



CHAPTER I

THE WORLD WE LIVE IN

ENGLISH SPEAKING COUNTRIES

The experiential goal of this chapter is to make a presentation about a country. In each unit there are tasks that help you reach the final goal. Use as much of the new vocabulary as you can.

LEARNING FOCUS 1

READING STRATEGIES

1 What affects the way we read?

2 Think about how you would read the following pieces of written language. Would you read all the pieces in the same way or differently? Why? How much time would it take? Would you be likely to read any of them a second time and in a different way? Why?

- 1) Instructions how to get to your friend's place
- 2) A review of a film you want to see (1/2 page)
- 3) A letter from a friend abroad (3 pages)
- 4) A list of summer concerts (3 pages)
- 5) A tourist booklet about places (8 pages)
- 6) A train time-table (8 pages)
- 7) A newspaper in Estonian (12 pages)
- 8) A newspaper in English (12 pages)

3 Here are the descriptions of two basic reading strategies:

Skimming

Skimming means reading quickly to get the **main idea** without bothering about the details e.g. *I thought I would skim through a few of the letters.*

Scanning

Scanning means looking at things quickly in order to find some **particular information** without careful reading e.g. *He scanned the newspaper while having his breakfast.*

Practice

1 Skim the ads. What do they advertise?

2 Scan the ads and answer the questions below.

NB!

Don't waste time by trying to understand every word; **don't spend time** on the parts of the text that aren't important. You have to **read through the questions first** to see what kind of information you need to look for.

RIDGEWAY COTTAGE INDUSTRY CENTRE

Main Road, Ridgeway, Sheffield S12 3XR Tel: 0246 231 111

A 17th-century farm building, converted into a cottage industry centre. Crafts on display include macramé, wood carving, black-smithing, chocolate making and leatherwork. Open all year.

ROTHER VALLEY

Mansfield Road, Wales Bar, Killamarsh Tel: 0742 471 453

Fishing, sailing, wind-surfing, water-skiing. Canoeing and jet skiing, equipment for hire, tuition available.

CHATSWORTH FARMYARD AND ADVENTURE PLAYGROUND

Chatsworth, Bakewell DE45 1PP Tel: 0246 583 139

The farmyard has various breeds of sheep, cattle and pigs. Milking demonstrations daily. Adventure playground. Open March to September.

ROCK LEA ACTIVITY & TRAINING CENTRE

Station Road, Hathersage S30 1DD Tel: 0433 650 345

Activities include climbing, caving, canoeing, water skiing, horse riding, pony trekking, orienteering and windsurfing.

GULLIVER'S KINGDOM

Temple Walk, Matlock Bath DE4 3PG Tel: 0629 580540 / 580450

Theme park for young children. Attractions include model train, ghost house, chair lift and log flume. Open April to October.

CHURCH OF ST MARY AND ALL SAINTS

St Mary's Gate, Chesterfield S40 1XJ Tel: 0246 206 506

Famous for its 'Crooked spire' which leans 9 feet 5 inches from its true centre. This 11th-century church is the largest in Derbyshire. Open all year.

- 1) Rock Lea Activity Centre offers different outdoor activities
- 2) You can go windsurfing at Rother Valley
- 3) All the places advertised are on the phone
- 4) Children can play with animals at Ridgeway Cottage
- 5) Gulliver's Kingdom is open from October to April
- 6) You can see 'Crooked spire' in Sheffield
- 7) The Church of St. Mary dates back to the 9th century
- 8) Three of the ads offer water sports
- 9) You can call Gulliver's Kingdom on 0629 580 450
- 10) Natural history courses are available at Rock Lea Centre

Yes	No	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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LANGUAGE FOCUS 1

THE TENSE SYSTEM (ACTIVE VOICE)

1 Match the tenses listed on the left with the forms listed on the right and add a suitable example.

(pr = present)

- Present simple
- Present continuous
- Present perfect
- Past simple
- Past continuous
- Past perfect
- Future simple

- Will + base form
- Base form / base form + s
- Past form / base form + -ed
- Be (pr) + present participle
- Be (past) + pr. participle
- Have/has + past participle
- Had + past participle

She will sing a new song.

-
-
-
-
-
-
-

2 Now fill in the chart using the verb **write**.

	Present	Past	Future
Simple base (+s)	He exercises every day.	He a poem last week.	He an article next week.
Continuous be + -ing	He an essay at the moment.	He a composition at 2 o'clock yesterday.	He an examination paper at 10 o'clock tomorrow.
Perfect Simple have has + -ed	He several books already.	He two plays before he wrote a novel.	He another book by Christmas.
Perfect Continuous have has been + -ing	He for several hours.	She found the love letter he for hours.	By six o'clock he for 24 hours.

Practice

1 Look at the verb forms in italics in these sentences. Each one represents a different tense. Which one (give the name and form)?

- 1) Shakespeare *died* in 1616.
- 2) I've just *finished* reading an excellent book.
- 3) *Have* you *been waiting* long?
- 4) We'll *be leaving* soon.
- 5) When I arrived, he *had already left*.
- 6) I'll *have finished* the report by tonight.
- 7) I'll *be* 16 in a few days' time.
- 8) What *do* you *do*?
- 9) The disco *was* just *closing* when we got there.
- 10) Ann *is* thoroughly *enjoying* the party.
- 11) They'd *been hoping* to see you.
- 12) She'll *have been practising* for 3 hours by then.

2 Put the phrases into the following tenses:

Tense	He - ride - a bike	They - play - football
present simple		
past simple		
future simple		
present continuous		
past continuous		
present perfect simple		
present perfect continuous		
past perfect		



UNIT 1 THE UNITED KINGDOM

- 1 What do you know about the UK? Write down 5 facts.
- 2 What do you know about the flag and the coat of arms of the UK?
- 3 Study the National Anthem and the map. Can you add something to your answers?



T1 The National Anthem

H. Carey (a patriotic song first performed in 1745)

God save our gracious Queen,
 long live our noble Queen, God save the Queen.
 Send her victorious, happy and glorious,
 Long to reign over us, God save the Queen.
 O Lord, our God arise,
 scatter her enemies,
 and make them fall,
 Confound their politics,
 frustrate their knavish tricks,
 on Thee our hopes we fix,
 God save the Queen.
 Thy choicest gifts in store,
 on her be pleased to pour,
 long may she reign.
 May she defend our laws,
 and ever give us cause
 to sing with heart and voice,
 God save the Queen!



The Union Jack





4 Show on the map: the British Isles, Great Britain, the United Kingdom, Wales and Cardiff, Scotland and Edinburgh, Northern Ireland and Belfast, the Republic of Ireland and Dublin, England and London, the Thames.

5 Read the text and say whether these statements are true, false or there is no information. Which words helped you decide?

- 1) The Republic of Ireland forms one part of Great Britain.
- 2) Scotland is fairly sparsely populated.
- 3) The majority of the Welsh speak Welsh.
- 4) The British monarch can never join a political party.
- 5) Britain is not rich in mineral resources.
- 6) In the 18th century Britain depended mostly on agriculture.
- 7) The boom in service industries was the result of consumer society.



The United Kingdom

Britain forms the greater part of the British Isles, which **lie off the north-west coast** of **mainland** Europe. The geographical name for all the islands is the British Isles. They also **include** Eire, the Republic of Ireland, which has been **politically independent** of the British government since 1921.

The largest of the islands is called Great Britain and it **comprises** England, Wales and Scotland. Several islands off the British coast are also part of the United Kingdom (for example, the Isle of Wight, the Orkneys, Hebrides and Shetlands, and the Isle of Scilly), although the Channel Islands and the Isle of Man are not. However, all these islands do **recognize** the Queen. The full political name for the countries **sharing** a parliament in London is the United Kingdom of Great Britain and Northern Ireland (or the UK).

Covering an area of some 242,500 sq km, Britain is nearly 500 km **across** at the widest point, and almost 1,000 km long. The climate is temperate but **subject to frequent changes**. The wettest areas are in the North and West, the warmest in the South-East. The longest river, the Severn, **flows** for 354 km and the largest lake is Lough Neagh (388 sq km) in Northern Ireland. Scotland is the most **mountainous** part of the country. The highest **peak** Ben Nevis is 1,343 m high.

Britain is a **relatively densely populated** country. With some 57 million people, Britain **ranks sixteenth** in the world in terms of population. The capital, London, has a population of around 8 million. Other **major** cities include Birmingham, Manchester, Liverpool, Cardiff, Glasgow, and Belfast. England has the highest **population density** of the four lands and Scotland the lowest.

The **majority** of the population speak English. About 21% of the population in Wales speak Welsh (a language of **Celtic origin**). Scots Gaelic (an **ancient** Celtic language) is still spoken today by 80,000 people in Scotland and Irish Gaelic (a Celtic language) is spoken in Northern Ireland.

Britain is a **parliamentary democracy**, in which people over 18 have a right to **vote** for the parliament and government of their choice. The head of state is a **hereditary monarch**, who may be male or female. The monarch today plays a largely ceremonial role and must be **impartial**. The leader of the winning party forms the government and becomes **Prime Minister**, who is in charge of **running the country**.

Britain's four countries have separate traditions and cultures. All the four countries have their own national emblems: a red rose for England, a thistle for Scotland, a daffodil for Wales and a shamrock for Northern Ireland.









The national **currency** is the British pound that is divided into 100 pence. **Banknotes** are issued in £5, £10, £20, £50 denominations. There are 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 **coins**.

