

ВИДАВНИЦТВО  
**РАНОК**



Інтернет-  
підтримка

ВАЛЕНТИНА БУРЕНКО

# АНГЛІЙСЬКА МОВА

# 8

**ENGLISH**



ВАЛЕНТИНА БУРЕНКО

# АНГЛІЙСЬКА МОВА

(8-й рік навчання)



**ПІДРУЧНИК ДЛЯ 8 КЛАСУ  
ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ**

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**ENGLISH**

(Year 8)

A TEXTBOOK FOR THE EIGHTH FORM OF SECONDARY SCHOOLS

*2-ге видання, перероблене*

Харків

Видавництво «Ранок»

2021

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**Words to learn:**

kebab,  
to enjoy,  
to enjoy oneself,  
to excite,  
excited,  
to roller skate,  
roller skates,  
roller skating.



**1. Listen, read and think of your own poem. Say if summer is your favourite season.**

Summer has begun  
And brought a lot of fun  
No lessons to be done  
Just the rest and sun.

**2. Look at the pictures and say how these people are feeling and what they are doing to stay cheerful and healthy.**



**These expressions can help you:**

- to enjoy every minute / moment of something
- to like doing something
- to fish
- to be excited about
- to be in a good mood
- to be cheerful
- to learn to roller skate
- to do kebab
- to take part in different activities
- to do sports

**3. Say what else you can do to feel healthy and cheerful.**

**4. Complete the mind map.**



**5. Read the words and their definitions and make up sentences with these words.**

1. kebab [kɪ'bæb] *noun*

a food consisting of small pieces of meat and vegetables cooked on a stick

2. roller skate ['rɒləskeɪt] *noun*

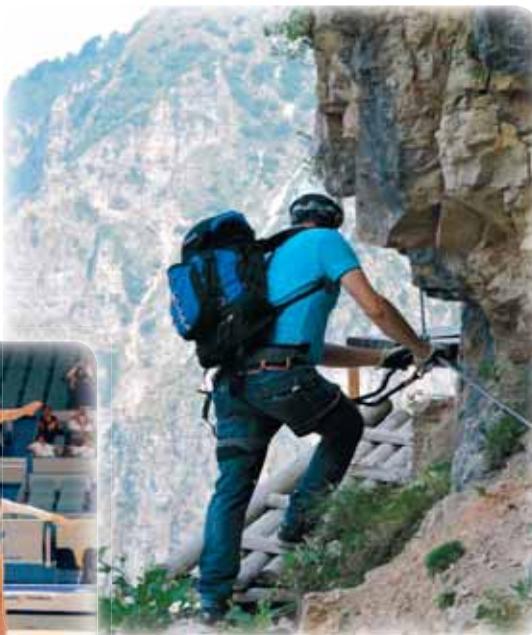
a boot with small wheels on the bottom used for moving quickly along, especially for fun or as a sport

- |  |  |
|--|--|
| 3. cheerful ['tʃiəfl] <i>adj</i>                     | making you feel happy because of being pleasant or enjoyable   |
| 4. scuba diving ['sku:bə daɪvɪŋ] <i>noun</i>         | the activity of swimming under water with a container of air on your back and a tube for breathing through           |
| 5. mountain climbing ['maʊntɪn 'klaɪmɪŋ] <i>noun</i> | the activity of climbing the side of a mountain or large rock for enjoyment, usually using ropes and other equipment |
| 6. boxing ['bɒksɪŋ] <i>noun</i>                      | a sport in which two people fight each other with their hands, while wearing very large thick gloves                 |
| 7. to ride a horse ['raɪd ə hɔ:s] <i>verb</i>        | to sit on a horse and control it as it moves   |
| 8. to sunbathe ['sʌnbəɪð] <i>verb</i>                | to sit or to lie in the sun, especially in order to go sun-tanned  |
| 9. to take pictures [teɪk 'pɪktʃəz] <i>verb</i>      | to take a photograph of sb / sth   |

### Vocabulary Practice

**6. Group the sports in the list under the heading: water sports/indoor sports/outdoor sports. Which of these sports can you see in the pictures? Which is your favourite?**

hunting, kayaking, acrobatics, judo, badminton, golf, figure skating, football, boxing, baseball, basketball, dog racing, fishing, cycling, skiing, rugby, tennis, mountain climbing, karate, running, swimming, jogging





## Sports — play, do or go?

We use the verbs **play**, **do** and **go** with sports and activities. Here is the information you need to know to use them correctly.

### play

**Play** is used with ball sports or competitive games where we play against another person or team.

«**How often do you play tennis?**» — tennis is a ball sport.

«**I play chess with my friends after classes on Friday.**» — chess is a competitive game. We play to win.

«**I don't like playing computer games.**» — again, computer games are competitive so we use **play**.

### do

**Do** is used for a recreational activity or a non-team sport that does not use a ball.

«**I've heard that you do karate.**» — karate is a non-team activity.

«**I do crossword puzzles in my free time.**» — crossword puzzles are not competitive.

### go + sport

**Go** is used with activities that end in **-ing**.

**I go jogging every morning.**

**Mary goes swimming after work.**

**If the weather is good, I go climbing with Gerry once a month.**

**Fred likes going sailing.**



## 7. Write what kinds of sport we use with these verbs: *go, do, play*.

GO	Skiing,
DO	Yoga,
PLAY	Tennis,



## Spot on Comparing Things

### Ways of Comparing Things

We use «**as + adj + as ...**» to compare people or things that are similar in some way or «**not so ... as ...**», «**not as ... as ...**» when they are not similar and in order to express smaller quality.

You are as kind as your mother.

You are not so kind as your mother.

She was as old as her husband.

She was not so old as I thought.

His homework was done not as badly as I expected.

The words «**almost**», «**quite**» can be used before «**as ... as ...**» in the meaning «майже як», «такий самий».

He is almost as clever as his father.

When we want an adjective to sound stronger, we use these words: **rather**, **a little**, **a bit**, **a lot**, **much**, **even** (набагато, значно, дешо).

This kind of sport is even more difficult.

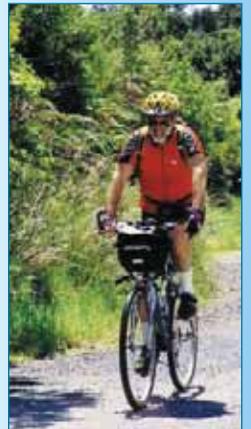
This book is a bit more expensive.

Instead of using «**not so ... as ...**», we can use «**not such a + noun + as ...**».

He is not such a good sportsman as my brother.

In order to express smaller quality «**less ... than ...**» in the meaning «менше ніж» is used which means the same as «**not as ... as ...**».

My task is less important than yours.



### 8. Complete the sentences using **as ... as**, **not so ... as/not as ... as**.

*Example:* June is not so hot as July.

1. December was ... cold ... January last year.
2. The bus was ... crowded ... ever.
3. You are ... good at karate ... your father.
4. She is not ... good at swimming ... her mother.
5. He is not ... hard-working ... his friend.
6. You are ... kind ... your father.
7. I am almost ... good at English ... my classmates.
8. My composition is not ... long ... yours.
9. It isn't ... warm today ... it was yesterday.
10. The house his aunt lives in is ... old ... the one his uncle lives in.
11. Johnny isn't ... rich ... Don but he is younger and much happier.



12. My dog isn't ... friendly ... your dog.
13. You can eat ... much ... you like.
14. A football match isn't ... exciting ... a hockey match.

**9. Read the sentences, find the mistakes and correct them.**

*Example:* She ~~are~~ not such a good sportswoman as her friend.  
She is not such a good sportswoman as her friend.

1. His task is not so important than mine.
2. They is as good at English as their classmates.
3. I am not so good at English so my teacher.
4. My conclusions is less important than yours.
5. His result in testing was not so bad as they expected.
6. I is as tall as my brother.
7. The hotel aren't as cheap as we expected.
8. Her brother is as more intelligent as she is.
9. She felt as strongest as her brother.
10. He is as tired like you after playing basketball.
11. He were not so active as his classmates.
12. She is not so busy as I is.
13. She is not so fond of sports as my brother is.
14. It is as cold today as it were yesterday.



## Listening

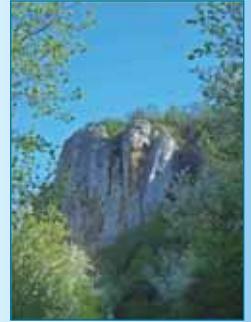
**10. Listen to the conversation and mark the statements T (true) or F (false).**

1. Paul is an instructor in a holiday camp.
2. Mike likes cycling, baseball and mountain climbing.
3. Mike wants to try his hand at scuba diving and boxing.
4. Carmen wants to try her hand at cycling.
5. Carmen is the new instructor.



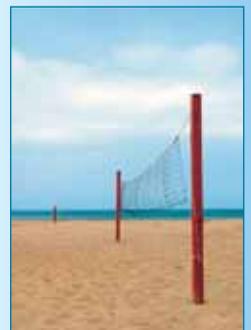
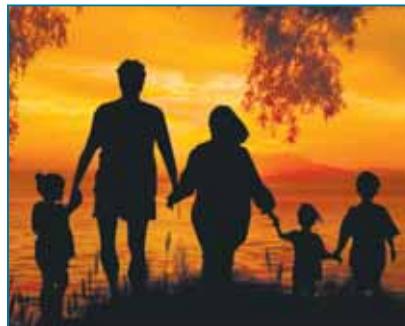
11. Listen again, read and put ticks (✓) or crosses (×) in the table.

	cycling		scuba diving		boxing		mountain climbing	
	yes	enjoyed	yes	enjoyed	yes	enjoyed	yes	enjoyed
Mike	✓	✓						
Carmen								



### Speaking

12. Look and speak about these people. What kinds of sport are they dreaming about?



Dealing with the Discussion.

- Read the questions.
- Take short notes of your answer.
- Share your opinion with your partner or the class.



**13. Work in a group of 3. Discuss the questions and complete the table.**

Questions	You	Student 1	Student 2
1. Do you like sport?			
2. Is it possible to be healthy without sport?			
3. Do you do any kind of sport?			
4. Do you want to become an Olympic champion?			
5. What do you know about the Olympic Games?			
6. Where were the last Olympic Games held?			
7. Did you watch the last Olympic Games on TV?			
8. Which of the Ukrainian sportsmen won gold medals? And in what kinds of sport?			
9. The sportsmen of what country won most of the medals?			
10. Would you like to watch the Olympic Games live?			

**14. Work in pairs. Discuss which sports you would like to try your hand at. Make sentences. These expressions will help you:**

- live near the mountains/ocean;
- have a friend to go with;
- have more free time.
- have enough money;
- be taller/braver;

**15. Work in groups, complete and discuss the following statements:**

**Group A:** If you are a real sportsman, you should...

**Group B:** If you go in for sport for pleasure or health, but not for victory you...

**Word bank**

(running) is good exercise    to lose weight    to have results/new records  
 to make you feel good/better    to help you relax  
 to get fit    to take part in different competitions    to train all the time

«It is taking part, not winning, which is important», as the saying goes. A French teacher Pierre de Coubertin wrote: «It is a great honour to win, but it is a greater honour to compete» — this became an Olympic motto.

**16. Read and say what summer activities you usually do and how often. These words can help you:**

to sunbathe, to play computer games, to watch films, to sleep the whole day, to roller skate, to ride a bike, to enjoy the beauty of the sea, to take pictures, to swim, to dive, to enjoy every minute of my stay on the beach, to dance, to do kebab, to enjoy oneself, to take part in different activities, to try my hand at, often, always, never.

### Spot on Informal Letters

To people you know well  
(friends, parents...)

#### informal style

- Personal letter
- Letter of advice
- Letter of invitation
- Letter of apology



## Writing

**17. Do you write letters to your friends/pen friends? How often? What do you write to each other about? Ask and answer in pairs.**

**18. You have received a letter from your English-speaking pen friend. Read the letter and match the paragraphs to the headings.**

- Popular Sport
- Closing Remarks
- Reason for Feeling Upset
- Opening Remarks/Reason for Writing



Dealing with the Letter.

- Read the letter carefully.
- Imagine the writer and the reader of the letter.
- Try to catch the main idea of the letter.
- Read the letter once more and do the tasks.

- \_\_\_\_\_  
Dear Ann,  
Hi! How are you? It's been a hard day and I really feel exhausted. I thought I'd drop you a line to tell all about it.
- \_\_\_\_\_  
I feel very angry and upset as we've just lost the baseball game 1:4. Though we lost, my dad said that it was a great game anyway.
- \_\_\_\_\_  
He likes baseball, just like me. This sport is really popular in my country — children and adults love it!  
And what sports and games are popular in your country?  
Do you prefer watching sports on TV or at the stadium?  
Who's your favourite sports celebrity and why?
- \_\_\_\_\_  
Well, that's all for now. See you soon.  
Love,  
Jane



## Spot on Opening/Closing Remarks of the Informal Letter

Introductory Phrases	Closing Phrases
<ul style="list-style-type: none"> <li>• Hi! How are you?</li> <li>• It was great to get your letter...</li> <li>• How are things with you?</li> <li>• I'm sorry I haven't written for so long, but...</li> <li>• I was really pleased to hear that...</li> <li>• I thought I'd better write and tell you about...</li> </ul>	<ul style="list-style-type: none"> <li>• Please, write to me again soon, and tell me all your news.</li> <li>• Please, give/send my regards (love) to your...</li> <li>• I would really love to see you. Why don't you come and visit me this... Write back soon!</li> <li>• Well, that's all for now. Do write back soon.</li> <li>• I'd better go now.</li> </ul>

### 19. Which of the following sentences can you use in the first/last paragraph?

- Hi! How are you?
- Sorry, I haven't written for so long but...
- Well, that's all for now. Do write back soon.
- I was really pleased to hear that...
- I'd better go now.
- I thought I'd better write...

### Remember

1. Who you are writing the letter to.
2. How you can start/end your letter.
3. What you should write about.

### 20. You have received a letter from your English-speaking pen friend. Write him/her a letter and answer his/her 3 questions. Write 50—80 words. Remember the rules of letter writing.

*...My elder brother has got a new hobby — he has become a mountain biker. I know that mountain biking is a dangerous kind of sport and I worry about him. I would like him to spend more time at home. I wish he had chosen a safer entertainment...*

- *What outdoor sports are the most popular with teenagers in your country?*
- *Why do teenagers often do different kinds of sport?*
- *What kind of sport is your favourite?*



**21. Homework. Write an essay to «Sport in Ukraine» magazine using this pattern.**

1	People Teenagers My friend(s)	all over the world in Ukraine/ Britain/ the USA	(to be) fond of to play	sports/games			
2	Sport Everyday (daily) training Regular physical exercise Playing sports regularly	is	an essential a very important	part of daily life	in	Britain Ukraine	
		makes people/me/us		more organised better disciplined	in one's daily activities		
		keeps people/me/us fit develops my/our physical fitness strengthens my/our body					
		makes me/us		feel cheerful after a hard day at school look better/trimmer			
		helps me/us/do away with my/our			general tiredness		
		improves my/our health, sleep, mental and physical energy prevents infectious diseases					
As the saying goes, «To keep fit a person has to get plenty of sleep, plenty of food and plenty of regular exercise».							
3	That's why I think	every boy and girl teenagers people	should be encouraged	to participate to take part	in	sports games	
4	To my mind I think There is no doubt I have no doubt	my	people friends	are right when they	consider believe	sport to be very important in our life that physical fitness is important	
5	Much attention	is paid	to	sport sports and games active leisure	in	Ukrainian our colleges universities school(s)	
6	You can hardly find a school without		a	gym sports ground			





7	I	think believe have no doubt	it is an advantage to have	a	large gym swimming pool sports centre	at school near our house/school
			there are a lot of advantages of having			
8	My friend(s)	(to have) physical training lessons at school twice a week (to train) at different kinds of sport				
		Teenagers I	(to be) good at (to be) particularly fond of enjoy care for devote much leisure/free/spare time to spend much free/spare time show particular interest in		playing sports and games roller skating training in a gym mountain climbing riding a skateboard doing exercises at home	
			To be quite honest I don't care very much for I can't devote all my free time to I can hardly imagine where I can find the time but I'm determined (would like) to try my hand at		cycling swimming jogging playing football/ volleyball doing aerobics skiing skating	
9	As for me	I	have (never/always) been fond of...			
			have been playing ... for ... years (since I was ... years old)			
			prefer ... to any other kind of sport am (not) a sports enthusiast			
10	A lot of study at school Books Interesting films Computer games	(to prevent) me from	think I will achieve much better results at school than my friends, who devote much time to the activities in the open air			
			don't really do anything to keep fit, but I get a lot of exercises doing things I enjoy			
			becoming a great sports enthusiast playing sports regularly devoting my free time to active leisure			



1. Say what comes to your mind when you hear the word «sleep». Share your ideas and develop the mind map.



2. Read the words and their definitions and make up sentences with these words.

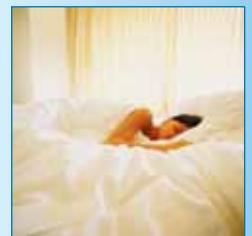
- |  |   |
|--|---|
| 1. presenter [prɪ'zɛntə(r)] <i>noun</i>  | a person who introduces a television or radio programme   |
| 2. to nap [næp] <i>verb</i>              | to sleep for a short period of time, usually during the day                                     |
| 3. schedule ['ʃɛdju:l] <i>noun</i>       | a plan of activities or events and the time they will happen                                    |
| 4. sound [saʊnd] <i>adj</i>              | healthy; sound sleep is one that is difficult to wake you up                                    |
| 5. to crawl [krɔ:l] <i>verb</i>          | to move along the ground on your hands and knees or with your body close to the ground          |
| 6. to research [rɪ'sɜ:tʃ] <i>verb</i>    | to make a detailed study of something in order to discover new facts                            |
| 7. researcher [rɪ'sɜ:tʃə(r)] <i>noun</i> | someone who does research   |
| 8. to avoid [ə'vɔɪd] <i>verb</i>         | to stop oneself from doing something  |
| 9. stimulant ['stɪmjʊlənt] <i>noun</i>   | a substance that makes you more active and energetic when you eat it or drink it (coffee, etc.) |

3. Discuss in groups and say if these statements are T (true) or F (false).

- 1. Everyone needs at least 8 hours of sleep to feel rested.
- 2. Following a regular sleep schedule will help you get better rested.
- 3. To have the best rest, you should go to sleep early and get up early.
- 4. A cool room is better for a sound sleep than a hot one.
- 5. A cup of hot chocolate before going to bed can help you fall asleep.
- 6. A glass of hot milk in the evening will help you get a good night's rest.

Words to learn:

presenter,  
to present,  
sound,  
schedule,  
on schedule,  
according to  
schedule,  
to schedule,  
stimulant,  
to avoid,  
to take (to have, to  
snatch) a nap,  
nap,  
to nap,  
researcher,  
to research,  
to crawl.



## Listening

4. Listen to the interview with Dr Monday and say what it is about.

5. Choose the correct answers.

- Why don't teenagers get enough sleep?
  - They go to bed very late.
  - They wake up late.
  - They need a sleep routine different from other people.
  - They spend a lot of hours at school.
- What can happen if you don't get enough sleep?
  - You'll make your teachers and parents upset.
  - You will be late for school.
  - You won't be interested in sport.
  - You'll feel bored and depressed.
- What should teenagers do?
  - Exercise in the evening and go to bed earlier.
  - Exercise in the afternoon and have a nap for more than thirty minutes.
  - Have a nap for no more than thirty minutes and before 4 p.m.
  - Exercise in the afternoon and go to bed earlier at the weekends.
- What three things shouldn't teenagers do according to Dr Monday's advice?
  - Drink coffee, close the curtains, air the room.
  - Drink coffee, read books, give up smoking.
  - Drink coffee, exercise at least two hours before going to sleep, sleep in a warm room.
  - Drink coffee, eat chocolate, sleep in a hot room.
- Why was Dr Monday invited to the programme?
  - To describe his sleep routine.
  - To criticise teenagers.
  - To speak about recent researches.
  - To give teenagers a piece of advice on sleeping.

## Speaking

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

- How many hours do you sleep each night?
- When do you go to bed?



3. When do you get up?
4. How do you feel if you don't have a sound sleep?
5. What will you do if you are sleepy and feel bored and depressed?
6. What will you do if you want to have a sound sleep?
7. What do your parents say?



**7. Work in pairs. Give advice (should/shouldn't/had better/take it from me) to your partner. Match the situations (1—9) with the advice (a—i).**

*Example:* I don't keep fit.

You should do more exercise.

1. Jo is fifteen. She's going to a party.
  2. I want to buy this cheap laptop because I don't have enough money for an Apple one.
  3. In spite of the fact that I will have an English test tomorrow I want to go to the cinema with my friends.
  4. Let's rent a car from this company.
  5. Linda has passed her exams and is going to enter the university.
  6. It's three o'clock. Hurry up!
  7. Dan was invited to the barbecue party. He doesn't know what to wear.
  8. I don't want to follow your advice and stay at home.
  9. My essays are excellent and my teacher advises me to be a writer.
- a You shouldn't stay too long. It isn't a good idea to accept a lift home from someone you don't know.
  - b We'd better get to the airport by five or else we may miss the flight.
  - c You should try and read some of the books before you go, but you needn't read them all.
  - d Take it from me, it's worth being a writer, but being a writer isn't easy; it's a lot of mental effort for often not a lot of financial reward.
  - e You'd better do what I say or else you will get into trouble.
  - f Take it from me, it isn't worth buying a cheap laptop.
  - g But I understand that I'd better get back to my homework or my mum will be angry with me.
  - h Take it from me, it's not worth using one of those cheap car-hire companies.
  - i You should wear informal clothes when you go to barbecues parties.





