobiography.



6. Guess the riddle.



He is intelligent and smart,  
 He has a strict but loving heart.  
 He cannot hurt the smallest creature!  
 He puts us marks, he's our ... .



### Lesson 14

#### Sample Autobiography

1. **Read and compare.**

**Tag Questions**

Present Perfect	Past Perfect
She <i>has</i> lived in Paris, <i>hasn't</i> she?	You <i>had</i> read it by Sunday, <i>hadn't</i> you?
She <i>hasn't</i> lived in Paris, <i>has</i> she?	You <i>hadn't</i> read it by Sunday, <i>had</i> you?

2. **Complete the sentences with the question tags.**

1. He hasn't paid the gas bill yet, \_\_\_\_\_?
2. You haven't booked the tickets yet, \_\_\_\_\_?
3. They have found their dog, \_\_\_\_\_?
4. She has arrived at the office, \_\_\_\_\_?
5. She hadn't collected her brother's present by Sunday, \_\_\_\_\_?
6. They hadn't seen the house by five o'clock, \_\_\_\_\_?
7. You had spoken to Mr. Davidson by Monday, \_\_\_\_\_?
8. He had worked for two different companies by that time, \_\_\_\_\_?
9. They have already visited a doctor, \_\_\_\_\_?
10. We have just had lunch, \_\_\_\_\_?

3. **Listen, read and remember the words and word combinations.**



neighbourhood	['neɪbəhʊd]
laugh at	[lɑ:f ət]
break up	[breɪk ʌp]
as far as	[əz fɑ:(r) əz]
cultural background	['kʌltʃərəl 'bækgraʊnd]
award	[ə'wɔ:d]
trust	[trʌst]

4. **Read the clues and put the letters in order to form the words. Make up sentences with these words.**

1. A particular part of a town and the people who live there.
2. To show that you think somebody is ridiculous.
3. The type of family and social class you come from and the education and experience you have.
4. To believe that somebody is good, sincere, honest, etc. and will not try to harm or trick you.

bourneighborhood  
ghaul at  
undgrockab  
usttr

5. Read the sample autobiography. Mark the paragraphs where the writer mentions:

- his childhood;
  - cultural background;
  - family background;
  - theme,
- and makes the conclusion.

### AUTOBIOGRAPHY

My name is Ihor Ivanenko. I was born in June 2008 in Kyiv, Ukraine. When I was five, my family — my mom, dad, and brother — moved to Noranda, Quebec. At first, kids laughed at me because my English was not good. This made me want to learn English and French. Now, I speak three languages: Ukrainian, English, and French. I made many friends from different cultures.

After some years, we moved to Sarasota, Florida, because my dad got a good job at a hotel. I knew our family always had to save money, so this job was very important. I started school when I was six. I went to kindergarten and then Booker Elementary School. My dad was strict. He said if a child does something wrong, he must be told and punished. I tried to behave well. At Booker Elementary, I won an award for perfect attendance. Then, I went to Booker Middle School and won more awards for attendance and was named Student of the Year twice.

When I was in the sixth grade, I stayed in the hospital for two months. This changed my life. I understood life is very important and we should enjoy every moment. I started playing the guitar, taking photos, and joined the audiovisual club. I like art, even though I did not always like the art tasks from my teacher.

Now, I am in my last year of high school. I want to finish school and go to George Brown College to study electronics. To me, life means friends and family you can trust. Sometimes I have sad days, but I have friends to talk to. I had a girlfriend once; we went to the movies, the beach, and one time to Universal Studios. We were together for 29 days and then broke up.

In 2036, ten years after I finish high school, I plan to live in Sarasota, study at university, get married, and have children. I want to see more of the USA, but I don't have money to travel now.

My life has many surprises. I try to enjoy every moment. My best times are with family and friends. School lasts only eleven years, so do your best and then you are free.

6. Look at the pictures and say which events you have experienced.



7.  Write down the plan of your autobiography with events, dates, times, places and people involved. Keep to the units:

- 1) childhood
- 2) cultural background
- 3) family background
- 4) theme
- 5) conclusion



# Lesson 15

## Autobiography

### 1. Work in pairs. Ask and answer the questions using the given words.

*Model:* A: Why are you hungry? Because you are very busy, aren't you?

B: Right. I am very busy and I haven't eaten all day.

1. why/be/hungry? not/eat/all day
2. why/be/upset? just fail/driving test
3. why look happy? just book a holiday
4. why look worried? just hear/some bad news
5. why/look/relaxed? listen/classical music

### 2. Complete the sentences about your childhood.

1. My earliest memories, as a child, were \_\_\_\_\_
2. My happiest moments, as a child, were \_\_\_\_\_
3. My favourite toy was \_\_\_\_\_
4. My most memorable babysitter was \_\_\_\_\_
5. My first bike was \_\_\_\_\_
6. When I grew up I wanted to be \_\_\_\_\_

### 3. Work in groups of four. Discuss the statements given below.

1. "I wanted to be independent, but I find it's better to be independent at home."
2. Some teenagers use the house like a hotel, with all services. They treat parents as moneybags and then ignore them or just insult them.
3. Well-educated, middle-class young adults are not leaving home. They find it just easier and cheaper to stay in the family nest.

### 4. Work in pairs. Talk about your cultural background. Use the information from your plan (Lesson 8). Consult the Maps 1 and 2 (Lesson 10).

*Model:* A: Have your parents ever been hard on you?

B: No, I try not to hurt or argue with my parents. I love and respect them. And you?

A: Oh, I am sometimes bored, sometimes naughty and rude. So, my father has to be firm.

B: Are any customs or traditions kept in your family?

A: Yes, I love our family reunions, the day when all relatives from towns, villages and even foreign countries arrive and we have a great garden party. We grill meat, cook exotic and tasty dishes, make fire and then play outdoor games. It's really fun! And how about your family?

B: You see, my grandgrandfather was a sailor. He lost his life during the World War II. It's a ritual for our family to go to the church and then lay flowers at war memorial on Remembrance Day.

### 5. Write down your autobiography.



## SELF-ASSESSMENT MODULE 1

### LEVEL 1

**1. Fill in the vowels and write down the words.**

Vnt, tbrph, rclct, ncl, cstms, ncstr, chldhd.

**2. Correct mistakes in the sentences.**

1. An autobiography is an account of one's life, isn't they?
2. Her favourite subject was Mathematics, didn't it?
3. He brought up in a poor family, doesn't he?
4. They have ridden bikes, hasn't they?

**3. Write five sentences about your childhood.**

### LEVEL 2

**1. Match the words with their definitions.**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. bring up</li> <li>2. recollect</li> <li>3. audience</li> <li>4. prefer</li> <li>5. ancestor</li> <li>6. inspire</li> </ol> | <ol style="list-style-type: none"> <li>a) a group of people who come to watch and listen to someone speaking or performing in public</li> <li>b) to look after and influence a child until he or she is grown up</li> <li>c) to encourage someone by making them feel confident and eager to do something</li> <li>d) to like someone or something more than someone or something else</li> <li>e) a member of your family who lived a long time ago</li> <li>f) to be able to remember something</li> </ol> |
|--|--|

**2. Choose and write down the correct item.**

1. The boy learned a good lesson, \_\_\_\_\_?  
 a) did the boy                      b) didn't the boy                      c) didn't he
2. He often takes resolutions, \_\_\_\_\_?  
 a) don't he                              b) doesn't he                              c) do he
3. You are writing your autobiography, \_\_\_\_\_?  
 a) isn't you                              b) don't you                              c) aren't you
4. She has recollected her childhood, \_\_\_\_\_?  
 a) doesn't she                              b) hasn't she                              c) didn't she

**3. Write five questions to ask your classmate about the events that taught him/her something important.**

## LEVEL 3

1. **Write down as many words and word combinations as you can under each heading.**

autobiography	cultural background	family background

2. **Complete the sentences with the question tags.**

1. Young adults find it cheaper to live with parents, \_\_\_\_\_?
2. He missed the lively atmosphere, \_\_\_\_\_?
3. They have treated parents as moneybags, \_\_\_\_\_?
4. Young people want to be independent, \_\_\_\_\_?
5. My cousins are still playing those games, \_\_\_\_\_?