The UK is fortunate in having plentiful **supplies** of coal, gas and oil. As a result of the **Industrial Revolution** in the nineteenth century Britain was **transformed** from a mainly agricultural society into an industrial one. People moved to the **rapidly expanding** towns. Ship-building and textile industries **flourished**. During the second half of the 20th century there was a rise in **light industries** that use electricity and are not dependant on **raw materials**. The **consumer boom** of the 1980s and the increased leisure time led to rapid growth in **service industries** like banking, tourism, **retailing** and **information processing**.



6 Translate and learn the words in bold type.

7 The flags, emblems, patron saints and their days:

England	Scotland	Wales	Northern Ireland
			
St. George 23.04 Red rose	St. Andrew 30.11 Thistle	St. David 1.03 Leek or daffodil	St. Patrick 17.03 Shamrock
			

8 Read the text once again and answer the questions:

- 1) Some parts of the British Isles do not belong to the United Kingdom. Which parts?
- 2) What is the most mountainous part of Great Britain?
- 3) Which part of the country is the warmest?
- 4) Name three Celtic languages.
- 5) When is St. Patrick's Day celebrated?
- 6) What are the most rapidly growing industries in the UK?

9 Make a plan and retell the text.



Grammar Forming questions

1 The **word order** in questions is:

a question word +	an auxiliary verb +	a subject +	a predicate
Where	do	you	live?
How much	does	it	cost?
What countries	have	you	visited?
(What)	are	they	watching?
(When)	did	Tom	arrive?
(Why)	was	she	crying?

2 **Questions about the subject** of the sentence have the word order of a statement:

*Ann is singing. **Who** is singing?*

*Tom works at a hospital. **Who** works at a hospital?*

*Boys are playing football. **Who** is playing football?*

*Our vacuum cleaner makes a lot of noise. **What** makes a lot of noise?*

*These flowers bloom every spring. **What** blooms every spring?*

3 The word order in **indirect questions** is the same as in statements:

Statement	Direct question	Indirect question
I live in Tartu	Where do you live?	I'd like to know where you live.
Ann studies Italian.	What does Ann study?	Do you know what Ann studies?
The book cost £5.	How much did the book cost?	I wonder how much the book cost.

4 **Prepositions** should come at the end of the question:

*Who does this CD belong **to**? Not: *To who does this CD belong?*

*What are you listening **to**? Not: *To what are you listening?*

5 To form questions you can combine **HOW** with adjectives and adverbs (*How big...? How fast...?*) and **WHAT** and **WHICH** with nouns (*What films...? Which singers ...?*) **NB!** Prefer WHICH with people.



6 Compare and translate:

What music do you like? What does his girlfriend look like? How do you do?
What is your new class like? How is your father? How are you?

7 Tag-questions are sentences with opposite tags:

You are eleven, **aren't you**? He cannot speak French, **can he**? They were watching a cartoon, **weren't they**?
She doesn't like milk, **does she**? He won't come, **will he**? Ann came late last night, **didn't she**?

NB! I am your best friend, **aren't I**? Wait here a moment, **can you**?

Give me an example, **could you**? Don't make any noise, **will you**? Let's sit in the garden, **shall we**?

Practice

Ask questions about the text beginning with:

Where How many
What Are
How Does
Who Do
Is Has



T2 Listening A country

1 Look at the task below. What part of the United Kingdom is the text about?

What does it speak about? Match the definitions with the words. Listen and check your answers.

- | | |
|--|---------------|
| a) woollen cloth woven in pattern of coloured checks | 1) famous for |
| b) musical wind instrument | 2) heir |
| c) Scottish lake or long narrow bay | 3) populous |
| d) pleated tartan skirt worn originally by Scottish Highlanders | 4) to ban |
| e) collection of families of common ancestry | 5) sparse |
| f) to prohibit , forbid, outlaw | 6) clan |
| g) person entitled to inherit property or rank | 7) kilt |
| h) shared by two or more | 8) minority |
| i) lesser number, group | 9) loch |
| j) thinly scattered | 10) joint |
| k) thickly populated | 11) tartan |
| l) distinguished, notable, remarkable | 12) bagpipes |

2 Listen again and complete the sentences. Translate the words in bold type.

Scotland **conjures up images** of dramatic mountains, **shimmering lochs, tartan, bagpipes** and **fine malt whisky**. Scots have great pride and are very fond of (1)

One of the first things that people **associate with** Scotland is the **kilt**. It is the national costume and every kilt has a squared coloured **pattern**, known as a tartan. Every Highlander **clan** (Gaelic for tribe or family) has its own (2) Although the clan system and the tartan, traditional music etc. were **banned** in 1746, the traditions survived.

Scotland was an (3) country, with its own kings and queens, until the Union of the Crowns in 1603. On the death of Queen Elizabeth I the nearest **heir to the English throne** was the son of Mary Stuart, (4) VI of Scotland. He moved to London and became the first **joint sovereign** of the two nations. A century later in 1707 the Scottish Parliament voted itself out of **existence**.

Geographically the country divides neatly into (5) The **Highlands** and Islands are the home of the Gaelic-speaking people who are nowadays a tiny **minority**. From here came those whose name begins with Mac.

The Southern **Uplands** along the English border is a **sparsely populated**, bare hill country. It is the birthplace of the famous poet and novelist Sir (6) and the national poet Robert Burns. Scotland has given the world many other famous poets and writers.

The most **populous** part of the country is the Central Lowlands. It is heavily industrialized. **Cotton, iron, steel** and (7) are among Scotland's chief industries and the River Clyde, below Glasgow, is famous for its shipbuilding.



1 There are many different words referring to features of the environment. Can you translate these?

footpath – lane – road; copse – wood – forest; puddle – pond – lake; brook – stream – river; coast – shore – beach – estuary – cliff – cape – peninsula; cove – bay – gulf; hillock – hill – mountain; foot – ridge – peak – summit – glacier;

2 The following notes describe the physical features of five different countries – Canada, Brazil, Holland, South Africa and Japan. Read the notes and guess which country is being described. (Translate and learn the words in bold type).

1) – total area: 3,851,809 square miles – **continental climate, severe inland, more moderate by the sea** – numerous **islands off the north coast** – **lowlands in the North** – **coastal mountains in the West** – enormous **forest areas** in the interior

2) – **lies on the Equator** – **thickly forested** – a wide variety of land and climate – a huge **river basin in the North** – a vast **plateau in the South** – **densely populated in coastal belt to the East** – relatively underdeveloped in central areas beyond the highlands

3) – consists of four **main islands** – **extends through several degrees of latitude** – the climate, therefore, is very **diverse** – **mountainous and hilly** – many **active volcanoes** – **subject to earthquakes, typhoons and tidal waves**

4) – **located round the mouth** of the Rhine and **opposite** the Thames **estuary** – a long **coastline** – most of the country **flat and low-lying** – large areas in the **West and North below sea level** – **subject to floods** – complex **network of canals**

5) – most **highly developed** country in its **continent** – **rich in mineral deposits** and other **natural resources** – large **industrialised urban areas** round **coasts** – rural in the interior – **rich vegetation, good irrigation**

3 Label the pictures below. Use the definitions to help you.

Estuary – wide river mouth (into which the tide flows): *the Thames estuary*

Cape – piece of high land sticking out into the sea: *Cape Horn*

Strait(s) – narrow passage of water connecting two seas: *the Straits of Gibraltar*

River basin – area of land drained by a river: *the Thames basin*

Mountain range – connected line or row of mountains or hills: *the Alps*

Volcano – mountain or hill with an opening through which lava and gases come up: *Etna*

Crater – hole in the top of a volcano

Cliff – steep, high rock at the edge of the sea: *Great Hangman*

Waterfall – stream or river that falls from a height: *Niagara Falls*

Geyser – a natural spring where hot water is sent up from the ground at intervals: *Steamboat Geyser*





Writing / Speaking Describing a country

- 1 Some people say that Estonia is the best country to live in because of its climate and four seasons. Why do you think they say that? Do you agree? Give reasons.
- 2 Which country might you choose to live in if you had to emigrate? Give reasons for your choice.
- 3 What influence can a country's physical geography have on the lifestyle, standard of living and quality of life of the population (consider earthquakes, droughts, floods)?
- 4 Find an outline map of your country and describe shortly its physical geography, state system and economy. Follow the plan used in the reading text.
- 5 Find answers to the following questions (you can use the Internet and other sources).
 - 1) What is the Irish name of the Republic of Ireland?
 - 2) How large is the country?
 - 3) What is the population of the Irish Republic? How many people live in Dublin?
 - 4) When was Irish Free State established? When did it become a republic?
 - 5) Who is the Head of State and the Head of Government in Ireland?
 - 6) What is the national emblem?
 - 7) What does the Irish national flag look like?
 - 8) When is the national day of Ireland celebrated and who's the patron saint of Ireland?
 - 9) What currency is used in Ireland?
 - 10) How many counties does the country consist of?
 - 11) What languages are spoken in Ireland?
 - 12) What is Ireland famous for?
 - 13) Name some really outstanding Irish writers (or celebrities).
 - 14) What is Ireland rich in?
 - 15) Tell a legend about Ireland / speak about an interesting place in Ireland.
- 6 Speak shortly about the Republic of Ireland using the information you have.



Revision Extra word

There is one unnecessary word in nineteen lines (out of 22) of the following text. Read the text, put a line through each unnecessary word, and then write the word in the space provided at the end of the line. An example (0) has been done for you.