## Spot on Advice

Words frequently used with advice

**Adjectives:** medical, practical, professional, expert.

**Verbs:** ask for, follow, give, get, ignore, need, offer, want, take, accept, receive.

**Ways of giving advice:**

***If you want to give friendly advice use:*** you should; you should not; why don't you; if I were you; you ought to.

***If you want to give stronger advice use:*** you'd better.

***If you want to give advice based on your own experience use:*** take it from me.



**8. Work in pairs. Take turns to give and get a piece of advice as to a healthy way of life. Present the pieces of advice you were given by your classmates.**

*Start like this:* My partner told me not to eat too much ice cream.  
My partner told me to eat fruit and vegetables.

**9. Say what you will do if you have problems with a sleep.**

**10. Work in groups. Think of a piece of advice concerning the healthy way of life. Present your ideas to the class.**

**11. Homework. Give a piece of advice to your friend based on the above-mentioned expressions as to a sound sleep in order to feel healthy.**



1. Look at the pictures and say what we are going to talk about at our lesson.



Words to learn:

nutritionist,  
weight,  
cue,  
fullness,  
grain,  
nutrient,  
potassium,  
calcium,  
fibre,  
fat,  
saturated,  
sugary,  
beverage,  
carbohydrate,  
protein,  
mineral,  
vitamin,  
plate.

## Speaking

2. Read these proverbs and sayings and discuss in class.

After dinner sit awhile; after supper walk a mile. (*English*)

Food without hospitality is medicine. (*Indian*)

Before cooking one must have provisions. (*African*)

Weekends are a bit like rainbows — they look good from a distance but disappear when you get up close to them. (*John Shirley*)

What is our life if, full of care, we have no time to stand and stare?  
(*William H. Davies*)

3. Work in pairs. Ask each other what about the food you like and dislike to eat.

4. Read and discuss in class. Food is fuel. Our minds and bodies depend on it because of the energy for being healthy and strong. But what do you think of this expression: «You are what you eat»?

5. Read the words and their definitions and make up sentences with these words.

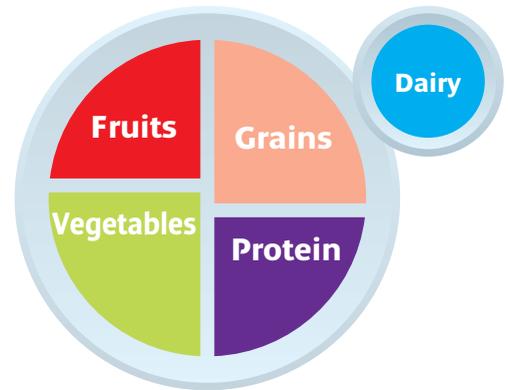
1. nutritionist [nju:'trɪʃənɪst] *noun* a person who is a food expert
2. weight [weɪt] *noun* how heavy somebody or something is
3. cue [kju:] *noun* a signal for somebody to do something
4. fullness ['fʊlnəs] *noun* the quality of being complete or large



5. grain [greɪn] *noun* seeds of food plants such as rice, wheat, buckwheat, etc.
6. nutrient ['nju:triənt] *noun* substance that gives people energy and power to live and grow
7. potassium [pə'tæsiəm] *noun* a chemical element (K)
8. calcium ['kælsiəm] *noun* a chemical element (Ca)
9. fibre ['faɪbə(r)] *noun* the part of food that helps to keep a person healthy
10. saturated ['sætʃəreɪtɪd] *adj* completely wet
11. sugary ['ʃʊgəri] *adj* containing a big amount of sugar
12. beverage ['bevərɪdʒ] *noun* any type of drink except water
13. carbohydrate  
[ˌkɑ:bəv'hɑɪdreɪt] *noun* a natural substance
14. protein ['prəuti:n] *noun* a natural substance
15. mineral ['mɪnərəl] *noun* a substance that is present in the earth, in food and drink or in the human body and is essential for good health
16. vitamin ['vɪtəmɪn] *noun* a natural substance that helps humans and animals grow and stay healthy
17. fat [fæt] *noun* a substance in the bodies of humans and animals as a reserve energy source



6. Look at the USDA's MyPlate. Give your opinion on what it is.



## Listening

7. Listen to the text and fill in the missing words. These words can help you: *sugar, group, healthy, protein, dairy.*



MyPlate illustrates the five food groups: Grains, Vegetables, Fruits, Dairy and Protein Foods. They are the building blocks for a healthy<sup>(1)</sup> diet using a familiar image — a place setting for a meal. The bigger the portion of the plate is, the more foods from that food \_\_\_\_\_<sup>(2)</sup> should be in people's diet.

MyPlate is divided into sections of approximately 30 % grains, 40 % vegetables, 10 % fruits and 20 % \_\_\_\_\_<sup>(3)</sup>, accompanied by

- Read the text.

- What is it about?

- What is the main idea?

- What are the key words?

- Translate them.

- If you don't know any words, work with your partners or consult a dictionary.

- Translate the text.

a smaller circle representing dairy, such as a glass of milk or a yogurt cup.

MyPlate is supplemented with additional recommendations, such as «Make half of your plate fruits and vegetables», «Switch to 1 % or skim milk», «Make at least half of your grains whole», and «Vary your protein food choices». The guidelines also recommend portion control while still enjoying food, as well as reductions in sodium and \_\_\_\_\_<sup>(4)</sup> intakes.

In unveiling MyPlate, First Lady Michelle Obama said, «Parents don't have the time to measure out exactly three ounces of chicken or to look up how much rice or broccoli is in a serving. But we do have time to take a look at our kids' plates. And as long as they're eating proper portions, as long as half of their meal is fruits and vegetables alongside their lean proteins, whole grains and low-fat \_\_\_\_\_<sup>(5)</sup>, then we're good. It's as simple as that».

Before you eat, think about what is on your plate, in your cup, in your bowl.

## Reading

### 8. Read the text and answer the questions.

Food is very important for our lives. It gives us energy for growth, mental and physical work. Some food may be very popular in one part of the world and may not be eaten in the others. Eating habits vary in different countries. The usual meals are breakfast, lunch, dinner and supper.

Our food has six important components: carbohydrates, vitamins, minerals, water, proteins and fibre.

Carbohydrates give us energy. They are in bread, rice, potatoes and pasta. Vitamins are important for our eyes, skin, bones, and hair. They are in many types of food, fruit, and vegetables.

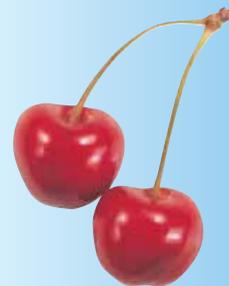
Minerals make our bones and teeth strong. They are in milk, vegetables, fruit, eggs, meat, cereals, and other food.

Water is important for our blood. It cleans our body from the inside.

Protein helps us grow and gives us energy. It is in meat, fish and milk.

Fibre cleans our body from the inside. It is in nuts, beans and cereals.

1. Why is food important for us?
2. What components does our food have?
3. What foods are carbohydrates in? What do they give us?
4. What foods are vitamins in? What parts of our body are they important for?
5. What do minerals do for us? What foods are they in?
6. What foods is protein in? What is protein for us?





7. What cleans our body from the inside?
8. What foods is fibre in?

### 9. Work in class. Play the game «A Is for Apple».

In this game, list on a sheet of paper as many healthy foods as possible by the initial letter. In 30 seconds, the teacher calls, «Change!» Exchange your piece of paper for another letter, read the foods written on the list, and then add to the list some more.



### 10. Read nutritionist's advice. Do you follow it?

#### 10 Tips to a Great Plate

1. *Balance calories.* Find out how many calories you need for a day as one of the first steps in managing your weight. Find your calorie level. Being physically active also helps you balance calories.

2. *Enjoy your food, but eat less.* Take the time to fully enjoy your food as you eat it. Eating too fast or when your attention is elsewhere may lead to getting too many calories.

3. *Avoid oversized portions.* Use a smaller plate, bowl, and glass. When eating out, choose a smaller-size option, share a dish, or take home part of your meal.

4. *Foods to eat more often.* Eat more vegetables, fruits and whole grains. These foods have the nutrients you need for health — including potassium, calcium, vitamin D, and fibre. Make them the basis for meals and snacks.

5. *Make half of your plate fruits and vegetables.* Choose red, orange, and dark green vegetables like tomatoes, sweet potatoes, and broccoli, along with other vegetables for your meals. Add fruit to meals as part of main or side dishes or as a dessert.

6. *Switch to fat-free or low-fat (1 %) dairy.* They have the same amount of calcium and other essential nutrients as whole milk, but fewer calories and less saturated fat.

7. *Make half of your grains whole grains.* To eat more whole grains, substitute a whole-grain product for a refined product — such as eating wholewheat bread instead of white bread or brown rice instead of white rice.

8. *Foods to eat less often.* Cut back on foods high in solid fats, added sugars, and salt. They include cakes, cookies, ice cream, candies, sweetened drinks, pizza, and fatty meats like sausages, bacon, and hot dogs. Use these foods as occasional treats, not everyday foods.



9. *Compare sodium in foods.* Use the Nutrition Facts label to choose lower-sodium versions of foods like soup, bread, and frozen meals. Select canned foods labelled «low sodium», «reduced sodium», or «no salt added».

10. *Drink water instead of sugary drinks.* Cut calories by drinking water or unsweetened beverages. Soda, energy drinks, and sports drinks are a major source of added sugar, and calories.

**11. Work in a group of 3. Make your own list of 10 Tips to a Great Plate (see Ex. 10).**

Use these expressions to help you:

balance calories; enjoy your food, but eat less; avoid oversized portions; foods to eat more often; make half of your plate fruits and vegetables; switch to fat-free or low-fat (1 %) milk; make half of your grains whole grains; foods to eat less often; compare sodium in foods; drink water instead of sugary drinks.



## Speaking

**12. Work in class. Discuss what foods are really healthy.**

*e.g. Is lasagne healthy? Yes, it contains meat that provides a human body with energy.*

**13. Work individually. List everything you ate and drank for dinner last night (including snacks and beverages after dinner). Say if you eat healthy food or junk food.**

**14. Work in pairs.**

a Mark each item on your dinner list with the name of the food group(s) represented by the food. Some foods represent more than one group.

*e.g. Lasagne has items from the Protein, Dairy, Grain, and Vegetable groups.*

*Junk foods, such as soda water, candy, and other desserts can be classified as «extras».*





- b Compare your marked dinner lists to the Plate recommendations (see Ex. 7). Discuss with the partner if your dinner contained foods from each food group.
- c Give a short feedback whether your partner is following a balanced diet (containing foods from all the useful groups).

## Listening

**15. Listen to a Fashion Expert about Body Image. Read the sentences and mark them T (true) or F (false).**

1. Advertising influences healthy lifestyle.
2. Ads often irritate people.
3. McDonald's and Skittles' ads contribute to healthy lifestyle.
4. The height may be changed.
5. Images presented by mass media may make people feel dissatisfied.



### REMEMBER!

- Eat less salt, sugar and saturated fat.
- Eat more raw fruit and vegetables, limit bread and other foods rich in fibre.
- If you want to lose weight, do it gradually. People who lose weight quickly usually put it back on quickly, too.
- Eat regularly — your body needs a steady flow of energy.
- Drink five or six glasses of water per day.
- Get plenty of variety in your diet.
- Check the labels on packets and tins to see what they actually contain.



## 16. Work in a group of 3.

Create an advertisement completed with your own slogan, song, or poem to promote a healthy food and/or healthy living choices for the «Be Your Best You» campaign.

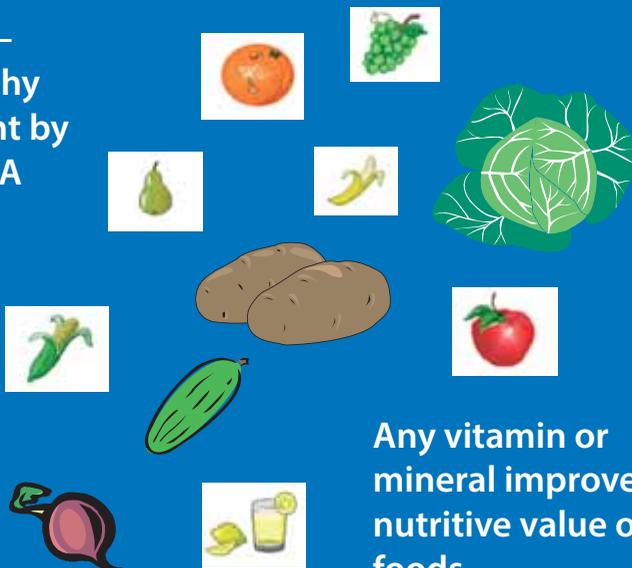
Follow these tips.

A good slogan should:

- make the audience desire the product;
- be delivered in a clever or attractive way that grabs attention;
- be difficult to forget.

### FRUITS AND VEGETABLES GROUP

Fruits/Vegetables — help you have healthy gums, good eyesight by providing Vitamins A and C.

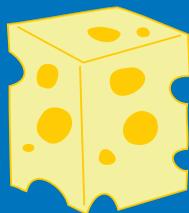


Any vitamin or mineral improves nutritive value of foods.

### MILK GROUP

Dairy — builds teeth and bones by providing calcium.

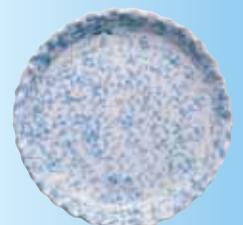
Cheese



Milk



Ice cream



- Divide into groups.
- Think of the design of: a poster, a brochure, a leaflet, a letter.
- Think of the materials you need: paper, pencils, crayons, scissors.
- Take some pictures to make the poster brighter and more attractive.
- Think up tasks and distribute them.
- Unite the details and present your project to the class.

#### Types of Project Work

1. Information and research projects which include such kinds of work as reports, displays, etc.
2. Survey projects which may also include displays, but with more interviews, summaries, findings.
3. Production projects which suggest work with radio, television, video, wall newspapers.
4. Performance/Organisational projects which are connected with parties, plays, drama, concerts, etc.

## Speaking

### 17. Work in class.

Share your ad campaigns with the class. After each group has shared its slogan with the class, discuss in a group which foods you would like to eat most, based on various slogans.

- a. How did different groups promote their food and make other pupils want to eat it?
- b. Why are healthy media messages important?
- c. How will you try to influence others to make healthy choices?

### Characteristics of Project Work

A project is a piece of work on a particular topic where the content and the presentation are determined principally by the learners. The teacher or the textbook provides the topic, but the project writers themselves decide what they write and how they present it.

The projects are very creative in terms of both content and language. Each project is a unique piece of communication, created by the project writers themselves. In project work, students work together to achieve a common purpose, a concrete outcome (e.g., a brochure, a written report, a bulletin board display, a video, an article for a school newspaper, etc.). But students are not just producing words, they are:

- collecting information;
- drawing pictures, maps, diagrams, and charts;
- cutting out pictures;
- arranging texts and visuals;
- colouring;
- carrying out interviews and surveys;
- possibly making recordings, too.

Lastly, project work gives a clear sense of achievement.

### Question Types

Researchers use three basic types of questions: multiple choice, numeric open end and text open end (sometimes called «verbatim»). Examples of each kind of question follow:

#### Multiple Choice

1. Where do you live?

In the North.

In the East.

In the South.

In the West.

## Numeric Open End

2. How much did you spend on groceries this week?

## Text Open End

3. How can our company improve working conditions?

### Data Analysis



The final stage of the school survey project involves the analysis of the data and creation of a representative display. The information is organised into a graph or chart to answer the original question.

For proper data analysis, separate the answers from each question to form a total for each. For example, make a list of all the responses for question one, then a list of all the responses for question number 2.

Make sure your purpose is clearly stated and presented in a logical way. Surveys can be very interesting and revealing. Have fun with your project!

**18. Work in groups. Read the results of the survey above and make your own survey.**

### You are what you eat Research Questions

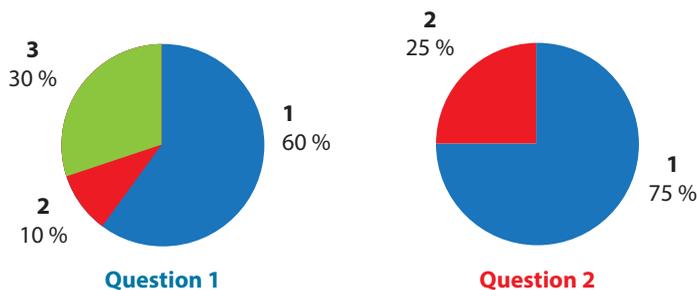
Question 1: If you want to become slim, is it better to eat small snacks of food frequently during the day or eat big portions, but seldom?

- 1) To eat small snacks, but frequently.
- 2) To eat big portions, but seldom.
- 3) To eat as much as you can, but to do sport.

Question 2: Is it easier to be a vegetarian or a non-vegetarian?

- 1) It is easier to be a vegetarian.
- 2) It is easier to be a non-vegetarian.

### Data analysis



1. Establish the goals of the project  
— What you want to learn

2. Determine your sample  
— Whom you will interview

3. Choose interviewing methodology  
— How you will interview

4. Create your questionnaire  
— What you will ask

5. Pretest the questionnaire, if practical  
— Test the questions

6. Conduct interviews and enter data  
— Ask the questions and keep the answers

7. Analyze the data  
— Produce the reports

Words to learn:

imaginative,  
adventurous,  
daring,  
weird,  
tiring,  
pitch,  
to mow,  
push-up,  
to embroider.

1. Discuss with your partner what kinds of people usually enjoy the hobbies presented in the pictures given below. These words can help you: *quiet, active, imaginative, adventurous, daring, artistic, creative.*

e.g. *I think that daring people usually choose hobbies like mountain climbing or cycling.*

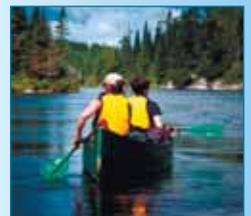
What hobbies do you take up?



2. Read the words and their definitions and make up sentences with these words.

1. imaginative [ɪ'mædʒɪnətɪv] *adj* having new and exciting ideas; inventive
2. adventurous [əd'ventʃərəs] *adj* willing to take risks
3. daring ['deərɪŋ] *adj* willing to do dangerous things; brave
4. weird [wɪəd] *adj* strange, unusual
5. tiring ['taɪərɪŋ] *adj* exhausting

- |  |   |
|--|---|
| 6. pitch [pɪtʃ] <i>noun</i>                | an area of ground for playing a sports game                                   |
| 7. to mow [məʊ] (mowed, mown) <i>verb</i>  | to cut grass, etc. using a machine or a special tool                          |
| 8. push-up [ˈpʊʃʌp] <i>noun</i>            | press-up  |
| 9. to embroider [ɪmˈbrɔɪdə(r)] <i>verb</i> | to decorate cloth with a pattern of stitches using threads of various colours |



## Listening

**3. Listen to the texts and match the number of the texts to the pictures. Say which of the hobbies in the pictures you have tried/you would like to try and why. Several pictures can be suitable for each text.**



**4. Discuss your hobbies in class. These words can help you: exciting, weird, dangerous, stressful, boring, relaxing, easy, tiring, cheap.**

**A:** *Have you ever tried mountain climbing?*

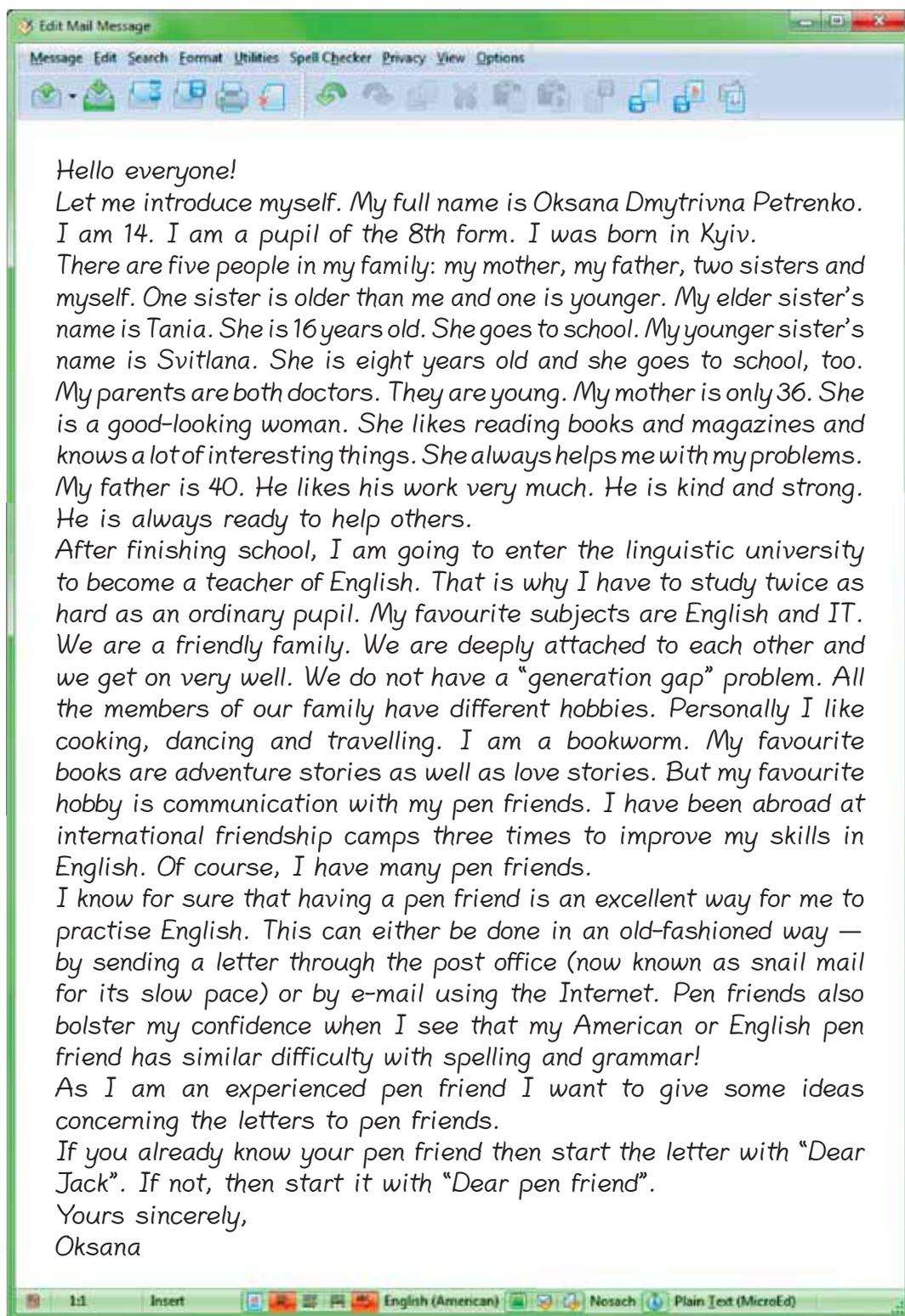
**B:** *No, I haven't. It looks dangerous.*

Is doing sport a hobby?