3. **Write 10 sentences about your cultural background.**

4. **Translate the English sentences into German/French.**

1. I started school when I was 6 years old.
2. We used to play basketball.
3. It's sometimes useful to recollect your past.

### CHECKLIST

**Assess your progress in this unit. Tick (✓) the statements which are true.**

- I can give information on my childhood.
- I can give information on my cultural background.
- I can give information on my family background.
- I can write my autobiography.
- I can understand and use Tag Questions (Simple Tenses) in spoken and written forms.
- I can understand and use Tag Questions (Continuous Tenses) in spoken and written forms.
- I can understand and use Tag Questions (Perfect Tenses) in spoken and written forms.
- I can use prepositions of time *by*, *before* and *after* in spoken and written forms.



## Unit 2

# CINEMA AND THEATRE

## Lesson 16

### At the Theatre

1. Look at the picture and match the numbers with the words.

①



- a) audience ['ɔ:diəns]
- b) balcony ['bælkəni]
- c) box [bɒks]
- d) box office [bɒks 'ɒfɪs]
- e) curtain ['kɜ:tɪn]
- f) dress-circle [dres 'sɜ:kl]
- g) scenery ['si:nəri]
- h) stage [steɪdʒ]
- i) theatre ['θiətə(r)]
- j) pit [pɪt]

⑩



2. a) Read the title, then close your eyes and imagine what the text will be about. Think about what you already know about this topic. Write down and then share with a partner:
- 1) three words or ideas you expect to find in the text;
  - 2) one thing you hope to learn from reading the text.
- b) Read the text about the theatre and ask four questions on it.

### AT THE THEATRE

Many people go to the theatre nowadays. I like going there because our theatre stages interesting modern and classical plays.

The performances usually begin at 6 p.m. and end at 8 p.m. I always come to the theatre ten or twenty minutes before the performance begins. I enjoy walking round the foyer, watching the portraits of theatre actors and actresses. I also like just to examine the balcony, boxes, pit, dress-circle and stalls. The atmosphere is unusual in the theatre. I feel very comfortable and relaxed there.

At 5.55 p.m. I take my seat in the stalls. During the performance everybody is quiet. Usually the cast and scenery are fantastic.



3. Say whether the following sentences are true or false. Correct the false ones.
1. Many people go to the theatre today.
  2. The girl likes to go to the theatre because they stage feature films.
  3. She always comes to the theatre ten or twenty minutes before the performance begins.
  4. She enjoys walking round the dress-circle.
  5. The girl likes to examine boxes, pit, dress-circle and stalls.
  6. She feels very upset in the theatre.
  7. The cast and scenery are usually fantastic.
4. Work in pairs. Role-play the dialogues and make up similar ones.
1. A: Can I still get tickets for tonight's show?  
B: The front row of the dress-circle is free.  
A: Are there any boxes?  
B: No, I am afraid that's all there is.
  2. A: Are there any seats left for Saturday night?  
B: A – 12 and B – 17 are all that's left.  
A: Haven't you got anything cheaper?  
B: Only if somebody cancels.
5. Look through exercises 1–4 and tell the class what you have learnt about the theatre.



### Lesson 17

#### Theatre



Whoever you like  
Whenever you like  
Wherever you like  
Whatever you like  
However you like

1. **Reply to the questions using the words *whoever, whenever, wherever, whatever, or however.***

*Model:* A: Which programme can I take?

B: You can take whichever you like.

1. A: Where can I sit?

B: \_\_\_\_\_

2. A: Who can I bring with me?

B: \_\_\_\_\_

3. A: When can I come?

B: \_\_\_\_\_

4. A: What can I wear to the theatre?

B: \_\_\_\_\_

2. **Work in pairs. Make up and role-play short conversations using the questions and replies from exercise 1.**

3. **Read the telephone conversation. Make up a similar one and role-play it with your classmate.**

*Alice:* Hello.

*Fred:* Hello. May I speak to Jane, please?

*Alice:* Just a minute... Jane, it's for you.

*Jane:* Hello.

*Fred:* Hi, Jane. This is Fred. Would you like to go to the theatre tonight?

*Jane:* I'd love to. I haven't been to the theatre for a long time.

*Fred:* Good. I'll pick you up around three-thirty, then. The performance starts at seven.

*Jane:* Fine, I'll be ready.



4. **Group the sentences according to the categories given below.**

1. talking about permission

a) the present

b) the past

2. request

a) informal

b) formal

c) polite

1. You can entertain friends. 2. May I have some fast food? 3. Could you take some photos for me? 4. I could always eat out. 5. Can you show me your new cardigan, please? 6. They could always socialize. 7. We can videotape the appearances. 8. She could decorate churches.



**May / might, як і can, вживається для вираження можливості.**

5. **Work in groups of three. Look at the events given below. Decide how likely you think it is that these events will happen to you at some time in your lives.**

	I will	I may/might	I will not
1. learn to drive			
2. travel abroad			
3. fall in love			
4. go into politics			
5. have children			
6. own a car			
7. own your own home			
8. get married			
9. run your own business			
10. win a lottery			
11. play a sport for your country			
12. be on TV			

6. **Let representatives from each group call out their total results for each point.**

*Model:* 1. We feel that the event "Learn to Drive" is quite likely to happen to us. (*will*)

2. The event "To Go into Politics" is possible, but we feel less sure of its likelihood. (*may/might*)

3. The event "Be on TV" definitely won't happen to us. (*will not*)

7. **Look at the events in exercise 5 again. Write which of the events you'd like to happen to you.**



*Model:* I'd like to learn to drive...



### Lesson 18

#### Choosing a Performance

1. Match the words with their definitions.

- |                     |  |
|---------------------|--|
| 1. billboard        | a) seats in the part of a theatre nearest to the stage     |
| 2. box office       | b) a place where hats and coats may be left                |
| 3. the stalls       | c) programme   |
| 4. the gallery      | d) a placard, notice, giving information about a play      |
| 5. cloak-room       | e) the highest balcony where the cheapest seats are placed |
| 6. cast             | f) the main role   |
| 7. play-bill        | g) an office for booking seats in a theatre                |
| 8. the leading role | h) a set of actors in a play                               |

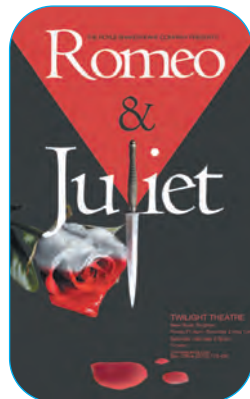
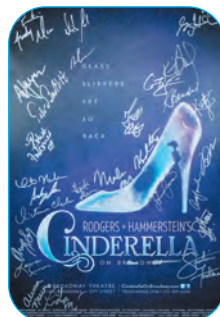
2. Listen to the text and answer the questions.



- How can you find out what is on?
- Do you like to have seats far from the stage or near it? Which tickets are the cheapest ones?
- What is the cloak-room for?
- What do you do if you want to know the cast?
- How do you know that the play begins?

3. Practise saying the names.

"Madam Butterfly"	['mædəm 'bʌtəflaɪ]
"The Sleeping Beauty"	[ðə sli:pɪŋ 'bjʊ:tɪ]
"Solaris"	[sə'leɪrɪs]
"Cinderella"	[ˌsɪndə'relə]
"Romeo and Juliet"	['rəʊmɪəʊ ənd 'dʒʊliət]



4. **Work in pairs. Make up and role-play the dialogue(s). Use the sentences given below.**

1. Where would you like to go?
2. What about going to \_\_\_\_\_?
3. Do you know what is on today?
4. Let's go over to the billboard and see what's on.
5. Who is it by?
6. Is it worth seeing?
7. How long will it take us to get there?
8. How will we get there?
9. Let's go.



