

ЛЮБИЙ ДРУЖЕ!

Перед тобою зошит з англійської мови, що допоможе тобі закріпити мовний та мовленнєвий матеріал, який ти вивчаєш на уроці. Він містить цікаві вправи, що дадуть тобі змогу самостійно працювати над англійською мовою.

У зошиті ти також знайдеш завдання, виконання яких буде стимулювати тебе проявляти творчість та здогадку. Тобі буде цікаво підготувати уявні ситуації, добирати слова та вирази, які зазвичай використовують носії мови в різних ситуаціях, та розіграти їх зі своїми друзями в класі.

Робота із зошитом поглибить знання з англійської мови, навчить тебе самостійно вирішувати мовні задачі, писати листи своїм зарубіжним одноліткам, робити захопливі проекти та представляти їх у класі.

Good Luck!
Хай щастить!

My Summer Travel

1. Answer the questions about your summer holidays.

1. Where did you travel last summer?

2. What places of interest did you see in summer?

3. What memorable events did you have in summer?

4. In what new activities did you participate in summer?

5. What did you do to practise your hobby in summer?

6. What new friends did you make last summer?

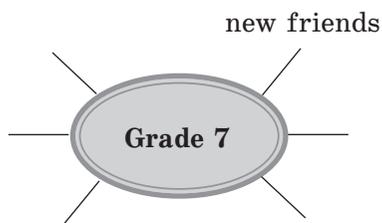
2. Match the beginnings and the endings of the sentences below and add one or two logically connected sentences.

1. At the beginning of summer...my time in a camp.
2. I am still under the impression of...	...my family travelled to Odesa.
3. I enjoyed every minute...	...as I had much time in summer.
4. I went to my granny's place...	...bathing, lying in the sun, fishing and taking sports.
5. I had a chance to practise my hobby...	...of my sightseeing tours.
6. I had the time of my life...	...and had a lot of fun with my new friends there.



Example: *At the beginning of summer my family travelled to Odesa. It is a beautiful city on the Black Sea coast. I saw many places of interest there.*

3. Fill in the word-rose with your associations of studying in Grade 7. Make up 3–5 sentences about it.



Example: *I think I'll have some new friends in Grade 7. It's interesting to learn about their hobbies and interests. Maybe I'll find a new like-minded person in my class.*

Unit 1. Family and Friends

1.1. Family album

5. Put together the sentences and tags from the box.

Example: *Mike is your relative on your dad's side, isn't he?*

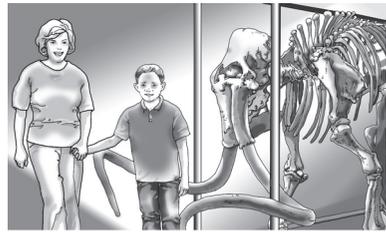
1. Your older sister is married, _____?
2. Your grandparents are very kind and wise, _____?
3. Your granny isn't in the photo, _____?
4. Your twin cousins aren't the same age with you, _____?
5. Your granddad isn't retired yet, _____?
6. I am going to meet your cousin at your birthday party, _____?

isn't he? is he? aren't they? is she?
aren't I? isn't she? are they?

6. Look at the pictures and write about your family history / family experiences / family plans. Use the time expressions given.



last summer



two months ago



once

next Sunday



probably



definitely



often

Example: *My parents were in Istanbul last summer.*

6. My granny often does the shopping at the market. (*to shop at the nearest supermarket*) → _____

10. Write how these professions are changing these days. Use the adjectives from the box.

complicated difficult dangerous interesting
useful important prestigious

Example: *The teaching profession is getting more and more complicated.*

1. The medical profession _____
2. Diplomacy _____
3. Genetic engineering _____
4. Banking _____
5. Film making _____
6. Journalism _____

11. Write answers to the following questions.

Example: – *Do you plan to follow in your parents' footsteps?*
– *Actually I do. I want to become a researcher. My father is a researcher and he loves it.*

1. What professions run in your family?

2. What is the best job in the world, from your perspective?

3. Who do you admire most in your family?

4. What job can make you happy?

5. Is it essential to love your profession? Why / why not?

6. What would you like to do when you retire?

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

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

1.3. People around me

13. Match the sentences to the pictures. Write 2–3 more sentences about each situation.

<p>Have a wonderful trip!</p>	
<p>We are having a wonderful time.</p>	
<p>I've got a present for you.</p>	
<p>I'm tired. Let's have a rest.</p>	
<p>My friend and I have a jog every morning.</p>	
<p>She has got beautiful dreamy eyes.</p>	

14. Fill in the right word.

1. The results of the survey are rather _____.
(*disconcerted / disconcerting*)

2. It turns out the real answer is quite _____.
(*differed / different*)

3. _____, young people say school makes them happy.
(*overwhelmingly / overwhelmed*)

4. Nearly half of the _____ named their parents as their heroes.
(*responded / respondents*)

5. People from highly _____ families are generally happier with life.
(*educating / educated*)

6. Nearly three quarters of young people say their relationship with their parents makes feel _____.
(*blessed / blessing*)

7. A lot of young people feel _____.
(*stressed / stressing*)

15. Read the story about a magazine questionnaire and fill in the missing words from the box.

magazines something felt questionnaire article
delighted readers stretched picture picked

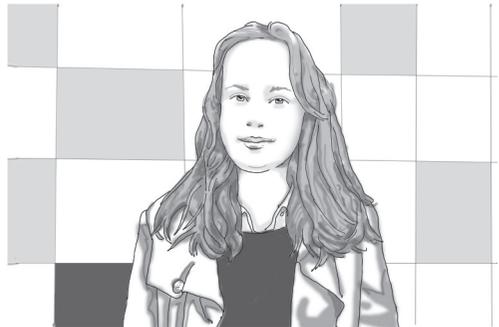
...Sam looked around her room for _____ else to read. Her eye fell on pile of _____. She _____ up the magazine on top. It was “Today’s Woman”, with a _____ of Britney Spears on the cover.