- | | |
|--|--------------------------|
| 0) Ireland is being thought to have been inhabited from around 6000BC | <i>being</i> |
| 1) by people of a mid-Stone Age culture. At about 4,000 years later, | ..... |
| 2) tribes from Southern Europe arrived in and established a high | ..... |
| 3) Neolithic culture. The Neolithic farmers quickly lasted until around | ..... |
| 4) 2000BC when the Bronze Age started. The first Celts have arrived | ..... |
| 5) around 500BC. When the Christians were arrived, they were intent to | ..... |
| 6) reshape the land of pagans. Ireland's famous for patron saint didn't | ..... |
| 7) actually come from Ireland. Saint Patrick was being taken prisoner | ..... |
| 8) from his family home in Britain by Irish raiders although and was | ..... |
| 9) brought to Ireland to work as a shepherd happily. After Patrick | ..... |
| 10) escaped back to Britain, he had a vision from God was telling him to | ..... |
| 11) return from to Ireland as a missionary. | ..... |
| 12) The Vikings first attacked to Ireland in 795AD. In 837AD, 60 Viking | ..... |
| 13) Dragon warships appeared at the mouth of the Liffey. Five years | ..... |
| 14) later, Dublin was been taken, but the Vikings were attacked by the | ..... |
| 15) Irish and fled away. They returned 17 years later under Olaf | ..... |
| 16) the White and made up a permanent settlement at Dyflinn (Dublin). | ..... |
| 17) The latter half of the 19th century was a period of tragedy in Irish | ..... |
| 18) history. The Ireland was struck by the Great Famine caused by a | ..... |
| 19) potato blight that struck crops over a four-year period from 1845-49. | ..... |
| 20) Over a million of the population died out from starvation, while others | ..... |
| 21) fell prey to diseases. Over two million people were emigrated to the | ..... |
| 22) United States, the United Kingdom, Canada and the Australia. | ..... |



UNIT 2 THE UNITED STATES AND CANADA

- 1 Find Canada and the United States on a map. What do you know about these countries?
- 2 Fill in the table with missing information. Read the text below and check your answers.

The United States of America



Area: sq km **Population:** (most from European immigrants; 30 million African Americans; 2 million American Indians)
Language: (and Spanish) **Head of State:** the President
Head of Government: the President **Holiday:** (July 4th)
Capital: **Largest City:** New York (7.3m)
National Emblem: the bald-headed eagle **Flag:** the Stars and Stripes
National Currency: US dollar

THE UNITED STATES OF AMERICA (in North America) is a **federal** republic of 50 states. Besides the 48 states that occupy the middle latitudes of the continent, the United States includes the state of Alaska, at the north-western extreme of North America, and the island state of Hawaii, in the mid-Pacific Ocean. The total area of the United States is over 9.5 million square kilometres, making it the fourth largest country in the world in area (after Russia, Canada, and China). The capital city is Washington D.C. (District of Columbia).

The major **characteristic** of the United States is probably its great **variety**. Its physical environment ranges from the Arctic to the subtropical, from the moist rain forest to the **arid** desert, from the **rugged** mountain peak to the **flat** prairie. Although the total population of the United States is large by world standards, over 302 million, its overall population density is relatively low; the country embraces some of the world's largest **urban** concentrations as well as some of the most **extensive** areas that are almost **devoid** of habitation. The population is highly **diverse**. Probably no other country has a wider

range of racial, ethnic, and cultural types than does the United States. In addition to native Americans (American Indians, Aleuts, and Eskimo) and the **descendants** of Africans taken as slaves to America, the national character has been **enriched**, tested, and constantly redefined by tens of millions of immigrants. (People who have gone to America in search of greater social, political, and economic **opportunities** than they had in the places they left).

As to its history, the United States is a relatively young country (barely more than 200 years old), but first of the European colonies to separate successfully from its motherland (4 July 1776, Independence Day). The United States achieved its **current** size only in the mid-20th century when it **emerged** as a world power, and since World War II it has been one of the **pre-eminent** powers. The nation's wealth is partly a **reflection** of its rich natural resources and its enormous agricultural output, but it owes much to the country's highly developed industry as well.

- 3 Match the following definitions with the words/phrases in bold type. An example (0) has been done for you.
 (adj – adjective; nc/nu – countable/uncountable noun; vt/vi – transitive/intransitive verb)

- 0) **adj** much more important, more powerful, or better than any others of its kind *pre-eminent*
- 1) **adj** smooth and level (surface), without raised or hollow areas, and not sloping or curving
- 2) **adj** to be completely lacking in something
- 3) **adj** very dry (land or climate) because it has very little rain
- 4) **adj** rough and uneven (land)
- 5) **adj** relating to towns and cities
- 6) **adj** happening or existing now
- 7) **adj** a large amount of something in a particular place or among particular people
- 8) **adj** very different from each other
- 9) **adj** formed by a union of states, groups, etc. in which each member subordinates its governmental power to a central authority in certain common affairs.
- 10) **nu** a quality or feature of something or someone that is typical of them and easy to recognize
- 11) **nc** a chance to do something or an occasion when it is easy for you to do something
- 12) **nc** someone who is related to a person who lived a long time ago, or to a family, group of people etc that existed in the past
- 13) **nc** an image that you can see in a mirror, glass, or water; something that shows a particular situation
- 14) **nc** when different from each other
- 15) **vt** to improve the quality of something, especially by adding things to it
- 16) **vi** to appear or come out from somewhere; to begin to be known or noticed



4 Fill in the table with missing information. Read the text below and check your answers.

Canada



Area: sq km Population: (aboriginal peoples and descendants of British or French immigrants) Language: Head of State: the Governor General Head of Government: the Prime Minister National Holiday: (July 1st) Capital:, Ontario Largest City: Toronto National Emblem: a red maple leaf Flag: a red flag with a white square (the width of the flag) in its centre and a single red maple leaf National Currency: Canadian dollar



CANADA is the second largest country in the world by total area (almost 10 million sq km). Occupying most of northern North America, it extends from the Atlantic Ocean in the east to the Pacific Ocean in the west and northward into the Arctic Ocean. Canada shares land borders with the United States to the south and north-west.

The population of Canada is about 33.3 million and the capital city is Ottawa. The first inhabitants of Canada were native Indian peoples, primarily the Inuit (Eskimo). The Norse explorer Leif Eriksson probably reached the shores of Canada (Labrador or Nova Scotia) in 1000, but the history of the white man in the country actually began in 1497, when John Cabot, an Italian in the service of Henry VII of England, reached Newfoundland or Nova Scotia. Starting from the late 15th century, both British and French expeditions explored and later settled the Atlantic coast and soon, because of the valuable fisheries and fur trade, a conflict developed between the French and English. France ceded nearly all of its colonies in North America in 1763 after the Seven Years War.

At that time the population of Canada was almost entirely French, but in the next few decades, thousands of British colonists emigrated to Canada from the British Isles and from the American colonies. In 1849, the right of Canada to self-govern was recognized. Following several constitutional conferences, the British North America Act brought about Confederation creating «one dominion under the name of Canada» on July 1, 1867 with four provinces: Ontario, Quebec, Nova Scotia, and New Brunswick (Canada Day). A gradual process of independence

from the United Kingdom culminated in the Canada Act 1982, severing the last vestiges of dependence on the British parliament.

Canada is a parliamentary democracy (governed by its own House of Commons) and a constitutional monarchy with Queen Elizabeth II as its head of state (the governor-general is officially the representative of Queen Elizabeth II but in reality the governor-general acts only on the advice of the Canadian prime minister).

A federation comprising ten provinces and three territories, Canada is a bilingual and multicultural country, with both English and French as official languages at the federal level. A technologically advanced and industrialized nation, Canada maintains a diversified economy that is heavily reliant upon its abundant natural resources and upon trade – particularly with the United States, with which Canada has had a long and complex relationship.

In recent years, Canada has introduced some of the world's most liberal social policies. Medical marijuana for the terminally or chronically ill was legalized in 2001; the country began legally dispensing marijuana by prescription in July 2003. In 2003, Ontario and British Columbia legalized same-sex marriage; and more provinces and territories followed in 2004. In July 2005, Canada legalized gay marriage throughout the country, becoming one of the four nations (along with Belgium, the Netherlands, and Spain) to do so.

Canada sent 2,000 soldiers to help fight the U.S.-led war in Afghanistan, but its relations with the U.S. were strained when it refused to join Washington's coalition supporting the war in Iraq.

5 Read the text again and ask your partner nine questions according to it. Begin with:

- Where?
When?
What?
Do?
Does?
Is?
How?
Who?
Why?

6 Work with a dictionary. Explain in English the following words from the text.

to extend
northward
to settle
to cede
to sever

vestige
federation
bilingual
reliant
abundant

policy
terminally ill
to dispense
prescription
to strain



Grammar The definite article with geographical areas and some names

- We often use **the** with words **country, sea, seaside** and **mountains**, even when we don't say which sea or mountains are meant: *I love **the mountains**, but I hate **the sea**.*
- Like names of people, **place-names** generally have no article in front of them. So we use **no article** with: **continents, countries, counties, states, towns, streets, roads, squares, lakes, mountains, parks or public buildings**: (E.g. *India, Oxford Street, Central Park, Lake Erie, Mount Everest, Ben Nevis, Hyde Park, Gatwick Airport, Westminster Bridge*).
Exceptions: **the USA, the United Arab Emirates, the Irish Republic, the UK, the Netherlands, the West End, the East End, the City, the Crimea, the Green Park.**
- The definite article** is used before **certain proper names** of:
 - mountain ranges** and **groups of islands** (*the Himalayas, the Rockies, the West Indies, the Bahamas*)
 - 'Watery' places such as **seas, canals, oceans** and **rivers** (*the Atlantic, the Black Sea, the Suez Canal, the Indian Ocean, the Thames*)
NB! **Lake** –names don't take the article if preceded by the word 'lake': *Lake Ontario – the Ontario.*
 - areas** (*the Middle East, the Midlands*) and **deserts** (*the Sahara*).
 - names consisting of **noun + of + noun**: (*The Gulf of Mexico, the Tower of London*).
 - names of **choirs, orchestras, pop groups** (*the Bach Choir, the Queen*) and before the names of **ships** (*the Great Britain*).
 - 'Manmade' places: **hotels** (*the Grand Hotel*), **cinemas** (*the Odeon*), **theatres** (*the Globe Theatre*), **museums** (*the British Museum, the National Gallery, the Eiffel Tower*).