Are you interested in taking up a hobby?

Do you want to invite your friends to join your hobby group?

## 5. Read Oksana's email.



*Hello everyone!*

*Let me introduce myself. My full name is Oksana Dmytrivna Petrenko. I am 14. I am a pupil of the 8th form. I was born in Kyiv. There are five people in my family: my mother, my father, two sisters and myself. One sister is older than me and one is younger. My elder sister's name is Tania. She is 16 years old. She goes to school. My younger sister's name is Svitlana. She is eight years old and she goes to school, too. My parents are both doctors. They are young. My mother is only 36. She is a good-looking woman. She likes reading books and magazines and knows a lot of interesting things. She always helps me with my problems. My father is 40. He likes his work very much. He is kind and strong. He is always ready to help others.*

*After finishing school, I am going to enter the linguistic university to become a teacher of English. That is why I have to study twice as hard as an ordinary pupil. My favourite subjects are English and IT. We are a friendly family. We are deeply attached to each other and we get on very well. We do not have a "generation gap" problem. All the members of our family have different hobbies. Personally I like cooking, dancing and travelling. I am a bookworm. My favourite books are adventure stories as well as love stories. But my favourite hobby is communication with my pen friends. I have been abroad at international friendship camps three times to improve my skills in English. Of course, I have many pen friends.*

*I know for sure that having a pen friend is an excellent way for me to practise English. This can either be done in an old-fashioned way — by sending a letter through the post office (now known as snail mail for its slow pace) or by e-mail using the Internet. Pen friends also bolster my confidence when I see that my American or English pen friend has similar difficulty with spelling and grammar!*

*As I am an experienced pen friend I want to give some ideas concerning the letters to pen friends.*

*If you already know your pen friend then start the letter with "Dear Jack". If not, then start it with "Dear pen friend".*

*Yours sincerely,  
Oksana*

## 6. Read Oksana's advice. Use them as a plan to write your own letter.

### Starting the first letter

- Hi! How are you? I'm fine.
- I am happy to be your pen friend.
- I will introduce myself to you.
- I will tell you about my family.

### Starting the second letter

- Hi! How are you? I'm fine.
- I enjoyed reading your letter very much.
- Thank you for your e-mail.
- Thank you for your letter, it was great.
- Thank you for writing back.
- Thanks a lot for writing back to me.
- Thanks for the last letter.
- Hello! Thank you for your letter. It was great!

### Starting the second letter with an apology

- I am sorry I did not reply earlier.
- I am sorry that it has been a long time since I last wrote.
- I have been busy at school.
- I had exams at school.
- I have been ill.

### Saying goodbye

- Bye for now and write back soon!
- I hope to hear from you soon.
- Write back soon!
- I hope you will write soon.
- I look forward to hearing from you!
- Please don't forget to answer my letter.
- From your new friend.
- Yours sincerely.
- Your pen friend.

### Foolproof rules for keeping pen friends

1. Choose your pen friend carefully. You want to look forward to both writing and receiving letters, so choose someone in whom you are genuinely interested. Choose someone with whom you can be honest. Choose a «safe» person.
2. Buy beautiful stationery. The paper you write on doesn't have to be expensive, but it should be interesting! Your pen friend will thank you for the variety, and hopefully they'll return with a diverse collection themselves.



3. Don't make small talk. You have a very limited amount of space in each card, so don't waste a word! Instead, write what's on your mind, what's weighing on your heart, what you need advice on.
4. Write back! For example, write a letter a week. And if time gets away from your pen friend just pick it back up on your end. No pressure. No guilt. Just love in words.



### Spot on enjoyable relationship with pen friends

- 1) Let your pen friend get to know you.
- 2) Take an interest in getting to know your pen friend.
- 3) Satisfy yourself with the frequency that your pen friend can write.
- 4) Take care not to ask for too many favours.
- 5) Don't ask for gifts.
- 6) Enjoy the relationship with your pen friend.

These are just tips. They are not rules for every pen friend relationship. If you wonder whether your pen friends might be bothered by something, ask them about it. Also, let your pen friends know if something in the relationship is bothering you. Keep the lines of communication open.



### 7. Tell about yourself using the plan below.

- 1) What is your name?
- 2) Where and when were you born?
- 3) What is your family like?
- 4) Where do you study?
- 5) What are your favourite subjects?
- 6) What are you planning to be?
- 7) What do you do at your leisure time?

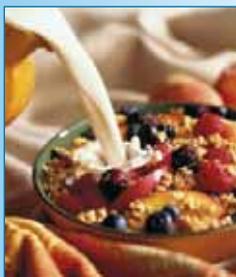
## Speaking

8. Work in pairs. Take turns to ask and answer questions about your hobbies.

9. Group work. Make the survey «How Teens Spend Their Free Time».

10. Work in pairs. What shouldn't you do if we talk about a healthy way of life? Give your reasons. And what should you do to be healthy? These words will help you:

to do everything in time, not to do everything at the last minute, not to waste time, not to be late, to plan ahead, not to take drugs, not to smoke, to give up smoking, to go in for sport, to be punctual,



to go to bed and wake up at the same time, not to drink much coffee, not to eat much chocolate, to go to sleep early and get up early, not to watch much TV, not to play computer games day and night, to air the room, to do morning exercises, to go for walks, to be organised, not to be a lazybones, to work hard, not to be disorganised.

## Grammar in Use

### Phrasal Verbs

take **after** someone — to resemble one's parents in character or looks

take **away** — to remove

take **someone for someone** — to confuse with somebody else, mistake for someone

take **off** — 1. to remove (clothes);  
2. to lift off (about a plane)

take **up** — 1. to begin doing something new;  
2. to use (time, space)

He takes after his father in appearance.

Only time can take away her pain.

Who do you take me for?

1. He always takes off his school uniform after coming back home from school.
2. The plane took off at 7:00.
1. She took up painting last year.
2. This huge wardrobe takes up a lot of space.

### 11. Complete the sentences.

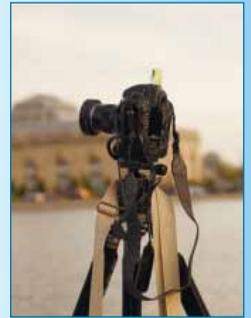
1. Gardening takes up a lot of time.
2. She took \_\_\_\_\_ the food.
3. She takes \_\_\_\_\_ her mother in character.
4. He took \_\_\_\_\_ his coat.
5. Sorry, I took you \_\_\_\_\_ your sister.
6. Your daughter doesn't take \_\_\_\_\_ you at all.
7. Anxiety has taken \_\_\_\_\_ his appetite.
8. Do you take me \_\_\_\_\_ a fool?
9. He took \_\_\_\_\_ my wet boots and made me sit by the fire.
10. He takes \_\_\_\_\_ his duties next week.
11. I won't take \_\_\_\_\_ your time any more.

## Writing

**12. Your school has decided to start a hobby centre. Make a poster to advertise it. Include:**

- the name of the centre
- the activities it offers
- the contacts.

**13. Homework. Write a letter to your pen friend about your hobby. Switch on your imagination and persuade him/her to take up this hobby, too.**



## 1. Pre-reading task.

Look at the pictures of these creatures. What are they?

- Have you ever seen any of them?
- Would you like to meet any?
- Are you afraid of ghosts?



## 2. Look at the title of the story and the picture. What do you think the story is about?

## 3. Read the new words and their definitions. Translate these words.

- |                                |   |
|--------------------------------|---|
| 1. to be frightened into a fit | to feel afraid  |
| 2. valuation                   | the process of deciding how much money something is worth   |
| 3. to reckon                   | to think, to have a particular opinion about someone or something   |
| 4. to warn                     | to tell someone that something bad or dangerous may happen  |
| 5. fawn                        | a young deer  |
| 6. to swish                    | to move or make something move quickly through the air with a quiet sound                                     |
| 7. circumstances               | the conditions that affect a situation  |
| 8. guilty                      | ashamed and sorry because of having done something wrong  |
| 9. to interfere                | to deliberately become involved in a situation and try to influence it although you have no rights to do this |
| 10. trace                      | a small sign that shows that someone or something was present   |
| 11. peal                       | a sudden loud sound of laughter, thunder, etc.  |
| 12. to assure                  | to tell someone that something will definitely happen or is definitely true                                   |

## 4. Read the text and complete the table.



## The Canterville Ghost

### CHAPTER I

When Mr Hiram B. Otis, the American Minister, bought Canterville Chase, everyone told him he was doing a very foolish thing, as there was no doubt at all that the place was haunted. Indeed, Lord Canterville was a man of honour and he had felt his duty to mention this fact to Mr Otis when they came to discuss terms.

«We have not cared to live in the place ourselves», said Lord Canterville. «Some years ago my grandaunt, the Duchess of Bolton, was frightened into a fit by two skeleton hands being placed on her shoulders as she was dressing for dinner. And I have to tell you, Mr Otis, that the ghost was seen by several living members of my family, too. And Lady Canterville often got very little sleep at night, because of the mysterious noises that came from the corridor and the library.»

«My Lord», answered the Minister, «I will take the furniture and the ghost for a valuation. I come from a modern country, where we have everything that money can buy. I reckon that if there were such a thing as a ghost in Europe, we'd have it at home in a very short time in one of our public museums».

«I fear that the ghost exists», said Lord Canterville, smiling. «It has been well-known for three centuries, since 1584, and if you don't mind a ghost in the house, it is all right. Only you must remember I have warned you.»



A few weeks after this, the purchase was completed; the Minister and his family went down to Canterville Chase. Mrs Otis was a very beautiful, middle-aged woman with fine eyes and a superb profile. Her eldest son Washington was a fair-haired, rather good-looking young man, well known as an excellent dancer.

Miss Virginia E. Otis was a little girl of fifteen, lithe and lovely as a fawn, with large blue eyes.

After Virginia, the twins came, who were usually called «The Stars and Stripes», as they were always getting swished. They were delightful boys.

It was a lovely July evening, and the air was delicate. But as they entered the avenue of Canterville Chase, however, the sky became suddenly overcast with clouds, and, before they reached the house, some big drops of rain had fallen.

An old woman was standing on the steps to receive them. She was neatly dressed in a black silk dress with a white cap and apron. This was Mrs Umney, the housekeeper. And she said in an old-fashioned manner, «I bid you welcome to Canterville Chase». Following her, they passed the hall and entered the library, a long, low room at the end of which was a large window. Here they found tea laid out for them, they sat down and began to look round, while Mrs Umney was waiting for them.

Suddenly Mrs Otis caught a sight of a dull red stain on the floor just by the fireplace and said to Mrs Umney, «I am afraid something has been spilt there».

«Yes, madam», replied the old housekeeper in a low voice, «blood has been spilt on that spot».

«How horrid», cried Mrs Otis. «I don't care at all for blood stains in a sitting-room. It must be removed at once».

The old woman smiled, and answered in the same low, mysterious voice, «It is the blood of Lady Eleanor de Canterville, who was murdered on that very spot by her own husband, Sir Simon de Canterville, in 1575. Sir Simon has disappeared suddenly under very mysterious circumstances. His body has never been discovered, but his guilty spirit still haunts the Chase. The blood stain has been much admired by tourists and others, and cannot be removed».

«That is all nonsense», cried Washington Otis. «Pinkerton's Champion Stain Remover will clean it up in no time», and before the terrified housekeeper could interfere he had fallen upon his knees, and was rapidly scouring the floor with a small stick. In a few moments no trace of the blood stain could be seen.

«I knew Pinkerton would do it», he exclaimed triumphantly, but no sooner he had said these words a terrible flash of lightning lit up the room, a fearful peal of thunder made them all start to their feet, and Mrs Umney fainted.

«What a monstrous climate!» said the American Minister. «I guess the old country is so overpopulated that there is no good weather for everybody.»

«My dear Hiram», cried Mrs Otis, «what can we do with a woman who has fainted?»

«Don't pay attention», answered the Minister, «she won't faint after that». And in a few moments Mrs Umney certainly came to life.

«I have seen the things with my own eyes, sir», she said, «that will make any Christian's hair stand on end». Mr Otis and his wife warmly assured the honest soul that they were not afraid of ghosts.

**5. Look at the table. What are these people? Complete the first column.**

NAMES	WHAT THESE PEOPLE ARE	THEIR CHARACTERISTICS
Mr Hiram B. Otis		
Lord Canterville		
Mrs Otis		
Washington		
Virginia E. Otis		
The twins		
Mrs Umney		
Sir Simon de Canterville		
Lady Eleanor de Canterville		

**6. Mark the statements T (true) or F (false). Correct the false statements.**

- 1. Lord Canterville was a noble man.
- 2. Mr Otis was afraid of ghosts.
- 3. Washington was a very creative young man.
- 4. The twins were very calm and well-behaved children.
- 5. Mrs Umney was a very sensitive woman.
- 6. Virginia was the youngest in the family.

**7. Look through the text again and complete the second column in Ex. 5.**

## I. Read the text and say what it is about.

## AUSTRALIA

The ancient Greek philosophers and geographers such as Aristotle and Pythagoras first postulated the existence of a Great Southern Land more than 2000 years ago. They believed such a continent must exist in order to keep the Earth in balance.

Sixty thousand years ago ancient Aboriginal people had come to an island continent long before the Europeans' arrival. They had named its plants and birds and animals, mapped the land's great features, recorded its history and established their own unique relationship with its warm, red earth. For thousands of generations they had passed on this knowledge in songs and dances, in rock art and engravings.

Of course, the first European explorers were impressed greatly and named Australia the land of parrots because of brightly coloured birds living in the trees. It was a bizarre country, with black swans, strange trees, kangaroos, koalas, platypuses and beautiful coloured birds. And though in 1788, the landing of the Europeans brought irreparable changes to the Aborigines, Australia is left a unique country. A trip to Australia remains one of the world's ultimate journeys. And even nowadays for many travellers it is an epoch-making event in their lives.



- |                                 |  |
|---------------------------------|--|
| 1. to postulate ['pɒstjuleɪt]   | обумовлювати; приймати без доказів           |
| 2. Aboriginal [ˌæbə'riːdʒənəl]  | первісний; корінний                          |
| 3. Aborigines [ˌæbə'riːdʒɪniːz] | аборигени; корінні жителі                    |
| 4. to map [mæp]                 | наносити на карту; складати (креслити) карту |
| 5. feature ['fi:tʃə(r)]         | особливість; ознака                          |
| 6. to record [rɪ'kɔːd]          | записувати; фіксувати; увічнювати            |
| 7. to establish [ɪ'stæblɪʃ]     | створювати; установлювати; закладати         |



- |                                |   |
|--------------------------------|---|
| 8. engraving [ɪn'greɪvɪŋ]      | гравірування; вирізане (вирізьблене) зображення |
| 9. platypus ['plætɪpəs]        | качкодзьоб                                      |
| 10. bizarre [bɪ'zɑ:]           | чудний, дивний                                  |
| 11. irreparable [ɪ'repərəbl]   | непоправний; безповоротний                      |
| 12. ultimate ['ʌltɪmət]        | найвіддаленіший                                 |
| 13. epoch-making [ɪ'pɒkmeɪkɪŋ] | епохальний                                      |

**II. Read the text again, look at the underlined words and try to explain them. Choose any three words and make some sentences.**

**III. Fill in the correct words from the list below. Use the words only once.**

Plants and birds and animals, the existence of Australia, the land's great features, their own unique relationship, its history, bizarre, brightly coloured, ultimate, ancient Aboriginal, parrots.

- |                     |                      |
|---------------------|----------------------|
| 1. postulated ..... | 6. established ..... |
| 2. .... people      | 7. land of .....     |
| 3. named its .....  | 8. .... country      |
| 4. mapped .....     | 9. .... birds        |
| 5. recorded .....   | 10. .... journey     |

**IV. Answer the questions.**

- Who postulated the existence of Australia first?
- Who had come to an island continent long before the Europeans' arrival?
- What did the first Europeans do?
- How did the first European explorers name Australia and why?
- What kind of country is Australia?

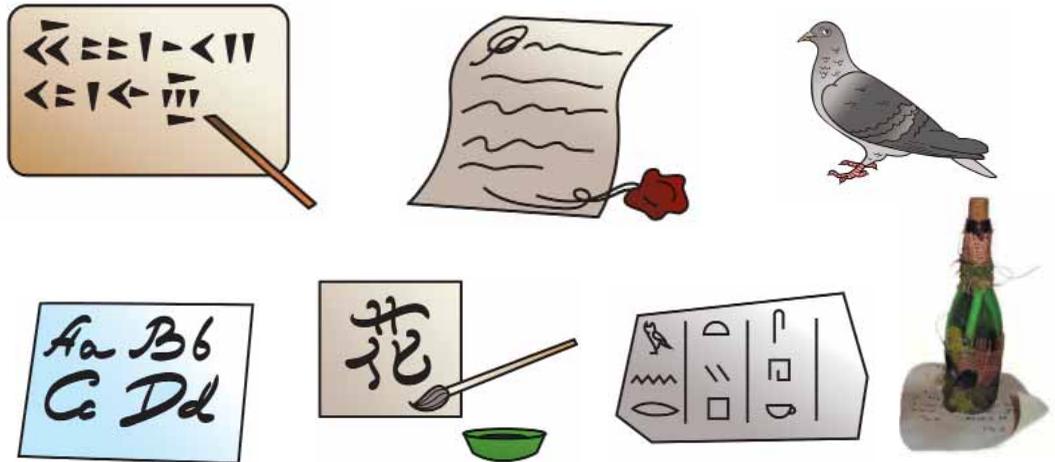


**Words to learn:**

messenger pigeon,  
 newspaper,  
 local paper,  
 weekly paper,  
 the press,  
 the popular press,  
 mass media,  
 tabloid,  
 magazine,  
 matters,  
 to subscribe,  
 quality press,  
 daily.

1. Use these words and pictures to express your ideas. Say how people communicated in the past.

Paintings, drawings, signs, symbols, alphabets, songs, dances, letters, flags, fire, birds (pigeons), messengers, Morse code, bottles.



2. Discuss in class how people are informed nowadays. Use these pictures.



**3. Read the words and their definitions and make up sentences with these words.**

- |  |  |
|--|--|
| 1. newspaper<br>['nju:speɪpə(r)] <i>noun</i>     | a set of large folded sheets of paper containing news, articles, pictures, etc.  |
| 2. local paper<br>['ləʊkəl peɪpə(r)] <i>noun</i> | a newspaper that gives news mainly about the town or area where it is published  |
| 3. daily ['deɪlɪ] <i>noun</i>                    | a newspaper that is published every day, except Sunday   |
| 4. weekly ['wi:kli] <i>noun</i>                  | a newspaper or magazine that is published once a week  |
| 5. magazine [,mæɡə'zi:n] <i>noun</i>             | a large, thin book with a paper cover, which contains stories, articles, photographs, and sometimes news                               |
| 6. press [pres] <i>noun</i>                      | newspapers and the people who write for them   |
| 7. popular press<br>['pɒpjʊlə pres]              | newspapers that are read by a lot of people, usually for entertainment   |
| 8. quality press<br>['kwɒlɪtɪ pres]              | serious newspapers with a high standard of reporting   |
| 9. media ['mi:diə] <i>noun</i>                   | all the organisations that are involved in providing information to the public, especially newspapers, television, radio, the Internet |
| 10. tabloid ['tæblɔɪd] <i>noun</i>               | a newspaper that does not contain much serious news, but has stories about famous people, their private life, sport and events         |
| 11. broadsheet ['brɔ:dʃi:t] <i>noun</i>          | a newspaper printed on a large sheet of paper, generally considered more serious than smaller newspapers                               |



**4. Look at the pictures, describe them. Say what you think of these people and their reading tastes.**

These expressions can help you:

- to be extremely interested in;
- to be fond of;
- to enjoy reading;
- to have different tastes;
- just to look through;
- a choice of magazines and newspapers;
- good for enjoyment and relaxation.