She looked it through and noticed an _____, entitled “How Satisfied are you with your life?” You were supposed to fill in the _____ and send it in. With the help of their _____, the editors of “Today’s Woman” said they hoped to learn how American women _____ about their lives today.

Sam was _____ to help. She got a pencil and _____ out on her bed...

Now, write 8–10 sentences about a magazine questionnaire you have ever filled in.

16. Look at the pictures and match them to the headings in the magazine questionnaire. Write about these things in relation to yourself.



- Tell Us about Yourself.
- Tell Us about Your Family.
- Tell Us about Your School Life.
- Tell Us about Your Friends.



Now, write an advice-seeking letter about any situation for which you need help, using the phrases from p. 31 of your Student's Book.

1.4. In comfort with yourself

17. Read and respond in writing.

1. – You look stressed.
– *I feel so uncomfortable.*

2. – What's your worry?

– _____

3. – What's wrong?

– _____

4. – Gee, I'm angry!

– _____

5. – Terrible! Just terrible!

– _____

6. – I am out of my element.

– _____

7. – What do you say to going on a weekend trip?

– _____

18. Read and write context to:

1. – I started to have difficulties with History.

– Calm down!

2. _____

– There is no point in worrying.

3. _____

– You are a worrier!

4. _____

– It happens to the best of us.

5. _____

– There is no magic bullet for it.

6. _____

– Let's hope for the best.

7. _____

– Just try a little harder.

19. Read the conversation of two teenagers and fill in the missing words from the box.

calm happens worrying element harder
your stressed bad magic difficulties

Kelly: Why, Jane, you look _____. What's _____ worry?

Jane: The problem is that I have just got a _____ mark in Physics.

Kelly: _____ down! There is no point in _____.

Jane: I am out of my _____. I started to have _____ with Physics about a month ago.

Kelly: It _____ to the best of us. There is no _____ bullet for doing Physics. Just try a little _____.

Jane: I'll try, I'll try.



Unit 2. Balance your School Life

2.1. Making the most of your school day

21. Read the story about the school day of the future and put the questions to the underlined words.

Margie and Tom were looking through the book, when the mother called “Margie! School!”

Margie looked up. “If I come later, will it be OK, mom?”

“Now!” said Mrs. Jones. “You will read the book in the evening, if you finish your lessons in time. And it’s probably time for Tommy, too.”

Margie went into her classroom. It was next to her bedroom, and the mechanical teacher was on waiting for her. “If it doesn’t work, I will come back to Tommy and read the book again. The screen lit up and it said: “To-day’s arithmetic lesson. If you are ready, we will begin. Margie sighed, but the mechanical teacher continued: “If you insert yesterday’s homework in the proper slot, you’ll get an answer.” Margie did so thinking about the book they were reading.

The mechanical teacher was flashing on the screen.

“If we add the fractions $\frac{1}{2}$ and $\frac{1}{4}$ you’ll get...”

Margie was sadly thinking about the old school they had when her grandfather’s grandfather was a little boy...

Example: *When will it be OK to start school?*

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

22. Suppose you have a chance to talk to Margie to ask her about her after school plans. Complete the conversation with the right pronouns.

You: What’s the first thing you’ll do when you finish school?

Margie: Well, if _____ get good results, I will study at university.

You: Sounds good. What university will you enter if _____ have good and excellent marks?

Margie: I haven’t decided yet, but I will have to organise _____ if I want to be successful.

You: That's true! If you are busy with other things or just enjoy _____, you won't have much time to study.

Margie: That's it! But in other subjects, on the other hand, if _____ don't read enough, I will lose _____ chance of answering the general questions.

You: What will _____ do if you fail the exams?

Margie: Oh, if I fail, I will have nobody to blame but _____. So I'll try next year.

23. Read the letter of a Ukrainian girl to her international friend in which she describes her working day. Fill in the missing words and word-combinations from the box below.

Dear Sarah,

You asked me about my ordinary school day. Here is a normal day with my _____. I get up at 7.00. I _____, because my mum dislikes _____ in my room. Then I _____ and have breakfast. I leave my house at 8 as my lessons start at 8.30. Sometimes my mum _____ me to school, because it is on the way to her office. Lessons are over at half past two, but I don't usually go home until 4, because I go to the _____ and _____ there. At 7 o'clock all my family gather and we eat supper. Then I help my mum and begin to _____. In the evening I play computer games until bedtime.

So that's it – a typical day in my life. Tell me about your daily routine, will you?

Yours,
Oksana.

ordinary school day *to make somebody's bed* *family*
disorder *gym* *to review homework*
to accompany *get dressed* *to do sport*
to do one's household chores *to surf the Internet*

Write in what way your ordinary school day differs from Oksana's.

2. If you (to want) to be in shape, you should (to do) different kinds of activity. If you (to do) push-ups, it (to make) your arms stronger. →

3. If you (to go) rollerskating, it (to work) your heart well. If you (to train) your heart well, it (to work) like a clock. →

26. Read the conversation of two American girls and fill in the missing words from the box.

tennis team soccer team competition skating
keep fit swimming sports aerobics a star swimmer

Annie: Are you on my sports _____?

Michelle: No, but I was thinking about joining the _____. What _____ do you play?

Annie: I wish I could play them all, but I have only time for in the fall, _____ in winter and _____ in summer. Plus, I _____ when I have time.

Michelle: Wow! You sure keep busy with all these sport activities. Which of them help you to _____?