NB!

The is not added if the first part of the name is possessive:

St. John's Church, McDonald's Restaurant, Lloyd's Bank.

Remember: **the** White House (name consisting of two common nouns).

Buckingham Palace (name consisting of a proper noun / name and a common noun).

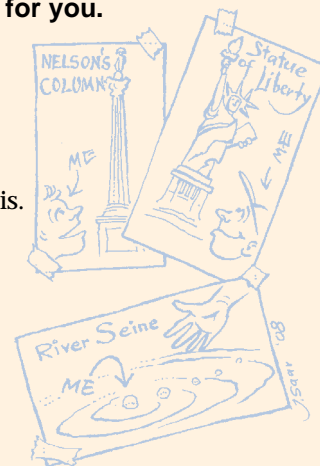
Practice

1 Use the definite article where necessary.

..... White House, Ritz Hotel, Buckingham Palace, Atlantic Ocean, Pacific Ocean,
 Baltic Sea, Pirita river, Great Salt Lake, Washington, Trafalgar Square,
 National Gallery, University of London, Albert Hall, Science Museum,
 Tate Gallery, Tartu University, Beatles, St. Paul's Cathedral, Canary Islands,
 Isle of Man, Andes, United States, Mount Everest, Hyde Park, Crimea

2 Use the definite article where necessary. An example (0) has been done for you.

- Dublin is in *the* Irish Republic.
- Sicily is part of Italy.
- London lies on Thames.
- Andes are a mountain chain in South America.
- Visitors should take a boat trip along river Seine when in Paris.
- Tasmania is an island to the south of Australia.
- British Isles lie to the north of mainland Europe.
- Serpentine is a lake in Hyde Park.
- Nelson's Column stands in Trafalgar Square.
- Statue of Liberty stands at Liberty Island.
- Walking through Green Park we saw Buckingham Palace.
- It lies between St James's Park and Hyde Park.
- Houses of Parliament stand next to Westminster Bridge.
- You can get from Victoria Station to Heathrow Airport by underground.
- When in New York make sure to visit Metropolitan Museum of Art.
- You should also take a walk along Broadway, and in Central Park.





3 Use the definite article where necessary.

Brazil is fifth largest country in world. In east country is washed by Atlantic. Highest mountain chain in South America, Andes, does not lie in Brazil. Brazil's most famous city is Rio de Janeiro, former capital. Capital of Brazil today is Brasilia.

4 Fill in the gaps with the definite article where necessary. An example (0) has been done for you.

We are planning to go on holiday, this year to (0) *the* States. We are going to visit the Big Apple – (1) New York and also (2) capital of (3) USA – (4) Washington, DC.

Every visitor to (5) New York City should definitely see (6) Statue of Liberty at (7) Liberty Island. (8) Ellis Island, which stands next to (9) Liberty Island, is the place where millions of people who arrived in (10) America decades ago stayed before they could enter (11) country.

NY is also famous for its theatres and museums, so we'd like to visit (12) Metropolitan Museum of Art next to (13) Central Park and (14) Museum of Modern Art in (15) Midtown Manhattan. We would also have a bus tour along (16) Broadway, stop at (17) Times Square and then travel into (18) Bronx.

We have already bought our tickets and booked a nice hotel, (19) New Yorker, on (20) Eighth Avenue. I would also like to see the famous (21) Macy's department store.

In Washington we'll visit (22) world's largest museum complex – (23) Smithsonian Institution, (24) National Gallery of Art on (25) National Mall and (26) Phillips Collection. Famous landmarks that we'd definitely like to see include (27) White House and (28) United States Capitol buildings, (29) Washington Monument, (30) Jefferson Memorial and Lincoln Memorial. I just can't wait to see them, it's all so exciting!



T3 Listening South Africa

Listen to the text about the Republic of South Africa. Are the following sentences true, false or is there no information about them in the text? The first one (0) has been done for you as an example.

- 0) The Republic of South Africa is the largest country on its continent. NI
- 1) With its territory of over 1,221,000 sq km it ranks 25th in the world.
- 2) The country has three capitals for different purposes.
- 3) The largest town is Johannesburg.
- 4) The estimated number of inhabitants is over 50 million people.
- 5) South Africa is a multicultural country with over 10 official languages.
- 6) The most widely spoken of these languages are Afrikaans, Zulu and English.
- 7) The Republic of South Africa is a parliamentary democracy.
- 8) Thabo Mbeki was the president of the country in 2008.
- 9) The Republic of South Africa became independent of the United Kingdom at the beginning of the 20th century and was declared a republic on 31 May 1961.
- 10) Segregation policies culminated in apartheid which was instituted in 1948 and abolished in 1991.

Johannesburg





Vocabulary Translate and learn the words/phrases in bold type

- 1 The broad Canadian Shield is an area of rock **scoured** clean by the last ice age, **thinly soiled**, **rich in minerals**, and **dotted with lakes** and rivers – Canada by far has more lakes than any other country in the world and has a large amount of the world's **freshwater**.
- 2 The Horseshoe Falls in Ontario is the largest component of Niagara Falls, one of the world's most **voluminous waterfalls**, a major source of **hydroelectric power**, and a **tourist destination**.
- 3 Northern Canadian **vegetation** tapers from **coniferous forests** to tundra and finally to **Arctic barrens** in the far north. The northern Canadian mainland is ringed with a vast **archipelago** containing some of the world's largest islands.
- 4 Canada is one of the world's wealthiest nations with a high **per capita income**, a member of the **Organisation for Economic Co-operation and Development (OECD)** and **Group of Eight (G8)**.
- 5 Canada is a **free market economy** with slightly more **government intervention** than the United States, but much less than most European nations.
- 6 Canada has traditionally had a lower per capita **gross domestic product (GDP)** than its southern neighbour (whereas wealth has been more **equally divided**), but higher than the large **western European economies**. For the past decade, the Canadian economy has been **growing rapidly** with **low unemployment** and large **government surpluses** on the federal level.
- 7 Today Canada closely resembles the U.S. in its **market-oriented economic system**, **pattern of production**, and comparatively **high living standards**.
- 8 In the past century, the **growth of the manufacturing, mining, and service sectors** has transformed the nation from a largely **rural economy** into one primarily industrial and **urban**. As with other **first world nations**, the Canadian economy is dominated by the **service industry**, which employs about three quarters of Canadians. However, Canada is unusual among **developed countries** in the importance of the **primary sector**, with the **logging** and **oil industries** being two of Canada's most important industries.
- 9 Canada is one of the few developed nations that is a **net exporter of energy**. Canada has vast **deposits of natural gas** on the east coast and the world's second largest **reserves of oil** behind Saudi Arabia. In Quebec, British Columbia, Newfoundland & Labrador, Ontario and Manitoba, **hydroelectric power** is a cheap and relatively **environmentally friendly** source of abundant energy.
- 10 Canada is one of the world's most important **suppliers of agricultural products**, with the Canadian Prairies as one of the most important suppliers of **wheat** and other **grains**.
- 11 Canada is the world's **largest producer** of zinc and uranium and a **world leader** in many other natural resources such as gold, nickel, aluminium and lead.
- 12 Canada also has a sizeable **manufacturing sector** centred in southern Ontario and Quebec, with **automobiles** and **aeronautics** representing particularly important industries.



Niagara Falls



Writing / Speaking Estonia and English-speaking countries

- Group work: Find facts and speak about Estonian economy: economic system, main industries and natural resources, exports, imports, GDP and living standard. Compare it with that of an English speaking country.**
- Find facts (location, population, state system, economy, mineral deposits, etc) about an English-speaking country and save them for your presentation. Ask your class questions about the country you chose.**
- Write a short story (a true story, a joke, etc) about people in foreign countries. Think what situations they might find themselves in and what advice they would need.**



Revision Information transfer

- Read and translate the text.**

Stonehenge.

Eight miles north of Salisbury is a large circle of stones, which is called Stonehenge. When do you think it was built? What do you think it was built for?

The ruins stand in the centre of a huge circle 98 m in diameter. The circle is formed by a bank (0.65 m high) and a ditch (2.1 m deep). The bank was probably much higher when the monument was built between 1800 BC and 1400 BC.

The ruins consist of two stone circles and two stone horseshoes. The stones in the outer circle were joined by a continuous line of stones that lay on the top of the uprights, but most of them have fallen down. In the outer circle the stones are nearly 5 m high and 1.8 m thick, in the inner circle they are about 1.8 m high.



The outer horseshoe consists of five trilithons (three stones) of which the highest is 8.5 m high. In the centre of the horseshoe there is a large stone nearly 5 m long, called the Altar Stone.

- Now look at the drawings. Label them and mark the measures on the diagrams.**

1 1

.....

2 2

.....