**Should, ought to**

виражають моральний обов'язок, пораду, рекомендацію.

5. **Read the sentences. Pay attention to the words in bold.**

You **ought to** go there.

You **should** visit her.

You **oughtn't to** go there.

You **shouldn't** visit her.

6. **Choose the word that best completes each sentence.**

1. Neighbours \_\_\_\_\_ to help each other.  
a) ought      b) should      c) could
2. You really \_\_\_\_\_ be more careful.  
a) ought      b) should      c) have
3. You are 18! You \_\_\_\_\_ to be able to look after yourself.  
a) ought      b) have      c) should
4. He \_\_\_\_\_ focus more on his family.  
a) ought      b) have      c) should

7. **Write about the performance you've seen recently. Use the key sentences given below.**



1. The play \_\_\_\_\_ by \_\_\_\_\_ is exciting (boring).
2. It was so dull to watch this play that I felt like walking out.
3. I could not help crying (laughing).
4. The acting was first-rate.
5. The play deals with \_\_\_\_\_ (e.g. the events of our time).
6. It was an evening/matinée performance.
7. The house was full/half empty.
8. The house burst into applause.
9. The performance was a great success with the public.



## Lesson 19

## Visit to the Theatre

1. **Work in pairs. Ask your classmate all possible questions about the performance he/she liked best.**
2. **Read the joke and tell it to your class.**



A stage manager was present at a performance. When the performance was over he was asked whom he most applauded. "The prompter," replied the stage manager, "for it was him that I heard most during the performance."

3. **Say what they do.**

A dancer, an actor/actress, a composer, a prompter, a spectator, a playwright.

*Model:* A dancer dances.

4. **What do we call a person who:**

checks the tickets in the theatre;  
conducts the orchestra;

prompts the words of the play;  
writes the plays?

5. **Make up a story ending in the following proverb:**

"All is well that ends well."

6. **Write the answers to the questions and tell about your visit to the theatre.**



1. Are you a theatre-goer?
2. When were you in the theatre last time?
3. What was on?
4. What can you tell about the cast?
5. What actor (actress, singer, dancer) did you like most of all and why?
6. What did the play deal with?
7. When and where was the scene laid?
8. When was it over?
9. Do you recommend me to see this play? Give your reasons.
10. Do you prefer to go to the theatre or to watch a play on TV? Why?



## Lesson 20

## Cinema



1. Listen, read and remember the words and word combinations.

feature film	[ˈfi:tʃə(r) fɪlm]
horror film	[ˈhɒrə(r) fɪlm]
thriller film	[ˈθrɪlə(r) fɪlm]
popular science film	[ˈpɒpjələ(r) ˈsaɪəns fɪlm]
travelogue	[ˈtrævələɡ]
mystery	[ˈmɪstri]
documentary	[ˌdɒkjʊˈmentri]
animated cartoon	[ˈænimetɪd kɑːtuːn]
dubbed film	[dʌbd fɪlm]
three-dimensional film	[θriː-dɑːˈmenʃənl fɪlm]
adventure film	[ədˈventʃə(r) fɪlm]

2. Sort out the films above according to the following categories. Explain your choice.

1. leave/make a deep impression upon/on you
2. leave/make a lasting impression upon/on you
3. create a true-to-life image
4. deal with science
5. arouse a feeling of fear and anxiety

*Model:* I like three dimensional films because they arouse a fascinating feeling as if what you see on the screen is happening to you.

3. Work in pairs. Role-play short conversations. Use information from exercise 2 and phrases below:

*Model:* A: What do you think of horror films?

B: I absolutely hate them. They arouse a feeling of fear and anxiety.

*Asking for Personal Views:*

What do you think of...?

How do you feel about...?

What's your opinion of...?

How do you like...?

*Expressing Likes:*

I really like/love...

I'm really very fond of/interested in...

I find ... really interesting/fascinating/exciting.

*Expressing Dislikes:*

I (absolutely) hate/can't stand...

I'm not (very) interested in...

I don't fancy...

I find ... rather boring/dull/etc.

*Expressing Indifference:*

It doesn't bother me either way.

I don't care.

I don't have an opinion on it.

It doesn't concern me.

It's OK/all right I suppose.

*Explaining what you like about something:*

What I like most is...

I really like the way...

*Explaining what you don't like about something:*

What bothers/annoys me the most is...

4. **Look at the posters below and discuss which of these films you've seen. Would you recommend them to a friend? Why or why not? Then answer the questions below.**

1. Which character did you like best and why?
2. What was the film about? Was it realistic or fantastical?
3. What scene do you remember the most?
4. Would you like to act in a film like this one?



5. **Complete the sentences below with *should* or *ought*.**

1. That hat doesn't suit you: you \_\_\_\_\_ buy another one.
2. She told her children that they \_\_\_\_\_ always say "Please" and "Thank you".
3. He looks tired. He \_\_\_\_\_ not to work so hard.
4. My grandfather is nearly seventy years old. He is still working, but he \_\_\_\_\_ to retire.
5. There are too many accidents. Everyone \_\_\_\_\_ be more careful.

6. **Look at each photo. Talk about the feelings or thoughts each picture gives you. What story do you think is happening? Use your imagination!**



# Lesson 21

## Favourite Film

1. a) Read the title, then close your eyes and imagine what the text will be about. Think about what you already know about this topic. Write down and then share with a partner:

- 1) three words you expect to find in the text;
- 2) one thing you hope to learn from reading the text.

- b) Read the text.

### HOLLYWOOD

Hollywood in California in America is the film centre of the world. You can visit the film studios there, and see the houses of famous film stars.

In Hollywood in 1900s the first films were exciting adventures and love stories. The most popular films that directors make nowadays are cartoons and science fiction films.

2. Look at the pictures. Match the type of the film with the picture. Describe what is happening in one of the pictures.



- a) comedy
- b) cartoon
- c) science fiction film
- d) feature film
- e) horror film
- f) western



3. Explain why you can't go to the cinema. There is a model to help you.

Model: I. A: Shall we go to the cinema tomorrow?

B: I'm sorry. I can't. I am going to visit my grandparents tomorrow.

### 4. Listen and read the text.



#### MY FAVOURITE FILM

I like going to the cinema. When I have free time, I often go to see new films. There is a cinema near my house, and I usually go there with my friends. I like watching feature films and funny comedies. I also enjoy films about real life, showing people's feelings and problems. These films often make me think deeply.

My favourite film that I saw recently is "Titanic". It is an American film made by a famous director, James Cameron. The film tells the true story of the British passenger ship "Titanic". People thought it could never sink, but it hit an iceberg and sank on its first trip in 1912. Many people died — 1,513 lives were lost.

While watching the film, I liked the special effects the most. The main actors are Leonardo DiCaprio from America and Kate Winslet from England. This film became famous all over the world. It won 11 Oscars in 1998, the most important awards in the USA for movies. It won prizes for best picture, director, photography, story, costumes, sound, and music.

Many people liked this film, and I really like it too.

### 5. Use the photos below to speak about "Titanic".



### 6. Choose one scene from the film that you remember. Describe it using these questions:



1. Who is in the scene?
2. Where are they?
3. What is happening?
4. How do the characters feel?
5. Why is this scene important?

*Model:* One scene I remember is when Masha is sitting alone in the corridor at school, listening to music. She watches her classmates talk and laugh. She feels like she doesn't belong. This scene shows how lonely she feels, even when she is not alone. It is important because it shows how many students feel invisible sometimes.



# Lesson 22

## Film Review

### 1. Match the film titles with their correct descriptions and the images.

1. "Shadows of Forgotten Ancestors" (1964)	a. A film that portrays life in a boarding school for the deaf, ruled by violence and lawlessness.
2. "The Tribe" (2014)	b. A dystopian drama about post-war Donbas.
3. "Atlantis" (2019)	c. A documentary about the siege of the heroic city during the Russian invasion of Ukraine, which won an Oscar.
4. "20 Days in Mariupol" (2023)	d. A cult film tells a story of love and tragedy in a Carpathian village.