Annie: I enjoy them all and dream of becoming _____ on the high school swimming team. Are you busy after school? There is a swimming _____. I'm on the team. Do you want to watch?

Michelle: I'd love to.

Time Requirement: _____

Activity Type: _____

Play Area: _____

Group Size: _____

2.3. Who is absent today?

29. Rewrite the sentences in the past and in the future, making all the necessary changes.

Example: When I get sick, I must stay at home. →

When I got sick, I had to stay at home.

If I get sick, I'll have to stay at home.

1. I have to go to school every day it is in session. →

2. I have to wear a uniform to school. →

3. You don't have to go to school on holiday. →

4. I know I must hurry. →

5. He must bring a note from his parents when he has been away from school. →

6. The girl has to keep her perfect attendance this school year. →

I could hear them. It was English history. Among the readers I could see the girl who had spoken to me in the morning. The girls read a chapter from their books twice. Then they closed their books, and the teacher began to ask the questions. Many questions were difficult for the girls, but that girl answered them all. But the teacher did not praise her.

(Adapted from "Jane Eyre" by Charlotte Bronte)

1. What time did the girl live?

2. How did the girl study?

3. What were the other girls doing at the lesson?

4. Who was especially good at the lesson?

5. What was the teacher's attitude to that girl?

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

Dear Miss _____,

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

He/she will _____ for sure.

Thank you for _____.

Mr. and Mrs. _____.

2.4. How to manage your English language learning

33. Read and respond in writing.

1. – You look sad. What's up?
– *I'm trying very hard to improve my English but it is not happening.*

2. – I'm so frustrated. I've got a low grade for my English test again.
– _____
3. – Are you feeling down about language learning?
– _____
4. – Why are you upset?
– _____
5. – I'm getting discouraged about my English language learning.
– _____
6. – I give up. English grammar is more than I can manage.
– _____
7. – My spelling leaves much to be desired.
– _____

34. Read and write context to:

1. – *I'm putting in a lot of effort, but there have been only small results.*
– Don't give up. You can do it!

2. – _____
– Remember, everyone makes mistakes.
3. – _____
– Go on. Have another try.
4. – _____
– Don't worry about your spelling.
5. – _____
– You are doing great.
6. – _____
– Have another go.
7. – _____
– I'm sure you'll do better.

35. Write what you will talk with a friend about in these situations.

1. You have just received the results of your test in English.

A. _____

B. _____

2. You are preparing for a school English language competition.

A. _____

B. _____

3. Your friend has just passed an international exam in English.

A. _____

B. _____

36. Write out a certificate for your friend for his/her participation in the school English language competition.

 **This is to Certify that** 

participated in the

_____ **Spelling Bee**

On _____, 20 ____ at _____

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

Principal/Spelling Bee Coordinator

Teacher

UNIT 3. Food and Cooking

3.1. Soup and salad every day

37. Change commands, requests or orders as in the model.

Model: Ann asked me to pass her a piece of bread → *Ann asked me not to pass her a piece of bread.*

1. John asked me to give him some water.

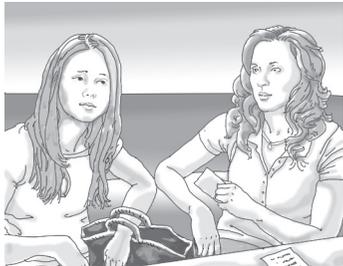
2. Children asked their granny to cook meat salad.

3. Mother asked the children to feed the cat.

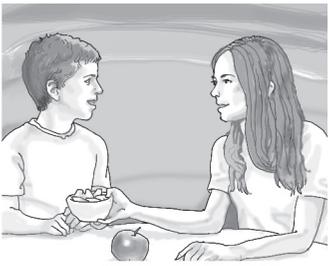
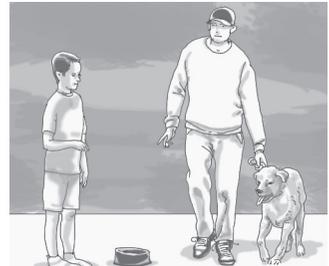
4. Linda requested her friends to go to the cooking club.

5. Mike asked his sister to cook dinner for him.

38. Look at the pictures and write what people in them ask to do or not to do.



Example: *Mum asked the girl to go shopping and buy some products.*



39. Look at the pictures and write what you eat if you:

- 1. are hungry;
- 2. don't feel like eating;
- 3. don't want to put on weight;
- 4. don't have the passion for a dish;
- 5. adore sweet things.



Example: If I am hungry, I usually eat soup.

3.2. Bon appetite

41. Complete the statements using one of the compound adjectives from the box.

Example: Cooking is *my free-time activity*.

1. Ann looks slender _____.

2. I personally prefer _____.

3. McDonald's is _____.

4. I advise you _____.

5. In summer we eat _____.

6. _____ is to my taste.

- sugar-free
- full-time
- a low-fat
- home-made
- takeaway
- world-wide
- home-grown

42. Look at the pictures and write what food can be: *spicy; lumpy; tasty; lemony; milky; sugary*.



Example: I think mashed potatoes can be lumpy and not tasty.

43. Write the words from the box (p. 29) into the correct column and make up 2–3 sentences with them.

Kitchen utensils that help you to prepare meal	Kitchen utensils for laying the table
a frying pan 	a bread plate

4. "Don't put too much sugar into your tea, Kitty", dad said.

5. "Buy some bread for dinner, Nick", granny asked.

6. "Don't feed your cat when you are having dinner, Lucy", dad said.