3 3

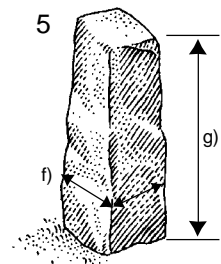
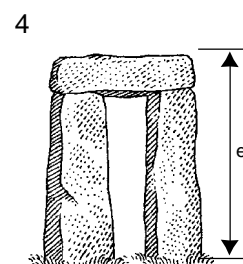
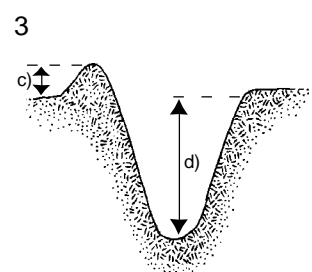
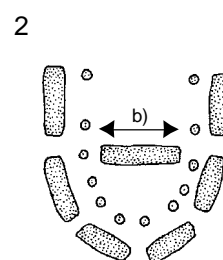
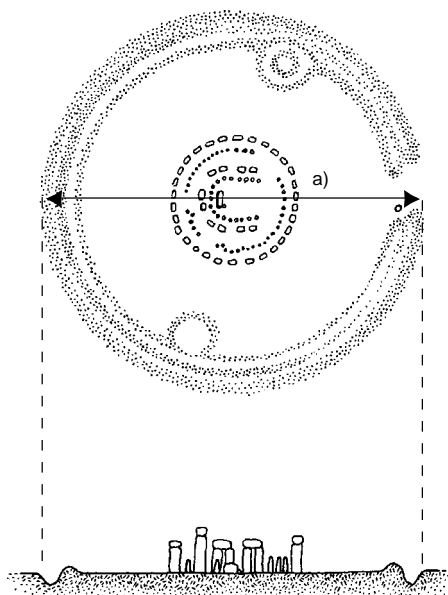
.....

4 4

.....

5 5

.....



- a) b) c) d) e) f) g)

- Find more information about Stonehenge on the Internet and speak about the place.**



UNIT 3 AUSTRALIA AND NEW ZEALAND

1 Where are these two countries situated? What are they famous for?

2 Read the text about Australia. Some parts of sentences have been removed from the text. Place them back. An example (0) has been done for you. You do not need one of the phrases.

- a) ~~the sixth largest country on Earth~~
- b) highly competitive industrialized economies
- c) explains much of the strangeness of
- d) explored by Europeans
- e) remote even from their traditional allies
- f) urban areas along the southern coast
- g) political federation
- h) erosive action of
- i) leads to rapid growth



(THE COMMONWEALTH OF) AUSTRALIA is the smallest continent and (0) *the sixth largest country on Earth*

(only a little smaller than the United States), lying between the Pacific and Indian oceans in the Southern Hemisphere. More than two-thirds of the country is desert or dry bushland. The capital is Canberra.

Historically part of the British Empire and now a member of the Commonwealth of Nations, the Commonwealth of Australia is a relatively prosperous, independent nation. Australians are extremely (1) and trading partners – it is some 19,000 kilometres from Australia to Great Britain via the Indian Ocean and the Suez Canal and about 11,000 kilometres across the Pacific Ocean to the west coast of the United States. That is why Australians are nowadays more interested in the huge potential markets in Asia and in the (2) of Japan, South Korea, and Taiwan than European or American markets.

Like Canada and the United States, Australia is a (3) with a central government (the Commonwealth) and six constituent states (New South Wales, Victoria, Queensland, South Australia, Western Australia, and Tasmania). Each state

has its own government, enjoying a limited sovereignty. Papua New Guinea, formerly an Australian external territory, became an independent nation in 1975.

Australia is the last of lands, apart from Antarctica, to be discovered and (4)

At least 40,000 years before European explorers sailed into the South Pacific, the first Aborigines had arrived from Asia, and by 20,000 years ago they had spread throughout the mainland and its chief island outlier, Tasmania. When captain Arthur Phillip of the British Royal Navy landed at Botany Bay in 1788, there may have been between 250,000 and 500,000 Aborigines altogether.

The most striking characteristics of the vast, eight-million-square-kilometre country are its global isolation, its low relief, and the aridity of much of its surface. Its isolation from other continents (5) Australian plant and animal life. Its low relief results from the long and extensive (6) the forces of wind, rain, and the heat of the sun. Isolation is also a pronounced characteristic of much of the social landscape beyond the large coastal cities (the majority of the population live in (7), where winters are mild and summers extremely sunny and hot).

3 Match the bold-typed words in the text with the following definitions. The first one (0) has been done for you as an example:

- 0) **nc** a half of the earth, especially one of the halves above and below the equator – *Hemisphere*
- 1) **nc** the main area of land that forms a country, as compared to islands near it that are also part of that country
- 2) **adj** very great or noticeable
- 3) **nc** being one of the parts of something
- 4) **nu** the power that an independent country has to govern itself
- 5) **nu** when one group, person, or thing is separate from others
- 6) **nc** an association of countries with political or economic connections
- 7) **nc** someone who belongs to the race of people who have lived in Australia from the earliest times
- 8) **adj** rich and successful



4 Now read the text about New Zealand and say whether the sentences are true, false or there is no information.

- 1) New Zealand lies on an island called Aotearoa.
- 2) The country has tight economic links with Australia.
- 3) The country is situated on two islands – the North and the South islands.
- 4) One third of the territory of New Zealand is not economically useful.
- 5) The area of New Zealand in square kilometres is larger than the length of its coastline.
- 6) The predecessors of Māori came to New Zealand from Polynesia.
- 7) The first European to set his foot on New Zealand was captain James Cook.
- 8) Most of the Māori people became Christians.
- 9) New Zealand became a British colony in 1856.
- 10) The Commonwealth of Nations unites former British colonies.
- 11) In the 19th century the main importer of agricultural products from New Zealand was Great Britain.
- 12) The Head of State of New Zealand is the Governor-General.
- 13) The Parliament is led by the Prime Minister.
- 14) The parliament of New Zealand is unicameral.



NEW ZEALAND is a country in the south-western Pacific Ocean **comprising** two large islands (the North Island and the South

Island) and numerous smaller islands. In Māori, New Zealand has come to be known as Aotearoa, which is usually translated into English as The Land of the Long White Cloud. New Zealand is notable for its **geographic isolation**, being separated from Australia to the northwest by the Tasman Sea, approximately 2000 kilometres across. Its closest neighbours to the north are New Caledonia, Fiji and Tonga.

The area of New Zealand is **approximately** 268,000 square kilometres, so it is a little larger than the United Kingdom. About two-thirds of the land is economically useful, the remainder being **mountainous**. Because of its numerous **harbours** and fjords, the country has an extremely long coastline **relative** to its area. The capital city is Wellington, and the largest urban area is Auckland. New Zealand is one of the most **recently settled** major land masses. The first settlers of New Zealand were Eastern Polynesians who came to New Zealand, probably in a series of migrations, sometime between around AD 800 and 1300. Over the next few centuries these settlers developed into a **distinct culture** now known as Māori. The population was divided into sub-tribes which would co-operate, compete and sometimes fight with each other.

The first Europeans known to have reached New Zealand were Dutch explorer Abel Janszoon Tasman and his **crew** in 1642. Several of the crew were killed by Māori and no Europeans returned to New Zealand until British explorer James Cook's **voyage** of 1768. Following Cook, New Zealand was visited by numerous European and North American whaling, sealing and trading ships. They **traded** European food and goods, especially metal tools and weapons, for Māori timber, food, **artefacts** and water.

From the early nineteenth century, Christian **missionaries** began to settle New Zealand, eventually **converting** most of the Māori population into Christianity. By 1840 a treaty was signed between the crown and the chiefs

of the Māori tribes which handed **sovereignty** of New Zealand to the crown.

New Zealand was granted limited self-government in the 1850s and by the late nineteenth century was a fully **self governing country** in most senses. In 1893, it became the first nation in the world to grant women **the right to vote**. In 1907, New Zealand became an independent dominion and a fully independent nation in 1947 when the Statute of Westminster (1931) was ratified. As New Zealand became more politically independent it became more **dependent economically**; in the 1890s, **refrigerated** shipping allowed New Zealand to base its entire economy on the export of meat and **dairy products** to Britain.

New Zealand is a constitutional monarchy with a parliamentary democracy. Queen Elizabeth II is Queen of New Zealand as well and is represented as head of state by the Governor-General. Political power is held by the democratically-elected Parliament of New Zealand under the leadership of the Prime Minister, who is the Head of Government. The New Zealand Parliament has only one chamber, the House of Representatives, which usually seats 120 Members of Parliament. Parliamentary **general elections** are held every three years under a form of proportional representation.

Beehive and Parliament Buildings



5 Translate the words in bold type and use them to retell the text.



Grammar Present and past tenses: usage

- 1 **Present simple** is most often used to express **permanent or regular actions and situations** (states and habits).
 - 1) to talk about actions which happen repeatedly, or all the time, or at any time (**habits**):
I go running three times a week.
 - 2) to express a fact or situation that stays the same for a long time (**state**):
Water freezes at 32° Fahrenheit. Where do you live? (= What is your permanent address?)
 - 3) with **adverbs of frequency**: *always, never, occasionally, often, sometimes, usually, every week, on Mondays, twice a year*, etc.

- 2 **Present continuous** expresses **temporary, developing or changing actions and situations**.
 - 1) to express an activity going on **at the moment of speaking**:
I'm trying to concentrate, so please don't interrupt.
 - 2) to express an activity that is happening for a **limited period at or near the present**, but not at the moment of speaking: *Please don't take that dictionary. I'm using it.*
 - 3) **temporary situations**: *Where are you living?* (= What is your temporary address?)

- 3 **Present perfect simple and continuous** are used to express actions or situations **begun in the past and still true or continuing now**.
 - 1) to express a past action that has **results in the present** or the **time is not indicated** (we are interested in the fact and not in the time): *I've lost my glasses. Have you ever been to America?*
 - 2) to express an action or state which began in the past and **is still going on**:
I've studied/have been studying English for eight years. (I still do.)
 - 3) typical **time adverbials**: *yet, never, already, just*
It is **not used** after **When...?** (NOT: *When have you been to America?)