## Reading

### 5. Read the text and answer the questions.

In the UK we have two main kinds of newspapers: broadsheets and tabloids. Originally these names came from the size of the newspapers. A tabloid format was smaller and the broadsheet format newspaper was bigger.

But nowadays when we talk about tabloids and broadsheets, we talk about two different kinds of newspapers: easy reading and quality newspapers.

Tabloids report news in a very condensed form. They write about celebrities, the British Royal Family, sport, crime stories and scandals. Broadsheets give their readers long, detailed reports on the latest news and focus on more serious things: politics, economy of the government, international events, business, culture.

1. What was the difference between tabloids and broadsheets in the past?
2. What is the difference between them nowadays?
3. What do tabloids write about?
4. What do broadsheets focus on?



### 6. Complete the sentences with the following words and expressions. Some words can be used more than once.

intriguing headlines, broadsheets, tabloids, reliable, serious things, The Times

1. There are two main types of newspapers in the UK — broadsheets and tabloids.
2. \_\_\_\_\_ are bigger and heavier, they write about ... and their information is usually very \_\_\_\_\_.
3. The English Queen starts her day with one of them — \_\_\_\_\_.
4. \_\_\_\_\_ are smaller, they have more pictures and photos than serious information, but a lot of people prefer them, because they are more fun. Their \_\_\_\_\_ attract millions of readers every day.



**7. Which of the facts refer to tabloids and which to broadsheets? Complete the table.**

Broadsheets	Tabloids
1,	3,

1. They are heavier.
2. Their information is always very reliable.
3. You can find jokes and crossword puzzles there.
4. Business people start their day with them.
5. Sometimes they don't check their information and get in trouble for that.
6. They always separate facts and comments.
7. They publish a lot of photographs.
8. They write a lot about celebrities and their secrets, scandals and private life.
9. They publish horoscopes.
10. They never publish gossip.
11. More people buy them.
12. They use intriguing headlines.
13. Sometimes they write about small unimportant events because they're interesting for readers.
14. They publish the opinion of the best experts from different spheres from all over the world.
15. One of their main topics is politics.
16. They have a weather forecast.



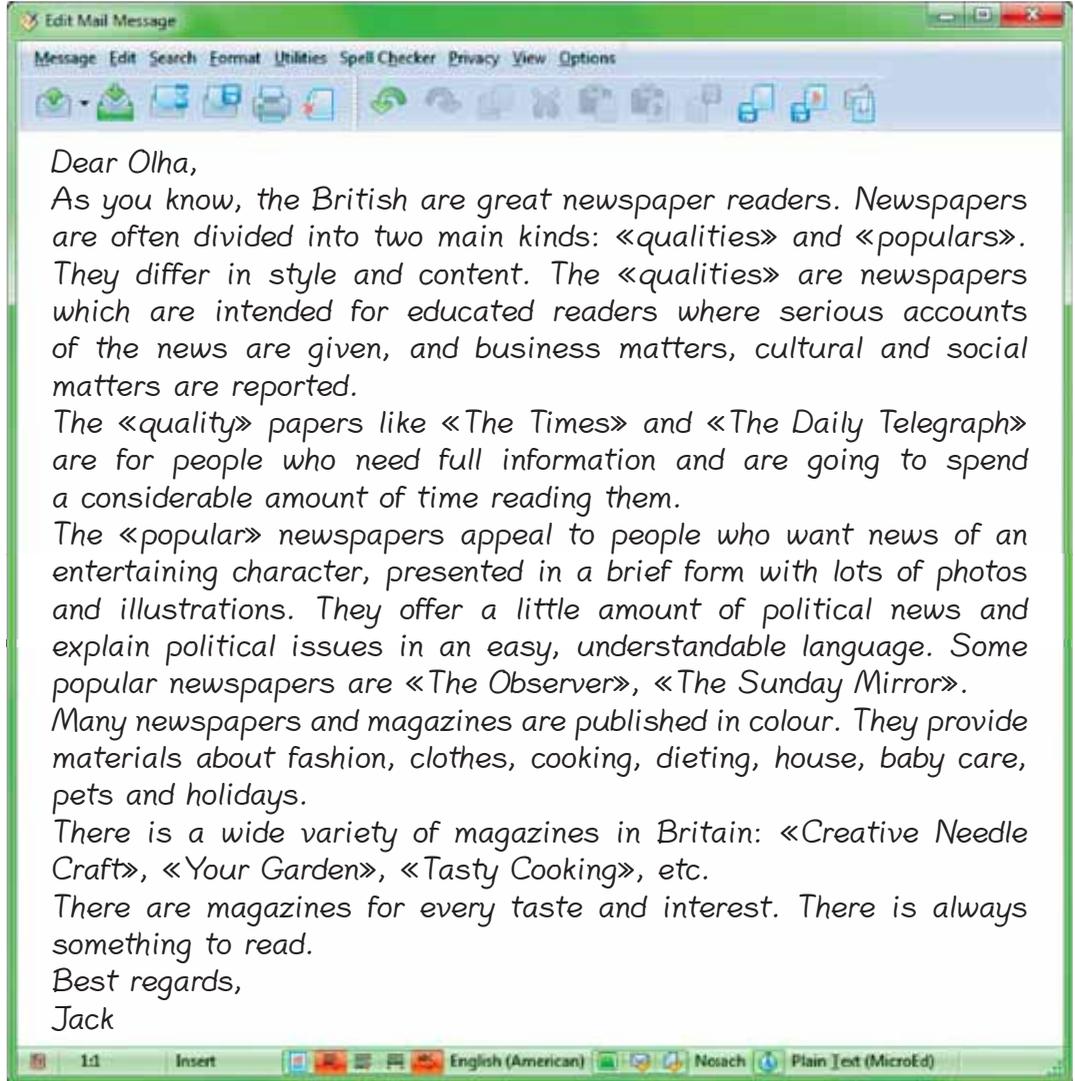
**Dealing with the Table.**

- Read the task.
- What words do you think relate to the topic?
- Work in pairs or in groups and collect the information.
- Share the information with your friends.
- Complete the table.

## Spot on E-mail Communication.

- Assume everything you write is a public document.
- Avoid talking about other people in an e-mail message.
- Use proper grammar and sentence structure. Spell-check your message!
- If your message includes a request, always close it with a thank you to the recipient for considering it.
- Do not expect or demand an immediate response.
- Re-read your message before sending it, and rephrase if necessary.

## 8. Read Jack's e-mail to Olha. He is telling her about mass media in Great Britain. Say what newspapers and magazines are mentioned in Jack's e-mail.



## 9. Work in groups. Answer the questions.

- What newspapers or magazines do people read in Great Britain and Ukraine?
- What daily and weekly newspapers in these countries do you know?
- What monthly magazines are popular in these countries?
- Are they women's or men's magazines?
- What language of newspapers and magazines do you prefer?

### Spot on Using Articles

We use the article «the» before the names of the newspapers.

The Osvita, the Silske Zhyttia.

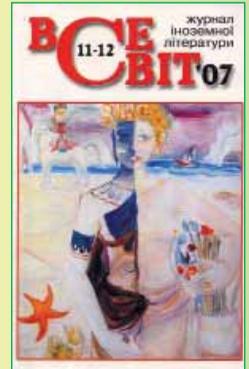
We don't use any articles before the names of magazines.

Dnipro, Vsesvit.

10. Read the names of the newspapers and magazines and complete the table. Add some more. Say which Ukrainian newspapers are published in English.

- The Komanda
- The Day
- The Facts
- The Sportyvna Hazeta
- The Silske Zhyttia
- The Kyivski Vidomosti
- The Osvita
- The Daily Mirror
- The Observer
- Lisa
- The Times
- The Daily Telegraph
- The News from Ukraine
- The Digest
- Artmozaica
- Your Garden
- Tasty Cooking
- Dnipro
- Vsesvit
- Vitchyzna
- Natali

Press	Ukrainian	British	Your favourite
Newspapers			
Magazines			



## Grammar

### Spot on Cardinal Numerals

Cardinal numerals are used in counting. Numerals from thirteen to nineteen are formed by means of the suffix *-teen*. Numerals indicating tens are formed by means of the suffix *-ty*.

0 zero	18 eighteen	90 ninety
1 one	19 nineteen	100 a hundred
2 two	20 twenty	105 a hundred and five
3 three	21 twenty-one	110 a hundred and ten
4 four	22 twenty-two	300 three hundred
5 five	23 twenty-three	305 three hundred and five
6 six	24 twenty-four	1000 a thousand
7 seven	25 twenty-five	1015 a thousand and fifteen
8 eight	26 twenty-six	5526 five thousand, five hundred and twenty-six
9 nine	27 twenty-seven	100 000 a hundred thousand
10 ten	28 twenty-eight	1 000 000 a million
11 eleven	29 twenty-nine	4 882 060 four million, eight hundred eighty-two thousand and sixty
12 twelve	30 thirty	1 000 000 000 a billion
13 thirteen	40 forty	
14 fourteen	50 fifty	
15 fifteen	60 sixty	
16 sixteen	70 seventy	
17 seventeen	80 eighty	





## Dates

Here are the ways of saying years:

1995 — nineteen ninety-five;      1800 — eighteen hundred.

There are two ways of saying years ending in «01» to «09»:

1801 — eighteen oh one; eighteen hundred and one.

2005 — twenty and five; twenty hundred and five.

The numerals **hundred**, **thousand**, **million** in plural are used without the ending -s:

500 — five hundred      4 000 — four thousand

2 000 000 — two million.

When we say telephone numbers, we always say each figure separately. But if a telephone number contains a double number (the first two figures or the last two) we use the word «double», but in the middle we do not use the word «double».

For example:

The number 553\*10\*44 is read double five three one oh double four.

The number 358\*37\*21 is read three five eight three seven two one.

The number 234\*33\*09 is read two three four three three oh nine.

### 11. Write down these figures in words.

1001, 2110, 17, 22, 35, 158, 10, 322, 1234, 567, 69, 563, 679, 1, 2, 6, 9,  
120, 10435, 132987, 1234598

### 12. Play a game. Name as many Ukrainian newspapers and magazines as you can. You've got only two minutes. Find out the winner.

### 13. Homework. Write a piece of information and send an e-mail to Jack about mass media in Ukraine.



1. Listen, read and say if a kind word is really never thrown away and if it is important to say kind words. Do you like to get messages with kind words?

**Wise sayings often fall on barren ground;  
but a kind word is never thrown away.**  
Sir Arthur Helps

2. Read the words and their definitions and make up sentences with these words.

- |  |   |
|--|---|
| 1. to advertise ['ædvətəɪz] <i>verb</i>      | to try to persuade people to buy a product or service by announcing it on television, on the Internet, in newspapers, etc.                      |
| 2. advertisement [əd'vɜ:tɪsmənt] <i>noun</i> | a short film on television or short announcement on the radio or an article in a newspaper that is intended to persuade people to buy something |
| 3. advertising ['ædvətəɪzɪŋ] <i>noun</i>     | the business of making advertisements   |
| 4. to gossip ['gɒsɪp] <i>verb</i>            | to talk about other people or about things that are not important   |
| 5. gossip ['gɒsɪp] <i>noun</i>               | conversation about unimportant subjects, especially people's private lives  |
| 6. to subscribe [səb'skraɪb] <i>verb</i>     | to pay money so that you will regularly receive copies of a newspaper or magazine   |

3. Work in groups. Do this quiz and see how much you know about newspapers.

### The Newspaper Quiz

Newspapers are read by _____ people in the world every day.		
a. 100 million	b. 300 million	c. 1 billion
The printing press was invented by Johann Gutenberg in _____.		
a. 1447	b. 1503	c. 1655
Which newspaper has been published for the longest time in Ukraine?		
a. the Kyivski Vidomosti	b. the Galytska Pravda	c. the Facts
Which of these newspapers is the most popular?		
a. the Kyivski Vidomosti	b. the Galytska Pravda	c. the Facts

Words to learn:

advertising,  
advertisement,  
to advertise,  
gossip,  
gossip column,  
to invent,  
inventor,  
in our columns,  
to publish,  
column.





How many newspaper websites have been created since 1990?		
a. dozens	b. hundreds	c. thousands
The Facts is the Ukrainian most popular daily newspaper. Every day it is bought by about _____.		
a. 785 000 people	b. 368 000 people	c. 1 000 000 people
In what tabloids are the interviews and photographs of famous people published?		
a. Telenedelya	b. Focus	c. Lisa

## Grammar

**4. Read the sentences paying attention to the underlined verbs. Complete the rules below with the words from the box.**

Newspapers are read by people every day.  
 The printing press was invented by Johann Gutenberg.  
 Thousands of newspaper websites have been created.

am/is/are	has been/have been	was/were
-----------	--------------------	----------

We form:

- The Present Simple Passive with \_\_\_\_\_ + the Past Participle
- The Past Simple Passive with \_\_\_\_\_ + the Past Participle
- The Present Perfect Passive with \_\_\_\_\_ + the Past Participle

**5. Find other examples of the Passive in the Quiz. Read these sentences and decide what tense is used.**

**6. Read and match the names of the columns from the newspapers to the definitions.**

Reader's letter	a weekly magazine where the times and details of television programmes, as well as articles about programmes, actors are given
Gossip column	a column where a physical activity in which people compete with one another is described
TV guide	a column where knowledge about the world, especially based on examining, testing, and proving facts is published
International news	the information about something that has happened recently in any country of the world

Science	a written or printed message of the reader that is usually put in an envelope and sent by mail
Sports	a regular article in a newspaper or magazine where the behaviour and private lives of famous people are described

**7. Work in pairs. Complete extracts 1—6 with the correct passive form of the verbs in brackets. Then match them to the newspaper sections below.**

*reader's letter*

*gossip column*

*TV guide*

*international news*

*sports*

*science*

- In your article you say that every year hundreds of mooses are killed (*to kill*) by drivers. But how many car drivers \_\_\_\_\_ (*to kill*) by mooses last year?
- The world 150-metre record \_\_\_\_\_ (*to break*) for the third time this week!
- A new kind of spiders \_\_\_\_\_ (*to discover*). It \_\_\_\_\_ (*to find*) by the scientists in the rain forests during their last expedition.
- Johnny Depp stars in this drama. Depp \_\_\_\_\_ (*not/to ask*) to play tragic roles very often, but he is really great at it.
- More than 23 sailors \_\_\_\_\_ (*to invite*) at the annual Queen's dinner. They \_\_\_\_\_ (*to receive*) in Buckingham Palace yesterday.

## Reading

**8. Read the pupils' information projects about mass media and the British Press. Do you agree with them? Give your reasons.**

### Do we need mass media? Why?

No doubt that people need mass media because mass media are the various ways by which information and news are given to large numbers of people. Mass media have done and continue doing much to excite an interest in every aspect of the country's life. Mass media now play an important role in shaping our opinions. Mass media consist of the press (newspapers and magazines), radio, TV and, of course, the Internet, which are called to inform people about problems, events and opinions.





There is no mention that the press is considered to be the fourth power of a state alongside with legislative, executive and judicial power. It is necessary to say that Ukrainians are good press readers, so the press has a tremendous influence upon people's minds and souls.

Newspapers are called to inform people about problems, events and opinions, to criticise public institutions and government and help them solve their problems, to control the work of public institutions and government and to shape public opinion.

One should mention newspapers are divided into the quality papers which are large in size and have detailed articles about national and international events, and the tabloids which are smaller in size, have more pictures and shorter articles about less important events and private lives of well-known people. Newspapers may be daily morning and daily evening. They may be weekly, Sunday, serious, popular. Newspapers publish political information, deliver domestic and foreign news, provide sports news, and give stories of film stars.

Magazines provide reading materials about fashion, clothes, cooking, dieting, house and home, motoring and holidays; publish sections with articles on travel, food and wine, and other leisure topics. Needless to say that magazines for women are the most flourishing. They cater for all tastes and interests.

In addition, radio and TV are inseparable parts of our lives, because it is very easy to get information from radio or TV.

But as for me, now my main source of news is the Internet.

Making a conclusion, I would like to mention that it would not be an exaggeration to say that people need mass media because they provide large numbers of people with information and news of different aspects of people's social life. The variety of mass media is great and it is your choice to be made.

*Mariia Krolevets*

### **The British Press**

Speaking about the British press, it is necessary to say that the press is divided into the quality papers, which are large in size and have detailed articles about national and international events (The Times, The Guardian, The Independent, The Financial Times); and the tabloids, which are smaller in size, have more pictures and shorter articles about less important events and private lives of well-known people (The Daily Express, The Sun, The Daily Mirror). Newspapers may be daily: morning (The Times, The Daily Mirror) or evening (The Star, The Evening News), weekly, Sunday (The Sunday Times, The Observer).

As to the variety of newspapers and magazines, they may be serious, popular, can have public and political information, can be about animals, foreign news, can provide sports events, and give stories of film stars, articles for women, children, and for those who prefer entertainment. Magazines provide reading materials about fashion, clothes, cooking, dieting, house and home, motoring and holidays;



have sections with articles on travel, food and wine and other leisure topics. Magazines for women are the most flourishing; magazines cater for all tastes and interests (Amateur Gardening, British Chess Magazine, Good Housekeeping, Do-It-Yourself).

*Olesia Tverdokhlib*

## Speaking

**9. Work in pairs. Take turns to ask and answer questions about the newspapers and magazines you like to read. Give a piece of advice about which columns of newspapers, in your opinion, are the best to read.**

Use these expressions:

You should...

You'd better...

Why don't you...?

I think it would be good to...

If I were you...

The best thing is to...

Thank you. I'll do that.

You are right. That's a good idea.

Oh, I can't agree that...

I'm not sure. I like it.

OK. Right.

Yes, sure.

**10. Read the text and complete the table. Olha is telling her friend about the members of her family and what information they are interested in.**

A lot of different newspapers and magazines are published nowadays. But we don't subscribe to newspapers or magazines, our family buy them. Which ones? It depends upon our tastes. My sister likes to read a tabloid. She says it's easy to read as the articles are short and nice. She likes reading all the latest gossip about her favourite TV stars. She also reads her horoscope though she knows that it's not really true, or does crosswords if she has time.

My father buys newspapers which contain a lot of information, the latest news about home and foreign politics.

My Mum is interested in new ways of decorating our home, ideas for holidays, reviews of plays or concerts and readers' letters.

As for me, my main source of news is now the Internet. I can read about the latest news online. I can also visit any of my favourite websites to look for the materials I'm interested in.

Anyhow, newspapers and magazines are part of our lives.

The members of the family	The information they are interested in
Olha's father	
Olha's mother	
Olha's sister	
Olha	

## 11. Answer the questions.

1. Does your family subscribe to any newspapers or magazines?
2. Do all the members of your family read newspapers?
3. Do you like to read gossip columns?
4. If you read a newspaper or a magazine, do you begin reading from the very first page or from your favourite column?
5. What do you think of advertisements in mass media?
6. If you have a choice to watch TV, listen to the radio, read a book, a newspaper or a magazine which will you prefer and why?

## 12. Work in groups.

### Project Suggestions:

#### Newspapers

**End Product:** the issued newspaper with headers, interviews, crosswords and news.

- Make up a group.
- Choose the editor-in-chief.
- Decide what type of a newspaper it will be.
- Divide the topics among the members of your group.
- Prepare the articles, interview people if necessary.
- Sum up your group work.
- Issue a newspaper and give it to your classmates to evaluate.



**13. Play a game. Divide into two teams. In turn, one team says a word related to mass media, the other team makes a sentence using this word. Each correct sentence gets a point. The team with the most points is a winner.**

### Writing

**14. Homework. Write to your pen friend about a newspaper or a magazine which you and your family read regularly. This plan can help you:**

- Write whether it is a daily, weekly, or monthly paper.
- Mention how large it is and how many pages it consists of.
- Describe what columns it has.
- Inform whom it may be interesting for.
- Suppose what its popularity rating is.

## 1. Read the words and their definitions and make up sentences with these words.

- |  |  |
|--|--|
| 1. to broadcast ['brɔːdkɑːst] <i>verb</i>  | to send out messages or programmes to be received by radios or televisions                       |
| 2. presenter [prɪ'zentə(r)] <i>noun</i>    | the person who introduces a television or radio programme  |
| 3. host [həʊst] <i>noun</i>                | someone who introduces the people taking part in a television or radio programme                 |
| 4. newsreader ['njuːzrɪ:də(r)] <i>noun</i> | someone who reads the news on TV or radio  |
| 5. network ['netwɜːk] <i>noun</i>          | a group of companies that broadcast the same television or radio programmes through a large area |
| 6. audience ['ɔːdiəns] <i>noun</i>         | all the people who watch a television programme or listen to a radio broadcast                   |
| 7. bulletin ['bulətɪn] <i>noun</i>         | a short news broadcast; an official statement about something important                          |

## Words to learn:

bulletin,  
headquarters,  
television live  
broadcast,  
to broadcast,  
newsreader,  
network,  
to launch,  
patron,  
to be on air,  
security,  
audience,  
digital,  
actual.

