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АНГЛІЙСЬКА МОВА

5-й рік навчання

ПІДРУЧНИК ДЛЯ 9 КЛАСУ
ЗАГАЛЬНООСВІТНІХ НАВЧАЛЬНИХ ЗАКЛАДІВ

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ENGLISH

Year 5

A TEXTBOOK FOR THE 9TH FORM
OF SECONDARY SCHOOLS

Рекомендовано Міністерством освіти і науки України



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Дорогі друзі!

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 Великобританію, 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 Великобританії 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 захоплюючої праці з книжкою, сторінки якої ви гортатимете упродовж року!

Автори

УМОВНІ ПОЗНАЧЕННЯ



Listen!



Interactive Exercises



Grammar



Home Assignment



Exercises for Fun

Піктограмами   у підручнику позначено ті його складові, які можна відкрити в електронній версії за посиланням:

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Lesson 1

Family. Working Day



The Present Perfect Tense

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

Допоміжні дієслова:
have, has

1. 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. Read the text and 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 activities.

When I came home I had dinner. My mother 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.

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 Eiffel Tower in France, attend 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.

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 Chernigiv, 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 Drinks. 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. **Work in pairs. Role-play the dialogue with your classmate.**

Student 1: May I go out?

Teacher: What's wrong with you?

Student 1: I don't feel well today.

Teacher: What's the matter?

Student 1: I don't know. Yesterday my friends and I ate at a fast food restaurant. We like to eat out there. Such restaurants are cheap, noisy and usually filled with people of our own age.

Teacher: Oh, yes. Teenagers have very unhealthy eating habits today. They eat more processed foods than ever before. How about home cooked meals in your family?

Student 1: You see, my both parents work outside home, so they don't often have time to prepare healthy nutritious meals. Supermarkets today are filled with prepackaged, instant foods. We can get mashed potatoes in a packet (just add water), tinned or packaged soups, as well as a large variety of frozen ready made dishes such as lasagna, meat pies, and many others. Why waste time on cooking!

Student 2: No wonder that students feel bad today. We are lazy to cook healthy nutritious meals. Most of us skip breakfast or have just toast and jam or a doughnut or croissant. Lunch is also a problem. The most popular foods at lunchtime are snacks. These come in the form of burgers, fries, hotdogs or sandwiches, pizza or some other readymade food, which are usually on white bread with plenty of mayonnaise or butter.

Teacher: Right you are! You should always remember that "cookie today, crumb tomorrow" and "live not to eat, but eat to live".



Reflexive pronouns (зворотні займенники)

Однина		Множина	
I — myself		we — ourselves	
You — yourself		you — yourselves	себе; сами
He — himself	себе; сам(а)	they — themselves	
She — herself			
It — itself			

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. Look at the photos. Speak about people's life (interests, job), status (social or professional position, e.g. Lawyers have a very high status in Ukraine).



5. Read the text. Find factors which influence people's choice of clothing.

THE CLOTHES WE WEAR

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

Our shoes, accessories and jewelery, 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

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. Read how members of Mark's family spend their spare time.

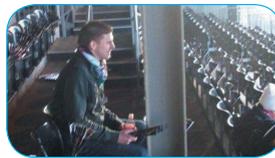
Hi! My name is Mark. I'm fourteen. I cannot say that I'm a couch potato, but I'm quite happy to stay at home most evenings. I usually watch TV, read interesting books or play computer games.

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 an absolutely wonderful cook. She makes fantastic dishes.

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 _____

(music) I like _____

(films) I like _____

(magazines) I like _____



Would expresses past repeated actions and routine.

Used to expresses past states or habits.

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

Weather. Nature

1. Complete the sentences with the words from the box.

since for yet already

1. *Mike:* Haven't you cleaned your room ...?
Chris: You've ... asked me that three times today.
2. They have been married ... 15 years.
3. I haven't seen them ... June.