- 4 **Past simple** is the tense most commonly used to refer to **events that happened in the past**.
 - 1) to express an action which happened at a **specific time in the past** and is **now finished**:
I went to the cinema last week.
 - 2) used in **narratives**:
My uncle Paul lived in the country. Every time he came to town he visited a tiny café....
 - 3) common **time adverbials**: *yesterday, last year/ week/ month, three days ago, in 1996, in autumn, when we were still young;*

- 5 **Past continuous** is used to refer to an **activity in progress at some past moment**.
 - 1) **simultaneous** events or activities that continued or were **interrupted**:
I was making a cake when the light went out.
 - 2) an activity going on at a **particular time in the past**:
What were you doing at six o'clock last Sunday? I was reading at home.
 - 3) used in **descriptions**:
It was a rainy Sunday in the gloomy month of October. The wind was blowing and the night was falling in.

- 6 **Past perfect** emphasises that **one past event happened before another past event**:
He had left before I came home.

NB!

Stative verbs (be, own, cost, etc) are **not** normally used in the continuous form, because they usually refer to permanent states or situations: *How much does it cost? She has owned the house for six years.*

7 Compare these sentences:

Past Simple	Past Continuous
We had breakfast when she came home. (First she came and then we had breakfast)	We were having breakfast when she came home. (We were in the middle of our breakfast when she came)
I read a book yesterday. (I finished it)	I was reading a book yesterday. (I didn't finish it)
I watched a film at 8 o'clock. (It started at 8)	I was watching a film at 8 o'clock. (It had begun earlier)

8 Present perfect or past simple?

We use present perfect

- 1) with the following time adverbials:
They've done it **for a long time**.
They've done it **since 1997**.
They've done it **before**.
They've done it **recently**.
They've done it **already**.
- 2) **I've lived in Tallinn all my life**.
(Unfinished past; still going on)
- 3) **My brother has written 2 books**.
(He might write some more)
- 4) **Father has lost his keys**.
(He still doesn't know where they are)

We use past simple

- 1) with the following time adverbials
They did it **yesterday**.
They did it **last month**.
They did it **two years ago**.
They did it **in the morning**.
They did it **when they arrived**.
- 2) **I lived in Tartu for two years**.
(At a period in the past, now finished; not any more)
- 3) **Shakespeare wrote 124 sonnets**.
(He cannot write any more)
- 4) **Father lost his keys**.
(Some time ago. He has got new ones)

Practice

1 Translate the sentences, choose the right explanation and make yes-no questions (where possible).

- | | |
|---|--|
| 1) I've lived in Tallinn for ten years.
I lived in Pärnu for six years. | In the past, not any more
I still do |
| 2) Have you seen this man?
Did you see this man? | In general, as a fact
At a certain moment in the past |
| 3) My brother has written three books.
Shakespeare wrote twelve tragedies. | He cannot write any more
He might write some more |
| 4) I haven't seen him today.
I didn't see him today. | The day is not over yet, I might see him
The day is over and I won't see him this day |
| 5) Have you started a new book?
When did you start a new book? | The question is about time
The question is about fact |
| 6) He has been here for two weeks.
He was here two weeks ago. | Exact time in the past
A period in the past and in the present |

2 Use the correct tense (cross out where not applicable).

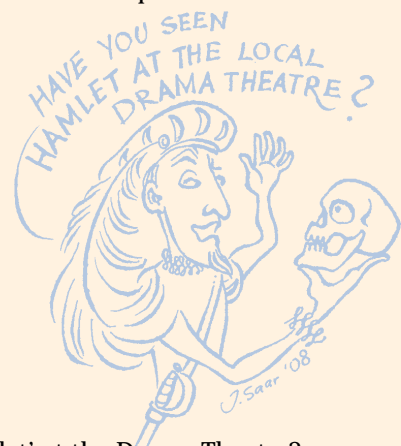
- 1) I have seen / saw this film yesterday.
- 2) He studies / has studied French for three months.
- 3) When did you come / have you come to this school?
- 4) We didn't see / haven't seen them yet.
- 5) The bus was / has been late.
- 6) Did you ever see / have you ever seen a car crash?
- 7) When have you seen / did you see it?

3 Now comment on the use of tenses in the following sentences.

- 1) After we **had had** a snack, we **had** a look round the shops.
- 2) **I've been cutting** wood. **I've cut** my hand.
- 3) **Have you seen** 'Hamlet' at the Drama Theatre? **Did you see** 'Hamlet' at the Drama Theatre?
- 4) **I've heard** this story before. I **heard** it from my aunt.
- 5) We **were playing** football when mother **called** us.
- 6) Tom **came** and **invited** me to the cinema. He **had bought** the tickets beforehand.
- 7) I **wrote** some letters last night. I **was writing** some letters last night when Sam called.
- 8) At six o'clock I **had** a bath. At six o'clock I **was having** a bath.

4 Use the appropriate past tense form.

When we (come) home, mother (finish) making cakes and (do) the dishes. She (bake) for 3 hours and (look) extremely worn-out. She (need) a rest but she (invite) a couple of friends and (try) to get ready for their arrival. So we (must) help her. I (lay) the table and my sister (do) the dishes. When the guests (arrive) we (finish) everything and (sit) in the lounge listening to music.





T4 Listening Native people of Australia

1 Listen to the first part of the text and answer the following questions.

The Sydney Opera House

- 1) When was the continent of Australia settled?
- 2) Where did these people come from?
- 3) What do Europeans call the native people of Australia?
- 4) How do the native people of Australia refer to themselves?
- 5) How many tribes were living in Australia at the time of European contact?
- 6) When was Australia turned into a prison colony and convict settlement?
- 7) Why were the local inhabitants treated with racist attitudes?
- 8) Where did another race of African people settle near Australia?
- 9) How and when did they arrive?



2 Now listen to the second part and fill in the gaps. An example (0) has been done for you.

Dame Kiri Janette Te Kanawa (born March 6, 1944) is an internationally famous New Zealand (0) *opera singer*..... In 1981, she was seen and heard around the world by an estimated 600 million people when she sang Handel's "Let the Bright Seraphim" (1) of Charles, Prince of Wales and Lady Diana Spencer.

Te Kanawa was born in Gisborne, on New Zealand's (2) She has both Māori and European ancestry, but little is known about her (3) as she was adopted as an infant. She is the adopted daughter of an (4) and Māori father. In her teens and early 20s, Te Kanawa was a (5) and popular entertainer at clubs in New Zealand.

She was educated at Saint Mary's College Auckland and formally trained in (6) by the celebrated Dame Sister Mary Leo, who was New Zealand's best-known opera coach. She began her singing career as a mezzo-soprano, but later developed into a (7) Her recording of the "Nuns' Chorus" from the Strauss operetta *Casanova* was New Zealand's first (8)

Kiri married Desmond Park, who she met on a (9), in Auckland in August 1967. The couple adopted two children, Antonia (1976) and Thomas (1979, named after Kiri's adoptive father). The couple (10) in the late 1990s.

Kiri founded the Kiri Te Kanawa Foundation with the vision "that talented young New Zealand singers and musicians with complete dedication to their art may receive judicious and thoughtful mentoring and (11) to assist them in realising their dreams." The Foundation manages a trust fund to provide financial and career (12) to young New Zealand singers and musicians.



Vocabulary Nature

1 Translate and make sentences with the following collocations. Think of other words that 'nature' can collocate with.

human nature
good nature

Mother Nature
nature trail

nature reserve
freak of nature



2 Read the sentences and translate the words and phrases in bold type.

South Africa is one of only 17 countries worldwide considered **Megadiverse**. It has more than 20,000 different plants, or about 10% of all the known species of plants on Earth, making it particularly rich in plant biodiversity. South Africa's most prevalent biome is **grassland**, particularly on the Highveld, where the plant cover is dominated by different grasses, low shrubs, and acacia trees, mainly camel-thorn and whitethorn. **Vegetation** becomes sparse towards the northwest due to low rainfall. There are several species of water-storing **succulents** like aloes and euphorbias there.

The majority of the plants are **evergreen** hard-leaf plants with fine, needle-like leaves.

While South Africa has a great wealth of flowering plants, it has few forests. Only 1% of South Africa is forest, almost exclusively in the **humid coastal plain** along the Indian Ocean.

Plantations of imported tree species are predominant, particularly the non-native eucalyptus and pine.

South Africa is one of the worst affected countries in the world when it comes to invasion by alien species with many posing a significant threat to the native biodiversity and the already scarce water resources.

Numerous **mammals** are found in the bushveld habitats including lion, leopard, White Rhino, Blue Wildebeest, kudu, impala, hyena, hippopotamus, and giraffe.

**The Bushveld is a tropical savanna ecoregion of Southern Africa that encompasses most of Limpopo Province and part of the North West Province of South Africa and extends into western Botswana and southern Zimbabwe.*



Writing / Speaking Places to see

- 1 **Pair work.** Discuss with a partner: What country in the world would you like to visit and why? What places would you like to see, what would you do during the trip? Why?
- 2 **Group work:** Plan a one-day sightseeing trip in an English-speaking country. Find information about 3–4 places and try to convince others to visit at least one of them.
- 3 **Write about three places in Estonia that should be shown to our visitors. Explain why.**
- 4 **A quiz: English speaking countries.**
 - 1) Which is the largest English-speaking country by territory? by population?
 - 2) Name some countries which belong to the Commonwealth of Nations?
 - 3) Which English-speaking country has three capitals? Name them.
 - 4) Which country was the first in the world to grant women the right to vote?
 - 5) Where do the Koori people live?
 - 6) Which English-speaking country has introduced some most liberal social policies? Which ones?
 - 7) Which countries united under the Union of the Crown in 1603?
 - 8) Which English-speaking country is also called the Emerald Isle?
 - 9) Which English-speaking country was declared a republic on May 31, 1961?
 - 10) Which English-speaking country has vast deposits of oil?
 - 11) Which country is one of the world's most important suppliers of agricultural products?
 - 12) Which English-speaking country has vast areas of desert and bushland?
 - 13) Which English-speaking country is economically most dependent on Britain?
 - 14) Which English-speaking country is the home to the Inuit?
 - 15) Which English-speaking country is worst affected by alien plant species?



