



ALLA NESVIT

ENGLISH

АНГЛІЙСЬКА МОВА



8

WE LEARN ENGLISH



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Видано за рахунок державних коштів. Продаж заборонено

Експерти, які здійснили експертизу підручника під час проведення конкурсного відбору проектів підручників для учнів 8 класу загальноосвітніх навчальних закладів і зробили висновок про доцільність надання підручнику грифа «Рекомендовано Міністерством освіти і науки України»:

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УМОВНІ ПОЗНАЧЕННЯ:

- | | | | |
|--|--------------|---|--|
|  | – говоріння |  | – дотекстові вправи |
|  | – аудіювання |  | – робота з лексикою |
|  | – читання |  | – вправи на розуміння прочитаного |
|  | – письмо |  | – вправи на розвиток умінь критичного мислення |
| | |  | – дискусія |

Несвіт Алла

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Підручник, створений відповідно до нової програми з іноземних мов, продовжує формувати комунікативну компетенцію учнів з англійської мови в загальноосвітніх навчальних закладах.

Підручник побудовано на принципах комунікативності, інтегрованого розвитку: аудіювання, говоріння, читання, письма. У ньому дотримано загальнодидактичних принципів доступності, логічності, свідомості, активності та наочності у навчанні.

Організація навчального матеріалу передбачає використання інтерактивних методів навчання.

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Мій давній щирий друже!



Які почуття викликає в тебе свято Першого дзвоника? Спогади про тепле ласкаве літо чи передчуття дивовижних вражень, що очікують тебе попереду? Можливо, ти зараз сидиш за комп'ютером і пишеш листа своєму товаришу, який перебуває за сотні кілометрів від тебе. Хіба не правду кажуть, що сучасні технології роблять світ меншим, а людей – ближчими? І це не випадково, адже твоє покоління – це покоління мобільних телефонів та Інтернету, покоління епохи масової інформації.

Я хочу запропонувати тобі підготувати «Книгу року», крокуючи сторінками нашого підручника. Кожна тема, яку ми будемо вивчати, знайде своє відображення в ній, а можливо, якісь сторінки до неї ти запропонуєш сам.

Разом із головними героями підручника побуваєш і в українській школі, і в школі закордонній, ще не знайомій тобі, дізнаєшся про різні типи шкіл, систему освіти в Україні та Великій Британії.

Згодом чекаємо на тебе в шкільній бібліотеці, ти зануришся у світ пригод твоїх улюблених письменників та літературних героїв. Чи хочеш ти бути схожим на когось із них?

А як приємно дозволити собі годину відпочинку й поринути у світ музики... Наш підручник стане тобі в пригоді й тут: ти дізнаєшся про різноманітні музичні стилі і жанри, відомих композиторів і музикантів.

Цього року ти ознайомишся з географічним положенням, населенням і кліматом Великої Британії. А що ти повідомив би товаришу про свою рідну землю, Україну, її несяжні простори, неповторні пісні, її стрімкі річки та золоті ниви? Про це – цікава розповідь на сторінках підручника.

Наше життя – не лише робота та навчання, а й дозвілля, розваги, активний відпочинок. Про це все ти зможеш розказати і написати, працюючи над проектом упродовж усього навчального року, висвітлюючи новини свого шкільного життя та розповідаючи про своїх друзів.

Тож у добру путь, мій друже, у цікаву, захопливу путь!

З повагою
Автор

Lessons 1–2. Welcome Back!



1 Look at the photos above and answer the questions.

- What places are there in the photographs?
- Whom can you see there?
- What are the children doing?

2 Listen and read the dialogues. Say how the children feel on their first day at school.

1.

Ann: Hi, Jane! Long time no see¹.

Jane: Hi, Ann! Happy to see you! What was your summer like?

Ann: Fantastic! I've had a few wonderful trips around Ukraine with my parents. Summertime is the best one for travelling. Have you been to anywhere?

Jane: Yes, of course. My family have been to the seaside. And we spent some time with my grandparents in London.

Ann: Lucky you! I hope you'll show me your holiday photos, won't you? Look, Jane! Here is Steve coming.

Steve: Hi, dear! I haven't seen you for ages. How are you?

Ann: We are fine. How are you?

Steve: OK. I'm ready to start this new school year marathon.

Jane: I believe you've had very good holidays. Now you have to go back to your studies.

Steve: Lessons, lessons and lessons again.

Ann: School is not only lessons. It is the time when we learn to be friends and practise our life skills².

¹ Long time no see. – Давно не бачилися.

² Life skills – практичний життєвий досвід (навички спілкування, планування власної діяльності, поведінки у суспільстві тощо).

2.

A: Well, I think our teacher will like our project.

B: Sure.

A: Do you think it will make her happy?

B: Why are you asking? Have you ever heard of a teacher who doesn't like the work her pupils do?

A: No, I haven't. I'm sure she will be surprised.

3 Look through the dialogues of Ex. 3. Find and read what Steve, Ann and Jane say about going to school. Do you agree with them? Why? Or why not?

4 a) Look at the mind map. Can you add your ideas to the list?

b) Work in pairs. Discuss the topic "Why Go to School". Which things do you associate with school?



- 5** Speak in class. Use the photos below and the mind map on page 5 to talk about the reasons of going to school. Start like this:

School helps us make the right steps in our life. ...



- 6** Put the verbs in brackets into the correct tense form.

- Our class always (to do) some projects and (to help) the community.
- you (to learn) anything new about healthy lifestyle yet?
- Nowadays people can (to communicate) easily with each other.
- Peter (to do) Maths for two hours.
- you (to do) anything special at the moment?
- I (to think).
- Our conversation with Tom (to be) very difficult yesterday.
I (can / not / to understand) what he (to talk about).

- 7**  Write a note to the Internet blog about your first school day. Use the words: *to feel excited (shy, etc.), to be curious about something, to be delighted with, to show great interest, to get acquainted with somebody, to share summer impressions with somebody, etc.*

UNIT 1

Mass Media: the Press



In this unit you will...

THE TIME Listen, read and talk about...

- *the mass media*
- *the main publications in Ukraine, Great Britain and the USA*
- *news services*

Learn how to...

- *talk and write about current events*
- *understand the language of a newspaper*

Practise/Revise...

- *present and past tenses*
- *Present and Past Simple Passive Voice*

Write/Make...

- *news stories*
- *a school newspaper*



Lessons 1–2. The Age of Information

1 a) Look at the pictures and say as in the example.

Example:

*I use radio to listen to music and news. I use the Internet*¹ to find information for my school reports, read the news and play computer games.*

a computer / the Internet

a CD

a mobile phone

a radio

headphones

a laptop

a TV set

a newspaper

a magazine

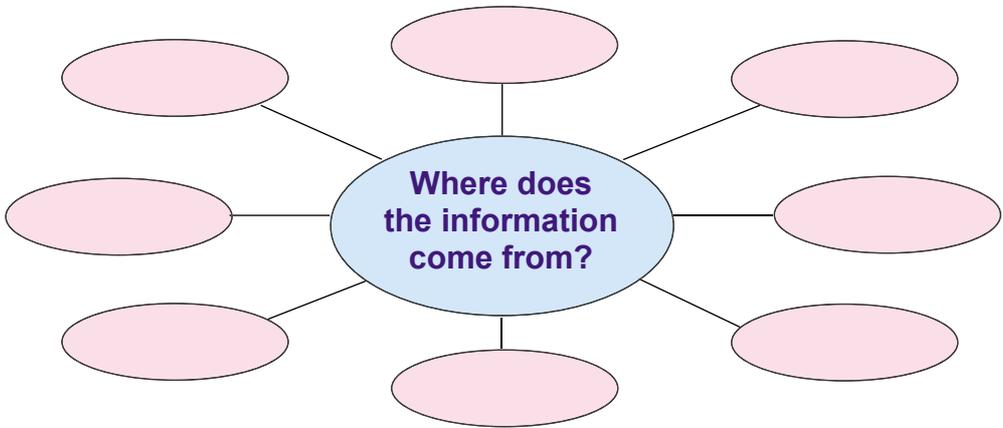
books

b) Work in pairs. Discuss the questions with your friend.

1. Do you sometimes listen to the radio? What are your favourite radio programmes?
2. How often do you watch TV? What programmes are your favourite ones?
3. Do you often read a newspaper? If yes, what information attracts your attention there?
4. Do you like to read magazines?
5. Do you often use the Internet? What for?
6. ...

¹ Слова, позначені зірочкою, включені у країнознавчий довідник на с. 189.

2 a) Work in groups. Complete the mind map.



b) Speak in class. Introduce your ideas to your classmates. Use the words from the table below.

The Media	What It Presents
TV	news, soap operas, documentaries, sports programmes, quiz shows, feature films, etc.
Radio	news, entertainment programmes, concerts, music quizzes, etc.
Newspapers	news, reviews, interviews, commentaries, etc.
Magazines	sports, travel, computers, fashion, cars, home decorating, etc.
The Internet	any kind of information on different websites



Listening Lab

3 a) Listen and choose the correct item to complete the sentences.

1. Alex and Tom are
 - a) at home
 - b) at school
 - c) in the gift shop
2. Alex and Tom talk about
 - a) a present for Dan
 - b) the right balance between work and leisure
 - c) their favourite singers

3. The boys have decided
- to buy a computer game
 - to visit another shop
 - to buy a CD

b) Use the prompts to complete the dialogue. Act it out.

Alex: you / to decide on a present / yet / ?

Tom: I'd like / to buy either a computer game or a CD / .

Alex: Computer games / to develop into a mass form of media / lately / . / Children and teenagers / to spend hours playing them / .

Tom: Dan / to know the right balance between work and leisure / .

Alex: As far as I know / he / to have a great number of computer games / at home / . / Let's / to buy / a CD / him / .

Tom: Who / to be / his favourite singer / ?

Alex: Why / not to ask Ann / ?

Tom: OK.

4 Read the magazine article about modern electronic and print media and say which of them you use every day.

The 20th century started the age of information. People in different continents get to know the latest news immediately. All this has become possible due to the development of science and technology. Electronic media and print media include:

- **broadcasting**, in the narrow sense, for radio and television;
- various types of **discs** or **tapes** (in the 20th century, these were mainly used for music), video and computer uses followed;
- film, most often used for **entertainment**, but also for documentaries;
- the Internet, which has many uses and presents both opportunities and challenges; **blogs** and **podcasts**, such as news, music, pre-recorded speech and video;
- **publishing**, in the narrow sense, meaning on paper, mainly via books, magazines, and newspapers;
- computer games.

All modern media sources keep people **up-to-date** and well-informed.

5 Work in pairs. Take turns to ask and answer the questions given below.

- Why do we say that the 20th century started the age of information?
- Where does the news usually come from?
- What inventions help the news travel very fast?
- Which of the modern media can we listen to, watch, both listen and watch, or interact with?
- Do you agree that modern world is getting smaller nowadays because of the development of mass media?

6 Read the definitions and find the corresponding words in the magazine article of Ex. 4 on p. 10.

1. A business of preparing and printing books, newspapers, magazines, etc. and making them available to the public.
2. A cassette or a reel with tape wound round it, used for recording sounds, pictures or information.
3. The sending out of programmes on radio and television.
4. A flat thin round object which is used for storing information or recording music.
5. Live Journal, the personal site on the Internet where the author publishes his comments on different topics.
6. The action of providing something interesting or enjoyable for somebody or the process of being provided with something interesting or enjoyable.
7. The automatic collection of MP-3 audiofiles from different sites on the Internet.
8. The main means of communication with large number of people, esp. television, radio and newspapers.
9. Games which are designed to play on the computer.

7 a) Complete the sentences with the words from Ex. 4 on p. 10.

1. British has traditionally been based on the principle that it is a public service.
2. The business is growing in Ukraine today.
3. Have you prepared anything to your guests yet?
4. The event received excellent coverage.
5. Have you recorded this song on the?
6. I read his comments in the yesterday.
7. All the information is kept on this
8. “Are you working on a computer or are you playing, Steve?”, mother asked.
9. “Where did you find this wonderful music?” – “In the”

b) Make your own sentences with the new words. See p. 10.



Conversation Lab

8 Speak in class. Talk about modern electronic and print media. Which of those help you to get to know the news quickly?



9 Write a list of questions about the press you want to get the answers to while working on the topic “Mass Media: the Press”.

Lesson 3. We Are in Fleet Street

- 1 a) Look at the picture. Where are Ann and Dan? What do you think they are talking about?



- b) Listen and read the dialogue. Say what makes Fleet Street in London such a popular place.

Ann: There is nothing else on earth like **Fleet Street***, Dan!

Dan: It used to be busier than any other street in London.

Ann: This street has been the home of the British press for 300 years. Here people could find the **headquarters** of many magazines, **press bureaus**, international **news agencies**, and **the attic offices** of **freelance journalists**.

Dan: So this is where all the world news came from.

Ann: Right you are. It was a Fleet Street **tavern** that the British press was born. More than three centuries ago the Great Fire (1666) destroyed the City of London. In those days writers had to move from their houses to the taverns of Fleet Street. There the news came from travellers who visited these taverns.

Dan: History lies under the steel and brick of modern Fleet Street.

Ann: The Street remembers Charles Dickens, Daniel Defoe who used to sit in its pubs, but it always let the news travel around and kept all people informed.

Dan: Today **the Canary Wharf*** has become the centre of world news because of the news agency **Reuters*** which has its offices there.

Ann: But many people still refer to the British press as "Fleet Street".

2 Read and complete the sentences.

1. Fleet Street is in
2. It has been the home
3. The news came from
4. History lies
5. Today the Canary Wharf
6. People still refer to the British press as

3 Fill in the words from the list, then make sentences using the completed phrases.

• headquarters • informed • news • strategically • attic • freelance • press • let •

1. journalists
2. agencies
3. bureaus
4. of many magazines
5. located
6. the offices
7. to keep
8. to the news travel

4 a) Look through the dialogue of Ex. 1 again and take notes about the history of Fleet Street.

b) Use your notes and talk about the historic home of the British Press:

- a place;
- a reason;
- writers;
- travellers;
- news.

5 Work in pairs. Act out a situation.

Pupil A. You have a guest from Great Britain. He / She is a freelance journalist. Ask him / her questions about the history of Fleet Street.

Pupil B. You are an English freelance journalist. Answer the questions.

6 Speak in class. Comment on the quotation “News always travels very fast.” Use the questions given below.

1. Why do you think people are interested in the news?
2. Do you think it’s important for us to analyse the news we hear critically? Why? / Why not?
3. What is the best way to get to know the news?

7  Find more information about Fleet Street. Write a short article to your school newspaper about it. Present your information in class.

Lessons 4–5. How Do You Get to Know the News?

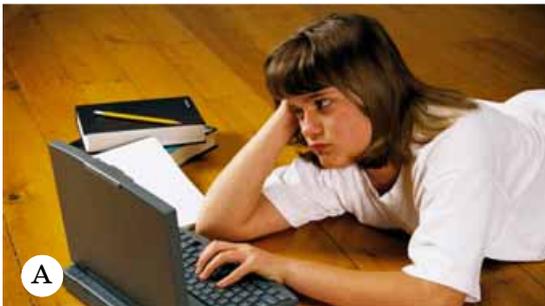
1 Listen and read. Say where the word *news* comes from.

A: *Is the word news a plural of the word new?*

B: *No, it isn't. I read it on the Internet that news comes from the first letters of the words north, east, west and south.*

A: *I don't think so. You can't believe everything you read. According to my dictionary, news comes from a French word meaning "new things".*

2 a) Look at the photos and say what the people are doing.



b) Work in pairs. Discuss the photos. Talk about:

- the newspapers your family reads;
- the radio programmes you find interesting;
- the TV programmes you are interested in;
- your favourite news websites on the Internet.

Example:

A: *How do you get to know the news?*

B: *I usually watch the news on TV. I also read the newspapers and sometimes I read the news on the Internet. What about you?*

A: *I read the local newspaper. What newspaper does your family receive or buy?*

B: ...

3 Look at the photos of the Ukrainian newspapers. Say what information you can find there. Use the words in the box:

- to have articles on
- to cover a wide range of topics
- to give information about
- to provide somebody with something
- news
- interviews
- reviews
- commentaries
- true-to-life stories



4 Read and say what makes newspapers popular nowadays.

A newspaper is a **publication** containing news and information. Newspapers may be of general or specific interest. They **keep** us **informed** about what is going on in the world. They entertain, educate, and examine the events of the day.

Newspapers usually come out daily or weekly. Nearly 60,000 newspapers are published around the world every day.

Some newspapers have a lot of **subscribers** – people who pay to have each **edition** delivered to their house.

Newspapers **provide** a service to the community by giving information at little cost. But they are businesses, so they need to make money. That's why in most newspapers, between one-third and two-thirds of the paper is taken up by **advertising**.

The number of newspapers in Ukraine is great. They cover a wide range of topics and provide the readers with the information about **current events** in the world as well as in Ukraine itself.

5 Work in pairs. Take turns to ask and answer the questions.

1. How many newspapers are published worldwide?
2. What are “subscribers”?
3. What intervals are most newspapers published at?
4. What do newspapers do to keep the cost to the reader low but still make money?

Grammar Lab: The Present Simple Passive Voice

The Active Voice sentences focus on what the person (subject) does or did. The Passive Voice sentences focus on the object of the action:

They publish the newspapers every day. (The Active Voice)

Newspapers are published every day. (The Passive Voice)

We use the Passive Voice if we don't know, don't care or don't want to say who (or what) did the action. The Passive Voice focuses on processes rather than on people.

We form the Present Simple Passive Voice by means of **is / are** and the third form (Past Participle) of the main verb.

is / are + V ₃

Positive

Between the third and two-thirds of the paper is taken up by advertising.

Negative

Newspapers are not / aren't delivered to their house.

Questions

Are international news covered by this newspaper? – Yes, they are. / No, they aren't.

6 Put the verbs in brackets into the Present Simple Passive Voice.

1. Any kind of information (to find) on the Internet.
2. Interviews with famous actors and actresses (often / to publish) in this magazine.
3. Entertainment programmes (usually / to broadcast) on the radio.
4. Computer games (to play) by many teenagers.
5. Podcasts (often / to listen) to by my brother.
6. Music (to record) on various types of discs or CDs.

7 Write the sentences in the Present Simple Passive Voice.

Example:

They often write news stories for their school newspaper. – News stories are often written for their school newspaper.

1. Many people in our town subscribe local newspapers.
2. He uses his laptop to read the news.
3. My sister writes posts to her blog every week.
4. Celebrity news always attracts their attention.
5. His friends don't read any magazines.

8 a) Work in groups. Make a list of newspapers you know.

b) Prepare brief information about one of them. Use the prompts given on page 17.

- 3 Read the article from a magazine. Say why the first English-language newspaper was not published in Britain.

The First Newspapers

The earliest newspapers were probably handwritten notices. They **were posted** to be read by the public. But the first true newspaper was a weekly newspaper. It **was started** in Germany in 1609. It **was called** *Strassburg Relation*. The Germans were pioneers in newspaper publishing. Johannes Gutenberg, the man who developed the idea of movable type, came from Germany.

At the beginning of the 17th century, the right to print **was** strictly **controlled** in England. This was probably the reason why the first newspaper in the English language **was printed** in Amsterdam by Joris Veseler around 1620. One of the first English-language newspapers, *The London Gazette*, **was printed** in England in 1665. "Gazette" was an old English word that meant "official publication". Many newspapers today still use the word 'gazette' in their names.

During the 17th century, there were many kinds of publications that told the readers both news and rumours. Among these were pamphlets, posters, ballads etc.

The first English journalist to achieve national importance was Daniel Defoe. In February 1704, he began his weekly, *The Review*, which **was** eventually **printed** three times a week.

- 4 Read and complete the sentences.

- The earliest newspapers read by the public.
- The idea of movable type by Johannes Gutenberg.
- At the beginning of the 17th century the right to print because
- The first newspaper in the English language
- The publications of the 17th century told the readers
- Daniel Defoe was

Grammar Lab: The Past Simple Passive Voice

We form **the Past Simple Passive Voice** by means of *was / were* and the third form (Past Participle) of the main verb.

was / were + V₃

Positive			Negative		
I / He / She / It	was	met. built.	I / He / She / It	was not	met. built.
You / We / They	were		You / We / They	were not	

Questions

Was the right to print strictly controlled then? – Yes, it was. / No, it wasn't.

Compare:

They started that newspaper in Germany in 1609. (Active Voice)

That newspaper was started in Germany in 1609. (Passive Voice)

5 Put the verbs in brackets into the Past Simple Passive Voice.

1. New products and services (to advertise) in every issue of this newspaper.
2. Newsprint was the name of the paper on which newspapers (to print).
3. The Interfax-Ukraine News Agency (to found) in 1992.
4. The news (to bring) by the reporters yesterday.
5. The worldwide gathering of the news (to speed) up at the beginning of the 21st century.
6. That article (to publish) in the latest issue of our local newspaper.
7. they (to invite) to a meeting with a famous journalist last week?



Conversation Lab

6 Work in groups of three. Listen to your friend's statement about the mass media. Then listen to the responses. Say who you agree with. Present your own opinion.

Example:

A: *Newspapers always tell the truth.*

B: *I don't think so. They present only one point of view on the subject.*

C: *To my mind, some newspapers tell both sides. They invite the readers for the discussion.*

1. Newspapers always tell the truth.
2. The Internet gives the most up-to-date news.
3. There won't be any newspapers in fifty years.

7 Put the verbs in brackets into the correct tense form and voice.

1. How many subscribers our local newspaper (to have) last year?
2. Current events (always / to highlight) on the front page of any newspaper.
3. I think she (to keep) us informed about the events tomorrow.
4. What intervals this magazine (to publish) at?
5. this magazine (to sell) worldwide?
6. Advertising (to become) more and more popular in Ukraine nowadays.

Lessons 8–9. Navigating the Newspaper

- 1 a) Work in pairs. Take turns to ask and answer the questions in the table. Add information.
- b) Speak in class. Say what you have learnt about your friend.

Questions	You	Your Friend
How do you get to know the news? ● from radio and TV ● newspapers and magazines ● the Internet ● from my friends and parents What do you like to read about or listen to? ● international news ● local news ● business and politics ● sport ● entertainment (films, cartoons, quiz shows) What's in the news now?		

- 2 Listen and repeat. Look at the newspaper. Say what its main parts are.

The diagram shows a newspaper page with the following labeled parts:

- Newspaper's logo and title:** THE TIMES
- The date:** NOVEMBER 18 2006
- A newspaper index:** Various small text boxes on the left side.
- Current events:** A section titled 'Students sue over Christian rights at colleges'.
- The reporter's name:** 'By David Ikin and Mark Swales'.
- The editorial:** A small box titled 'Why Harry Potter's first kiss required 24 takes'.
- The item:** A small box titled 'Free inside ASHES HANDBOOK'.
- The price:** £1.50
- The front page:** The entire newspaper page.
- The headline:** 'Students sue over Christian rights at colleges'.
- A photo:** A large photograph of a young man kissing a young woman.
- A column:** A vertical section of text.
- The article:** The main body of text under the headline.

3 Mrs Alison talks with her pupils about the structure of a newspaper. Read the text of her lecture and find what she tells them about the things in the list:

- the reason to read a newspaper;
- topics of the articles;
- a front page of a newspaper;
- sections in a newspaper;
- the editorial;
- the editor.

What’s happening around town? Who won the game last night? What’s on TV? If you want to get answers to these questions, read the newspaper. It will tell you all that and more. The reporters and freelance journalists will tell you about the national and local news, the weather and sports. You will also find opinions, feature stories, advice column, comics, entertainment, recipes, advertisements, and more. An index of the newspaper usually appears on the front page.



The front page of a newspaper gives a lot of information. It tells the name of the paper. The city it is printed in is also on the front page. It will tell you how much the paper costs and the date it was published.

Most newspapers are divided into sections. The newspaper index tells the readers what topics **the issue** covers. The first section tells all the news. It provides the readers with news about your town. It will tell you what’s happening around the country and in the world.

The most important news is on the front page. The editorial is also there. It is a special article usually written by the editor. It gives his or her opinion on a topic of current importance. Newspaper headlines briefly tell the reader what the stories are about. Headlines usually answer the questions “Who?” and “What?”

4 Read and tick the statements T (True) or F (False).

- 1. The editorial is on the front page of a newspaper.
- 2. The news is published on the last page.
- 3. You should look through the newspaper if you want to know the most important news.
- 4. You can find the information about international news in any newspaper.
- 5. The date the newspaper is also published on the front page.
- 6. The price of the newspaper isn’t written anywhere.
- 7. The newspaper index tells the readers what topics the issue covers.
- 8. Newspaper headlines give detailed information about the events.

5 Look through the newspaper index. Say what topics this issue covers.

CONTENTS		
News	Features	Markets
European News. 2	Editorial 1	Foreign Exchanges 13
International News 6	Business 5	Gold Markets 13, 14
World Trade News 11	Technology 7	Currency Exchange. 15
UK News. 3	Management 8	
Sports. 6	Arts 9	
Weather 11	TV and Radio. 10	
	Letters 12	

6 Use the newspaper index in Ex. 5 and answer the questions below. Name the section where you can find the information and the page number it appears.

1. Where can you look for results of last basketball games?
2. Where can you find out if you need to wear your raincoat tomorrow?
3. Where can you find the programme of tonight's TV shows?
4. Where can you find the editor's opinion of current events?
5. Where can you read the readers' opinions?
6. Where can you find information about the innovations in methods and processes used in the production of goods and services?
7. Where can your father or mother read the information on business issues?

7 Look through the newspaper index again. Work in pairs. Discuss what information you are interested in. What pages can you find it on?



8 Put the verbs in brackets into the correct tense form.

1. They usually (to publish) their comments on different topics in the newspaper.
2. He (to collect) all these discs and tapes for years.
3. In ancient times news (to come) from travellers.
4. What modern electronic and print media you (to know)?
5. We (to visit) the international news agency now.
6. Nowadays computers (to develop) into a mass form of media.
7. The father just (to read) the latest issue of "The Facts".
8. What kind of news the editorial (to discuss)?
9. Steve (to find) all the information by 5 o'clock yesterday.

Lesson 10. Reading a Newspaper



Listening Lab

- 1 Listen to Ann's report about early newspapers in the USA. Answer the questions.
 1. When was the first true newspaper printed?
 2. What was the name of the first successful newspaper in the USA?
 3. When did it begin printing?
 4. Why was 1833 important in newspaper publishing?
 5. List four ways the penny newspapers were like the newspapers of today.

- 2 Work in pairs. Take turns to ask and answer the questions.
 1. What kind of information do newspapers (magazines) offer?
 2. How does the information you get from newspapers help you understand the world today?
 3. What does the editorial usually deal with?
 4. Which of the news items in yesterday's and today's newspapers do you find most interesting?

- 3 Look and say what modern newspapers people in Great Britain and the USA read.



Start like this:

More and more people today are curious about everything that is going on around them. In my opinion, our fast-changing world makes us become more interested in the news.

People in many countries learn about current events from newspapers. They usually read them on their way to and from their offices or in the evening. In Great Britain and the USA people read...

Learning Strategies: Reading Newspapers and Talking News

Use the following formulas when talking or writing about current events and while retelling the article you have read in a newspaper or a magazine:

1. The newspaper carries an article on / about ...
2. The article presents the general picture of ...
3. The author (reporter) provides the detailed analysis of ...
4. The author (name) describes different problems connected with ...
5. The author draws our attention to / shows / tells us about ...
6. In the opening lines of the article the author tells that ...
7. The article deals with ... (the international / home events) ...
8. The aim of the article is to discuss / to show / to comment / to give facts / to exchange views on a wide range of problems ...
9. The keynote of the article is ...
10. We can draw the conclusion that ...
11. This article helps me understand / gives me useful information about ...
12. This article made me think about ...

- 4** a) Read the extracts from the newspaper articles and match them with the headlines.
- b) Say what topics the newspaper articles cover.

<p>1 <i>Write or wrong: New exam for 8th-graders?</i></p>	<p>2 <i>“The Queen” is crowned at London Film Awards</i></p>
<p>3 <i>Money trees, robot nannies, self-cleaning clothes: the wish list of UK parents</i></p>	<p>4 <i>ChildLine celebrates 20th Birthday after helping nearly two million children</i></p>

<p>A 30 October, 2006</p> <p>ChildLine (the UK’s free, confidential 24 hour helpline for children and young people, celebrates its 20th birthday on Monday 30 October. Since its launch in 1986, it has been the source of help for nearly two million children.</p> <p>In the last 20 years ChildLine has saved children’s lives, found refuges for children in danger on the streets, and given hope to thousands who had nowhere else to turn.</p>	<p>B CPS Policy would focus on writing before high school September 26, 20__ Chicago Sun Times BY ROSALIND ROSSI Education Reporter</p> <p>Chicago public schools are putting writing on the front burner.</p> <p>Next school year, 35,000 CPS eighth graders would have to pass a new three-part writing test or get at least a C in writing to graduate under a new promotion policy facing a Chicago School Board vote today.</p> <p>Kids who miss both those marks would have to go to summer school, and if they don’t get at least a C there, they would have to repeat the eighth grade.</p>
<p>C An extra pair of hands, more hours in the day and a self-cleaning house are the top three most-wanted tools to make family life easier.</p> <p><i>Your Family</i> asked more than 2,000 parents what they would invent to ease the pressure of family life and to give them more time with their children. Other suggestions included a three-day weekend, a cooker that prepares and serves food, a self-stocking kitchen, a housework robot and parenting advice on-hand 24 hours a day.</p> <p>One fifth of readers highlighted their concerns about a lack of outdoor space for children to play in.</p>	<p>D <i>The Queen</i>* made the 27th Awards of the London Film Critics’ Circle a right royal affair tonight.</p> <p>The British blockbuster, which has already received two Golden Globes and ten BAFTA nominations, came away with British Film of the Year and British Actress of the Year for leading lady Dame Helen Mirren.</p> <p>The awards were hosted by Mariella Frostrup and Paul Gambaccini at a ceremony held at London’s Dorchester Hotel.</p> <p>Marianne Gray, the awards chairperson, said, “The Queen symbolises everything that is right with the British film industry at the moment and it is great to see that it can compete with the best that Hollywood can offer.”</p>

- 5 Work in groups. Choose one of the articles of Ex. 4 on p. 25. Read it again and exchange the information with the other groups in class. Use the learning strategies on page 24.
- 6 Speak in class. Talk about the importance of getting to know the news. What Ukrainian publications keep you well-informed? What intervals are they published at? Do they cover the local news or worldwide? Where are the main events highlighted? How many subscribers do they have?
- 7 Compare two newspapers or magazines. How are they similar (different)? Make your comments on the way different topics are given.
- 8  Find and read one article from your local newspaper. Write a short summary about the events it describes to post on the Internet page. Use the learning strategies on page 24 as a plan.

Lesson 11. Writing News Stories

- 1 a) Read the vocabulary notes and the information given below. Say what you have learnt about the British newspapers.

Vocabulary Notes: Types of Newspapers

A **“quality”** newspaper is a newspaper which is produced to a high standard. This is mainly a national newspaper.

A **“popular” (tabloid)** newspaper is a newspaper on smaller pieces of paper, usually with many pictures and without much serious news.

A **local gazette (paper)** is a newspaper about the news related to the place where you live.

The British are a nation of newspaper readers. More newspapers per person are sold in Britain than in any other country. Many people have a daily paper delivered to their homes.

British newspapers can be divided into two groups: *quality* and *popular (tabloid)*. Quality newspapers are more serious and cover home and foreign news thoughtfully while the popular newspapers like shocking personal stories as well as some news. The quality newspapers are twice the size of the popular newspapers.

As well as the national daily papers, there are Sunday papers, again divided between the serious and the more popular. Some large towns also have evening papers containing local as well as national and international news.

Of course, the press means more than newspapers. In fact, there are magazines for practically every special interest you can imagine. There are women’s magazines, cooking magazines, or magazines dealing with gardening, science, cars, motorcycles, computers, modelling, home decorating, fashion, sports, body building, film, theatre, music and news magazines.

b) Work in pairs. Take turns to ask and answer the questions.

1. Why are the British a nation of newspaper readers?
2. What are the two main groups of the British newspapers?
3. How can these two groups of papers be distinguished?
4. The British press means more than newspapers, doesn't it?



Reading Lab

- 2 Read the statements given below and complete them to talk about your family reading habits.
 1. My always reads the news on the way to work.
 2. My likes reading but she doesn't like reading
 3. We usually buy to know what is on TV.
 4. My family likes to read,
- 3 Read Jane's letter about the British press and find two similarities and two differences in the reading habits of your family and hers.

Dear Ann,

I'm writing to tell you about the popular publications in Britain.

*A lot of people read newspapers when they are travelling to and from work. It's good to have something to read on the train or the bus, and newspapers are easy **to carry around** with you.*

*My mother usually gets *The Daily Mirror* on her way to work. As it's a tabloid, it's easy to read on the train, and the articles are nice and short.*

*I like reading all the latest gossips about my favourite TV stars. I also look at **the TV guide**, to see if there's anything good on television that evening. If I have time, I try to do the crossword.*

*My father usually reads *The Wall Street Journal*. He needs **to keep up with** what's happening in the business world for his job. He doesn't just read **the business pages**. He often looks at **the arts section** to see if there are any reviews of plays or concerts, and he says, that there's always something interesting on the letters page.*

Many people like to read the newspapers while they are having breakfast on Sunday morning, because it's a relaxing thing to do.

Nobody knows what will happen to newspapers in the future, but for the moment they are still a part of the British life.

What Ukrainian newspapers do you read?

Write to me and tell me all your news.

*Yours,
Jane.*

4 Read and tick the statements T (True) or F (False).

- ___ 1. People in Britain read newspapers only when they are at home.
- ___ 2. Newspapers just tell you the news.
- ___ 3. The articles in *The Daily Mirror* are short but boring.
- ___ 4. Jane reads all the latest gossips about TV stars in a newspaper.
- ___ 5. Jane usually looks at the TV guide and reads horoscopes.
- ___ 6. *The Wall Street Journal* helps businessmen to keep up with what's happening in the business world.
- ___ 7. Jane's father reads only the business pages in *The Wall Street Journal*.
- ___ 8. People in Britain never read a newspaper at meals.



Writing Lab: Writing a News Story

News stories appeal to the readers when they are carefully planned and well-written. A good news story is always up-to-date. It has to be published in a newspaper right after the event has happened.

Here is the list of things a professional reporter has to think about when writing a news story:

1. Decide on a subject of your story.
2. Discuss why it is important for the readers at the moment.
3. Think of the basic information about the story. The following questions can help you:
 - Who is the story about?
 - What happened?
 - When did this happen?
 - Where did this happen?
 - Why is this important?
4. Think of the interesting details about the story.
5. Read the first paragraph of the story. Decide if it has to be positive or negative. Include interesting facts to catch the readers' attention.
6. Write next paragraphs of the story.
7. Express your attitude to the event. Support your ideas with real-life examples and quotations.

5 Work in groups. Discuss the ideas of a news story for your school newspaper. Find a subject that is "newsworthy" and write a plan. Will the story be for a "quality" newspaper or for a "tabloid" newspaper?

- 6**  **Write a news story for the school newspaper. Follow the writing tips given above. Check your story for spelling and grammar mistakes.**

Lesson 12. Planning the School Newspaper



Project Work

- 1 Work in groups. You are having a class meeting. You want to design a school (class, etc.) newspaper. Share the roles. Follow the recommendations given below. Discuss your plans.

People in the Newspaper

Editor(s)-in-Chief

Responsibilities¹ include designing a layout² of a newspaper and deciding what stories to run, where to place them, etc.

Copy Editors

Responsibilities include proofreading³ stories for spelling, grammar and punctuation, and writing headlines.

Journalists

Responsibilities include collecting information, taking interviews, writing stories and headlines.

Art Designers

Responsibilities include drawing pictures, designing pages, etc.

Photographers

Responsibilities include taking and printing pictures, searching for necessary pictures on the Internet.



¹ A responsibility – відповідальність.

² A layout – *тум* макет (газети).

³ Proofreading – читка коректури.

2 Design a newspaper. Present it to your classmates (schoolmates).



Your Assignment

Your job is to establish the specifications of a newspaper before newsgathering begins. Design a newspaper flag. Locate or design art for stories. Complete the following information about the organization of the newspaper.

Name of the newspaper _____

Target readers _____
(class, the entire school, parents, teachers)

The motto of the issue _____

Editor(s)-in-Chief _____

Copy Editors _____

Production / Design Decisions

Page size _____

Number of pages _____

Number of columns _____

Type of production _____
(typewritten, photocopies)

Who will prepare material for production? _____

Who will be responsible for reproduction? _____

Editorial Decisions

Type of news sections _____

Journalists assigned _____

Interviews _____

Art / Design Decisions

Designers assigned _____

Locate or design art for stories _____

Deadlines!

Date news and feature stories must be completed _____

Date articles will be prepared for printing _____

Date newspaper will be printed _____

Date newspaper will be distributed _____

Lesson 13. Grammar Revision

1 Ask questions to the words in bold. Start them with the words in brackets.

1. Fleet Street has been the home of the British Press for **300 years**. (How long?)
2. Newspapers provide a **service to the community** by giving information at little cost. (What?)
3. She usually finds the information about current events **in a newspaper**. (Where?)
4. “Ukrainian Observer” usually describes **business, political and cultural issues in Ukraine**. (What kind of information?)
5. They read the editorial and discussed it in class **yesterday**. (When?)
6. The information is distributed **as soon as possible** by the “Interfax-Ukraine”. (How fast?)

2 Put the verbs in brackets into the Past Simple Active or Passive Voice.

Some newsletters (1) (to begin) during the Renaissance¹ in Europe. Merchants (2) (to spread) handwritten documents that (3) (to describe) the latest wars, economic news, and human-interest stories. After Gutenberg (4) (to invent) the printing press in the fifteenth century, printed newsletters (5) (to appear) in the late 1400s. Many “newsheets” in the 16th century even (6) (to have) illustrations.

Despite their popularity in Europe, newspapers (7) (to have) a rocky start in colonial America. A newspaper (8) (to call) *The Public Occurrences* (9) (to print) in Boston in 1690. Perhaps it (10) (to document) things too publicly. The publisher (11) (to arrest) by the authorities and all copies of the newspaper (12) (to destroy).

Remember, this (13) (to be) before the Bill of Rights* (14) (to make) freedom of the press a basic right in America.

3 Work in pairs. Use the prompts to make sentences. Then act out the conversation.

At the Newsagent’s

- A: Let’s / to buy / a magazine to read / .
 B: I / not to know / what magazine / to choose / .
 A: the choice of interesting magazines / great / .
 articles / you / to be interested in / What kind of / ?
 B: magazines / to include articles on many subjects / .
 I / to think / *Cool Magazine* / interesting / .
 A: OK / . / some / there / “how to” columns / There are / to find / .
 Experts / to write articles / to give tips on how to do something / .
 B: I / to like / your choice / .

¹ The Renaissance – епоха Відродження.



Conversation Lab

4 Work in pairs or in small groups. Read and act out the situations.

1. You are talking with your family about the newspapers and magazines you want to subscribe to for the next year. Tell your parents about the teenage publications you are interested in.
2. You are talking with a newsagent about the latest issue of the magazine you want to buy. Explain why you are looking for this very issue. Thank for his / her help.



5 Write a letter to your English-speaking friend about the publications you usually read. Include the following:

- where you get these editions;
- which kind of information you usually search for;
- who you usually share the news with;
- if you find the information in these publications reliable and why.

Self-Assessment

Think of your records. Tick how well you know it.

4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

	Now I can...	4	3	2	1
	<ul style="list-style-type: none"> • talk about the mass media • talk about the main publications in Ukraine, Great Britain and the USA • ask and present information about current events 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • understand information during a discussion 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • read and understand an article from a newspaper or a magazine • find the necessary information in a newspaper quickly • read and understand the language of a newspaper 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • write a news story 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 2

School Life



In this unit you will...

Listen, read and talk about...

- school rules
- school subjects
- stages of education and schools in Ukraine
- different types of schools in Great Britain

Learn how to...

- ask and present information about school subjects and school rules
- understand information during a discussion

Practise/Revise...

- tense forms
- sentences with the conjunctions *If...* and *Unless...*

Write/Make...

- a letter to a newspaper
- a composition about school subjects
- an article to a school newspaper



Lessons 1–2. My Studies at School

1 Work in pairs. Discuss the questions.

1. What school do you study at?
2. Are there any school rules that you have to follow?
3. What do you like about going to school?
4. What don't you like about going to school?
5. What would you like to change in your school (classroom)?
6. Is your school a nice place to study?

2 Read and say what Ann likes about going to school.

Dear Mary,

How are you? Are you happy to be back to school?

There are some things that I like about going to school.

*Firstly, I like to meet my classmates. Many of them are very nice people. **As soon as** we come to the classroom, we discuss our problems, talk about life, future plans and other things.*

Secondly, it is interesting to do the projects or the experiments during the lessons. My favourite subjects are Geography, History and English.

*Thirdly, school helps me to get some social skills. I learn to be positive and flexible. I learn to share the attention of my teachers with the other pupils in class. I respect my teachers because all of them are intelligent, **highly qualified, sympathetic** and understanding.*

*However, there are some things that I don't like about going to school. **To start with**, I have to get up very early as I don't live close to my school. **Also**, we have to wear a school uniform. It's boring! **Finally**, I always have to do my homework and don't have much free time for my hobbies.*

*All in all, school life is fantastic. We not only **enrich** our knowledge about life, but learn how **to get on with** each other. We learn to combine work and leisure.*

What do you think about going to school? Are there any rules you have to stick to in your school?

Write to me and tell me all your news.

*Best wishes,
Ann.*



3 Read and tick the statements T (True) or F (False).

- 1. Ann likes both: all school subjects and people at school.
- 2. School helps the children get some social skills.
- 3. Ann learns to develop positive qualities in her character.
- 4. Ann likes all the school rules.
- 5. Ann doesn't feel comfortable with her homework.
- 6. School is not only subjects – it is the school of life.

4 a) Fill in *am, is / isn't, are / aren't, or do / don't*. Name the tenses of the verbs, then explain their usage.

b) Listen and check your answers.

A: Where you from, Larysa?

B: I from Kyiv.

A: you enjoy it here, in Artek-Bukovel?

B: Definitely. Nature is really beautiful here. Besides, I have a chance to meet children from all over Ukraine in this youth camp.

A: Larysa, you miss your school friends?

B: No, I But I wish they were here. When I back home, I'll have lots of stories to tell them. I think that we enrich our knowledge about the surrounding world as well as practise our life skills.

A: there any things that you like about going to school?

B: Yes, there I like everything: my friends, teachers, the school building and the activities we have.

A: Enjoy your time in Artek!

B: Thank you very much.

5 Read and complete the sentences with the word combinations from the list. Use the verbs in the correct tense form.

- to discuss something • to get good knowledge
- to be understanding and sympathetic • to happen • to enrich somebody's knowledge
- to get on well • to cope with something • to combine work and leisure •

1. She during the day. To my mind, she has learnt to plan her working day perfectly.
2. Steve has joined the Chemistry Club in this school subject.
3. Whatever, don't forget to ring Mark.
4. They a story when the school bell rang.
5. There was too much work for our computer
6. My youngest brother with all his classmates.
7. My elder brother is rather successful in business. I think he when he was at school and at the university.
8. My friends They are easy to be with and always keep our secrets.



Writing Lab: Linking Words and Phrases

Linking words show the logical relations between sentences or parts of a sentence.

We use linking words and phrases in a composition to make our writing more interesting and easier to understand to the reader.

Linking words and phrases are used to:

- show time: *when, before, as soon as*;
- list points: *firstly, secondly, etc.*;
- add more points: *and, moreover, also, etc.*;
- show cause or effect: *because, so, as a result, etc.*;
- give examples: *for example, such as, etc.*;
- show contrast: *however, on the one hand, on the other hand, etc.*;
- show purpose: *to, so that, in order (not) to, etc.*;
- describe the conditions: *if, whether, unless, only if, etc.*;
- introduce a conclusion: *all in all, to sum up, etc.*

6 Look through the text of Ex. 2 on p. 34. Find linking words and phrases and say why they are used there.

Example:

The linking word 'firstly' is used to list a point.

7 Work in groups. Discuss the things that you like / don't like about going to school. Take notes. Think of:

- school rules;
- school traditions;
- clothes to wear;
- people;
- a school building.



8 Speak in class. Talk about your school rules, traditions and studies.

- What things make your school life exciting?
- What's more important to you: school lessons or extra-curricular activities? Why?
- Do you think the general public in the school neighbourhood should be informed about the ongoing school events and projects?

9  Write a short story to your school newspaper about the things you like / don't like about going to school. Use the linking words to list your points of view. What are the things you would like to change in your school life?

Lessons 3–4. Going to School in Ukraine

A **secondary school** – загальноосвітня середня школа.

A **lyceum** – ліцей.

A **gymnasium** – гімназія.

A **language school** – спеціалізована школа з поглибленим вивченням іноземної мови.

- 1 **Work in pairs. Look at the photos. Use the prompts to ask and answer the questions about them.**



A

Olena – the 8th form – a secondary school – good school facilities – to prepare a report on History.



B

Oles – the 8th form – a lyceum – Algebra and Geometry – a school basketball team – to train for the competitions.



C

Schoolchildren – a gymnasium – social work – to work cooperatively – to make a difference – to develop life skills.



D

The pupils of a language school – the European Club – to have penfriends around the world – to write letters – to learn more about the life in other countries.

Example:

A: *Where is Olena?*

B: *She's in the Information Technology classroom.*

A: *What is she doing there?*

B: *She is preparing a report on History.*

A: Are there good facilities in her school?

B: Yes, there are.

A: What type of school does she study at?

B: She studies in a secondary school.

- 2 Speak in class. Say what type of school you study at. Tell your classmates about the activities you have in your school and participate in.
- 3 Read what the children say about the school they go to. What makes their education there so special?



Maksym Shcherbyna, 13: “I’m fond of Maths and Physics. I’m happy to get my education in the same lyceum where my two elder brothers went to. I think I’ve made excellent progress in my studies, and I hope I’ll be a good support in a family business in future.”



Natalia Sokolova, the sister of Alex and Liz, is the third Sokolova to join the City Humanitarian Gymnasium. In her first year in the gymnasium she got the highest marks in Ukrainian Language and Literature as well as in Maths and Physics.

“I am sure my family support and my brother’s and sister’s **previous experience** have made my studies so successful. I am proud to be a part of this gymnasium.”



Ihor Ivasiuk, 13: “It’s very important that we can choose schools for ourselves to go to. I study at a language school. I have usual subjects in my timetable. We have five English lessons a week. Besides we have some language clubs. I am a member of the Debate Club, for example. My parents and my elder sister studied in the same school. My English teacher taught my mother when she went to school. Can you believe that?”

- 4 Read and tick the statements M (Maksym), N (Natalia), I (Ihor).

- 1. I am fond of Maths and Physics.
- 2. I had a very distinctive year, and my brother’s and sister’s previous experience was very helpful.
- 3. I have five English lessons a week.
- 4. I have made excellent progress in my studies.
- 5. It’s very important that we can choose schools for ourselves to go to.
- 6. I am proud to be a part of this gymnasium.

Learning Strategies: Listening Activities

1. Read the rubrics in the table carefully.
2. Think of the topics the speakers will mention.
3. Think of things you would like to know and write questions.
4. Listen carefully and see if you get all the answers to your questions.
5. Listen for the details and complete the table.

- 5 a) Listen to the children talking about the schools they go to – a secondary school and a gymnasium. Complete the table.**

Questions	A Secondary School	A Gymnasium
Location and size		
Facilities		
School subjects		
After-school activities		

- b) Work in pairs. Compare your results. Ask questions to add information to your table.**

- 6 Read and match the people who work at school (1–10) with the work they do (a–j).**

1. Headmasters	a) help the Headmaster run the school;
2. Physical Education Teachers	b) keep the Headmaster's Office running;
3. Social Workers	c) check the books in the school library;
4. Psychologists	d) check records to make sure children are healthy;
5. Art and Music Teachers	e) plan how to teach English, Science, Maths and other school subjects;
6. Librarians	f) work with pupils, their parents and teachers to test and understand how to help children study better;
7. Secretaries	g) check the sports equipment;
8. Teachers	h) teach students to draw, sing, understand notes, play and sing from the music;
9. School Nurses	i) decorate the classrooms for the new school year;
10. Vice Principals (Assistant Principals)	j) get ready to greet the pupils and run the school during the year.