### 2. Film discussion: "Stop-Zemlia" (2021). Work in pairs or groups. Answer the questions.

1. What is the film "Stop-Zemlia" about?
2. How are the characters in the film similar to you or your classmates?
3. What are some of the problems the teenagers face?
4. Do you think the film shows school life realistically? Why or why not?
5. What did you like or dislike about the film?



### 3. Write a short review of your favourite Ukrainian movie. Include:

- a) What the film is about
- b) What you liked
- c) What you didn't like
- d) Whether you would recommend it to a friend and why?

*Model:* "Stop-Zemlia" is a film about a girl named Masha and her classmates. They are preparing for exams, but also thinking about love, friendship, and their future. They talk about things we talk about too. For example, being worried about school, feeling alone sometimes, or liking someone but being afraid to say it. The film shows what it's like to be a teenager in Ukraine today. I liked it, because the film feels real. The actors were very natural. I would recommend this film to teenagers because it helps us understand each other better and see that we are not alone with our thoughts.

### 4. Compare a Ukrainian film and a foreign film you have seen. Which one did you enjoy more and why?

*Useful phrases:*

The plot was more interesting... I preferred... because... The acting was better in...

### 5. Give a brief outline of the film you've enjoyed. Explain why you like it and why it is worth seeing. Use the model in exercise 3.



### Lesson 23

#### Cartoons

1. Do you like watching cartoons? Read about a man who created them.

#### VOLODYMYR TYTLA: MASTER ANIMATOR

For more than 70 years, such animated cartoons as “Snow White and the Seven Dwarfs” (1937), “Pinocchio” (1940), “Fantasia” (1940) and “Dumbo” (1941) are big hits all over the world.

The above cartoons were animated by Volodymyr Tytla, one of the greatest animator. His characters come alive as individuals who can think, solve problems and express emotions. They have souls. V. Tytla had a unique ability to transfer human feelings into drawings.

Volodymyr was born on October 25, 1904 in Yonkers, New York. His father Peter was born in Pidhajce, Ternopil region, Ukraine.

V. Tytla learned his craft in the silent film era in New York City in the 1920s at schools in the USA and abroad. He had the talent to develop such art form as animated cartoon at the Disney Studio.

In 1943 he left Disney and worked for other studios. Through the 1950s and 60s he directed televisions commercials.

2. Complete the sentences using the information from the text (exercise 1).

1. \_\_\_\_\_ and \_\_\_\_\_ were animated by V. Tytla.
2. His characters can \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
3. V. Tytla learned his craft in \_\_\_\_\_ in the 1920s.

3. Many artists use cartoon forms to express how they feel about the world. Look at the forms and decide how you think each artist feels. Happy? Sad? Angry? Lonely? Upset?



4. **Write and then tell about your favourite cartoon(s) from your childhood.**

**Mention:**

- what your favourite cartoon was about;
- what feelings it evoked;
- why it was your favourite cartoon;
- what it taught you;
- its main characters.

5. **Work in pairs. Make up and role-play the dialogues. Use phrases given below.**

1. Let's go to the cinema.
2. What's on at the cinema?
3. Two tickets for 7 p.m. show, please.
4. This film was the season's hit.
5. This film is a great success.
6. How did you like the film?
7. Who produced the film?
8. Who stars in the film?



6. **Work in small groups. Discuss the following statements.**

1. Violence should not be shown on the screen.
2. The success of a film depends on the film director.
3. Cinema and theatre are just entertainment.
4. Films and performances develop people's cultural level and taste.

7. **Complete the sentences below with *can/could* or *may/might*.**

1. \_\_\_\_\_ I come in? — Please, do.
2. I \_\_\_\_\_ remember the address. — \_\_\_\_\_ you even remember the street?
3. He \_\_\_\_\_ answer the teacher's questions yesterday, but he \_\_\_\_\_ not answer the same questions today.
4. When I first went to Spain I \_\_\_\_\_ read Spanish but I \_\_\_\_\_ speak it.
5. Jane \_\_\_\_\_ ride a bicycle. She rides it to school every day.
6. Douglas hit the tree because he \_\_\_\_\_ not stop his car.
7. He said that we \_\_\_\_\_ use his flat whenever we liked.
8. \_\_\_\_\_ I borrow your umbrella?
9. \_\_\_\_\_ I smoke here? — No, you \_\_\_\_\_ not.



8. **Imagine you are talking to a friend. Express your point of view if you think going to the cinema is better than going to the theatre, or if the theatre is better. Write 4 sentences to explain your choice. Use phrases like:**

- I think...
- I like ... because...
- In my opinion...
- I prefer ... because...



## SELF-ASSESSMENT MODULE 2

### LEVEL 1

1. Find and write down 7 words on the topic “Cinema and Theatre”.

*curtain box dress circle performance adventure horror science*

2. Choose the correct item.

1. I \_\_\_\_\_ to see that performance.  
a) can                      b) should                      c) ought
2. When I was a child, I \_\_\_\_\_ go to the cinema myself.  
a) can                      b) could                      c) may
3. During the performance you \_\_\_\_\_ be quiet.  
a) can                      b) should                      c) ought
4. His characters \_\_\_\_\_ solve problems.  
a) can                      b) might                      c) ought

3. Write five sentences about your visit to the cinema or theatre.

### LEVEL 2

1. Choose the odd-word-out.

1. curtain, stage, scenery, film
2. box, award, pit, dress-circle
3. audience, actor, playwright, prompter

2. Choose the correct item.

1. You \_\_\_\_\_ see this film. It's worth seeing.  
a) may                      b) can                      c) should
2. We \_\_\_\_\_ be late for the performance. There's a traffic jam on the road.  
a) should                      b) can                      c) ought to
3. If you don't have much money, you \_\_\_\_\_ get tickets for the gallery.  
a) might                      b) can                      c) could
4. I think first we \_\_\_\_\_ look through the billboard to find out what is on.  
a) might                      b) can                      c) should

3. Make up and write down a dialogue discussing your favourite film or performance.

### LEVEL 3

1. Write down as many words and word combinations as you can under each heading.

performance	film	animated cartoon

2. Make up and write down three sentences using *can/could*, *may/might*, or *should/ought to*.
3. Write ten sentences about different types of films.

#### CHECKLIST

Assess your progress in this unit. Tick (✓) the statements which are true.

- I can use basic vocabulary to talk about cinema and theatre.
- I know different types of films and can describe impressions they make on me.
- I can write a film review.
- I can give a brief outline of a film.
- I can tell about my favourite film/performance.
- I can ask for personal views, express likes/dislikes, indifference.
- I can give my own opinion about the role of cinema and theatre.
- I can understand and use modal verbs *can/could*.
- I can understand and use modal verbs *may/might*.
- I can understand and use modal verbs *should/ought to*.





# Unit 3

## LITERATURE

### Lesson 24

#### Types of Writing

1. **Work in pairs. Ask and answer the questions.**

1. When did you learn to read?
2. What are your favourite books?
3. Who is your favourite author?
4. What books of this author have you read?
5. Why do you like his/her works?
6. Who are your favourite poets?

2. **Listen, read and remember the words and word combinations.**



impressive	[ɪm'presɪv]
be worth doing something	[bɪ wɜːθ 'duːɪŋ 'sʌmθɪŋ]
beauty	['bjuːtɪ]
be a big hit	[bɪ ə bɪɡ hɪt]
become a national hit	[bɪ'kʌm ə 'næʃnəl hɪt]
review	[rɪ'vjuː]
magazine	[,mæɡə'ziːn]
article	['ɑːtɪkl]
science fiction	['saɪəns 'fɪkʃn]
thriller	['θrɪlə(r)]
cartoon strip	[kɑː'tuːn strɪp]

3. **Make up sentences using the table.**

Comedies	is/are (not) worth	reading.
Science fiction		
Thrillers		
Cartoon strips		
Romances		
Chronicles		
Autobiography		
Articles		

4. Match various types of writing with their definitions. Give examples of literary works of any of five types of writing.