## 2. Look at the pictures and describe them. Do you think these scenes are typical? What is the easiest way to get information while you are travelling?





Bruce Belfrage

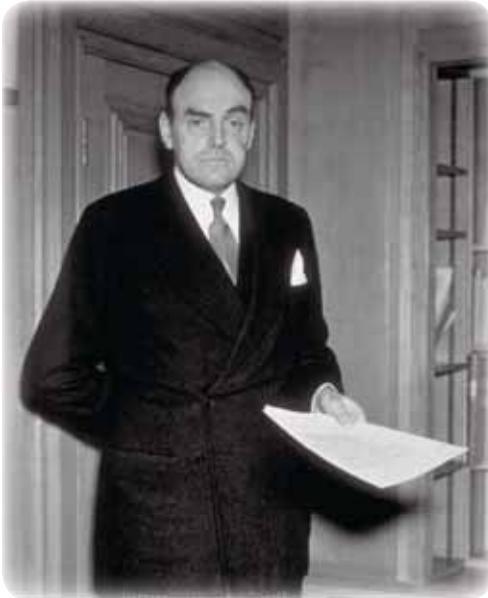
**3. Work in pairs. Ask each other these questions and answer them.**

1. Do you listen to the radio?
2. What stations do you listen to?
3. What radio programmes do you know? Which one do you like?
4. Have you ever listened to English radio programmes?
5. What do you know about the BBC World Service?

**Reading**

**4. Read the text and say what it is about.**

**A Short History of the BBC**



John Reith



The British Broadcasting Company started its life in 1922. It had a staff of four. John Reith became a general manager a month later.

Radio listening spread widely during the 1930s, thanks to people gathering to listen to national and sporting events, while the BBC also became a major patron of the arts, music and drama.

The BBC Television Service was launched in November, 1936.

Bruce Belfrage was on air when the bomb hit Broadcasting House in October, 1940. He paused as he heard the bomb explosion during his nine o'clock bulletin — but continued, as he was not allowed to react because of security reasons. Seven people were killed.



The Empire Service moved into the new headquarters at Bush House to broadcast for occupied Europe.

Television made steady progress, broadcasting during 30 hours each week by 1950, and 50 by 1955. Families rushed to buy TVs to watch the Queen's coronation in 1953.

After careful planning, BBC Two was launched in 1964, Radio 1 in 1967, and later there was the re-organisation of Radios 2, 3 and 4. The same year colour television came to BBC Two.

A new Radio 5 was launched in 1990, becoming a news and sports network. Now, it has launched new children's TV services, a cultural network, as well as a collection of digital radio services.



**5. Change these sentences from the text into sentences in the Passive Voice.**



1. The British Broadcasting Company started its life in 1922.
2. People were listening to national and sporting events.
3. Bruce Belfrage was in live broadcast when the bomb hit Broadcasting House in October, 1940.
4. Television made steady progress, broadcasting during 30 hours each week.
5. BBC has launched new children's TV services and a cultural network.

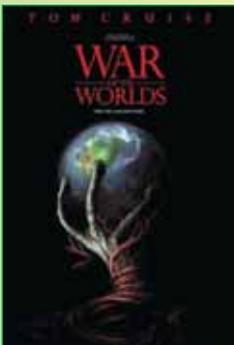
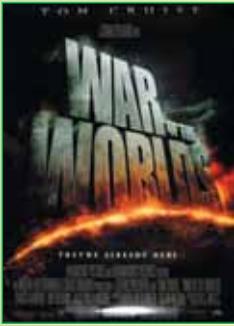


**6. Make up questions to the sentences. Write short answers.**

*Example:* John Reith became a general manager a month later. (*Who?*)  
Who became a general manager a month later?

1. The BBC Television Service was launched in November, 1936. (*What?*)
2. He was not allowed to react to the fire. (*What?*)
3. Seven people were killed. (*How many?*)
4. Families rushed to buy TVs to watch the Queen's coronation in 1953. (*What?*)





5. BBC Two was launched in 1964. (*When?*)
6. The same year colour television came to BBC Two. (*Where?*)
7. BBC has launched a collection of digital radio services now. (*What?*)



7. Read Olha's e-mail to Jack. She is telling him about an impressive fact from the history of broadcasting. Say what you think of such interpretations of the words in bold.

Edit Mail Message

Message Edit Search Format Utilities Spell Checker Privacy View Options

Dear Jack,

How are you? I have something really interesting to tell you. We've studied different radio programmes and shows at school and our teacher has told us a very impressive story. Have you ever heard about *The War of the Worlds* by **H.G.Wells**?

Well, *The War of the Worlds* is an episode of an **American radio drama**. It was performed as a **Halloween** special on **October 30, 1938** by the director **Orson Welles**.

The first half of the 60-minute broadcast was presented as a series of news bulletins, and suggested that an actual **Martian** invasion was in progress. It caused panic among the listeners. So, Orson Welles won fame. Welles' adaptation is the most well-known radio dramatic production in history.

So, what do you think of it? We were astonished.

Hope to hear from you soon,

Olha



H.G. Wells

1:1 Insert English (American) Nosach Plain Text (MicroEd)

8. Write a comment about your favourite radio programme for an Internet blog.

## 1. Read the words and their definitions and make up sentences with these words.

- |  |   |
|--|---|
| 1. to screen [skri:n] <i>verb</i>            | to show a programme or film on television   |
| 2. screening ['skri:nɪŋ] <i>noun</i>         | an occasion when a film, a show or a television programme is broadcast  |
| 3. device [dɪ'vaɪs] <i>noun</i>              | a machine or a piece of equipment that does a particular thing  |
| 4. patent ['peɪtnt] <i>noun</i>              | an official document that gives someone who has invented something the legal right to make or sell that invention for a particular period of time, and prevents anyone else from doing so |
| 5. guarded ['gɑ:dɪd] <i>adj</i>              | not giving much information because you do not want someone to know everything about something  |
| 6. commercial [kə'mɜ:ʃl] <i>noun</i>         | an advertisement on television or radio   |
| 7. viewer ['vju:ə(r)] <i>noun</i>            | someone who watches television  |
| 8. couch potato ['kaʊtʃ pətetəʊ] <i>noun</i> | someone who watches too much television and does not do other things  |

## 2. Discuss in class. Read this quotation about television. Express your opinion.

Well, Gentlemen, you have now invented  
the biggest time-waster of all time.  
Isaac Shoenberg



The Lumière brothers

3. Look at the picture and say who has created cinematograph and what you know about these brothers.

4. Guess the meaning of these words.

Technically-minded, excellent in science subjects, device, to patent, a closely guarded secret.

Words to learn:

to entertain,  
patent,  
viewer,  
cinematograph,  
device,  
guarded,  
commercial,  
screening,  
to screen.

## Reading

**5. Read the text below. For each of the empty spaces (1—6) choose the correct answer (A, B, C or D).**

The Lumière brothers, Auguste and Louis, were the sons of a well-known portrait painter Antoine Lumière. They were both technically-minded and excellent in science subjects and were<sup>(1)</sup> sent to Technical School. By early 1895, the brothers had invented their own device combining a camera with a printer and projector, and called it the Cinematograph and \_\_\_\_\_<sup>(2)</sup> it on February 13, 1895. The Cinematograph was much smaller than Edison's Kinetograph and was about five kilogrammes. The Lumières used a film speed of 16 frames per second, much slower compared with Edison's 48.

The brothers kept their new \_\_\_\_\_<sup>(3)</sup> as a closely-guarded secret. Auguste organised private screenings to the invited guests only. The first of such \_\_\_\_\_<sup>(4)</sup> was on March 22, 1895 at 44 Rue de Rennes in Paris. The brothers continued to show their invention privately preparing for their first public screening on December 28 at the Grand Café on Paris's Boulevard de Capuchines. Such screenings generated much discussion and widespread excitement as for this new technology.

Louis photographed the world around him and some of his first films were \_\_\_\_\_<sup>(5)</sup> films, like workers leaving a factory. The brothers began to open theatres to show their films which became known as \_\_\_\_\_<sup>(6)</sup>. For the first four months of 1896 they had opened Cinematograph theatres in London, Brussels, Belgium and New York. In 1900 the brothers projected a film on a huge 99 × 79 foot screen at the Paris Exposition.

And in 1907 they produced the first colour film.

	A	B	C	D
<b>1</b>	was	been	is	were
<b>2</b>	patented	pattern	path	paned
<b>3</b>	invite	invention	influence	inn
<b>4</b>	screaming	scrubbing	screenings	scout
<b>5</b>	comedy	thriller	actuality	horror
<b>6</b>	libraries	cinemas	shops	stores

**6. Answer these questions about the Lumière brothers.**

1. What were the Lumière brothers' names?
2. What did their father do?
3. What education did they get?

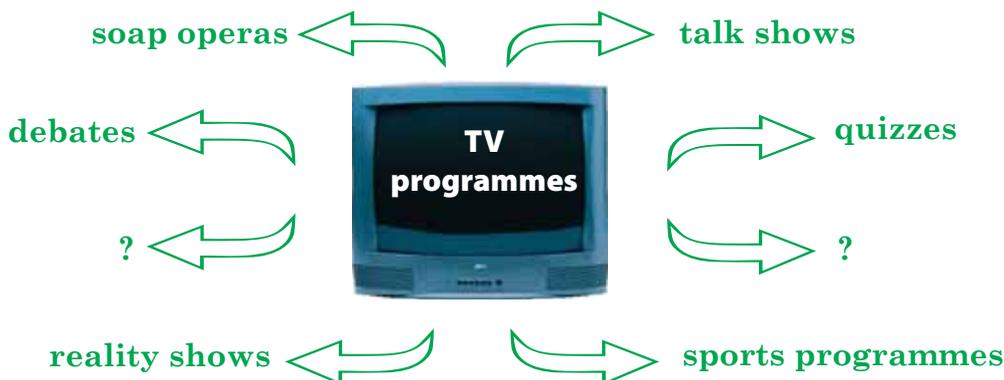
4. What had brothers invented by early 1895?
5. How was the device called?
6. Was the Lumières' device heavier than Edison's?
7. Did many people know about their new invention?
8. Who was present at their first screening?
9. When was the first public screening held?
10. Where was it held?
11. Which places became known as cinemas?
12. When did the brothers project a film on a huge screen?
13. Did they produce the first colour film? When?

## Speaking

### 7. Play a game.

Two pupils are the Lumière brothers, the others are journalists. Ask and answer all the possible questions. Write these questions.

### 8. Work in pairs. Complete the mind map of the TV programmes.



### 9. Complete the sentences.

1. On TV in my country there are too many \_\_\_\_\_ and there aren't enough \_\_\_\_\_.
2. The most popular programmes are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
3. My favourite TV programmes are \_\_\_\_\_.

### 10. Change these sentences from the text into sentences in the Passive Voice.

1. By early 1895, the brothers had invented their own device combining a camera with a printer and projector.
2. The brothers kept their new invention as a closely-guarded secret.
3. Auguste organised private screenings to the invited guests only.

4. Such screenings generated much discussion and widespread excitement as for this new technology.
5. And in 1907 they produced the first colour film.

**11. Discuss in class what programmes you watch and why you like watching them.**

**12. Play a game. Work in groups of 4 pupils. Toss a coin.**

<b>FINISH</b>	<b>GO BACK 4 SPACES</b>	What's this: a written or printed message that is usually put in an envelope and sent to a reader by mail.	Talk for 1 minute about the latest gossip in show business.	<b>GO TO FINISH</b>
Name at least 7 people who work in a newspaper or magazine.	Talk for 1 minute about the programmes you liked best when you were a child.	You have 20 seconds to list five television soaps.	What's this: a set of large folded sheets of paper containing news, articles, pictures, etc., which is printed and sold every day or every week.	You have 50 seconds to list 10 kinds of newspapers, magazines, radio and TV shows.
Talk for 1 minute about women's magazines.	<b>MISS A TURN</b>	Talk for 1 minute about sports programmes on TV.	You have 20 seconds to list five most popular game or show presenters.	<b>GO BACK 1 SPACE</b>
Talk for 1 minute about your favourite programme on TV.	<b>GO ON 3 SPACES</b>	Talk for 1 minute about the influence of adverts on children.	Talk for 1 minute about life without TV.	Answer the question: when did the British Broadcasting Company start its life?
<b>GO BACK TO START</b>	You have 20 seconds to list Ukrainian radio stations.	Say what «The War of the Worlds» by G. Wells was about.	Talk for 1 minute about TV commercials that you really like or hate.	Talk for 1 minute about men's magazines.
<b>START</b>	Talk for 1 minute about your favourite TV show.	Talk for 1 minute about the BBC World Service.	<b>GO ON 2 SPACES</b>	You have 20 seconds to list different ways of getting information.



**13. Homework. Do a survey project. Ask some of your friends, relatives, teachers these questions and complete this table. Present your table to the classmates.**

Questions	Me	Friends	Relatives	Teachers
When do you usually watch TV?				
Do you ever watch TV in the morning?				
How many hours do you watch TV during a week?				
Have you got a TV in your room?				
Do you argue with your parents at home about the programme to watch?				
Can you live without TV?				
What do you enjoy doing instead of watching TV?				
Who in your family spends most of the time in front of the TV set?				



## CHAPTER II

## 1. Read the new words and their definitions. Translate these words.

1. garment a piece of clothing
2. manacle an iron ring on a chain that is put around the wrist of a prisoner
3. to utter to make a sound with your voice, especially with difficulty
4. groan a long low deep sound
5. to whizz to move very quickly
6. moonbeam a shining line of light from the moon
7. achievement something important that you succeed in doing by your own efforts

## 2. Read the text and answer the questions given below the text.

The storm was raging hard all that night. The next morning when they came down to breakfast, they found the terrible stain of blood once again on the floor. «I don't think it can be the fault of the Paragon Detergent», said Washington. He rubbed out the stain at once, but the second morning it appeared again. The third morning also it was there, though the library door had been locked up at night by Mr Otis himself, and the key — carried upstairs. The whole family was now quite interested; that night all doubts about the objective existence of a ghost were removed for ever.

The day was warm and sunny; and, in the cool of the evening, the whole family went out for a drive. At eleven o'clock the family retired, and by half past eleven all the lights were out. Some time after, Mr Otis was awakened by a curious noise in the corridor, outside his room. It sounded like the clank of metal, and seemed to be coming nearer every moment. He got up at once, struck a match, and looked at the time. It was exactly one o'clock. He put on his slippers and opened the door. Right in front of him he saw, in the moonlight, an old man of terrible aspect. His eyes were as red burning coals; long grey hair fell over his shoulders; his garments were soiled and ragged, and heavy manacles hung from his wrists and ankles.

«My dear sir», said Mr Otis, «I really must insist on your oiling those chains, and have brought you for that purpose a small bottle of oil. I'll leave it here for you by the bedroom candles, and will be happy to supply you with more». With these words the United States' Minister laid the bottle down on a table, and, closing his door, retired to rest.

For a moment the Canterville ghost stood quite motionless; then, dashing the bottle violently upon the polished floor, he fled down the



corridor, uttering groans, and emitting a horrible green light. Just as he reached the top of the great oak staircase, suddenly two little white-robed figures appeared and a large pillow whizzed past his head! He vanished and the house became quite quiet.

On reaching a small secret chamber in the left wing, he leaned up against a moonbeam to recover his breath, and tried to realise his position. Never, in a brilliant career of three hundred years, he had been so terribly insulted. He thought of the Dowager Duchess, whom he had frightened into a fit as she stood before the glass in her lace and diamonds; of the four housemaids, who had gone off into hysterics when he merely grinned at them through the curtains; of the rector, whose candle he had blown out as he was coming late one night from the library, and of old Madame de Tremouillac, who woke up one morning early and saw a skeleton seating in an arm-chair by the fire and reading a book. All his great achievements came back to him again and he smiled bitterly to himself. And after all this, some modern Americans were to come and offer him the oil, and throw pillows at his head! No ghosts in history had ever been treated in this manner.

1. What did the family find the next morning?
2. How many times did Washington rub the stain out?
3. What was Mr Otis awakened by?
4. What did the old man look like?
5. Why did the Canterville ghost vanish?
6. Who did the ghost think of?

### 3. Act out the reminiscences of the Canterville ghost.

## The Outback

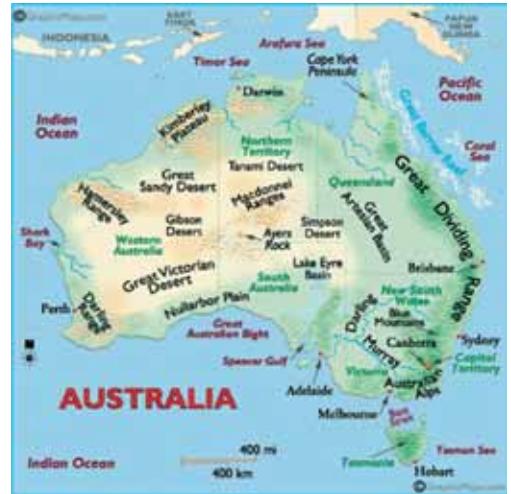
### I. Read the text and mark the following statements T (true) or F (false).

Dryness and heat characterise the Outback, a region in the heart of Australia that stretches 2000 kilometres from the north to the south and 2500 kilometres from the east to the west. The Great Victorian Desert, Great Sandy Desert, Gibson Desert are to the west, the Simpson Desert, Sturt's Stony Desert are to the east and the Tanami Desert is to the north-west of Alice Springs.

Unlike the Sahara, Australia's deserts are usually not endless expanses of sand but sparsely vegetated dunes and clay or salt pans. In other areas patchy grasslands replaced with savanna and dry creeks are often marked by stunted eucalyptuses and acacias.

The years of drought can scorch the red earth of the Outback till it is hard to believe that any living thing could survive. Dust devils dance over the plains lifting the dry sand into airy columns and the silence is sometimes broken by the occasional cawing of a crow. And only in the dampness along the creek protected from the worst of the desert winds the unique palms grow.

But when the rain comes the barren land is transformed into a garden. The land is covered with the carpet of pink, white, yellow, red, cream and blue flowers. Different birds, insects, reptiles and desert mammals appear on most of these short patches of favourable conditions to ensure at least that another generation will survive.



1. outback ['aʊtbæk]	малонаселена місцевість; необжиті райони
2. endless ['endlɪs]	безмежний, нескінченний; незліченний
3. expanse [ɪks'pæns]	простір
4. sparse [spɑːs]	рідкий; розкиданий; розсіяний
5. clay [kleɪ]	глина; глинозем; грязь
6. dune [djuːn]	дюна
7. pan [pæn]	улоговина; заглиблення в ґрунті
8. patchy ['pætʃɪ]	плямистий, укритий плямами, строкатий
9. grassland ['grɑːslænd]	район луків і пасовищ
10. savanna [sə'vænə]	савана
11. creek [kriːk]	гірло річки; невелика затока, струмок
12. stunted ['stʌntɪd]	низькорослий (хирлявий)
13. eucalyptus [juːkəlɪptəs]	евкаліпт; (pl. eucalyptuses, eucalypti)
14. acacia [ə'keɪʃə]	акація; ріжкове дерево
15. to scorch [skɔːtʃ]	висушувати; вигорати; випалювати
16. drought [draʊt]	посуха, засуха; посушливість
17. to caw [kɔː]	каркати, кричати
18. barren ['bærən]	безплідний; виснажений (про ґрунт), неродючий

- 1. Dryness and heat characterise the Outback of Australia.
- 2. There are many deserts in Australia.
- 3. Australia's deserts are endless expanses of sand.
- 4. We can see grasslands, savanna and even eucalyptuses and acacias in some Australia's deserts.
- 5. Often dust devils dance over the plains lifting the dry sand into columns.
- 6. But when the rain comes the barren land is transformed into a garden.

## II. Describe the Outback of Australia using this plan and the map from Ex. I.

- The characteristics of the Outback.
- The largest deserts of Australia.
- The years of drought.
- The transformation of Australia at the time when the rain comes.
- The things you can see in Australia's deserts (animals, birds, flowers, trees).



**Words to learn:**

percussion, saxophone, trombone, violin, xylophone, spoons, tambourine, jingling, drum, cello (violoncello), bagpipe, banjo, to teach the violin, clarinet, mandolin, flute, cymbals, handbells, castanets, melody, frame, organ.