7 Speak in class. Talk about the people who work at school. Use Ex. 5 on p. 40. Start like this:

All schools are different, but there are some people who are always ready to help the schoolchildren. They are Etc.

8  Put the verbs in brackets into the correct tense form.

1. – What are you doing now? – I (to check) this computer.
2. – Who (to work) with students, their parents and teachers to help children study better? – I think, school psychologists.
3. Our school nurse (already / to check) all the important records.
4. The librarian (to check) the books, when I (to come) into the library.
5. Can I (to talk) to your parents?
6. The new Headmaster (to run) our school this year.

Lesson 5. Primary and Secondary Education in Ukraine

1 Look at the photos of the classrooms in primary and secondary school in Ukraine. How are they different? Do they remind you of the classrooms in your school?



Reading Lab

2 a) Work in pairs. Write a list of questions about the system of education in Ukraine.

b) Read the magazine article on page 42 and try to find the answers to your questions. Say what the main stages of secondary education in Ukraine are.

Primary and Secondary Education in Ukraine

In Ukraine children start going to school at the age of six or seven. There are also **kindergartens** in Ukraine, where children study from three-four years old. Primary and secondary education is **compulsory** and **free**. Primary and secondary education in Ukraine is divided into:

Stage 1: the primary school – four years of studies. Children get basic knowledge and skills in mathematics, languages and **nature study**.

Stage 2: the basic secondary school – five years of studies. Pupils get knowledge and skills in science and **humanities**, mother tongue and foreign languages. The basic school certificate gives 14–15 year olds the right to continue **schooling** both at the upper secondary school and colleges or vocational schools.

Stage 3: the upper secondary school lasts two years. Pupils can either continue their education in a secondary school or can change schools and begin to and study more detailed mathematics and physics, biology, history, or get computer skills and a trade education. After finishing the 11th form of the upper secondary school, a lyceum or a gymnasium, one must take standard assessment tests and go into higher education. All **applicants** become students on a competitive basis according to their test results.

3 Look through the text of Ex. 2 and complete the table given below.

Questions	Stage 1	Stage 2	Stage 3
	The primary school	The basic secondary school	The upper secondary school
Age of Pupils			
Period of Studies			
Aim			
Subjects			
Skills			
Certificate			

4 Read and choose the correct item to complete the sentences.

- In Ukraine children start going to school at years old.
 - four-five
 - six-seven
 - five-six
- Primary and secondary education is
 - compulsory
 - free
 - compulsory and free
- Primary and secondary education in Ukraine is divided into stages.
 - two
 - three
 - four

Lesson 6. School Subjects

- 1 Read the pages from Jane's planner and compare the subjects she studies with those in your timetable. Say what differences you've found.

Week beginning: 16 th October, 20__				
	Subject	Homework Details	Date Due	Time Spent
Monday	English Language			
	English Literature			
	Maths			
	Science			
	Geography			
	Home Economics*			
Tuesday	French Language			
	ICT ^{1*}			
	History			
	Maths			
	Religious Education			
	Art, Drama and Music			

- 2 Work in pairs. Discuss the questions given below.

1. What school subjects are you interested in?
2. Who helps you cope with difficulties in your studies: friends, teachers or parents?
3. What subjects do you study in the basic secondary school? Which of them are you interested in (good at)?
4. Are there any important subjects or are there any that you think you don't need?



¹ ICT – Information and Communication Technology.

- 3** Read Jane's composition about the importance of some school subjects and put the paragraphs (A–E) in the correct order. What ideas do you agree and don't agree with?

*English and Maths Are More
Important Subjects than Art and Music*

A *On the other hand, Art and Music are just as important as English and Maths. For instance, learning how to draw or play the musical instrument helps develop your creativity and imagination. In addition to this, subjects such as Art and Music can provide children with a well-rounded education rather than just basic skills.*

B *First of all, when you know how to read, write and do simple calculations, you have the tools to cope with everyday tasks. For example, the ability to read and write can help you communicate and express yourself clearly. Moreover, you need basic Maths for such daily chores as doing your shopping, or paying your bills.*

C *Modern school today offers a great variety of subjects. I strongly believe that, although subjects such as Art and Music are important, English and Maths are the most fundamental part of our education.*

D *It seems to me that English and Maths are vital subjects. People won't be able to cope with even the simplest tasks in their daily life without learning to read, write or do arithmetic.*

E *I am sure, it is necessary to have good knowledge of English and Maths in order to find even the simplest job.*

- 4** Read the composition again and match the paragraphs to the correct heading. What arguments for each subject does the writer present? How does she support each argument?

- ___ 1. State opinion.
- ___ 2. Arguments for one group of subjects and justifications.
- ___ 3. Present topic.
- ___ 4. Arguments for the second group of subjects.
- ___ 5. Summarising the topic.

- 5** Look through the composition and tick Mth (Maths), E (English), M (Music).

- ___ 1. Helps to develop creativity and imagination.
- ___ 2. Helps to deal with everyday matters.
- ___ 3. Helps to communicate and express yourself clearly.
- ___ 4. Helps to find even the simplest jobs.
- ___ 5. Helps to develop basic life skills.
- ___ 6. It is important for well-rounded education.

- 6 Look at the photos below and describe the classrooms and the activities pupils do during the lessons.



A

A CHEMISTRY LAB

- To be well-equipped with
- Schemes and tables
- The equipment for laboratory experiments
- To carry out experiments
- To give a demonstration of the experiment
- To make careful observations



B

AN ENGLISH STUDY

- To have modern equipment
- To improve listening and reading skills
- To develop communicative skills
- To practise pronunciation and grammar
- To be satisfied with the results
- To show good knowledge of something
- To cope with homework easily

- 7 Describe one of the classrooms in your school. Say:

- what floor the classroom is located on;
- what school subject you are taught there;
- what it looks like (modern, large / small, etc.);
- how many people can work there at a time;
- how the walls are decorated;
- if there is anything you'd like to change;
- if there are any exhibitions of pupils' works in it;
- what furniture and equipment are like, etc.



- 8 Write a letter to your English-speaking friend telling him / her about your school and school subjects. Describe the school building and classrooms in it. What school subjects are more important for you and why?

Checklist questions:

- What type of composition should you write?
- Who is going to read your work?
- What style should you use?

Lessons 7–8. Schools in Great Britain

- **Pre-school education** – дошкільна освіта (для дітей до 5 років).
- **Primary education** – початкова школа (для дітей віком 5–11 років).
- **Secondary education** – середня школа (для дітей віком 11–16 років).
- **A nursery school (a kindergarten)** – дитячий садочок.
- **A preparatory (prep) school** – приватна початкова школа (для дітей віком 5–13 років).
- **A public school** – приватна школа у Великій Британії (для дітей віком 5–18 років).
- **A comprehensive school** – загальноосвітня школа у Великій Британії (для дітей віком 11–16 років).
- **An independent school** – загальноосвітня школа, яка знаходиться на утриманні приватної організації.
- **A grammar school** – школа з поглибленим вивченням шкільних предметів.
- **A boarding school** – школа-інтернат, в якому учні проживають протягом семестру. У Великій Британії більшість приватних шкіл є школами-інтернатами.



1 Read the magazine article and name the types of schools in Great Britain.

Education in Great Britain

The system of education in Great Britain is rather **complicated**. It is compulsory from the age of five to sixteen. Children under 5 years old **receive** pre-school education. They go to a nursery school or a kindergarten.

All children receive their primary education between the ages of 5 and 11. Most primary schools are state and free. At about 11 children begin their education at a comprehensive school, or a grammar school. The comprehensive system is **non-selective**. It means that all children go from one school to another without taking any exams.

Those who take the examination, go to grammar schools, where they receive more academic education. Some children go to independent schools run by private organizations, for which their parents have **to pay fees**. Some pupils especially those who want to apply to university, stay at school for the sixth form or go to a sixth-form college.

About 10 per cent of children attend private schools: preparatory or prep, and public schools. Many prep and most public schools are boarding schools. These are schools where students live as well as study. It is very expensive for parents to send their children there.

Most primary and secondary schools offer a wide range of extra-curricular activities, including sports, music, community service and trips to places of interest.

Schools in Britain have three terms a year. Each term has got a short break in the middle. Besides, children have longer Christmas and Easter holidays.

(Taken from "Oxford Guide to British and American Culture")

2 a) Match the words from the article (1–9) to their definitions (a–h).

b) Write sentences about education in Great Britain. Use the words from the table below.

1. Education	a) difficult to understand;
2. Comprehensive schools	b) schools where students live and study;
3. Complicated	c) the process of teaching and learning usually at school, college or university;
5. Boarding schools	d) all-inclusive schools in Great Britain;
6. Compulsory	e) must be done because it is the law;
7. Public schools	f) schools run by private organizations;
8. Kindergartens	g) the most expensive private schools in Great Britain;
9. Independent schools	h) schools for children under 5 years old.

3 Work in pairs. Take turns to ask and answer the questions given below.

1. When do the British children start going to school?
2. What kind of education do the children under 5 years old receive?
3. How long do children stay in a primary school?
4. Where do they continue their education after that?
5. What kind of education do the children get in a grammar school?
6. What do the children do in the sixth form?
7. What do you know about public schools in Britain?
8. What kind of schools are boarding schools?

4 Look and say what types of school schoolchildren in Great Britain study at.

The School System in the UK

Class	UK school	Age
	Nursery school, playgroup, or kindergarten (optional)	3 4
Reception class	Infant school	5
Year 1		6
Year 2		7
Year 3	Junior school, primary school	8
Year 4		9
Year 5		10
Year 6		11
Year 7	Secondary school	12
Year 8		13
Year 9		14
Year 10		15
Year 11		16
Year 12	Technical college, sixth form college	17

(Taken from *Longman Essential Activator*)



Listening Lab

5 Listen to Tim Hardy talking about his studying at school and choose the correct item to answer the questions.

- Where does Tim live?
 - Ukraine
 - the UK
 - the USA
- What type of school does he attend?
 - public
 - comprehensive
 - grammar
- What key stage of education is he on?
 - Key Stage 1
 - Key Stage 2
 - Key Stage 3
- What year of studies is it?
 - 1
 - 4
 - 8
- “A comprehensive school” means
 - exclusive
 - all-inclusive
 - boarding
- Schoolchildred who go to a comprehensive school are taught for all their school subjects.
 - in groups
 - individually
 - as a class

6 a) Complete the text with the words from the box.

- nursery school • state school • secondary school • private school
• primary school • university •

The Schools I Went to



I started (1) when I was five, but before then I went to a (2) for a couple of years. I only stayed for three hours there from nine in the morning until twelve. At primary school we stayed until three in the afternoon. I really enjoyed primary school. I made lots of friends there. We didn't have much homework and we played a lot. When I was eleven, I started (3) and things became more difficult. We studied from nine until four every day. I went to a (4) It was free. The government paid for everything. It was OK, but my parents wanted me to go to a (5) It was expensive, but the school was

better and the students could get better exam results and get a better job in future. I left school when I was sixteen. I want my children to study at (6)!

b) Look through the text above and complete each sentence with one word.

1. I went to nursery school for a of years.
2. I really primary school. It was great!
3. I lots of good friends at school.
4. At the age of eleven I started
5. We studied from until every day.
6. The students from schools could get exam results and get a job in future.



Conversation Lab

7) Work in pairs or small groups. Discuss and compare the British and Ukrainian systems of education. Complete the table below.

Schools in Great Britain	Schools in Ukraine
Children start school at the age of 5.	Children start school at the age of 6.
...	...

8)



Write a short article to your school newspaper about the educational system and schools in Great Britain.

Lesson 9. After School

1 Work in pairs. Take turns to ask and answer the questions.

1. What after-school activities can children take up?
2. What clubs and sections do you have in your school?
3. How can attending any club be effective in your studies at school?
4. Do you attend any club or section?
5. Who helped you choose after-school activities for yourself?

2 a) Work in pairs. Look at the photos and discuss the questions.

b) Say which of these after-school activities you would like to take up.

- Do you think the children are enjoying themselves? (Why? / Why not?)
- What effects does the participation in the school clubs have on their personal development?
- Is there a relationship between somebody’s interests and their personality? (Why? / Why not?)
- Is it possible to attend a few clubs at a time?
- Do you think extra-curricular activities are an important part of school life? (Why? / Why not?)





C



D

- 3 Read the article from a teenage magazine. What new pieces of advice have you found for yourself?

How Can You Get Involved?

At the beginning of the school year school-children decide which after-school activity to take up. Teachers often make announcements about those in your school. For example, your history teacher may be the debating team advisor.

Look on school bulletin boards and in the school newspaper. Ask friends what they like. Talk to the activity advisor before you join.

You can ask about:

- **Age.** You may join an activity at a certain age only.
- **Physical condition.** Talking with your family doctor may help you decide whether a club is a good choice for you.
- **Marks.** Many groups require high marks in school subjects to join.
- **Time.** If you're involved in competitive sports, you need to have enough time to practise and compete.

Each school has its own list of after-school activities. If you don't find what you want, try other clubs in the place where you live.



- 4 Read and complete the sentences.

1. At the beginning of the school year, teachers often
2. You can find announcements
3. Ask your friends what

4. Some things to decide before joining any club include
5. Each school is unique with its own
6. If you don't find what you want in your school, you can



Conversation Lab: Discussing the Choice of After-School Activities

5 a) Listen and read the dialogues.

1.

A: Hi, Steve! Have you read the announcement on the school bulletin board?

B: Do you mean the one which invites the 10–13 year olds to join one of the school sports clubs?

A: Yes, I do. What about joining the basketball club? I think we both have the physical conditions it requires.

B: Your idea sounds really great. Do you have enough time to practise three times a week?

A: I hope I do. Nevertheless, I'll have to make changes in my daily timetable.
2.

A: Did you know that the new tennis club is opening in our school next year?

B: Yes, Nick has told me about that.

A: Are you going to attend it?

B: Yes, I believe I can become a good part of the school team.

A: Actually, I have joined the club, too.

b) Work in pairs and act out similar dialogues with your friend. Use the information from Ex. 3 on p. 52.



6 Complete the text with the words from the box. Put them into the correct tense form.

- to quit
- to enjoy
- to plan
- to rejoin
- to keep
- to think
- to explain
- to take up
- to feel (x2)
- to join
- to take
- to improve

Too Much of a Good Thing?

Once you (1) an activity, you have (2) it. You mustn't (3) stressed. It's important (4) a balance between schoolwork, after-school activities, and your health. If you (5) a club and need (6) for any reason, (7) with the teacher or coach. Be direct and polite and (8) your situation and feelings. Sometimes it's just not the right choice for you or it (9) too much of your time. Perhaps you have (10) your schedule better, (11) your marks in some of the school subjects and (12) later. Saying "no" can be the most responsible thing to do.

Lessons 10–11. School in the News

- 1 Look at the photos. Say why you think these students have become successful. What made them struggle for the best results?



- 2 Read the newspaper article and say what the students in some American schools are paid for.

Should Students Get Paid for Good Grades¹?

Nowadays schools in the USA struggle to find ways to motivate students to stay in school and prepare for standardized tests better. More administrators are considering rewards, including cash for the best students. Several New York City schools are offering cash prizes based on attendance records and standardized test scores. Fewer than 10,000 students are in the city's pilot programme. If the results are positive, the others may follow it.

Some educators think that such programmes are quite good. Schools in states like Massachusetts and Texas already reward children for perfect attendance, or for reading a certain number of books.

Critics, however, say that such programmes will lead to higher test scores among at-risk students. They say that students should learn not only because of money they are paid. They should study for the sake of knowledge as well. Unless they have the motivation to focus and sit through the entire course, they learn nothing.

- 3 Read and tick the statements T (True) or F (False).

- ___ 1. Schools in the USA struggle to find ways to motivate students to stay in school and prepare for standardized tests better.
- ___ 2. More administrators are against cash rewards for the best students in class.

¹ Grades (AmE) = marks (BrE).

- ___ 3. Only students in high school can get paid for their attendance records and standardized test scores.
- ___ 4. Fewer than 10,000 students are in the city’s pilot programme.
- ___ 5. Educators think that such programmes ought to be given a chance.
- ___ 6. Critics, however, say that money mustn’t motivate the students to study better at school.

4 Work in small groups. Discuss the questions.

1. Does your school reward students for the achievements in their studies?
2. Who can become a top student?
3. What can motivate students to study better?

Grammar Lab: Sentences with the Conjunctions *If...* and *Unless...*

We use the conjunction *If...* in a compound sentences to talk about two possibilities.

You have to observe some punctuation rules.

1. Start with *If* and use a comma (,).

If the results are positive, the others may imitate it.

2. Put *If* between the two parts of the sentence. Don’t use a comma then.

The others may follow it if the results are positive.

We use the conjunction *Unless* to mean ‘*If... not*’. We use positive form of a verb in this part of a sentence.

You can’t get a cash prize unless you get good results in your tests.

(= *You can’t get a cash prize if you don’t get good test results.*)

5 Use *If* to put the sentences together in two ways.

Example:

Mike works hard at his homework. He probably has the best test results in class.

If Mike works hard at his homework, he probably has the best test results in class.

Mike probably has the best test results if he works hard at his homework.

1. He trains a lot. He can win the school running competition.
2. I can’t solve this problem. I can ask my teacher for help.
3. You look tired. Why don’t you have a rest?
4. Our class wins the school basketball competition. We get a prize.
5. They are good students. They keep the school rules.
6. Ann is a monitor in our class. She gets higher test scores.

6 Rewrite the sentences using the conjunction *Unless*.

Example:

Children can't be rewarded if they don't follow school rules. – Unless children follow school rules they can't be rewarded with a cash prize.

1. You can't hear all the teacher's explanation if you don't come on time for the lesson.
2. If you aren't ready for the lesson, you can't answer the teacher's questions well.
3. You aren't the best student in class if you sometimes don't wear a school uniform.
4. If she doesn't pass her exam, her parents can't be happy.
5. My father doesn't drive me to school in his car except if I'm really late.
6. We usually go to the cinema on Sundays if we aren't busy with our homework.

7 Choose the correct item to complete the dialogues.

1. **A:** Dad, *if / unless* you help me with my homework, *I'll never pass / I'll pass* the test.
B: OK, *I can / I'll come* in a minute.
2. **A:** *As long as / Unless* you work out regularly, you won't have better results.
B: I know but with my busy schedule, it's hard to find the time.
3. **A:** Can I have some friends over tonight?
B: Yes. *Only if / Unless* you *finish / will finish* all your chores first.
4. **A:** Would you like to go to the debate club, Sue?
B: I'd love to *if / unless* they *discuss / will discuss* my favourite topic.

8  **Write a letter to a newspaper. Present your point of view on the article of Ex. 2 on p. 54. Use the questions below and the sentences with *If* or *Unless*.**

- Do you think students need the promise of rewards to get good grades?
- What's your major reason for studying better? Do your parents reward you for high test scores?
- Does the school reward you? What do you think can make a difference in how you approach schoolwork?

Lesson 12. Planning the School Newspaper



Project Work

- 1 Work in groups. You are having a class meeting. You want to design a new issue for your school (class, etc.) newspaper. Share the roles. (See p. 29.) Follow the recommendations given below. Discuss your plans.
- 2 Write articles and design a newspaper. Present it to your classmates (school-mates).

Your Assignment

Your job is to decide on the school events or achievements you would like to write about. Complete the following information about the organization of the newspaper issue.

Name of the newspaper _____

Target readers _____
(class, the entire school, parents, teachers)

The motto of the issue _____

Editor(s)-in-Chief _____

Copy Editors _____

Production / Design Decisions

Number of pages _____

Number of columns _____

Type of production _____

Editorial Decisions

Type of news sections _____

Journalists assigned _____

Interviews _____

Art / Design Decisions

Designers assigned _____

Locate or design art for stories _____

Deadlines!

Date news and feature stories must be completed _____

Date articles will be prepared for printing _____

Date newspaper will be printed _____

Date newspaper will be distributed _____

Lesson 13. Grammar Revision

1 Ask questions to get more information.

1. My friend goes to a comprehensive school in London.
2. I want to get the highest marks in my school tests.
3. Our school life is very interesting.
4. My friend would like to study abroad.

2 Put the verbs in brackets into the correct tense form and voice.



Mark (1) (to be) 13 years old. He (2) (to live) in Manchester and (3) (to go) to a grammar school.

Mark (4) always (to enjoy) using computers. He (5) (to start) using them three years ago. He (6) (to use) it to write his English compositions. This year, Mark (7) (to do) very well in his school tests and, as a reward, his parents (8) (to buy) him a router.

A router (9) (to allow) his computer to have the Internet access. Mark (10) (to use) his router for a few weeks now. He (11) (to send) messages to his friends all over the world. He (12) even (to play) computer games with his friends in Australia.

3 Write the sentences using the conjunctions *If* or *Unless*.

1. I have time / I go to the cinema.
2. Sue finishes her homework / she can't play computer games.
3. Bill learns the grammar rules / he will make a mistake.
4. The school holidays start / we can't have a rest.
5. Steve improves his test results / he can't join the swimming club.
6. They buy a modem / they can't surf the Internet.
7. No man will work for your interests / they are his.
8. Our dreams / come true / we don't work hard.

4 Read the text. Find the verb in each sentence and say what tense form it is used in.

Many children enjoy school every day, but some of them only like it on holidays when it's closed. We decided to make all our children happy at school. So we organized a composition contest "The Funniest School Day in My Life". All the children enjoyed it. They told us many funny stories to amuse us. We've made "The Golden Book of School Stories" and now you have a good chance to read it.

One day Sharon brought a wonderful essay to school. Her English teacher looked through the essay attentively and said, "Sharon, this essay looks as if your mother wrote it."

Sharon was a clever and fun-loving girl. She answered immediately, "I borrowed my mum's pen, Miss."

Harry is always cheating in the lessons. So his teachers try to prevent his cheating.

One day Miss White said, "I hope I didn't see you cheating, Harry."

Harry smiled and answered, "I hope you didn't either, Miss."

One day our PT teacher started a lesson by giving a lecture about students coming late to school but someone in the meanwhile shouted that it was our PT teacher's birthday and all the kids started clapping on such a serious topic.

The PT teacher got angry about it but couldn't do anything.



Conversation Lab

5 Read and act out the situations.

1. Ask your friend questions about his school. Ask about the type of school he goes to and the school rules.
2. Talk about school subjects you are good at (fond of). What motivates you to study them and get the highest marks?



6 Write a short story "The Funniest School Day in My Life".



Self-Assessment

Think of your records. Tick how well you know it.

4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

	Now I can...	4	3	2	1
	<ul style="list-style-type: none"> talk about stages of education in Ukraine talk about different types of schools in Ukraine and Great Britain ask and present information about school subjects and school rules 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> understand information during a discussion understand information of the interview 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> read and understand a magazine article find the necessary information in the text look for the details in the text to support the personal idea of the discussed questions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> write a letter to a newspaper write a short story 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 3

Books and Writers



In this unit you will...

Listen, read and talk about...

- *the habit of reading*
- *literary genres*
- *different kinds of books*
- *your favourite books and literary characters*
- *British and Ukrainian writers*
- *a modern school library*
- *library rules*

Practise/Revise...

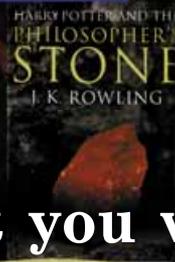
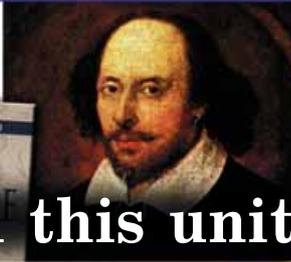
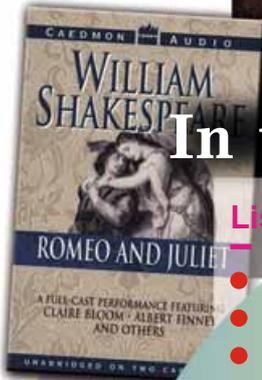
- *tense forms*
- *Passive Voice: Future Simple*
- *Passive Voice*

Learn how to...

- *order books in a library*
- *ask for somebody's opinion*
- *express your own opinion about the book you've read*

Write/Make...

- *a book review*
- *an article to a school newspaper*
- *a biography of a writer*



Lessons 1–2. Stories, Stories, and Stories...

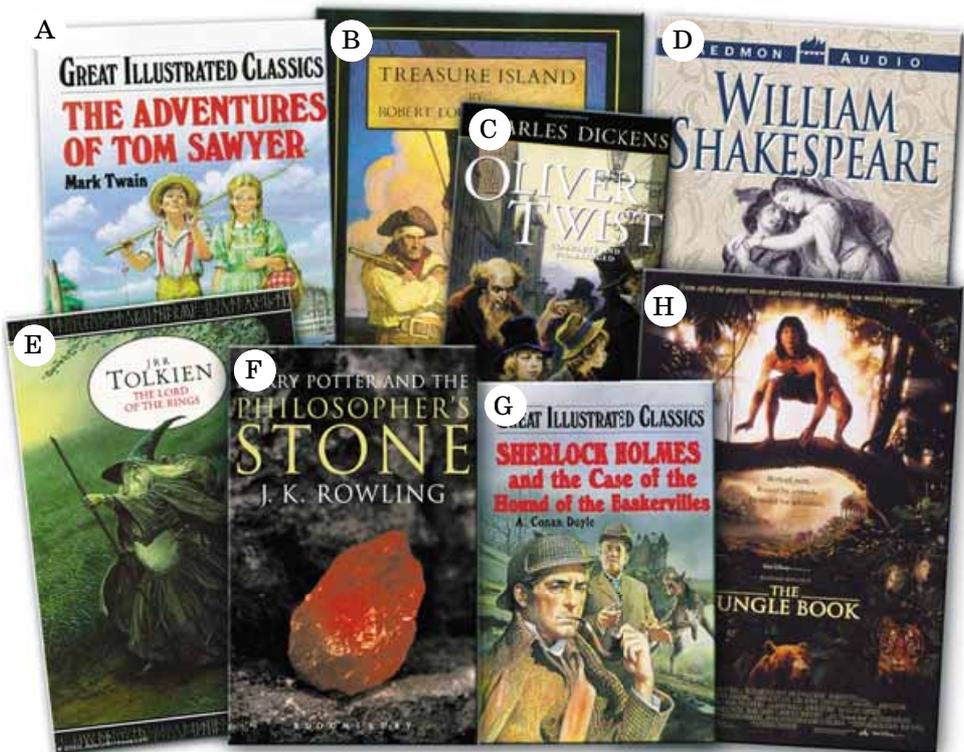
- 1 a) Read and match the titles of the books (1–8) with the names of the writers in the box. Then say as in the example.

Example:

The book “The Adventures of Sherlock Holmes” was written by Sir Arthur Conan Doyle.

- J. Tolkien • Robert Louis Stevenson • Arthur Conan Doyle • Charles Dickens
- Mark Twain • William Shakespeare • Rudyard Kipling • Joanne Rowling •

1. “The Adventures of Sherlock Holmes”.
2. “The Lord of the Rings”.
3. “Oliver Twist”.
4. “Romeo and Juliet”.
5. “The Jungle Book”.
6. “Treasure Island”.
7. “Harry Potter and the Philosopher’s Stone”.
8. “The Adventures of Tom Sawyer”.



b) **Work in pairs.** Look at the book covers on page 62. Take turns to ask and answer the questions.

- Which books have you read?
- Which books would you like to read?
- Do you know any other books by the same authors?

2 Read Jane's letter about her reading habits. Say what kinds of books she likes to read.

Dear Ann,

I'm glad to know that you enjoyed the books I sent you for Christmas. Which of those did you like most? I also enjoy reading when I have some free time.

*To my mind, the **habit** of reading is a great thing. You never feel lonely and can easily find something for yourself to read on every possible occasion. Books are necessary for me. I never travel very far without taking one with me.*

You've asked me for advice on a book to read. That's a very difficult question. And you haven't mentioned in your letter whether you want to read adventure stories and science fiction, dramas, or poems.

I like reading adventure stories most of all. You don't watch the time when you are reading them. Detective stories keep me interested and involved, too. Classical novels are usually read slowly and carefully. The author always makes you think of the things and the events he or she writes about.

I believe there are some books that are among your favourite ones. I have started to read historical novels recently, and I adore them. Why don't you read one as well?

Write me soon and tell me about your choice.

*Yours,
Jane.*



3 Read and tick the statements T (True) or F (False).

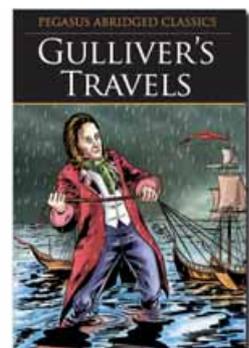
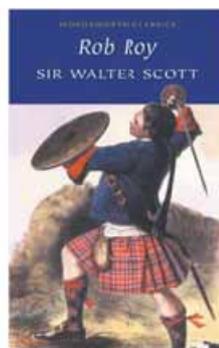
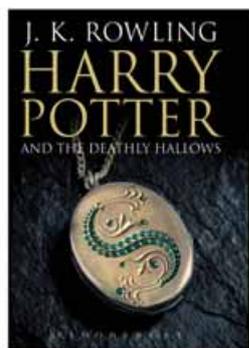
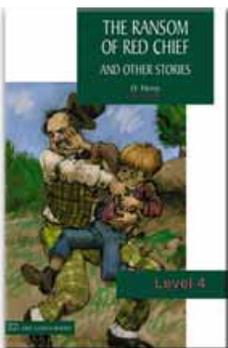
- ___ 1. Jane writes a letter to give a piece of advice on reading.
 ___ 2. It's difficult for Ann to read in English.
 ___ 3. Jane hasn't developed good reading habits yet.
 ___ 4. There are books to satisfy any taste.

4 a) Do the quiz.

- A(n) story is an exciting story about a hero who goes on an unusual journey and does new and dangerous things.
 a) comedy b) adventure c) detective
- A story is about events that take place in the future or in space and it usually describes strange creatures and robots.
 a) mystery¹ b) drama c) science fiction
- A is a serious and emotional play, written for the theatre, television or radio.
 a) drama b) comedy c) novel
- A is a story about a crime or a strange event that is difficult to explain.
 a) mystery b) legend c) fairy tale
- A(n) is a funny story with a happy ending.
 a) adventure b) myth c) humorous story
- A is the story of a person's life written by another person.
 a) novel b) biography c) history

b) Listen and check your answers.

c) Look and say what literary genres these books are.



¹ A mystery – таємниця, містична історія.

5 Work in pairs. Take turns to ask and answer the questions.

Questions	You	Your Friend
Why do you read? ● for information ● for fun ● to spend some time What kind of books do you like to read? ● adventure books ● novels plays ● detective stories ● science fiction ● biographies ● history books ● other Where do you get books from? ● the school library ● the local library ● my home library ● a bookshop ● the Internet ● your friend		

6 Say what you have found out about your friend. Are your literary tastes the same or different?



Conversation Lab

7 Speak in class. Talk about your reading habits.

- Who are your favourite authors and literary characters?
- What genres of literature do you like to read?
- Which of the books in your school library can you recommend to your friend?



8 Write a story. Say why you enjoy reading books and what genres of literature you're fond of. Use the word combinations in the box:

- to tell somebody
- about the surrounding world
- to develop artistic taste
- to broaden somebody's outlook
- to entertain
- to give information
- to provide somebody with facts about life in the past
- to reflect the real life
- to focus somebody's attention on something

Lessons 3–4. Books Today

- 1 Look at the pictures. Say how the book has changed since ancient times.



The Celts /
to carve runes
on the stones



The Slavs / to write on the bark of a birch tree



Egyptians /
to use papyrus



Modern people /
to print books

Example:

Egyptians used papyrus to write on.

- 2 Work in pairs. Act out a dialogue. Talk about the role of books in people's life.

Example:

A: *What can we learn from ancient manuscripts?*

B: *They provide us with facts about life in the past, explain how the life has changed over the centuries.*

A: *I think we're really lucky to have books today! Five thousand years ago in Mesopotamia, the Sumerians tied their clay tablets together with twine and stored them in baskets. At about the same time in history, Egyptian scribes kept track of papyrus scrolls in the temples, but the average Egyptian never saw those books and definitely couldn't take them home!*

B: *These were the Greeks who gave everyone access to books. Their libraries contained scrolls¹ on all subjects ranging from mathematics to myths. They built the most magnificent library in the world in Alexandria. ...*

¹ Scrolls – рулони манускриптів.



Reading Lab



3 Read the text and choose the best title for it.

- A THE FUTURE OF THE BOOK
- B READING IN THE FUTURE
- C ALL BOOKS ARE HERE TO STAY

- (1) Today e-book reading is increasing around the world! By 2014 28% of adults had read an e-book, compared to 23% in 2013. This is happening because 50% of American adults by 2014 had either an e-reader or a tablet, compared to 30% owing such a device by the end of 2013. With time, these gadgets **will be used** more and more, and electronic books **will be read** by almost everybody. However, I don't believe that traditional books will ever completely disappear.
- (2) Reading an e-book has certain advantages over reading traditional books. The biggest of these is that you can adjust the size of the text. You don't have to find a paper book in large text. You simply make the text larger on your device. Also, e-books are lightweight and take up practically no storage space. Since one device can hold hundreds of books, when you travel you can take your entire book library with you. Furthermore, e-books are convenient. You can purchase a book directly from your mobile phone, tablet, or e-reader. The moment you pay for it, the text **will be shown** on your screen. But, when you buy an e-book, you just rent it or pay for access to it under a specific set of rules.
- (3) The advantage of a paper book is that you don't have to worry about the type of technology. You simply pick up the book and read. Moreover, paper books are somehow comforting. You can create a home library of your favourite ones.
- (4) It seems that in life there are always pluses and minuses. As for me, I will continue to both own and display my paper books and read e-books on my smart phone and tablets. I am sure **I will be joined** by other book lovers around the world.

4 Answer the questions.

In which paragraph of this article can we find:

- the personal opinion of the writer?
- a thought provoking fact to get the reader interested in the subject?
- the emphasis on the difference between owning a traditional paper book and an e-book?
- an argument about which type of books will be used in future?

Grammar Lab: Future Simple Passive Voice

We form the Passive Voice by means of the verb *to be* and *the third form* (Past Participle) of the main verb.

Future Simple Passive Voice

will be + V₃

Positive			Negative		
I / We	will (shall) be	visited. built.	I / We	won't (shan't) be	visited. built.
You / They / He / She / It	will be		You / They / He / She / It	won't (will not) be	

Question	Answer
Will (Shall) I be visited by my friends tomorrow? Will it be built by builders? Will they be visited by their relatives?	Yes, I will (shall). / No, I won't (shan't). Yes, it will. / No, it won't (will not). Yes, they will. / No, they won't (will not).

Compare:

They will remove the bark from the log. (Active Voice.)

The bark will be removed from the logs. (Passive Voice.)

- 5 a)** Look through the text of Ex. 3 on p. 67. Find and write down the sentences in the Future Simple Passive Voice.

b) Ask and answer questions to these sentences.

Example:

In future electronic books will be read by almost everybody.

Will electronic books be read by almost everybody in future?

In future electronic books won't be read by almost everybody.

- 6** Write sentences in the Future Simple Passive Voice. Use the verbs from the word bank.

• to give • to show • to build • to publish • to tell • to meet •

1. The film about Tom Sawyer on TV tonight.
2. The new library in the city centre.
3. The writer at the airport tomorrow.

4. An interesting fairy tale in the evening.
5. This book next week.
6. The last issue of the magazine in three days.

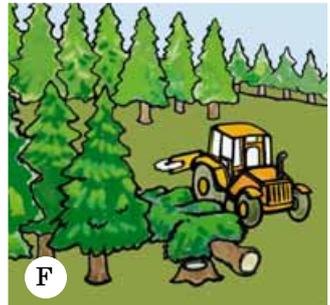
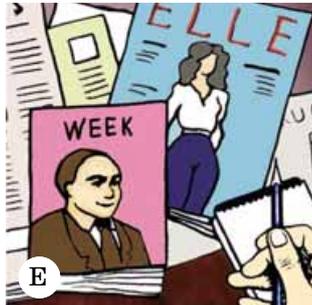
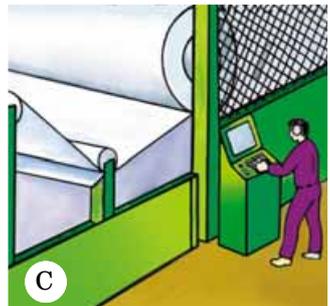
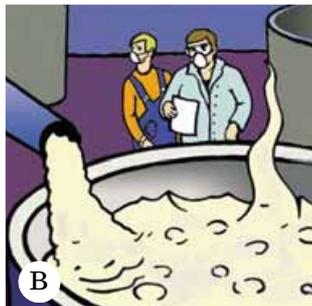


Conversation Lab

7 Look and order the pictures. Describe the process of making a book. Use the Future Simple Passive Voice.

Use the words:

- to start work • to cut the trees • to peel away the branches
- to get the logs to the woodworking plant • to remove the bark • to chop up
- to roll out into • long story • to wind who • large roll •



8 Put the verbs in brackets into the Future Simple Passive Voice. Then write negative sentences and questions.

1. This book (to discuss) during the lesson of World Literature.
2. The pupils of our class (to take) on an excursion next Friday.
3. The composition about Rob Roy (to write) tomorrow.
4. The catalogue of books (to make) next week.
5. The dictionary (to use) while reading the text in English.
6. This information (to include) in the new edition of the encyclopedia.
7. The school library (to visit) tomorrow.

Lessons 5–6. A Trip to the Library



Listening Lab

- 1 Look at the picture. Work in pairs. Discuss the questions.



1. What kind of building do you see in the picture?
2. What are the people doing?
3. Who do you think they are?
4. Do you know anything about this famous place of the ancient world?
5. Why did the place become the centre of ancient civilization?
6. What happened to all the manuscripts which were stored there?

- 2 a) Listen to the text about the most magnificent library in the ancient world. Where was it situated? Say what these numbers refer to:

900; 700,000; 100,000.

- b) Read and complete the sentences.

1. The Greeks gave everyone access to books because
2. Their libraries contained
3. The most magnificent library was
4. It contained

- 3 Read the text. Say what services the modern library offers to the readers.

A Trip to the Library



Molly phoned her friend Anika. “What are you up to?” she asked.

“I’m going to the library,” Anika said, “Do you want to go with me?”

“The library?” Molly asked, “What are you going there for? It’s so boring!”

“I love going to the library!” Anika **exclaimed**. “There’s so much to do there. You can find interesting encyclopedias, surf the Internet and listen to modern music there. You

can even participate in different contests and meet new friends. I think you’ll like it there.”

Molly couldn’t think of anything better to do right then. So she agreed. When they got to the library Molly said, “OK, we’re here. Show me what’s so exciting about it. And you have to be so quiet.”

“We are in **the Reading Room**. Please, be quiet, and don’t bother people. They are working,” Anika told her.

They began to walk around. Molly looked at the people. Some of them were working on the computers. Some of them were typing. The others were surfing the Internet. Everybody was busy.

Then they went to the **Multimedia Hall**. While Molly was looking at the collection of modern and classical music, Anika was looking at the bookshelves. She was choosing some books to take home at **the Book Borrowing Department**.

The librarian was stamping Anika’s books when they heard Molly say:

“I like it here. Can I **sign up for** your library, too?”

“Sure. You can sign up at the registration desk. It’s downstairs, on the ground floor.”

The librarian was a very kind woman. She helped Molly to choose a book. Then the librarian said, “Return the books in two weeks. Thank you for your coming.”

Molly and Anika thanked the librarian and went home happy.



4 Look through the text of Ex. 3 and say where in the library you can:

- sign up for the Book Borrowing Department;
- work on the computer or surf the Internet;
- listen to music;
- read a book;
- ask a librarian for advice;
- find encyclopedias and reference books;
- borrow books.

Grammar Lab: Past Simple Tense and Past Continuous Tense

Look at the examples:

Molly **looked** at the people. Some of them **were working** on the computers.

- Which sentence tells us what happened at one moment?
- Which sentence tells us about the action in progress at a certain time in the past?

Now complete the rule:

Use the for a background action or description.

Use the for an action that happened at one particular moment.

Questions: *Did Molly look at the people? – Yes, she did.*

Were any of the people working? – Yes, they were.

Negative: *Molly didn't talk loudly.*

People were not listening to music at that time.

5 Look at the table and say what the librarian asks the children to do / not to do.



LIBRARY RULES

1. Return the books in time.
2. Keep the books clean and tidy.
3. Use book marks.
4. Don't make drawings on the margins.
5. Don't make dog ears.
6. Don't tear the pages.
7. Don't colour the pictures in books.
8. Don't cut out the pictures.
9. Don't lose books.

Example:

The librarian asks the children to return the books in time.

6 Work in pairs. Read the information from the Internet about Green Hill Library, the UK. Take turns to ask and answer the questions.

1. Where is the library located?
2. What kind of books can you borrow there?
3. What are the library's opening hours?
4. What kinds of services does the library offer to its visitors?

Green Hill Library

Address

Park Lane
Sunderland
SR5 4BW

Tel: (0191) 5289203

E-mail: Greenhill.Library@sunderland.gov.uk



Opening Hours

Monday	9.30am – 7.30pm
Tuesday	9.30am – 5.00pm
Wednesday	9.30am – 7.30pm
Thursday	9.30am – 5.00pm
Friday	9.30am – 5.00pm
Saturday	9.30am – 4.00pm

As well as brand new fiction and non-fiction books, Green Hill offers everything a person would expect from a modern library including free Internet access, CDs, study support groups, children’s storytime sessions and more.

Services

- Activities for children
- CD / DVD for loan
- Disabled Access*
- Internet Access
- Photocopying
- Reading Clubs
- Storytimes for children
- Study Support Groups
- Talking Books



Conversation Lab

7 Speak in class. Look at the pictures. Talk about modern libraries. What kinds of services do they offer to the visitors?



8  Write about your school library. What services does it offer? Does the library have a good collection of books? How often do you visit it? What would you like to change in your school library?

Lessons 7–8. Taras Shevchenko

- 1 Work in pairs. Look at the pictures. Say what you know about these Ukrainian writers and their literary works.



Taras Shevchenko



Ivan Franko



Lesia Ukrainka

- 2 Read the text about Taras Shevchenko. Say what facts in his biography impressed you most.

Taras Shevchenko

A brilliant Ukrainian poet and artist Taras Hryhorovych Shevchenko (March 9, 1814 – March 10, 1861) was born in the village of Moryntsi in the family of **serfs**. He lost his mother at the age of nine. Though his father was a **shepherd**, he could read and write and it was possible for him to teach his children. Taras's childhood was very hard. When Taras was eleven, his father died. So, the boy was **orphaned** and grew up in **poverty** and **misery**. The boy had a special talent for drawing. At the age of 14 he became a servant (“a houseboy”) in the house of his owner, P. Engelhardt. P. Engelhardt noticed Shevchenko's artistic talent and **apprenticed** him to the painter V.V. Shyriayev for 4 years. At that time he met the Russian painter K. Bryulov.

K. Bryulov painted the portrait of the Russian poet V. Zhukovskiy and sold it for 2500 roubles. The money was used to buy Shevchenko's **freedom** from P. Engelhardt in 1838. Shevchenko was admitted to St. Petersburg Academy of Arts where he studied under K. Bryulov.

T. Shevchenko's **literary activity** began in 1838. In 1840 he published his first **collection of poems** “Kobzar”.

Taras Shevchenko has an important place in the Ukrainian history. He was the founder of the new Ukrainian literature. He **established** Ukrainian as the national literary language.

It's interesting to know that there is a monument to T. Shevchenko in Washington D.C., the USA.



3 Work in pairs. Take turns to ask and answer the questions.

1. When and where was T. Shevchenko born?
2. Was he orphaned in his early teens?
3. Why did he grow up in poverty and misery?
4. What happened to Taras when he was 14 years old?
5. What did P. Engelhardt notice?
6. How did T. Shevchenko become free?
7. Where was he admitted in St. Petersburg?
8. What book did he publish in 1840?
9. What is Shevchenko's role in the history of the Ukrainian literature?

4 Look through the text of Ex. 2 on page 74 and say what you have learnt about these people: P. Engelhardt, K. Bryulov, V. Zhukovskiy.



Reading Lab: Jigsaw Reading

5 Work in groups. Read Taras Shevchenko's poems in English and do the tasks. Can you recite these poems in Ukrainian?

Group A:

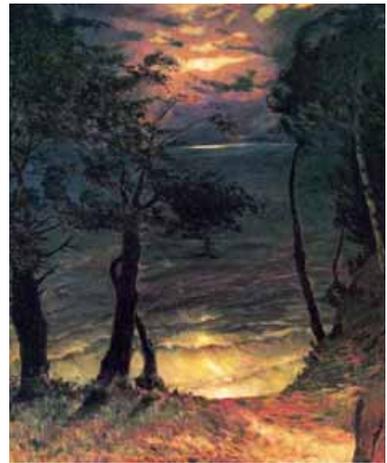
Kobzar

Translated by *John Weir (1961)*

The mighty Dnieper roars and bellows,
The wind in anger howls and raves,
Down to the ground it bends the willows
And mountain-high lifts up the waves.

The pale-faced moon picked out this moment
To peek out from behind a cloud,
Like a canoe upon the ocean
It first tips up and then dips down.
The cocks have not proclaimed the morning,
There's not a sound as yet of man,
The owls in glades call out their warnings,
And ash-trees creak and creak again.

1838



Questions:

1. For what reason do you think the poet wrote this poem?
2. How does Taras Shevchenko describe the Dnipro River?
3. What is the weather like in the poem?
4. What helps you see the picture of the Ukrainian nature?
5. What feelings does the poem awaken in readers?
6. Why do you think the poet wanted to describe this particular state of the Dnipro River?



Group B:

Testament

Translated by *John Weir*

When I die, pray, bury me
 In my beloved Ukraine,
 My tomb upon a grave mound high
 Amid the spreading plain,
 So that the fields, the boundless steppes,
 The Dnieper's plunging shore
 My eyes might see, and my ears hear
 The mighty river roar.

When from Ukraine the Dnieper bears
 Into the deep blue sea
 The blood of foes... then will I leave
 These hills and fertile fields –
 I'll leave them all and fly away
 To the abode of God,
 And then I'll pray... But till that day
 I nothing know of God.

Oh bury me, then rise ye up
 And break your heavy chains
 And water with the tyrants' blood
 The freedom you have gained.
 And in the great new family,
 The family of the free,
 With softly spoken, kindly word
 Pray, men, remember me.

[1845]

(Taken from *Taras Shevchenko. Selected Works : Poetry and prose. Progress Publishers, Moscow, [1964]*)

Questions:

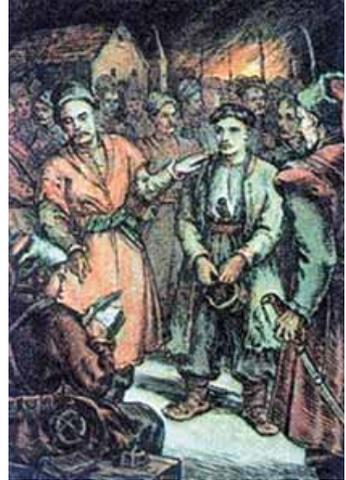
1. For what reason do you think the poet wrote this poem?
2. Which words in the poem show that the poet really loved his Motherland?
3. What future did he pray for his countrymen?
4. What kind of a country was the poet dreaming of?
5. Did he believe that people could gain their freedom?
6. Why should people fight for freedom?
7. Why do you think this poem was translated into more than 150 languages?



Listening Lab

6 a) Listen to the text about T. Shevchenko's works. Choose and tick the statements T (True) or F (False).

- _____ 1. "Kobsar" is the name of his second small collection of poems.
- _____ 2. His poem "Gaydamaky" was based on the Ukrainian historical themes.
- _____ 3. In his poems he depicted the mother as the most wonderful sacred person on the Earth.
- _____ 4. He wrote of his hatred to any oppression.
- _____ 5. T. Shevchenko described old themes and images in Ukrainian literature.
- _____ 6. He wrote about things that were quite usual for those days.



b) Listen to the text again and complete the sentences.