- |                    |  |
|--------------------|--|
| 1. comedy          | a) a story told in pictures and dialogues            |
| 2. science fiction | b) information about something in a newspaper        |
| 3. thriller        | c) non-fiction record of events as they happened     |
| 4. cartoon strip   | d) educational book                                  |
| 5. romance         | e) funny story                                       |
| 6. chronicle       | f) exciting suspense story                           |
| 7. biography       | g) love story  |
| 8. autobiography   | h) story about space or the future                   |
| 9. article         | i) the author's account of his own life              |
| 10. textbook       | j) account of someone's life written by someone else |

5. Say what types of writing are exciting, amusing, amazing, boring, impressive, sentimental, dull, entertaining, gripping.

6. Work in pairs. Say as in the model.

Model: A: Why don't you listen to the radio?

B: There's nothing worth listening there.

A: ... watch TV?

A: ... buy a magazine?

B: ...

B: ...

A: ... read a newspaper?

A: ... see a film?

B: ...

B: ...

7. Look at the pictures and describe them. Use the words from exercises 2, 4 and 5.



Model: It's an exciting cartoon strip. It gives me relaxation and enjoyment.



# Lesson 25

## Favourite Book

1. Read the clues and put the letters in order to form the words. Make up sentences with these words.

1. The people in a country or an area, thought of as a group, who have shared customs and laws.
2. Places of interest that are often visited by tourists.
3. Visiting the sights of a city, etc. as a tourist.
4. A person or thing that is very popular or successful.
5. The importance of something.
6. To make the sounds that show you are happy or amused.
7. Something that you do in order to rest.
8. Pleasure or a thing which gives pleasure.

tysocie

htssig

seeingghsit

iht

lueva

laguh

tionxalare

oyenjntm

2. Listen, read and remember the words and word combinations.



romance

novel

non-fiction books

good and evil

spiritual life

thanks to

[rəʊ'mæns]

['nɒvl]

[nɒn 'fɪkʃn bʊks]

[gʊd ənd 'iːvl]

['spɪrɪtʃʊəl laɪf]

[θæŋks tə]

3. Find the odd-word-out in each line.

1. impressive, exciting, amazing, mood, dull
2. review, channel, modern, magazine, newspaper
3. sympathy, enrich, mood, spirits, trouble
4. exciting, good, evil, beauty, goodness

4. Work in pairs. Look at the pictures. By asking questions, learn about the work as much as possible.



- Model:*
1. What literary work is it?
  2. Who is the author?
  3. What do you know about the writer?
  4. What is it about?
  5. Who are the main characters?
  6. Is it worth reading? Why/Why not?

**5. Read about Ann's hobby.**

**MY HOBBY**

When I have spare time, I like to read books. I like amazing science fiction books and amusing comedies. Sometimes I read true-to-life stories. They show the life of ordinary people, their feelings and problems. As a rule, these books leave a deep impression on me.

My favourite book is "Gone with the Wind" by Margaret Mitchell.

Margaret Mitchell was born in Atlanta, Georgia, the daughter of an attorney who was the president of the Atlanta Historical Society. All the family were interested in American history and she grew up in an atmosphere of stories about the Civil War. In 1925 she married John Marsh and in the following ten years she put on paper all the stories she had heard about the Civil War. The result was "Gone with the Wind", first published in 1936. This book describes the life of the American people during the Civil War: how they survived being hungry, exhausted, helpless and disappointed; how they struggled for each day; how they loved and supported each other or betrayed. This book is really worth reading. It's breathtaking, gigantic, incredible, unbelievable, fascinating! It won the Pulitzer Prize, sold over ten million copies, was translated into eighteen languages and was later made into a highly successful film. This book, a record bestseller, was her only published work.

**6. Complete the sentences with the information from the text.**

1. True-to-life books leave a ...
2. I like to read ...
3. My favourite story and film ...
4. It sold out over ...
5. It was translated into ...
6. "Gone with the Wind" shows the life ...

**7. Say whether the following statements are true or false. Correct the false ones.**

1. "Gone with the Wind" won 3 Oscars.
2. This book tells about the real tragedy of the American people during the Civil War.
3. "Gone with the Wind" was the second bestseller of M. Mitchell.
4. The girl's favourite book is "Gone with the Wind".
5. The girl likes cartoon strips and thrillers.
6. "Titanic" was produced by Jane Cameron.
7. True-to-life books show the beauty and goodness, good and evil.
8. Amusing cartoon strips show the life of ordinary people, their feelings and problems.
9. Romances leave a deep impression on the girl.

**8. Tell about Ann's hobby.**



# Lesson 26

## Book Review

1. **Make up short dialogues and role-play them with your classmate. The chart below will help you.**

Comedies	I love them.	I can't stand them.
Science fiction	I like it.	I don't like it.
Thrillers	They are shocking.	Absolutely scary.
Cartoon strips	I am really interested in them.	I am not really interested in them.
Romances	They are great.	They are boring.
Chronicles	Absolutely exciting.	Absolutely disgusting.
Biography	Absolutely fantastic.	I don't think much of it.
Autobiography	I think they are amazing.	I find them boring.
Articles		
Adventure stories		
Ghost stories		

*Model:* A: Do you like biography books?  
 B: Yes, I do. I think they are amazing. / I can't stand them. I find them boring.

2. **Look at the pictures and answer the questions.**



1. Which books do these pictures come from?
2. What kind of books are they?
3. Do you recognize any of the characters? Who are they?
4. What good or evil things do they do?
5. What is your favourite type of writing? Why?

3. a) **Do you like to write book reviews? Why?/Why not?**



b) **Listen and read the books reviews.**

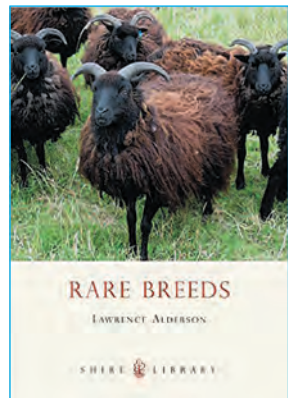
#### “A MAN ON THE MOON” BY ANDREW CHAIKIN

This fascinating book contains of most thorough examination of man’s greatest adventure yet — the 1969 Apollo trip to the moon. Chaikin spent years interviewing every surviving astronaut and many other important people who were in the twelve-year programme to put a man on the moon. This book is a combination of biography and adventure. The life of each astronaut is followed from childhood to the surface of the moon and beyond. The author has attempted to discover how the experience of visiting another world has changed them. As gripping as this book is, it lacks the analysis of what the Apollo mission was for. As a story of human achievement, though, it succeeds brilliantly.



#### “RARE BREEDS” BY LAWRENCE ALDERSON

This beautifully illustrated book details the history of domesticated breeds of animals. When completely wild animals roamed the earth, people began the process of selecting animals that they needed. Some were for food while others (such as sheep and cattle) also provided clothes and shoes. As society developed and people began moving between continents such as Europe and Asia, new breeds and animals evolved. At the beginning of the 20th century there were 230 breeds of cattle in western Europe alone. But by 1988, only thirty breeds of cattle were left in large numbers, seventy were extinct and the rest greatly reduced. This book celebrates the survivors with photographs of them. Now all of us can enjoy these beautiful animals.