**1. Read the names of music styles. Match the styles of music to their definitions. Close your eyes. Listen to music. What kind of music is each?**

Music styles	Definitions
Rock	music that is considered to be important and serious and that has a value that continues for a long time
Pop	a type of music that has a strong lively beat and parts to play alone and the players often improvise
Rock-n-Roll	a style of music with a strong loud beat played on guitars and drums, which first became popular in the 1950s
Classical music	a type of music with a strong beat, played very loudly on electric guitars
Jazz	a kind of popular dance music with a regular steady beat and spoken words
Rap	modern music that is popular, especially with young people, and usually has simple tunes with a strong beat
Dance	a type of traditional music in which people sing and play instruments without any electronic equipment
Folk music	a name for some types of modern music such as house, techno, etc., that are made using electronic equipment and have a very fast strong beat
Hip-hop	a type of music that developed among African-American musicians using Rap and samples (short pieces of recorded music or sound) which are repeated and combined with musical instruments

**2. Answer the questions.**

1. What kinds of music do you like?
2. What musical instruments do you play?
3. Have you ever been to a museum of music?

**3. Listen, read these words and their definitions and make some sentences with these words.**

1. percussion [pə'kʌʃn] *noun* musical instruments such as drums or cymbals that you play by hitting or shaking them
2. melody ['melədi] *noun* a tune or song, especially a simple one
3. jingle ['dʒɪŋɡl] *noun* the sound that small metal objects make when they hit each other
4. cymbal ['sɪmbl] *noun* a simple musical instrument consisting of a thin circular piece of metal that you play by hitting it with a stick or by hitting two of them against each other



5. tambourine [ˌtæmbəˈriːn] *noun* a musical instrument that you shake or hit with your hand, consisting of a round frame with a skin stretched over it and small pieces of metal around the edge
6. frame [freɪm] *noun* a structure that forms a border for a picture, instrument or mirror
7. xylophone [ˈzaɪləfəʊn] *noun* a musical instrument with a row of narrow wooden pieces that produce noises when you hit them with a wooden hammer

**4. Match the musical instruments to the pictures. Name the musical instruments you can play.**

- |            |               |
|------------|---------------|
| flute      | [flu:t]       |
| guitar     | [gɪˈtɑ:(r)]   |
| organ      | [ˈɔ:gən]      |
| piano      | [ˈpjænəʊ]     |
| saxophone  | [ˈsæksəfəʊn]  |
| trombone   | [trɒmˈbəʊn]   |
| violin     | [ˌvaɪəˈlɪn]   |
| xylophone  | [ˈzaɪləfəʊn]  |
| drums      | [drʌmz]       |
| cello      | [ˈtʃeləʊ]     |
| spoons     | [spu:nz]      |
| bagpipe    | [ˈbægpaɪp]    |
| banjo      | [ˈbændʒəʊ]    |
| clarinet   | [ˌklærəˈnet]  |
| mandolin   | [ˈmændəlɪn]   |
| cymbals    | [ˈsɪmblz]     |
| handbells  | [ˈhæn(d)belz] |
| tambourine | [ˌtæmbəˈriːn] |
| castanets  | [ˌkæstəˈnets] |



**5. Listen to music again. What musical instruments can you hear?**

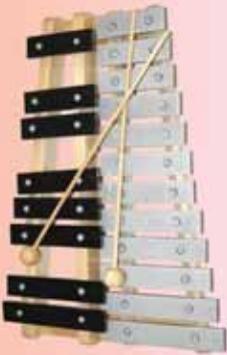


## 6. Discuss in groups.

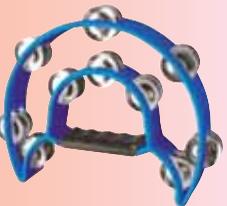
1. Do you play a musical instrument? Which one?
2. Did you have lessons or did you learn to play any musical instrument yourself?

## Reading

## 7. Read Olha's email to her British friend George and say what it is about and what you know about the instruments mentioned in the letter.



Dear George,  
How are you? I'm really excited because we have visited the Museum of Music today. The guide has told us a lot of interesting things about musical instruments. I'd like to tell you just about percussion instruments.  
We play percussion instruments by hitting or shaking them. They are perhaps the oldest musical instruments. Some percussion instruments play not only a rhythm, but also a melody. Drums are made in many sizes. They all have different names. Cymbals are thin and round and made of metal. Handbells are shaken. A tambourine has jingling metal disks set in its frame. A xylophone is a mallet percussion instrument. Castanets are two pieces of wood which are joined together by a piece of a string. Hope the history of such musical instruments was interesting for you as well as it was for me.  
Take care,  
Olha



## Grammar

### Spot on the Future-in-the-Past

The Future-in-the-Past is used in stories about the past at the moment of speaking concerning future times, instead of *shall* and *will* we use *should* or *would* but *should* is used rarely.

- |  |   |
|--|---|
| 1. Julia wrote in her letter that she would go to Ukraine next summer.     | 1. Джулія написала у своєму листі, що вона поїде до України наступного літа.        |
| 2. Tian told his friends that he would learn to play the guitar next year. | 2. Тянь розповів своїм друзям, що він буде вчитися грати на гітарі наступного року. |



**8. Complete the sentences. Use the correct form of the verbs in brackets.**

1. He said he would (*will*) go abroad next summer. 2. They wrote they \_\_\_\_\_ (*will not*) come to Ukraine. 3. She said she \_\_\_\_\_ (*will*) help her friend to learn to play the violin. 4. He wrote in his letter that he \_\_\_\_\_ (*will*) be busy in summer. 5. My mother told me that we \_\_\_\_\_ (*will*) stay at home next Sunday. 6. I knew we \_\_\_\_\_ (*will not*) be late. 7. I wanted to know if he \_\_\_\_\_ (*will*) be at home. 8. He asked when I \_\_\_\_\_ (*will*) be ready. 9. He asked me if he \_\_\_\_\_ (*will*) see Tom there. 10. Were you sure that we \_\_\_\_\_ (*will*) have time to do that?

**9. Play a game. Who is quicker? Find as many names of musical instruments as possible. The winner is the person who will do it the quickest.**

S	O	P	M	A	N	D	O	L	I	N	Y
A	S	I	U	R	W	L	J	I	E	I	Z
X	Y	L	O	P	H	O	N	E	N	L	R
O	X	C	I	R	Q	S	A	S	O	O	I
P	D	A	A	B	G	D	B	D	B	I	O
H	N	G	U	I	T	A	R	G	M	V	M
O	C	L	S	P	O	O	N	S	O	S	A
N	I	E	H	K	Z	Y	Z	U	R	D	R
E	N	I	R	U	O	B	M	A	T	O	A
E	A	B	A	G	P	I	P	E	C	J	C
A	D	R	P	Z	J	J	N	K	U	Y	A
F	R	O	B	O	H	I	U	L	M	Z	S
F	U	L	T	E	R	K	S	B	W	Q	F
X	M	L	U	A	L	Q	A	X	I	P	H
S	S	E	L	R	G	L	P	Z	Y	W	C
R	O	C	C	A	S	T	A	N	E	T	S



**Writing**

**10. Write an information project about your favourite musical instrument. Find the necessary materials about your favourite musical instrument and write about it. Present your project to the class and ask your classmates to guess what musical instrument it is.**



Speaking

1. Work in groups. Match the names of these famous people to the countries they are from. What are they famous for?

- |                  |             |
|------------------|-------------|
| Madonna          | Ukraine     |
| Eric Clapton     | Italy       |
| Slava Vakarchuk  | the USA     |
| Britney Spears   | Puerto Rico |
| Rickey Martin    | Ukraine     |
| Enrique Iglesias | the USA     |
| Jamala           | the UK      |
| Elton John       | Spain       |
| Laura Pausini    | the USA     |
| Ruslana          | Ukraine     |

2. Work in pairs. Take turns to ask and answer these questions.

1. Have you ever met a famous person?
2. What did you ask him/her about?
3. What famous person would you like to meet?
4. What would you like to ask him/her about?

3. Read the words and their definitions and make up sentences with these words.

- |   |   |
|---|---|
| 1. gamble ['gæmbəl] <i>noun</i>         | an action or plan that involves risks but will bring important benefits if it is successful |
| 2. to cope [kəʊp] <i>verb</i>           | to deal successfully with a difficult situation or job                                      |
| 3. weight [weɪt] <i>noun</i>            | something that causes you trouble   |
| 4. soothing ['su:ðɪŋ] <i>adj</i>        | making you feel calmer and more relaxed and less nervous, worried or upset                  |
| 5. obligation [,ɒblɪ'geɪʃn] <i>noun</i> | something that you must do for legal or moral reasons                                       |
| 6. melodious [mə'ləʊdɪəs] <i>adj</i>    | ( <i>formal</i> ) beautiful to listen to  |
| 7. healing ['hi:lɪŋ] <i>adj</i>         | making someone recover or feel better after they have been ill or unhappiness               |
| 8. harsh [hɑ:ʃ] <i>adj</i>              | harsh sounds are unpleasant because they are not soft, gentle or smooth                     |
| 9. gentle ['dʒentl] <i>adj</i>          | pleasant, kind and calm   |
| 10. discordant [dɪs'kɔ:dənt] <i>adj</i> | discordant music sounds strange because it contains discords                                |

4. Describe music. Answer the questions which you can see in the table below and present your opinions about the power of music to your classmates.

### The Power of Music

<p>1. My favourite music is... I like...</p>	<p>a. What sort of music do you like?</p> <ul style="list-style-type: none"> <li>• pop music</li> <li>• folk music</li> <li>• dance music</li> <li>• jazz</li> <li>• rock music</li> <li>• classical music</li> <li>• organ music</li> <li>• traditional</li> </ul>
<p>2. The music I love is... It depends on my mood. When I am ... I listen to ... music.</p>	<p>b. What music do you like listening to when you have free time?</p> <ul style="list-style-type: none"> <li>• romantic</li> <li>• amazing</li> <li>• dramatic</li> <li>• lively</li> <li>• lovely</li> <li>• melodious</li> <li>• sentimental</li> <li>• unforgettable</li> <li>• exciting</li> <li>• soothing</li> <li>• energetic</li> </ul>
<p>3. The music I hate is... I switch off the radio when I hear ... music.</p>	<p>c. What music irritates you?</p> <ul style="list-style-type: none"> <li>• scary</li> <li>• boring</li> <li>• loud</li> <li>• harsh</li> <li>• depressing</li> <li>• annoying</li> <li>• foolish</li> <li>• violent</li> <li>• aggressive</li> </ul>

5. Use the suffixes to form as many adjectives as you can. Write the negative adjectives where appropriate.

Melody, rhythmic, success, tradition, help, expense, end, joy, nerve, effect, create, comfort, use, finance, desire, enjoy, cloud, rain, music, decorate, define, delight, demand, democracy, impress, enchant, depress, fun, industry, light, memory, misery, wonder, snow, harm, profession.

-ful	-less	-ous	-al
useful,	endless,	nervous,	financial,
-able	-ive	-y	-ed
enjoyable,	effective,	rainy,	depressed,



## Words to learn:

to cope,  
background,  
healing,  
obligation,  
rhythmic,  
soothing,  
gentle,  
gentle music,  
loud,  
lovely,  
violent,  
lively,  
joyful,  
harsh,  
aggressive,  
traditional,  
energetic,  
gamble,  
sad,  
beautiful,  
discordant,  
weight,  
romantic,  
depressing,  
melodious.

## Speaking

### 6. Answer the questions.

1. What kind of music do you like?
2. Do you learn music at school?
3. Can you play any musical instrument?
4. Do you enjoy playing this musical instrument?
5. Is it your favourite musical instrument?
6. If you don't play any instruments, what musical instrument would you like to learn to play?
7. Are you a music fan?
8. Do you have favourite singers, musicians, composers?
9. Do you like to read gossip about them?
10. What music programmes do you like to watch on TV?
11. Do you like classical music?
12. Can you imagine the world without music?

### 7. Work in pairs. Ask your partners about their favourite kinds of music.

### 8. Work in groups. Do a class survey. Find the classmates who like classical music, Pop, Rap and Hard Rock. Form groups according to musical tastes and discuss the advantages and disadvantages of these music styles. Present your ideas to the class.

## Reading

### 9. Read and say who these texts are about.

#### Mykola Lysenko (1842—1912)

Mykola Lysenko is the father of modern Ukrainian classical music. His prolific life's work laid the foundation for the further development and expansion of Ukrainian musical culture. He influenced a large group of Ukrainian composers, including Stetsenko, Stepovyi, Leontovych, Koshyts, and Liudkevych. A compilation of Lysenko's works in 22 volumes was published in Kyiv in 1950–1959.

Lysenko was a composer, ethnomusicologist, pianist, and conductor. He studied at Kharkiv and Kyiv Universities and, later, at the Leipzig Conservatory (1867–1869). From 1874 to 1876 he studied orchestration under Rymnskyi-Korsakov in St. Petersburg. In 1904, he founded his own School of Music and Drama in Kyiv.

The list of Lysenko's operatic compositions include *Black Sea Cossacks* (1872); three operas based on the works of the Ukrainian writer Mykola Hohol — *Christmas Night* (1873–1882), *The Drowned Maiden* (1883) and *Taras Bulba* (1890); and the operettas *Natalka from Poltava* (1889) and *Aeneas* (1911). Himself a well-known pianist,



Lysenko composed a piano sonata, two rhapsodies, a suite, a scherzo and a rondo, as well as an abundance of smaller pieces, including songs without words, nocturnes, waltzes and polonaises. He also wrote a number of works for strings. Of the Ukrainian composers, Lysenko was the most committed to the art song genre. Lysenko's 133 art songs (*lirychni pisni* in Ukrainian) relate a wonderfully descriptive and passionate story of the 19th- and early 20th-century European life.

### **Borys Liatoshynskyi** (1895—1968)

Borys Liatoshynskyi (born on January 3, 1895 in Zhytomyr, Ukraine — died on April 15, 1968 in Kyiv, Ukraine) was a Ukrainian composer, conductor, father of contemporary Ukrainian music, and teacher. He was a highly influential figure in Ukrainian music. He has been dubbed the “father of modern Ukrainian music”. He wrote in a modern style, experimenting with atonality in his early pieces and drawing on Slavic and Ukrainian folk themes in his later music.

In 1914 he went to Kyiv and enrolled in Kyiv University to study law. He also studied at the Kyiv Conservatory. He attended Reinhold Gliere's composition class, and they became lifelong friends. Liatoshynskyi graduated from the law school in 1918, and from the Conservatory in 1919. After graduating from the Kyiv Conservatory, Liatoshynskyi became a teacher there. He continued working there for the rest of his life.

In the early 1920s, Liatoshynskyi joined the Kyiv Association for Contemporary Music. In the 1930s and 1940s he was on the board of directors of the Ukrainian Composer's Union.

Liatoshynskyi's earliest music was romantic in style. He also experimented with atonality and drew inspiration in this regard from European composers as well as Alexander Scriabin. Over the 1920s and 1930s, he transitioned into a more simple and national style, inspired by Mykola Lysenko in particular.

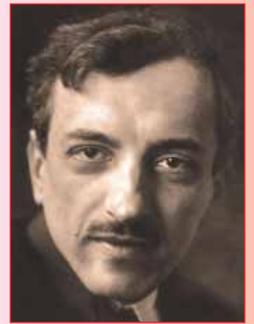
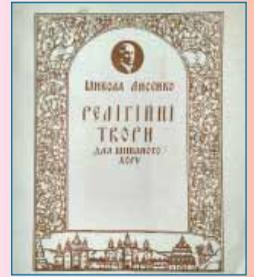
Liatoshynskyi's second symphony, completed in 1936, was based on Ukrainian folk themes and written in a highly complex style. It had a great success. Liatoshynskyi's third symphony was completed in 1954 and it was a great success, too.

For the next thirteen years, he was very successful in writing not only Ukrainian-themed music, but also music based on Polish, Bulgarian, and Russian themes.

### **Myroslav Skoryk** (1938—2020)

Myroslav Skoryk was a Ukrainian composer and teacher. His music is contemporary in style and contains idioms from diverse sources including German, Welsh, English, and Eastern European artistic traditions.

Myroslav Skoryk was born in Lviv, Ukraine. His father was a historian and an ethnographer, while his mother was a chemist. Although his





parents did not have special musical training, his mother played the piano and his father played the violin. Skoryk was exposed to music in the household from an early age.

Skoryk started to play the piano at the early age of 6 thanks to his grandmother's sister, the world-famous Ukrainian opera singer soprano Solomiia Krushelnytska. She was the one who first noticed Myroslav's impeccable hearing and suggested sending him to a music school.

In 1948, when Soviet repressions intensified, the Skoryk family was deported to Siberia. There, in a mining town of Soviet Russia, he continued to play the piano. "They started to consider me a prodigy," he recalled, "and they drove me to the regional town of Kemerovo and showed everyone saying whatever number of notes you press for him, he will name all of them at once."

After Stalin's death, he was finally able to return to Lviv at the age of 16. There, he enrolled in the local conservatory. In his hometown Lviv, as a fan of jazz, Skoryk wrote the first composition offering a Ukrainian twist on the music style — a combination of jazz and rock notes for a newly created band *Veseli Skrypky* (Merry Violins) called *Do Not Trample Lilies of the Valley*. The song was a hit of 1963. Known for jazz and Carpathian folk motifs, his enchanting compositions have been played by orchestras across the globe, and even blessed by Pope John Paul II. Some of Skoryk's titles included longtime artistic director of the National Opera of Ukraine, Hero of Ukraine, and People's Artist of Ukraine. But his masterpieces speak most strongly of all. His most famous and deeply touching *Melody in a Minor* has become one of the nation's spiritual anthems, and has been performed worldwide.

From energetic twists to operas, Myroslav Skoryk's music works had no boundaries. They offer a full spectrum of emotions and rhythms. The thought-provoking and evocative opera *Moses*, adapted from the poem by Ukrainian writer and poet Ivan Franko, is another great product of the composer's multifaceted talent.



## 10. Read the texts again and say:

- 1) who laid the foundation for the further development and expansion of Ukrainian musical culture;
- 2) whose operas are based on the works of the Ukrainian writer Mykola Hohol;
- 3) which of the Ukrainian composers wrote art songs;
- 4) who began to play the piano at the age of 6;
- 5) who was considered a prodigy;
- 6) who was called the "father of modern Ukrainian music";
- 7) who was very successful in writing not only Ukrainian-themed music, but also music based on Polish, Bulgarian and Russian themes.

## 11. Read and say who these texts are about.

### Ludwig van Beethoven

**December 16, 1770 — March 26, 1827**

Ludwig van Beethoven was born in Bonn, Germany. His father, who was a singer, was his first teacher. After a while, when he was still only a boy, Ludwig began to travel and perform and soon, he was supporting his family.

In his early twenties, Beethoven moved to Vienna, where he spent the rest of his life. Beethoven was one of the first composers to make a living without being employed by the church or a member of the nobility. At first, he was known as a brilliant pianist. But when he was around 30 years old, Beethoven started going deaf. Even though he could no longer hear well enough to play the piano, Beethoven composed some of his best music after he had lost his hearing completely!

Beethoven is considered one of the greatest musical geniuses who ever lived. He may be most famous for his nine symphonies, but he also wrote many other kinds of music: chamber and choral music, piano music and string quartets, and an opera.

Beethoven was a difficult, bad-tempered and emotional man but he also had a circle of very close friends who helped him deal with his worst times. In his later years people communicated with him through his “conversation books”: they would write to him and he would reply, either by speaking or writing. Although many of the 400 or so books he filled in this way were destroyed, some remained and we had a thorough insight into his later years. He wrote, *“Music should strike fire from the heart of a man, and bring tears from the eyes of a woman.”*

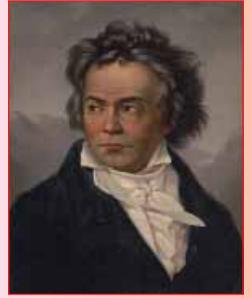
### Wolfgang Amadeus Mozart

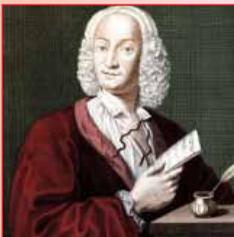
**January 27, 1756 — December 05, 1791**

Wolfgang Amadeus Mozart was born in Salzburg, Austria, where his father Leopold was a violinist and composer. Wolfgang was a child prodigy. He composed his first piece of music at the age of five; he had his first piece published when he was seven; and he wrote his first opera when he was twelve. By the time Wolfgang was 6, he was an excellent pianist and violinist. He and his sister Maria travelled all over Europe performing for royalty.

When he grew up, Mozart moved to Vienna, and tried to earn a living as a pianist and composer. But he had a lot of trouble handling the fact that he was no longer a child prodigy. Mozart was still a musical genius, but after he stopped being a cute kid, people stopped making a big fuss over him. Back then, musicians were treated like servants, but Mozart did not, and could not think of himself as a servant.

Mozart was only 35 when he died. During his short life, he composed in all different musical forms, including operas, symphonies, concertos, masses, and chamber music. Today, he is still considered a genius! His Requiem is known all over the world.





## Antonio Vivaldi

March 04, 1678 — July 28, 1741

Antonio Vivaldi was born in Venice, Italy, where he spent most of his life. His father taught him to play the violin, and they two would often perform together.

Antonio continued to study and practise the violin, even after he became a priest. He was called the “Red Priest” because of his flaming red hair. However, after a while, his bad asthma kept Antonio from saying Mass.

After that, Vivaldi spent all his time writing music and teaching. He taught at an orphanage for girls, and wrote a lot of music for the girls to play. People came from miles around to hear Vivaldi’s talented students who performed the beautiful music he had written.

Many people think Vivaldi was the best Italian composer of his time. He wrote concertos, operas, church music and many other compositions. In all, Antonio wrote over 500 concertos, among them his greatest hit “The Four Seasons”.