- 1. "Kobzar" is
- 2. He wrote a ballad
- 3. It was a tragic story of who had been seduced¹.
- 4. In his poems he wrote of his love for homeland and
- 5. that's why he is a national poet, a poet of the people.
- 6. wrote of the fight for spiritual freedom.
- 7. T. Shevchenko brought completely new

7 Speak in class. Talk about Taras Shevchenko and his poems. Say what your favourite poems are.

8  Complete the sentences. Use the past continuous form of the verbs.

- 1. **A:** What were you doing when I saw you yesterday?
B: I (to talk) to the librarian.
- 2. **D a n:** Who (you / to talk) when I phoned you?
S t e v e: It was my brother. He (to tell) me about the book he read.
- 3. **A:** (you / to watch) TV when I called you last night?
B: No, I wasn't. I (to read) a magazine.
- 4. **A:** (you / to play tennis) yesterday afternoon?
B: No, I (not / to play) tennis, I (to do) my homework.

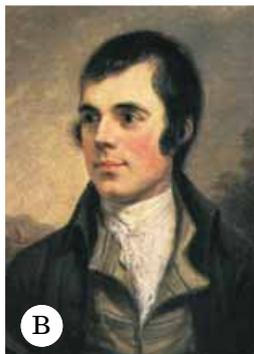
¹ Had been seduced – була зваблена.

Lesson 9. The British Writers

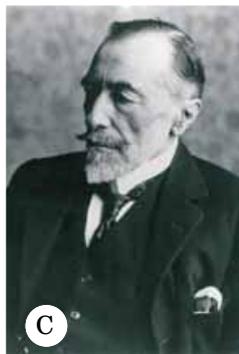
- 1 Look at the pictures. Say whom of these English writers you know. Which of their literary works have you read?



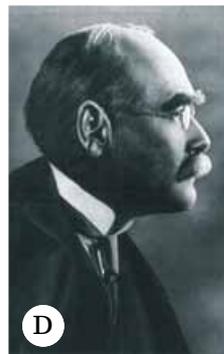
William
Shakespeare



Robert
Burns



Sir Arthur
Conan Doyle



Rudyard
Kipling



Reading Lab

- 2 Read the text and answer the questions.

1. Why is Robert Burns honoured as a national poet of Scotland?
2. When and where was he born? What was his childhood like?
3. Where did the poet get his education?
4. What role did the boy's father play in his life?
5. What movement in literature does he belong to?
6. Which of his poems and songs are well-known today?

Robert Burns

Robert Burns (January 25, 1759 – July 21, 1796) is the Scotland's favourite son. He was a poet and a **lyricist**. Nowadays his birthday, the 25th of January, is celebrated as a national holiday in Scotland.

The poet was born in Ayre, and was the eldest of the seven children in a family. He had little regular schooling, and got much of his education from his father, who taught his children reading, writing, arithmetic, geography, and history, and also wrote for them *A Manual of Christian Belief*.

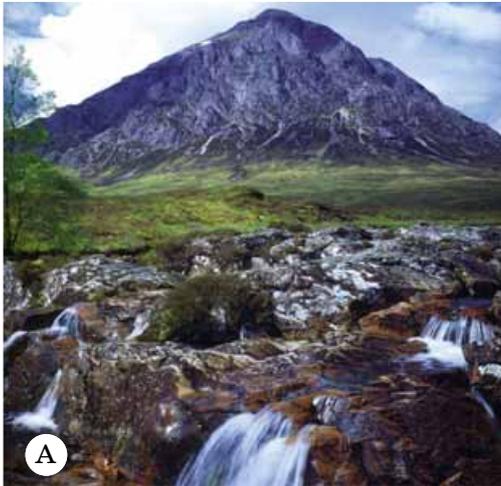
Robert had a very difficult life. By the age of fifteen Robert Burns was the main helper to his father on a farm. That was the time when he started writing his poems. He had a chance to study only when the harvesting season was over.

Robert Burns is regarded as a pioneer of the **Romantic Movement*** in literature. As well as making original compositions, Burns also collected folk

songs from across Scotland. He often **revised** or **adopted** them. His poem (and song) *Auld Lang Syne* is often sung at Hogmanay* (New Year). Some other poems and songs by R. Burns that remain well-known across the world today, include *A Red, Red Rose*, *A Man's A Man for A' That*, *My Heart's in the Highlands*.

3 Look at the pictures of the Highlands of Scotland and describe them. Use the words:

Nouns	A hill, a waterfall, a valley, a peak, a lake, nature, a stream, the sky, a view, a mountain.
Adjectives	Woody, enchanting, snowy, breathtaking, picturesque, clear, marvellous, fabulous, scenic.



4 a) Listen and read the poem by Robert Burns.

MY HEART'S IN THE HIGHLANDS

My heart's in the Highlands, my heart is not here,
My heart's in the Highlands a-chasing the deer,
A-chasing the wild deer and following the roe –
My heart's in the Highlands, wherever I go!

Farewell to the Highlands, farewell to the North,
The birthplace of valour, the country of worth!
Wherever I wander, wherever I rove,
The hills of the Highlands forever I love.

Farewell to the mountains high cover'd with snow,
Farewell to the straths and green valleys below,
Farewell to the forests and wild-hanging woods,
Farewell to the torrents and long-pouring floods!

My heart's in the Highlands, my heart is not here,
My heart's in the Highlands a-chasing the deer,
A-chasing the wild deer and following the roe –
My heart's in the Highlands, wherever I go!

By Robert Burns

b) Work in pairs. Ask and answer the questions.

1. Does the poem help you to imagine the author's native land?
2. What words does he use to describe it?
3. How does he express his love to his native land?



Conversation Lab

5 Speak in class. Talk about Robert Burns and his poems.



6 Put the words in brackets into the correct tense form.

1. The story (to make) into a film last year.
2. The book (to return) to the library tomorrow.
3. The biography of this writer (to study) by many scientists in future.
4. Young William Shakespeare (to learn) to read Latin and Greek, and he (to study) the Roman classics.
5. "To be or not to be; that is the question," (to be) a well-known phrase by William Shakespeare, but many facts about his life (to remain) a mystery.
6. you (to read) any poems by Robert Burns?

Lesson 10. A Book Review

Listening Lab

1 a) Listen to the dialogue and tick (✓) the correct box.



A book review is

- brief information about the author
- a short report about a story
- a description of a favourite episode of a story

b) Listen again and say why people write book reviews.

2 Read the book review. Say in which paragraph Dan:

- gives his opinion of the book;
- describes what happens in the book;
- gives brief information about the book and its author.



A Book Review

By Dan

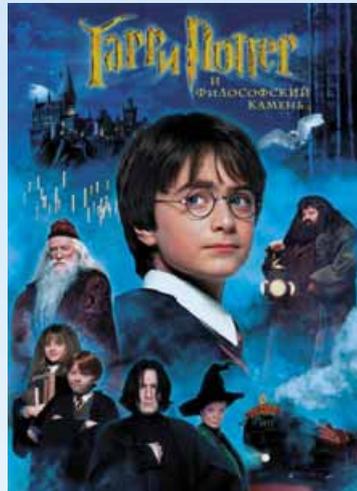
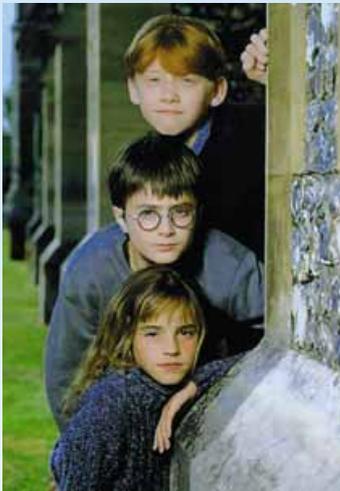
One of my favourite books is “Harry Potter and the Philosopher’s Stone” by J. K. Rowling. It’s a fantasy story set in Hogwarts School, England.

It’s the story of a boy called Harry Potter who became **an orphan** very early. He **goes through wonderful adventures** together with his friends. Harry is **a model character** who is full of courage and the **determination** to fulfill his mission.

The plot has a number of interesting twists and the ending of every chapter is very exciting. When Harry Potter is 11 years old, he is admitted to Hogwarts School of magicians. At school he gets acquainted with Hermione and Ron. They become his close friends and supporters in everything he does. It happens so that Harry is involved in the story connected with the philosopher’s stone. Harry starts fighting with evil.

I liked the book for a number of reasons. The author has created an amazing fantasy world. The story is enchanting and I found it difficult to put down. The characters are **convincing**, and I **identified strongly** with Harry. I love all the adventures, the jokes and **magical spells** in this book.

I thoroughly recommend Harry Potter and the Philosopher’s Stone and all other books in the series to both children and adults.



3 Read the book review and tick the statements T (True) or F (False).

- ___ 1. Harry Potter and the Philosopher's Stone was written by J.K. Rowling.
- ___ 2. The story is set in Scotland.
- ___ 3. The main character is a girl.
- ___ 4. Dan liked the book very much.
- ___ 5. The book has helped Dan to find new friends.



Writing Lab: Writing a Book Review

When you write a book review you should:

1. Name the title and the author.
2. Say what kind of book it is.
3. Write about the contents of the book and its main characters.
4. Write what your opinion of the book is.
5. Write who you would recommend the book to.

You can use the phrases below as a plan.

It's the story of ...

It was written by ...

The main character is ...

The plot's set in (a place) ...

I identified with (a character) ...

It's (a type of a story) ...

There's a twist at the end of ...

The ending is (very exciting / moving / interesting).

I liked the book because ...

I thoroughly recommend it to ...

4 Work in groups. Choose a book that you have read. Write notes under the headings (1–5) from the Writing Lab above.

5 Speak in class. Use your notes and the phrases from the box above to talk about the book you've discussed. Include the following:

- How are you like the main character in a book?
- How are you different from him / her?
- What has the book made you think about?



6 Write a review of your favourite book. Use the recommendations from the Writing Lab.

Lesson 11. Readers in the News

1 Read the statements below. Tick them T (True) or F (False). Explain why you think so.

- ___ 1. Nowadays not many children have developed the habit of daily reading.
- ___ 2. Nowadays paper books have become old-fashioned. The Internet has replaced them.
- ___ 3. The only serious books which the teenagers read nowadays are school textbooks and those titles which are included into the curriculum.

2 Read the newspaper article. Say what facts you were impressed with most of all. Do you agree with the reporter?

Did Harry Potter Make Kids Better Readers?

Now that readers know that Harry Potter **survived** his battles with Voldemort in the seventh and final book in the series by J.K. Rowling, there is one mystery still to be solved: Will young people who enjoyed the Harry Potter stories continue to read books in record numbers? Or were the Potter books a **phenomenal** event that cannot counter **long-term trends** showing that kids simply read less than they used to? Are there any other book which are as interesting as this one?

A 2006 study **sponsored** by Scholastic, Rowling's U.S. publisher, found that 51 % of Harry Potter's readers said they were not regular readers before the series but they are now. The same study found that 65 % of Potter readers reported doing better in school than before they started reading the books – and that their parents agreed.

"What we need is a Harry Potter every week," NEA¹ **chairman** Dana Gioia stated. "Reading one big book a year is no **substitute** for the habit of daily reading." **Unfortunately**, the percentage of young people who read for fun **declines** from 43 % of fourth-graders to 19 % of eighth-graders.

Librarians and booksellers are trying to introduce young people to other fantasy-themed books and adventure classics. But they have to compete with video games, the Internet and TV.

3 Work in pairs. Choose the correct item to answer the questions.

- What is the article about?
 - The Harry Potter books.
 - The habit of reading.
 - The problems of education.
- What does the article say about the Harry Potter books?
 - They are really interesting.
 - They make teenagers develop a habit of daily reading.
 - They shouldn't be published.

¹ NEA – National Education Association, the USA.

3. How did the Harry Potter books influence the children's school results?
- They became better.
 - Children started reading books about Harry Potter and stopped reading school textbooks.
 - They made children become interested in other fantasy-themed books.
4. What don't librarians and booksellers do?
- They don't try to use the popularity of the Potter books.
 - They introduce young people to other fantasy-themed books and adventure classics.
 - They sell more Harry Potter books and buy more Harry Potter books to the school libraries.

Grammar Lab: (not) as ... as / not as ... as

We can use **(not) as ... as** to compare things. Look at the examples. Answer the questions:

- Which book is more interesting, *Alice in Wonderland* or *Harry Potter*?
- Is *Harry Potter* series more interesting than *The Lord of the Rings*?

Alice in Wonderland **isn't as interesting as** *Harry Potter* series.

Harry Potter series **is not so interesting as** *Alice in Wonderland*.

Harry Potter series **is as interesting as** *The Lord of the Rings*.



Conversation Lab

- 4 **Work in groups. Have a class discussion. Express your personal opinion. Use the phrases: *I'm sure...; It's quite true that...; I don't think...; By the way, ...; However, ...; As far as I know ..., etc.***

Many people in the modern world read for information. They find facts in the Internet or with the help of modern telecommunication systems.

Group A. You are publishers and booksellers. You think that reading books helps people forget about their busy work in the office and relax at the end of the day. You think that reading for pleasure is more important than reading for information.

Group B. You are experts in Information Technology. You think that reading fewer books does not mean people can't read as well. They are sure that electronic literacy may be more critical to young people's future success, than reading a book.

- 5**  Write a letter to a newspaper. Tell the editor what facts in the article of Ex. 2 on p. 84 you agree / disagree with.

Lesson 12. My Favourite Authors and Books



Project Work

- 1** Work in groups. You are having a class meeting. You want to design a newspaper issues “My Favourite Authors and Books”. Share the roles. Follow the recommendations given below. Discuss your plans.
- 2** Design a newspaper. Present it to your classmates (schoolmates).

Name of the newspaper _____

Target readers _____
(class, the entire school, parents, teachers)

The motto of the issue _____

Editor(s)-in-Chief _____

Copy Editors _____

Production / Design Decisions

Number of pages _____

Number of columns _____

Type of production _____

Editorial Decisions

Type of news sections _____

Journalists assigned _____

Interviews _____

Art / Design Decisions

Designers assigned _____

Locate or design art for stories _____

Deadlines!

Date news and feature stories must be completed _____

Date articles will be prepared for printing _____

Date newspaper will be printed _____

Date newspaper will be distributed _____

Lesson 13. Grammar Revision

1 Put the verbs in brackets into the Future Simple Passive Voice.

1. *The Testament* by Taras Shevchenko (to learn) for tomorrow.
2. The textbook review (to write) in two days.
3. The Nobel Prize in Literature (to give) to the best writer next year.
4. Our stories (to publish) in the next issue of our school newspaper.
5. The museum of Ivan Franko (to visit) next month.
6. The pictures for the new book (to draw) in three months.

2 Complete the second sentence so that it means the same as the first.

1. Sarah's brother is younger than Sarah. –
Sarah's brother isn't as old as her.
2. Peter's a more attentive reader than his sister. –
Peter isn't his sister.
3. Reading e-books is more comfortable than reading paper books. –
Reading paper books e-books.
4. Girls are better readers than boys. –
Boys aren't girls.

3 Put the verbs in brackets into the correct tense form.

Ernest Hemingway, an American writer, (1) (to be) born on July 21, 1899. His parents (2) (to encourage) his many creative beginnings. His mother (3) (to teach) him music and (4) (to take) him to concerts, art galleries, and operas. His father (5) (to teach) him practical skills, like how to build fires, how to use an axe, and how to tie fishing flies.

By the age of three, he (6) (to know) stories about many great men in American history, and he (7) (to collect) cartoons of the Russian-Japanese war. He (8) (to belong) to a nature study group. Ernest (9) (to like) writing and (10) (can / to spell) well. His parents (11) (to teach) him to value physical courage.

Ernest (12) (to show) an interest in writing when he (13) (to be) 12. He (14) (to write) stories about heroes having high-action adventures. In high school he (15) (to write) for the school's weekly newspaper. He also (16) (to take up) canoeing. His motto (17) (to be) 'be afraid of nothing.'

Ernest (18) (to be) an unusual child. No one (19) (to be) too surprised when he (20) (to grow up) to be an exceptional writer.

4 Work in pairs. Act out a conversation with your classmate about your reading habits.

Pupil A. You are in the school library. You don't know what book to choose. Your classmate recommends some books on history and geogra-

phy. You think that their contents will be of no interest to you. You prefer science fiction. Ask him / her for a piece of advice.

Pupil B. You think that books about great historic events are exciting. You advise your classmate to read the books on history and geography which have impressed you. Explain why. Give your advice. Say that your friend can read your schoolmates' book reviews.

5 Find information and write a report about your favourite Ukrainian or British writer.

Self-Assessment

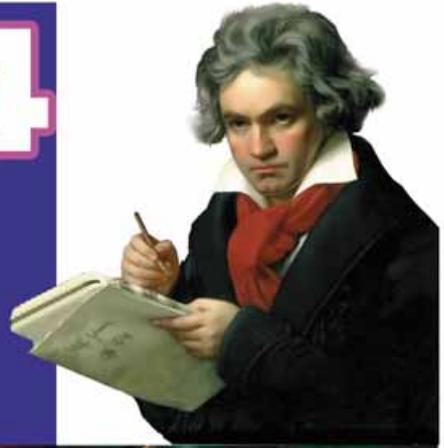
Think of your records. Tick how well you know it.

4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

	Now I can...	4	3	2	1
	<ul style="list-style-type: none"> talk about different kinds of books talk about Ukrainian and British writers and their literary works talk about school library, library rules and the work of a librarian ask and present information about books and writers 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> understand information during a discussion understand the text of a biography 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> read and understand the newspaper article find the necessary information in a text quickly find the details in a story retell a story 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> write a book review 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 4

Listening to Music



In this unit you will...

Listen, read and talk about...

- *popular music styles*
- *musical instruments*
- *famous musicians and composers*
- *the concert you have been to*
- *music lessons*

Learn how to...

- *understand information during a discussion*
- *understand a dialogue*

Practise/Revise...

- *Present Perfect*
- *Passive Voice*
- *modal verbs*

Write/Make...

- *news stories*
- *an article to a school newspaper*



Lessons 1–2. The Mystery of Music

- 1 Listen and read a poem. Say why the author says that music is everywhere.

Music...

Is everywhere.
 In the birds of the air.
 In the **hum** of the **honeybee**.
 In the song of the breeze
 as it **shivers** the trees.
 In the river that **murmurs**
 over the stones.
 In the snow wind that **moans**.

In the **surge** of the sea
 lapping the shore.
 In the roar of the storm
rattling the door.
 In the drum of the rain
 On the windowpane.
 Music is here.
 Filling our ear.

By Ann Bonner



- 2 Look at the photos. Say where the people are, what they are doing, what you think their age is. Do they enjoy listening to music? What kind of music do they listen to? Use the words in the box.

• classical music • pop music • rock music • techno* • jazz • rap* • reggae*
 • rock'n'roll • hip hop* • R&B •



3 Listen and complete the text. Use the words in the box given below. Say where you think music tunes come from.

- life • language • artists • culture • composers • tune • routine • songs
• melodies • lyric •

Music is a universal (1) It offers up **refreshment** from our daily (2) It washes away the dust of everyday (3) from our **souls**.

Music has **accompanied** people through the ages with wonderful (4), harmony and (5) Ancient people listened to the sounds of nature and believed in their strong **power** over them. Music, in many ways, has become one of the central ways in which people of different nations pass on their traditions.

Native music in any (6) is creative and very much alive. **Contemporary** music is not static either.

Today's (7) and (8) use their national tradition in music as their starting point and the main source of **inspiration**.

Music is the art that speaks most openly to us: a child's (9) brings a smile, (10) sounds turn towards the soul and mind, and a waltz makes us dance.

Music talks to our heart and soul. It carries our culture to the next generation. Music opens the way into the future.

4 Work in pairs. Take turns to ask and answer the questions.

1. Why is music called 'a universal language'?
2. How does music communicate to different people?
3. What do our emotions depend on?
4. What kinds of sounds did the ancient people listen to?
5. How has the music changed through centuries?
6. What helps modern composers make their expressions more personal?

5 Match the parts (1–8) to the parts (a–h) to make word combinations.

1. To offer up	a) through the ages;
2. To arise	b) the dust of everyday life;
3. To use something as	c) the first beats;
4. To wash away	d) inspiration;
5. To be enchanted by	e) various emotions;
6. To tap out	f) a starting point;
7. To be the main source of	g) refreshment from our daily life;
8. To accompany somebody	h) the mystery of music patterns.

- 6** Speak in class. Say what role music plays in your life. What emotions does it arise in you? Do you choose the piece of music to listen to according to your mood? Does your mood change while you are listening to your favourite melodies? Use the phrases from Ex. 5 on p. 91.
- 7** Write the following sentences in the Future Simple Passive Voice.
1. Contemporary music will definitely enchant you.
 2. Music will accompany people through the ages.
 3. This piece of music will arise positive emotions.
 4. Every musician will follow his / her own music patterns.
 5. Musicians will always consider nature as a source of inspiration.
 6. Good music will wash away our problems.
 7. He will tap out the rhythm on his drum.
- 8**  Write a short essay on the topic “Music Is a Part of My World”.

Lessons 3–4. Music Styles

- 1** Many people listen to music while doing other things. Do you? Read and complete the chart.

Situation	You	Your Friend
<ul style="list-style-type: none"> ● You're studying. ● You're exercising. ● You're eating. ● You're having a break at school. ● You're having a shower. ● Other 		

- 2** Work in pairs. Talk about the styles of music you listen to while doing other things. Use the words from the box of Ex. 2 on p. 90.

Example:

A: *What kind of music do you like to listen to when you're studying?*

B: *It depends on my mood. Sometimes I listen to jazz, and sometimes I listen to rap. What about you?*

A: *I usually listen to classical music. But sometimes I don't listen to music. I listen to news.*

- 3** Look at the photos on page 93 and listen to the information. Fill in the gaps. Who does the speaker talk about? Why is he impressed by the songs of this singer?



Tina Karol	Oleksandr Ponomariov
<i>Born:</i> _____, _____	<i>Born:</i> Ukraine
<i>Award:</i> _____	<i>Award:</i> _____
<i>Style:</i> pop	<i>Style:</i> _____



b) Use the facts in the table to talk about these popular Ukrainian singers.

4 a) Read about different styles of popular music. Say which of them you listen to.

Pop Styles

- **The Blues:** traditional Black American music. ‘Blue’ means ‘sad’, and many blues songs are about how hard life is.
- **Gospel:** originally sung by African slaves. The happy, emotional songs are still heard in churches in the southern USA.
- **Rhythm and Blues:** black workers in the USA moved from farms to cities. They mixed the Blues with Gospel and played it with electric guitars – this became ‘rhythm and blues’.
- **Country and Western:** the music of poor white Americans in the 1930s and 1940s. It is still the most popular music in the southern USA.
- **Rock and Roll:** white teenagers in the 1950s discovered rhythm and blues, but many radio stations would not play ‘black’ music. Elvis Presley was one of the first singers to mix rhythm and blues and country and western. The result was ‘rock and roll’.
- **British Beat:** the Beatles in the 1960s mixed rhythm and blues, rock and roll, and soul music. The new style was ‘beat’ music. Groups used drums, bass and two guitars with vocal lead and harmony.
- **Heavy Metal:** a style based on blues and rhythm and blues, but with the electric instruments **amplified** so they are very loud.
- **Reggae:** this started in Jamaica and is a **mixture** of music from African roots and rhythm and blues. Bob Marley made it popular.
- **Rap:** in the 1980s DJs in American clubs began half singing and half talking over instrumental records. This is called ‘rap’. West African speech rhythms survive in rap.
- **Jazz:** an American musical art form which originated around the beginning of the 20th century in African American communities in the southern United States from a confluence of African and European music traditions.

b) Work in pairs. Ask and answer the questions.

1. Where did 'rhythm and blues' start?
2. Who was one of the first 'rock and roll' singers?
3. What styles did *The Beatles* mix to create the British Beat Music?
4. Who made 'reggae' popular?
5. When did 'rap' start?
6. What kind of music is 'jazz'?

5 Look at the photos and say what styles of music they are associated with.

Example:

Picture A is associated with the British Beat.



- 6** Listen to different styles of music. Match them to the styles described in the text of Ex. 4a on p. 93.



Conversation Lab: Talking about Music

I'm into jazz.
I'm a great / big fan of pop.
This tune is enchanting.
This melody makes me feel better.
This style arises positive emotions in my soul.
In my opinion, this style of music is hard to listen to.
This rhythm affects my nerves.
It sounds like nothing I've ever heard before.

- 7** Work in groups. Give your opinion about the music. Take notes. Report to the class about the most popular kind of music in your group.

Example:

A: *I love heavy metal.*

B: *So do I.*

C: *I don't, I think it's horrible.*

- 8** Read and act out the situation.

You are giving an interview about music styles. Tell the reporter where these styles come from, what styles in music you personally like and why.



- 9** Put the verbs in brackets into the correct tense form and voice.

1. I (to ask) at the music lesson tomorrow.
2. We (to tell) a lot about the life of famous Ukrainian composer M. Lysenko by our teacher of music at the previous lesson.
3. Our musical dictations (usually / to check) by our teacher.
4. The name of this composer (seldom / to mention) in our country.
5. The girl (not / to allow) to go to the concert.
6. The way to the nearest concert hall (to show) me by the Londoner.

Lessons 5–6. Musical Instruments

1 a) Work in pairs. Read and choose the correct item to complete the sentences.

- Jazz started among
 - slaves from West Africa
 - farmers from Ireland
 - painters from Cuba
- A popular type of music in which the words are spoken, not sung, is called
 - tap
 - rap
 - step
- The music of Bach, Beethoven, and Mozart is called music.
 - antique
 - traditional
 - classical
- Traditional music played by the ordinary people is called music.
 - folk
 - free
 - simple
- The traditional Black American music is called Many of these songs are about how difficult life is.
 - gospel
 - reggae
 - blues
- The Beatles invented the new style of music called
 - heavy metal
 - beat
 - rock and roll

b) Listen and check your answers.

2 Work in pairs. Take turns to ask and answer the questions. Add information.

Example:

A: *When do you listen to music?*

B: *I listen to music almost every day.*

A: *What's your favourite kind of music?*

B: *I love rap. I have 20 rap CDs. What about you?*

A: *I love all kinds of music – rap, jazz, rock, classical, and folk.*

Questions	You	Your Friend
<ul style="list-style-type: none"> ● When do you listen to music? ● What's your favourite kind of music? ● Who is your favourite musician? ● Do you usually listen to music on the radio, on TV, on CDs, or at concerts? ● Can you play any musical instrument? If so, which one? ● ... 		

3 a) Listen and repeat the names of the musical instruments.



b) Look at the pictures again. Write the names of the instruments under the correct heading.

1. **Stringed** Instruments: Instruments that have strings.
2. **Wind** Instruments: Instruments that we blow.
3. **Percussion** Instruments: Instruments that we hit.
4. **Keyboard** Instruments: Instruments that have 'keys'.

c) Work in pairs. Compare your lists with each other.

- 4 a) Read what children say about the musical instruments they play. Match their stories (1–4) to the photos (A–D).



- Hello! I am Susan. I live in Manchester, England. I love music and learn to play the French horn. This is a wind instrument which is made of special tubes. I **might** become a famous musician in future.
- Hello! I'm Brian. I am practising on the violin. This is my second year of learning. This musical instrument produces wonderful sounds. Different violins have different sounds. The material the instrument is made of is important. The way the instrument is made change the sound. This one **must** be created by a real professional.
- Hi! I'm Bill. My mum has always wanted me to play the piano. She says that it is one of the best instruments. Many famous composers played it. You can play different styles of music on it. I started playing the piano three years ago. My mum is sure I **will** participate in an international contest one day.
- Hi! My name is Mark. I am from Scotland. I started playing the bagpipes when I was five. The bagpipes are the Scottish national musical instrument. The sound they make is unusual, but the music is good for dancing. So I have been playing the bagpipes for six years. I believe I **should** go to a music school and have more lessons. Then I **may** take part in Edinburgh Military Tattoo one day.

b) Read the statements and say what musical instrument it is.

- The sound of this musical instrument is unusual, but it is good for dancing.
- This is a wind instrument made of special tubes.
- The material this musical instrument is made of changes its sound.
- This is a common keyboard musical instrument. Many children learn to play it.

Grammar Lab: Modal Verbs

Modal verbs are auxiliary verbs – they are used with other main verbs. Modal verbs are *can, could, will, would, may, might, shall, should* and *must*.

Modal verbs show the speaker's attitude or feelings about a situation. The same modal verb can be used in different meanings, depending on the situation.

Certainty and uncertainty

100%	certainty	will
95% – 100%	deduction	must, can't
80%	expectation	should
30% – 70%	uncertainty	may, might, could
0%	certainty	won't

We use *will* and *won't* when we are certain about something in the future.

We use *must* and *can't* when we know something is certain because it is logical, or when we make an assumption because of the facts of the situation.

We use *should* when we expect that something will happen.

We use *may, might* and *could* when we are uncertain.

- 5** Find the sentences with modal verbs in of Ex. 4a on p. 98 and explain how they change the meaning of the main verb. Use the notes from the table given above.

Example:

I might become a famous musician in future.

(The person is 30% sure about what he is saying. It is difficult to predict what can happen in a few years' time.)

- 6** Work in groups. The speaker says a sentence on the topic "Music and Musical Instruments". The others use the modal verbs to give a new shade of meaning to it. Practise the same sentence with different modal verbs and explain how different they become.

- 7** Speak in class. Talk about the musical instrument you / your friend play(s). How long have you been practising? Use Ex. 4 on p. 98 as a model.

- 8**  Write different types of questions to the sentences given below.

1. He wants to become a pop star.
2. Music helps people to express themselves.
3. I have always dreamt of playing the piano.
4. We enjoy our traditional folk music.
5. My favourite group has already recorded a new album.
6. I'm going to participate in the school concert.

Lesson 7. Music Lessons

- 1 Listen and read the poem «*Electric Guitars*» by James Carter.

I like electric guitars:
played mellow and
moody frantic or fast –
on CDs or tapes,
at home or in cars –

live in the
streets,
or gigs
or in bars.

I like
electric
guitars:
played
choppy
like
reggae
or angry
like
rock or
chirpy like

jazz or strummy

like pop or heavy like
metal – it bothers me not.

I like electric guitars ...

I like electric
guitars: played loudly, politely –
dully or brightly – daily or nightly – badly
or nicely. I like electric guitars: bass,
lead and rhythm – I basically
dig 'em – I like electric
guitars.



2 Work in pairs. Read the poem of Ex. 1 on p. 100 and answer the questions.

1. What musical instrument is the poem about?
2. Does the speaker like to play this musical instrument or listen to?
3. Where can we hear the sounds of the electric guitar?
4. What style of music is usually performed on it?
5. What does the speaker say about different styles of music?
6. Why do you think the speaker likes this musical instrument?
7. Do you have a favourite music instrument?
8. What makes it so special for you?

3 a) Listen to the dialogue and complete it with answers.

b) Work in pairs. Act out the dialogue.

A: Hi! How are you today?

B:

A: Do you want to listen to my new CD? It was a free gift with a magazine. Listen, please! Do you like it?

B:

A: Well, I think it's awful! What style of music do you think it is?

B:

A: What style of music do you like?

B:

A: Do you play any musical instrument?

B:

A: That's interesting. I like playing the guitar. I learn to play this musical instrument at school.

B: In Ukraine we aren't taught to play any musical instrument at school. We usually go to a music school or have private lessons.

A: There are also music schools in Britain. Children who study there are going to become professional musicians. Have you ever heard about music lessons online?

B:

A: Go to Google*, type "International Internet Music Academy" and surf the website. I think you'll find something interesting there.

B:

4 Look at the photos on page 102 and talk about music lessons in the British and Ukrainian schools. How are these lessons similar and how are they different? What do the schoolchildren usually do during the lessons? What would you like to change in your school music lessons?



- 5** The pupils are having a music lesson now. Say what the students should / must / mustn't do.



1. Play the musical instrument regularly.
2. Follow the notes.
3. Listen to the conductor's commands.
4. Sit straight and comfortably.
5. Keep your musical instruments in order.
6. Enjoy playing your musical instrument.
7. You can become successful!



Conversation Lab

- 6** Read and act out the situation.

Pupil A. You've going home after the lesson in a music school. You have a violin with you. You started to play this musical instrument five years ago. You're going to become a professional musician.

Pupil B. You've met your schoolmate on your way home. He / She is holding a violin in his / her hands. Ask him / her:

- when he / she studies music;
- how long he / she has been practising;
- if he / she likes it;
- why he / she has chosen this musical instrument;
- if he / she is going to become a professional musician.

- 7** Put the verbs in brackets into the correct tense form and voice.

Nelly (1) (to sing) in the school choir since she was eight. Last month the choir (2) (to give) a concert and two weeks ago the school (3) (to take) part in a competition with other schools. Nelly (4) (to want) to be a pop star for a long time. When Nelly was very young she (5) (to see) Kylie Minogue* on TV, and since then Nelly (6) (to dream) of becoming famous. Nelly also plays the violin. She (7) (to have) lessons for three years, and she really enjoys them!

Lessons 8–9. At the Concert



Listening Lab

- 1 a) Listen to the children buying tickets for the concert. Look at the photos and say whose concert they are going to.



“Ocean Elzy”



“Esthetic Education”



“New'z' Cool”



Natalia Mohylevska

- b) Speak in class. Complete the dialogue and act it out. Use the pictures above.

Cashier: Can I help you?

You: Can I buy tickets to the concert of for Saturday night?

Cashier: Sorry, they are sold out. What about Sunday night?

You:

Cashier: Yes, there are seats for that one. How many tickets would you like?

You:

Cashier: OK, that's (two adults and two children).

You:

Cashier: That's UAH out of UAH. UAH is your change.

You:

Cashier: You're welcome. The concert starts at 7 o'clock.

You:

- 2 Work in pairs. Have you ever watched a concert 'live', on TV or on video? Tell the class about your experience. Use the words from the word bank.

The Concert	Adjectives
The music, the singing, the guitar solos, the drums	boring, brilliant, exciting, fantastic, poor, quite good, really loud
The lighting, the special effects	disappointing, superb, breathtaking
The stage design	spectacular
The sound	clear, poor
The songs, the words	lovely, charming, marvellous
The costumes	colourful, glamorous, original, fashionable



Writing Lab: A Concert Review

A concert review tells the readers about the impressions of the person who has visited the concert. Sometimes the quality of your review can influence its success.

Please follow the standards below for writing a good review.

Review Writing Guide

1. Talk about the singers who participated in the performance.
2. Describe the place where the concert was held.
3. Write a few sentences about the scenery and the stage.
4. Write about the audience. How did it react to the singing?
5. What did you like about the performance?
6. Write your recommendations to your friends.

Review Writing Standards

1. Write ONLY about the given topic.
2. State accurate facts.
3. Do not plagiarize any part of your review.
4. Write clearly with accurate grammar, spelling, capitalization and punctuation.

- 3 Read the concert review and match the paragraphs (1–4) with the titles (A–D).

- ___ A. The Performance.
 ___ B. The Singer and the Audience.
 ___ C. Feelings after the Performance.
 ___ D. The Place and the Singer.

**A Concert Review:
Randy Newman* (Winterthur, Switzerland)**

By *Steve*

1. _____

These days, we **get flooded** with music. You can see videos on dozens of TV channels. There are more new records than anyone could even imagine. But the more **possibilities** there are, the more difficult it gets to find the REAL music experience. Does it happen on MTV? Certainly not. Or in stadiums? No, I think that the real music happens in small concert halls. I had the luck to see Randy Newman together with not much more than 100 people, the smallest concert he's been playing in 16 years.

2. _____

The stage is hardly big enough to hold his piano, and only a few **inches** higher than floor level. So the singer and the audience are really close. I had only seen Randy on old photos, and the first thought when he gets on stage is: he looks old! But considering that he's been recording since the end of 1960s, this is not really a surprise. He must be 50, and that's exactly how he looks.

3. _____

He starts with "Birmingham", and his voice sounds exactly like on the records, only much better. His skills on the piano are **splendid**, and I find that the songs work much better if he does them solo than with **background** musicians.

4. _____

His big hit "Short People" comes early on in the set. When the audience starts to clap in the rhythm, he stops them immediately by a minor break. Only later he lets us sing "Rider In The Rain" with him. He talks a lot, but not only between songs, also during songs.

Randy Newman is still good for a highly **enjoyable** evening, with great music and a **tremendous** amount of fun.

4 Read the review again and answer the questions.

1. Did the reviewer like the concert? Why yes? Or why not?
2. Where did he watch the concert?
3. How big was the audience?
4. How did the audience react to the singer?
5. How did the singer communicate with the audience?
6. Was it an enjoyable experience?

5 Look through the text of Ex. 3 and find the words to talk about:

- songs;
- the audience;
- the music;
- the performance.

- 6** Speak in class. Tell your classmates if you would like to go to one of Randy Newman's concerts. Why yes, or why not?
- 7** Work in groups. Talk about your favourite Ukrainians singers and bands. What makes them popular in Ukraine?



- 8** Put the verbs in brackets into the correct tense form.

Last Sunday, hundreds of fans (1) (to go) to Ukraina Palace in Kyiv to see the famous Ukrainian band "Ocean Elzy". There (2) (to be) not an empty seat anywhere in the auditorium. "Sure, it's cold outside, but I hope we'll warm it up here for you," said Sviatoslav Vakarchuk, the band leader.

The band (3) (to sing) a lot of well-known songs from their albums. The wonderful music and the songs' words (4) (to tell) the listeners about the eternal values: understanding, friendship and love.

The sound (5) (to be) perfect. The audience really (6) (to love) the concert. Many people in the crowd (7) (to be) real fans and they (8) (to know) the words and they (9) (to sing) along to nearly every song.

At the end of the concert, "Ocean Elzy" (10) (to show) that they (11) (to be) true performers. They (12) (to finish) with a new song – a song from their album "Mira". I (13) (to know) that I (14) (to see) the performance of real stars.

- 9**  Write a review of the concert you have been to or have watched on TV.

- Do you think the people enjoyed themselves there? (Why? / Why not?)
- Should we judge the performers by attending one concert only?
- Is it possible for a singer or a band to be popular all the time? (Why? / Why not?)

Lesson 10. Favourite Melodies

1 Listen to the dialogue. Say what Dan is looking for in a record shop.

In a Record Shop

Jane: Hi, Dan! I haven't seen you for ages. What are you doing here?

Dan: I'm looking for a new CD by "Ocean Elzy". It has just been recorded.

Jane: Ocean Elzy? I've heard that this group has been nominated as "The Best Live-Group".

Dan: Yes, it has. And many of their songs have been broadcasted on radio and TV.

Jane: If you have a CD at home, you can listen to your favourite group any time you want.

2 Look through the dialogue of Ex. 1 and answer the questions.

Do we know who...

... has recorded a CD by "Ocean Elzy"?

... has nominated the group as "the Best Live-Group"?

... has broadcasted many of their songs?

Grammar Lab: Present Perfect Passive Voice

We use **the Present Perfect Passive** to talk about past actions and events which are important now – for example, when we give people news.

The concert has been organized by the first of February.

Present Perfect Passive Voice

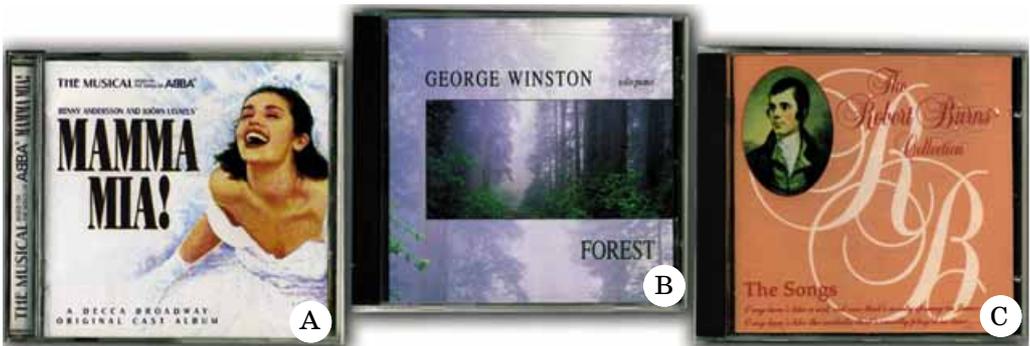
Positive			Negative		
The CDs	have been	bought. recorded.	They	haven't been	bought. recorded.
It	has been		It	hasn't been	

Question	Answer
Have the CDs been bought the other days? Has the album been recorded yet?	Yes, they have. / No, they haven't (have not). Yes, it has. / No, it hasn't (has not).
Use	Example
When the person who has done the action isn't important, or when we don't know who has done it.	The song has already been listened to.

3 Put the verbs in brackets into the Present Perfect Passive Voice.

1. A new concert hall (to build) in the capital city recently.
2. The old violin (to find) in New York.
3. An unknown young singer (to award) the first prize at the song contest.
4. A new album by Tina Karol (to record) this month.
5. The concert (to attend) by thousands of fans.
6. The famous singer warmly (to receive) by the audience.
7. This violin (to use) by many famous musicians.
8. A new song (to record) in that music studio recently.
9. The interview with a famous singer (to organise) by the editor of the school newspaper.
10. The ticket for the performance (to sell) out in three days.

4 a) Look at the pictures of CDs (A–C), read the information and match the names of the children with the CDs they want to buy.



Helen: I am fond of classical music. When I come home after school I usually spend an hour listening to my favourite CDs. I like the sounds of the piano best.

Julia: I like poetry very much. This year we have learnt about the national bard of Scotland Robert Burns. I would like to listen to the songs written to the words of his wonderful poems.

Ryan: I like both classical music and popular music. My mother has told me about the group ABBA which used to be popular more than 25 years ago. My friend has said to me, that there is an exciting musical based on their song.

b) You're going to buy one of the CDs in the pictures. Work in pairs. Act out the dialogue "In a Record Shop". Use Ex. 1 on p. 107 as a model.

5  Write questions to the words in bold.

1. Many of the **CDs** in this collection have been bought as **souvenirs**.
2. **New facts about music in the past** have been discovered recently.
3. A good report about **modern music** has been prepared by **one of my classmates**.
4. The **music festival** has been organized in **Lviv**.

Lesson 11. Famous Composers

1 a) Look at the pictures of two famous composers. Read and tick the statements T (True) or F (False).



Wolfgang Amadeus Mozart



Ludwig van Beethoven

- 1. Both composers were born in Germany.
- 2. Both composers got their music education at home.
- 3. They wrote classical music.
- 4. Ludwig van Beethoven studied under Mozart.

b) Say what you know about these composers.



Reading Lab: Jigsaw Reading

2 Work in groups. Read the texts and then exchange information.

Group A: **Ludwig van Beethoven**

Ludwig van Beethoven has been called the greatest composer who has ever lived – yet he was deaf for much of his life. Beethoven lived from 1770 to 1827. He was born in Bonn, Germany. At the age of 17 he went to Vienna to study under Mozart. The teacher and the student soon became friends.



Later, he studied under Joseph Haydn, but we know he was not satisfied and took extra lessons in secret!

By the age of 32, he knew he was going deaf. Deeply depressed, he had to give up playing, but was able to go on composing because he could still hear the sound of the music in his head. He used to go for long walks, carrying a **sketch-book** in which he wrote down his musical ideas. We remember him for many great works – including **masterpieces** such as *The Moonlight Sonata* and his famous *Ninth Symphony*, in which he introduced **choral** music for the first time in a **symphony**.

Questions:

1. When did Beethoven live?
2. Where did he get his education?
3. What Beethoven's masterpieces do you know?
4. Who was his teacher?
5. What happened to Beethoven when he was 32?

Group B: Wolfgang Amadeus Mozart

Mozart was the greatest Austrian composer. Wolfgang Amadeus Mozart lived only 35 years, but he became one of the world's most famous composers.



Mozart was born in Austria in 1756. He began composing at the age of five. His father was a musician and he taught his son to play different instruments. As a very young child his father took him on a tour around Europe to play before **the royalty**. From the age of six he toured Europe and gave concerts in Austria, Germany, France, Italy and Switzerland.

As a young man, Mozart **settled in** Vienna. He wrote symphonies and several great operas, including “The Marriage of Figaro”, and “The Magic Flute”.

He died very suddenly after a short illness. He died so poor that only the grave digger attended his funeral. There are many legends around Mozart's death. They say two weeks before his death a man in black visited him **anonymously** and ordered him to write a **requiem**. Mozart agreed because he needed money badly. The visitor in black was just a count who wanted to publish the requiem as his own composition.

Questions:

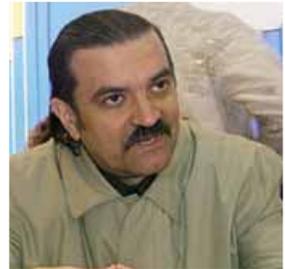
1. What have you learnt about Mozart's childhood?
2. What do you remember about Mozart's life?
3. What instruments could Mozart play?
4. What operas by Mozart do you know?
5. What do you think of the legends around Mozart's death?

3 Speak in class. Tell your friends what you have learnt about Ludwig van Beethoven and Wolfgang Amadeus Mozart. Start like this:

... is a famous / outstanding composer. He was born ... in ... in ... ,
 He started playing the musical instrument at the age of
 He began composing at the age of
 From the age of ... he
 He wrote
 His most important works include

4 Read the information about the modern Ukrainian composer. Put the verbs in brackets into the correct tense form.

Kyrylo Stetsenko (1) (to be) a grandson of the Ukrainian composer Kyrylo Stetsenko, a classic of the Ukrainian music. He (2) (to pick up) the family musical tradition at the age of five when he (3) (to begin) to learn to play the violin. Such remarkable violinists as Bohodar Kotorovych, Leonid Kohan and Valeriy Klymov (4) (to be) among his teachers.



Kyrylo Stetsenko (5) (to win) Ukrainian and international prizes; he (6) (to tour) the USA, Canada, Poland, Hungary, Austria, Belgium and Portugal with concerts; he (7) (to write) classical music, pop music and music for television programmes and feature films.

5  Find information and write a short report for the school e-newspaper about a famous composer. You can write about *George Frederick Handel, Antonio Vivaldi, Joseph Haydn, Johann Sebastian Bach*, or such famous Ukrainian composers as *Mykola Lysenko, Mykhailo Verbytskyi, Levko Revutskiy, Borys Laytoshynskiy, Myroslav Skoryk, Valentyn Silvestrov, Yevhen Stankovych and Volodymyr Ronchak*.



Mykola Lysenko



Levko Revutskiy



Mykhailo Verbytskyi

Lesson 12. Project Work



Project Work

- 1 Work in groups. You are having a class meeting. You want to design a newspaper issue devoted to music. Share the roles. Follow the recommendations given below. Discuss your plans.
- 2 Design a newspaper. Present it to your classmates (schoolmates).

Your Assignment

Choose the material for the issue. Complete the following information about the organization of the newspaper.

Name of the newspaper _____

The motto of the issue _____

Target readers _____
(class, the entire school, parents, teachers)

Editor(s)-in-Chief _____

Copy Editors _____

Production / Design Decisions

Page size _____

Number of pages _____

Number of columns _____

Type of production _____

Typewritten / Photocopies _____
(typewritten, photocopies)

Who will prepare material for production? _____

Who will be responsible for reproduction? _____

Editorial Decisions

Type of sections _____

Writers assigned _____

Interviews _____

Art / Design Decisions

Designers assigned _____

Deadlines!

Date news and feature stories must be completed _____

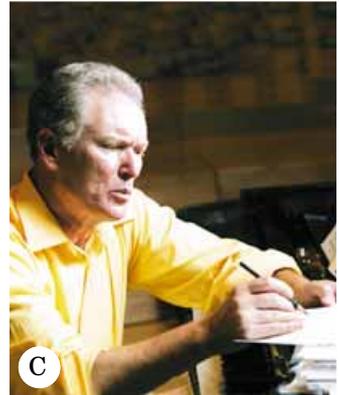
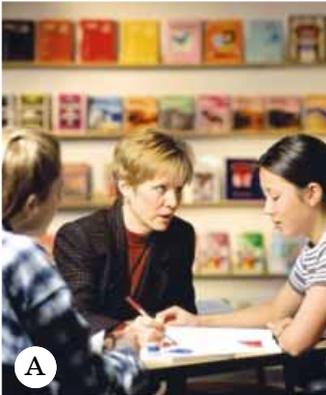
Date news and feature articles will be prepared for printing _____

Date newspaper will be printed _____

Date newspaper will be distributed _____

Lesson 13. Grammar Revision

- 1** Look and say which sentence goes with each picture. Tick the sentences that match the photos.