46. Fill in the correct forms of the words.

Example: *I don't like meat. It's too (spice / spicy).*

1. The pie is not to my taste, it's too _____ (sweet / sweetly).

2. The child won't eat this porridge, it's _____ (lump / lumpy).

3. You've put too much _____ (sugar / sugary) into the tea, I can't drink it.

4. Unfortunately, the jelly is so _____ (lemon / lemony).

5. Add more _____ (milk / milky) to the cocktail, it'll be better.

6. Your cucumbers are very _____ (spice / spicy), I'm afraid.

47. Paraphrase the sentences.

Example: Give me the book with recipes. → *Give me a cookery book.*

1. Bill serves the clients at the restaurant.

2. There are different products in the salad.

3. What food do you like to eat?

4. August is an apple season in Ukraine.

5. I was shocked when I saw the bill.

6. My mum's pie is very tasty.

48. Match the food to the words / word-combinations and make up 2–3 sentences with them.



- a) mutton chop;
- b) caviar;
- c) peaches;
- d) creamed coffee;
- e) salmon;
- f) asparagus.



Example: *Caviar is good for some salads and sandwiches. It's not to everybody's taste, but I like it. It reminds me of our family celebrations.*

Do exercise 7 at p. 90 of your Student's Book.

A RECIPE FROM MY COOKERY BOOK

Unit 4. Every Country has its Customs

4.1. When in England ...

53. Open the brackets and write out what new things you have just learnt.

1. London Underground *was opened* (to open) in 1863. It _____ affectionately _____ (to call) 'tube'. The famous underground line diagram _____ originally _____ (to design) by Henry Beck in 1931. _____

2. Board games _____ (to like) both by children and adults, but the origins of many _____ (to lose) in time. Some of them _____ (to play) for over 3,000 years. It _____ (to be born) in ancient Egypt.

3. If you _____ (to visit) an English village or country town during a spring weekend, you may come across Morris dancers. They _____ (to perform) folk dances which _____ (to associate) with the awakening of the earth. The present form of the Morris dance _____ (to date) back to the 15th century. It _____ (to name) after the Spanish *morisca*, meaning a Morris play or dance.

54. Read about Ann's tourist experience and fill in the gaps with the words from the box.

travelling *ancient* *England* *sometimes* *artists*
Channel *trip* *Museum* *English* *District* *scenery*

ANN'S TOURIST EXPERIENCE

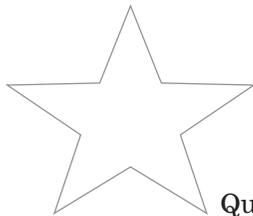
I enjoy *travelling* a lot, you know. It is _____ called "a travel bug" by my friends. That's true – there is nothing like a good _____ to me, such as a journey, or a tour, or a hike. I have tried them all in _____.

First came my journey on a Eurostar train through the _____ Tunnel. I was taken from Calais in France to Folkestone on the _____ coast within just 35 minutes. Then, I made a tour of the British _____ in London and was greatly impressed by the display of antiquities from _____ Egypt, Greece and Rome.

Last (but not least) came a hike in the Lake _____ in North-west England. The _____ was breathtaking! No wonder so many poets and _____ have been inspired by it over the years.

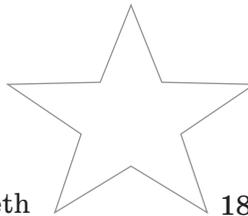
55. Look at the star maps and describe three English traditions you have read about.

a military ceremony
afternoon match



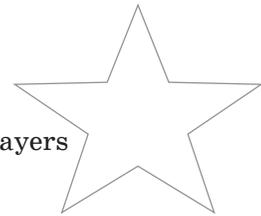
Queen Elizabeth
the Tower of London

Promenade



1895
sir Henry Wood

Sunday



11 players
"It's not cricket"



56. By the end of Unit Four, you are going to write a narrative essay about your favourite English tradition. Think and decide:

- if it is going to be old or modern: _____
- if you write about it in first or third person: _____
- how you will inform readers about:
the time: _____
the place: _____
the event: _____

Write an introduction for your narrative essay, using the phrases from p. 106 of your Student's Book.

4.2. My heart's in the Highlands

57. Fill in the prepositions.

1. Scots were driven *off* their territories _____ invading armies.
2. _____ other words, clans were relatives and had the same surnames.
3. Many Scottish surnames begin _____ Mac.
4. Each clan had a different coloured pattern cloth _____ their tartans.

5. The Royal Stuart is worn _____ the descendants of the Stuart clan.
6. A kilt is a skirt-like dress _____ men only.
7. Kilts keep _____ the rain for several hours.

58. Unscramble the words about Scotland. Make up sentences with them.

- | | |
|--------------------------------|--------------------------|
| 1. c t s e a l = <i>castle</i> | 5. c a e t d d n s e n = |
| 2. n a c l = | 6. n a i e v d = |
| 3. n a a t r t = | 7. a e f d t e = |
| 4. l k i t = | |

59. Look at the pictures and match them to the descriptions of Scottish symbols. Complete the descriptions, using the following words and word-combinations.



Bagpipes are a musical instrument which is played in Scotland by blowing air into a bag held under the arm.

- to make an unusual sound;
- to be suitable for dancing;
- to be called a piper.

The thistle is a wild plant with prickly leaves and large purple flowers. It is the national flower of Scotland.

- to be seen on many Scottish symbols;
- curious legend;
- to step on a thistle.



The kilt is a form of Scottish dress. It is a pleated skirt that reaches the knees.

- to be worn by men;
- to be made of tartan;
- to wear on Scottish wedding.

60. In task 56, p. 39 you wrote an introduction to your narrative essay. Now, write its main body according to the pattern below.

Pattern:

Paragraph One. (Describe everything that happened before the main event)

Paragraph Two. (Describe the people and the place that are connected with this event)

Paragraph Three. (Describe the people's actions feelings and emotions)

4.3. Welcome to Wales

61. You have a chance to ask a historian about St David's Day. Complete the conversation with the correct forms of the verbs in brackets.