2. Write the following sentences in the Present Perfect.

1. They will spend a lot of money on the tour.
2. I am trying on a new pair of jeans.
3. She visits Poland every year.
4. He saw a lot of amusing films.

3. Read two weather reports. Talk with your classmate about the damage after the storm.

Model: — Have you heard what happened in Southampton?
— Oh, it's terrible! Hundreds of roofs were damaged!

This is David Smeeton in Southampton. In the southern region it's been a day of assessing the damage to hundreds of roofs, many of them torn completely off, while some homes are partially collapsed. Overnight scores of people were looked after in emergency centres.

And finally this is Andrew Roberts with a look at how the storms have affected the capital. Two people were killed as winds of 94 miles an hour — the highest ever recorded — gusted across London. In Croydon a motorist died when his car was crushed by a falling tree.

4. Divide the words and word combinations into four groups: summer, autumn, winter, spring and describe each season.

gloomy, hot, stormy, snowy, sunshine, lightning, cloudless sky, bright, dark sky, sunny, cloudy, blue sky, foggy, rainy, overcast, thunderstorm, flash flooding, torrential rain / pour cats and dogs, to overwhelm, frosty, nasty, hurricane, thunder, thaw, gusty winds, severe weather, violent storm, hail, boiling hot, warm, cool, chilly, cold, freezing cold

summer 	autumn 	winter 	spring 

5. Work in pairs. Listen to the dialogue and role-play it. Make up a similar one.



A: Why don't we go to Switzerland?

B: It's a very long way. Besides it's often very cold and slippery at this time of the year. It may snow heavily.

A: Well, yes... it may... but I don't think it will.

B: We may not be able to find a hotel. They may be closed.

A: Oh, that's no problem. I can book a hotel by phone.

B: Well, perhaps it's not a bad idea. Let's watch the weather forecast on television.

6. Look at the photos. Name the endangered animals. Discuss in small groups what you can do to preserve them. Use the words and word combinations given below.

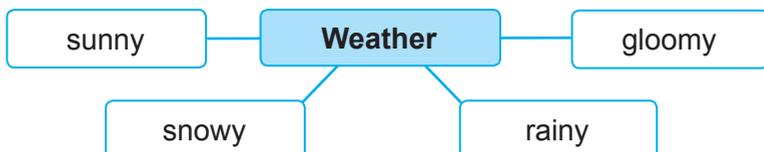
(Polar, spectacled, sloth, sun) bears, giant pandas, whales, tigers.

1. Safeguard the environment (not destroy forests, plant more trees).
2. Protect endangered animals.
3. Fine people who kill endangered animals.

Add your ideas.



7. Write some sentences about how you usually spend your time in different weather.



Lesson 5

The British Isles and Ukraine. Native Town/Village

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 Seven 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 north it borders on Belarus; in the east and north-east on Russia; in the south-west on Hungary, Romania and Moldova; in the west on 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.

REVISION

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 Dniester, the Bug, the Donets and others.



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





The Past Perfect Tense

Утворення: **had + III форма дієслова**

Допоміжне дієслово: **had**

5. Open the brackets in the sentences given below. Use the Present Perfect or the Past Perfect.

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

6. Discuss in small groups.

- What you enjoy about living in your place of permanent residence.
- What kinds of entertainment there are in your area.
- In what ways you would improve the area where you live.
- Which place you would prefer to live in. Give your reasons.

7. Work in pairs. Take turns to ask and answer the questions about your town/village. The questions below will help you.

Geographical location: Is it in the north/south/east/west of the country? Is it on a river/by the seaside/in the mountains?

Historical interest: Is it important historically? Can you name famous people connected with your town/village? What are they famous for?

Landmarks and Sights: Are there any churches, cathedrals, museums, art galleries, parks, sport centres, palaces, etc. there?

Shopping: Where is the best place to shop?

Transport: What means of transport are there? Which of them do you take?

Weather: What is the usual weather for your town/village?