- a) Mrs Johnson loves all her pupils.

b) Mrs Johnson is loved by all her pupils.
- a) The singer will give the flowers.

b) The singer will be given the flowers.
- a) The composer has already written a new song.

b) A new song has already been written.

- 2** Change sentences in the Active Voice into the Passive Voice.

- I bought two tickets to the concert yesterday.
- My friend will bring a new disc tomorrow.
- They sell musical instruments in this shop.
- They have stolen this famous violin recently.
- We will stage this opera at the beginning of the next season.
- My mother often participates in musical festivals.

- 3** Read and choose the correct item to complete the sentences.

- Music *plays / played / is played* everywhere.
- I *studied / was studied / will be studied* to play the piano for three years at the musical school.
- Our teacher *loved / loves / is loved* by people.
- This opera *is composed / has been composed / was composed* lately.
- A new musical school *will open / will be opened / opened* in our city next month.
- The students *greeted / were greeted / greets* the famous singer warmly.

4 Put the words in the correct order to make sentences.

1. film / has / seen / class / by / our / This / already / been / .
2. Opera House / you / to / ever / the / Have / been / ?
3. never / has / flute / He / played / the / .
4. Ruslana / listened / have / We / to / the / already / of / new / hit / .
5. improved / your / Has / mood / music / this / by / been / ?
6. my / have / I / the / been / by / concert / to / taken / friend.

5 Write negative sentences and questions.

1. This concert has been played before.
2. I was offered a ticket to the concert of Volodymyr Hryshko.
3. The audience admired the charming music at the concert last Sunday.
4. The biography of the outstanding composer Petro Chaikovskiy will be told to us in English.
5. We are always inspired by music.

6 Read and act out the situation.

You're going to have a birthday party. Talk about your choice of music for it. Will you try to satisfy everybody's tastes?

7 Write about the collection of music you have at home.**Self-Assessment**

Think of your records. Tick how well you know it.

4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

	Now I can...	4	3	2	1
	<ul style="list-style-type: none"> ● talk about different styles of music and musical instruments ● talk about the famous composers and musicians ● talk about music lessons 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ● understand information during a discussion ● understand the conversation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ● read and understand a magazine article 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> ● write a concert review 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 5

Countries, People, Lifestyle: The UK and Ukraine



Listen, read and talk about...

- *your penfriends, their hobbies and interests*
- *the geographical position of the United Kingdom of Great Britain and Northern Ireland*
- *the geographical position of Ukraine*
- *climate and weather*
- *types of landscapes*
- *life of people in different countries*
- *visiting famous landmarks*

Learn how to...

- *work with maps*
- *understand the information given in weather reports*

Practise/Revise...

- *verb tenses*

Write/Make...

- *an essay about your favourite place in Ukraine*



Lessons 1–2. My Penfriends

- 1 Look at the photos and say where the children are. How do they communicate with each other? What things do they tell each other about? Read the emails and put them in the correct order.



Home | Inbox 122 messages | New Email Message

Send | Attach | Save Draft | Spelling | Cancel

To: Greg

Cc:

Subject: Friends

Hello, Greg! My name is Dan and I'm interested in learning English. I am a student from Ukraine. I'm fond of travelling. Tell me more about your interests.

Home | Inbox 122 messages | New Email Message

Send | Attach | Save Draft | Spelling | Cancel

To: Dan

Cc:

Subject: Friends

Hi, Dan! Thank you for your email. I'm glad that you know about our famous writers. Are you interested in Literature? My hobby is Music. I'm learning to play the bagpipes. I took part in a music festival last month.

Home | Inbox 122 messages | New Email Message

Send | Attach | Save Draft | Spelling | Cancel

To: Greg

Cc:

Subject: Friends

Hello again, Greg! Nice to meet you. The day is very nice and the sun is shining. It's the typical weather for Ukraine in April. I have always dreamt of visiting Scotland. It is the country of Robert Burns and Walter Scott. We've learnt about Scotland at the English lessons this year.

Home | Inbox 122 messages | New Email Message

Send | Attach | Save Draft | Spelling | Cancel

To: Dan

Cc:

Subject: Friends

Hi, Dan! I'm from Scotland. I'm in the Internet cafe on 5th Street now. I'm preparing a report about the climate in Europe. What's the weather like in Ukraine at the moment?

2 Speak in class. Look at the pictures to Ex. 1 on p. 116. What kind of a personality do you think the boys have?

Example:

A: *To my mind, Greg is talented because he can play the bagpipes and he took part in a music festival last month.*

B: *In my opinion, Greg is curious because he is working on his report and wants to know more about the countries in Europe.*

Vocabulary Notes

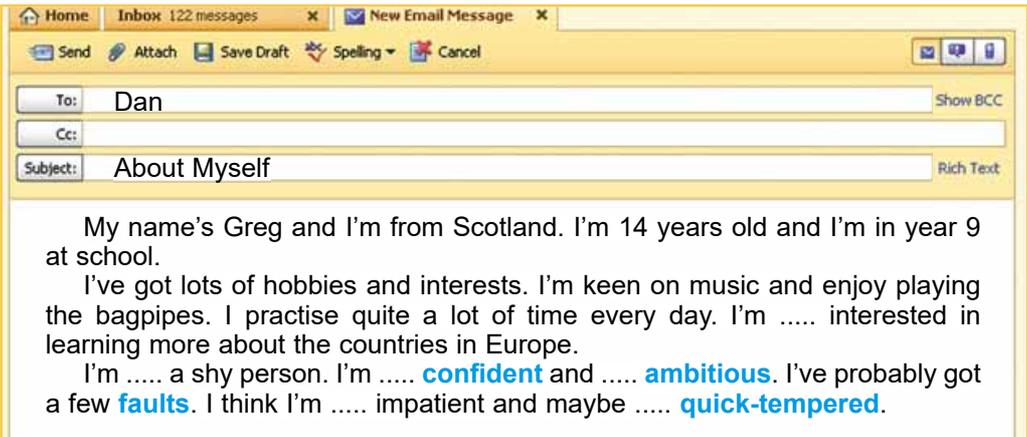
We use modifying adverbs **a little, not at all, quite, really, very, slightly** to make the meaning of adjectives stronger or weaker.

They go before the adjective or before the word combination **a(an) + Adj + N**.

I'm quite optimistic.

I'm quite an optimistic person.

3 Listen to what Greg has written to Dan about his interests and character. Fill in the missing modifying adverbs: **a little, not at all, quite, really, slightly, very**.



Home | Inbox: 122 messages | New Email Message

Send | Attach | Save Draft | Spelling | Cancel

To: Dan Show BCC

Cc:

Subject: About Myself Rich Text

My name's Greg and I'm from Scotland. I'm 14 years old and I'm in year 9 at school.

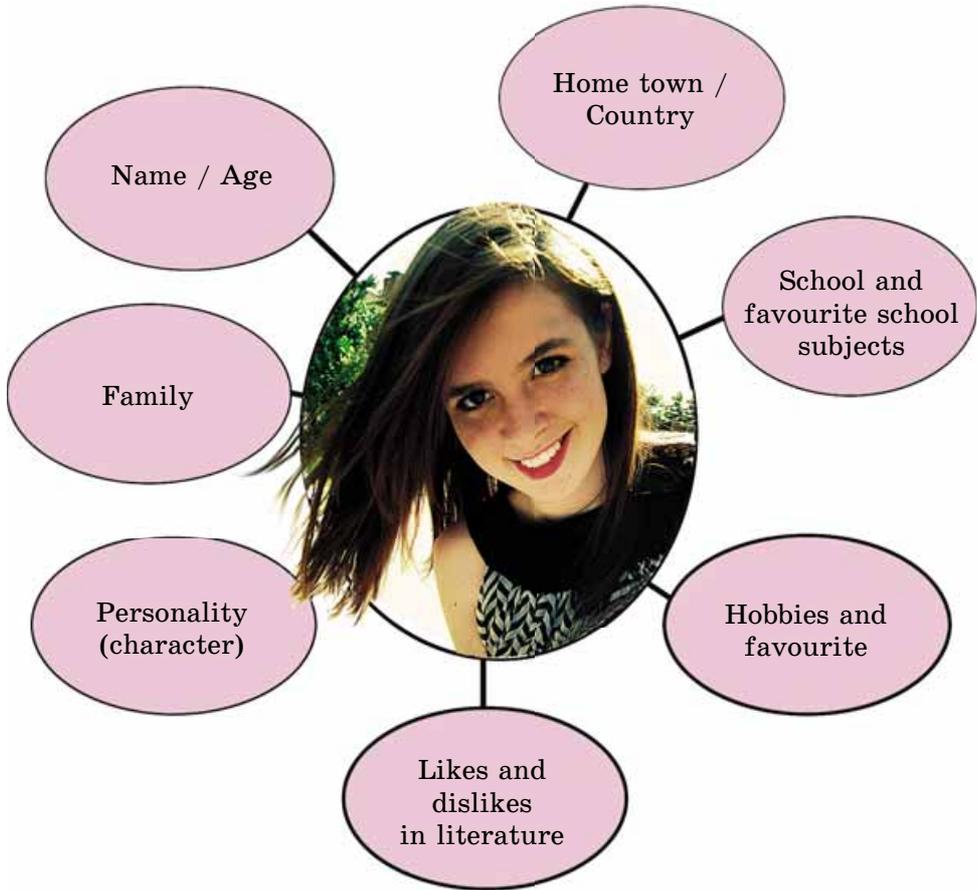
I've got lots of hobbies and interests. I'm keen on music and enjoy playing the bagpipes. I practise quite a lot of time every day. I'm interested in learning more about the countries in Europe.

I'm a shy person. I'm **confident** and **ambitious**. I've probably got a few **faults**. I think I'm impatient and maybe **quick-tempered**.

4 Complete the sentences with the modifying adverb given in brackets.

1. I'm sensitive. (**slightly**)
2. My friend is hard-working. (**really**)
3. I find Chinese difficult. (**quite**)
4. He is a rude person. (**not at all**)
5. She is shy. (**a little**)
6. He is attentive to his friends. (**very**)
7. My sister is jealous at times (**slightly**).

- 5 Your English-speaking friend has asked you to give information about yourself. Introduce yourself first and then talk about the things in the mind map. Use the modifying adverbs.



- 6 a) Make the questions. Use the prompts and the correct auxiliary verbs: *is, are, do, have*.

1. Where / you / to come from / ?
2. How big / to be / your family / ?
3. What school / you / to study at / ?
4. What / to be / your favourite school subjects / ?
5. What free time activities / you / to be interested in / ?
6. What countries / you / to visit / ?

b) Work in pairs. Use the questions from Ex. 6a to interview your new friend. Then tell him / her about yourself. Is there anything you have in common?

- 7  Write an email letter to your friend. Tell him / her about yourself.

Lessons 3–4. Teenage Leisure

1 Look at the pictures. What are the teenagers doing? Which activities do you do?



2 You are going to read the text about the way teenagers spend their free time in the UK. Choose the most suitable heading from the list (A–E) to each part (1–4). There is one extra heading which you do not need to use.

- A Eating out
- B Two Common Leisure Activities in the UK
- C Computer Games and Television
- D Entertaining and Cinema
- E Doing Sport

How Do Teenagers in the UK Spend Their Free Time?

Teenagers in the UK enjoy **various** indoor and outdoor activities. A recent **survey** discovered that they spend about 45 % of their free time playing computer games and watching television, 24 % of their free time socializing, 22–23 % on sport and hobbies, and 10 % on other activities. Other popular leisure activities are listening to the radio, listening to pre-recorded music, reading, **DIY***, chatting online, eating out and going to the cinema.

1.

Playing computer games **ranks** the first place in the list of the favourite activities among the teenagers. The second most common leisure activity in the UK is watching television. The **average** viewing time is 25 hours per person per week. Many television programmes are about wildlife, animals, holidays, cooking and gardening. Teenagers watch TV before and after school.

2.

Visiting or **entertaining** friends or relatives and going to the cinema are also very popular activities in Britain.

3.

Teenagers go to McDonalds or King's Burger at least once a week. Sometimes they have a pizza delivered to their houses or go to a restaurant with their family at the weekend.

4.

Sports and physical **recreation** have always been popular. Local **governments** provide cheap sport and leisure facilities such as swimming pools, tennis courts, parks and golf courses. People go to watch other people play sports like football or take part in sports activities themselves.



- 3 Read the text of Ex. 2 on p. 120 again. Say what activities enjoy the greatest popularity in the UK.
- 4 Listen to the Ukrainian children talking about their favourite pastime. Tick (✓) the things they enjoy doing.

Activities / Names	Dan	Ann	Maksym
Travelling			
Listening to music			
Drawing			
Going to the theatre and cinema			
Playing computer games			
Chatting online			
Doing sport			
Going out with friends			

- 5 Complete the sentences with the names of the children. Which statements are also true for you?
 1. is very keen on sport.
 2. spends a lot of money on computer games.
 3. spends two or three hours a day chatting online.
 4. enjoys going to the theatre and to the cinema more than doing sport.
 5. thinks that a good hobby can become a future profession.
 6. spends school holidays visiting different places in Ukraine and abroad.

6 Play a guessing game.

Work in small groups. One pupil describes one of the activities in the list on page 122. Others have to guess what activity he / she is talking about.

Example:

A: *To my mind, this activity is very popular with the teenagers around the world. They usually spend a lot of time outdoors, visit the places they have never been before and enjoy discovering the mysteries of the surrounding world.*

B: *Is it travelling?*

A: *Yes, it is.*

Free Time Activity	Word Combinations to Describe the Activity
Travelling	to unlock the door to nature's secrets, to enjoy picturesque places, to watch birds and animals, to admire the countryside, to spend a lot of time outdoors, to climb the mountains, to discover the mysteries of the surrounding world
Listening to music	to collect records and CDs, to go to the concerts, to play the musical instrument, to do dancing, to record music on the MP-3 player or a mobile phone
Playing computer games	to play on somebody's own, to relax, to spend money on computer games, to exchange the games with friends
Chatting online	to surf the Internet, to meet people from all over the world, to exchange information, to send electronic messages
Doing sport	to keep fit, to have a good posture, to play active games, to have enough energy, to develop good character, to take up yachting
Drawing	to collect books on Art, to take lessons of drawing, to draw portraits and landscapes, to make sketches outdoors, to go to picture galleries
Going to the cinema or to the theatre	to read books about theatre, to watch performances and films, favourite actors and actresses, expensive / cheap seats
Going out with friends	to communicate, to discuss, to go dancing in clubs, to share interests, to go for a picnic, to eat out

- 7** Work in pairs. Discuss your hobbies with your friend. Use the phrases from Ex. 6 and the expressions given below.

I enjoy doing ...
 I really like / don't like doing ... I quite like doing ...
 I prefer ... (doing sport) to ... (chatting online)

Example:

A: *What do you like doing in your free time, Svitlana?*

B: *I enjoy travelling and taking pictures. You can discover the mysteries of the surrounding world and admire the picturesque places.*

A: *Me too. But I really don't like travelling on foot especially on hot weather.*

B: So do I. I usually go hiking with my classmates in late spring or early autumn. The days are perfect then. In summer I mostly spend much of my free time at the seaside.

A: And what do you like doing at the weekends?

B: I love chatting online and drawing. I draw portraits and landscapes. I think that drawing can become my profession in future. I have participated in some exhibitions and rather successfully. Would you like to see my pictures?

A: Sure! Good idea.

B: I'm waiting for you on Sunday then.

8  Write a few sentences about your favourite free time activities.

Lesson 5. Climate and Weather

1 Listen and match the dialogues to the pictures.



1.
Jane: Alex! You're **soaking wet**.
Alex: Hello, Jane! Yes, it's **awful** weather, isn't it? Not good weather for a picnic.
Jane: It doesn't usually rain this hard in September. We often have picnics at this time of the year.
Alex: No, but it's **pouring down** today.

Jane: Give me your shirt and a hat to dry.

Alex: Thanks. Now, I see, why my mother always listens to a **weather forecast** before going out.

2.

Kim: Are you enjoying the game, Steve?

Steve: Not really. It's a bit windy for playing badminton now.

Kim: Oh, you're always complaining!

Steve: I can't help it. Everything's blowing away and I'm cold.

Kim: Well, why don't we watch TV?

Steve: "Too much TV a day can spoil your eyesight", my Mum says.

Kim: Never mind. At least we can listen to music or just chat online.

Steve: Let's hope the weather will change for the better in the afternoon.

2 Read the text and say what the difference between the climate and weather is.

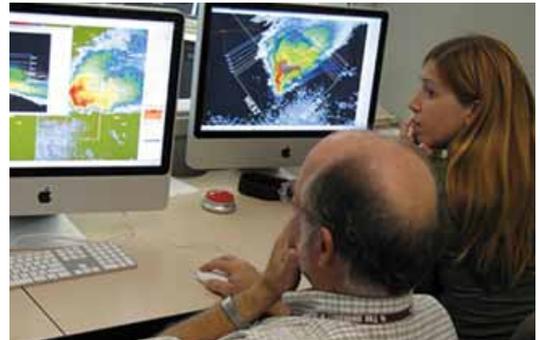
What is the weather like today? Is it bright and sunny or cold and wet? Is it snowing or boiling hot? Most of us are interested in the weather because it **affects** our daily lives. Warm and sunny weather is ideal for playing outside whereas wet weather often keeps us indoors. Climate is the weather in a certain area or place over many years.

The weather describes the day-to-day **conditions** of the atmosphere. It includes the temperature of the air, the amount of **sunshine** and **rainfall**, and the **wind speed** and **direction**.

The weather is studied by scientists called **meteorologists**. The weather often changes and the forecast needs to be updated.

The climate of the UK is described as **temperate**. This means that it is not very hot or very cold, or very wet or too dry. Generally, it is quite wet and mild. However, there are **variations** within the different parts of the UK. The western coast of the country is generally warmer than **inland**. The coldest weather in January is found in Scotland. It is **particularly** cold over the mountains. This is because **the temperature** of the air goes down the higher up you are.

The weather in the UK can change a great deal from one day to the next, and even during the day. One day we can be wearing shorts and T-shirts and



the next sweaters and coats! In the UK, the wind more often comes from the southwest. This wind moves across the Atlantic Ocean and picks up **mois-
ture**. That's why Britain has plenty of clouds and rain.

3 Read and complete the sentences.

1. The climate is
2. The weather describes
3. The weather includes
4. The climate of the UK is temperate which means that
5. The climate of the UK has
6. Britain has plenty of clouds and rain because

4 a) Work in pairs. Take turns to ask and answer the questions.

b) Speak in class. Say what you have learnt about your friend.

Questions	You	Your Friend
Do you listen to weather forecasts? Are weather forecasts important for people? People of what professions are interested in weather forecasts? Do you get the information about the weather forecasts: ● on radio? ● on TV? ● in the newspaper? ● other? Have you ever got into trouble because of the wrong weather forecast?		

5  **Write. Complete the sentences with the correct auxiliary verbs: is, are, do, does, did, have, has, or will.**

1. the weather forecast affect your choice of clothes yesterday?
2. The climate of the UK described as temperate.
3. What the temperature today? – It 20 degrees above zero.
4. this territory get enough sunshine and rainfall?
5. The weather changed greatly recently.
6. It boiling hot.
7. The wind speed and direction change tomorrow.
8. The weather conditions already been studied by the meteorologists.
9. you usually listen to the weather forecast?
10. there any places in the UK which warmer than inland?

Lesson 6. Whatever the Weather...

1 Look at the pictures. Say:

- what season it is;
- what the weather is like;
- what clothes you usually wear on such a day.



2 Put the following adjectives into two columns: fine weather, nasty weather. What season of the year do these adjectives describe?

Cloudy, rainy, misty, snowy, foggy, sunny, hot, wet, cold, dull, calm, stormy, windy, bright, clear, warm, cool.

3 Listen and read the dialogue. Match it to one of the pictures of Ex. 1.

A: Nice day, isn't it?

B: Yes, it is. It's a perfect day for staying outside!

A: I enjoy this time of the year. It's often sunny and warm. You don't have to put much clothes on.

B: But you can't know for sure what the weather will be like in the afternoon. Yesterday I was caught in the rain and got wet through.

A: You mustn't forget that you're in Scotland. It rains nearly every day here. So you have to take your umbrella with you all the time.

B: That's good advice. Now I know that.

Learning Strategies: Talking About the Weather

People often talk about the weather. It is a way to greet someone you pass on the street. It's a way to begin a conversation with someone you don't know at a social event. Conversations about the weather are never very long. They are usually only openers to other subjects. A comment about a nice day or a personal complaint about the rain is an easy way to break the ice.

Here are some comments about the weather:

Nice day, isn't it? Hot enough for you? I'm boiling!

Looks like rain to me.

A little on the cool side, isn't it?

It's pouring down today.

It's a perfect day for staying outside!

I can't stand it. It's freezing!

This rain hasn't let up for two weeks.

I'm going crazy! Gee, it's slippery out there.

Isn't it beautiful out today? Are you joking? I'm soaking wet!



4 Work in pairs. Use the phrases from the table above to talk about the weather in the pictures of Ex. 1 on p. 126.

5 Write the second sentence so it means the same as the first. Use the modal verbs.

- Ann says, "Don't forget to take an umbrella with you. It's going to rain." – Anns says, "You *should* take your umbrella with you. It's going to rain."
- Steve says, "It doesn't usually rain hard in September here."
- Pamela says, "We don't usually get so much snow in December."
- Ramona says, "Don't put a warm sweater on, Jack!"
- Dennis says, "You have soaked wet. Give me your jacket and hat to dry."
- Sue says, "It's too windy for a picnic."
- Mr Stevenson says, "The weather has already changed today."
- Mrs Brown says, "Put the right clothes into your suitcase!"

6  Write a few sentences about your favourite season of the year. What activities enjoy the greatest popularity among the teenagers?

Lesson 7. At the Map of the UK

- 1 a) Look at the compass and give names to all the numbers.

Use the words:

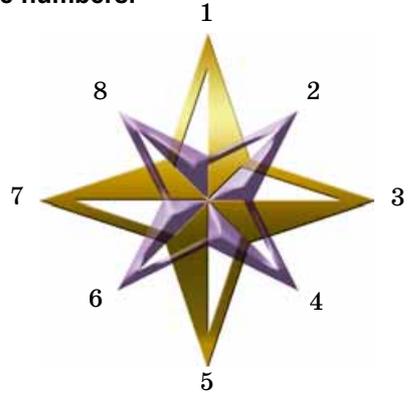
*the north, the south, the east, the west,
the north-east, the north-west, the south-east,
the south-west.*

- b) Look and say as in the example. Give full names instead of the abbreviation.

SE, S, SW, NW, NE, N, E, W.

Example:

SE stands for the south-east.

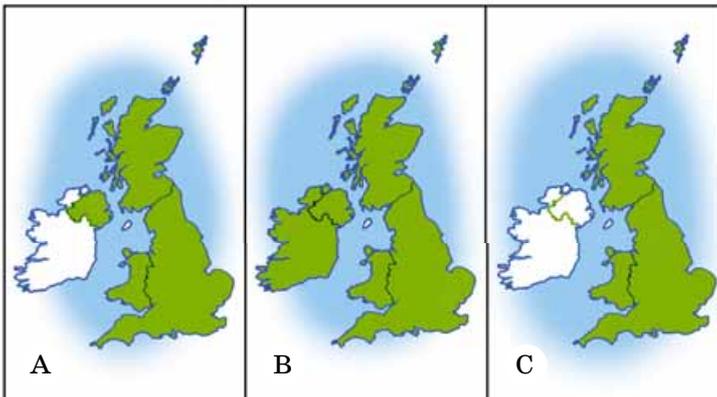


Grammar Lab: Prepositions

in the north (north-west)	to the north of	to the north-east of
in the south (south-east)	to the south of	to the south-east of
in the east (north-east)	to the east of	to the north-west of
in the west (south-west)	to the west of	to the south-west of

- 2 Listen and read the conversation between two friends. Match the geographical names to the pictures.

- ___ 1. The British Isles
___ 2. Great Britain
___ 3. The United Kingdom of Great Britain and Northern Ireland



Oli a: Look at the map! Here is Great Britain. It lies to the north-west of Europe. The official name of the country is the United Kingdom of Great Britain and Northern Ireland.

A n n: Hmm. That sounds pretty complicated.

Oli a: No, it doesn't. The country itself consists of four countries: England, Scotland, Wales and Northern Ireland.

A n n: Three of them are situated on an island of Great Britain. Look! England is in the south-east, Wales is in the west and Scotland is in the north.

Oli a: Now, I see. And where is Northern Ireland?

A n n: It is on another island.

Oli a: I've found! Here is Northern Ireland. It is in the northern part of the island of Ireland.

A n n: Right you are.

3 Read and tick the statements T (True) and F (False). Add information.

- ___ 1. The official name of the country is the United Kingdom of Great Britain and Northern Ireland.
- ___ 2. The UK consists of several parts.
- ___ 3. The UK is an island country.
- ___ 4. Ann knows a lot about the UK.

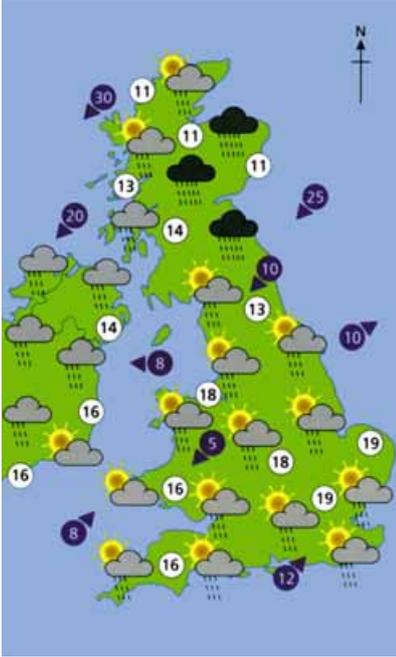
Vocabulary Notes

- the British Isles = all of the United Kingdom and the Republic of Ireland
- Great Britain (sometimes called Britain) = England, Wales and Scotland
- the United Kingdom = England, Wales, Scotland and Northern Ireland.

4 Look at the weather map from *The Daily Express*. Act out short dialogues. Talk about the weather in different parts of the UK.

1. **A:** What's the weather like in the west of the UK?
B: It's
2. **A:** What's the weather forecast for the northern part of the UK?
B: Oh, it's going to be
3. **A:** How's the weather in (Scotland)?
B: I've heard it's
A: What's the temperature?
B: It's degrees above zero.
4. **A:** People in the northeast of the UK experienced another height of stormy weather yesterday.
B: Yes, strong winds coming in from the east coast continue to cause damage to local property.
A: Emergency services are on standby to help people if necessary.

5 Study the weather map from *The Daily Express* again. Answer the questions.



- Which of the following statements best describes the weather across the UK:
 - dry and sunny;
 - cold with snow showers;
 - sunny intervals and showers;
 - cloudy with heavy rain?
- Which area of the UK has no sunshine forecast?
- What temperature is forecast for north-east Scotland?
- In which part of the UK is there the highest temperature forecast?
- What is the temperature in England?
- Where in Wales is no rain forecast?
- From which direction is the wind blowing in Scotland?
- How does the weather in central and eastern Scotland differ from that in Northern Ireland?



Conversation Lab

- Your friend is travelling from Edinburgh to London. Describe the weather that he / she will experience on his / her journey south.
- Put the verbs in brackets into the correct tense form and voice.
 - I (to visit) Scotland, but I (never / be) to Northern Ireland.
 - How many parts the UK (to consist of)?
 - I (to read) a book about the places of interest in Great Britain when he (to come).
 - You (to have) the meeting with our friends from Scotland in a month.
 - The day (to be) nice tomorrow.
 - Sam always (to listen) to the weather forecast for the coming week.
-  A group of students from your school is going on a language course in London next week. Search the Internet for the weather report and write a short information for the school website.

Lesson 8. The Land of Great Britain

1 Listen and repeat the geographical names.

The United Kingdom of Great Britain and Northern Ireland – Об’єднане Королівство Великої Британії та Північної Ірландії.

The British Isles – Британські острови.

The Irish Sea – Ірландське море.

Northern Ireland – Північна Ірландія.

Wales – Уельс.

Scotland – Шотландія.

The English Channel – протока Ла-Манш.

The Strait of Dover – Дуврська протока.

The Atlantic Ocean – Атлантичний океан.

The North Sea – Північне море.

The Irish Republic – Ірландська республіка.

Edinburgh – м. Единбург.

Cardiff – м. Кардіфф.

Belfast – м. Белфаст.

The Union Jack – “Юніон Джек”, національний прапор Королівства Великої Британії та Північної Ірландії.



Reading Lab

2 a) You are going to read an article about the UK. Six sentences have been removed from the article. Choose from the sentences (A–G) the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

b) Look at the map of the UK on the fly leaf¹ and find the places you are reading about.

The Land of Great Britain

The United Kingdom of Great Britain and Northern Ireland (the UK) is situated off the north-west coast of Europe. (1) Their capitals are London, Edinburgh, Cardiff and Belfast.

The UK is an island state. The two main islands are Great Britain (where England, Scotland and Wales are situated) and Ireland. (2) The two islands are separated by the Irish Sea.

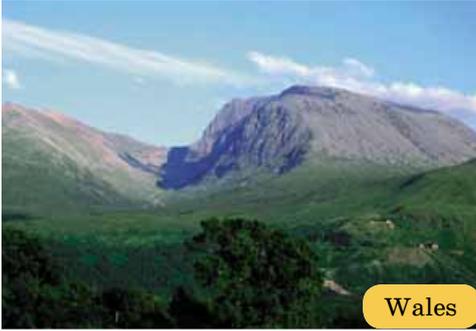


England



Scotland

¹ A fly leaf – форзац.



Wales



Northern Ireland

The UK is separated from the continent by the English Channel and the Strait of Dover. The UK is also washed by the Atlantic Ocean in the north and the North Sea in the east.

The area of the UK is 244,100 square kilometres. The most important rivers are the Thames, the Severn and the Clyde. (3) There are mountains in the UK but they are not very high. The Grampian Mountains are a mountain range of central Scotland. (4) Ben Nevis (1,343.8 m) is the highest peak.

The Pennines are a low-rising mountain range in northern England and Scotland. (5) There are the Cambrian Mountains in Wales.

More than 57 million people live in Britain. Many of them live in big industrial cities like London. Manchester and Liverpool, for example, are big industrial cities in the centre of England. But foreigners are often surprised by the fact that much of land in Britain is open country. (6)

The flag of the United Kingdom is known as the Union Jack. It is made up of three crosses: the cross of St. George (the patron saint of England), the cross of St. Andrew (the patron saint of Scotland) and the cross of St. Patrick (the patron saint of Ireland).

- A They are known as “the backbone of England”.
- B It marks part of the border between Scotland and England.
- C It consists of four countries which are England, Scotland, Wales and Northern Ireland.
- D There are many lonely hills, quiet rivers, deep lakes and just farmlands, especially in the south of the country.
- E Northern Ireland and the independent Irish Republic are there.
- F There are many lakes around the UK.
- G It extends north-east to south-west and forms a natural barrier between the Highlands and the Lowlands.

3 Work in pairs. Take turns to ask and answer the questions.

1. Where is the UK located?
2. Why is the UK called an island state?
3. What do you know about rivers / mountains in Great Britain?
4. What is the Union Jack made up?

Grammar Lab: Article *the* with Geographical Names

We use the definite article **the** with the geographical names of:

- rivers: *the Thames, the Severn*;
- oceans and seas: *the Atlantic Ocean*;
- mountain ranges: *the Highlands*;
- island groups: *the British Isles*;
- canals: *the English Channel*.

Note: the north / south / east / west

We don't use the definite article **the** with the names of:

- towns, countries: *London, Great Britain* (But: *the UK*);
- lakes, individual mountains: *Loch Ness, Ben Nevis*.

4 a) Look through the text of Ex. 5 on p. 132 again and find what it says about:

- seas, oceans and rivers;
- mountains;
- people;
- cities;
- the flag.

b) Work in pairs. Look at the map of the UK and write down the list of geographical names. Use the definite article *the* where necessary.



Conversation Lab

5 Speak in class. Talk about the geographical position of the UK. Show the geographical objects you're talking about on the map.



6 Put the verbs in brackets into the correct tense form and voice.

1. The United Kingdom of Great Britain and Northern Ireland (the UK) (to be located) in Europe.
2. The UK (to wash) by the Atlantic Ocean in the north and the North Sea in the east.
3. What you (to read) about the most important rivers in the UK?
4. They (to take) many pictures of Ben Nevis during their expedition to the mountains last year.
5. They (to watch) a film about the industrial cities in the UK when the bell (to ring).
6. The flag of the United Kingdom (to know) as the Union Jack.

Lesson 9. Life in Britain

1 Look at the pictures. Listen and repeat the words.

a thistle



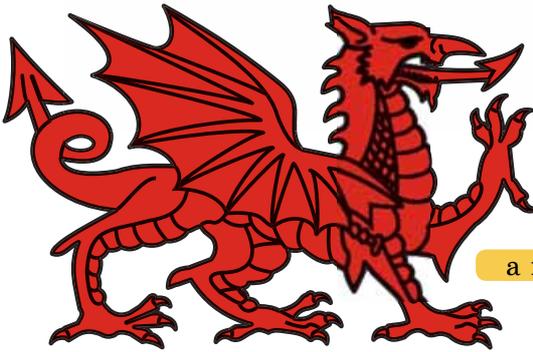
a rose



a shamrock



a leek



a red dragon



a daffodil

2 You are going to read a magazine article about people in Britain. Six sentences have been removed. Choose which sentences (A–G) fit into the gaps (1–6). There is one extra sentence you do not need to use.

- A A red dragon is probably the oldest symbol of Wales.
- B They like to speak Welsh, to sing songs in Welsh and when you travel you can see road signs in Welsh all over Wales.
- C Green is one of the symbols of Ireland and everybody wears green on St. Patrick's Day, the Irish national holiday.
- D The English are also famous for their love of animals.
- E People from Scotland, Wales or Northern Ireland are not English.
- F Traditional tartan skirts are called kilts and many Scots wear them – women and men!
- G Every country in the UK has got its own symbol.

People in Britain

The symbol of England is a red rose, and English people are **crazy** about gardening.

1

A lot of families have pets. English football is famous, of course, but there is another national sport too, cricket. English people like to talk about the weather.

2

Scotland is very famous for its beautiful **scenery** and the lakes called lochs. An important symbol of Scotland is a special kind of material called tartan. Another Scottish symbol is the thistle. People in Scotland play very unusual musical instruments called bagpipes.

3

Another symbol of Wales is a vegetable called the leek. People wear them on their coats on St. David's Day, the Welsh national holiday, although some people wear another symbol of Wales – the daffodil. Welsh people are famous for their singing and their musical festivals. Rugby is their national sport.

The most famous symbol of Ireland is the shamrock. In Ireland you may see different shades and tones of green.

4

The Irish are famous for their playing, singing and dancing. People in Britain are **reserved** and **conservative**. They have kept their traditions alive for centuries.

Everyone who was born in Britain is British. People from England are the English.

5

They are the Scottish or the Scots; the Welsh and the Irish. People from Scotland and Wales don't like it when they are called the English.

Everyone in Britain speaks English. But in some parts of Scotland and Wales people speak different languages as well. The Welsh are especially proud of their language.

6

Everyone in the UK speaks English but they all speak it differently.

3 Read the sentences and tick E (England), S (Scotland), W (Wales), NI (Northern Ireland). There is more than one answer possible.

___ 1. In this country people are crazy about gardening.

___ 2. In this country you may see different shades and tones of green.

- ___ 3. In this country men wear skirts called the kilts.
- ___ 4. You can see a red dragon on the flag of this country.
- ___ 5. In this country rugby is the national sport.
- ___ 6. The symbol of this country is a red rose.
- ___ 7. The most famous symbol of this country is the shamrock.
- ___ 8. In this country there are many lakes called the lochs.
- ___ 9. People who live in these countries don't like it when they are called English.
- ___ 10. These people are especially proud of their language.

4 Speak in class. Act out the situation.

Your friend has just returned from Great Britain. Ask him / her questions about people living there.

5  **Put the verbs in brackets into the correct tense form.**

- David (to learn) the Welsh language when he was at school.
- the Welshmen (to wear) kilts every day or on special occasions?
- Sue (to hope) that she (to travel) to Northern Ireland next summer.
- My classmates (to talk) about the British traditions now.
- Mr McGregor (to feel) very proud of his son because he (to win) the bagpipe competition.
- We (to look for) the information about Great Britain for two hours.
- They (to read) the story about the Scottish thistle when the bell (to ring).
- Bob (to draw) the UK symbols before they (to come).

Lesson 10. Different Countries, Different Customs...

1 Listen to the opinion. Then listen to the responses. Say who you agree with. Present your own opinion.

Example:

A: *There are holidays which are celebrated everywhere in the world like Christmas or Easter.*

B: *It's true. But people in different countries celebrate them differently.*

C: ...

- So many countries, so many customs.
- Go abroad and you'll hear news of home.

2 Listen and read the dialogue. Say what Olia tells Ann about the Scottish traditions.



A n n: Hi, Olya! Have you heard **anything** new from your brother?

O l i a: Yes, of course! He emails me almost every day and tells me **every-thing** about him. He has been almost everywhere in Scotland.

A n n: How interesting! Where has he been? What has he seen?

O l i a: He has seen **the Highland Games** in Scotland and **the Eisteddfod Festival*** in Wales.

A n n: The Highland Games are sports competitions, I suppose, but what about the Eisteddfod? I'd like to hear **something** from you.

O l i a: The Highland Games don't include only sports competitions. It is also the festival of traditional Scottish music. Highlanders from all over the country perform their wonderful bagpipe music in front of old castles. It's **marvellous!** As for the Eisteddfod Festival he wrote to me that it was a musical festival with a grand choir singing.

A n n: I wish I were there¹, I love music. Is your brother comfortable with the language?

O l i a: Not everywhere, as although English is spoken everywhere, it is spoken a little bit differently and you have to listen very carefully or ask people to speak more **distinctly**.

A n n: That makes a good practice, I think.

O l i a: Oh yes, it certainly does.

But **nobody** can speak better than a native speaker.



¹ I wish I were there. – Якби я могла там побувати.

Grammar Lab: The Indefinite Pronouns

The indefinite pronouns are:

somebody / someone / something

anybody / anyone / anything

nobody / no one / nothing

everybody / everyone / everything

We use **indefinite pronouns** to refer to people or things without saying exactly who or what they are. We use pronouns ending in *-body* or *-one* for people, and pronouns ending in *-thing* for things:

e. g. *Everybody enjoyed the concert.*

I opened the door but there was no one at home.

It was a very clear day. We could see everything.

We use a singular verb after an indefinite pronoun:

Everybody loves Sally. Everything was ready for the party.

When we refer back to an indefinite pronoun we normally use a plural pronoun:

Everybody enjoyed the concert. They stood up and clapped.

I will tell somebody that dinner is ready. They have been waiting a long time.

We can add *'s* to an indefinite pronoun to make a possessive.

They were staying in somebody's house. Is this anybody's coat?

We use indefinite pronouns with *no-* as the subject in negative clauses (not pronouns with *any*.)

Anybody didn't come. – Nobody came.

We do not use another negative in a clause with *nobody*, *no one* or *nothing*:

Nobody came. Nothing happened.

We use **else** after indefinite pronouns to refer to people or things in addition to the ones we already mentioned.

All the family came, but no one else.

If Michael can't come we'll ask somebody else.

So that's eggs, peas and chips. Do you want anything else?

3 Choose the correct pronouns to complete the sentences.

1. I went to the Bakers' house this morning but there was *nobody* / *nothing* / *no one* at home.

2. The fridge is empty. We need to buy *something* / *anythiong* / *everything* for dinner tonight.
3. I don't want to talk to Stewart. I don't have *anybody* / *anyone* / *anything* to say to him.
4. I've left my wallet at home. Can *somebody* / *someone* / *something* lend me a bit of money?

4 Fill in the gaps with *some*, *any*, *no* or one of their compounds.

1. **A:** There is information about the weather in this newspaper.
B: Why don't you search the Internet, then?
2. **A:** Let's go on an excursion at the weekend, Ann.
B: That's sounds great. We could go in the mountains.
3. **A:** I don't want to go shopping tomorrow.
B: Shall we do else, instead?
4. **A:** Steve told me about his plans for the holidays yesterday.
B: Oh, I hope he has planned is going to happen.
5. **A:** Where are our classmates? I haven't seen yet.
B: We've decided to meet at 4 p.m. So, they'll come in an hour.
6. **A:** Would you like to eat for lunch?
B: Yes, please. Could I have toast?



Conversation Lab

5 Speak in class. Express your point of view on the following:

- if it's important to keep traditions and why;
- which countries are famous for their traditions and why;
- if there are old traditions in Great Britain and what they are;
- why the British are considered to be conservative people.



6 Write questions to the sentences given below.

1. I want to visit my penfriend who lives in Great Britain.
2. Taras has never been to Northern Ireland.
3. Ivas wore a kilt when he was in Scotland.
4. Brian will watch a rugby match next Saturday.

Lesson 11. Love Ukraine

- 1 Listen and read the poem. Say what it means to you to love the Motherland.



Love Ukraine as you would love the sun,
The wind, the grass and the streams together...
Love her in happy hours, when joys are won,
And love her in time of stormy weather.

By *Volodymyr Sosyura*



Listening Lab

- 2 Ann and Dan are going to travel with their English-speaking friends around Ukraine. They are telling them about their plans. Listen and draw a line on the map to show where they are going to go. What famous landmarks are they going to visit?

Seven Wonders on the Map of Ukraine



- 3 Look at the photos to Ex. 4. Say which of these places you've been to or have read about.
- 4 Work in small groups. Talk about the seven wonders of Ukraine. Use the information given below.

Seven Wonders of Ukraine

Kamyanets-Podilskiy: a famous fortress, to cover the area of 121 hectares, the Old Town, the Smotrych River, the Smotrych Canyon, Castle Bridge, the Old and New Castles.



Kyiv-Pechersk Lavra, Kyiv: to be founded in 1051 by the monks Antony and Feodosiy, the Berestove Caves, the centre of Christianity in the 11th century, to become famous as the Lavra monastery in the 12th century, to play a great role in the development of culture in Kyiv Rus, to have good collections of ancient manuscripts, cloth, embroidery, jewellery, ancient icons and the works of modern artists.

Sofiyivka, Uman, Cherkasy Region: to be located in the southern part of Uman, the Kamianka River, to cover the area of 179,2 hectares, to welcome 500,000 visitors a year, the fabulous collection of 546 types of trees, 1557 types of bushes, 115 types of lianas, 1212 types of herbs.



St. Sophia's Cathedral, Kyiv: to be situated in the centre of Kyiv, to date back to the 11th–18th centuries, one of the main cathedrals in Central Europe, to be founded by Yaroslav the Wise, to be devoted to St. Sophia, the marvellous interior design which reproduces the medieval model of the Universe, to write chronicles, the first library in Kyiv Rus, to be ruined by the enemies many times, to survive till nowadays, beautiful frescoes and mosaics.

Chersonesus, Sebastopol: the ancient Greek town-state, to be located in the south-western part of the Crimea near modern Sebastopol, to be founded



in 422–421 B.C. as a Greek town on the southern coast of the Black Sea, the ruins of Greek, Roman and Byzantine fortifications, houses, baths, churches and the ancient theatre for 3,000 people.



Khotyn Fortress: the fortress of the 13th–18th centuries, the first fort of the 9th century was built under Prince Volodymyr, to be located on the important trade crossroads, to be connected with the names of many historical figures (Danylo Halytskiy, Stephan III from Moldova, Mohammed II, the Turkish Sultan, Ian Tarnovskiy from Poland, Bohdan Khmelnytskiy, and others).



Khortytsia Island, Zaporizhzhia: the biggest island on the Dnipro River, the unique natural and historical complex, to cover the area of 3,000 hectares, to stretch for 12,5 km from the west to the east and 2,5 km from the north to the south, used to be covered with thick forests, a steppe in the southern part of the island with the rare types of plants and

herbs, deep slopes in the south-western part of the island, ancient settlement which dates back to III–II thousand years B.C., to have a good strategic location, to be connected with the history of Zaporizhzhian Cossacks.



Conversation Lab

- 5 **Speak in class. Find information about the famous landmarks of your region, use the prompts and talk about them.**

I live in region. It's in the of Ukraine.

It has (steppes, forests, rivers, etc.). The nature of my region is
 region is famous for It is rich in It has history. The outstanding people who live in my region are So you can find monuments to There are also Many people visit every year. The admire My region is full of

All in all, it is I love my region and I'm proud of its history.



- 6 **Write a story for the Internet blog about one of the seven wonders of Ukraine. Use the information from Ex. 4 on p. 141.**

Lessons 12–13. At the Map of Ukraine

1 Look at the map of Ukraine on the fly leaf II. Ask and answer the questions.

1. Where is Ukraine situated?
2. What countries does it border on?
3. What is it washed by?
4. Are there mountains in Ukraine? Where are they situated?
5. Are there rivers in Ukraine?
6. How is the landscape changing from west to east of the country? From north to south?
7. What type of climate is there in Ukraine?

2 Read the text about the geographical position of Ukraine. Match the paragraphs (1–5) with the most suitable headings from the list (A–E).

- A Ukrainian Mountains
- B Ukrainian Neighbours
- C Water Bodies and Water Resources
- D The Administrative Division of Ukraine
- E Climate

The Geographical Position of Ukraine

1

The territory of Ukraine is about 603,700 thousand square kilometres. Our country **stretches** for 1,300 km from east to west and 900 km from north to south. The country is situated in the centre of Europe. It borders on Russia, Moldova, Romania, Hungary, Slovakia, Poland and Belarus. The geographical position of Ukraine is ideal for the development of its economy due to the natural resources, too.

2

We find the Carpathian Mountains with the highest **peak** Hoverla (2,061m) in the west of Ukraine. The Carpathians are young mountains. They are characterized by flat summits and gentle slopes. The flat area of the treeless summit is called a polonyna.

There are the Crimean Mountains with the highest peak Roman-Kosh (1,545m) in the south of Ukraine. Their slopes are **steep**.

3

Ukraine is washed by the Black Sea and the Sea of Azov in the south. The main ports are Odesa, Kherson, Mykolayiv and Sebastopol.

Ukraine has over 131 rivers. The largest rivers are the Dnipro, the Dniester, the Danube, the Southern Buh, the Siverskiy Donets and the Tysa.

There are over 3,000 lakes throughout Ukraine. The largest freshwater lakes are Lake Yalpuh and Lake Svytiaz.

4

Ukraine consists of 24 regions and the Autonomous Republic of Crimea. The regions are: Vinnitsia, Dnipropetrovsk, Donetsk, Zhytomyr, Zakarpattia, Zaporizhzhia, Ivano-Frankivsk, Kyiv, Kirovohrad, Luhansk, Lviv, Mykolayiv, Odesa, Poltava, Rivne, Sumy, Ternopil, Kharkiv, Kherson, Khmelnytskyi, Cherkasy, Chernihiv, Chernivtsi and Volyn. The cities of Kyiv and Sebastopol have a special status set by **the laws** of Ukraine. Kyiv is the capital of Ukraine.

5

The climate of Ukraine is different in various parts of the country. The Carpathian and the Crimean Mountains protect the country from the bitter winds. The climate along the coasts of the Black Sea and the Sea of Azov is much warmer than the climate of the rest of the country. Summer is hot here and winter is mild.

The climate of the Crimea is subtropical. Summer is hot and dry. Winter is more often rainy than snowy. There are a lot of evergreen trees and bushes here.

The rest of Ukraine's territory has a **moderately continental** climate. It has become milder and warmer recently. The highest **rainfall is observed** in the western part of Ukraine, in the Carpathians. This is the wettest place in Ukraine.



3 a) Match the words (1–9) in the table with their definitions (a–i).

b) Make sentences with the words and word combinations from the table.