4. **Look at the pictures in exercise 3 and describe them.**
5. **In small groups, discuss which of the books described in exercise 3 you would like to read. Why?**
6. **Give a brief outline of the story/book you’ve enjoyed reading. Explain why you like it and why it is worth reading.**



# Lesson 27

## William Shakespeare

1. Listen, read and remember the words.



inspiration	[,ɪnspɪreɪʃn]
wisdom	['wɪzdəm]
refresh	[rɪ'freʃ]
instruction	[ɪn'strʌkʃn]
genius	['dʒiːniəs]
Stratford-on-Avon	['strætʃəd ɒn eɪv(ə)n]

2. Read the statements. Say which literary work influenced you that way.

1. It gave you inspiration.
2. It enriched you spiritually.
3. It accumulates the wisdom of the race.
4. It refreshed your thoughts.
5. It made a man and nature a harmonious unity.
6. It is full of adventures.
7. It helped you relax.
8. It touches upon important social problems.
9. It is very instructive.
10. You learned about different countries and places.
11. You learned about interesting/famous people.

3. Read about an English writer William Shakespeare. Ask three questions on the text.

### WILLIAM SHAKESPEARE

(1564–1616)

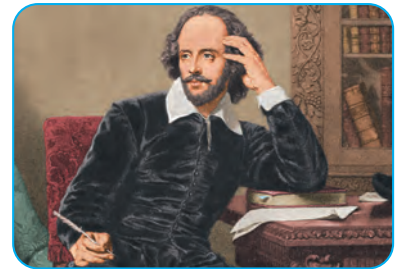
William Shakespeare was born in the heart of England in Stratford-on-Avon in 1564. Shakespeare’s parents were plain country people.

At twenty-eight Shakespeare was well-known in London as an actor. A few years later, his genius found its most important expression as an original dramatist. Many of his plays were staged at a London Theatre called “The Globe”.

William Shakespeare is known as a writer of comedies and historical dramas. His comedies “A Midsummer Night’s Dream” and “Comedy of Errors” — are light and bright.

The tragedies “Othello”, “Romeo and Juliet” and “Hamlet” are profound. His plays, translated into many languages, are performed on the stages of the best theatres in the world.

William Shakespeare died at the age of fifty-two in 1616. He was buried in Stratford Church.



4. **Work in pairs. Ask and answer your questions about William Shakespeare.**
5. **Read one of the William Shakespeare's sonnets. Tell the class what you think the writer conveys in this sonnet.**

\* \* \*

Unthrifty loveliness, why dost thou spend  
 Upon thyself thy beauty's legacy?  
 Nature's bequest gives nothing, but doth lend;  
 And, being frank, she lands to those are free.

Then, beauteous niggard, why dost thou use  
 So great a sum of sums, yet canst not live?  
 For having traffic with thyself alone,  
 Thou of thyself thy sweet self dost deceive.

Then how, when nature calls thee to be gone,  
 What acceptable audit canst thou leave?  
 Thy unused beauty must be tomb'd with thee,  
 Which, used, lives th' executor to be.

\* \* \*

О, красеню недбалий, силу чар  
 Ти маєш не за власним побажанням.  
 Це — спадщина природи, вільний дар  
 Для тимчасового користування.

Цю спадщину не стискуй у руках,  
 Її ж бо вік не можна зберігати,  
 Ти ходиш у природи в боржниках:  
 Красу потрібно людям дарувати.

Не будь жадноюю, як багатій,  
 Що тільки скриню власну обіймає,  
 І гроші позичає сам собі,  
 А врешті-решт нічого він не має.

Краса для себе — зникне без остатку,  
 А віддана — дарується нащадкам.

*Переклав Георгій Пилипенко*

6. **Work in pairs. Take turns asking and answering the questions.**
  1. What sonnets or plays written by William Shakespeare have you read?
  2. Have you read them in English or Ukrainian?
  3. What are they about?



7. **Write some interesting facts from William Shakespeare's life. Use the Internet resources to help you.**



## Lesson 28

## Jack London

1. Read about an American writer Jack London.

**JACK LONDON**

(1876–1916)

The famous American novelist Jack London (pen-name of John Griffith) came from an extremely poor family.

Even during his school years he had to support himself by selling newspapers and doing other small jobs. Then he became a sailor and later a gold-miner. Some of the difficulties he met during the first years of his literary work are described in “Martin Eden”.

During the sixteen years of his literary career, London published about fifty books, short stories, novels and other works.

2. Look at the pictures. Which of them show Jack London’s life. Describe these pictures.



3. Read the title from “Martin Eden” by Jack London. What do you expect to read about? Read the extract.

**MARTIN EDEN STUDIES**

(From “Martin Eden”. Abridged)

...One day, because the days were so short, he decided to give up algebra and geometry. Trigonometry he had not even attempted. Then he cut chemistry from his study list, remaining only physics.

“I am not a specialist,” he said in defence to Ruth. “Nor am I going to try to be a specialist. There are too many special fields for any one man, in a whole lifetime, to master them. I must pursue general knowledge. When I need the work of specialists, I shall refer to their books.”

“But that is not like having the knowledge yourself,” she protested.

“But it is unnecessary to have it. We profit from the work of the specialists. That’s what they are for. When I came in, I noticed the chimney-sweeper at work. They’re specialists, and when they get done, you will enjoy clean chimneys without knowing anything about the construction of chimneys.”

“That’s far fetched, I am afraid.”

She looked at him curiously, and he felt a reproach in her gaze and manner. But he was convinced of the Tightness of his position...

4. **Answer the questions.**

1. Were your predictions correct?
2. What is the main idea of the extract?
3. Who are the main characters?
4. Do you agree with Martin Eden that it is useless to study all subjects at school?

Give your reasons.

5. **Invent your own book character. Write a short character profile. Present your character to the class or write a short scene.**

*Include:* Name, age, place of birth  
Strengths and weaknesses  
Dream or goal  
What makes them different  
Title of the story or movie they belong in

*Model:* **Name:** Emma Star  
**Age:** 15  
**Place of birth:** Warsaw, Poland  
**Strengths:** She is very smart, kind, and good at solving problems.  
**Weaknesses:** She is shy and sometimes afraid to speak in public.  
**Dream or goal:** Emma wants to become a famous inventor and help people with her machines.  
**What makes her different:** Emma can understand and talk to animals after a lightning strike hit her during a storm.  
**Title of the movie:** "Emma and the Secret Lab"



**Negative Pronouns**

**No**  
ні / не / жоден

**nobody / no one**  
ніщо, нічого

**nothing**  
ніхто, нікого

6. **Work in pairs. Take turns answering the questions, using *no* or its derivatives.**

*Model:* Did you find anybody in your room when you return from school today?  
*No, I found nobody there.*

1. Can any of your friends speak Italian?
2. Is there anything on the floor now?
3. Has anybody invited you to his birthday party in the last two weeks?
4. Did you see any of your relatives yesterday?
5. Do you know anything about space?
6. Do you have many friends in France?
7. Has any of your friends won a lottery?



7. **Find on the Internet or any other source the additional information about Jack London and his works. Prepare a brief report about it.**



# Lesson 29

## Taras Shevchenko

**1. Add question tags to the sentences below.**

1. This fascinating book has shown Apollo's trip to the moon. 2. The author discovers how visiting another world has changed them. 3. The novel has enriched her spiritually. 4. This thriller has refreshed his thoughts. 5. They have read an instructive book.

**2. Tell your class what you already know about Taras Shevchenko.**

**3. Read about T. Shevchenko.**



### TARAS SHEVCHENKO

(1814–1861)

Taras Shevchenko was born to a serf family in the village of Moryntsi. He was a great poet and a superb artist.

All children like to paint, but with young Taras it was a passion. The boy was taken into the manor's house as a kozachok. When he was 14 years old, his master took him to Vilno (Vilnius). Later Taras found himself in St. Petersburg. He learned misery there, but he was lucky. K. Briulov helped to buy out the young serf from his master. Shevchenko was admitted to the Academy of Arts. Notable paintings include "In Kyiv", "Fire in the Steppes" and others.

Taras Shevchenko also wrote poems in Ukrainian. In 1840 he published his first book of poems "Kobzar".

**4. Work in pairs. Take turns asking and answering the questions.**

1. When and where was Taras Shevchenko born?
2. His family was poor, wasn't it?
3. What was the boy's passion?
4. Did the boy have to work hard in manor's house? Why do you think so?
5. Where did his master take him when he was 14 years old?
6. In which town did he learn misery again?
7. Who bought Taras Shevchenko out?