TALKING ABOUT ST DAVID'S DAY

You: It's interesting to know when St David's Day _____
(to be marked) in Wales.

Historian: It _____ (to be celebrated) on the 1st of March.

You: And to what family _____ David _____
(to be born)?

Historian: He was the son of a Welsh chieftain. He _____
(to be brought up) as a Christian.

You: What _____ David _____ (to be known) for?

Historian: Many monasteries _____ (to be founded) by him
as centres of religion and learning in the Welsh countryside.

You: Is it true that the monasteries could _____ (to be visi-
ted) by anyone in need?

Historian: Absolutely, and they _____ (to be given) a warm
welcome.

You: And how _____ David's name _____
(to be connected) with legends?

Historian: He suggested that a leek should _____ (to be
worn) by his people in their bonnets. Thus they _____ (to be
recognized) easily.

You: _____ this tradition _____ (to be kept) at
present?

Historian: Yes, Welsh guards _____ (to be still distin-
guished) by a green and white plume in their black bearskin.

You: How interesting!

62. Read a story from Welsh history and fill in your reading log.

THE STORY OF BEDDGELERT

This story goes that in the 13th century, Llewellyn, Prince of North Wales, had a palace there. He had a faithful dog, Gelert, that went with him everywhere and that he was very fond of.

64. In tasks 56 and 60, you wrote the introduction and the body of your narrative essay. Now, write a conclusion. Use the concluding phrases from p. 119 of your Student's Book.

4.4. The Emerald Isle

65. Read and respond in writing.

1. – Do you like Irish history?
– *In my view, it is worth studying.*
2. – I enjoyed the book “Legends of Ireland”.
– _____
3. – The Wexford Festival is an enjoyable tradition, isn't it?
– _____
4. – Ireland is known the world over for its green countryside.
– _____
5. – In my view, the Ulster Folk and Transport Museum is both for grown-ups and kids.
– _____
6. – I think Puck Fair is a real success story.
– _____
7. – If you ask me, I prefer local art festivals.
– _____



66. Read and write context to:

1. – No wonder, Ireland is called the Emerald Isle.
– I'm with you on that.
2. – _____
– It's a great tradition.
3. – _____
– I differ.
4. – _____
– I 'm afraid, it is not in my list of likes.
5. – _____
– It leaves nobody indifferent.
6. – _____
– If you ask me, I prefer the Ulster Orchestra.
7. – _____
– In my view, it is worth visiting.

67. Read the dialogue between two new friends visiting the Ulster Folk and Transport Museum and fill in the gaps with the words from the box.

museum modern university past known Irish
make beauty rural me visiting view
horsemanship one

Colin: Oh, there you are! I had a feeling that I would see you again at the museum.

Paul: No wonder. We're both keen on _____ culture. What impression did the exhibits _____ on you here?

Colin: A great _____. The country's _____ is well represented at the museum: the skill of _____, the country's lifestyle, the _____ of the countryside, you name it.

Paul: If you ask _____, I prefer ancient and _____, which mingle in Ireland. Let's go to the Belfast Festival based at Queen's _____ next.

Colin: In my _____, it is certainly worth _____. It is _____ to be one of the largest festivals in Britain.

Paul: I'm with you on that.

68. Write a narrative essay about your mind trip to Ireland.

_____ (title)

(Introduction)

(Body)

(Conclusion)



UNIT 5. A Question of Sports

5.1. Sports popular in Ukraine

69. Open the brackets.

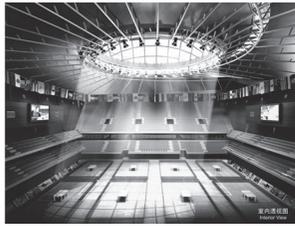
Example: A new sports club has been opened (to open) this week.

1. A mixed tennis team _____ (to form) in our school this year.
2. A new record in jumping _____ (to set) in this competition.
3. Famous Ukrainian sportsmen _____ (to invite) to the competition this Sunday.
4. Pete _____ (to sign) up for a football society this week.
5. New protective clothes _____ (to buy) for children this year.

70. Look at the picture and write what has been done this Sunday before the sport competition.



posters



gym



sport from



sport equipment



sport newspaper



portraits of famous sportsmen

71. Match the pictures to the definitions and write 2–3 sentences about the popularity of these kinds of sport in Ukraine.

1.



a) the sport of lifting specially shaped pieces of metal that weigh an exact amount;

2.



b) a set of physical exercises that are intended to make girls dance to music, often performed at the competitions;

3.



c) a very active type of physical exercises done to music usually in a class;

4.



d) a sport in which two people fight and trying to make each other fall to the ground;

5.



e) sports such as running and jumping;

6.



f) sports involving physical exercises and movements that need skill, strength and control and that are often performed at the competitions.



Example: *Rhythmic gymnastics is very popular among girls in Ukraine. They like to perform to music with ribbons or a hoop. This sport makes them strong and slender.*

72. Read the sentences and fill in the correct verb – to do, to go or to play.

Example: My brother does karate because he adores this kind of sport.

1. There is much snow today, let's _____ skiing.
2. Would you like _____ a game of tennis?
3. Many girls _____ aerobics because they want to lose weight.
4. In winter a lot of boys like _____ ice hockey.
5. It's hot outside, what about _____ swimming?
6. I'd like _____ athletics this year and I've already signed up for this.

Do exercise 8 at p. 138 of your Student's Book.

A SPORT LEAFLET



5.2. Made in Great Britain

73. Transform the questions as in the model.

Model: Had mum bought you protective clothes before the match started? →
Had protective clothes been bought before the match started?