1.	A square kilometre	a) owed to someone or something;
2.	To border on	b) a surface which is higher on one side than the other;
3.	A peak	c) to reach, spread out or cover;
4.	A slope	d) the official legal position or condition of a person, group, country, etc.;
5.	Gentle	e) something such as useful land, or minerals such as oil or coal, that exists in a country and can be used to increase its wealth;
6.	To stretch	f) not rough;
7.	A status	g) a unit for measuring area;
8.	Due to	h) to share a border with another country;
9.	Resources	i) the pointed top of a hill or a mountain.

4 Read and choose the correct item to complete the sentences.

- Ukraine borders on
 a) 9 countries b) 5 countries c) 7 countries
- The Carpathian Mountains are characterized by
 a) flat summits and gentle slopes
 b) flat summits and deep slopes
 c) pointed tops and gentle slopes
- The Crimean Mountains are in of Ukraine.
 a) the north b) the south c) the west
- Ukraine has over rivers and lakes.
 a) 101; 10,000
 b) 131; 30,000
 c) 131; 3,000
- Ukraine consists of
 a) 24 regions
 b) 42 regions and the Autonomous Republic of Crimea
 c) 24 regions and the Autonomous Republic of Crimea

6. The cities of have a special status set by the laws of Ukraine.
 - a) Kyiv and Kharkiv
 - b) Sebastopol and Simferopol
 - c) Kyiv and Sebastopol
7. The climate of Ukraine is
 - a) moderately continental and subtropical
 - b) different in various parts of the country
 - c) subtropical
8. The highest rainfall is observed in part of Ukraine.
 - a) the western
 - b) the eastern
 - c) the southern

5 Fill in the articles *a*, *an* or *the* where they are necessary.

1. Ukraine is situated in centre of Europe.
2. Ukraine borders on Russia, Moldova, Romania, Hungary, Slovakia, Poland and Belarus.
3. Carpathian Mountains have flat summits and gentle slopes.
4. Have you ever tried to climb Hoverla?
5. What is highest peak of Crimean Mountains?
6. My family usually spends month or two in summer at Black Sea or Sea of Azov.
7. Ukraine consists of 24 regions and Autonomous Republic of Crimea.
8. My grandparents live in Rivne.
9. cities of Kyiv and Sebastopol have special status set by laws of Ukraine.
10. climate along coasts of Black Sea and Sea of Azov is much warmer than climate of rest of country.



Conversation Lab

- 6** Speak in class. Talk about the geographical position of Ukraine. Include the following:
 - what countries it borders on;
 - the mountain ranges and the highest peaks;
 - the biggest rivers.
- 7**  Write a letter to your English-speaking friend. Tell him / her about the famous landmarks in the place where you live.

Lesson 14. Countries in the News

- 1 a) Look at the photos below. Describe traditional Ukrainian clothes.
- b) Say what traditional folk crafts are popular in Ukraine and in the place where you live.



- 2 Read the magazine article and say what the main characteristics of the Ukrainian people are.

People in Ukraine

People **inhabited** the territory in south-eastern Europe, that is now Ukraine, since **prehistoric** times. The territory of Ukraine in ancient times was inhabited by the tribes of the Slavs. They grew **the crops**, hunted, fished, kept bees, and **were engaged** in various crafts.

The official language is Ukrainian. According to UNESCO it **occupies** the twenty-second place among the world languages and the second place after Russian among the **Slavonic** languages. And what kind of people are we? In a recent poll, the Ukrainian people were asked to describe themselves: 80 % described us as tolerant people; 73 % thought Ukrainians were **hospitable** to foreigners; finally 71 % agreed that Ukrainians were reserved people. But all the people admit that the main characteristic features of Ukrainians are kindness and hospitality. They welcome visitors open-heartedly, warmly and generously.

Ukrainians are hard-working and skilful. They are brave, **determined** and ready for **self-sacrifice**.

People in Ukraine are well-known for their dancing and singing abilities. It is impossible to imagine Ukraine and Ukrainians without music. All people's **sorrows** and **joys**, wittiness and humour, courage and **passionate** love to their native land are in our songs.

The Ukrainian nation is very talented. Our country gave numerous talented singers, musicians and composers to the world.

3 Read and tick the statements T (True) or F (False). Add information to the true statements and correct the false ones.

- ___ 1. Ukrainians inhabited the territory in southeastern Europe, that is now Ukraine, since the 10th century.
- ___ 2. Now we live in an independent country.
- ___ 3. Ukrainians comprise the biggest part of the whole population of Ukraine.
- ___ 4. The Ukrainian language occupies the twentieth place among the world languages.
- ___ 5. The main characteristic features of Ukrainians are kindness and hospitality.
- ___ 6. Ukrainians have no sense of humour.
- ___ 7. A lot of discoveries about Ukraine and its people can be made from the Ukrainian songs.
- ___ 8. Our country didn't give many talented singers, musicians and composers to the world.



4 Say what these numbers refer to:

80 % ; 73 % ; 71 % , 2nd, 22nd.



Conversation Lab

5 Your English speaking friend has visited Ukraine recently. Ask him / her questions to know what he / she thinks of the country and its people.



6 Complete the sentences with the correct words.

- Everybody *is / are* saying that Nadal will win the match, but I'm not so sure.
- If anybody has any questions, *he's / they're* very welcome to come and ask me.
- Nobody in my family *eat / eats* meat.
- Somebody stole my wallet yesterday. *He / They* took it from my desk.
- Helena sent twenty job applications but *nobody / anybody* replied.
- My home town is the same as it was twenty years ago; nothing *has / hasn't* changed!

Lesson 15. This Is the Way We Live



Project Work

- 1 Work in groups. You are having a class meeting. You want to design a newspaper issue about the ways people live in different parts of the world. Share the roles. Follow the recommendations given below. Discuss your plans.
- 2 Design a newspaper. Present it to your classmates (schoolmates).

Your Assignment

Work in small groups. Decide on a country you would like to write about. Find the necessary information about it. Write about the geographical position of this country, its climate and people living there. Describe the traditional clothes and artefacts. Complete the following information about the organization of the newspaper.

Name of the newspaper _____
Target readers _____
(class, the entire school, parents, teachers)

The motto of the issue _____
Editor(s)-in-Chief _____
Copy Editors _____

Production / Design Decisions
Page size _____
Number of pages _____
Number of columns _____
Type of production _____
Who will prepare material for production? _____
Who will be responsible for reproduction? _____

Editorial Decisions
Type of news sections and headlines _____
Journalists assigned _____
Interviews _____

Art / Design Decisions
Designers assigned _____

Deadlines!
Date news and feature stories must be completed _____
Date news and feature articles will be prepared for printing _____
Date newspaper will be printed _____
Date newspaper will be distributed _____

5 Read the text about the traditional dance in Ukraine. Put the verbs in brackets into the correct tense form.

The Traditional Dance of Ukraine

Ukrainian musical culture (1) (to have) its roots in the ancient Slavic music. As a result, most Ukrainian music and dance (2) (to associate) with the folk calendar, harvest, and life-cycle events. Many life-cycle songs, especially wedding songs, (3) (to base) on dance rhythms. One of the examples of such a dance (4) (to be) "Arcan" ("The Lasso"). The Ukrainian music (5) (to play) on the violin, tsymbaly, kobza, bandura, torban, and bagpipes.

Many of the dynamic and colourful folk dances of Ukraine (6) (to reflect) a rural or Cossack lifestyle. The oldest dances (7) (to be) the khorovody, the agricultural dance games which (8) (to associate) with the cult of the sun. Originally, folk dances (9) (either / to accompany) by songs or by instruments.

Introduced in the late 18th century, classical ballet (10) (to develop) under the European influence and (11) (to attain) high standards. Ukraine (12) (to have) six theatres for opera and ballet performances.



6 Speak in class. Talk about the traditions in the place where you live.



7  Write a letter to your English-speaking friend. Tell him / her about the Ukrainian culture and lifestyle.

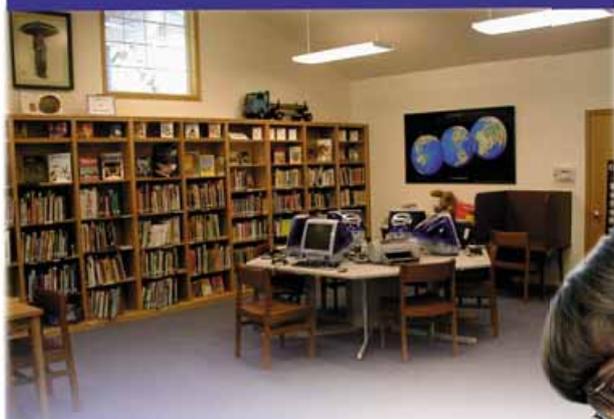
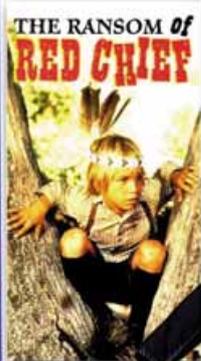
Self-Assessment

Think of your records. Tick how well you know it.

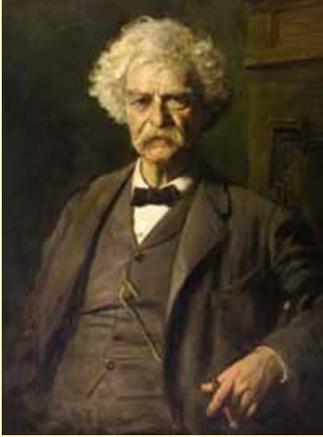
4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

	Now I can...	4	3	2	1
	<ul style="list-style-type: none"> describe the geographical position of the UK and Ukraine talk about climate and weather talk about lifestyle in the UK and Ukraine talk about teenage leisure ask and present information about the UK and Ukraine 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> understand information during a discussion understand a dialogue and a discussion 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> read and understand the magazine article find the necessary information in the article choose the correct heading to the paragraph 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> write an email letter write an informal letter 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READER



Unit 1. Mass Media: the Press



Mark Twain

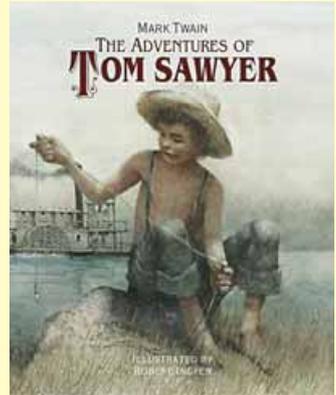
Mark Twain (1835–1910) (born Samuel Langhorne Clemens) is one of the best known American writers. He spent his childhood in a small town on the banks of the Mississippi River. Later, in his books “The Adventures of Tom Sawyer” (1876) and “The Adventures of Huckleberry Finn” (1884) Twain made the Mississippi a place of light, happiness and adventure.

Samuel’s schooling ended very early. At the age of 11, after his father’s death, he was apprenticed to a printer. He picked up a lot of information when printing and learned to tell good writing from bad.

Mark Twain had changed many jobs before he became a writer. He was a steamboat pilot, took up silver mining, prospected for gold in California gold fields, tried speculation in timber and land, and finally became a journalist, and the author of humorous stories. Then he went on tours to Hawaii, Europe, and the Middle East as a correspondent. Later his adventures served as the subject of several books. On his return he became a successful humorous lecturer.

Mark Twain felt a call for humorous literature. But with years, his humour changed. Once light and amusing, it later became sharp and bitter.

Mark Twain’s story “How I Edited an Agricultural Paper” was published in 1870.



Before You Read

1 Answer the questions.

1. Do you sometimes read the newspapers or magazines?
2. What kinds of printed editions do you like reading?
3. What topics are you interested in?
4. Are there any newspapers or magazines that your family members like to read? What are they?
5. Have you ever tried your hand at editing a school newspaper?
6. Does the editor have to know everything that is published in the newspaper?



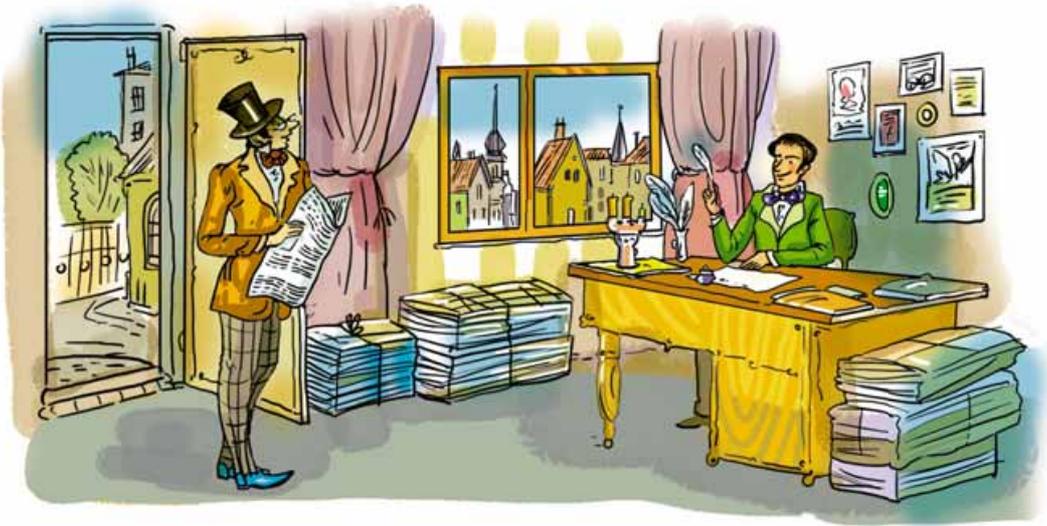
Reading File

Vocabulary Notes

bang <i>v</i>	/bæŋ/	грюкати
cane <i>n</i>	/keɪn/	палка
circulation <i>n</i>	/ˌsɜ:kjʊleɪʃən/	тираж
cripple <i>v</i>	/ˈkrɪpəl/	калічити
guano <i>n</i>	/ˈɡwɑ:nəʊ/	пташиний послід
hatch <i>v</i>	/hætʃ/	висиджувати
passageway <i>n</i>	/ˈpæsɪdʒweɪ/	прохід
relieve <i>v</i>	/rɪˈli:v/	полегшувати, заспокоювати
spring <i>v</i>	/sprɪŋ/	стрибати
turnip <i>n</i>	/ˈtɜ:nɪp/	ріпа, турнепс

How I Edited the Agricultural Paper

(By Mark Twain)



I had some doubts when I agreed to edit an agricultural paper. But I needed money. The regular editor of the paper was going off for a holiday, and I took his offer and his place.

I worked hard all the week with pleasure. We went to press, and I waited a day with a hope that my effort was going to be noticed. As I left the of-

fice, a group of men and boys at the foot of the stairs gave me **passageway**, and I heard one or two of them say: “That’s him!”

I was naturally pleased with their attention. The next morning I found a similar group at the foot of the stairs, standing here and there in the street, and over the way, watching me with interest. I heard a man say, “Look at his eye!” I was naturally pleased with it.

I went up the short flight of stairs, and heard cheery voices and a ringing laugh as I drew near the door, which I opened, and saw two young men jumping out of the window with a great crash. I was surprised.

In about half an hour an old gentleman, with a fine but rather strict face, entered, and sat down at my invitation. He seemed to have something on his mind. He took off his hat and set it on the floor, and got out of it a red silk handkerchief and a copy of our paper.

He polished his spectacles with his handkerchief and said, “Are you the new editor?”

I said I was.

“Have you ever edited an agricultural paper before?”

“No,” I said; “this is my first attempt.”

“Have you had any experience in agriculture practically?”

“No, I believe I have not.”

“Some instinct told me so,” said the old gentleman. “I wish to read you what made me have that instinct. It was this editorial. Listen, and see if it was you who wrote it: – ‘**Turnips** should never be pulled, it injures them. It is much better to send a boy up and let him shake the tree’. Now, what do you think of that? – for I really suppose you wrote it?”

“Think of it? Why, I think it is good. I think it is sense. I have no doubt that every year millions and millions of turnips are spoiled by being pulled in a half-ripe condition, when if you send a boy up to shake the tree” – “Shake your grandmother! Turnips don’t grow on trees!”

Then this old person got up and tore his paper all into small pieces, and broke several things with his **cane**, and said I did not know as much as a cow; and then went out and banged the door after him, and, in short, acted in such a way that I thought he was displeased about something. But as I didn’t know not what the trouble was, I could not be any help to him.

Soon after this a long, pale man ran into the room, stopped at some distance from me, and, after examining my face with interest for a while, drew a copy of our paper from his jacket, and said:

“There, you wrote that. Read it to me – quick! **Relieve** me. I suffer.”

I read as follows; and as the sentences fell from my lips I could see the relief come, I could see the excitement go out of the face, and rest and peace change the features:

“The **guano** is a fine bird, but great care is necessary in looking after it. In the winter it should be kept in a warm place, where it can **hatch** out its young.

And now, the pumpkin. This berry is a favourite with the people of New England, who prefer it to the **gooseberry** for the making of fruitcake, and who prefer it to the raspberry for feeding cows. The pumpkin is the only plant of the orange family that will grow in the North, but planting it in the yard is becoming unpopular because it does not give shade...”

The excited listener **sprang** toward me to shake hands, and said:

“There, there – that will do. I know I am all right now, because you have read it just as I did, word for word. But, when I first read it this morning, I said to myself I was crazy. ...

Goodbye, sir; you have taken a great load off my mind.”

I felt a little uncomfortable, but soon stopped worrying, for the regular editor walked in!

The editor was looking sad and unhappy. He looked at the pieces of furniture broken by that old man and those two young farmers, and then said: “This is a sad business – a very sad business. But that is not the worst. The reputation of the paper is ruined, I fear. True, there never was such a call for the paper before, and it never sold such a large edition; but does one want to be famous for lunacy? My friend, as I am an honest man, the street out here is full of people, waiting to have a look at you, because they think you are crazy. And well they might after reading your editorials. Why, who put it into your head that you could edit a paper of this nature? You know nothing about agriculture. I want you to throw up your situation and go. I want no more holidays. Certainly, not with you in my chair. I want you to go. Why didn’t you tell me you didn’t know anything about agriculture?”

“Tell you, you cornstalk, you cabbage, you son of a cauliflower? It’s the first time I ever heard such an unfeeling remark. I tell you I have been in editorial business for fourteen years, and it is the first time I ever heard of a man’s having to know anything in order to edit a newspaper. Who edit the agricultural papers? Men, as a general thing, who fail in the poetry line, adventure novel line, sensation drama line, city editor line, and finally fall back on agriculture. You try to tell me anything about the newspaper business! I take my leave, sir. Since I have been treated as you have treated me, I am perfectly willing to go. But I have done my duty. I said I could make your paper of interest to all classes – and I have. I said I could run your **circulation** up to twenty thousand copies, and I have done it. And I have given you the best class of readers that ever an agricultural paper had. You are the loser in this situation, not me. Goodbye.”

I then left.



Building up Vocabulary

2 Match the words (1–8) with their definitions (a–h).

1.	To bang	a) to prepare a book, piece of film etc for printing or broadcasting by removing the mistakes;
2.	To relieve	b) a long, narrow connecting way, esp. inside the building;
3.	A turnip	c) to move suddenly and quickly in a particular direction;
4.	A cane	d) a natural tendency to behave in a particular way;
5.	To spring	e) a large round pale yellow vegetable that grows under the ground, or the plant that produces it;
6.	An instinct	f) a long thin stick with a curved handle that you can use to help you walk or punish other people;
7.	To edit	g) to hit something hard, making a loud noise;
8.	A passageway	h) a small green fruit that grows on a bush with thorns;
9.	Gooseberry	i) to reduce someone's pain or unpleasant feelings.

3 Choose the correct word from Ex. 1 to complete the sentences.

- The newspaper editor letters before printing them.
- Tom out of bed and ran downstairs.
- He pulled all the in a half-ripe condition.
- He led me down a narrow
- Most animals have an to protect their young.
- We to hear that you had arrived safely.
- I was often punished with a when I was a child.
- Stop on the door.
- taste sour and are usually cooked to make jam.

4 Find the words in the story to talk about:

- editor's work;
- readers;
- editing of a newspaper.

 **Comprehension Check**

5 Answer the questions.

1. Why did the main character take the offer to become an editor of an agricultural newspaper?
2. Why was the new editor pleased during his first days in the office?
3. What was the opinion of an old gentleman about the new editor?
4. Why did the long pale young man who came to the office suffer?
5. What caused the sadness of the regular editor?
6. What were the positive effect and the failure of the new editor of an agricultural newspaper?

6 Choose the correct item to complete the sentences:

1. I had some doubts when I agreed to edit
 - a) an agricultural magazine
 - b) an agricultural paper
 - c) a book on agriculture
2. I was naturally pleased with
 - a) their admiration
 - b) his attention
 - c) their attention
3. Great care is necessary in looking after
 - a) the turnip
 - b) the guano
 - c) the pumpkin
4. It is the first time I ever heard of man's having to know anything in order to
 - a) establish a newspaper
 - b) edit the newspaper
 - c) read the newspaper
5. I that ever an agricultural paper had.
 - a) have written the best articles
 - b) have included the best photos
 - c) have given you the best class or readers

 **Reading and Thinking**

7 Number the events in order they happen in the story.

- _____ A. I was naturally pleased with the attention of a group of men and boys.

- ___ B. But the editor has taken a great load off the mind of a long pale man.
- ___ C. After his coming back the regular editor was displeased with the reputation of the paper.
- ___ D. I took the offer of the regular editor of the paper.
- ___ E. Nevertheless, the new editor has done his duty.
- ___ F. The old person who was displeased by the paper, got up, tore his paper into small pieces, broke several things with his cane, went out and banged the door after him.

8 Complete the statements.

- The text is about
 - success in a publishing business
 - failure in a publishing business
 - the importance of being a good specialist in everything you do
- “How I Edited an Agricultural Paper” by Mark Twain is a satirical novel on
 - the publishing business
 - society
 - society and newspapers

9 Say and tick the statements T (True) or F (False).

- ___ 1. The young man agreed to edit an agricultural magazine.
- ___ 2. Every year millions and millions of turnips are spoiled by being pulled in a half-ripe condition.
- ___ 3. In the winter the pumpkin should be kept in a warm place.
- ___ 4. The regular editor was looking happy after his holiday.
- ___ 5. The street out here is full of people who think that you are crazy.
- ___ 6. You are the loser in this situation, not me.

10 Say if the new editor understood why the regular editor was angry with him.

11 Complete the sentences given below.

- The new editor was a person to surprise everyone because
- He decided he could edit an agricultural newspaper because



Discussing the Story

12 Say what was interesting for you to learn about the work of an editor.

13 Prove that not everyone can become a good editor. What kinds of skills and knowledge are needed for this work?



Speaking File

- 14** Imagine that you have come to visit a new editor. What will you ask him about?
- 15** Read, complete and act out a dialogue about the editorial you have read.
 - Hi, ! Have you read the editorial in? I'm really shocked with the facts they are writing about!
 - What issue are you talking about?
 - It's from 10 May.
 - I don't have one. I wanted to buy one, but they all were sold out this morning. What?
 - I think, all the facts that are there. Just listen,
 - Oh no
 - I think we should go and visit your Editor-in-Chief!
 -



Writing File

- 16** Write a letter to the editor. Complain about the mistakes you have found in the editorial. Use the facts from the story.

Unit 2. School Life

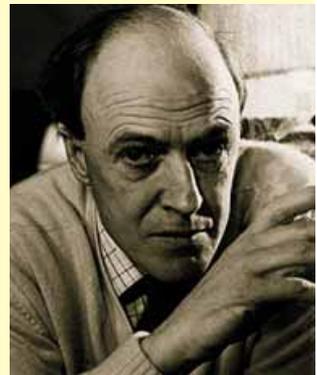
Roald Dahl

Roald Dahl (1916–1990), the British writer, who is famous for his short stories and children's books. He is one of the world's most beloved children's authors. He created such **memorable** characters as Willy Wonka, Danny the Champion of the World and The BFG. He also had a very successful career writing short stories for adults.

Roald Dahl, born in Wales, was the child of Norwegian parents. During World War II, he served as a fighter pilot in the Royal Air Force. His aircraft crashed in the Libyan Desert in 1942 and he suffered serious injuries.

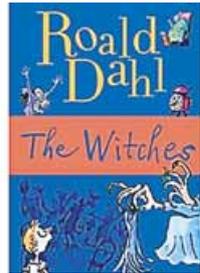
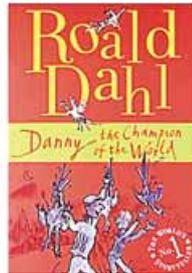
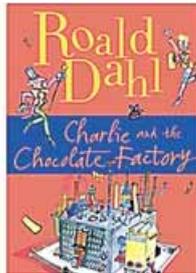
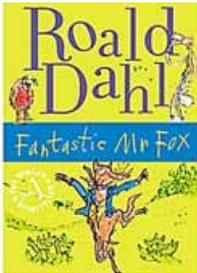
After the war, Dahl began to write short stories for magazines and in 1948 published his first novel, "Sometime Never", about global nuclear war and its **aftermath**. This was unsuccessful, but two collections of short stories, "Someone Like You" (1953) and "Kiss, Kiss" (1960), established him as a talented writer of **bizarre** and grotesque fiction.

Roald Dahl achieved his greatest fame as a writer of children's books. He wrote 19 of these, including "James and the Giant Peach" (1961), "Charlie and the



"Chocolate Factory" (1964), "Fantastic Mr Fox" (1970) and "Danny the Champion of the World" (1975). Almost as successful were "The Twits" (1980), "George's Marvellous Medicine" (1980) and "The BFG" (1982).

R. Dahl wrote the **screenplay** to his most famous work, Charlie and the Chocolate Factory, known as Willy Wonka and the Chocolate Factory. Other screenplays included "You Only Live Twice" (1967) and "Chitty Chitty Bang Bang" (1968), both adapted from Ian Fleming novels. Films were also made of "Danny the Champion of the World" (1975), "The Witches" (1983) and "Matilda" (1988), his last full-length work.



Before You Read

1 Answer these questions.

1. Do you remember your first day at school?
2. What were your first impressions of the school building?
3. What was your classroom like?
4. Did you like your first teacher?



Reading File

Vocabulary Notes

adore <i>v</i>	/ə'dɔ:/	обожнювати, поклонятися
aftermath <i>n</i>	/ˈɑːftəməθ/	наслідки
arrangements <i>n</i>	/ə'reɪndʒmənts/	приготування
bizarre <i>adj</i>	/bɪˈzɑː/	хімерний
bottom class <i>phr</i>	/ˈbɒtəmklɑːs/	перший клас
fragile <i>adj</i>	/ˈfrædʒaɪl/	слабкий
go through <i>phr</i>	/gəʊ θruː/	пройти через
memorable <i>adj</i>	/ˈmemərəbəl/	пам'ятний
screenplay <i>n</i>	/ˈskriːnpleɪ/	сценарій

Miss Honey

(By Roald Dahl)



Matilda was a little late in starting school. Most children begin Primary School at five or even just before, but Matilda's parents didn't care much about their daughter's education. So they had forgotten to make the proper **arrangements** in advance. She was five and a half when she entered school for the first time.

The village school for younger children was a brick building called Crunchem Hall Primary School. There were about two hundred and fifty pupils aged from five to just under twelve years old...

Naturally Matilda was put in the **bottom class**, where there were eighteen other small boys and girls about the same age as her. Their teacher was called Miss Honey, and she was twenty-three or twenty-four. She had a lovely pale oval face with blue eyes and her hair was light-brown. Her body was slim and **fragile**.

Miss Jennifer Honey was a mild and quiet person who never raised her voice. She rarely smiled but every child in the class **adored** her.

She seemed to understand all the fears of small children who for the first time in their lives had to come into the classroom and to obey orders... After the usual business of going through all the names of the children, Miss Honey handed out a new exercise book to each pupil. "You have all brought your own pencils, I hope", she said. "Yes, Miss Honey," they chanted.

"Good. Now this is the very first day of school for each one of you. It is the beginning of at least eleven long years of schooling that all of you are going to **go through**. And six of those years you will spend here at Crunchem

Hall. Your Headmistress is Miss Trunchbull. Let me for your own good tell you something about Miss Trunchbull.

She insists upon strict discipline throughout the school, and if you take my advice you will do your very best to behave yourselves in her presence. Never argue with her. Never answer her back. Always do as she says. If you get on the wrong side of Miss Trunchbull she can liquidize you like a carrot in a kitchen blender. All of you will be wise to remember that Miss Trunchbull deals very very severely with anyone who gets out of line in this school. I myself," Miss Honey went on, "want to help you to learn as much as possible while you are in this class. That is because I know it will make things easier for you later on. For example, by the end of this week I shall expect every one of you to know the two-times table by heart. And in a year's time I hope you will know all the multiplication tables up to twelve. It will help you enormously if you do."



Building up Vocabulary

2 Find the words and phrases in the story that have the meanings given below.

1. A process of learning and getting knowledge at school, college, university.
2. Long before the time that something is expected, or happens.
3. To speak louder when you are angry.
4. A plan or preparation you make for some event.
5. Very seldom.
6. To feel that something is important and worth worrying about.
7. To begin studying at school.
8. To like somebody or something very much.
9. A feeling when you are afraid of something or somebody.

3 Explain the meaning of the words and phrases.

To start school, to care much, education, arrangement, in advance, to raise voice, rarely, fear, to adore.

4 Choose the correct phrase(s) from the text to complete the sentences.

1. Matilda was a little late in
2. Matilda's parents didn't about their daughter's
3. So they had forgotten
4. Miss Jennifer Honey was a mild and quiet person who never
5. She smiled but every child in the class her.
6. Miss Honey seemed to understand
7. All of children will be wise to remember that

5 Find the sentences in the story to talk about:

- a) Matilda’s parents’ arrangements for her studying at school;
- b) Crunchem Hall Primary School;
- c) Miss Honey.

? ! Comprehension Check

6 Answer the questions.

- 1. When do most children begin studying at Primary School?
- 2. Did Matilda’s parents care much about their daughter’s education?
- 3. How many children were there in Matilda’s class?
- 4. What kind of a person was Miss Honey?

7 Choose the correct item to complete the sentences.

- 1. Most children begin Primary School or even just before.
 - a) at five
 - b) at seven
 - c) at nine
- 2. Matilda’s parents in advance.
 - a) had made all arrangements
 - b) had forgotten to make the proper arrangements
 - c) had asked Miss Honey to make the arrangements for school
- 3. The village school for younger children was
 - a) a modern skyscraper
 - b) a small wooden house
 - c) a brick building
- 4. Miss Honey had
 - a) a lovely round face with green eyes
 - b) a lovely pale oval face with blue eyes
 - c) a pale face with brown eyes
- 5. She seemed to understand who for the first time in their lives had to come into the classroom.
 - a) all the problems of the school
 - b) all the ideas of her pupils
 - c) all the fears of small children
- 6. Miss Honey said,
 - a) “It is the beginning of at least eleven long years of schooling that all of you are going to go through”
 - b) “It is the beginning of at least ten years of schooling that all of you are going to go through”
 - c) “It is the beginning of new life for all of you”



Reading and Thinking

8 Number the events in order they happen in the story.

- ___ A. Miss Honey is telling pupils about their studying at school.
- ___ B. Matilda has come to the bottom class of Crunchem Hall Primary School.
- ___ C. The author describes Miss Honey's appearance.
- ___ D. Matilda's parents had forgotten to make the proper arrangements for school in advance.
- ___ E. Miss Honey tells the children about Miss Trunchbull.

9 Complete the statement.

The text is about

- Matilda's parents
- Miss Honey's appearance
- Matilda's first day at Crunchem Hall Primary School

10 Say and tick the statements T (True) or F (False).

- ___ 1. Matilda's parents didn't care much about their daughter's education.
- ___ 2. There were about two hundred pupils aged from five to just under twelve years old at Crunchem Hall Primary School.
- ___ 3. Naturally Matilda was put in the bottom class, where there were eighteen other small boys and girls about the same age as her.
- ___ 4. Their teacher was called Miss Honey, and she was thirty-three or thirty-four.
- ___ 5. She often smiled and every child in the class adored her.
- ___ 6. She seemed to understand all the fears of small children who for the first time in their lives had to come into the classroom.

11 Complete the sentences given below.

- Most children begin Primary School
- The village school for younger children was
- Miss Jennifer Honey was



Discussing the Story

12 Say what interesting information you have found in the text.

13 Say if you think Miss Honey is a good teacher. Why yes or why not?



Speaking File

- 14** You are at Crunchem Hall Primary School. Describe Matilda’s classroom as you imagine it. Share your descriptions.
- 15** The first day at school is very important for children. Imagine that you are discussing your first school day with Matilda. Read, complete and act out the dialogue given below.

You: Hello!

Matilda:

You: A wonderful day, isn’t it?

Matilda: Yes, I’ve got so many impressions today.

You: You are right. It is really a day of impressions. What is your school like?

Matilda: Well, it is And what about your school? Do you like it?

You: Yes, it’s a building with many classrooms, and

Matilda: And our teacher, Miss Honey, is really great! She is She seems to understand

You: My teacher,, is very good, too. She is a , and person.



Writing File

- 16** Write about your impressions of your first day at school. Use the plan to help you.
 1. Arrangements before starting school.
 2. The first school day morning.
 3. The first impressions of a school building.
 4. Meeting with the classmates and the first teacher.

Unit 3. Books and Writers



Before You Read

1 Answer the questions.

1. Do you like to read books?
2. Do you prefer reading books to watching TV?
3. How often do you go to the library?



Reading File

Vocabulary Notes

allow <i>v</i>	/ə'laʊ/	дозволяти
awhile <i>adv</i>	/ə'waɪl/	на короткий час, ненадовго
bingo <i>n</i>	/'bɪŋɡəʊ/	лото
chatterbox <i>n</i>	/'tʃætəbɒks/	базікало
contain <i>v</i>	/kən'teɪn/	вміщувати
introduce <i>v</i>	/,ɪntrə'dju:z/	представляти
manage <i>v</i>	/'mænɪdʒ/	справлятися з
read from cover to cover <i>phr</i>	/rɪəm 'kʌvə tə 'kʌvə/	прочитати від дошки до дошки (від початку до кінця)
refuse <i>v</i>	/rɪ'fju:z/	відмовитися
speech <i>n</i>	/spi:tʃ/	промова, мовлення

The Reader of Books

(By Roald Dahl)



Matilda's brother Michael was a normal boy, but the sister, was something to surprise everyone. By the age of *one and a half* her **speech** was perfect and she knew as many words as most grown-ups. The parents called her a noisy **chatterbox**. They told her that small girls should be seen and not heard.

By the time she was *three*, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. At the age of *four*, she could read fast and well and she naturally began looking for other books. The only

book in the house was *Easy Cooking* belonging to her mother. She had read this **from cover to cover** and had learnt all the recipes by heart. Then she decided that she wanted something more interesting.

“Daddy,” she said, “do you think you could buy me a book?”

“A book?” he said. “What do you want a book for?”

“To read, Daddy.”

“What’s wrong with the telly, my dear? We’ve got a lovely telly and now you come asking for a book! You are getting spoiled, my girl!”

Nearly every weekday afternoon Matilda stayed alone in the house. Her brother (five years older than her) went to school. Her father went to work and her mother went out playing bingo in a town eight miles away.

When her father had **refused** to buy her a book, Matilda decided to walk to the public library in the village. When she arrived, she **introduced** herself to the librarian, Mrs Phelps. The girl asked if she could sit **awhile** and read a book. Mrs Phelps was surprised that such a small girl had come alone, without her parents. But she kindly told the girl she was very welcome.

“Where are the children’s books, please?” Matilda asked.

“They are over there on those lower shelves,” Mrs Phelps told her. “Would you like me to help you find a nice one with lots of pictures in it?”

“No, thank you,” Matilda said. “I’m sure I can **manage**.”

From then on, every afternoon, as soon as her mother had left for **bingo**, Matilda went to the library. The walk took only ten minutes and this **allowed** her two hours to sit quietly in a cosy corner and read one book after another. When she had read all the children’s books in the place, she started looking for something else.

Mrs Phelps was watching her with a great interest all the time.

So she came up to her and asked, “Can I help you, Matilda?”

“I’m wondering what to read next,” Matilda said. “I’ve finished all the children’s books.”

“You mean you’ve looked at the pictures?” “Yes, but I’ve read the books as well.”

* * *

Within a week, Matilda had finished *Great Expectations* which **contained** four hundred and eleven pages. “I loved it,” she said to Mrs Phelps. “Has Mr Dickens written any others?”

“A great number,” said Mrs Phelps. “Shall I choose you another?” Over the next six months, under Mrs Phelps’s watchful eye, Matilda read the books by Charles Dickens, Charlotte Bronte, Jane Austen, Thomas Hardy, Mary Webb, Rudyard Kipling and others...

Once Mrs Phelps asked Matilda, “Did you know, that public libraries like this allow you to borrow books and take them home?”

“I didn’t know that,” Matilda said. “Could I do it?”

“Of course,” Mrs Phelps said. “When you have chosen the book you want, bring it to me so I can make a note of it and it’s yours for two weeks. You can take more than one if you wish.”



Building up Vocabulary

2 Explain the meaning of the words and phrases.

A chatterbox, a library, a librarian, to introduce, to borrow, to read from cover to cover, to learn by heart

3 Find the words in the story that have the meanings given below.

1. To tell somebody your name and give some general information about you.
2. To learn something (a poem, a story) so that you can remember it very well.
3. To take something for a short time and then to give it back.
4. A person who talks all the time.
5. A place where there are a lot of books and you can borrow them without paying money.
6. A person who works in the library and helps you to choose books.

4 Choose the correct word to complete the sentences.

1. The parents called her a noisy
2. By the time she was three, Matilda had herself to read by studying newspapers and magazines.
3. Matilda went to the public in the village.
4. She had read this book from to
5. Matilda herself to the librarian.
6. Public libraries allow you to books.

5 Find the words in the story to talk about:

- a) person’s speech;
- b) a library;
- c) reading books.



Comprehension Check

6 Answer the questions.

1. What kind of a child was Matilda?
2. At what age could she read?
3. Why did she ask her father to buy a book?
4. Where did she go to read books?

7 Choose the correct item to complete the sentences.

1. Matilda was a child to surprise everyone because
 - a) she could talk very well
 - b) she was a noisy child
 - c) she played a lot
2. Matilda asked her father to buy her
 - a) a telly
 - b) a dress
 - c) a book
3. One day Matilda decided
 - a) to play bingo
 - b) to go to the public library
 - c) to watch TV
4. When she went to the library, she
 - a) read all the children’s books
 - b) read magazines and newspapers
 - c) looked at the pictures in the books
5. Matilda was happy to know that
 - a) she could read books only under Mrs Phelp’s watchful eye
 - b) she could take the books home
 - c) there were newspapers and magazines in the public library as well



Reading and Thinking

8 Number the events in order they happen in the story.

- _____ A. “When you have chosen the book you want, bring it to me so I can make a note of it and it’s yours for two weeks. You can take more than one if you wish.”
- _____ B. Within a week, Matilda had finished *Great Expectations* which contained four hundred and eleven pages.
- _____ C. By the age of one and a half her speech was perfect and she knew as many words as most grown-ups.
- _____ D. The walk took only ten minutes and this allowed her two hours to sit quietly in a cosy corner and read one book after another.

9 Complete the statement.

- The text is about
- a) watching TV
 - b) a clever girl who wanted to read books
 - c) a library

10 Say and tick the statements T (True) or F (False).

- ___ 1. By the age of one and a half her speech was perfect and she knew as many words as most grown-ups.
- ___ 2. By the time she was three, Matilda had taught herself to read by studying books that lay around the house.
- ___ 3. At the age of four, she could read fast and well and she naturally began looking for other books.
- ___ 4. Her father allowed her to buy a book.
- ___ 5. From then on, every afternoon, as soon as her mother had left for bingo, Matilda went to the library.
- ___ 6. Over the next six months Matilda read the books by Charles Dickens and Charlotte Bronte.

11 Say why it is good to go to the library.**12 Complete the sentences given below.**

1. Matilda was a child to surprise everyone because
2. She liked going to the library because

**Discussing the Story****13 Say what was interesting for you to learn about Matilda and her family.****14 Matilda didn't have any books at home. Prove that it was good for her to go to the library.****Speaking File****15 Imagine that you've come to a library. What will you ask the librarian about?****16 Complete and act out the dialogue about a visit to a library.**

A: Good afternoon!

B: ! Can I help you?

A: Yes, please. I'd like to borrow some books about

B: You may come here and look at these shelves. When you bring it to me so I and it's yours for

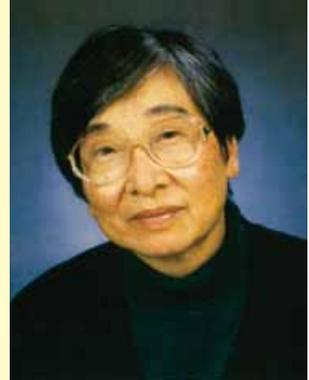
A: OK. Thank you very much.

**Writing File****17 Your friend has never been to a library. Write a letter to him / her about your last visit to the library and about the advantages of borrowing books there.**

Unit 4. Listening to Music

Lensey Namioka

Lensey Chao Namioka (born June 14, 1929, Beijing, China) is a children’s book author and mathematician. Namioka was born in Beijing. Her family moved often in China. They eventually made their way to Hawaii, then Cambridge, Massachusetts. Namioka attended a school in Cambridge and excelled at mathematics.



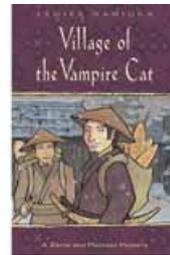
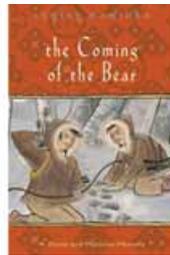
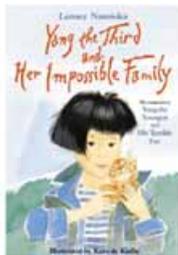
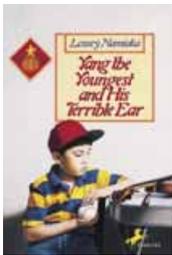
Namioka attended University of California, Berkeley, where her father was a professor of Asian Studies.

She has written 23 books, some for young adults including adventurous samurai stories, books about a Chinese-American family for younger readers, and some picture books for kids between about 5 and 9 years old.

Namioka also wrote a series of books about a Chinese-American family named Yang.

“*Yang the Youngest*” is one of many of Lensey’s books that have been translated from English to a different language. Everyone in the Yang family is a talented musician – everyone, that is, except for nine-year old Yingtao. While the family, who recently moved to Seattle from China struggles to learn English, Yingtao practises his so hated violin.

“*Yang the Youngest and His Terrible Ears*”, the first book in the Yang family series, has been translated into Chinese. The book is bilingual, with English on one side of the page and Chinese on the other.



Before You Read

1 Answer the questions.

1. What does music mean for you?
2. What is the orchestra?
3. Can anybody play in the orchestra?
4. In which way does the conductor lead the orchestra?



Reading File

Vocabulary Notes

audition <i>n</i>	/ˈɔːdɪʃən/	прослуховування
bar <i>n</i>	/bɑː/	такт (муз.)
bow <i>n</i>	/bəʊ/	смичок
charge <i>v</i>	/tʃɑːdʒ/	призначити (певну ціну)
conductor <i>n</i>	/kənˈdʌktə/	диригент
insulted <i>adj</i>	/ɪnˈsʌltɪd/	ображений
measure <i>n</i>	/ˈmeɪʒə/	такт (муз.)
music stand <i>phr</i>	/stænd/	пюпітр
rehearsal <i>n</i>	/rɪˈhɜːsəl/	репетиція
sign up <i>phr</i>	/saɪn ʌp/	реєструватися

In the School Orchestra

(From *Yang the Youngest and His Terrible Ears*
by Lensey Namioka)

We discovered that our school had an after-school orchestra, which met twice a week. My parents thought that Kim and I were very lucky, and they **signed** us **up** for the orchestra right away. They never even asked us whether we wanted to join.

Before Kim and I could play in the orchestra, the **conductor** gave us an **audition**; that is, he asked each of us to play a few **bars** of music alone.

He looked pleased when he heard Kim play the cello. He immediately put her near the front of the orchestra.

Then it was my turn to play the violin. He stopped me after only four **measures** and looked at me thoughtfully. “Would you like to try the triangle instead?”

Maybe I should have felt **insulted**, but in fact I was tempted to accept. You don’t need a good ear to play the triangle, since all you do is just hit it with a stick. You only need to come in on time, and I was good at that. And besides, the triangle makes only a small tinkle, so you can’t do much harm.

But I knew my parents would be upset. “I have my own violin,” I told the conductor unhappily. “My parents will expect me to play it.” He sighed. “Very well. I know what parents are like.” He put me in the very last row of the violin section – as far away from the audience as possible.

When I took my place, the boy sharing a music **stand** with me said, “Hi, looks like I’ll be your stand partner.”

It was Matthew, my classmate. I was very glad to see him.



Then the conductor raised his stick and the orchestra began to play.

When playing together with other people, my trick was to draw my **bow** back and forth, without quite touching the strings. This helped everybody. It helped me; it helped the other players; it helped the conductor; and most of all, it helped the audience.

After a few bars we stopped playing while the conductor tried to cheer up the trombone player, who was making bubbling sounds when he tried to blow.

Matthew turned to me. “You don’t play very loudly, do you? I couldn’t hear you at all.”

“You’re lucky,” I told him.

He looked puzzled, but I had no time to explain because the conductor raised his stick again.

Matthew played with a dreamy look on his face. I couldn’t tell if he was good or not, but he certainly seemed to be enjoying himself.

After the **rehearsal** the conductor asked Kim to stay behind and play a short piece for him. I waited for her outside so we could go home together.

Matthew came up to me while I was waiting. “I heard your sister tell the conductor that your father is a violin teacher.”

“Yes, he is,” I answered. Maybe this was a chance to get Father another student? “Do you want to take lessons?”

Matthew looked very uncomfortable. “I’d really like to, but my parents can’t afford it.”

“My father’s lessons are cheap,” I said eagerly, although I didn’t actually know how much Father **charged**. But I felt sure he would love to have a new student, especially someone who really liked music.

When Kim came out, she was smiling. “The conductor wants me to play a solo for our first concert!”

I was very happy for her, and even Matthew looked glad. “Hey, that’s great!” he said.

“This is my stand partner, Matthew,” I said. “And this is my sister –”

“Hi, my name is Kim,” interrupted the girl.

“I heard you play just now,” Matthew said to Kim. “You’re really good!”

Kim dimpled again. “I’m terrible. You’re just saying that to be nice.”

She didn’t mean it, of course. That’s the way my parents taught us to answer when someone praises us.

“Well, I guess I’d better run,” said Matthew. But he didn’t seem in a hurry to go.

Neither was Kim eager to have him go – not when he had just told her how much he admired her playing. “Would you like to come to our house and meet my elder brother and sister? They also play musical instruments.”

Matthew grinned. “Sure, if it’s okay with your parents.”

“They would be glad to meet one of my brother’s friends,” she told him.

I liked the way she said that – as if Matthew was really my friend, as if I had lots of other friends.





Building up Vocabulary

2 Match the words (1–9) with their definitions (a–i).

1.	A conductor	a) a person who shares with you a place in front of the music stand in the orchestra;
2.	An audition	b) a large musical instrument that you blow into, with a sliding tube used to change the note;
3.	A measure (bar)	c) time that is spent practising a piece of music in preparation for public performance;
4.	A triangle	d) a person who stands in front of the orchestra and directs their performance;
5.	A stand partner	e) a short performance given by a musician, so that a conductor can decide if he is suitable to play in the orchestra;
6.	A stick	f) one of short sections of equal length that a piece of music is divided into, and the notes that are in it;
7.	A trombone	g) a simple musical instrument, made of metal, in the shape of a triangle, that you hit with a small metal stick;
8.	A rehearsal	h) to ask an amount of money for goods and services;
9.	A charge for something	i) a small thin stick, used by a person who conducts the orchestra.