### 12. Read the texts again and complete the sentences.

1. Ludwig van Beethoven began to support his family when he was ... .
2. At first Beethoven was known as a brilliant ... .
3. At the age of about 30 years old he ... .
4. After he had lost his hearing completely he carried on composing and composed ... .
5. He wrote, “Music should strike ... .
6. Wolfgang Amadeus Mozart composed his first piece of music at the age of 5 and wrote his first opera ... .
7. When Wolfgang was 6, he ... .
8. He composed in different musical forms ... .
9. Today, he is still considered ... .
10. Antonio Vivaldi was born ... .
11. Vivaldi spent all his time ... .
12. He was the best ... .
13. He wrote ... .
14. He wrote over 500 ... .

### Speaking

**13. Work in groups. Discuss. Which of the composers do you like most? Why? Give your reasons.**

**14. Homework. Choose one of the most famous Ukrainian or foreign composers and write a short paragraph about him/her and his/her works.**

## 1. Work in groups. Answer the questions.

1. Where did the Eurovision Song Contest come from?
2. Who's won it most often?
3. Do you know any famous singers or bands who have taken part in Eurovision?

## 2. Work in pairs. Look at the photos and try to guess when these singers took part in Eurovision.

1960s

1980s

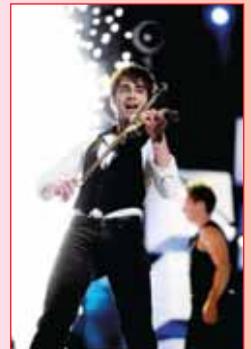
2000s

2020s



Words to learn:

viewer,  
to vote for,  
to vote against,  
debut,  
to debut,  
saxophonist.





### 3. Read the words and their definitions and make up sentences with these words.

- |   |   |
|---|---|
| 1. viewer ['vju:ə(r)] <i>noun</i>         | someone who watches television programmes                     |
| 2. to vote [vəʊt] <i>verb</i>             | to choose something or someone to win a prize or honour       |
| 3. debut ['deɪbjʊ:; 'debju:] <i>noun</i>  | the first time a performer or sports player appears in public |
| 4. saxophonist [sæk'sɒfənɪst] <i>noun</i> | someone who professionally plays the saxophone                |



## Listening

### 4. Listen and choose the best heading.

- Eurovision is a great television tradition which brings Europe closer together.
- Eurovision is boring and shouldn't be allowed.
- The music is often terrible and the competition is not entertaining.



### 5. Listen again and choose the correct ending.

- Today, Eurovision is a competition...
  - ...only for countries which are members of the European Union.
  - ...not only for members of the EU.
  - ...for all the countries including the USA.
- Eurovision is...
  - ...a boring and old-fashioned show.
  - ...one of the longest-running television programmes in the world.
  - ...the best show for children.
- ABBA is a group which...
  - ...isn't famous at all.
  - ...became better known after Eurovision.
  - ...is the most successful Eurovision Song Contest winner.
- During the Song Contest...
  - ...Europeans pick up their phones to call up or send SMS voting for their favourite songs.
  - ...certain countries vote in a very predictable way.
  - ...nobody votes.
- The most successful country in Eurovision is...
  - ...Poland.
  - ...Norway.
  - ...Ireland.



## Spot on Music

Say I like listening to music. I often listen to music in my car.

When we talk about music in general, we don't use «*the*».

If you want to say that you like a particular kind of music or singer you say:

- I love her music.
- I'm a big/great fan of Ruslana.
- I'm into classical music. = I like classical music very much.
- I have jazz music on all the time. = I listen to it a lot.
- I love Sofiiia Rotaru. She is big in Ukraine. = She is very popular in Ukraine.
- It's one of my favourite CDs.
- It was the most popular record at that time.



## Speaking

**6. Work in pairs. Ask and answer questions about our singers and bands who have taken part in Eurovision.**

**7. Work in groups. Name the Ukrainian Song or Music Festivals. These questions will help you:**

- Where have they been held?
- What famous groups or singers have taken part in them?
- What songs have been sung there?

**8. Listen, read Tom's letter and say what Tom is writing about.**

Dear Julia,

Haven't heard from you for ages. I hope you'll be surprised but I've started learning the saxophone. It happened a year and a half ago. At first I found it difficult to remember which keys to press in order to play different notes. But now my friend has helped me improve my technique. He is into jazz. Of course, I'm still not very good but at least I can play some simple tunes.

You know, learning to play a musical instrument requires a lot of practice and I try to do my best to become a good saxophonist. Eventually I hope to join a band.

And what about you? Aren't you going to learn to play a musical instrument? What instrument are you interested in? Time is flying and tastes differ.

Hope to hear from you soon,  
Tom



**9. Homework. Do an information and research project. Find information about your favourite singer or band who's taken part in Eurovision. Present it to the class.**

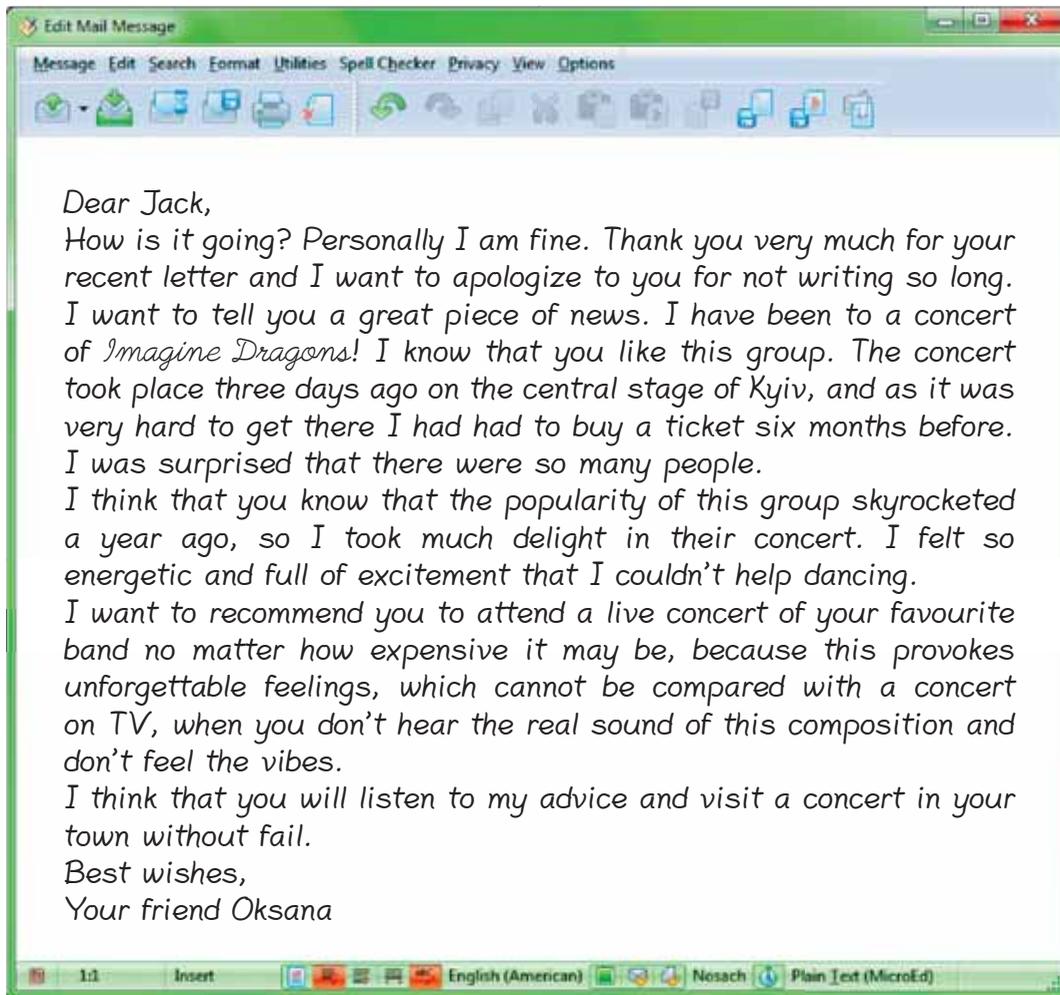
### It is interesting to know

- In 2009 Norway and Alexander Rybak received the highest total points in the history of Eurovision: 387.
- Luxembourg has won 5 times. But none of the 5 winners came from Luxembourg. Four were French and one (Vicky Leandros) was Greek.
- Australia has been in the contest one time. In the contest in 2015 Australia was invited to participate in the Grand Final, represented by Guy Sebastian. They finished 5<sup>th</sup>.
- Ireland holds the record of most victories in the Eurovision Song Contest: seven! Six of these victories were in the 80s and 90s: 1980, 1987, 1992, 1993, 1994 and 1996.
- Loreen who won for Sweden in 2012 received the highest number of 12 points of any entry in the contest's history with eighteen countries giving the song their top marks.
- Serbia participated the first time as an independent country in 2007 and won the contest the same year.
- The longest-running losers are the Portuguese, having never made the top five.
- In 1969 there were four winners! They all had the same points, and back then there were no rules for a tie. If there's a tie today, the country with points from most countries will win.
- Norway has ended last nine times! They came last in 1963, 1969, 1974, 1976, 1978, 1981, 1990, 1997 and 2001.
- The 60<sup>th</sup> Eurovision Song Contest in 2015 had a record number of countries in the Grand Final: 27.
- The largest number of nations to take part was 43.
- There have been five barefoot winners in Eurovision history: Sandie Shaw (1967), Sertab Erener (2003), Dima Bilan (2008), Loreen (2012) and Emmelie De Forest (2013).
- In 2015 Finland's song «Aina Mun Pitaa» only ran for 1 minute and 27 seconds. The shortest song in the history of the Eurovision Song Contest.
- The Eurovision Song Contest is one of the longest-running recurring television broadcasts in the world.
- It is not allowed to have more than six people on stage. Until Eurovision 1971 the limit was three.
- All Eurovision songs must not be longer than three minutes.
- The previous year's winner hosts Eurovision but it's so expensive that nations have pleaded poverty to get out of it. The countries who have opted out include the Netherlands, France, Monaco, and Luxembourg and the job went to the UK four times.



## Reading

### 1. Read Oksana's letter and say what Oksana is writing about.



Words to learn:

temper,  
tantrum,  
nasty,  
string,  
chamber,  
pain,  
anxiety,  
symphonic.

### 2. Some days ago you went to a concert of your favourite group. Write a letter to your friend to tell him/her about your tastes in music. Use the following plan.

- Describe the place where the concert took place and how you got there;
- comment on the feelings the concert inspired in you;
- say why attending live performances is more enjoyable than watching them on TV.

Write a letter of at least 100 words.

## Speaking

### Music in Britain

3. Work in pairs. Look through the patterns. Make a dialogue about music in Britain using them.

#### Pattern 1

The Royal Opera House at Covent Garden	gives	performances of opera and ballet throughout the year.
The English National Opera Company		performances at the London Coliseum.
Chamber orchestras including London Symphonietta	perform	contemporary music.

#### Pattern 2

British pop music groups	appeal to	audiences worldwide.
	have set	new trends in the development of popular music.
Jazz	is played	in numerous clubs and public houses.

#### Pattern 3

Summer music schools	show cater for have provide	present-day concern with music. all grades of musicians. a friendly atmosphere. courses lasting from a weekend to 3—4 weeks. the form of government grants to independent agencies.		
Public support for the arts		takes gives	financial help to	opera orchestras
The British Council	promotes initiates supports	knowledge of tours of British	British culture the English language companies artists	companies. overseas.

4. Test yourself.

1. Prove that London is one of the world's major cultural centres.
2. How would you characterise in one word the music life in Britain?
3. Suggest what your British friend should do if he wishes to learn to play the piano (violin, guitar, etc.)



### How to Write a Descriptive Essay

A descriptive essay tries to create a vivid experience for a reader. Great descriptive essays achieve this effect by using detailed observations and descriptions.

#### How should you write your description?

As you write your descriptive essay, the best way to create a vivid experience for your readers is to focus on the five senses (sight, sound, smell, touch, taste), as you provide specific details that *show* your readers rather than *tell* them.

Consider these two simple examples:

- I grew tired after dinner. (This sentence *tells* readers that you grew tired after dinner.)
- As I leaned back and rested my head against the top of the chair, my eyelids began to feel heavy, and the edges of the empty plate in front of me blurred with the white tablecloth. (The second sentence *shows* readers that you grew tired. It enables readers to imagine or experience something for themselves.)

#### Planning your descriptive essay:

- What do you want to describe?
- What is the reason for writing your description?
- What are the particular qualities that you want to focus on?

#### Revising your descriptive essay.

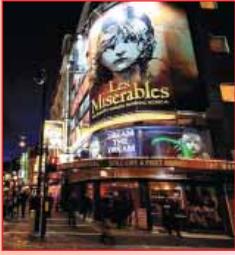
**5. Write a short comment for an Internet blog: what is more important for you, the melody or the lyrics. You can read some examples taken from the Internet. After reading give an example of your choice.**

1. In my opinion the music is far more important. Somebody may disagree with me, but if Elton John didn't have such incredible music, his lyrics may never have seen the light of a day.

The music is the foundation. But it's the music that gives you things like feel, rhythm, dynamic, melody and atmosphere. Music lifts the words off the page! There are many songs with such great music that they can allow a weaker lyric. But if you pair a great lyric with weak music, it won't have a chance. Of course, you have a hit if a magnificent lyric is to pair with top music and melody.

*By Donna Valentine*

2. It all depends on the song. So many songs I've come across have had incredibly inspiring lyrics, but the music or the voice of the singer was terrible. Other songs have really annoying words, but the instrumentals are beautiful. In order to write the perfect song, you need to have a balance of each. I do not like One Direction and I never



have liked, but a song that fits the perfect category for me has to be Story of My Life. The lyrics are beautiful and the instrumentals are incredible. That's just my opinion but I feel that both aspects are of equal importance.

*By Zoe Buchanan*

3. I feel it's the lyrics that do the magic and help us connect to a singer/song. The lyrics are what speaks to you, what pulls you. When I hear a song, I fall in love with the lyrics first, then the music. So when I want to care only about music, I listen to songs in foreign languages or just instrumentals.

*By Pooja Bhoi*

### It's interesting to know!

- Music is able to animate a faded flower.
- If you turn on music during your training, it will increase your productivity by 20 %.
- Listening to music improves memory and mind (especially Vivaldi's Four Seasons).
- Favourite tracks reduce pain and anxiety.
- Music makes you more responsible and persistent.

## 6. Group work. Do the information and research project «Music».

### Project Suggestions

**End Product:** the poster with your descriptive essays about music and its styles.

#### Plan

- Make up a group.
- Choose your editor-in-chief and designer.
- Decide what styles/musical bands you will mention.
- Divide the styles/bands among the members of your group.
- Each member should think about the sides he/she values most in this style/musical band.
- Place each essay on the poster and decorate its place, and then show it to your classmates.

## 7. Circle the correct variant.

1. She likes music very much and she'll go / she goes to the concert when the lessons are over.
2. Don't worry. *I wash up* / *I'll wash up*.
3. *We decide* / *We'll decide* which film to see: the musical comedy or the thriller as soon as we get here.
4. *I invite* / *I'll invite* Jack to a concert of my favourite band before he goes back to the USA.
5. When it stops raining, *we go* / *we'll go* for a walk.
6. After you bring me a book *I'll help* / *I help* you.



## CHAPTER III

### 1. Read the words and their definitions. Translate these words.

- |                       |  |
|-----------------------|--|
| 1. renewal            | when an activity, situation, or process begins again after a pause                           |
| 2. vermilion          | a very bright red or red-orange colour   |
| 3. emerald-green      | bright green   |
| 4. bet                | an agreement to risk money on the result of a race, game, etc. or on something happening     |
| 5. suit of old armour | metal or leather clothing that protects your body, worn by soldiers in battles in past times |
| 6. to detach          | if you detach something, it becomes separated from the thing it was attached to              |
| 7. tincture           | a medical substance mixed with alcohol   |
| 8. to rattle          | to make a quick series of short sounds   |
| 9. to chuckle         | to laugh quietly   |
| 10. piteous wail      | a long high cry, especially because you are very sad or in pain that makes you feel pity     |
| 11. to burnish        | to polish metal or another substance until it shines   |
| 12. scarlet           | bright red   |
| 13. gaze              | a long steady look   |
| 14. coffin            | a long box in which a dead person is buried  |

### 2. Read the text and match the parts of the sentences.

- |   |  |
|---|--|
| 1. For the rest of the week they were undisturbed                 | a with silent feet and then retired to a coffin, and stayed there till the evening.                            |
| 2. The only person who did not want to joke                       | b the only thing that excited any attention was the continual renewal of the blood stain on the library floor. |
| 3. Shortly after they had gone to bed                             | c and swept through them like a mist, extinguishing Washington Otis's candle as he was passing.                |
| 4. The ghost started up with a wild shriek of rage,               | d he was extremely ill.  |
| 5. But hardly the fearful echo died away Mrs Otis opened the door | e but the next moment he fell back with a piteous wail of terror.  |
| 6. For some days after that                                       | f and came out in a light blue dressing gown.  |
| 7. He recovered and resolved to make                              | g he naturally was terribly frightened.  |
| 8. He chuckled to himself   | h they were suddenly alarmed by a fearful crash in the hall.   |
| 9. Never having seen a ghost before                               | i the third attempt to frighten the United States' Minister and his family.                                    |
| 10. The old Canterville walked back                               | j was little Virginia.   |



The next morning when the Otis family met at breakfast, they discussed the ghost at some length.

For the rest of the week they were undisturbed, the only thing that excited any attention was the continual renewal of the blood stain on the library floor. This certainly was very strange, as the door was always locked at night by Mr Otis, and the windows kept closely shut. The chameleon-like colour of the stain also excited a good deal of comments. On some mornings it was dull red, then vermilion or rich purple, and once when they came down for family prayers, they found it bright emerald-green. These kaleidoscopic changes naturally amused the party very much, and bets on the subject were made every evening. The only person who did not want to joke was little Virginia because it distressed her greatly.

The second appearance of the ghost was on Sunday night. Shortly after they had gone to bed they were suddenly alarmed by a fearful crash in the hall. Rushing downstairs, they found that a large suit of old armour had become detached from its stand, and had fallen on the stone floor, and the Canterville ghost was sitting in a chair rubbing his knees.

The ghost started up with a wild shriek of rage, and swept through them like a mist, extinguishing Washington Otis's candle as he was passing, and so leaving them all in total darkness. On reaching the top of the staircase he recovered himself, and determined to give his celebrated peal of demoniac laughter. This he had found extremely useful.

But hardly the fearful echo had died away Mrs Otis opened the door and came out in a light blue dressing gown. «I am afraid you are far



from well», she said, «and have brought you a bottle of tincture». The ghost looked at her in fury, and began at once to make preparations for turning himself into a large black dog. The sound of approaching footsteps made him hesitate and vanish with a deep groan, just as the twins had come up to him.

On reaching his room he broke down. For some days after that he was extremely ill. However, by taking great care of himself, he recovered, and resolved to make the third attempt to frighten the United States' Minister and his family. Towards evening a violent storm of rain came on, and the wind was so strong that all the windows and doors in the old house shook and rattled. In fact, it was just such weather as he loved.

At half past ten he heard the family going to bed. At a quarter past eleven all was still. He stepped stealthily out of the wall, with an evil smile on his cruel, wrinkled mouth. He chuckled to himself, but the next moment he fell back with a piteous wail of terror. Right in front of him was standing a horrible spectre! Its head was bald and burnished; its face was round, and fat, and white. From the eyes streamed rays of scarlet light, the mouth was a wide well of fire. On its breast was a placard with strange writing.

Never having seen a ghost before, he naturally was terribly frightened, and, after a second quick glance at the awful phantom, he hurried back to his room. After a time, however, the brave old Canterville spirit decided to go and speak to the other ghost as soon as it was daylight. On reaching the spot a terrible sight met his gaze. Something had happened to the ghost. The head slipped off and rolled on the floor, the body was lying on its back, and he found himself holding a white bed-curtain, with a sweeping brush, a kitchen knife, and a hollow turnip

lying at his feet! Unable to understand this curious transformation, he took the placard and there, in the grey morning light, he read these fearful words:

YE OLDE GHOSTE

Ye Onlie True and Originale Spook.

Beware of Ye Imitationes.

He had been tricked, foiled, and outwitted! The old Canterville walked back with silent feet and then retired to a coffin, and stayed there till the evening.

**3. Complete the sentences with the correct names.**

- a. \_\_\_\_\_ Canterville Chase and moved there with his \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- b. \_\_\_\_\_ warned him that there was \_\_\_\_\_ in the Castle.
- c. \_\_\_\_\_ smiled, and told in the low, mysterious voice, the story of \_\_\_\_\_.
- d. But \_\_\_\_\_ had fallen upon his knees, and was rapidly scouring the floor with a small stick.
- e. The next day, at eleven o'clock, the family retired, and by half past eleven all the lights were out. Some time after, \_\_\_\_\_ was awakened by a curious noise in the corridor, outside his room.
- f. When \_\_\_\_\_ reached his small secret chamber in the left wing, he leaned up against a moonbeam and thought about all his great achievements.

**4. What was the Canterville Ghost going to tell the other spirit? Tell your classmates about it.**



## The Rain Forests

### I. Answer the questions.

1. What do you know about the rain forests?
2. Have you ever been to the rain forest?

### II. Read the text and complete the sentences.

15 % of the Australian territory was covered with trees before the European settlement. But now only 3 % of the territory is covered with trees and less than 1 % remains of the virgin rain forest. A few hectares of tropical rain forest contain as many species of flora and fauna as all of Europe.