Revision Words that collocate with 'nature'

Fill in the gaps with words from the bank (one can be used twice). An example (0) has been done for you.

back, better, by, call, forces, freak, human, ~~personal~~, problem, reserve, second, trail, way

- 0) She didn't think that anything of a *personal* nature had entered the conversation.
- 1) Care would be taken not to harm the environment in the nature there, which was designated a world heritage area.
- 2) The rerouted nature offers three new vistas from about 150 feet above river level.
- 3) Computers, their nature, tend to change the way offices are organized.
- 4) The inhabitants of the island fight a constant battle against the of nature.
- 5) Disease is nature's of keeping the population down.
- 6) She was a very affectionate person nature.
- 7) I tried appealing to his nature (his feelings of kindness) but he wouldn't agree to help us.
- 8) Of course she's jealous – it's only nature (the feelings and ways of behaving that all people have).
- 9) The exact nature of the is not well understood.
- 10) Due to some of nature, it snowed in June.
- 11) He longed to explore, to take the wild adventure of going completely to nature.
- 12) Driving becomes nature after a while.
- 13) Old Rottweilers may need to be let out more frequently to answer the of nature, but for shorter periods.

THE PROJECT TASK

Now you have completed the first chapter of the textbook and should be able to speak about a country. Use the information you collected about an English-speaking country and make a PowerPoint presentation (3–5 minutes) about its physical geography, natural resources and economy. Include some facts about its political system and national symbols. Add illustrations. Present your work to the class.

REVISION, TESTS

Reading

1 Scan the first column and answer the following questions:

- 1) How old is London? 500 years? 1500 years? More than 2000 years?
- 2) When did London become the capital of England?
- 3) Explain the origin of the name 'London'.

2 Before reading the text do tasks 4 and 5.

The City of London developed on a most unpromising site, by a dank, mosquito-infested swamp. The history of the town is very closely linked with the history of the country itself. The name London most probably derives from the Celtic words Llyn (a lake) and Dun (a fort or strong place), although the site was not important during the **Celtic period** (400 BC – 43 AD).

During the **Roman occupation** (AD 43 – AD 410) Londinium, as it was then called, was not influential politically, but was, however, an important crossing point for the Romans over the river Thames. Market forces began to operate, for where there is a major road junction, with troops stationed and ships calling, merchants will inevitably set up shops and Londinium became a trading centre.

The Celtic warrior queen Boudicca (Boadicea) and her Icenic tribesmen (from the area now called Norfolk) led a revolt against the Roman conquest of Britain and devastated Londinium in AD 61. The city was burned down and its inhabitants massacred.

London was rapidly rebuilt, becoming the capital of the province Britannia, with a splendid basilica (town hall), a fine palace, a fort and a temple but it was not until AD 122 that the Roman walls were built around it as a defence. Roman rule continued until early in the 5th century when Roman forces were withdrawn from Britain to cope with troubles elsewhere in the Empire.

Around AD 400 the **Anglo-Saxons** (Germanic tribes) invaded Britain. They destroyed the Roman towns and formed many kingdoms that were hostile to one another. London fell into ruins. At the beginning of the 9th century all the small Anglo-Saxon kingdoms were united by king Egbert to form one kingdom called England and later the powerful Saxon king Alfred the Great (reigned 871–899) chose London to be the capital of the country. The city was once again flourishing, although under repeated attacks by the **Vikings**.

London as we know it today began to develop during the reign of Edward the Confessor (1042–66). *Westminster Abbey* was built and a royal palace alongside it. From that time onwards London consisted of two distinct parts: the royal centre around Westminster and the commercial centre in the City. In 1066 the **Normans** invaded and William the Conqueror (Duke of Normandy) took the British throne as William I. He built a mighty fortress (now known as the *White Tower*) and granted a city charter laying down the rights of its citizens. He also separated the secular from the ecclesiastical courts. His son, William Rufus, built *Westminster Palace* and

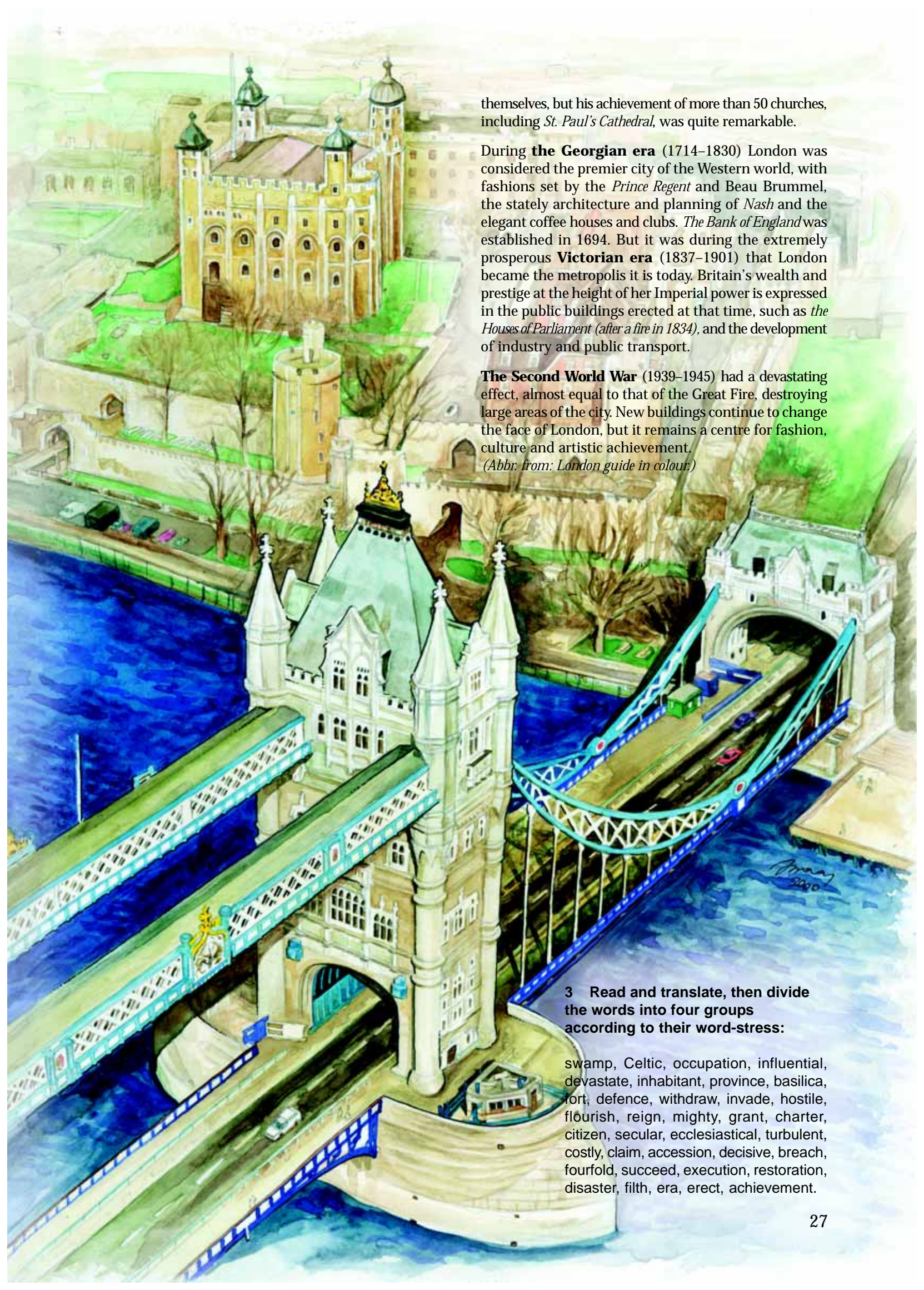
Westminster Hall which was to remain the seat of the Palace of Justice until 1882.

The 14th century was a turbulent period. In 1337 the long and costly Hundred Years War against France began; the Black Death of 1348 claimed the lives of over a quarter of the British people and at least half of the city's population; in 1381 the grievances of the lower classes exploded into the 'Peasant's Revolt'. The Hundred Years War was almost immediately followed by the baronial Wars of the Roses between two rival branches of the royal house of Plantagenet, the houses of York and Lancaster. It was ended by the Lancastrian Henry Tudor in 1485 who then reigned as Henry VII.

The Tudor era (1485–1603). The accession to the throne of the Lancastrian Henry Tudor in 1485 put an end to the Wars of the Roses. He started with a great act of piety: the building of a beautiful fan-roofed chapel in Westminster Abbey. It was completed by his son, Henry VIII of six wives who achieved the Act of Supremacy in 1534, making the crown the spiritual head of the nation. This led to the decisive breach with the papacy and the formation of the Anglican church. A huge amount of property in the City which had previously been owned by Roman Catholic Church was sold or given away and the houses stood empty.