1. Had “The Wolves” lost the game before John entered the dressing room?

2. Had the coach invited Bill to his basketball team before he left his sports club?

3. Had the children presented the athletes with flowers when the game was over?

4. Had the coach given the players all instructions before the game started?

5. Had the winners of the competition got prizes by the end of competition?

6. Had the boys of our class broken the old record in basketball by the beginning of a new sport season?

74. Read the sentences and put a question to the underlined word.

Example: My dad had taught me to play chess before I went to school. →
Who had been taught to play chess before going to school?



1. My team had won the game by noon. →

2. The team had scored a goal before the referee whistled. →

3. Ann had broken an old record in aerobics by the end of the semester. →

4. Dad had bought us two tickets for a football match before we asked him about it. →

5. I had tried tennis before I took up track and field events. →

6. We had greeted our football team before the coach came. →

75. Complete the sentences.

Example: *Cricket is a complicated game but children in Britain like to try it out.*

1. In many British schools _____.

2. One day cricket matches _____.

3. _____ is becoming more and more popular in the UK.

4. Rugby is an old contact sport _____.

5. _____ are open to boys and girls.

6. Some sport activities are focused on _____.

76. Answer wh-questions about sport in writing.

1. What must you do to maintain health?

5.3. American pastime

77. Match the parts of the sentences and add 2–3 more logically connected sentences.

1. A new sport...	a) ...has been badly injured by the end of the game.
2. The results of the football match...	b) ...has been introduced in my school.
3. The city champions...	c) ...has been presented with a glove as the best player.
4. The goal keeper...	d) ...have been awarded the 1-st place again this year.
5. Our volleyball team...	e) ...has been invited to participate in the city championship.
6. The captain of the baseball team...	f) ...have been discussed by the team and its coach.

Example: *A new sport has been introduced in my school. It's golf. I like to try it out. Maybe I'll play it with English children some day.*

78. Read the answers of athletes and write 1–2 possible questions to them.

Example: I had been awarded the title of the best goal-keeper by that time.

*Who had been awarded the title of the best goal-keeper?
What had the athletes been awarded by that time?*

1. All the questions had been answered by the coach of the team before the athletes came.

_____?
_____?

2. The best goals had been scored by David before he became a member of our team.

_____?
_____?

3. Many memorable games had been played by this team before it stopped its existence.

_____?
_____?

5.4. Sports stars

81. Look at the facial expressions of children and write about the feelings they experience at the sport competition.



83. Write what you will talk with a friend about these situations.

1. You are watching the football game at the stadium.

A. _____

B. _____

2. You are watching a sport competition on TV.

A. _____

B. _____

3. Your favourite team is losing the game.

A. _____

B. _____

84. Complete the dialogue.

AT THE FOOTBALL MATCH

Do you think _____
_____?

I bet they _____
They are so _____
_____.

Don't speak too soon, Look,

_____.

I bet _____
_____.

They might, but I don't think
_____. The odds are
_____.

But I have a feeling _____
He is a typical _____
_____.

Maybe he has a chance _____
_____.

Let's live and see.

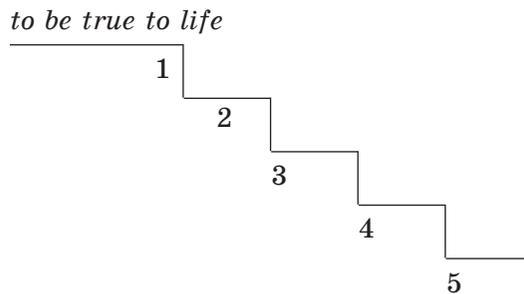
87. Fill in the table with the films you see and explain your answer in 3–4 sentences. Use the table given.

Often	Sometimes	Never
		<i>horror films</i>

horror films cartoon science fiction blockbuster
musicals adventure films

Example: *I never see **horror films**, because they are empty of a serious plot. They make me nervous. I don't understand why actors play in such films.*

88. On a ranking ladder write characteristics of a film worth seeing. Explain your choice in writing (3–4 sentences).



Example: *I think a good film should be true to life. It's always interesting to see such a film and learn something new from it. It is never a waste of time.*

Example: *Our English teacher didn't let us use the dictionary while writing a test.*

90. Answer the questions in writing.

1. How often do your parents let you go to the theatre?

2. What performances are you allowed to see?

3. What are you allowed to do at the theatre?

4. What are you not allowed to do at the theatre?

5. Do your parents let you see the evening performances or only day time performances?

6. Do your parents let you go to the theatre with your family members or with your friends?

91. Label the pictures with the words/word-combinations from the box and make up 2-3 sentences with them.



Example: The spectators take their favourite seats and wait for the performance to start. They are beautifully dressed because going to the theatre is a holiday for them.





scenery playwright stage
curtain calls rehearsal
orchestra pit spectators

Yours,

_____.

6.3. Meet cinema and theatre celebrities

93. Change the sentences from active into passive voice as in the model.

Model: My teacher made me rewrite my essay. →

I was made to rewrite my essay.

1. She allowed her children to see the performance.

2. My brother made me go to bed before the film started.

3. My parents allowed me to go to the evening performance.

4. My granny made my little sister eat up her porridge before going to the cinema.

5. I made my friends agree with me that the film left much to be desired.

6. The stage director allowed us to come to the rehearsal on Sunday.

94. Transform the sentences as in the model.

Model: Let's go to the theatre. → *Let's not go to the theatre.*

1. Let's sit in the stalls.

2. Let's buy tickets beforehand.

3. Let's buy flowers for the actors.



4. Let's sit in front rows.

5. Let's take binoculars before the performance starts.

6. Let's come 5 minutes before the performance.

95. Fill in the chart and make up 2–3 sentences with one of the words.

Noun	Verb	Adjective	Adverb
<i>acting</i>			
	<i>to stage</i>		
		<i>impressive</i>	
<i>prefer</i>			
	<i>to receive</i>		
<i>astonishment</i>			
		<i>brilliant</i>	
			<i>proudly</i>

Example: Russell Crowe's acting is always superb. He makes the most of his roles, that's why all films with his participation are brilliant. He is really a talented actor.