8. Shevchenko was admitted to the Academy of Arts, wasn't he?
9. Can you name some of his paintings?
10. What is the title of T. Shevchenko's first book of poems?
11. When was it published?

5. **Complete the conversations and role-play them with your classmate.**

1. A: Have you seen any paintings by Taras Shevchenko?  
B:
2. A: Have you read any works by Taras Shevchenko?  
B:
3. A: Why has everybody read T. Shevchenko's poems?  
B:
4. A: Have you already discussed "Kobzar" by T. Shevchenko in your class?  
B:



<b>Indefinite Pronouns</b>	
<b>some</b> який-небудь; декілька	<b>any</b> який-небудь
is used	
in affirmative sentences	in interrogative and negative sentences

6. **Fill in the blanks with *some* or *any*.**

1. The little boy has \_\_\_\_\_ toys.
2. Are there \_\_\_\_\_ cucumbers and tomatoes in the fridge?
3. There isn't \_\_\_\_\_ milk in the fridge.
4. There aren't \_\_\_\_\_ books on the table.
5. Have you got \_\_\_\_\_ relatives in Donetsk?
6. I've read \_\_\_\_\_ novels by Dickens.
7. I've seen \_\_\_\_\_ interesting films.
8. Have you got \_\_\_\_\_ sisters or brothers?
9. There are \_\_\_\_\_ windows in the class.



7. **Do a library research. Find some interesting information about Taras Shevchenko and present it to class.**



# Lesson 30

## Favourite Writer

1. **Read and learn the first stanza of a poem.**

### MY TESTAMENT

*T. Shevchenko*

When I am dead, then bury me  
In my beloved Ukraine,  
My tomb upon a grave mound high  
Amid the splendid plain.

So that the fields, the boundless steppes,  
The Dnieper's plunging shore  
My eyes could see, my ears could hear  
The mighty river roar.

*Translated by John Weir*

2. **Work in pairs. Read and role-play the dialogues with your classmate.**

- A: Where are you hurrying?  
B: Haven't you heard? We are having a party today.  
A: I remember! Devoted to T. Shevchenko, right?  
B: Right you are. Join me.  
A: With pleasure.
- A: By the way, what facts from Shevchenko's biography do you know?  
B: I know that he was born in a serf family. He had a difficult childhood.  
A: Which of his works do you like best of all?  
B: "The Mighty Dnieper".  
A: What is this poem about?  
B: It's about Taras' love to his native country, Ukraine.  
A: Is he your favourite poet?  
B: Yes.  
A: Then, you will enjoy the party.



3. **Choose one of the following Ukrainian or international female writers/poets, read a short biography or excerpt, then do the following: a) create a quote collage inspired by her ideas; b) write a dialogue between her and a modern teenager.**



Lesia Ukrainka  
(poet,  
playwright)



Lina Kostenko  
(poet, thinker)



Olga Tokarczuk  
(Polish Nobel-winning writer)



J.K. Rowling  
(Harry Potter author)



Malala Yousafzai  
(activist, writer of "I Am Malala")

*Model: Astrid Lindgren*

a) Quote collage: Be Brave, Be Different

1. "I have never tried that before, so I think I should definitely be able to do that."
2. "Don't let them get you down. Be cheeky. And wild. And wonderful."
3. "You know what the best thing is about knowing the rules? You can break them sometimes."

b) Dialogue

*Anna:* Hello, Ms. Lindgren! I love Pippi Longstocking. She is so strong and funny.

*Astrid:* Thank you, Anna. Pippi is brave and different. She is not afraid to be herself.

*Anna:* Sometimes I feel strange too. I like painting and reading, not TikTok or fashion.

*Astrid:* That is wonderful! Always be who you are. The world needs more girls like you.

*Anna:* But at school, some people laugh at me.

*Astrid:* Then they are not your real friends. Real friends accept your dreams.

*Anna:* You're right. I want to write stories one day.

*Astrid:* Then start today. Write your first page. A big journey begins with a small step.

### Indefinite Pronouns (Derivatives)

some		any		one	
<i>somebody</i>	<i>something</i>	<i>anybody</i>	<i>anything</i>	<i>someone</i>	<i>anyone</i>
ХТОСЬ	ЩОСЬ	ХТО-НЕБУДЬ	ЩО-НЕБУДЬ	ХТО-НЕБУДЬ	ХТО-НЕБУДЬ

#### 4. Complete short conversations with indefinite pronouns.

1. A: \_\_\_\_\_ has taken my book. Has \_\_\_\_\_ seen it?  
B: No, \_\_\_\_\_ took it. It's over there.
2. A: The fire destroyed everything. We couldn't find \_\_\_\_\_ afterwards.  
B: Right you are. There was \_\_\_\_\_ left.
3. A: If \_\_\_\_\_ calls, just take their number and say I'll call them back as soon as possible.  
B: OK.
4. A: I am looking for \_\_\_\_\_ who speaks French.  
B: I can speak French and German.  
A: Great!
5. A: Do you want \_\_\_\_\_ else?  
B: No, thank you.
6. A: I didn't bring my money with me.  
B: Don't worry, I've got \_\_\_\_\_.
7. A: Aren't there \_\_\_\_\_ other jobs she could do better?  
B: Of course, there are.

#### 5. Work in small groups. Discuss:

- 1) what book by an English, American, or Ukrainian writer you have read,
- 2) whom it was written by,
- 3) what it is about,
- 4) what your impression of the book is,
- 5) if you want to read another book by the same writer.

#### 6. Do a library research. Write and then tell about your favourite writer/poet and his/her works.



# Lesson 31

## Library

1. **Interview your classmate. The questions below will help you.**

1. Do you have a library in your town/village?
2. How many books are there in your school library?
3. Do you go to the district/town library?
4. How often do you go there to take out books?
5. Do you often use the reading room in the library?
6. What do you use it for?
7. What book are you reading these days? What is it about? Who is the author?

2. **Listen, read and remember the words and word combinations.**



librarian	[laɪ'breəriən]
fiction and non-fiction books	['fɪkʃn ənd nɒn fɪkʃn bʊks]
facilities	[fə'sɪlətɪz]
to select	[tə sɪ'lekt]
research	[rɪ'sɜ:tʃ]
subscription	[,səb'skrɪpʃn]
to involve	[tə ɪn'vɒlv]
annual membership fee	['ænjʊəl 'membəʃɪp fi:]
to borrow books	[tə 'bɒrəʊ bʊks]
library resources	['laɪbrəri rɪ'sɔ:sɪz]

3. **a) Write down how often you do the following:**

- |   |             |       |          |
|---|-------------|-------|----------|
| 1. say something in your defence                        | once        | a     | day(s)   |
| 2. give up something                                    | twice       | two   | week(s)  |
| 3. discover something new                               | three times | three | month(s) |
| 4. read fiction and non-fiction books                   | four times  | four  | year(s)  |
| 5. borrow books from libraries                          | five times  | five  |          |
| 6. pay library membership fee                           |             |       |          |
| 7. discuss in class/with your friend true-to-life books |             |       |          |

**b) Work in pairs. Exchange your information. Say what you have in common with your classmate.**

4. **Copy out the words and word combinations (from exercise 2) you think you'll find in the text of exercise 5. Make up three sentences with them.**

5. **Read about the secondary school library.**

**OPENED**  
in **September 2020**,  
the Secondary School Library plays  
an important role in the whole community.  
Secondary School Students and the Staff are automatically members.  
Parents of the whole School are invited to become members.

**Opening Times:**  
**Monday to Friday — 8.30 to 18.00.**

A librarian is always available to provide help and support.