3 Choose the correct word from Ex 2. to complete the sentences.

- Before Kim and I could play in the orchestra, gave us
- He stopped me after only four and looked at me thoughtfully.
- “Would you like to try the instead?”
- The boy sharing a music stand with me said, “Hi, looks like I’ll be your”
- Then the conductor raised his and the orchestra began to play.
- After a few we stopped playing while the conductor tried to cheer up the player.
- After the conductor asked Kim to stay behind and play a short piece for him.
- “My father’s lessons are cheap,” I said eagerly, although I didn’t actually know how much Father

4 Find the words in the story to talk about:

- a) the decision of parents to sign up their children for an orchestra;
- b) the audition that the conductor gave Kim and her brother;
- c) meeting with Matthew.

**Comprehension Check****5 Choose the correct item to complete the sentences.**

1. We discovered that our school had an after-school which met twice a week.
 - a) choir
 - b) orchestra
 - c) dance club
2. Before Kim and I could play in the orchestra,
 - a) we had to listen to some classic music
 - b) we had to play a few bars of music alone
 - c) we had to buy musical instruments
3. The conductor offered the boy to play
 - a) the triangle
 - b) the guitar
 - c) the trombone
4. When I took my place, the boy said, “Hi, looks like I’ll be your stand partner.”
 - a) sharing a desk in the classroom with me
 - b) sharing a music stand with me
 - c) playing the triangle
5. “I heard your sister tell the conductor that your father is , too.”
 - a) a violin teacher
 - b) a trombone player
 - c) a conductor
6. The boy felt sure that his father would love to have a new student, especially someone
 - a) who could pay well for the lessons
 - b) who really liked music
 - c) who played the violin really well
7. When playing together with other people, my trick was
 - a) to play best of all
 - b) to draw my bow back and forth, without quite touching the strings
 - c) to play the violin with a very serious look

8. “Would you like to come to our house and meet my elder brother and sister?”
- a) They would be glad to meet you, too.
 - b) They also play musical instruments.
 - c) They are fantastic musicians.

6 Answer the questions.

1. Did Kim and her brother want to play in the orchestra?
2. Whom did the conductor put near the front of the orchestra?
3. Where did he put Kim’s brother? Why?
4. Who wanted to take the violin lessons?
5. How did Kim play the cello?
6. Where did Kim invite Matthew?



Reading and Thinking

7 Say and tick the statements T (True) or F (False).

- 1. Kim and her brother were very happy that their parents signed them up for the orchestra.
- 2. First of all the conductor gave them an audition.
- 3. Kim played the cello very well.
- 4. Her brother played the violin very well, too.
- 5. When playing together with other people, the boy’s trick was to draw his bow back and forth, without quite touching the strings.
- 6. Matthew played with a serious look on his face.
- 7. Kim’s brother introduced Matthew to his family.
- 8. Kim invited Matthew to come to their house.

8 Complete the statement.

The text is about

- a) a boy and a girl, who joined the orchestra
- b) classical music
- c) a violin teacher’s family

9 Number the events in order they happen in the story.

- ___ A. Kim asked Matthew if he would like to come to their house and meet their elder brother and sister.
- ___ B. Kim and her brother joined the orchestra.
- ___ C. A boy, sharing a music stand with Kim's brother, was Matthew, his classmate.
- ___ D. The conductor gave Kim and his brother an audition; that is, he asked each of them to play a few bars of music alone.
- ___ E. When Kim came out, she was smiling.
- ___ F. Matthew wanted to take the violin lessons.
- ___ G. After the rehearsal the conductor asked Kim to stay behind and play a short piece for him.
- ___ H. The conductor offered the boy to play the triangle.

10 Complete the sentences given below.

1. The conductor offered Kim's brother to play the triangle because
2. The conductor offered Kim to play a solo for their first concert because

**Discussing the Story**

- 11** Say who succeeded more in playing in the orchestra, Kim or her brother.
- 12** Say why Kim's brother wanted to accept the conductor's offer to play the triangle.
- 13** Kim played the cello very well but, when Matthew praised her, she said, "I'm terrible. You're just saying that to be nice." Why?

**Speaking File**

- 14** Discuss the following questions with your classmates.
 1. Are you fond of music?
 2. Can you play any musical instruments?
- 15** Imagine that your parents signed you up to play in the orchestra. What musical instrument would you choose? Why?

16 Complete the dialogues between the conductor of the orchestra and a newcomer.

1.

A: Mr. Wilson?

B: Yes. Can I help you?

A: My name is I'd like to play in your orchestra.

B: Really? What instruments can you play?

A: I can play quite well, and a little.

B: So, let's have then.

2.

(The musician plays some music, using every musical instrument.)

B: Thank you. That's enough. I like your playing. I'll take you to the orchestra as a player.

A: When do you have?

B: We meet three times a week: on, and

A: Thank you very much.



Writing File

17 You have just read the text about the school orchestra. Write your opinions about music and musicians. Use the questions below as a plan.

1. Is music an important part of your life? Why?
2. What is better for you: to listen to music or to play a musical instrument?
3. Is it easy to be a musician?
4. What qualities are important for a good musician?
5. Would you like to play in the orchestra? Why (not)?

Unit 5. People, Countries, Lifestyle: the UK and Ukraine

James Baldwin (1924–1987)



Although he spent a great deal of his life abroad, James Baldwin always remained an American writer.

James Baldwin was born in Harlem in 1924. The oldest of nine children, he grew up in poverty, developing a troubled relationship with his strict, religious father.

By the time he was fourteen, Baldwin was spending much of his time in libraries and had found his passion for writing.

During this early part of his life, he followed in his father's footsteps and became a preacher. At the age of eighteen he took a job working for the New Jersey railroad.

After working for a short while with the railroad, Baldwin moved to Greenwich Village, where he came into contact with the well-known writer Richard Wright. Baldwin worked for a number of years as a freelance writer, working primarily on book reviews. In 1948 Baldwin left for Paris, where he would find enough distance from the American society he grew up in to write about it.

During the last ten years of his life, Baldwin produced a number of important works of fiction, non-fiction, and poetry, and turned to teaching as a new way of connecting with the young. By his death in 1987, James Baldwin had become one of the most important and vocal advocates for equality. James Baldwin created works of literary beauty and depth that will remain essential parts of the American canon.



Before You Read

1 Answer the questions.

1. Do you like travelling?
2. Were all your trips exciting or did you have troubles while travelling one day?
3. Have you read a story "Robinson Crusoe" by Daniel Defoe? What were you impressed most?
4. What would you do if you happen to live on a desert island because of some reason?



Reading File

Vocabulary Notes

hatchet <i>n</i>	/ˈhætʃɪt/	сокирка, томагавк
kid <i>n</i>	/kɪd/	дитина; <i>тум</i> козеня
mainland <i>n</i>	/ˈmeɪnlænd/	материк
pen <i>n</i>	/pen/	загорода
pouch <i>n</i>	/pəʊtʃ/	торбинка, мішечок
powder <i>n</i>	/ˈpaʊdə/	порох
savage <i>n</i>	/ˈsævɪdʒ/	дикун
smooth <i>adj</i>	/smuːð/	рівний, спокійний
stake <i>n</i>	/steɪk/	кілок
vine <i>n</i>	/vaɪn/	виноградна лоза

Robinson Crusoe For Children

(By James Baldwin)

I Make a Long Journey

I had long wished to see the whole of my island. So, one fine morning, I set out to travel across to the other side of it.

Of course I carried my gun with me. In my belt was my best **hatchet**. In my **pouch** I had plenty of **powder** and shot. In my pocket were two biscuits and a big bunch of raisins. My dog followed behind me.

I went past my summer house, and toward evening came to a fine open place close by the sea.

It was a beautiful sight. The sky was clear, the air was still. The **smooth** waters stretched away and away toward the setting sun.

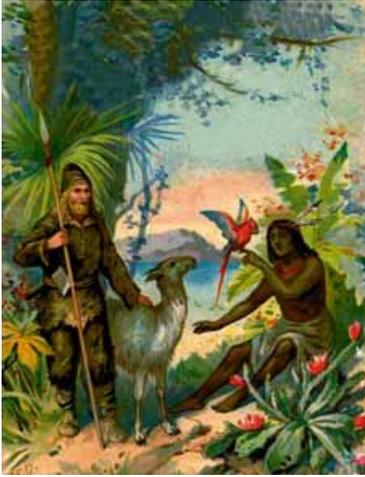
Far in the distance I could see land. I could not tell if it was an island or some part of the **mainland** of America. It was at least fifty miles away.

If it were the mainland, I felt quite sure that I would at some time or other see a ship sailing to it or from it. If it were an island, there might be **savages** on it whom it would not be safe for me to meet. But it would do no good to worry my mind about such matters.

I found this side of the island much more beautiful than that where my castle was.

Here were large, open fields, green with grass and sweet with flowers. Here, too, were fine woods, with many strange trees and **vines**.

I saw many green parrots among the trees, and I thought how I would catch one and teach it to talk.



After a great deal of trouble I knocked a young parrot down with my stick. He was a good fighter, and it was no easy matter to get him. But at last I picked him up and put him in my bag.

He was not hurt, and I carried him home. It was a long time before I could make him talk. But at last he became a great pet and would call me by my name.

Besides parrots there were many other birds in the woods. Some of these were of kinds that I had never seen before.

In the low grounds I saw some animals that looked like rabbits. There were others that I took to be foxes, but they were not such foxes as we have in England.

I travelled very slowly around the island, for I wished to see everything. Often I did not go more than two miles in a day.

At night I sometimes slept in a tree, while my dog watched below me. Sometimes I shut myself up in a little **pen** made by tall **stakes**. I felt quite safe, for nothing could come near me without waking me.

Along the seashore there were thousands of turtles and a great plenty of seabirds.

I had no trouble to find all the food I needed. Sometimes I had a roast pigeon for dinner, sometimes the juicy meat of a turtle, sometimes that of a goat. No king could eat better.

One day my dog caught a young **kid**. I ran and got hold of it, and would not let him hurt it.

I had a great mind to take it home with me. So I made a collar for it, and led it along by a string which I had in my pocket.

It was quite wild and did not lead well. It gave me so much trouble that I took it to my summer house and left it there.



Building up Vocabulary

2 Match the words (1–8) from the story with their definitions (a–h).

1.	A hatchet	a) a dry mass of very small pieces of explosive substance;
2.	A pouch	b) a bullet or a large number of small metal balls that you fire together from the gun;
3.	A stake	c) a small piece of land surrounded by the fence in which farm animals are kept;

4.	A savage	d) a small bag, usually made of leather, and often carried in a pocket or attached to the belt;
5.	A vine	e) a wooden post that is pointed at one end and pushed into the ground in order to support something or to mark a place;
6.	A shot	f) an offensive word for somebody who belongs to a tribe that is primitive, not developed and aggressive;
7.	A powder	g) a climbing plant that produces grapes;
8.	A pen	h) a small axe with a short handle.

3 Choose the correct word from Ex. 2 to complete the sentences.

1. In my belt was my best
2. In my I had plenty of and
3. If it were an island, there might be on it whom it would not be safe for me to meet.
4. Sometimes I shut myself up in a little made by tall
5. Here, too, were fine woods, with many strange trees and

4 Find the words in the story to talk about:

- a) the things that Robinson Crusoe took for his trip;
- b) the land that he could see in the distance;
- c) the animals he saw while he was travelling.



Comprehension Check

5 Choose the correct item to complete the sentences.

1. Robinson Crusoe had long wished to see the whole of his
 - a) jungle
 - b) island
 - c) country
2. Far in the distance he could see
 - a) the sky
 - b) a forest
 - c) land
3. If it were an island, it would not be safe for him to meet
 - a) wild animals
 - b) savages
 - c) pirates

4. He found this side of the island than that where his castle was.
 - a) much worse
 - b) much more beautiful
 - c) more picturesque
5. Robinson Crusoe travelled very slowly around the island, for
 - a) he wished to see everything
 - b) he was afraid of savages
 - c) he couldn't walk faster
6. During his travel Robinson Crusoe saw
 - a) many people
 - b) different animals, parrots, turtles and seabirds
 - c) beautiful lakes and rivers

6 Answer the questions.

1. What had Robinson Crusoe long wished to do?
2. Where did he come toward evening?
3. What did he see far in the distance?
4. Did he see any animals and birds?
5. Where did he sleep at night?
6. Whom did he catch during his travel?



Reading and Thinking

7 Number the events in order they happen in the story.

- ___ A. One day his dog caught a young kid.
- ___ B. At night he sometimes slept in a tree, while his dog watched below him.
- ___ C. In the low grounds Robinson saw some animals that looked like rabbits and foxes.
- ___ D. Far in the distance he could see land.
- ___ E. One fine morning, he set out to travel across to the other side of the island.
- ___ F. He saw many green parrots among the trees, so he wanted to catch one of them and to teach it to talk.
- ___ G. Robinson Crusoe had long wished to see the whole of his island.

8 Complete the statement.

The text is about

- a) the adventures of Robinson Crusoe

- b) the travel of Robinson Crusoe to the other side of the island
- c) the animals and birds that lived on the island

9 Say if you have ever dreamed of spending some time in the deserted place? Why yes or why not?



Discussing the Story

10 Complete the sentences given below.

1. The nature of the island was wonderful. He could see
2. Robinson Crusoe had a great journey because
3. Robinson had no trouble to find all the food because
4. Robinson tried to catch a few animals and turn them into his pets because



Speaking File

11 Imagine that you are on a deserted island. How have you organized your life there? Talk about the things you’ve done and are going to do there. What are the difficulties you can face? How will you overcome all the troubles? Share your opinions using the phrases given below.

First of all I am going to

Then I will

As soon as, I will

12 You are a freelance journalist and have a chance to meet modern “Robinson Crusoe”, the person who spent six months somewhere in the Pacific, far from modern civilization. Ask him / her questions to know more about his / her life there.



Writing File

13 Imagine that you had a chance to meet the person who had spent some time on a desert island. Write what he / she told you about his / her life there. What were the things that helped that person survive? Use the words from Ex. 2.

WORDS OF WISDOM**Irish Proverbs**

It's a dirty bird that won't keep its own nest clean.
Keep your shop and your shop will keep you.
Lose an hour in the morning and you'll be looking for it all day.
A bad workman quarrels with his tools.
The schoolhouse bell sounds bitter in youth and sweet in old age.
The older the fiddle the sweeter the tune.
Better good manners than good looks.
A man may live after losing his life but not after losing his honour.
Better to be a man of character than a man of means.
Who gossips with you will gossip of you.
Melodious is the closed mouth.

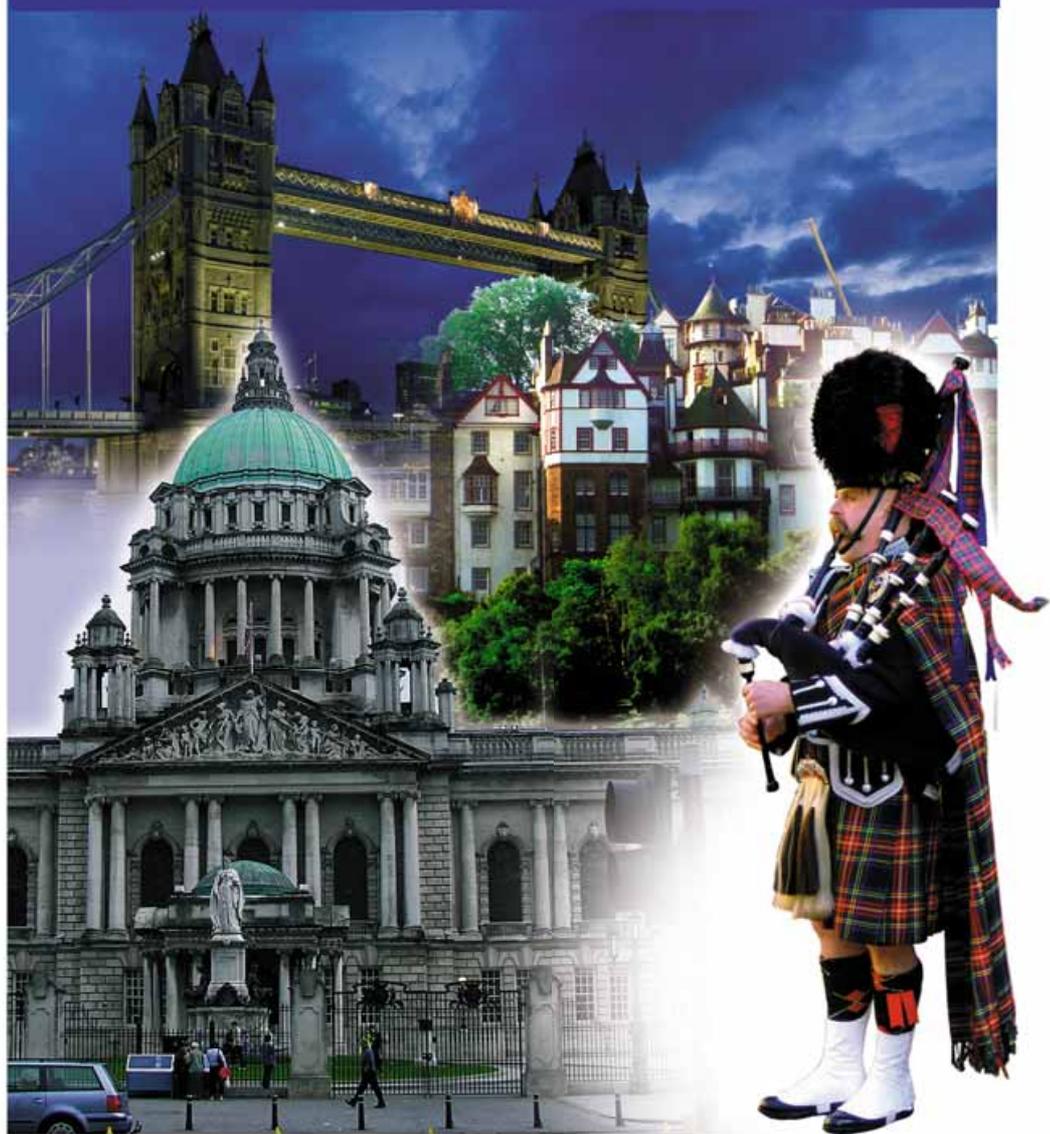
Scottish Proverbs

What may be done at any time will be done at no time.
Learn young, learn fair; learn old, learn more.
Get what you can and keep what you have; that's the way to get rich.
When the heart is full, the tongue will speak.
Fools look to tomorrow.
Wise men use tonight.
Be slow in choosing a friend but slower in changing him.
Take care of your pennies and your dollars will take care of themselves.

Welsh Proverbs

He understands badly who listens badly.
The best candle is understanding.
Be honourable yourself if you wish to associate with honourable people.
Your hand is never the worse for doing its own work.
A watched clock never tells the time.
The advice of the aged will not mislead you.
A warm January; a cold May.

APPENDICES



A GUIDE TO BRITISH AND AMERICAN CULTURE



Bagpipes – волинка, музичний інструмент, на якому грають, вдуваючи повітря у мішок, що знаходиться під рукою, і пропускаючи його через трубки. На подібних інструментах грають у багатьох країнах, включаючи Ірландію, але в Британії волинка здебільшого асоціюється із Шотландією. Людину, яка виконує музику на волинці називають а *piiper* (волинкар).

The Bill of Rights – документ, що складається з перших десяти поправок до Конституції США.

The Canary Wharf – район у східному Лондоні, де розташовані сучасні офіси.

The Canary Wharf Tower – найвища будівля у Великій Британії, де розташовані редакції газет.



Disabled Access – доступ для людей з обмеженими можливостями.

DIY (Do-it-yourself) – роботи щодо покращення приватного будинку без допомоги професіоналів (ремонт, фарбування, добудова приміщень). Це одне із популярних захоплень у вільний час у Великій Британії, саме тому майже кожне містечко має хоча б один великий магазин, де продаються всі необхідні будівельні матеріали та обладнання.

The Eisteddfod of Wales – щорічний мистецький фестиваль в Уельсі, де відбуваються конкурси поетів та музикантів.



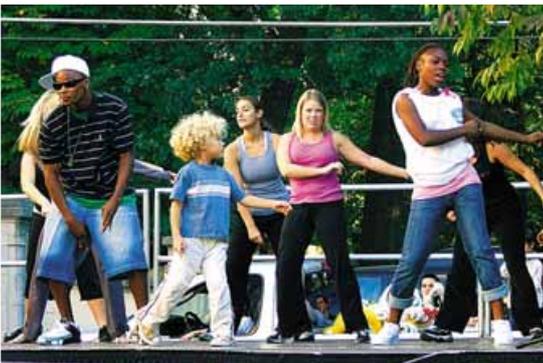
Fleet Street – вулиця в центрі Лондона, де до 1980-х років знаходились редакції провідних газет країни. І сьогодні вираз “Fleet Street” вживається у значенні “преса Британії”.

Google – міжнародна пошукова Інтернет-система.



Grades – оцінки в школах, коледжах та університетах США.

Hip hop – популярна культура, яка розвинулась серед темношкірої молоді у США наприкінці 70-х років XX століття, а зараз поширилась у європейських та інших країнах світу. Вона асоціюється переважно з музикою в стилі реп, брейк-дансом, мистецтвом графіті та окремими особливостями в стилі одягу.



Hogmanay – Хогменей, переддень Нового року у Шотландії (31 грудня). Шотландці співають пісню на слова Роберта Бернса *Auld Lang Syne* (*Чи забути старе кохання*) та відвідують друзів, щоб принести їм удачу в Новому році. Ця традиція називається *firstfooting* (дослівно «той, хто увійшов першим»).



Home Economics – шкільний предмет “домоведення” у школах Великої Британії.

ICT (Information & Communications Technology) – ІКТ (інформаційно-комунікаційні технології).

The Internet – міжнародна комп’ютерна мережа для обміну інформацією.

John Amos Comenius – Ян Амос Коменський, видатний чеський мислитель, педагог, письменник. Одним з перших розробив ідею класно-урочної системи.

The London Gazette – газета, яка публікує британські урядові новини. Була заснована 1665 року. Зараз виходить п'ять разів на тиждень.

The Nobel Prize – одна з шести міжнародних нагород, яку вручають щорічно з 1901 року за найвищі досягнення у фізиці, хімії, медицині, літературі, економіці та внесок у боротьбу за мир.

Public school – незалежна школа у Великій Британії, яку відвідують десять відсотків дітей. Плата за навчання значна – декілька тисяч фунтів на рік. Більшість цих шкіл дуже старі. Наприклад, Ітон, Херроу та ін.

“The Queen” – британський фільм 2006 року, знятий Стівеном Фреарсом за сценарієм Пітера Моргана та за участі переможниці премії “Оскар” Хелен Міррен у головній ролі королеви Єлизавети II. Випущений через десять років після аварії, фільм надає версію подій, які відбувалися відразу після смерті принцеси Діани в 1997 році. Сюжет розвивається через три місяці після того, як до влади прийшов новий лейбористський уряд на чолі з прем'єр-міністром Тоні Блером. У фільмі зображено ставлення різних людей до смерті Діани.

Randy Newman – Ренді Ньюмен, американський композитор, автор пісень. Написав музику для багатьох фільмів і мультфільмів (“Історія іграшок – 2”, “Знайомство з батьками”).



Rap – стиль африкано-американської популярної музики з чітким ритмом, при виконанні якого слова більше проговорюються, аніж співаються. Вперше з'явився у 80-х роках ХХ століття.

Reggae – стиль популярної музики, який вперше з'явився на Ямаїці у 60-х роках ХХ століття, а зараз відомий у Великій Британії, США та інших країнах світу. Виконавці пісень у стилі «реггі» носять довге волосся, заплетене у косички, які називаються англійською *dreadlocks*. Один із найвідоміших виконавців – Боб Марлі (Bob Marley).

The Renaissance – епоха Відродження, період відродження літератури і мистецтва в XIV – XVI століттях, для якого характерний особливий інтерес свого часу до античності, відновлення її традицій.

Techno – стиль гучної танцювальної музики, яка являє собою суміш електронної музики та «уривків» (“samples”) музичних сюжетів із інших записів. Цей стиль став надзвичайно популярним у Великій Британії та США у 90-х роках ХХ століття, особливо серед відвідувачів нічних клубів.

Reuters, the news agency – Рейтер, міжнародне інформаційне агентство.



The Romantic Movement – романтизм, рух в європейській літературі, мистецтві та музиці. Розпочався наприкінці XVIII ст. Основними темами були важливість уяви і почуттів, любов до природи та інтерес до минулого.

Science – шкільний предмет у Великій Британії і США, який складається з основ природничих наук: фізики, хімії, біології.

The Times – британська національна щоденна газета, одна з найстаріших в Англії (1785). Має великий вплив на громадську думку.

The Washington Post – національна газета США, яка видається у Вашингтоні. Відома своїми ліберальними поглядами.



TV Guide – найбільш популярний в США телевізійний журнал, з більш ніж 43 мільйонами читачів з 1997 р. Він заснований у 1953 р. та публікується щотижня. В ньому розміщено деталі виходу на екран усіх телевізійних передач, а також історії про життя телезірок, історії телевізійних програм, як і статті наукового змісту про телебачення.

Yellow journalism – вид журналістики, який публікує історії про новини із значним перебільшенням від правди, та включаючи захоплюючий та шокуючий матеріал, заради того, щоб збільшити наклад видання. Фразеологізм походить від назви коміксу *The Yellow Kid*, який з’явився у Нью Йорку на сторінках видання *World* в 1895 р. та використовував жовту фарбу, щоб привернути увагу читачів. Газети, які включають статті “жовтої журналістики” часто називають “жовтою пресою”.

UNCOUNTABLE AND COUNTABLE NOUNS

Most nouns in English are countable. This means they can have singular and plural forms:

one sandwich – four sandwiches
a child – the children

Common uncountable nouns: *advice, furniture, help, homework, information, jewellery, luck, mail, money, music, peace, traffic, weather, work, milk, tea, bread, sugar, flour, coffee, cheese, food, fruit, meat, pepper, rice, salt, soup, water...*

Uncountable Nouns

Use	Example
We use uncountable nouns with a singular verb form.	<i>This news is not interesting.</i>
We don't use the article <i>a</i> or <i>an</i> with them.	<i>I don't like milk.</i>
Uncountable nouns have no plural form.	<i>They want some sugar with tea.</i> <i>money</i> <i>some money</i> <i>a lot of money (none)</i> <i>much money</i> <i>a little money</i>

Countable Nouns

Use	Example
Countable nouns have singular and plural forms.	<i>a book – books</i> <i>one book – two books</i> <i>some books</i>
We use them with articles <i>a</i> and <i>an</i> in the singular form.	<i>a lot of books</i> <i>many books</i> <i>a few books</i>
We use them with the definite article <i>the</i> or without an article in the plural form.	<i>There is an orange and some apples on the plate.</i>
We use them with singular and plural verb forms.	<i>Pineapples are very delicious.</i> <i>Mango is a tropical fruit.</i>

A lot of – Many – Much

Only countable nouns can follow *a / an, many, a few, these, one, two*, etc.

We use (*not*) *many* with countable nouns in questions and negative sentences.

Only uncountable nouns can follow *much, a little*.

Both plural countable nouns and uncountable nouns can follow *some, any, a lot of*.

We say: *sugar, some sugar, a lot of sugar (none), much sugar, a little sugar*.

A lot of – Many – Much

	Countable Nouns	Uncountable Nouns	Examples
Positive	A lot of / lots of / many (formal)	A lot of / lots of / much (formal)	<i>There are a lot of classrooms in our school. There is a lot of jam in this jar.</i>
Interrogative	many	much	<i>Are there many classrooms in your school? Is there much jam in this jar?</i>
Negative	many	much	<i>There aren't many old books in our school library. There isn't much oil left in the bottle.</i>
	a few (=some) / few (=not many, not enough)	a little (=some) / little (=not much, not enough)	<i>Few journalists have writtem about this topic. I have a little time so I'm going to have a rest.</i>

Have a positive meaning:

A few (=some, a small number of) + countable nouns

A little (=not much, a small amount of) + uncountable nouns

Have a negative meaning and are rather formal English:

Few (=not many, almost none) + countable nouns

Little (=not much, almost none) + uncountable nouns

ARTICLES: A / AN – THE

THE INDEFINITE ARTICLE A / AN

We use *a / an*:

- with **singular countable nouns** when we talk about them in general.
*I want to buy **an** iPhone™.* (any iPhone™)
- with the verbs *to be* and *have* (**got**).
*Jillian **has** (got) a dog. It's a German Shepherd.*
- before **Mr / Mrs / Miss / Ms** when we refer to an unknown person.
*A **Mr** Davis left a message for you this morning.* (a person that we don't know)
- to show:
 - a) **price in relation to weight.** (*two euros a kilo*)
 - b) **distance in relation to speed.** (*100 km an hour*)
 - c) **frequency.** (*twice a month*)

We **do not** use *a / an*:

- with **uncountable nouns** or **plural countable nouns**.
We use *some* instead of *a / an*.
*We need **some** post-cards and **some** sweets for the party.*
- **before an adjective** if it is not followed by a noun.
This book is funny.
BUT *This is a funny book.*

THE DEFINITE ARTICLE THE

We use *the*:

- with nouns when talking about something specific.
*Mary has got a pen and pencil. **The** pen is blue and **the** pencil is black.*
 - with nouns that are unique (***the** sun, **the** Equator*, etc).
 - with names of newspapers (***the** City Press*), cinemas (***the** Odeon*), theatres (***the** National Theatre*), hotels (***the** Hilton*), museums / art galleries (***the** Tate Gallery*), ships (***the** Titanic*), organisations (***the** North Atlantic Treaty Organisation*).
 - with the names of rivers (***the** Dnipro*), groups of islands (***the** British Isles*), mountain ranges (***the** Highlands*), deserts (***the** White Desert*), oceans (***the** Atlantic Ocean*), canals (***the** Panama Canal*), countries when they include words such as *State, Kingdom, Republic* (***the** United Kingdom of Great Britain and Northern Ireland*), names or nouns with *of* (***the** Houses of Parliament*), in geographical terms such as ***the** Antarctic / Arctic / Equator, **the** south of France, **the** North / East / South / West*.
 - with the names of musical instruments and dances (***the** drums, **the** tango*).
 - with the names of families (***the** Smiths*) and nationalities ending in *-sh, -ch* or *-ese* (***the** Danish*).
- Other nationalities can be used with or without *the* (***the** Germans / Germans*).
- with titles (***the** Queen, **the** President*) **BUT** not with titles including a proper name (*Queen Anna Maria*).
 - with adjectives / adverbs in the superlative form (***the** best story I have ever read*) **BUT** when *most* is followed by a noun, it doesn't take *the*.
***Most** children like watching cartoons.*

- with the words *day, morning, afternoon, evening* and *night*.
It was early in the morning when we left for the airport.
BUT *at night, at noon, at midnight, by day / night*
- with historical periods / events
(the Middle Ages, the Gulf War). **BUT** *World War II*
- with the words *only, last* and *first* (used as adjectives).
She was the last one to leave the office.
- with the words *beach, cinema, city, coast, country(side), ground, jungle, library, sea(side), shop, station, theatre, village, weather, world*.
Shall we go to the theatre tonight?

We do not use *the*:

- with uncountable and plural nouns when talking about something in general.
Kangaroos live in Australia. Many Ukrainians go on holiday in August.
- with proper nouns. *Isaac Newton was a scientist.*
- with the names of sports, games, activities, days, months, celebrations, colours, drinks and meals.
We had lunch with the Browns on Sunday.
- with languages, unless they are followed by the word *language*.
Michelle speaks Chinese and Russian fluently.
BUT *The Chinese language is difficult to learn.*
- with the names of countries which don't include the word *State, Kingdom* or *Republic*.
Italy, Poland, Ukraine **BUT** *the Netherlands, the Vatican* (exceptions)
- with the names of streets (*Main Road, Park Avenue*) **BUT** *the M4, the A12*; squares (*Independence Square*); bridges (*Brooklyn Bridge*) **BUT** *the Golden Gate Bridge*, parks (*Central Park*); railway stations (*Richmond, Tower Hill*); mountains (*Mount Hoverla*); individual islands (*Pine Island*); lakes (*Lake Yalpuh*) and continents (*Africa*).
- with possessive adjectives or the possessive case.
That is my laptop.
- with the names of restaurants, shops, banks, hotels, etc which are named after the people who started them (*Selfridges, Luigi's Restaurant*).
- with the words *bed, hospital, college, court, prison, school, university* when we refer to the purpose for which they exist.
My granny has been in hospital for two weeks.
BUT *We went to the hospital to keep John company.*
- with the word *work* (= place of work).
I went to work at 9 o'clock every morning.
- with the words *home, mother, father*, etc when we talk about our own home / parents. *Mother isn't at home.*
- with **by** + means of transport (*bus / ferry / train / car*, etc).
We go to the circus by bus.
- with the names of illnesses. *He's got pneumonia.*
BUT *flu / the flu, measles / the measles, mumps / the mumps*

VERB TENSE FORMS

PRESENT SIMPLE TENSE

• never • seldom • often • frequently • always • usually • rarely • sometimes •

We use **the Present Simple Tense** for:

- daily routines;
- repeated actions or habits;
- permanent states.

Positive		Negative		
I / You / We / They	work.	I / You / We / They	don't (do not)	work.
He / She / It	works.	He / She / It	doesn't (does not)	

Question	Answer
Do you work? Does he work?	Yes, I do. / No, I don't. Yes, he does. / No, he doesn't.

Use	Example
Long-term situations.	<i>She lives in Stockholm.</i>
Habits and routines.	<i>How often do you go abroad?</i>
Feelings and opinions.	<i>I don't like spicy food.</i>
Facts.	<i>It rains a lot in the spring.</i>
Timetables and programmes.	<i>The train arrives at 18.20.</i>

Frequency Adverbs

never, seldom, often, usually, rarely, sometimes, frequently, always

Frequency adverbs go after the verb **to be**, but before all other verbs:

They are often late. She usually phones me on Sundays.

PAST SIMPLE TENSE

• yesterday • last week • last month • last year • in 2000 •

We use **the Past Simple Tense** for actions which happened in the past and won't happen again.

We also use the Past Simple Tense for actions which happened at a specific time in the past.

Positive		Negative		
I / You / We / They	answered.	I / You / We / They	didn't	answer.
He / She / It	wrote.	He / She / It	(did not)	write.

Question	Answer
Did he answer?	Yes, he did. / No, he didn't.

Use	Example
Finished actions and situations in the past.	<i>I lived in Paris from 1980 to 1989. How long ago did you meet her? The Parkers travelled to the USA last summer. They didn't drive a car yesterday.</i>

Regular verbs in the Past Simple Tense end in *-ed*.

We have to memorize the forms of the irregular verbs. (See Irregular Verbs list on p. 219)

Reading Rules: -ed

[t]	[d]	[id]
after voiceless consonants except <i>t</i>	after vowels and voiced consonants except <i>d</i>	after <i>t, d</i>
watched noticed pickled	answered skied played	decided painted noded

FUTURE SIMPLE TENSE

We use **the Future Simple Tense** to express a single or a permanent action in the future:

We will (shall) go to the theatre next week. He will have a party tomorrow.

We form the Future Simple by means of the verb **will (shall)** and the infinitive of the main verb.

Will may be used for all the persons, and **shall** is sometimes used for the first person singular and plural.

FUTURE: TO BE GOING TO

We use *to be going to*:

- for plans and intentions;
- for predictions based on what we see or we know.

Positive				Negative			
I	'm (am)	going to	visit.	I	'm not (am not)	going to	visit.
You / We / They	're (are)		read.	You / We / They	aren't (are not)		read.
He / She / It	's (is)		speak.	He / She / It	isn't (is not)		speak.

Question	Answer
Is he going to visit his granny? Are they going to read a book?	Yes, he is. / No, he isn't. Yes, they are. / No, they aren't.

Use	Example
Future plans, intentions, decisions.	<i>I'm going to visit the USA this summer.</i>

PRESENT CONTINUOUS TENSE

• now • at the moment •

We use **the Present Continuous Tense** for:

- actions happening now, at the moment of speaking;
- actions happening around the time of speaking;
- fixed arrangement in the near future.

Positive			Negative		
I	'm (am)	writing.	I	'm not (am not)	writing.
You / We / They	're (are)		You / We / They	aren't (are not)	
He / She / It	's (is)		He / She / It	isn't (is not)	

Question	Answer
Are you writing? Is he writing?	Yes, I am. / No, I am not. Yes, he is. / No, he isn't.
Use	Example
Actions happening now.	<i>He is writing a thank-you letter now.</i>
Actions happening around the time of speaking.	<i>I am reading a very interesting book at the moment.</i>
Fixed arrangement in the near future.	<i>We are leaving tomorrow night.</i>

State Verbs

Verbs of Feelings and Thinking	Verbs of Senses	Other Verbs
Like, love, want, prefer, dislike, hate, think, know, believe, understand, forget, remember, mean, realize, recognize.	Hear, see, taste, feel, smell.	Own, have, be, belong, consist of, contain, exist, include.

State verbs are not normally used in the continuous form. We often use *can* with verbs of sense:

I can smell something burning.

PAST CONTINUOUS TENSE

- from 4 till 5 yesterday
- at that moment yesterday
- when I came

We use **the Past Continuous Tense** for:

- an action in progress at a stated time in the past;
- an action which is in progress when another action interrupted it;
- two or more actions happening at the same time in the past.

We use **the Past Continuous Tense** for the action in progress (longer action) and **the Past Simple Tense** for the action that interrupted it (shorter action).

Positive			Negative		
I / He / She / It	was	working.	I / He / She / It	wasn't (was not)	working.
You / We / They	were		You / We / They	weren't (were not)	

Question	Answer
Was he working? Were they working?	Yes, he was. / No, he wasn't. Yes, they were. / No, they weren't.
Use	Example
An action in progress when another action happened.	<i>I was doing my homework, when the telephone rang.</i>
An action in progress at a specific time in the past.	<i>Sue was writing a composition from 4 till 5 o'clock yesterday.</i>
Two or more actions happening at the same time in the past	<i>I was writing a letter while my mother was cooking dinner.</i>

PRESENT PERFECT TENSE

- already • just • yet • never • ever • lately • recently • this morning • this evening
- this week • this month • this year • today •

We use **the Present Perfect Tense:**

- to talk about an action which started in the past and continues up to the present;
- to talk about a past action with a visible result in the present;
- to refer to an experience;
- for an action which happened at an unstated time in the past. The action is more important than the time.

Positive			Negative		
I / You / We / They	've (have)	worked.	I / You / We / They	haven't (have not)	worked.
He / She / It	's (has)	left.	He / She / It	hasn't (has not)	left.

Question	Answer
Have you worked? Has it worked?	Yes, I have. / No, I haven't. Yes, it has. / No, it hasn't.

Use	Example
Situations that began in the past and continue to the present.	<i>She has worked as a teacher for ten years.</i>

Situations and actions in a time up to present.	<i>They have just discussed this question with their relatives.</i>
Past actions with results in the present.	<i>He's broken his leg.</i>

PAST PERFECT TENSE

• before she came home • by ... o'clock yesterday •

We use the **Past Perfect Tense** to say, which past action happened first or what time in the past the action had finished by.

We often do not use the Past Perfect Tense, if it is already clear, which action happened first: *He left, I arrived. I arrived before he left.*

Positive			Negative		
I / You / We / They	'd (had)	arrived.	I / You / We / They	hadn't (had not)	arrived.
He / She / It		left.	He / She / It		left.

Question	Answer
Had they arrived?	Yes, they had. / No, they hadn't.

Use	Example
A past action which happened before another past action.	<i>He had left, when I arrived. She was nervous, because she had never flown by plane before.</i>

**PAST TENSES: VERB CONTRASTS
PAST SIMPLE TENSE AND PRESENT PERFECT TENSE**

We use the **Past Simple Tense**:

- to talk about the specific time in the past:

Builders finished their work yesterday.

John went to Rome last year.

- when the speaker is thinking of an action completed at a time in the past:

Paper was invented in China.

Rice was grown in Vietnam last year.

We use **the Present Perfect Tense** when no specific past time is mentioned or when a connection is made between the past and the present:

I have met that man before.

John has already read that book.

Have you ever visited London?

I have never seen a camel.

He hasn't written the letter yet.

PAST SIMPLE TENSE AND PAST PERFECT TENSE

We use **the Past Simple Tense** when we talk about the past, and follow the events in order in which they happened:

I read a book, mended my CD player and ate a cake.

We use **the Past Perfect Tense** to go back to an earlier time:

I read a book I had got from the library.

PRESENT PERFECT CONTINUOUS TENSE

We use **the Present Perfect Continuous Tense**:

- to talk about an action which started in the past and continues to the present giving emphasis to duration;
- to talk about a past action which has lasted for a period of time and its result is visible in the present.

Positive			Negative		
I / You / We / They	've (have)	been working.	I / You / We / They	haven't (have not)	been working.
He / She / It	's (has)		He / She / It	hasn't (has not)	

Question			Answer		
Have	I / we / you / they	been working?	Yes,	I / you / we / they	have.
			No,		haven't.
Has	he / she / it		Yes,	he / she / it	has.
			No,		hasn't.

Use	Example
To express the actions that began in the past and continue up to the present.	<i>I've have been learning English since I was seven years old.</i>
To express the actions that began in the past and have just stopped.	<i>I've been riding a bike for two hours.</i>

for and since

Use		Example
<i>for</i> with a period of time:	three days five hours a month ten minutes a long time ages	<i>They have been playing tennis for three hours.</i> <i>Jane has been training for two months.</i> <i>The sprinters have been running for twenty minutes.</i> <i>He hasn't been reading the newspapers for a long time.</i>
<i>since</i> with a point of time	Tuesday 8 August 4 o'clock last summer 2004 I last saw you	<i>I have been learning English since 2000.</i>

THE PASSIVE VOICE

The Active sentences focus on what **the person (subject)** does, did, or will do. The passive sentences focus on **the object** of the action:

My Granny bought vitamins for me. (Active Voice.)

Vitamins were bought for me. (Passive Voice.)

We use the Passive Voice if we don't know, don't care or don't want to say who (or what) did the action. The Passive Voice focuses on processes rather than on people.

We form the Passive Voice by means of the verb **to be** and **the third form** (Past Participle) of the main verb.

Changing from Active into Passive

- The object of the active sentence becomes the subject in the passive sentence.

- The active verb changes into a passive form.
- The subject of the active sentence becomes the agent.

The agent is not mentioned when:

- it is unknown;
- it is unimportant;
- it is obvious from the context.

Present Simple Passive Voice

We form the **Present Simple Passive Voice** by means of **am / is / are** and **the third form** (Past Participle) of the main verb.

Positive			Negative		
I	'm (am)	visited.	I	'm not (am not)	visited.
You / We / They	're (are)		You / We / They	aren't (are not)	
He / She / it	's (is)	built.	He / She / It	isn't (is not)	built.

Question	Answer
Am I visited by my friends? Is it built by builders? Are they visited by their relatives?	Yes, I am. / No, I'm not (am not). Yes, it is. / No, I it isn't (is not). Yes, they are. / No, they aren't (are not).

Past Simple Passive Voice

We form the **Past Simple Passive Voice** by means of **was / were** and **the third form** (Past Participle) of the main verb.

Positive			Negative		
I / He / She / It	was	visited. built.	I / He / She / It	was not	visited. built.
You / We / They	were		You / We / They	were not	

Question	Answer
Was I visited by my friends? Was it built by builders? Were they visited by their relatives?	Yes, I was. / No, I wasn't (was not). Yes, it was. / No, it wasn't (was not). Yes, they were. / No, they weren't (were not).

Future Simple Passive Voice

Positive			Negative		
I / We	will (shall) be	visited. built.	I / We	won't (shan't) be	visited. built.
You / They / He / She / It	will be		You / They / He / She / It	won't (will not) be	

Question	Answer
Will (Shall) I be visited by my friends tomorrow? Will it be built by builders? Will they be visited by their relatives?	Yes, I will (shall). / No, I won't (shan't). Yes, it will. / No, it won't (will not). Yes, they will. / No, they won't (will not).

Use	Example
When the person or thing that will do the action isn't important, or when we don't know who will do it.	<i>Coffee will be grown in Brazil.</i>

Present Perfect Passive Voice

Positive			Negative		
They	have been	visited. built.	They	haven't been	visited. built.
It	has been		It	hasn't been	

Question	Answer
Have the museums been visited by my friends the other days? Has it been built yet?	Yes, they have. / No, they haven't (have not). Yes, it has. / No, it hasn't (has not).

Use	Example
When the person or thing that has done the action isn't important, or when we don't know who has done it.	<i>Coffee has been grown in Brazil.</i>

MODAL EXPRESSIONS

To Let Somebody Do Something and To Be Allowed to Do Something

Active Voice	Passive Voice
My parents let me play computer games every day.	I am allowed to play computer games every day.
They don't let him talk over the telephone for so long.	He is not allowed to talk over the telephone for so long.
Sue let Jim use her pen yesterday.	Jim was allowed to use Sue's pen yesterday.
We will let them finish writing a composition tomorrow.	They will be allowed to finish their composition tomorrow.

To Make Somebody Do Something

Active Voice	Passive Voice
His mother made me eat a plate of soup.	I was made to eat a plate of soup.
The teacher didn't make us learn the poem by heart yesterday.	We weren't made to learn the poem by heart yesterday.
My mother usually makes me read in summer.	I am usually made to read in summer.
His sister will make him clean the room tomorrow.	He will be made to clean the room tomorrow.

MODAL VERBS

May and Might

We use **may** to say that things are possible – perhaps they are (not) true, or perhaps they will (not) happen.

“What’s that?” – “I’m not sure. It may be a rabbit.”

“I may go to Scotland at the weekend.”

We don't use **may** in this way in questions.

It may snow.

Note the difference between **may not be** (= ‘perhaps is not’) and **can't be** (= ‘is certainly not’).

*She **may not be** at home – I'll phone and find out.*

*She **can't be** at home: she went to Italy yesterday.*

We can use **might** in the same way as **may** – especially if we are not sure about things.

*“Are you ill?” – “Not sure. I **might** have a cold. Or perhaps not.”*

Might is unusual in questions.

QUESTION TAGS

Question tags are short questions which are used at the end of the sentences. We use question tags if you are not absolutely sure as to something and wish someone else to confirm it.

We add question tags to the sentences (negative or affirmative) to ask for confirmation or agreement.

We form question tags by means of the auxiliary verb of the sentence and the personal pronoun (I, he, she, it, etc.) which corresponds to the subject of the sentence.

- If the sentence is affirmative, we use a negative question tag.

*You will help me, **won't you?***

- If the sentence is negative, we use an affirmative question tag.

*You haven't done your homework, **have you?***

- If there is a modal verb (can, could, should, etc.) in the sentence, we use the same modal verb to form the question tag.

*He can't swim very well, **can he?***

- If there is no auxiliary verb in the sentence, we use the auxiliary verb **to do**. Thus, for a sentence which is in the Present Simple we use **do / does** and for a sentence which is in the Past Simple we use **did**.

*He works in an office, **doesn't he?***

*You didn't eat my ice cream, **did you?***

- The question tag for **I am** is **aren't I?**

*I'm a pupil, **aren't I?***

- The question tag for **Let's** is **shall we?**

*Let's go, **shall we?***

Question Tags (Short Answers)

We give short answers to avoid repetition of the question asked before.

We form positive short answer with:

Yes + personal pronoun + auxiliary verb.

We form negative short answers with:

No + personal pronoun + negative auxiliary verb.

Examples:

There's a room for me in your car, isn't there? – Yes, there is.

He went to England last summer, didn't he? – No, he didn't.

He didn't go to London last summer, did he? – Yes, he did. (Hi, він їздив.) / No, he didn't. (Так, він не їздив.)

Auxiliary Verbs in Short Answers

We often use auxiliary verbs in short answers when we don't want to repeat something:

Does he read books every evening? – Yes, he does.

(= *He reads books every evening.*)

Do you go to the library on Saturdays? – Yes, I do.

(= *I go to the library on Saturdays.*)

We also use auxiliary verbs with **so** and **neither**:

I play tennis every Sunday. – So do I. (= I play tennis every Sunday, too.)

I never read newspapers. – Neither do I. (= I never read newspaper, too.)

It is important to remember the word order after **so** and **neither** – *verb before the subject.*

I do sport and so do my friends.

CONJUNCTIONS

Determiners and Double Conjunctions:

Both ... / Either ... or / Neither ... nor

We use **both**, **either** and **neither** to talk about two people or things.