96. Write a 3–4 sentenced answers to the questions. Supply them with examples.

Example: What actor can be called "renowned"?

I think an actor who is known and admired by a lot of people for his/her acting can be called "renowned". For example Ada Rogovtseva is a renowned Ukrainian actress. She can create true to life images of her characters, that is why they are so believable.

– What actors are called mature?

– What actors can hold the attention of the audience?

– What actors can change the film/performance for better?

– When can you say “The actor made the most of her/his role”?

– When does the audience treat the actors warmly?

Do exercise 7 at p. 182 of your Student's Book.

MY FAVOURITE ACTOR/ACTRESS

6.4. Let's see it!

97. Write 2–3 sentences about the film/performance which can be called:

- delightful;
- gripping;
- long and boring;
- powerful;
- waste of time money;
- a bit of a drag.

Example: I think a delightful film always makes an impression on the audience. As a rule it has a message to convey and the cast is well-chosen.



98. Look at the pictures and say what kinds of films/performances they may be from. Write about your attitude to them and if you'd recommend your friends to see them.



Example: I think the first picture is about a comedy. I like comedies because they raise my spirit. They make people laugh and forget about their problems or troubles. I'll recommend my friends to see comedies.

99. Write what you will talk with your friends about in these situations.

1. You are watching a film together.

A. _____

B. _____

2. The performance is over. You are going home and talking about the performance you've seen.

A. _____

B. _____

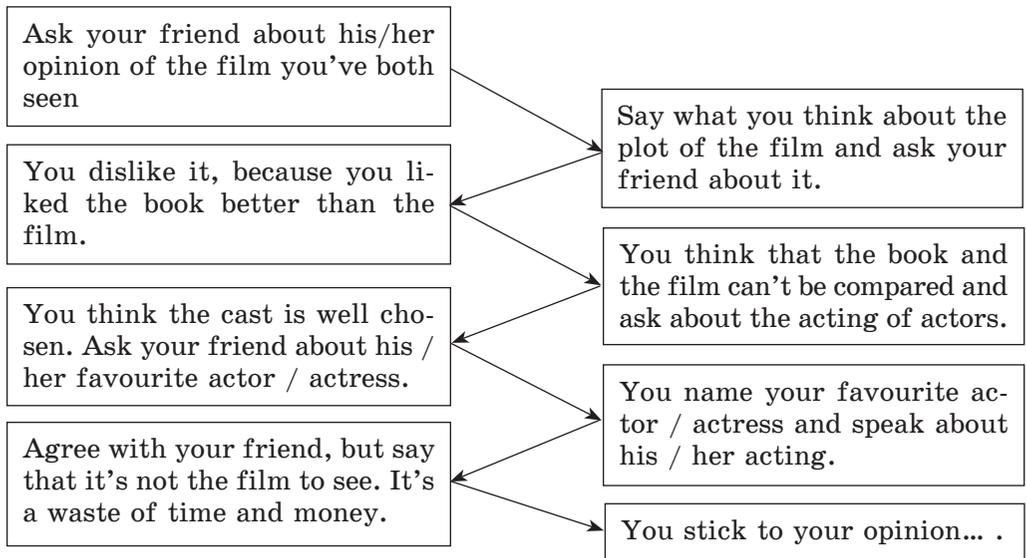
3. Your friend liked the acting while you disliked it.

A. _____

B. _____

100. Compose the dialogue.

DISCUSSING THE FILM



Do exercise 8 at p. 188 of your Student's Book.

AN E-MAIL INVITATION TO THE THEATRE

UNIT 7. A City to Explore

7.1. As legend goes...

101. Write the following numbers in words.

Example: 561 – *five hundred and sixty one*

- 2015 _____
- 1 246 327 _____
- 3 000 217 _____
- 436 721 _____
- 584 _____
- 2125 _____

102. Answer the questions in writing.

Example: – *When were you born?*
– *I was born in nineteen ninety nine.*

1. When was Kyiv founded?

2. When did you finish primary school?

3. When will you be a school leaver?

4. How many people live in your native place?

5. How many pupils study in your school?

103. Match the parts of the sentences and add 2–3 logically connected sentences.

1. Kyiv is full	a) to hear the story of Kyiv's foundation
2. According to one legend	b) of places of interest.
3. The tourists are impressed	c) by the history of Kyiv.
4. I can't wait	d) St Andrew's Church was named after saint Andrew, the disciple of Jesus Christ.
5. Traditionally	e) on the last Sunday of May Kyivites celebrate Kyiv Day.
6. As legend goes	f) Kyiv was founded by three brothers – Kyi, Schek and Khoryv and their sister Lybid.

Example: *Kyiv is full of places of interest. Tourists can see historical monuments connected with its past. Experienced guides can tell them a lot about Kyiv foundation.*

104. Compose a brochure for tourists about any sight of Kyiv and present it to your class. Follow the pattern below.

Pattern:

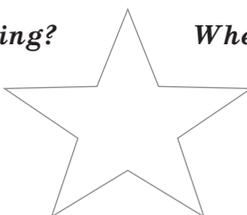
1. Give it a title: _____
_____.

2. Choose a good picture of it: _____
_____.

3. Give a short information about the sight using the star map:

Where is it?