The Elizabethan period (1558–1603) is often considered to be a golden age in British history marked by a fourfold growth in London's population and timber building. Elizabeth was succeeded by her closest relative James VI of Scotland (the son of Mary Stuart, the Queen of Scots). The unhappy **Stuart dynasty** witnessed the Civil War and the execution of Charles I on January 30th 1649. The short-lived Puritan Republic (1653–1660) under Oliver Cromwell was followed by the restoration of the Stuart line with Charles II taking the throne in 1660. Unfortunately, in 1665 the Great Plague was responsible for the deaths of 100,000 Londoners and the following year perhaps London's greatest disaster occurred. The Great Fire, thought to have started in Pudding Lane, raged for three days, destroying in its wake some 13,000 houses, the Royal Exchange, St. Paul's Cathedral, 86 churches and most of the guildhalls, over an area of almost 400 acres; the Tower of London had a lucky escape.

One positive effect of the fire was to rid the Medieval city of its accumulated filth. The architect, *Sir Christopher Wren*, lost no time in drawing up plans giving the entire city a monumental Baroque aspect. Many of these plans were never realized as people immediately began rebuilding for



themselves, but his achievement of more than 50 churches, including *St. Paul's Cathedral*, was quite remarkable.

During the **Georgian era** (1714–1830) London was considered the premier city of the Western world, with fashions set by the *Prince Regent* and Beau Brummel, the stately architecture and planning of *Nash* and the elegant coffee houses and clubs. *The Bank of England* was established in 1694. But it was during the extremely prosperous **Victorian era** (1837–1901) that London became the metropolis it is today. Britain's wealth and prestige at the height of her Imperial power is expressed in the public buildings erected at that time, such as *the Houses of Parliament* (after a fire in 1834), and the development of industry and public transport.

The Second World War (1939–1945) had a devastating effect, almost equal to that of the Great Fire, destroying large areas of the city. New buildings continue to change the face of London, but it remains a centre for fashion, culture and artistic achievement.

(Abbr. from: *London guide in colour*.)

3 Read and translate, then divide the words into four groups according to their word-stress:

swamp, Celtic, occupation, influential, devastate, inhabitant, province, basilica, fort, defence, withdraw, invade, hostile, flourish, reign, mighty, grant, charter, citizen, secular, ecclesiastical, turbulent, costly, claim, accession, decisive, breach, fourfold, succeed, execution, restoration, disaster, filth, era, erect, achievement.

4 Scan the text fast and find the dates (century or years).

Celtic period	the Victorian era
Roman invasion	the Second World War
Anglo-Saxon invasion	the Great Fire of London
Danish invasion	the Great Plague
Norman invasion	the Roman walls were built
the Hundred Years War	Westminster Abbey was built
the Wars of the Roses	the White Tower was built
the Elizabethan period	Westminster Palace was built
the Puritan Republic	the Houses of Parliament were built
the Georgian era	St. Paul's Cathedral was built

5 Who were these people and what are they famous for?

Alfred the Great, Edward the Confessor, William the Conqueror, Henry VIII, Elizabeth I, James VI of Scotland, Charles I, Queen Victoria, Sir Christopher Wren, John Nash, Beau Brummel

6 Can you recognise these famous London sights?



7 Match the facts with the pictures above.

- 1) **Name:** Buckingham Palace, Westminster Abbey, the Houses of Parliament, St. Paul's Cathedral.
- 2) **Function:** Anglican Cathedral, the seat of the Bishop of London; a church and a Royal Peculiar – responsible directly to the sovereign; London residence of the British monarch; former Palace of Westminster, now meeting place of the House of Lords and the House of Commons.
- 3) **Built:** initially in the 11th century, the present building dates back to 1840–1860 and is in the Perpendicular Gothic style; the present Baroque building dates from the 17th century; built in 1703 as a large townhouse, royal residence since 1837; founded in 616, built between 11th and 18th century, an exquisite example of English Perpendicular architecture.
- 4) **Interesting facts:** prince Charles and Lady Diana Spencer got married there; coronation and burial site for English monarchs; a setting for state occasions and royal entertaining, over 450 people work there; it was bombed 14 times during World War II.

8 Read the text and answer the questions.

- 1) Was London an important place during the Celtic period (400 BC – AD 43)?
- 2) When did London become a trading centre? Why?
- 3) Who fought against the Roman conquest and burnt Londinium down?
- 4) Why were the Roman walls built in 122?
- 5) Why did the Romans leave Britain?
- 6) What tribes invaded Britain around AD 400?
- 7) Why did London fall into ruins?
- 8) Who united all the small Anglo-Saxon kingdoms?
- 9) Who made London the capital of the country? When?
- 10) Who attacked London in the 9th century?
- 11) Who was William the Conqueror? Name three facts connected with him.
- 12) Why was 14th century a turbulent period?
- 13) Who formed the Anglican church and made the crown the spiritual head of the nation?
- 14) Why is Elizabethan period considered a golden age in British history?
- 15) Who was the leader of the Civil War and of the Puritan Republic?
- 16) What is considered London's greatest disaster? When did it happen?
- 17) What was the positive effect of the Great Fire?
- 18) When did London become the premier city of the Western world?
- 19) Which era is marked with development of industry and public transport?
- 20) Did London suffer any damage during World War II?

Grammar

1 Form tenses from the following phrases:

tense	Girls – water flowers	Tom – catch fish
present simple		
past simple		
future simple		
present continuous		
past continuous		
present perfect simple		
present perfect continuous		
past perfect		

2 Write questions about the words in bold type.

- 1) **We** are singing in the school choir. Who
- 2) Martin won the second **prize**. What
- 3) Sam has been studying Spanish **for quite a while**.
- 4) **The earthquake** had terrible consequences.
- 5) Pamela has piano classes **twice a week**.
- 6) They were **playing** board games when Ann arrived.
- 7) Kate had read the book **several times** before she watched the film.
- 8) The Browns will **visit** us next month. Really?
- 9) **My friends** were organising a carnival.
- 10) His parents bought a new **house**.
- 11) Children usually love **ice-cream**.
- 12) Alex studies **law** in Great Britain.
- 13) We were singing and dancing **all night long**.
- 14) He promised to call every day. He hasn't **called** today.yesterday?

3 Underline the most suitable word or phrase to complete the sentence.

- 1) He can't come to the phone now because he (paints/is painting/has painted) the ceiling.
- 2) Please don't shout. The baby (has slept/is sleeping/sleeps).
- 3) We (has/have/are having) a lovely time, so let's stay a bit longer.
- 4) (Does it/is it/has it) raining at the moment?
- 5) (Are you having/do you have/you are having) a pen on you?
- 6) The shop-assistant (weighs/is weighing/does weigh) a fish for me. If it (weighs/is weighing/does weigh) over a kilo, I won't buy it.
- 7) Are you sure this is what (you are wanting/do you want/you want)?
- 8) This bunch of flowers (are smelling/is smelling/smells) really nice.
- 9) (Does she own/is she owning/owns she) that flat?
- 10) (Is/does/owns) the flat Mary's?
- 11) I (sit/am sitting/have sat) in class and (are waiting/am waiting/wait) for the teacher to come in.
- 12) How is your school? (Are you/do you/is you) like it?
- 13) There (isn't/aren't/don't) much to talk about.
- 14) When (do/are/is) we going to see each other?
- 15) I (am not thinking/ don't think/isn't thinking) I'll be able to come, but I'll try.
- 16) My parents (are going/have gone/goes) out, so I'm all alone at the moment.

4 Use the verbs in correct tenses.

- 1) He (read) the book for hours.
- 2) They (finish) their work before I arrived.
- 3) I hope that I (see) you tomorrow.
- 4) Do you know what the children (do) at the moment? It's so quiet.
- 5) Well, I (take) two tests already and now I have to write an essay.
- 6) At five o'clock yesterday my mother (clean) the kitchen.
- 7) This time tomorrow I (fly) to London.
- 8) I hope that by eight o'clock tomorrow they (finish) the report.
- 9) Parents (have) coffee when their children were skating.
- 10) My friend (practise) medicine for years before he got promoted.

Additional reading

William Shakespeare (1564–1616) was the great poet and dramatist of the golden age of English history. He wrote five long poems, 154 sonnets, and 37 plays of all kinds – comedies, chronicles, tragedies and farces. Well-known plays like **Hamlet**, **Othello**, **Romeo and Juliet**, and **A Midsummer Night's Dream**, to name a few, still captivate theatre audiences all over the world. Many phrases from his plays have become sayings. Can you explain the following:

- 1) All's well that ends well.
- 2) The fool doth think he is wise, but the wise knows himself to be a fool.
- 3) Something is rotten in the state of Denmark.
- 4) The time is out of joint.
- 5) How much sharper than a serpent's tooth it is to have a thankless child.

1 Shakespeare's ideas of love, freedom, humanism, national unity and the interrelationship of men are still very popular. Here is an extract from Shakespeare's play **As You Like It** (Act 2). It was written in 1600 and the following piece has become very widely known. Read the extract and find '**the seven ages of man**' that Shakespeare describes. Do you agree with him?

T5

All the world's a stage

And all the men and women merely players:
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse's arms.
And then the whining schoolboy, with his satchel,
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths, and bearded like a pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined'
With eyes severe, and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side,
His youthful hose well sav'd a world too wide
For his shrunk shank; and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness, and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

- 2 Comment on the underlined words. Do you agree with this description?
- 3 These words should not be taken too literally but they provide a good way of comparison. Which of the stages would you fit in?
- 4 Which stage would the Prime Minister of your country fit in? and the President?
- 5 Could you describe the development of your country in the same way?
- 6 What do you think the title of the present textbook 'All the World's a Puzzle' implies?