Both (one and the other) has a plural noun.

Either (one or the other) has a singular noun.

Neither (not one and not the other) has a singular noun.

We use **either ... or** to talk about two possibilities.

You can either read a book or watch a film.

Either Mary or John can meet him at the station.

We use **neither ... nor** to join together two negative ideas.

*You can **neither** visit your friend **nor** telephone him. He is not in Kyiv at the moment.*

***Neither** Steve **nor** Dan watched that film on TV yesterday.*

When singular subjects are connected by **neither ... nor**, the verb is normally singular, but can be plural in a less formal style.

E. g.

***Neither** James **nor** Mary **was** at home. (Normal)*

***Neither** James **nor** Mary **were** at home. (Less formal)*

If ... / Unless ...

When we use the conjunction **If ...**, there are two possibilities.

1. Start with **If** and use a comma (,).

If the results are positive, the others may imitate it.

2. Put **If** between the two parts of the sentence. Don't use a comma then.

The others may follow it if the results are positive.

We can use the conjunction **Unless** to mean '**If ... not**'. We use positive form of a verb in this part of a sentence.

You can't get a cash prize unless you get good results in your tests.

(= You can't get a cash prize if you don't get good test results.)

If / when / as soon as / till / until

Most tenses are possible in sentences with the conjunctions

If / when / as soon as / till / until.

If you're happy, I'm happy.

If my father drives me to school in the morning, I'm always on time.

INDEFINITE PRONOUNS

See page 138.

English Tenses Timeline Chart

This timeline tenses chart provides a handy reference sheet to English tenses and their relationship to one another and the past, present and future. The forms of the verbs are highlighted in **bold**.

SIMPLE ACTIVE	SIMPLE PASSIVE	TIMELINE	CONTINUOUS ACTIVE	CONTINUOUS PASSIVE
		PAST TIME		
She had already eaten when I arrived.		Past Perfect		
I bought a new car last week.	The book was written in 1876 by Frank Smith.	Past Simple	I was watching TV when she arrived.	
She has lived in California for many years.	The company has been managed by Fred Jones for the last two years.	Present Perfect	She has been working at Johnson's for six months.	
He works five days a week.	Those shoes are made in Italy.	Present	I am working at the moment.	
		PRESENT TIME		
		Future Intention	They are going to fly to New York tomorrow.	
The sun will shine tomorrow.	The food will be brought later.	Future Simple	She will be teaching tomorrow at six o'clock.	
		Future Perfect		
		FUTURE TIME		

SOCIAL ENGLISH

Checking that You've Understood

Conversational formulas	Translation
So, I / We have to ...	Отже, я / ми маємо (повинні) ...
Do you want me / us to ...?	Чи ти хочеш, щоб я / ми ... ?
Should I ...?	Чи мені слід ... ?

Interrupting Politely

Conversational formulas	Translation
Actually, I'd just like to say ...	Фактично, я б хотів(ла) сказати / зазначити ...
Sorry to interrupt, but ...	Вибачте, що я перериваю Вас, але ...
Oh, while I remember / before I forget.	Ой, поки я ще пам'ятаю / поки я не забув(забула)

Giving Instructions and Directions

Conversational formulas	Translation
Make sure ...	Переконайтесь ...
Remember ... (to do).	Не забудьте ... (зробити).
Be careful ... (not to do).	Остерігайтесь ... (не зробити щось).
Go straight on.	Ідіть прямо.
Take the first / second left.	Це перший / другий поворот наліво.
Turn left / right.	Поверніть наліво / направо.
Go along the High Street as far as the bank.	Ідіть по Хай Стріт до банку.
Take the Number 10 bus.	Сядьте на автобус номер 10.
Get off at ... (place).	Вийдіть на ... (місце).

Checking Instructions

Conversational formulas	Translation
Are you with me?	Чи Ви мене слухаєте?
Did you follow that?	Чи ти чув(-ла), що говорили?
Have you got that?	Чи ти зрозумів(-ла)?
Is everything clear so far?	Чи поки що все зрозуміло?

Making Suggestions

Conversational formulas	Translation
Shall I / we ... (do)?	Чи я / ми маю (маємо) ... щось (зробити)?
Let's ... (do).	Давайте ... (зробимо).
Why don't I / we ... (do)?	Чому б мені / нам ... (не зробити)?
How about ... (doing)?	Як щодо до того, щоб ... (зробити щось)?
What about ... (doing)?	А як на рахунок того, щоб ... (зробити щось)?
I think we should ... (do).	Я думаю нам слід ... (зробити).
It might be a good idea if we / you ... (do).	Можливо, було б непогано якби ми / Ви ... (зробили).
If you ask me, I think we / you should ... (do).	Якщо Вам цікава моя думка, то я вважаю нам / Вам варто ... (зробити).

Making Recommendations

Conversational formulas	Translation
You mustn't miss the chance to ...	Ви не повинні пропустити шанс ...
You must go to the ...	Ви повинні піти до ...
You've got to ...	Ви маєте ...
You'll love ...	Вам сподобається ...
I wouldn't recommend ...	Я б радив (радила) ...

Asking for Advice

Conversational formulas	Translation
What do you think I should do?	Як Ви гадаєте, що мені слід робити?
What would you advise me to do?	Що б Ви мені порадили зробити?

Giving Advice

Conversational formulas	Translation
I think you should ... (do).	Я думаю Вам варто ...
You could ... (do).	Ви могли б ...
Why don't you ... (do)?	Чому б Вам ... (не зробити щось)?

Agreeing

Conversational formulas	Translation
I'd probably agree on that.	Я б скоріше за все погодився (погодилася) на це.
I think that's probably right.	Я гадаю, що це вірно / правильно.
That's absolutely right.	Це цілком вірно.
Sure! That's exactly what I think.	Впевнений(на), це якраз те, що я думаю.

Disagreeing

Conversational formulas	Translation
Yes, but ...	Так, але ...
True, but ...	Вірно, але ...
I see what you mean, but ...	Я розумію, що Ви маєте на увазі, але ...
Yes, but on the other hand ...	Так, але з іншого боку ...
I'm afraid I disagree / don't agree / can't agree ...	Дозвольте мені не погодитися з Вами ...
I'm not sure if that's strictly true.	Я не впевнений (впевнена), що це цілком вірно.
You have a point there, but ...	Ви маєте рацію тут, але ...

Justifying Your Opinions

Conversational formulas	Translation
Personally, I (don't) think ... because	Особисто я (не) думаю ..., тому що
Let's (not) ... because	Давайте (не) ..., тому що ...
In my opinion ...	На мій погляд ...
I (don't) feel that it's important to ... as	Я не думаю, що це важливо ... оскільки ...

Speculating

Conversational formulas	Translation
I'm not sure but it might be ...	Я не впевнений (впевнена), однак можливо ...
It can't be ... because ...	Цього не може бути ..., тому що ...
It must be ... because ...	Це має бути ..., тому що ...

Summarising

Conversational formulas	Translation
So what it comes down to is ...	Таким чином ...
In brief ...	Коротше кажучи ...
To sum up ...	Підсумовуючи ...

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Translation
arise /ə'raɪz/	arose /ə'rəʊz/	arisen /ə'rɪzn/	виникати, поставати
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	нести, носити
beat /bi:t/	beat /bi:t/	beaten /bi:tn/	бити
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/	ставати, робити
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/	починати(ся)
blow /bləʊ/	blew /blu:/	blown /bləʊn/	дути
break /breɪk/	broke /brəʊk/	broken /brəʊkn/	(з)ламати
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	приносити
build /bɪld/	built /bɪlt/	built /bɪlt/	будувати
burn /bɜ:n/	burnt /bɜ:nt/	burnt /bɜ:nt/	палити; горіти
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	розбиватися; вибухати
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	купувати
catch /kæʃ/	caught /kɔ:t/	caught /kɔ:t/	ловити, (с)піймати
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzn/	вибирати
come /kʌm/	came /keɪm/	come /kʌm/	приходити
cost /kɒst/	cost /kɒst/	cost /kɒst/	коштувати
cut /kʌt/	cut /kʌt/	cut /kʌt/	різати
dig /dɪg/	dug /dʌg/	dug /dʌg/	копати
do /du:/	did /dɪd/	done /dʌn/	робити
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	тягти; малювати
dream /dri:m/	dreamt /dremt/ dreamed	dreamt /dremt/ dreamed	бачити уві сні; мріяти
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	пити
drive /draɪv/	drove /drəʊv/	driven /drɪvn/	гнати; їхати
eat /i:t/	ate /æt/	eaten /i:tn/	їсти
fall /fɔ:l/	fell /fel/	fallen /fɔ:l(ə)n/	падати

feed /fi:d/	fed /fed/	fed /fed/	годувати
feel /fi:l/	felt /felt/	felt /felt/	почувати; відчувати
fight /fait/	fought /fɔ:t/	fought /fɔ:t/	битися; боротися
find /faɪnd/	found /faʊnd/	found /faʊnd/	знаходити
fly /flaɪ/	flew /flu:/	flown /fləʊn/	літати
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/	забувати
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvn/	вибачати; прощати
freeze /fri:z/	froze /frəʊz/	frozen /frəʊzn/	заморожувати; замерзати
get /get/	got /gɒt/	got /gɒt/	діставати; одержувати
give /gɪv/	gave /geɪv/	given /gɪvn/	давати
go /gəʊ/	went /went/	gone /gɒn/	іти; іти геть
grind /graɪnd/	ground /graʊnd/	ground /graʊnd/	молоти; точити
grow /grəʊ/	grew /gru:/	grown /grəʊn/	рости
hang /hæŋ/	hung /hʌŋ/ hanged /hæŋd/	hung /hʌŋ/ hanged /hæŋd/	висіти повісити
have /hæv/	had /hæd/	had /hæd/	мати
heard /hɪəd/	heard /hɜ:d/	heard /hɜ:d/	чути
hide /haɪd/	hid /hɪd/	hidden /hɪdn/	ховати(ся)
hit /hɪt/	hit /hɪt/	hit /hɪt/	ударяти; влучати
hold /həʊld/	held /held/	held /held/	мати; держати
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	завдавати болю; боліти
keep /ki:p/	kept /kept/	kept /kept/	тримати; зберігати
know /nəʊ/	knew /nju:/	known /nəʊn/	знати
lay /leɪ/	laid /leɪd/	laid /leɪd/	класти; покласти
lead /li:d/	led /led/	led /led/	вести; водити
leap /li:p/	leapt /lept/ leaped	leapt /lept/ leaped	плигати, стрибати
learn /lɜ:n/	learnt /lɜ:nt/ learned	learnt /lɜ:nt/ learned	вчити

leave /li:v/	left /left/	left /left/	залишати
lend /lend/	lent /lent/	lent /lent/	позичати (комусь)
let /let/	let /let/	let /let/	пускати; дозволяти
lie /lai/	lay /lei/	lain /lein/	лежати
lose /lu:z/	lost /lɒst/	lost /lɒst/	втрачати; губити
make /meɪk/	made /meɪd/	made /meɪd/	робити
mean /mi:n/	meant /ment/	meant /ment/	означати; мати намір
meet /mi:t/	met /met/	met /met/	зустрічати
mistake /mɪ'steɪk/	mistook /mɪ'stʊk/	mistaken /mɪ'steɪkən/	помилятися; неправильно розуміти
pay /peɪ/	paid /peɪd/	paid /peɪd/	платити
put /pʊt/	put /pʊt/	put /pʊt/	класти; ставити
read /ri:d/	read /red/	read /red/	читати
ride /raɪd/	rode /rəʊd/	ridden /rɪdn/	їздити верхи
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/	телефонувати
rise /raɪz/	rose /rəʊz/	risen /rɪzn/	вставати; підніматися
run /rʌn/	ran /ræn/	run /rʌn/	бігти
say /seɪ/	said /sed/	said /sed/	говорити; сказати
see /si:/	saw /sɔ:/	seen /si:n/	бачити
sell /sel/	sold /səʊld/	sold /səʊld/	продавати
send /send/	sent /sent/	sent /sent/	посилати
set /set/	set /set/	set /set/	ставити; установлювати
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/	світити; проливати світло
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/	стріляти; підковувати
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/	показувати
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/	закривати
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	співати

sink /sɪŋk/	sank /sæŋk/	sunk /sʌŋk/	спускати(ся); занурюватися
sit /sɪt/	sat /sæt/	sat /sæt/	сидіти
sleep /sli:p/	slept /slept/	slept /slept/	спати
speak /spi:k/	spoke /spəʊk/	spoken /spəʊkən/	говорити
spell /spel/	spelt /spelt/ spelled	spelt /spelt/ spelled	писати або вимовляти по літерах
spend /spend/	spent /spent/	spent /spent/	витрачати
spring /sprɪŋ/	sprang /spræŋ/	sprung /sprʌŋ/	стрибати; виникати
stand /stænd/	stood /stʊd/	stood /stʊd/	стояти
strike /straɪk/	struck /strʌk/	struck /strʌk/	бити; вдаряти(ся)
sweep /swi:p/	swept /swept/	swept /swept/	мести; мчати
swim /swɪm/	swam /swæm/	swum /swʌm/	плавати; пливти
take /teɪk/	took /tʊk/	taken /teɪkən/	брати; взяти
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/	вчити; навчати
tell /tel/	told /təʊld/	told /təʊld/	розповідати, говорити
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/	думати
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/	кидати
understand /ˌʌndə'stænd/	understood /ˌʌndə'stʊd/	understood /ˌʌndə'stʊd/	розуміти
wake /weɪk/	woke /wəʊk/ waked /weɪkt/	woken /wəʊkən/ waked /weɪkt/	прокидатися; будити
wear /weə/	wore /wɔ:/	worn /wɔ:n/	носити (одяг)
win /wɪn/	won /wʌn/	won /wʌn/	вигравати
write /raɪt/	wrote /reɪt/	written /rɪtən/	писати

Short forms

v verb
n noun
pr pronoun
adj adjective

adv adverb
prep preposition
conj conjunction
phr phrase

Introduction

acquaint *v* /ə'kweɪnt/ знайомитись
associate *v* /ə'səʊʃieɪt/ асоціювати
citizenship *n* /'sɪtɪzənʃɪp/ громадянство
classmate *n* /'klɑ:smeɪt/ однокласник
communicate *v* /kə'mju:nikeɪt/ спілкуватися
community *n* /kə'mju:nɪti/ громада, спільнота
conversation *n* /kɒnvə'seɪʃən/ розмова
curious *adj* /'kjʊəriəs/ цікавий; допитливий
definitely *adv* /'defɪnɪtli/ неодмінно
delighted *adj* /dɪ'laɪtɪd/ захоплений, радий
easily *adv* /'i:zɪli/ з легкістю, легко
excited *adj* /ɪk'saɪtɪd/ схвилюваний
expect *v* /ɪk'spekt/ очікувати
feeling *n* /'fi:lɪŋ/ почуття
healthy *adj* /'helθi/ здоровий
holidays *n* /'hɒlɪdɪz/ канікули, свята
hurry up *phr* /'hʌrɪ'ʌp/ поспішати
imagine *v* /ɪ'mædʒɪn/ уявляти
impression *n* /ɪm'preʃən/ враження
lifestyle *n* /'laɪfstɑɪl/ спосіб життя
living *n* /'lɪvɪŋ/ життя
marathon *n* /'mærəθən/ марафон
nowadays *adv* /'naʊədeɪz/ за наших часів, тепер
planet *n* /'plænɪt/ планета
practise *v* /'præktɪs/ практикувати
project *n* /'prɒdʒekt/ проект
science *n* /'saɪəns/ наука
share *v* /ʃeə/ поділяти
show *v* /ʃəʊ/ показувати
shy *adj* /ʃaɪ/ сором'язливий
skill *n* /skɪl/ уміння
special *adj* /'speʃəl/ особливий

step *n* /step/ крок
studies *n* /'stʌdɪz/ навчання
surprise *v, n* /sə'praɪz/ дивувати, здивування
think *v* /θɪŋk/ думати
understand *v* /ʌndə'stænd/ розуміти
usual *adj* /'ju:ʒʊəl/ звичайний
wonderful *adj* /'wʌndəfəl/ чудовий

Unit 1. Mass Media: the Press

according to *prep* /ə'kɔ:dn̩/ згідно з
activity *n* /æk'tɪvɪti/ діяльність
actually *adv* /'æktʃʊəli/ дійсно
advertise *v* /'ædvətaɪz/ рекламувати
advertising *n* /'ædvətaɪzɪŋ/ реклама
advice column *n* /əd'vaɪs 'kɒləm/ поради (колонка в газеті)
affair *n* /ə'feə/ справа, діло
age *n* /eɪdʒ/ вік
agency *n* /'eɪdʒənsi/ агенція
allow *v* /ə'laʊ/ дозволяти
analysis *n* /ə'nælɪsɪs/ аналіз
appeal *v, n* /ə'pi:l/ 1) приваблювати, подобатися; 2) заклик, звернення
appear *v* /ə'pɪə/ з'явитися
article on smth. *n* /'ɑ:tɪkəl ɒn/ стаття на тему
arts section *n* /ɑ:ts/ мистецтво (розділ в газеті або журналі)
assign *v* /ə'saɪn/ назначати
assignment *n* /ə'saɪnmənt/ завдання
attention *n* /ə'tenʃən/ увага
attic office *n* /'ætɪk 'ɒfɪs/ мансардне приміщення (офіс)
attitude *n* /'ætɪ'tju:d/ відношення
attract *v* /ə'trækt/ приваблювати, притягати
audiofile *n* /'ɔ:diəʊfaɪl/ аудіофайли
author *n* /'ɔ:θə/ автор

- authoritative** *adj* /ɔ:'θɒrɪtətɪv/ авторитетний
- automatic** *adj* /ɔ:tə'mætɪk/ автоматичний
- available** *adj* /ə'veɪləbəl/ доступний
- award** *n* /ə'wɔ:d/ нагорода
- balance** *n* /'bæləns/ баланс
- basic** *adj* /'beɪsɪk/ базовий
- become** *v* /bɪ'kʌm/ ставати
- besides** *prep* /bɪ'saɪdɪz/ окрім того
- blockbuster** *n* /'blɒk,bʌstə/ блокбастер
- blog** *n* /blɒg/ блог (*журнал, щоденник в інтернеті*)
- book** *n* /bʊk/ книга
- both** *pr* /bəʊθ/ обидва, той і другий
- breaking** *adj* /'breɪkɪŋ/ ламаючий
- briefly** *adv* /'brɪ:flɪ/ коротко, стисло
- broadcasting** *n* /'brɔ:d.kɑ:stɪŋ/ радіомовлення, телемовлення
- bureau** *n* /'bjʊəgəʊ/ бюро
- business** *n* /'bɪznɪs/ бізнес, справа, діло
- capital** *n* /'kæpɪtəl/ столиця
- carefully** *adv* /'keəfəlɪ/ обережно
- carry around** *v* /'kæpɪ ə'raʊnd/ поширювати
- cartoon** *n* /kɑ:'tu:n/ карикатура, мультфільм
- catch smb.'s attention** *phr* /kætʃ 'sʌmbədɪz ə'tenʃən/ затримати увагу
- CD** *n* /si:'di:/ компакт-диск
- celebrate** *v* /'selɪbreɪt/ відзначати
- century** *n* /'sentʃəri/ століття
- challenge** *n* /'tʃælɪndʒ/ виклик (*на змагання тощо*)
- channel** *n* /'tʃænl/ канал (*радіо-, телевізійний*)
- choice of** *n* /tʃɔɪs/ вибір
- coach** *n* /'kəʊtʃ/ тренер, інструктор
- collection** *n* /kə'leɪkʃən/ колекція
- college** *n* /'kɒlɪdʒ/ коледж, невеликий університет
- column** *n* /'kɒləm/ графа, стовець, шпальта (*газети*)
- comment** *v* /'kɒmənt/ коментувати
- commentary** *n* /'kɒməntəri/ коментар
- comics** *n* /'kɒmɪks/ комікси, бульварний журнал
- communication** *n* /kə,mju:nɪ'keɪʃən/ сполучення, зв'язок; комунікація
- competent** *adj* /'kɒmpɪtənt/ фаховий
- complete** *adj, v* /kəm'pli:t/ 1) повний; закінчений; 2) доповнювати
- computer** *n* /kəm'pjʊ:tə/ комп'ютер
- concentrate (on, upon)** *phr* /'kɒnsəntreɪt/ зосереджувати(ся) на
- concern** *n* /kən'sɜ:n/ відношення, інтерес
- conclusion** *n* /kən'klu:ʒən/ закінчення, завершення; висновок
- conflict** *n* /'kɒnflɪkt/ конфлікт; боротьба; сутичка
- connect** *v* /kə'nekt/ сполучати(ся); зв'язувати(ся); поєднувати(ся)
- connected with** *phr* /kə'nektɪd/ зв'язаний; з'єднаний; сполучений з
- consider** *v* /kən'sɪdə/ брати до уваги; вважати
- contain** *v* /kən'teɪn/ містити (мати) в собі; вміщати
- continue** /kən'tɪnju:/ продовжувати(ся)
- copy editor** *n* /'kɒpɪ 'edɪtə/ випускаючий редактор
- corresponding** *adj* /kɒrɪ'spɒndɪŋ/ відповідний
- cost** *v* /kɒst/ коштувати; визначати вартість
- cover** *v, n* /'kʌvə/ 1) покривати; прикривати; 2) обкладинка
- coverage** *n* /'kʌvərɪdʒ/ висвітлення (подій)
- creator** *n* /kri'eɪtə/ творець; автор
- crossword** *n* /'krɒswɜ:d/ кросворд
- culture** *n* /'kʌltʃə/ культура
- currency exchange** *n* /'kʌrənsɪ ɪks'tʃeɪndʒ/ курс валют, обмін валют
- current** *adj* /'kʌrənt/ поточний
- current events** *phr* /'kʌrənt ɪ'vents/ поточні події

daily *adv* /'deɪli/ щодня, щоденно
deadline *n* /'dedlaɪn/ кінцевий термін
deal with *phr* /di:l wɪð/ спілкуватися з (*кимось*), мати справу
decade *n* /'dekeɪd/ десятиріччя
decision *n* /dɪ'sɪʒən/ рішення
deliver *v* /dɪ'lvɪə/ 1) розносити; доставляти; 2) передавати, вручати
design *v* /dɪ'zaɪn/ 1) задумувати; 2) складати план, проектувати
detailed *adj* /'di:teɪld/ докладний
development *n* /dɪ'veləpmənt/ розвиток
devoted *adj* /dɪ'vəʊtɪd/ 1) присвячений; 2) відданий
dictionary *n* /'dɪkʃənəri/ словник
difference *n* /'dɪfərəns/ різниця; відмінність
disc *n* /'dɪsk/ диск
distribute *v* /dɪ'strɪbjʊt/ розповсюджувати
division *n* /dɪ'vɪʒən/ відділ
documentary *adj, n* /,dɒkjə'mentəri/ 1) документальний; 2) документальний фільм
draw a conclusion *phr* /drɔ: ə kən'klu:ʒən/ зробити висновок
draw smb.'s attention *phr* /drɔ: 'sʌmbədɪz ə'tenʃən/ привертати увагу
drawing *n* /'drɔ:ɪŋ/ рисунок, малюнок
due to *prep* /dju:/ завдяки
earth *n* /z:θ/ земля; земна куля
ease *v* /i:z/ полегшувати, заспокоювати
economy *n* /'i:kənəmi/ господарство; економіка
editorial *n* /,edɪ'tɔ:riəl/ редакційна стаття
edition *n* /'ɪdɪʃən/ видання, тираж
editor *n* /'edɪtə/ редактор
editor-in-chief *n* /'edɪtə'ɪn_tʃi:f/ головний редактор
educate *v* /'edju:keɪt/ виховувати; давати освіту

educator *n* /'edjukeɪtə/ вихователь, педагог
electronic *adj* /,elɪk'trɒnɪk/ електронний
else *adv* /els/ ще, крім; інакше, а то; або ж
emotion *n* /ɪ'məʊʃən/ почуття, емоція
enjoyable *adj* /ɪn'dʒɔɪbəl/ втішний, приємний, той що дає насолоду
enjoyment *n* /ɪn'dʒɔɪmənt/ втіха, приємність, задоволення
entertain *v* /,entə'teɪn/ розважати
entertainment *n* /,entə'teɪnmənt/ розвага, забава
entire *adj* /ɪn'taɪə/ повний, цілковитий
European *adj* /jʊərə'pi:ən/ європейський
even *adv* /'i:vən/ навіть
event *n* /ɪ'vent/ подія, випадок, пригода
examine *v* /ɪg'zæmɪn/ досліджувати; оглядати
excellent *adj* /'eksələnt/ відмінний, чудовий
expect *v* /ɪk'spekt/ 1) чекати, очікувати; 2) сподіватися
express *v* /ɪk'spres/ висловлювати
expression *n* /ɪk'spreʃən/ 1) вислів, мовний зворот; 2) вираз (*обличчя тощо*)
fax machine *n* /'fæks məʃi:n/ факсимільний апарат (факс)
factual *adj* /'fæktʃʊəl/ фактичний
famous *adj* /'feɪməs/ славетний, знаменитий, уславлений, відомий
feature *n, adj* /'fi:tʃə/ особливість, характерна риса; ознака, властивість; деталь; художній
fold *v* /fəʊld/ складати
follow *v* /'fɒləʊ/ 1) йти слідом; 2) наслідувати
following *adj* /'fɒləʊɪŋ/ наступний
foreign *adj* /'fɒrɪŋ/ іноземний; закордонний

- Foreign Exchange** *n* /'fɔrɪn ɪks'tʃeɪndʒ/ валютна біржа
- foreign press bureau** *n* /'fɔrɪn press 'bjʊərəʊ/ іноземне прес-агентство
- freedom** *n* /'fri:dəm/ свобода, воля; вільність
- freelance journalist** *phr* /'fri:læns 'dʒɜ:nələst/ позаштатний журналіст
- front** *adj* /'frʌnt/ передній
- fun** *n* /'fʌn/ жарт; забава; веселощі
- fund** *n* /fʌnd/ фонд
- gather** *v* /'gæðə/ збирати
- general** *adj* /,dʒenərəl/ загальний
- generation** *n* /,dʒenə'reɪʃən/ покоління; генерація
- gorgeous** *adj* /'gɔ:ʒəs/ 1) пишний, розкішний; 2) яскраво забарвлений
- gossip** *n* /'gɒsɪp/ базікання, плітка
- graduate** *v* /'grædʒʊət/ закінчувати навчальний заклад
- greet** *v* /gri:t/ вітати(ся); вклонятися
- guest** *n* /gest/ гість
- headphones** *n* /'hedfəʊnz/ навушники
- handwritten** *adj* /,hænd'rtɪn/ написаний від руки
- heading** *n* /'hedɪŋ/ заголовок; напис
- headline** *n* /'hedlaɪn/ заголовок
- headlines** *n* /'hedlaɪnz/ короткий зміст випуску останніх новин
- headquarters** *n* /'hed,kwɔ:təz/ головний офіс
- helpful** *adj* /'helpfəl/ корисний
- highlight** *v* /'haɪlaɪt/ висувати на перший план
- hometown** *n* /,həʊm'taʊn/ рідне місто
- horoscope** *n* /'hɒrəskəʊp/ гороскоп
- huge** *adj* /hju:ʒ/ величезний, велетенський
- idea** *n* /aɪ'diə/ 1) ідея; 2) поняття, уявлення
- immediately** *adv* /'ɪmi:diətli/ 1) негайно, невідкладно; 2) безпосередньо, прямо
- impact** *n* /'ɪmpækt/ вплив
- importance** *n* /,ɪm'pɔ:təns/ важливість, вагомість; значення
- in a matter of** *phr* /'mætə/ фактично
- include** *v* /ɪn'klu:d/ містити в собі, охоплювати, обіймати; включати
- index** *n* /'ɪndeks/ індекс; показник
- individual** *adj* /'ɪndɪvɪdʒʊəl/ індивід
- insight** *n* /'ɪnsaɪt/ прозорливість, інтуїція, розуміння
- instead of** *prep* /ɪn'sted əv/ замість
- interact** *v* /,ɪntər'ækt/ взаємодіяти
- international news agency** *n* /,ɪntənə'sjənəl nju:z 'eɪdʒənsi/ міжнародне агентство новин
- interval** *n* /'ɪntəvəl/ 1) проміжок, інтервал; 2) відстань
- at intervals** *n* /ət 'ɪntəvəlz/ час від часу
- interview** *n* /'ɪntəvju:/ 1) інтерв'ю; 2) зустріч, побачення, бесіда
- invention** *n* /ɪn'venʃən/ винахід
- investment** *n* /ɪn'vestmənt/ інвестиція
- investment fund** /ɪn'vestmənt 'fʌnd/ інвестиційний фонд
- invite** *v* /ɪn'vaɪt/ запрошувати; просити
- issue** *n* /'ɪʃu:/ проблема, видання, номер (газети, журналу)
- item** *n* /'aɪtəm/ стаття, пункт, газетна замітка
- journal** *n* /'dʒɜ:nl/ журнал
- journalist** *n* /'dʒɜ:nəlɪst/ журналіст; працівник газети (журналу)
- junior** *adj* /'dʒu:nɪə/ молодший
- keep smb. informed** *phr* /'ki:p ɪn'fɔ:md/ тримати когось у курсі справи
- keep up with** *phr* /ki:p ʌp wɪð/ не відставати, триматися нарівні з
- keynote** *n* /'ki:nəʊt/ головна думка
- laptop** *n* /'læptɒp/ ноутбук, портативний комп'ютер
- lately** *adv* /'leɪtli/ нещодавно; останнім часом
- layout** *n* /'leɪaʊt/ макет (книги, газети і т.п.)

leading *adj* /'li:diŋ/ провідний; керівний; передовий; видатний
leisure *n* /'leɪzə/ дозвілля
line *n* /laɪn/ лінія, риска, штрих
list *v, n* /lɪst/ заносити до списку; складати перелік, список
local *adj* /'ləʊkəl/ місцевий, районний
locate *v* /'ləʊkeɪt/ визначати місце знаходження (розташування)
logo *n* /'ləʊɡəʊ/ логотип
magazine *n* /,mæɡə'zi:n/ журнал
mainly *adv* /'meɪnli/ головним чином; здебільшого, переважно
management *n* /'mænɪdʒmənt/ управління; керівництво; завідування; менеджмент
market *n* /'mɑ:kɪt/ ринок; базар
mass media *n* /,mæs'mi:diə/ засоби масової інформації
mean *v* /mi:n/ означати, мати значення
meaning *n* /'mi:nɪŋ/ значення
means *n* /mi:nz/ засіб, засоби
mobile phone *n* /'məʊbaɪl 'fəʊn/ мобільний телефон
motto *n* /'mɔ:təʊ/ девіз
movable *adj* /'mu:vəbəl/ пересувний, переносний; портативний
move *v* /mu:v/ рухати(ся); пересувати(ся)
nanny *n* /'næni/ няня
narrow *adj* /'næɪəʊ/ 1) вузький; 2) тісний; обмежений; скрутий
navigate *v* /'nævɪɡeɪt/ 1) подорожувати сторінками; 2) плавати (судном); 2) літати (літаком);
nearly *adv* /'nɪəli/ майже, приблизно
negative *adj* /'negətɪv/ негативний; заперечний; від'ємний
news *n* /nju:z/ новина, новини, звістка, вісті
news agency *n* /'nju:z,eɪdʒənsi/ агентство новин
news story *n* /'nju:z,sto:ri/ стаття про новини

newsgathering *n* /'nju:zɡæðərɪŋ/ збір новин
newsletter *n* /'nju:zletə/ бюлетень
newspaper *n* /'nju:spetə/ газета
newsprint *n* /'nju:zprɪnt/ газетний папір
newsstand *n* /'nju:zstænd/ газетний кіоск
newsworthy *adj* /'nju:z'wɜ:ði/ гідний висвітлення у пресі
nomination *n* /,nɒmɪ'neɪʃən/ номінація
notebook *n* /'nəʊtbʊk/ записна книжка, записник; зошит
notice *n* /'nəʊtɪs/ сповіщення, повідомлення, попередження
number *n* /'nʌmbə/ число, кількість
object *n* /'ɒbdʒəkt/ предмет, річ
occasional *adj* /ə'keɪzənəl/ випадковий; рідкісний
offer *n, v* /'ɒfə/ 1) пропозиція; 2) пропонувати
on-hand *adv* /'ɒnhænd/ під рукою
opportunity *n* /,ɒpə'tju:nɪti/ слушна нагода; сприятлива можливість
originally *adv* /ə'ɒrɪnəlɪ/ 1) спочатку; 2) за походженням; 3) оригінально
owe *v* /əʊ/ бути зобов'язаним, завдячувати
own *v* /əʊn/ володіти; мати
page *n* /peɪdʒ/ сторінка
paper *n* /'peɪpə/ 1) папір; 2) газета
paragraph *n* /'pærəɡraf/ абзац
penny *n* /'peni/ пенні, пенс (*грошо-ва одиниця у Великій Британії*)
photo *n* /'fəʊtəʊ/ фотографія, знімок
photocopy *n* /'fəʊtəʊ,kɒpi/ фотокопія
pioneer *n* /praɪə'nɪə/ 1) піонер, першовідкривач; 2) ініціатор; новатор
planned *adj* /'plænd/ плановий; планований; планомірний
podcast *n* /'pɒdkɑ:st/ «подкастінг» (*автоматизований збір MP-3 аудіофайлів із сайтів*)
policy *n* /'pɒlɪsi/ політика

- politician** *n* /ˌpɒlɪˈtʃɪən/ політик; державний діяч
- politics** *n* /ˈpɒlɪˈtɪks/ політика; політичне життя
- popular** *adj* /ˈpɒpjələ/ популярний
- positive** *adj* /ˈpɒzɪˈtɪv/ позитивний
- possible** *adj* /ˈpɒsəˈbəl/ можливий, імовірний
- post** *v* /pəʊst/ вивішувати, розклеювати
- pre-recorded** *adj* /ˌpriːrɪˈkɔːdɪd/ записаний раніше
- present** *v* /prɪˈzent/ подавати, представляти
- press** *n* /pres/ преса
- pressure** *n* /ˈpresʃə/ тиск
- previous** *adj* /ˈpriːviəs/ попередній
- principle** *n* /ˈprɪnsɪpəl/ принцип; правило; закон
- print** *n* /prɪnt/ 1) відбиток, слід; 2) шрифт, друк; 3) друкування
- professional printing** *n* /ˌprɒfəˈʃjənəl ˈprɪntɪŋ/ професійне друкування
- programme** *n* /ˈprɒɡræm/ програма, вистава, спектакль
- promotion** *n* /prəˈmɒʃən/ просування, сприяння
- proofreading** *n* /pruːfˈriːdɪŋ/ читка коректури
- provide** *v* /prəˈvaɪd/ постачати; забезпечувати
- provider** *n* /prəˈvaɪdə/ провайдер послуг (*фірма, яка надає послуги доступу до телекомунікаційної мережі, наприклад, Інтернет*)
- provisional press bureau** *n* /ˌprɒvɪʒənəl/ тимчасове прес-агентство
- pub** *n* /pʌb/ паб; шинок, пивна
- public** *adj* /ˈpʌblɪk/ громадський; державний
- publication** *n* /ˌpʌblɪˈkeɪʃən/ публікація
- publish** *v* /ˈpʌblɪʃ/ 1) оприлюднювати, оголошувати; 2) опублікувати, видавати
- publishing** *n* /ˈpʌblɪʃɪŋ/ публікація; видавнича справа
- punctuation** *n* /ˌpʌŋktʃuˈeɪʃən/ пунктуація
- quality** *n* /ˈkwɒləˈti/ якість; сорт, ґатунок
- quiz** *n* /kwɪz/ серія запитань; опитування; вікторина
- quotation** *n* /kwəʊˈteɪʃən/ 1) цитата; 2) цитування
- radio** *n* /ˈreɪdɪəʊ/ радіо
- raincoat** *n* /ˈreɪnkəʊt/ дощовик, плащ
- range** *n* /reɪnʒ/ коло, діапазон
- ratio** *n* /ˈreɪʃəʊ/ відношення, пропорція; коефіцієнт; співвідношення
- real-life** *adj* /ˈriːllaɪf/ реальний, життєвий
- reason** *n* /ˈriːzən/ причина, привід, підстава
- recipe** *n* /ˈresɪpi/ 1) рецепт; 2) засіб; спосіб
- recommendation** *n* /ˌrekəmenˈdeɪʃən/ рекомендація; порада
- recording** *n* /rɪˈkɔːdɪŋ/ 1) запис; 2) той, що реєструє (записує)
- reel** *v, n* /ˈriːl/ 1) (**in, up**) намотувати на котушку; 2) котушка
- reflect** *v* /rɪˈflekt/ відобразити, зображувати
- refuge** *n* /ˈrefjuːdʒ/ притулок, сховище
- related** *adj* /rɪˈleɪtɪd/ зв'язаний, споріднений
- relevant** *adj* /ˈrelɪvənt/ доречний; що стосується справи
- rely on** *v* /rɪˈlaɪ/ покладатися, довіряти
- remain** *v* /rɪˈmeɪn/ залишатися; перебувати в колишньому стані
- reporter** *n* /rɪˈpɔːtə/ репортер
- reproduction** *n* /ˌrɪprəˈdʌkʃən/ 1) відтворення, поновлення; 2) копія
- responsibility** *n* /rɪˌspɒnsəˈbɪləˈtɪ/ 1) відповідальність; 2) обов'язок
- review** *n* /rɪˈvjuː/ огляд
- royal** *adj* /ˈrɔɪəl/ королівський

section *n* /'sekʃən/ секція; відділ
sense *n* /'sens/ сенс; значення
serious *adj* /'sɪəriəs/ 1) серйозний;
 2) важливий
several *adj* /'sevrəl/ кілька, декілька
sheet *n* /ʃi:t/ аркуш (паперу); лист
 (заліза тощо);
side *n* /saɪd/ бік, сторона
site *n* /saɪt/ сайт
size *n* /saɪz/ розмір; об'єм, обсяг;
 величина
soap opera *phr* /'səʊpə/ мильна опера
sound *n* /saʊnd/ звук; шум
source *n* /sɔ:s/ джерело
specific *adj* /spɪˈsɪfɪk/ специфічний
specification *n* /ˌspesɪˈfɪkəɪʃən/ специ-
 фікація; деталізація
speech *n* /spi:tʃ/ промова, мова, мов-
 лення
speed up *phr* /spi:d/ прискорювати
spelling *n* /'speliŋ/ орфографія, пра-
 вопопис
staff *n* /stɑ:f/ штат службовців; осо-
 бовий склад; кадри
station *n* /'steɪʃən/ 1) місце, пост;
 2) пункт; станція
store *v* /stɔ:/ зберігати
storing *n* /'stɔ:ɪŋ/ сховище
strategically *adv* /strəˈtɪdʒɪkli/ страте-
 гічно
striking news *n* /'straɪkɪŋ/ сенсаційні
 новини
studio *n* /'stju:diəʊ/ студія
subscriber *n* /səb'skraɪbə/ передплат-
 ник
success *n* /sək'ses/ успіх
successful *adj* /sək'sesfəl/ успішний
suggestion *n* /sə'dʒestʃən/ порада, про-
 позиція
supplier *n* /sə'plaɪə/ постачальник
support *n* /sə'pɔ:t/ підтримувати, під-
 тримка
supporting *adj* /sə'pɔ:ɪŋ/ допоміжний
tabloid *n* /'tæblɔɪd/ бульварна газета
tape *n* /teɪp/ плівка

target reader *phr* /'tɑ:gɪt/ цільовий
 читач
tavern *n* /'tævən/ таверна
technology *n* /tek'nɒlədʒi/ технологія
teenager *n* /'ti:neɪdʒə/ підліток
telegraph *n* /'telɪɡrɑ:f/ телеграф
teletype *n* /'telɪtaɪp/ телетайп
title *n* /'taɪtl/ заголовок
touch upon *phr* /tʌtʃ/ торкатися
trade paper *phr* /'treɪd peɪpə/ галузе-
 ве видання (періодичне видання,
 присвячене певній галузі еконо-
 міки)
trade *n, v* /treɪd/ 1) торгівля, ремес-
 ло; 2) торгувати
traditionally *adv* /trəˈdɪʃənəli/ за тра-
 дицією
tremendous *adj* /trɪ'mendəs/ приго-
 ломшливий
true-to-life *adj* /tru:tə'laɪf/ правдивий
truth *n* /tru:θ/ правда
TV guide *phr* /ti:'vi:'gaɪd/ телепрогра-
 ма
type *v* /taɪp/ друкувати на машинці
typewritten *adj* /'taɪp,rɪtɪn/ машино-
 писний, надрукований на ма-
 шинці
uniqueness *n* /ju:'ni:knis/ унікальність
up-to-date *adj* /'ʌptədeɪt/ сучасний;
 найновіший; той, що відповідає
 сучасним вимогам
US based *adj* /'ju:'əs,beɪzɪd/ розташо-
 ваний у Сполучених Штатах
 Америки
vessel *n* /'vesəl/ судно
via *prep* /'vaɪə/ через
view *n* /vju:/ погляд
vital *adj* /'vaɪtl/ життєвий; життєво
 важливий
vote *v* /vəʊt/ голосувати
website *n* /'websaɪt/ сайт Інтернету
weekly *adv* /'wi:kli/ щотижня, раз
 на тиждень
well-informed *adj* /'welɪn,fɔ:md/ до-
 бре обізнаний

well-known *adj* /'wel,nəʊn/ відомий, популярний, славетний
well-written *adj* /'wel,rɪtn/ добре написаний
wide *adj* /waɪd/ широкий
widely *adv* /'waɪdli/ широко
wind *v* /waɪnd/ заводити
word puzzle *n* /,wɜ:d 'pʌzl/ головоломка
word processor *n* /,wɜ:d 'prəʊsesə/ текстовий процесор
World Trade *n* /'wɜ:ld ,treɪd/ світова торгівля
worldwide *adj* /,wɜ:ld'waɪd/ світовий

Unit 2. School Life

ability *n* /ə'bilɪti/ здібність
academic *adj* /,ækə'demɪk/ академічний
achievement *n* /ə'tʃi:vmənt/ досягнення
administrator *n* /əd'mɪnɪ'streɪtə/ адміністратор
advisor *n* /əd'vaɪzə/ порадижник
announcement *n* /ə'naʊnsmənt/ оголошення
applicant *n* /'æplɪkənt/ абітурієнт
apply (to) *v* /ə'plai/ подавати заяву (до)
as soon as *conj* /əz 'su:n əz/ як тільки
assessment test *n* /ə'sesmənt ,test/ тематичний тест
at-risk student *phr* /'stju:dənt/ складний учень
attendance *n* /ə'tendəns/ відвідування
basic school *n* /'beɪsɪk/ основна школа (5–9 класи в Україні)
basis *n* /'beɪsɪs/ основа, база
bill *n* /bɪl/ рахунок
boarding school *n* /'bɔ:ɪŋ ,sku:l/ школа-інтернат, в якому учні проживають протягом семестру
borrow *v* /'bɒrəʊ/ брати у тимчасове користування, позичати
bulletin board *n* /'bʊlətɪn 'bɔ:d/ дошка об'яв
carry out *phr* /'kæri aʊt/ проводити
cash *n* /kæʃ/ гроші, готівка
certificate *n* /sə'tɪfɪkət/ сертифікат
championship *n* /'tʃæmpɪənʃɪp/ чемпіонат
cheat *v* /tʃi:t/ списувати
check *v* /tʃek/ перевіряти
chore *n* /tʃɔ:/ обов'язок
coach *n* /kəʊtʃ/ тренер
combine *v* /kəm'baɪn/ поєднувати
competitive *adj* /kəm'petɪtɪv/ конкурентний
complicated *adj* /'kɒmplɪkətɪd/ складний
compound *adj* /'kɒmpaʊnd/ складний
comprehensive school *n* /,kɒmpri'hensɪv/ загальноосвітня школа у Великій Британії (для дітей 11–16 років)
compulsory *adj* /kəm'pʌlsəri/ обов'язковий
conjunction *n* /kən'dʒʌŋkʃən/ сполучник (філол. частина мови)
cope with smth *v* /kəʊp/ справлятися
couple *n* /'kʌpəl/ пара, подружжя; парні предмети
creativity *n* /,kri:etɪvɪti/ творчість
dance record *n* /da:ns 'rekɔ:d/ досягнення у танцях
debate *v* /dɪ'beɪt/ дискутувати, сперечатися
distinctive *adj* /dɪ'stɪŋktɪv/ визначний
earn *v* /z:n/ заробляти
elective course *phr* /ɪ'lektɪv ,kɔ:s/ факультатив, курс за вибором
elementary school /ə'leɪməntəri/ початкова школа (в Україні)
encyclopedia *n* /ɪn'saɪkləpɪdiə/ енциклопедія
enrich *v* /ɪn'ri:tʃ/ збагачувати
enter *v* /'entə/ вступати
equipment *n* /ɪ'kwɪpmənt/ обладнання
essay *n* /'eseɪ/ есе
essential *adj* /ɪ'senʃəl/ необхідний
expenses *n* /ɪk'spensɪz/ витрати
experience *n* /ɪk'spɪəriəns/ досвід

extra-curricular *adj* /ˌɛkstrəkəˈrɪkjʊlə/ позаурочний

facilities *n* /fəˈsɪlɪtɪz/ зручності

fee *n* /fi:/ плата

flexible *adj* /ˈfleksɪbəl/ гнучкий, по-ступливий

follow *v* /fɒləʊ/ наслідувати, успадковувати

footstep *n* /ˈfʊtstɛp/ крок

for the sake of *phr* /fə ðə ˈseɪk əv/ заради

foundation stage *n* /faʊnˈdeɪʃən/ початковий етап навчання

free *adj* /fri:/ безкоштовний

friendship *n* /ˈfrendʃɪp/ дружба

fundamental *adj* /ˌfʌndəˈmentəl/ основний

get on with /get ɒn wɪð/ миритись, ладити з кимось

grammar school *n* /ˈgræmə/ школа з поглибленим вивченням шкільних предметів

grown-up *n* /ˈgrəʊnp/ дорослий

gymnasium *n* /dʒɪmˈneɪzɪəm/ гімназія

headmaster *n* /ˌhedˈmɑːstə/ директор

highly qualified *adj* /ˈhaɪli ˈkwɒlɪfaɪd/ висококваліфікований

Home Economics *n* /həʊm ˌekəˈnɒmɪks/ доведення (*шкільний предмет у Великій Британії*)

humanitarian *adj* /hjuːˌmænɪˈteəriən/ гуманітарний

humanities *n* /hjuːˌmænɪtɪz/ гуманітарні предмети

immediately *adv* /ɪˈmiːdiətli/ негайно

improve *v* /ɪmˈpruːv/ покращити

independent school *adj* /ɪndɪˈpendənt ˌskuːl/ школа, яка фінансується приватними організаціями

infant school *n* /ɪnfənt ˌskuːl/ початкова школа (*для дітей віком 7–8 років*)