The library:

- 1) is stocked with 1600 carefully selected fiction and non-fiction books;
- 2) supports all levels of the Secondary curriculum;
- 3) provides areas for whole class research, individual study;
- 4) has comfortable areas for reading;
- 5) has daily newspapers delivered (in English and French) along with a range of magazines on subscription in English, French and German;
- 6) is involved with annual Book Week;
- 7) invites Parents to join for an annual membership fee of \$35.

6. **How different/similar is the library in your school?**



**Write 12–14 sentences. Use phrases given below.**

*Describing Similarities*

- is rather like
- appears similar to
- seems like
- resembles
- reminds me of
- has a lot in common with
- is pretty much the same as
- is comparable to

*Describing Differences*

- is nothing like
- is totally different from
- varies greatly from
- has very little in common with
- is quite unlike
- bears little resemblance to
- differs dramatically from



# Lesson 32

## Book Week. Role of Art in Our Life

1. Listen to Sam’s letter about a Book Week in his school. Fill in the blanks as you listen.



To: My Friend

Subject: A Book Week

Insert: Attachment Photos Videos

Tahoma 10 B I U

Dear friend,

I'd like to tell you about one eagerly anticipated and successful (1) \_\_\_\_\_ which our students benefit enormously. It's an (2) \_\_\_\_\_ Book Week.

Our annual Book Week is a school event dedicated to the enjoyment of books and (3) \_\_\_\_\_. Authors, performance poets and illustrators are invited to spend several days with our students, taking part in workshops, presentations and performances, including an evening performance in our (4) \_\_\_\_\_ to which parents are also invited.

The principal guest at Book Week 2025 was Tim Bowler. His books have become favourites of our Key Stage 3 students. Tim read the opening dramatic passages of his book "Frozen Fire" with such feeling and intensity that we were all spellbound. He prepared to take risks, be controversial and deal with difficult subjects. In this psychological (5) \_\_\_\_\_ Tim maintains the tension till the shocking and violent climax. This book will appeal to both boys and girls though it is probably not suitable for students (6) \_\_\_\_\_ than 13/14.

Besides Tim Bowler, we also invited Adele Geras, and Adisa the rap performance (7) \_\_\_\_\_, who proved to be as engaging as in a previous visit to school.

The (8) \_\_\_\_\_ evening show is generally considered to be the best ever.

Write me soon.

Yours,  
Sam

Send Save Cancel

2. Work in pairs. Discuss if you have Book Weeks in your school. How different/similar are events in your and Sam’s school? Use phrases given below.

*Describing Similarities*

- is rather like
- appears similar to
- seems like
- resembles
- reminds me of
- has a lot in common with
- is pretty much the same as
- is comparable to

*Describing Differences*

- is nothing like
- is totally different from
- varies greatly from
- has very little in common with
- is quite unlike
- bears little resemblance to
- differs dramatically from

3. Listen, read and remember the words and word combinations.

no doubt	[nəʊ daʊt]
naive	[naɪ'ɪ:v]
spirits	['spɪrɪts]
mood	[mu:d]
manipulate	[mə'nɪpjuleɪt]
triumph	['traɪʌmf]
wicked world	['wɪkɪd wɜ:ld]

4. Match the pairs of words.

- |                 |                           |
|-----------------|---------------------------|
| 1. true-to-life | a) sympathy               |
| 2. people's     | b) circumstances          |
| 3. attract      | c) world                  |
| 4. powerful     | d) doubt                  |
| 5. triumph      | e) character              |
| 6. no           | f) of beauty and goodness |
| 7. amusing      | g) relations              |
| 8. wicked       | h) forces                 |

5. a) Read the title, then close your eyes and imagine what the text will be about. Think about what you already know about this topic. Write down and then share with a partner:

- 1) three words or ideas you expect to find in the text;
- 2) one thing you hope to learn from reading the text.

b) Read about the role of art in our life.

### THE ROLE OF ART IN OUR LIFE

Cinema, theatre, painting, music and books belong to art. No doubt they are the most powerful forces for good and evil in modern life. Amusing circumstances, naive but good characters excite our sympathy and help us forget all the troubles of everyday life. True-to-life characters help us to understand the nature of people's relations. They enrich our spiritual life, show all the false and true values. Thanks to art we can manipulate our mood. When we are in a low spirits we can read an amusing comedy and it'll give us a good laugh, relaxation and enjoyment. It makes us feel all right.

So art helps us understand this world better, it gives us hope, it makes us believe in the triumph of beauty and goodness over the wicked world.

6. Work in pairs. Ask and answer the questions.

1. What belongs to art?
2. What are the most powerful forces for good and evil?
3. Is it important to understand the nature of people's relations? Why?
4. What helps us understand the nature of people's relations?
5. How do amusing circumstances and naive but good characters influence you?
6. What enriches your spiritual life?
7. Thanks to art we can manipulate our mood. How?
8. Do books, films and TV shows help you understand this world better?
9. Does art give you relaxation and enjoyment?

7. Tell about the role of art in your life.



## SELF-ASSESSMENT MODULE 3

### LEVEL 1

**1. Complete the sentences with the words from the topic “Literature”.**

1. The \_\_\_\_\_ of “Titanic” is James Cameron.
2. \_\_\_\_\_ helps us understand this world better.
3. Books \_\_\_\_\_ our thoughts.
4. W. Shakespeare \_\_\_\_\_ in 1564.
5. Books \_\_\_\_\_ our spiritual life.

**2. Choose the correct sentence(s).**

1. Some books enrich us spiritually.
  2. Something books enrich us spiritually.
  3. Anybody books enrich us spiritually.
- 
1. Something of them are full of adventures.
  2. Some of them are full of adventures.
  3. Nothing of them are full of adventures.
- 
1. Anyone can travel to different countries.
  2. No one can travel to different countries.
  3. Someone can travel to different countries.

**3. Write five sentences about different types of literary works.**

### LEVEL 2

**1. Match the words with their definitions.**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. article</li> <li>2. thriller</li> <li>3. wisdom</li> <li>4. novel</li> <li>5. value</li> </ol> | <ol style="list-style-type: none"> <li>a) the importance or usefulness of something</li> <li>b) a book or film that tells an exciting story about murder or crime</li> <li>c) good sense and judgment, based especially on your experience of life</li> <li>d) a piece of writing about a particular subject in a newspaper or magazine</li> <li>e) a long written story in which the characters and events are usually imaginary</li> </ol> |
|--|--|

**2. Correct the mistakes in the sentences given below.**

1. Did somebody take part in presentations?
2. This book appealed to anybody.
3. Has anything library a fully automated cataloguing system?
4. Is some invited to School Book Week?

**3. Write approximately 10 sentences about the role of books in your life.**

## LEVEL 3

1. **Write down as many words and word combinations as you can under each heading.**

types of writing	writers	role of books	library

2. **Complete the sentences using the indefinite pronouns or their derivatives.**

1. \_\_\_\_\_ books are a combination of biography and adventure.  
 a) some                                      b) something                                      c) somebody
2. Can \_\_\_\_\_ enjoy discovering new lands?  
 a) somebody                                      b) anybody                                      c) no one
3. Do you have \_\_\_\_\_ thrillers?  
 a) any    b) some    c) none
4. No, we have \_\_\_\_\_.  
 a) any    b) some    c) none
5. \_\_\_\_\_ took part in that performance.  
 a) Nobody                                      b) Anybody                                      c) None

3. **Write a short review of your favourite book.**

4. **Translate the English sentences into German/French.**

1. Cinema, theatre, painting, music and books belong to art.
2. Books show all the false and true values.
3. Amusing comedies give us a good laugh and relaxation.
4. Art helps us understand this world better.

### CHECKLIST

**Assess your progress in this unit. Tick (✓) the statements which are true.**

- I can understand and talk about school library.
- I can tell about William Shakespeare, Jack London, Taras Shevchenko.
- I can create a plan of a Book Week for my school.
- I can write a book review.
- I can give a brief outline of a story/book.
- I can understand and use Indefinite Pronouns in spoken and written forms.
- I can use phrases for describing similarities/differences.



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