8. Write 6 sentences about advantages and disadvantages of living in town and in a village.

Advantages of living in town	Disadvantages of living in town



Lesson 6

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 1st 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. 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 7 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!".

Christmas (January 7). Unlike the New Year with fun, firework and big celebration, it is a religious holiday.

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

Day of Remembrance and Reconciliation (May 8). This holiday pays tribute to victims of the 1939–1945 World War II.

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.

Defenders' Day (October 14). This day honors the courage and heroism of defenders of Ukraine's independence and territorial integrity, military traditions and feats of the people of Ukraine.

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 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 attend 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 attending 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

[,ɔ:təba'ʊgrəfi]

[ə'kaunt]

[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. Read the text.**AUTOBIOGRAPHY**

An autobiography is a self-authored story of a person's life. 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 audience.

There are two key autobiographical styles used by famous people:

- *Narrative*

In this type of writing, events will be narrated as a "perfect" story.

- *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 birth. Take your readers or listeners through the different stages 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;

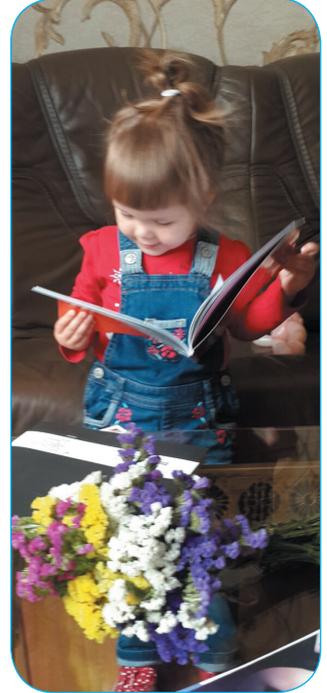
cake ... nine.



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)]
glimpse	[glɪmps]
precious	['preʃəs]

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?

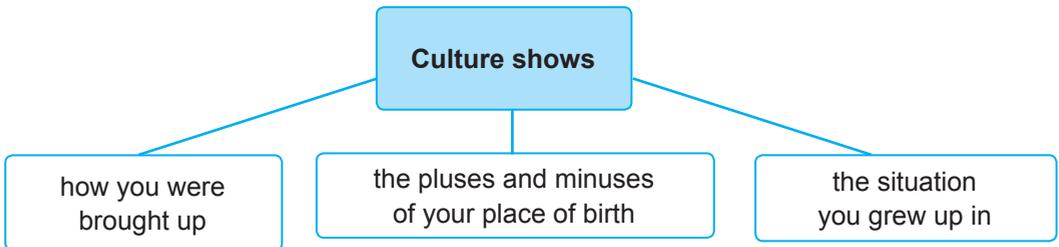
2. Complete the sentences with the question tags.

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.

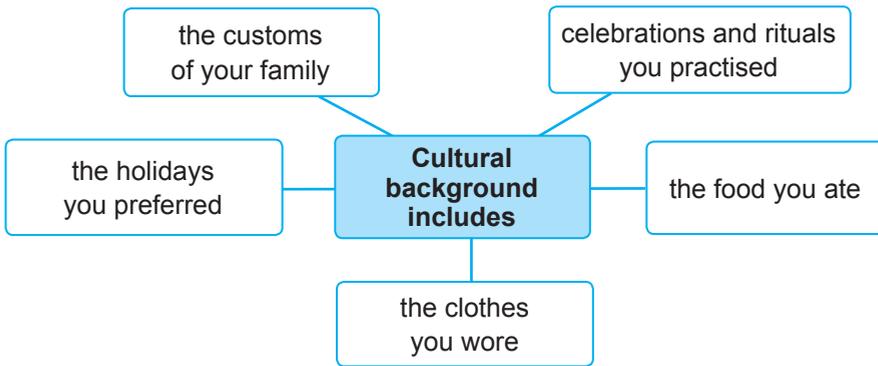
a) Look at Map 1 and write some sentences about you.

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.