Information Technology *n* /ɪnfəˈmeɪʃən tekˈnɒlədʒi/ інформатика (*шкільний предмет*)

intelligent *adj* /ɪnˈtelɪdʒənt/ розумний

junior school *n* /ˈdʒuːniə ˌskuːl/ середня школа

key stage 1 *phr* /ˈkiː ˈsteɪdʒ ˈwʌn/ 1-й етап навчання в середній школі

kindergarten *n* /ˈkɪndəɡɑːtn/ дитячий садок

knowledge *n* /ˈnɒlɪdʒ/ знання

language school *n* /ˈlæŋɡwɪdʒ/ спеціалізована школа з поглибленим вивченням іноземної мови

leadership *n* /ˈliːdəʃɪp/ лідерство

life skills *phr* /ˌlaɪf ˈskɪlz/ практичний життєвий досвід

lyceum *n* /laɪˈsiːəm/ лицей

membership *n* /ˈmembəʃɪp/ членство (у гуртках, секціях тощо)

mother tongue *n* /ˌmʌðə ˈtʌŋ/ рідна мова

motivate *v* /ˈmɒtɪveɪt/ мотивувати

Nature Study *n* /ˈneɪtʃə ˈstʌdi/ природознавство

nevertheless *adv* /ˌnevəðəˈles/ проте, незважаючи на

non-selective *adj* /ˌnɒnsɪˈlektɪv/ невибірковий

nursery school *n* /ˈnɜːsəri/ дитячий садочок

observation *n* /ˌɒbzəˈveɪʃən/ спостереження

pay *v* /peɪ/ платити

physical conditions *phr* /ˈfɪzɪkəl/ фізичний стан

pilot *adj, v* /ˈpaɪlət/ 1) пробний, експериментальний; 2) пілотувати, експериментувати

preparatory (prep) school *n* /prɪˈpærətəri ˌskuːl/ приватна початкова школа (*для дітей віком 5–13 років*)

pre-school education *n* /ˈpriːskuːl ɛdʒuːˈkeɪʃən/ дошкільна освіта (*для дітей до 5 років*)

previous *adj* /ˈpriːviəs/ попередній

primary education *n* /'praɪməri/ початкова школа (для дітей віком 5–11 років)

program(me) *n* /'prɒɡræm/ програма

psychologist *n* /saɪ'kɒlədʒɪst/ психолог

public school *n* /'pʌblɪk sku:l/ приватна школа (у Великій Британії)

qualified *adj* /'kwɒlɪfaɪd/ кваліфікований

receive *v* /rɪ'si:v/ одержувати

reception class *n* /rɪ'seɪʃən kla:s/ підготовчий клас (у Великій Британії)

relationship *n* /rɪ'leɪʃənʃɪp/ стосунки

require *v* /rɪ'kwaɪə/ вимагати

responsibility *n* /rɪ'spɒnsɪbɪlɪti/ відповідальність

responsible *adj* /rɪ'spɒnsɪbəl/ відповідальний

rubric *n* /ru:'brɪk/ рубрика

run *v* /rʌn/ управляти

sake /seɪk/

for the sake of заради

schedule *n* /'ʃedju:l/ розклад

scheme *n* /ski:m/ схема

schooling *n* /'sku:lɪŋ/ навчання

score *n* /skɔ:/ бал, рахунок

secondary education *n* /'sekəndəri/ середня школа (для дітей віком 11–16 років)

secondary school *n* /'sekəndəri/ загальноосвітня школа

social worker *n* /'səʊʃəl 'wɜ:kə/ соціальний педагог (працівник)

sportsmanship *n* /'spɔ:tsmənʃɪp/ спортивна спритність

stage *n* /steɪdʒ/ етап

standardized test *n* /'stændədaɪzd ,test/ стандартизований тест

stick to smth. *phr* /stɪk tə/ дотримуватись (чогось)

struggle *v* /'strʌɡəl/ боротися

surrounding *adj* /sə'raʊndɪŋ/ навколишній

sympathetic *adj* /,sɪmpə'θetɪk/ співчутливий

timetable *n* /'taɪm,teɪbəl/ розклад занять

university *n* /ju:nɪ'vɜ:sɪti/ університет

upper secondary school *n* /'ʌpə 'sekəndəri/ старша школа (10–12 класи в Україні)

vocational *adj* /vəʊ'keɪʃənəl/ професійний

well-equipped *adj* /wel'kwɪpt/ добре обладнаний

well-rounded *adj* /wel'raʊndɪd/ ґрунтовний

Unit 3. Books and Writers

abode *n* /ə'bəʊd/ житло

access *n* /'ækses/ доступ

admit *v* /əd'mɪt/ визнавати

adapt *v* /əd'æpt/ адаптувати

annotation *n* /,ænə'teɪʃən/ анотація

apprentice *v* /ə'prentɪs/ стати учнем майстра

artistic *adj* /ɑ:'tɪstɪk/ художній

artistic taste *phr* /ɑ:'tɪstɪk 'teɪst/ художній смак

attention *n* /ə'tenʃən/ увага

average *adj* /'ævərɪdʒ/ середній

bark *n* /bɑ:k/ кора

bellow *v* /'beləʊ/ ревіти

bend *v* /bend/ нахилиятися

biography *n* /baɪ'ɒɡrəfi/ біографія

birch *n* /bɜ:tʃ/ береза

borrow *v* /'bɒrəʊ/ брати у тимчасове користування, позичати

bother *v* /'bʊðə/ турбувати

breath-taking *adj* /'breθ,tetkɪŋ/ захоплюючий

broaden *v* /'brɔ:dn/ розширювати

bunch *n* /bʌntʃ/ в'язка, жмут

canoe *n* /kə'nu:/ каное

capitalize on smth. *phr* /'kæpɪ'təlaɪz/ мати вигоду з чогось

carve *v* /kɑ:v/ вирізьблювати

chairman *n* /'tʃeəmən/ голова, керівник
chapter *n* /'tʃæptə/ розділ
character *n* /'kæɪktə/ літературний герой
chase *v* /tʃeɪs/ переслідувати, полювати
chew *v* /'tʃu:/ жувати
chop up *v* /'tʃɒp ʌp/ рубати, зрубувати
clay tablet *phr* /kleɪ 'tæblɪt/ глиняна табличка, клинопис
collection of poems *phr* /kə'leɪkʃən/ збірка віршів
competitive market *phr* /kəm'petɪtɪv 'mɑ:kɪt/ конкурентний ринок
contain *v* /kən'teɪn/ містити
contents *n* /'kɒntents/ зміст
counter *n* /'kaʊntə/ прилавок, полиця
craze *v* /kreɪz/ зводити з розуму, божеволіти
creak *v* /kri:k/ скрипіти
decline *v* /dɪ'klaɪn/ знижуватися
department *n* /dɪ'pɑ:tment/ відділ
determination *n* /dɪ'tɜ:mɪ'neɪʃən/ стремління, рішучість, визначення
develop *v* /dɪ'veləp/ розвивати
dip down *phr* /'dɪp ˌdaʊn/ занурювати, спускати, нахилити
display *v* /dɪ'spleɪ/ демонструвати
enchancing *adj* /ɪn'tʃɑ:nɪŋ/ чарівний
episode *n* /'epɪsəʊd/ епізод
epoch *n* /'i:pɒk/ епоха
establish *v* /ɪ'stæblɪʃ/ встановлювати
fabulous *adj* /'fæbjʊləs/ дивовижний, казковий
farewell *n, int* /,fæ'wel/ 1) прощання; 2) прощайте
fertile *adj* /'fɜ:təl/ родючий
fiction *n* /'fɪkʃən/ художня література
flood *n* /flʌd/ повінь
focus on smth. *v* /'fəʊkəs ɒn 'sʌmθɪŋ/ зосереджуватися на чомусь
foe *n* /fəʊ/ ворог
founder *n* /'faʊndə/ засновник
freedom *n* /'fri:dəm/ воля

genre *n* /'ʒɒnrə/ жанр
give information *phr* /gɪv,ɪnfə'meɪʃən/ інформувати, надавати інформацію
glade *n* /gleɪd/ галявина
grave *n* /greɪv/ могила
habit *n* /'hæbɪt/ звичка
harvesting *n* /'hɑ:vɪstɪŋ/ врожай
harvest *v* /'hɑ:vɪst/ збирати врожай
honour *v* /'hɒnə/ шанувати, поважати
howl *v* /haʊl/ вити, завивати
identify *v* /aɪ'dentɪfaɪ/ ідентифікувати
ink *n* /ɪŋk/ чорнило
inspired *adj* /ɪn'spraɪəd/ натхненний
interlibrary exchange *phr* /,ɪntə'laɪbrəri ɪks'tʃeɪndʒ/ міжбібліотечний обмін
keep track of *phr* /'ki:p træk əv/ стежити
literary activity *phr* /'lɪtərəri æk'tɪvɪti/ літературна діяльність
log *n* /lɒg/ колода
long-term *adj* /,lɒŋ'tɜ:m/ довготривалий
lyricist *n* /'lɪrɪsɪst/ лірик
magical *adj* /'mædʒɪkəl/ магічний
magnificent *adj* /'mæɡ'nɪfɪsənt/ дивовижний
make dog's ears *phr* /'meɪk 'dɒgz 'ɪəz/ загинати сторінки у книжках
manual *n* /'mænʃuəl/ інструкція, порядок використання чогось
margin *n* /'mɑ:ʒɪn/ поле (книжки, зошита тощо)
marine career *phr* /mə'ri:n kə'riə/ кар'єра мореплавця
melt *v* /melt/ танути
misery *n* /'mɪzəri/ злидні, страждання
mound *n* /maʊnd/ насип
multimedia hall *phr* /,mʌltɪ'mi:diə hɔ:l/ мультимедійна зала
mystery *n* /'mɪstəri/ таємниця
navigator *n* /'nævɪɡeɪtə/ мореплавець
non-fiction *n* /,nɒn'fɪkʃən/ документальна література

- numerous** *adj* /'nju:mərəs/ багаточисельний
- occasion** *n* /ə'keɪzən/ випадок, подія
- order** *v* /'ɔ:də/ замовляти
- orphan** *v, n* /'ɔ:fən/ 1) осиротити; 2) сирота
- outlook** *n* /'aʊtlʊk/ кругозір
- owl** *n* /aʊl/ сова
- paper mill** *n* /'peɪpə 'mɪl/ паперово-картонний комбінат
- peek out** *phr* /pi:k aʊt/ визирати, виглянути
- phenomenal** *adj* /fɪ'nɒmɪnəl/ феноменальний, надзвичайний
- plain** *n* /pleɪn/ рівнина
- play** *n* /pleɪ/ п'еса
- plot** *n* /plɒt/ сюжет
- plunge** *v, n* /plʌndʒ/ 1) поринати; 2) занурення
- poem** *n* /'pəʊɪm/ поезія, віршований твір
- possibly** *adv* /'pɒsɪbli/ можливо
- poverty** *n* /'pɒvəti/ бідність
- precentor** *n* /prɪ'sentə/ регент
- pray** *v* /preɪ/ молитися
- proclaim** *v* /prə'kleɪm/ проголошувати
- promote** *v* /prə'məʊt/ сприяти, допомагати
- provide smb. with smth.** *phr* /prə'vaɪd/ забезпечувати когось чимось
- provincial** *adj* /prə'vɪnʃəl/ провінціальний
- pulp** *n* /'pʌlp/ м'яка безформена маса
- rare** *adj* /reə/ рідкісний
- rave** *v* /reɪv/ марити, говорити з захопленням
- reading room** *n* /'ri:dn̩ ɹu:m/ читальна зала
- recommend** *v* /,rekə'mend/ рекомендувати
- reference book** *n* /'refərəns 'bʊk/ довідник
- reflect the real life** *phr* /rɪ'flekt/ відтворювати реальне життя
- registration desk** *n* /,redʒɪ'streɪʃən ˌdesk/ стіл реєстрації
- remove** *v* /rɪ'mu:v/ видаляти
- review** *n* /rɪ'vju:/ огляд, рецензія
- revise** *v* /rɪ'vaɪz/ виправляти, перевіряти
- Romantic Movement** *n* /rəʊ'mæntɪk 'mu:vmənt/ романтизм (*літерат. напрям*)
- rouble** *n* /'ru:bəl/ рубль (*грошова од. в Росії*)
- runes** *n* /ru:nz/ руни
- serf** *n* /'sɜ:f/ кріпак
- scenic** *adj* /'si:nɪk/ мальовничий
- science fiction** *n* /'saɪəns 'fɪkʃən/ наукова фантастика
- scribe** *n* /skraɪb/ писар
- scroll** *n* /skrəʊl/ рулон, свиток
- sew** *v* /səʊ/ зшивати
- shepherd** *n* /'ʃepəd/ пастих
- short story** *n* /'ʃɔ:t 'stɔ:ri/ оповідання (*літерат. жанр*)
- sign up** *phr* /saɪn 'ʌp/ записатися
- spell** *n* /spel/ закляття
- sponsor** *v, n* /'spɒnsə/ 1) виступати спонсором; 2) спонсор
- stack** *n* /stæk/ купа
- stamp** *n, v* /stæmp/ 1) штамп; 2) штампувати
- steward** *n* /'stju:əd/ управитель
- storehouse** *n* /'stɔ:həʊs/ склад, комора
- strath** *n* /'stræθ/ широка гірська долина з рікою
- stripe** *n* /straɪp/ смуга
- substitute** *n* /'sʌbstɪtju:t/ заступник, замісник
- survive** *v* /sə'vaɪv/ вижити
- swallow** *v* /'swɒləʊ/ ковтати
- tell smb.** /tel/ говорити комусь
- temple** *n* /'tempəl/ храм
- testament** *n* /'testəmənt/ заповіт
- thoroughly** *adv* /'θɔ:əli/ ретельно
- thrilled** *adv* /θrɪld/ схвилюваний
- thriller** *n* /'θrɪlə/ трилер

to-infinitive *n* /ɪn'fɪnɪtɪv/ інфінітив з часткою *to*
tip up *phr* /tɪp ʌp/ перевертати
tomb *n* /tu:m/ могила
torrent *n* /'tɒrənt/ потік
trend *v* /trend/ відхилятися
trial *n* /'traɪəl/ суд, судовий розгляд, випробування
twine *n* /twain/ мотузка
twist *n* /twɪst/ поворот (*сюжету*)
typing *n* /'taɪpɪŋ/ машинопис
tyrant *n* /'taɪrənt/ тиран, деспот
unfortunately *adv* /ʌn'fɔ:tʃənətli/ на-жаль
valour *n* /'vælə/ героїзм, мужність
valuable *adj* /'væljuəbəl/ цінний
verse *n* /vɜ:s/ вірш, рима
volume *n* /'vɒlju:m/ том
wander *v* /'wɒndə/ бродити
warning *n* /'wɔ:nɪŋ/ попередження
willow *n* /'wɪləʊ/ верба
whisper *n* /'wɪspə/ шепіт
woodcutter *n* /,wʊd'kʌtə/ лісоруб

Unit 4. Listening to Music

accompany *v* /ə'kʌmpəni/ супроводжувати
accordion *n* /ə'kɔ:diən/ акордеон
amplify *v* /'æmpɪlə'faɪ/ збільшувати, посилювати
ancestor *n* /'ænsəstə/ предок
anonymously *adv* /ə'nɒnɪ'məsli/ анонімно
antique *adj, n* /,æn'ti:k/ 1) античність; 2) античний
arise *v* /ə'raɪz/ виникати, з'являтися
auditorium *n* /,ɔ:dɪ'tɔ:riəm/ аудиторія
audience *n* /'ɔ:diəns/ публіка
background *n* /'bækgraʊnd/ фон
bagpipes *n* /'bægrəɪps/ волинка
bandura *n* бандура
be at the top of the world *phr* бути найкращим
beat *n* /bit/ бити, вдаряти

bother *v* /'bʊðə/ турбувати
bow *v* /baʊ/ кланятися
cello *n* /'tʃeləʊ/ віолончель
choppy *adj* /'tʃɒpi/ неспокійний
choral *adj* /'kɔ:rəl/ хоровий
contemporary *adj* /kən'tempərəri/ сучасний
chirpy *adj* /'tʃɜ:pi/ жвавий, веселий
disappointing *adj* /,dɪsə'pɔɪntɪŋ/ розчаровуючий
distinguished *adj* /drɪ'stɪŋgwɪft/ видатний
double bass *n* /'dʌbəl 'beɪs/ контрабас
drum *n* /drʌm/ барабан
enchanted *adj* /ɪn'tʃɑ:ntɪd/ чарівний
enjoyable *adj* /ɪn'ɔɪəbəl/ приємний, втілений
eternal *adj* /ɪ'tɜ:nəl/ вічний
expect *v* /ɪk'spekt/ очікувати
flute *n* /flut/ флейта
former *adj* /'fɔ:mə/ колишній
French horn *n* /,frentʃ'hɔ:n/ валторна
generation *n* /,dʒenə'reɪʃən/ покоління
gifted *adj* /'gɪftɪd/ талановитий
guitar *n* /'gɪtɑ:/ гітара
harm *n* /hɑ:m/ шкода
honeybee *n* /'hʌnɪbi:/ медоносна бджола
host *n* /həʊst/ ведучий
impressionable *adj* /ɪm'preʃənəbəl/ вразливий
inch *n* /ɪntʃ/ дюйм
keyboard *n* /'ki:bɔ:d/ клавіатура
kobza *n* кобза
lead *n* /li:d/ соліст (у хорі)
lighting *n* /'laɪtɪŋ/ освітлення
inspiration *n* /ɪnspɪ'reɪʃən/ натхнення
maestro *n* /'maɪstrəʊ/ маестро
masterpiece *n* /'mɑ:stəpi:s/ шедевр
measure *n* /'meʒə/ міра
millennium *n* /mɪ'lenɪəm/ тисячоліття
mixture *n* /'mɪkstʃə/ суміш
moan *v* /məʊn/ стогнати
moody *adj* /'mu:di/ похмурий

murmur *v* /mɜ:mə/ шепотіти
note *n* /nəʊt/ нота
organ *n* /'ɔ:gən/ орган
pattern *n* /'pætən/ зразок
percussion *n* /prə'klʌʃən/ ударні музичні інструменти
piano *n* /pi'ænəʊ/ піаніно
piece of music *n* /pi:s əv 'mju:zɪk/ музичний твір
plagiarize *v* /'pleɪdʒəraɪz/ готувати плагіат, порушувати закон про авторське право
play a few bars of music *phr* /pleɪ /bɑ:z/ зіграти декілька акордів
possibility *n* /,pɒsə'bɪlə'ti/ можливість
power *n* /'paʊə/ сила
prominent *adj* /'prɒmɪ'nənt/ видатний
raise *v* /reɪz/ підіймати
rattle *v* /rætl/ гуркотіти, торохтіти
refreshment *n* /rɪ'frɛʃmənt/ відпочинок
requiem *n* /rekwiəm/ реквієм
rhythm *n* /'rɪðəm/ ритм
royalty *n* /'rɔ:əlti/ королівська родина
saxophone *n* /'sæksəfəʊn/ саксофон
settle in *phr* /'setl,ɪn/ оселитися в
shiver *v* /'ʃɪvə/ тремтіти
sketch-book *n* /'sketʃbʊk/ альбом для замальовок (нарисів)
slave *n* /sleɪv/ раб
soul *n* /'səʊl/ душа
spectacular *adj* /spek'tækjʊlə/ живописний
splendid *adj* /'splendɪd/ блискучий
static *adj* /'stætɪk/ статичний
string *n* /strɪŋ/ струна
strum *v* /strʌm/ грати на трубі
superb *adj* /sju:'pɜ:b/ чудовий
surge *v* /sɜ:ʒ/ хвилюватися, здійснюватися
symphony *n* /'sɪmfəni/ симфонія
tap out *phr* /tæp aʊt/ вистукувати
thoughtful *adj* /'θɔ:tfəl/ замислений
tremendous *adj* /trɪ'mendəs/ величезний, чудовий

triangle *n* /'traɪæŋɡəl/ трикутник
tube *n* /tju:b/ труба
tune *n* /tju:n/ мелодія
universal *adj* /ju:nɪ'vɜ:səl/ всесвітній, універсальний
via *prep* /'vaɪə/ через, засобами
violin *n* /,vaɪə'lɪn/ скрипка
vocal *adj* /'vəʊkəl/ вокальний
waltz *n* /wɔ:ls/ вальс
wind *adj* /wɪnd/ духовий
windowpane *n* /'wɪndəʊpeɪn/ віконне скло
wind instrument *phr* /'wɪnd ɪnstrʊmənt/ духовий інструмент
xylophone *n* /'zaɪləfəʊn/ ксилофон

Unit 5. Countries, People, Lifestyle: the UK and Ukraine

abroad *adv* /ə'brɔ:d/ за кордоном
accompany *v* /ə'kʌmpəni/ супроводжувати
activity *n* /æk'tɪvɪ'ti/ діяльність
adverb *n* /'ædvɜ:b/ прислівник
affect *v* /ə'fekt/ впливати
although *conj* /ɔ:l'ðəʊ/ хоча
amount *n* /ə'maʊnt/ кількість
area *n* /'eəriə/ площа
artist *n* /'ɑ:tɪst/ художник, митець
atmosphere *n* /'ætməsfɪə/ атмосфера
attain *v* /ə'teɪn/ досягати
average *adj* /'ævərɪdʒ/ середній
awful *adj* /'ɔ:fəl/ жахливий
backbone *n* /'bækbəʊn/ хребет
barrier *n* /'bæriə/ бар'єр
be engaged *phr* /bi ɪn'geɪdʒd/ бути зарученим
be keen on *phr* /bi 'ki:n ɒn/ мати пристрасть до чогось
bird-watching *n* /'bɜ:dwɒtʃɪŋ/ спостереження за птахами
boating *n* /'bəʊtɪŋ/ веслування
boiling hot *adj* /'bɔɪlɪŋ ˌhɒt/ надзвичайно жаркий
border *n* /'bɔ:də/ межа, кордон

border on *phr* /'bɔ:də/ межувати
camping *n* /'kæmpɪŋ/ життя в таборі
canyon *n* /'kænjən/ каньйон
century *n* /'sentʃəri/ століття
change *v* /tʃeɪndʒ/ змінюватися
characterize *v* /'kærɪktəraɪz/ характе-
 ризувати
chat *v* /tʃæt/ спілкуватися
chemical(s) *n* /'kemɪkəl/ хімічні ре-
 човини
chronicle *n* /'krɒnɪkəl/ хроніка
cliff *n* /klɪf/ скеля
climate *n* /'klaɪmɪt/ клімат
coal *n* /kəʊl/ кам'яне вугілля
coast *n* /kəʊst/ узбережжя
coastline *n* /'kəʊstlaɪn/ узбережжя
compass *n* /'kɑmpəs/ компас
complaint *n* /kəm'pleɪnt/ скарга
comprise *v* /kəm'praɪz/ об'єднувати
condition *n* /kən'dɪʃən/ умова
confident *adj* /'kɒnfɪdənt/ впевнений
conservative *adj* /'kɒnsərvətɪv/ консер-
 вативний
continent *n* /'kɒntɪnənt/ континент
cossack *n* /'kɒsək/ козак
countryside *n* /'kʌntɪsaɪd/ приміська
 зона
craft *n* /kra:ft/ ремесло
crazy *adj* /'kreɪzi/ божевільний
crop *n* /krɒp/ врожай
crossroads *n* /'krɒsrəʊdz/ перехрестя
daffodil *n* /'dæfədɪl/ нарцис
dandelion *n* /'dændʒlɪən/ кульбаба
definition *n* /,defɪ'niʃən/ значення, ви-
 значення
determined *adj* /dɪ'tɜ:mɪnd/ цілеспря-
 мований
direction *n* /dɪ'rekʃən/ напрям
distinctly *adv* /dɪ'stɪŋktli/ чітко, ви-
 разно
division *n* /dɪ'vɪzən/ поділ
DIY *n* /,di:ə'waɪ/ зроби сам
dragon *n* /'dræɡən/ дракон
economy *n* /'i:kɒnəmi/ економіка

email *n, v* /'i:meɪl/ 1) електронний
 лист; 2) відправляти електрон-
 ний лист
embroidery *n* /ɪm'brɔɪdəri/ вишивка
enemy *n* /'enəmi/ ворог
entertaining *adj* /,entə'teɪnɪŋ/ розва-
 жаючий
environment *n* /ɪn'vaɪrənmənt/ навко-
 лишнє середовище
evergreen *adj* /'evəgrɪn/ вічнозелений
exciting *adj* /ɪk'saɪtɪŋ/ дивовижний,
 захоплюючий
exclusively *adv* /ɪk'sklu:sɪvli/ винятко-
 во
exist *v* /ɪg'zɪst/ існувати
experience *n* /ɪk'spɪəriəns/ досвід
extend *v* /ɪk'stend/ простягатися, про-
 стиратися
farmland *n* /'fa:mlænd/ фермерське
 угіддя
fault *n* /fɔ:lt/ провина
fauna *n* /'fəʊnə/ фауна, тваринний
 світ
favourable *adj* /'feɪvərəbəl/ сприят-
 ливий
female *n* /'fi:meɪl/ жіночого роду
fishing *n* /'fɪʃɪŋ/ рибальство
flat *adj* /flæt/ плоский, рівнинний
flooding *n* /'flʌdɪŋ/ повінь
flora *n* /'flɔ:rə/ флора, рослинний світ
fly leaf *n* /'flaɪ li:f/ форзац
foggy *adv* /'fɒɡi/ туманно
forecast *n* /'fɔ:kɑ:st/ прогноз
forgetful *adj* /'fɔ:ɡetfəl/ забудькува-
 тий
fort *n* /fɔ:t/ форт
fortress *n* /'fɔ:trɪs/ фортеця
freeze *v* /fri:z/ мерзнути, замерзати
fresco *n* /'freskəʊ/ фреска
freshwater *adj* /'frefwɔ:tə/ прісновод-
 ний
geographical *adj* /,dʒi:ə'græfɪkəl/ гео-
 графічний
geographical position *phr* /,dʒi:ə'græfɪkəl
 rə'zɪʃən/ географічне положення

- get wet through** *phr* /'get 'wet 'θru:/ змокнути до нитки
- go hiking** *phr* /,gəʊ 'haɪkɪŋ/ ходити у похід
- government** *n* /'gʌvənmənt/ уряд
- grow** *v* /grəʊ/ рости
- harvest** *n* /'hɑ:vəst/ врожай
- hectare** *n* /'hektɑ:/ гектар
- hedge** *n* /hedʒ/ огорожа
- herb** *n* /hɜ:b/ лікарська рослина
- holidaymaker** *n* /'hɒlɪdɪ'meɪkə/ турист
- horizon** *n* /hə'reɪzən/ горизонт
- hospitable** *adj* /'hɒspɪtəbəl/ гостинний
- icon** *n* /'aɪkɒn/ ікона
- include** *v* /ɪn'klu:d/ включати
- increase** *v* /ɪn'kri:s/ зростати, збільшуватись
- industrial** *adj* /ɪn'dʌstriəl/ промисловий
- influence** *n* /ɪnfluəns/ впливати
- inhabited** *adj* /ɪn'hæbɪtɪd/ заселений
- inland** *adj* /ɪn'lænd/ внутрішній, всередині, в глиб країни
- interior** *n* /ɪn'tɪəriə/ інтер'єр
- Internet cafe** *n* /ɪntənət 'kæfeɪ/ Інтернет-кафе
- jewellery** *n* /'dʒu:əlri/ прикраса
- joy** *n* /dʒɔɪ/ радість
- kilt** *n* /kɪlt/ кілта (*спідниця шотландського горця*)
- kingdom** *n* /'kɪŋdəm/ королівство
- land** *n* /lænd/ земля
- landmark** *n* /'lændmɑ:k/ визначне місце
- landscape** *n* /'lændskeɪp/ краєвид
- law** *n* /lɔ:/ закон
- leek** *n* /li:k/ цибуля порей
- liana** *n* /li'a:nə/ ліана
- life-cycle** *n* /'laɪfsaɪkəl/ життєвий цикл
- lifestyle** *n* /'laɪfstɑɪl/ стиль життя
- lightning** *n* /'laɪnɪŋ/ блискавка
- location** *n* /ləʊ'keɪʃən/ місцерозташування
- loch** *n* /lɒk/ озеро в Шотландії
- low-rise** *adj* /'ləʊraɪz/ невисокий
- marvellous** *adj* /'mɑ:vələs/ дивовижний
- meteorologist** *n* /,mi:tɪə'rɒlədʒɪst/ метеоролог
- misty** *adj* /'mɪsti/ туманний
- moderately continental** *adj* /'mɒdərətli ,kɒnt'nəntl/ помірно континентальний
- modify** *v* /'mɒdɪfaɪ/ видозмінювати
- moisture** *n* /'mɔɪstʃə/ вологість
- monastery** *n* /'mɒnəstri/ монастир
- monk** *n* /mɒŋk/ монах
- moorland** *n* /'mʊələnd/ місцевість, поросла вересом
- mosaic** *n* /məʊ'zeɪk/ мозаїка
- neighbour** *n* /'neɪbə/ сусід
- observe** *v* /əb'zɜ:v/ спостерігати
- oil** *n* /ɔɪl/ нафта
- online** *adv* /'ɒnlaɪn/ у мережі Інтернет
- optimistic** *adj* /'ɒptɪ'mɪstɪk/ оптимістичний
- outdoor** *adj* /'aʊt'dɔ:/ на свіжому повітрі
- outstanding** *adj* /'aʊt'stændɪŋ/ видатний
- owe** *v* /əʊ/ заборгувати, завдячувати
- particularly** *adv* /pə'tɪkjələli/ особливо
- passionate** *adj* /'pæʃənət/ пристрасний, палкий
- pastime** *n* /'pɑ:staɪm/ вільний час
- patron saint** *n* /'peɪtrən 'seɪnt/ святий покровитель
- peak** *n* /pi:k/ вершина
- picturesque** *adj* /'pɪktʃə'resk/ живописний, мальовничий
- pleasant** *adj* /'plezənt/ приємний
- pointed** *adj* /'pɔɪntɪd/ гостроверхий
- popularity** *n* /'pɒpjʊ'lærəti/ популярність
- population** *n* /'pɒpjʊ'leɪʃən/ населення
- port** *n* /pɔ:t/ порт
- portrait** *n* /'pɔ:trət/ портрет
- position** *n* /pə'zɪʃən/ положення
- pour down** *phr* /pɔ:'daʊn/ лити (*про дощ*)

prehistoric *adj* /ˌpri:hi'stɔrɪk/ доісторичний
protect *v* /prə'tekt/ захищати
quick-tempered *adj* /ˌkwɪk 'tempəd/ запальний
quite *adj* /kwaɪt/ досить
rainfall *n* /'reɪnfɔ:l/ опади
rainwater *n* /'reɪnwɔ:tə/ дощова вода
range *n* /reɪndʒ/ хребет (*гірський*)
rank *n, v* /ræŋk/ 1) ряд, шеренга; 2) класифікувати, шикувати
recent *adj* /'ri:sənt/ нещодавній
recommendation *n* /ˌrekəmen'deɪʃən/ рекомендація
recreation *n* /ˌrekri'eɪʃən/ відпочинок, розвага
region *n* /'ri:ʃən/ регіон, територія
reproduce *v* /ˌri:prə'dju:s/ відновлювати
reserved *adj* /rɪ'zɜ:vəd/ стриманий, по-тайний
resource *n* /rɪ'zɔ:s/ ресурс
road sign *n* /rəʊd saɪn/ дорожний знак
rock *n* /rɒk/ скеля
rubbish *n* /'rʌbɪʃ/ сміття
rude *adj* /ru:d/ грубий
ruin *v* /ru:ɪn/ руйнувати
sample *n* /'sæmpəl/ зразок
scenery *n* /'si:nəri/ краєвид
scientist *n* /'saɪəntɪst/ вчений
self-sacrifice *n* /self'sækriːfajs/ самопожертва
sensitive *adj* /'sensətɪv/ чутливий
separate *v* /'sepəreɪt/ відокремлювати
settlement *n* /'setlmənt/ поселення
shade *n* /ʃeɪd/ тінь, відтінок
shamrock *n* /ʃæm'rɒk/ конюшина, трилисник
shy *adj* /ʃaɪ/ сором'язливий
skyline *n* /'skaɪlaɪn/ обрій
Slavonic *adj* /slə'vɒnɪk/ слов'янський
slightly *adv* /slɑɪtli/ трохи
slippery *adj* /'slɪpəri/ слизький
slope *n* /sləʊp/ схил
soak wet *phr* /'səʊk 'wet/ змокнути
sorrow *n* /'sɒrəʊ/ нудьга, сум

speed *n* /spi:d/ швидкість
spread out *phr* /spreɪd aʊt/ поширюватися
status *n* /'steɪtəs/ статус
steep *adj* /sti:p/ крутий
steppe *n* /step/ степ
storm *n* /'stɔ:m/ шторм
stream *n* /stri:m/ струмок, потік
stretch *v* /stretʃ/ простягатися
subtropical *adj* /ˌsʌb'trɒpɪkəl/ субтропічний
suitable *adj* /'su:təbəl/ придатний
summit *n* /'sʌmɪt/ 1) вершина; 2) переговори на найвищому рівні
sunshine *n* /'sʌnʃaɪn/ сонячне сяйво
surface *n* /'sɜ:fɪs/ поверхня
take part in *phr* /'teɪk 'pɑ:t ɪn/ брати участь
talented *adj* /'tæləntɪd/ талановитий
temperate *adj* /'tempərət/ помірний
temperature *n* /'tempərətʃə/ температура
throughout *adv* /θru:'aʊt/ по всій (території)
thunderstorm *n* /'θʌndəstɔ:m/ гроза
tide *n* /'taɪd/ прилив
tone *n* /təʊn/ відтінок
thistle *n* /'θɪsəl/ чортополох
tourism *n* /'tʊərɪzəm/ туризм
trade *n* /treɪd/ торгівля
tragedy *n* /'trædʒədi/ трагедія
transport *n* /'trænspɔ:t/ транспорт
treeless *adj* /'tri:ləs/ безлісий
tsymbaly *n* /tsɪm'bɑ:lɪ/ цимбали
unlock *v* /ʌn'lɒk/ відкривати
variation *n* /ˌveəri'eɪʃən/ варіація
various *adj* /'veəriəs/ різноманітний
waterfall *n* /'wɔ:təfɔ:l/ водопад
wave *n* /'weɪv/ хвиля
wealth *n* /welθ/ багатство
weather *n* /'weðə/ погода
wildlife *n* /'waɪldlaɪf/ дика природа
wonderful *adj* /'wʌndəfəl/ чудовий
woodland *n* /'wʊdlənd/ лісиста місцевість

Unit 1. Mass Media: the Press**Lessons 1–2. Ex. 3, pp. 9–10.**

Alex: Hey, Alex! Dan is having a birthday soon. Have you decided on a present for him yet?

Tom: Not yet. I'd like to buy him either a computer game or a CD. What do you think?

Alex: Computer games are great. I think we spend hours playing them.

Tom: That's not about Dan. He plans his daily routine carefully. He never starts playing computer games until he finishes doing his homework.

Alex: As far as I know, he has a great number of computer games at home. Music is another pair of shoes. You can listen to your favourite tunes during your leisure time. Besides you can listen to music even when you're doing your homework. Let's buy a CD for him.

Tom: Who is his favourite singer?

Alex: Why not to ask Ann?

Tom: OK.

Lessons 6–7. Ex. 2, p. 17.

Ann: I say, Dan! Here is a good choice of magazines for teenagers. I want to choose one for myself.

Dan: Don't you know that we are in a hurry at the moment. You can do that on our way back. Besides you can find all the information you are interested in in the Internet. Don't waste your money on magazines!

Ann: You can't spend hours reading the information on the computer screen but you can read interesting articles in a magazine again and again. I like reading "Cool" and "Cool Girl". There are a lot of photos there and the information about fashion is always up-to-date.

Dan: These editions try to consider teenagers interests. I'll buy "Shpil" then. There are clues to new computer games there.

Ann: You see, there is even a publication to satisfy your taste.

Dan: You'll make everyone stop and buy something, Ann.

Lesson 10. Ex. 1, p. 23.

In America, several papers were started during the colonial days. The first successful one, *The Boston News-Letter*, began printing in 1704. It was very small – about the size of a sheet of notebook paper with printing on both sides.

An important date in newspaper publishing was 1833. That year, *The New York Sun* became the first penny newspaper. They actually did cost only a penny. The penny newspapers were similar to today's papers: they printed news while it was still new, they were the first to print advertisements and sell papers in newsstands, and penny newspapers were the first to be delivered to homes.

Unit 2. School Life**Lessons 1–2. Ex. 4, p. 35.**

A: Where are you from, Larysa?

B: I am from Kyiv.

A: Ah, Kyiv! That is a very beautiful city on the banks of the Dnipro River. What are you doing in this youth camp?

B: At the moment I am both studying and having a rest. I am the President of the Students' Government in my school, that is why I was given a chance to meet other school leaders from all over Ukraine here.

A: What do you think of your school life, Larysa?

B: It is fantastic. There is something new to learn every day. We practise our life skills as well as enrich our knowledge about the surrounding world.

A: Are there any things that you don't like about going to school?

B: No, there aren't. I like everything: my friends, teachers, the school building and the activities we have.

A: Enjoy your staying here!

B: Thank you very much.

Lessons 3–4. Ex. 5a, p. 40.***Speaker 1.***

My name is Olha Ivanenko. I'm a pupil of the eighth form. I get my education in a secondary school. It is one of the best in our town. The school is situated in a new district. I moved to this school two years ago. There are 300 pupils in our school. Our school is new, so we have all modern facilities: a computer room, a very nice library and two gyms. There is also a school stadium where school sports competitions are held. Unfortunately, we don't have a swimming pool in our districts and those who go in for swimming travel far for their trainings. We follow the regular timetable. So there are six lessons every day. We have two English lessons a week and we also learn German as a second foreign language. After classes we attend school clubs or read books in the library.

Speaker 2.

My name is Taras Klymov. I live in the city and study in the City Humanitarian Gymnasium. Our gymnasium has a long history. It is more than 70 years old and has always been the centre of education in our city. The Gymnasium is situated in the centre of the city, next to a fabulous park. The central building of our gymnasium is rather far from the main road, so it is always quiet and lovely. I want to say that my gymnasium is very popular among the residents. We have wonderful school facilities, as well as a new swimming pool. The classrooms are equipped with televisions, computers and whiteboards. There is also a big Information Technology Classroom with ten computers and a smart board. We like our lessons there. We study usual subjects such as Algebra, Geometry, Ukrainian, English, etc. and we also have some special courses. We study Law, Economics, Technical Translation and Country Study. We also have more lessons in Ukrainian Language

and Literature, so all the pupils have to plan their day carefully if they want to save time for after-school activities. We attend different sports clubs, the Gymnasium Choir, the Debate Club and others. We can choose a club to our personal interests and taste.

Lessons 7–8. Ex. 5, p. 49.

Tim: My name is Tim Hardy. I live in Manchester, the UK. I am 13 years old. I left primary school two years ago and was transferred to a secondary school at the age of 11. I didn't take any examinations but my school report was sent from the primary school. Now I go to a comprehensive school. This type of school means "all-inclusive". Most children in the UK get their education in comprehensive schools, because they admit pupils with all abilities. I started going to school at the age of 5, so this is my eighth year of studies. In Great Britain it is Key Stage 3. We are taught as an entire group for all of our school subjects.

Unit 3. Books and Writers

Lessons 1–2. Ex. 4, p. 64.

1. An adventure story is an exciting story about a hero who goes on an unusual journey and does new and dangerous things.
2. A science fiction story is about events that take place in the future or in space and it usually describes strange creatures and robots.
3. A drama is a serious and emotional play written for the theatre, television or radio.
4. A mystery is a story about a crime or a strange event that is difficult to explain.
5. A humorous story is a funny story with a happy ending.
6. A biography is the story of a person's life written by another person.

Lessons 5–6. Ex. 2a, p. 70.

The Greeks gave everyone access to books because they loved learning. Their libraries contained scrolls on all subjects ranging from mathematics to myths. They built the most magnificent library in the world in Alexandria. Alexandria was on the northern coast of Egypt, and the great library of Alexandria existed for more than 900 years. It was a large complex of buildings and gardens with richly decorated lecture and banquet halls linked by colonnaded walks. Scientists, philosophers and artists from all over the world were invited to study and enrich the university and library. Alexandria became the centre of civilization.

It was part of the royal palace, it had a walk, an arcade, a large house in which there was a refectory for members of the Mouseion. They formed a community who held property in common with a priest appointed by the kings in charge of the Mouseion.

It contained over 700,000 scrolls, which was the equivalent of 100,000 modern books. The librarians wanted their library to have a copy of every

book ever written, so soldiers searched all the ships that came into the harbour. When the soldiers found books, they seized them! Library scribes then copied the manuscripts.

Lessons 7–8. Ex. 6, p. 77.

Taras Shevchenko’s Literary Works

“Kobzar” is the name of his first small collection of poems. Then he wrote a ballad “The Bewitched”, a completely realistic work about things that were quite usual for those days relating to the tragic story of a serf girl who had been seduced.

A lot of his poems were based on the Ukrainian historical themes. The poem “Gaydamaky” is a good example.

In his poems Shevchenko depicted the mother as the most wonderful sacred thing on the earth. He wrote of his love for homeland and the fight for its freedom and happiness, of hatred to any oppression, of the fight for spiritual freedom; he expressed burning hatred to any form of national and social oppression.

Taras Shevchenko brought completely new themes and images to the Ukrainian literature. His poetry contributed greatly to the evolution of the national Ukrainian consciousness.

That’s why he is a national poet, a poet of the Ukrainian people.

Lesson 10. Ex. 1, p. 81.

In the School Library

A n n: Here’s the book I’d like to read. It’s about adventures. I can tell you that by the title. I’m sure I’ll like it.

D a n: But titles don’t always tell you what a book is about.

Miss Alison: That’s true. But there is always brief information about the book at the end or at the very beginning of it. It is called ‘an annotation’. And sometimes the readers write book reviews to tell the others about the book they have just read.

A n n: What is a book review, Miss Alison?

Miss Alison: It is a short report about the story. People usually write a review of their favourite book. They write why they enjoyed reading it and what they were impressed by its main characters. They also describe the episodes that can interest other people in the story and make them read it.

D a n: So it is a kind of advertising.

Miss Alison: It can be called so. Sometimes you can read them on the Internet when you surf the websites of the famous bookstores.

A n n: Where are the book reviews kept in our school library, Miss Alison?

Miss Alison: They are usually kept at the reception or on the librarian’s table.

D a n: Let’s look at some of them. I hope they will be helpful.

Unit 4. Listening to Music

Lessons 3–4. Ex. 3, p. 92.

Tina Karol (Tatiana Liberman) was born on 25 January 1985 in Orotukan, Magadan Oblast, USSR. When Tina was six years old, her family moved to Ivano-Ivanovkivsk.

Karol graduated from a music school, and later from the Gliere Music College in Kyiv, where she studied pop vocal in the Faculty of Singing. In her fourth year, she was awarded a scholarship by the Verkhovna Rada of Ukraine. Karol has participated in numerous youth, regional, international and Jewish singing contests as well as musicals and theatrical shows. She became the soloist of the Ensemble of Song and Dance of the Ukrainian Armed Forces as well as a television personality.

In 2006 Karol won at the casting for the Eurovision Song Contest 2006 with the song “I Am Your Queen” and therefore represented Ukraine at the event finishing 7th. On 16 January 2009, Viktor Yushchenko awarded Karol the title of Honoured Artist of Ukraine.

Oleksandr Ponomariov was born on 9 August 1973 in Khmelnytskyi Region, Ukraine. He is one of the most famous singers of Ukraine. He has been awarded the country’s “Singer of the Year” seven times.

One of Oleksandr’s early passions was boxing. Unfortunately, when his eyesight started to deteriorate he was forbidden to fight by his doctor. So, Oleksandr applied to a music college where he encountered one drawback: he could not read music. The college professors accepted him on the basis of his excellent singing voice and allowed him to stay on the condition that he master the school’s seven-year curriculum in the space of one year. He apparently succeeded.

Since 1992, Oleksandr has taken part in dozens of Ukrainian and international festivals performing different pop songs. In 1998, Ukraine’s government recognized Oleksandr by awarding him the title of “The Honoured Artist of Ukraine”.

Oleksandr was the first artist ever to represent Ukraine in the Eurovision Song Contest in 2003.

Lessons 5–6. Ex. 1, p. 96.

1. Jazz started among slaves from West Africa.
2. A popular type of music in which the words are spoken, not sung, is called rap.
3. The music of Bach, Beethoven, and Mozart is called classical music.
4. Traditional music played by the ordinary people is called folk music.

Lesson 7. Ex. 3, p. 101.

A: Hi! How are you today?

B: I’m fine. You’re listening to something new as usual, aren’t you?

A: Do you want to listen to my new CD? It was a free gift with a magazine. Listen, please. Do you like it?

B: It’s really something new for me. In my opinion, this style of music is hard to listen to. What do you think of it?

- A:** Well, I think it's awful! What style of music do you think it is?
B: Heavy metal.
A: What style of music do you like?
B: Rap and R&B. They are quite in fashion at the moment.
A: Do you play any musical instrument?
B: Sure. I can play the piano.
A: That's interesting. I like playing the guitar. Do you go to the music school or do you take private lessons?
B: I have been attending a music school for five years.
A: Have you ever heard about music lessons online?
B: No, I haven't. Where can I read about them?
A: Go to Google*, type "International Internet Music Academy" and surf the website. I think you'll find something interesting there.
B: Thank you for your advice.

Lessons 8–9. Ex. 1, p. 103.

- Cashier:** Can I help you?
You: Can we buy tickets for the concert of Natalia Mohylevska for Saturday night?
Cashier: Sorry, they are sold out. What about Sunday night? Such groups as "Ocean Elzy" and "New'z'Cool" also participates in it.
You: That's OK. Are there enough seats for Sunday night?
Cashier: Yes, there are seats for that one. How many tickets would you like?
You: Two adults and two children.
Cashier: OK, that's two hundred hryvnias, please.
You: Here they are.
Cashier: That's 200 UAH out of 500 UAH. 300 UAH is your change.
You: Thank you.
Cashier: You are welcome. The concert starts at 7 o'clock.
You: We'll be on time.

Unit 5. People, Countries, Lifestyle: the UK and Ukraine

Lessons 1–2. Ex. 3, p. 117.

My name's Greg and I'm from Scotland. I'm 14 years old and I'm in Year 9 at school. I've got lots of hobbies and interests. I'm keen on music and enjoy playing the bagpipes. I practise quite a lot of time every day. I'm really interested in learning more about the countries in Europe.

I'm quite a shy person. I'm very confident and not at all ambitious. I've probably got a few faults. I think I'm a little impatient and maybe slightly quick-tempered.

Lessons 3–4. Ex. 4, p. 121.

Dan: I'm keen on playing computer games and spend quite a lot of money on them. I spend two or three hours a day chatting online with my friends. I also love training in the gym. I want to develop a good stamina

so I go to the swimming pool twice a week, on Wednesday and Saturday. My father always encourages me to do sport. I'm going to participate in the school championship this year.

A n n: I enjoy going to the theatre and to the cinema more than doing sport. I also like drawing a lot. I have been attending the Art Studio for four years. I think my skills in drawing will influence my choice of a profession in future. Besides I see nothing bad in developing a good imagination and artistic taste.

M a k s y m: Sport is my favourite activity. I spend nearly three hours every day. I enjoy jogging in the morning and training in the fitness centre in the afternoon. Sometimes I go to the swimming pool. Although my studies at school take much of my time during the day I try to lead a healthy lifestyle and keep fit. I also love travelling. Famous places like magnets attract me from year to year. Thanks to my parents I spend almost all school holidays visiting different places in Ukraine and abroad. I have been to Great Britain, Germany and Italy. I have visited many of the cities in my Motherland. Travelling helps me to discover the mysteries of the surrounding world, see new places and meet new friends.

Lesson 11. Ex. 2, p. 140.

A n n: Sue, Jane, and Bill are arriving next month. They want to see the famous landmarks of Ukraine. Let's plan our trip, Dan.

D a n: There's so much to visit in Ukraine. You can't see everything during one trip. I hope they have heard about the Seven Wonders of Ukraine. Let's make a trip to some of them.

A n n: Well, then. You are talking about such wonders as Kamyanets-Podilskiy Fortress, Sofiyivka, Chersonesus, Khotyn Fortress, Khortytsia Island and the two famous sights in Kyiv, Kyiv-Pechersk Lavra and St. Sophia's Cathedral.

D a n: We took them to Kyiv-Pechersk Lavra and St. Sophia's Cathedral last year. What about going to Sofiyivka first? This fabulous park in Cherkasy Region welcomes 5,000 visitors every year. It's a good place to hide from the hot summer sun in the shade of wonderful trees. They'll enjoy it there, believe me.

A n n: This is where we can start our journey from. As Jane and Bill are interested in history, we can travel to Zaporizhzhia then to admire the unique natural and historic complex. Khortytsia Island remembers the times of Zaporizhzhyan Cossacks. I think you can tell a few legends from the Ukrainian history to our guests.

D a n: Are you planning to go on holidays anywhere? It is summer now, isn't it?

A n n: We can go to the seaside with our parents in August. We can devote our time to the secrets of this area in Ukraine. Chersonesus is one of them, and it is also connected with history.

D a n: Ukraine is the place where you can touch history at every step.

A n n: It definitely is.