Why is it worth seeing? *When is the best time to visit it?*



How popular is it? *What exhibitions can one see?*

4. Give contact information: _____
_____.

Do exercise 8 at p. 199 of your Student's Book.

FLIER



7.2. The heart of Kyiv

105. Choose the right article / no article.

Example: *Yaroslav the Wise was the most remarkable ruler in the 11th century.*

a) a; b) the; c) no article.

1. That toy-like structure over there is _____ St Andrew's Cathedral Church in _____ Andriyivskiy Uzviz.

2. As _____ legend goes, Andrew came to this land in _____ first century A.D.

3. According to _____ widely known legend, _____ Kyiv was founded by three brothers and their sister Lybid.

4. Nestor wrote about _____ legend in his immortal work _____ Tale of the Bygone Days.

5. _____ Prince Oleh announced _____ Kyiv the capital of _____ Kyivan Rus.

6. _____ St. Sophia's cathedral was built under the rule of Yaroslav _____ Wise.

7. _____ monument to _____ St. Volodymyr is the symbol of the capital.

8. _____ Khreschatyk is _____ main avenue of the capital.

9. Every year, _____ last Sunday of May is celebrated as _____ "Kyiv Day".

108. Match the photos to their definitions. Write who the monuments are dedicated to and what you know about the people in them. There is one picture too many.



Bohdan Khmelnytskyi



Prince Volodymyr



Princess Olha



Taras Shevchenko

This is the monument to an outstanding statesman of Kyiv Rus. It was erected on September 23, 1853. It is designed by Vasyl Demut-Malynovskyi and Kostiantyn Ton. It towers 70 metres above the Dnipro and stands on Volodymyr Hill.

2. This is the monument to a Ukrainian national hero, statesman and military leader. It was erected on May 15, 1888. It is designed by M. Mikeshin and V. Nikolaev. The monument stands on the historic site where the inhabitants of Kyiv welcomed him after the victory over the Polish invaders.

3. This is the monument to a magnificent Ukrainian poet, artist and revolutionary and democratic thinker. The monument is situated in front of Taras Shevchenko National University.

Do exercise 7 at p. 207 of your Student's book.

MY BROCHURE

7.3. The city and people

109. Look at the sights of Kyiv and fill in the labels under them with the definite article / no article.



The monument to ____
T. Shevchenko is in
front of ____ National
University.



In the centre of ____
Independence square
there is ____ monument
to ____ Independence
of ____ Ukraine.



Not far from the square
you can see ____ Zhovt-
nevyi Concert Hall. On
____ walls there are
portraits of famous ac-
tors and musicians.



_____ Obelisk of Glory honours memory of _____ Kyiv's heroic defence.



_____ Opera and Ballet House in Kyiv is one of _____ most beautiful buildings.

110. Complete the sentences.

Example: *My town is not so old as Kyiv.*

1. _____ as beautiful as _____
2. _____ as noticeable as _____
3. _____ as ancient as _____
4. _____ not so magnificent as _____
5. _____ not so exciting as _____
6. _____ as important as _____
7. _____ not versatile as _____.

111. Paraphrase the sentences.

Example: People are thankful to great Kyivites. →
People are grateful to great Kyivites.

1. There are many outstanding people in Ukraine.
-

2. The University got the name of Taras Shevchenko.
-

3. The history of the building dates back to 1015.
-

4. Petro Mohyla had a very good education.

5. Thanks to that Kyiv Collegium, many well-known people became many-sided.

6. Kyivites pride themselves on their great countrymen.

112. Match the pictures to the names of great Kyivites and write 2–3 sentences about them.

1.



a)



Yevhen
Paton

2.



b)



Lesya
Ukrainka

3.



c)



Volodymyr
Vernadskyi

4.



d)



Mykhailo
Drahomanov

5.



e)



Alexander
Dovzhenko

6.



f)



Bohdan
Khmelnytskyi

Example: *A bridge across the Dnipro was built with the help of Y. Paton's invention – method of electric welding. It was a great contribution to the world science.*

Do exercise 7 at p. 213 of your Student's Book. Begin with:

This sight is named after a great man...

7.4. In blossom and in bloom

113. Read the sentences and fill in missing prepositions from the box.

Example: *In spring horse chestnuts are in full blossom.*

It's just the time ___ lilac. Kyiv is especially beautiful ___ May. There are hundreds ___ species ___ lilacs in the Botanic Garden. The flowers are ___ a lot of colours, ___ snow white ___ deep purple. Parks of Kyiv turn the city ___ a truly 'green zone'.

into in for of in
 of from to

114. Complete the sentences.

Example: *Let's celebrate the awakening of spring.*

1. It's just the time _____.
2. Blossoming fruit trees _____.
3. _____ move even the coldest hearts.
4. What a _____ !

5. _____ come in all possible shades.
 6. _____ is really a breathtaking view.

115. Write what you will talk about with your friend in these situations.

1. Your foreign friend admires blossoming horse chestnuts in Kyiv.
 A. _____
 B. _____
2. Together with your friend you came to the Pechersk Botanical Gardens in spring to see trees and flowers in blossom and bloom.
 A. _____
 B. _____
3. Your friend is a great admirer of spring. Share his/her admiration.
 A. _____
 B. _____

116. Complete the dialogue.

ENJOY THE BEAUTY

Look, how beautiful! _____ _____ _____	Agreed! It's just the time _____. Let's _____.
Great! _____ is a special _____ place in spring.	I adore _____ They can make _____.
Sure. _____ _____ just impossible to ignore.	What a _____! They come in different _____.
It's a miracle _____ _____, isn't it?	It really is!

Do exercise 8 at p. 219 of your Student's Book.

KYIV IN BLOSSOM AND IN BLOOM