The rain forests are characterised by a dense almost unbroken canopy of different broad-leaved evergreen trees and vines. The vines and lianas hang from branches to the forest floor. Very often ferns, flowers, fruit and orchids grow on branches and trunks with no contact with the soil.

Most creatures and birds of the rain forests cannot survive outside the rain forests. So the destruction of the rain forests is a crime not only against humanity but against the earth because unlike other forms of the Australian bush and forests, the rain forests aren't regenerated after fires.





- |  |   |
|--|---|
| 1. rain forest ['reɪn fɔːrɪst]                   | тропічний ліс                                     |
| 2. virgin ['vɜːdʒɪn]                             | цілина; virgin forest — одвічний ліс, праліс      |
| 3. fern [fɜːn]                                   | папороть  |
| 4. orchid ['ɔːkɪd]                               | орхідея; світло-ліловий колір                     |
| 5. vine [vaɪn]                                   | виноградна лоза; повзуча рослина                  |
| 6. liana [lɪˈɑːnə]                               | ліана   |
| 7. canopy ['kænəpɪ]                              | тент, навіс; canopy tree — дерево з густою кроною |
| 8. unbroken ['ʌnˈbrəʊkən]                        | непорушений                                       |
| 9. evergreen ['evəɡriːn]                         | вічнозелений                                      |
| 10. to shrink [frɪŋk] (shrank, shrunk; shrunken) | скорочувати(ся); зменшувати                       |
| 11. dense [dens]                                 | густий; щільний                                   |
| 12. regenerate [rɪˈdʒenəreɪt]                    | відроджуватися; цілком оновлюватися               |
| 13. crime [kraɪm]                                | злочин  |
| 14. humanity [hjuːˈmænɪtɪ]                       | людство; рід людський                             |
| 15. species ['spiːʃiːz]                          | порода; вид                                       |

1. Only 3 % of the Australian territory \_\_\_\_\_
2. The Australian rain forests contain \_\_\_\_\_
3. The rain forests are characterised \_\_\_\_\_
4. Very often ferns \_\_\_\_\_
5. Most creatures and birds \_\_\_\_\_
6. So the destruction of the rain forests \_\_\_\_\_



1. Look at the photo and answer the questions. You can use the words given below.

the first day at school/  
holiday/playground

an important day

go with Mum/Dad

to feel small/nervous/grown  
up/proud/excited

to wear new clothes/school  
uniform/wear bows

to carry flowers

to make new friends/

to shout/laugh/run/cry



1. How old do you think the children are?
2. What is the occasion? Why do you think so?
3. How do you think they are feeling?

## Reading

2. Read the descriptions of the first day at school made by these pupils.

It was such a wonderful day! Though I don't remember very much, as I was only seven and it was a long time ago!

I was walking with my Dad, and Mum was pushing a pram with my little sister Masha. I was so excited! I had a rucksack with some copybooks in it. And I was wearing two big bows in my hair. Nearly forgot, my Dad had bought me a huge bouquet of flowers. The yard was full of noisy, excited kids. Very loud music was playing.

Some boys looked really huge! The bell rang and everybody went inside.

I don't remember the name of my teacher because I studied at that school only for a year, and the next year my parents took me to another school.

I don't remember what we learnt that day. But my parents told me that they were asked to bring a pillow. Nobody knew what for.

All in all, it was a long, tiring but very exciting day.

*Olha Yakimakha*

Words to learn:

to sew a dress,  
to sew (sewed;  
sewed, sewn),  
scared,  
bunch,

a bunch of flowers,  
bouquet,  
bow,  
huge,  
opponent,  
education,  
supporter.





I didn't go to school as all children did on the 1<sup>st</sup> of September because of the gymnasium where I wanted to study. There children had to pass exams, and we were called later. So my first day at school was on the 13<sup>th</sup> of September.

My Granny sewed a dark blue dress with a white collar. I was really beautiful in it. We bought flowers for my first teacher and went to school. I remember that I immediately tried to make friends with other children. I remember that we had English and Art lessons that day. And when my Mum came to take me home, we spent nearly half an hour to gather my crayons, copybooks and books.

My teacher's name was Nadiia and I loved her very much. We spent three years together.

*Olha Pityk*

## Speaking

### 3. Answer the questions.

Which of the speakers...  
was excited?  
had some flowers for the teacher?  
doesn't remember the name of the teacher?  
was wearing two bows?  
couldn't find crayons at the end of the day?  
was wearing a dark blue dress?  
didn't go to school in time?

### 4. Work in pairs. Take turns to ask and answer questions about your first day at school.

### 5. Describe your first day at school.

#### Spot on Question Tags

The meaning of a question tag depends on how you say it.

**1. A question tag with a falling intonation is a way of making a conversation by asking the listener to agree with the speaker. It isn't really a question at all.**

- 1) You are going to school, aren't you?
- 2) You have got a bouquet of beautiful flowers, haven't you?

**2. A question tag with a rising intonation is more like a real question. It means «I think I'm right but can you confirm it for me?».**

- 1) You will go to school tomorrow, won't you?
- 2) You have passed your exams, haven't you?

To make a question tag repeat the auxiliary verbs (*do, does or did*) and a pronoun (*it, he, she, you, they, we*).

If the first part of a question tag is positive, then the second part of it will be negative. If the first part of a question tag is negative, then the second part will be positive.

- 1) You don't go to school, do you?
- 2) You have never been to London, have you?
- 3) She has been to London twice, hasn't she?
- 4) You aren't going to learn the third foreign language, are you?

We form positive short answers using «**Yes**» + **personal pronouns** + **auxiliary verbs**.

- 1) You learn English, don't you? — Yes, I do.
- 2) You don't remember your first day at school, do you? — Yes, I do.

We form negative short answers using «**No**» + **personal pronouns** + **negative auxiliary verbs**.

- 1) They went to Scotland last year, didn't they? — No, they didn't.
- 2) She didn't bring a bouquet of flowers on the 1<sup>st</sup> of September, did she? — No, she didn't.

The question tag for **I am** is **aren't I?** The question tag for **Let's** is **shall we?**

- 1) I'm a good pupil, aren't I?
- 2) Let's do our homework, shall we?

## 6. Match the parts of the question tags.

- |  |                |
|--|----------------|
| 1. She doesn't remember her first school day,                | didn't they?   |
| 2. She was very excited on the 1 <sup>st</sup> of September, | can they?      |
| 3. They can speak English fluently,                          | shouldn't you? |
| 4. They cannot speak Spanish at all,                         | have you?      |
| 5. You have been to London,                                  | can't they?    |
| 6. You have never been to the USA,                           | won't she?     |
| 7. They went to the country last year,                       | haven't you?   |
| 8. Her Mum will go abroad,                                   | does she?      |
| 9. You should work hard to learn English,                    | wasn't she?    |

## 7. Homework. Write a short story to a school newspaper about your first day at your primary school. These questions will help you:

1. How did you spend the first day?
2. Did you like your teacher?
3. Did you make new friends?
4. Were you scared before the first day?
5. What were you wearing?
6. How did you feel at the end of the day?

Words to learn:

headmaster,  
headmistress,  
to record,  
public school,  
independent school,  
boarding school,  
headteacher.

1. Listen, read and say what the aim of education is to your mind.

The aim of education is the knowledge not of facts,  
but of values.

William Inge

2. Read the words and their definitions and make up sentences with these words.

- |   |  |
|---|--|
| 1. dormitory ['dɔ:mətəri] <i>noun</i>                                     | a large room where a lot of people sleep, for example, in a school or army camp  |
| 2. facility [fə'sɪlətɪ] <i>noun</i>                                       | a piece of equipment that is provided at a place for people to use   |
| 3. to incorporate [ɪn'kɔ:pəreɪt] <i>verb</i>                              | to include something as a part or as a quality   |
| 4. to record [rɪ'kɔ:d] <i>verb</i>  | to put sounds or images onto a cassette, CD, or video  |
| 5. difference ['dɪfrəns] <i>noun</i>                                      | something that makes one thing or person not the same as another thing or person   |
| 6. public school [ˌpʌblɪk 'sku:l]   | an expensive private school where children of different levels of ability aged between 11 and 18 usually live as well as study and whose parents pay for their education |
| 7. boarding school ['bɔ:dɪŋ sku:l]  | a school in which most or all of the pupils live during the part of the year when they go to lessons   |
| 8. headmaster [hed'mɑ:stə(r)] or headteacher [ˌhed'ti:tʃə(r)] <i>noun</i> | a male teacher who is in charge of a school  |
| 9. headmistress [ˌhed'mɪstrəs] or headteacher <i>noun</i>                 | a female teacher who is in charge of a school  |
| 10. independent school [ˌɪndɪ'pendənt sku:l]                              | a school that receives no money from the government and where the education of the students is paid for by their parents   |

### 3. Work in pairs.

1. What do you already know about public schools such as Eton, Harrow and Rugby in Britain?



Rugby

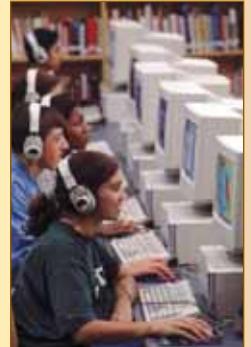


Eton



Harrow

2. Look at these pictures. How do you think they relate to the topic of today's lesson?

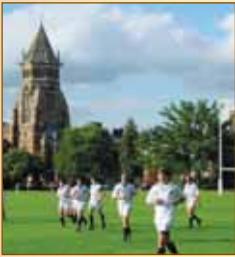


### Listening

4. Listen to the interview with Headmaster Michael Mavor. Say what new information you have got about schools in Great Britain.

5. Mark the statements T (true) or F (false). Correct the false statements.

1. Public schools are in fact private, independent schools.
2. Pupils can begin at the age of eleven, though the main classes start at thirteen.
3. Twenty per cent of pupils come from abroad.
4. Most parents don't visit their children at school.



**6. Listen to the second part of the interview with two pupils of Rugby School and choose the correct answer.**

- 1. How many people sleep in the dormitory?**  
a) 6    b) 8    c) 10    d) 12
- 2. How many full and half days a week do pupils have for classes?**  
a) 4 + 2    c) 5 + 1  
b) 3 + 3    d) 3 + 2
- 3. At what time do the pupils have to be in their room?**  
a) 9:15    c) 9:30  
b) 9:45    d) 10:00

**7. Read, choose and say what the pupils can do in the lab:**

- record different songs;
- watch videos in different languages;
- use the computers for writing essays;
- learn languages: Russian, Latin and German.

**8. Work in groups. Discuss why you think this school was named Rugby School. Read and check your ideas.**



William Webb Ellis

The school was given its name because of rugby football. This game was invented here. During a football game in 1823, a pupil called William Webb Ellis took the ball in his arms and ran with the ball instead of kicking it! Such initiative wasn't liked by his friends. It took really quite a large number of years before that was incorporated into the game.

For over four hundred years Rugby School was a school for boys. In 1976 Rugby School opened its doors for girls, but only in the sixth form. In 1993 there were big changes at school because of the girls. Now two hundred and ten of the school's seven hundred and ten pupils are girls.



The William Webb Ellis Trophy

**Spot on Adverbs of Place**

The adverb is a part of speech. This part of speech usually expresses time, place, manner, condition, degree, result, cause, etc.

The adverbs of place: *here, there, everywhere, nowhere, anywhere, somewhere, forward* come at the end of the sentence or at the end before the adverb of time.

I'm going to do sport here.

These flowers are everywhere.

Don't you want to do anything?

He will (He'll) be there soon.

**Dealing with the Text:**

- Read the text carefully.
- What is it about?
- Underline the key words and try to remember them.
- Read the text again and try to understand its idea.

Although there are less girls than boys, there aren't any difficulties. The only problem is sport. Because rugby was invented here, the boys are very proud of their sport.



## 9. Answer the questions.

1. What school do you go to?
2. Is it a private or a state school?
3. When was it built?
4. How many storeys are there in it?
5. How many teachers work in it?
6. What facilities has it got?
7. Has your school library got a lot of books?
8. What are these books?
9. Do you know any famous people who studied in your school?
10. What are your favourite subjects? Why?
11. Do you have to wear a uniform? Are you happy about it?
12. Do you often have out-of-door activities?
13. Do you take part in them?
14. Do you go in for any kinds of sport in your school?
15. Have you got any clubs?
16. Is the discipline in your school very strict?
17. Have you ever been punished for breaking the school rules?
18. How were you punished?
19. Is your school life interesting and pleasant?
20. If not, what would you like to change?

**10. Think of 5 aspects of your own school experience which you think might be similar to those at a British private school. Act it out.**

**11. Project work. Write about your school. Present your project to your classmates. These questions can help you:**

1. What kind of school is yours?
2. How old is it?
3. What facilities has it got?
4. What is its difference from other schools?
5. Do you like studying here? Why?



Words to learn:

bleak,  
to frighten out of,  
formidable,  
bottom,  
fragile,  
porcelain,  
curious,  
warmth,  
homesick,  
a holy terror,  
fierce.

1. Listen and read the poem. Say if you like this poem and answer the questions.

### Grammar in Rhymes

A noun is the name of anything  
As School, Garden, Student or King.  
Adjectives tell us about the kind of a noun,  
As Great, Small, Pretty, White or Brown,  
Instead of nouns the pronoun is,  
As Mine, Yours, Ours and His.  
Verbs tell us of something being done —  
To Read, Count, Laugh, Carry or Run.  
How things are done the adverbs tell,  
As Slowly, Quickly, Ill or Well.  
Conjunctions join the words together,  
As men And women, wind And weather.  
The preposition stands before  
A noun as In or Through a door.  
The interjection shows surprise,  
As — Oh! How pretty! Ah! How wise!  
Three little words you often see  
Are articles — A, An and The.  
The whole are called the Parts of Speech  
Which reading, listening, writing, speaking — teach!

- |  |  |
|--|--|
| 1. noun [naʊn] <i>noun</i>                   | іменник  |
| 2. adjective ['ædʒɪktɪv] <i>noun</i>         | прикметник   |
| 3. pronoun ['prəʊnaʊn] <i>noun</i>           | займенник  |
| 4. verb [vɜ:b] <i>noun</i>                   | дієслово   |
| 5. article ['ɑ:tɪkl] <i>noun</i>             | артикль  |
| 6. adverb ['ædvɜ:b] <i>noun</i>              | прислівник   |
| 7. conjunction [kən'dʒʌŋkʃn] <i>noun</i>     | сполучник  |
| 8. preposition [ˌprepə'zɪʃn] <i>noun</i>     | прийменник   |
| 9. interjection [ˌɪntə'dʒekʃn] <i>noun</i>   | вигук  |
| 10. ungrammatical [ˌʌŋgrə'mætɪkl] <i>adj</i> | що не відповідає правилам граматики, граматично неправильний |

- Which parts of speech are used more often than the others?
- Which part of speech is the most difficult in your opinion? Why? Give your reasons.
- Which part of speech is the easiest for using? Give your reasons.
- Do you like to learn grammar rules?
- Which way of presenting grammar is the most interesting and useful for you (pictures, situations, rules, etc.)?
- Is it possible to learn English perfectly without grammar? What do you think of it?

7. Is it possible for an educated man to speak bad ungrammatical English?
8. Is the problem of good education important nowadays?
9. What does getting good education depend on?

## 2. Discuss in class.

1. What do we need to get good education? (good books, different materials, new technologies, computers, good teachers and good students, etc.)
2. What do we have to do to get good education?



## 3. Work in pairs.

1. Write a list of qualities that make a good teacher.
2. Compare your lists. Then present your lists to the class and choose three qualities which you consider the most important.
3. Complete the list of qualities that make a good pupil and then choose the three most important qualities, too.

## 4. Read the words and their definitions and make up sentences with these words.

1. random ['rændəm] *adj* chosen or happening without any particular method, pattern or purpose
2. smoothly ['smu:ðli] *adv* without difficulties, problems, or delays; with a movement that is easy and well controlled
3. stew [stju:] *noun* a dish made by cooking vegetables and usually meat or fish slowly in liquid
4. epicure ['epɪkjʊə(r)] *noun* someone who greatly enjoys good food and drink
5. arrogant ['ærəgənt] *adj* someone who is arrogant thinks they are better and more important than other people and behaves in a way that is rude and too confident

## Reading

### 5. Read the text below. For each of the empty spaces (1—7) choose the correct answer (A, B, C or D).

#### NEW SCHOOL

Last year my Dad got a new job. It was in a town which was 100 km from our home. Mum and Dad decided <sup>(1)</sup> we would have to move, because it was a long way for Dad to travel every day.



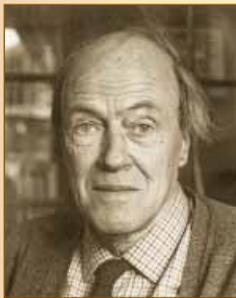
When they \_\_\_\_\_<sup>(2)</sup> me about their plan I was upset because I loved my home and school. I was worried that I would \_\_\_\_\_<sup>(3)</sup> all my friends and teachers a lot.

Anyway, six months \_\_\_\_\_<sup>(4)</sup> after that, my family moved to the town of Hexford. The house was much bigger than our old one, and \_\_\_\_\_<sup>(5)</sup> my bedroom window I could see the sea.

I wasn't looking forward to the first day at my new school. I felt really \_\_\_\_\_<sup>(6)</sup> about meeting lots of new people. But when I got there everyone was great! My class teacher was nice and I \_\_\_\_\_<sup>(7)</sup> friends with two girls in my class. Moving home isn't that bad, after all!

	A	B	C	D
1	chose	<u>decided</u>	selected	picked
2	said	spoke	told	explained
3	forget	lose	leave	miss
4	further	after	next	later
5	down	along	from	away
6	nervous	disappointed	angry	bored
7	knew	found	made	met

**6. Look at the picture. What kind of a pupil do you think Matilda was? Read the extract from the book «Matilda» by Roald Dahl and description of her school life below. Were you right?**



Roald Dahl



Matilda was a little late for school. Most children began Primary School at five or even just before, but Matilda's parents had forgotten to bring her to school. She was five and a half when she entered school for the first time.

On her first lesson the teacher asked:

«Now then, who has already learnt the two-times multiplication table?»

Matilda put up her hand. She was the only one. The teacher looked at her sitting in the second row. «Wonderful», she said. «Please, stand up and recite as much of it as you can.»

Matilda stood up and began to say the two-times multiplication table. When she got to twice twelve she didn't stop.

«Stop!» Miss Honey said. «How far can you go?»

«How far?» Matilda said. «Well, I don't really know. For quite a long way, I think.»

«Well», she said, «let us leave sums for the moment and see if any of you have begun to learn to spell. Put up your hands who can spell «cat».

Three hands went up. Now the teacher decided to ask a question that normally she didn't want to ask the class on its first day.

«I wonder whether there is any one of you three who knows how to spell «cat» has learnt how to read long sentences?»

She went to the blackboard and wrote, «*I have already begun to learn how to read long sentences*».

«Can any of you read the whole sentence?»

«Yes», Matilda said. «I think I can read most things. Although I'm afraid I can't always understand the meanings.»

Miss Honey got to her feet and walked out of the room, but was back in thirty seconds carrying a thick book. She opened it at random.

«This is a book of humorous poetry. See if you can read that one aloud.»

Smoothly, without a pause and at a nice speed, Matilda began to read:

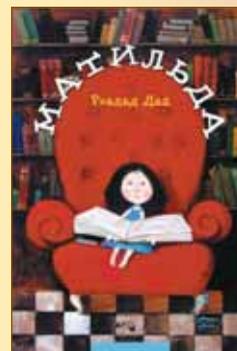
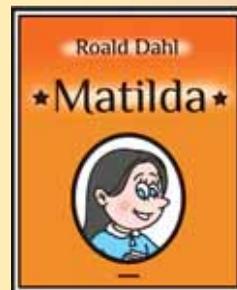
*«An epicure dining at Crew  
Found a rather large mouse in his stew.  
Cried the waiter, «Don't shout  
And wave it about  
Or the rest will want one, too.»*

## 7. Choose the correct endings and complete the sentences.

1. Matilda was...
  - a ...a class clown.
  - b ...a teacher.
  - c ...a class genius.
2. Primary school is for children...
  - a ...aged two to five.
  - b ...aged five to eleven.
  - c ...aged eleven to sixteen.
3. Matilda's teacher...
  - a ...wasn't surprised with her knowledge.
  - b ...was astonished with her knowledge.
  - c ...thought that her knowledge was for children of her age.
4. The second task which her teacher asked to do was...
  - a ...to read something from a book.
  - b ...to write a sentence on the blackboard.
  - c ...to spell the word.
5. Matilda could read the limerick...
  - a ...without any difficulties.
  - b ...with some pauses.
  - c ...with a little hesitation but correctly.



Roald Dahl's Matilda. The Musical at The Cambridge Theatre in London



## 8. Complete the sentences.

1. As I had (to have) a high temperature two days ago, I did not go (not to go) to school. 2. Last week I \_\_\_\_\_ (to finish) reading that book and \_\_\_\_\_ (to give) it back to the library. 3. We usually \_\_\_\_\_ (to go) to a school canteen during a long break. 4. As he \_\_\_\_\_ (to work) hard he always \_\_\_\_\_ (to pass) his examinations well. 5. She \_\_\_\_\_ (to stand) at the blackboard now. 6. I \_\_\_\_\_ (to ring) my mother up as soon as I \_\_\_\_\_ (to come) to school yesterday. 7. My friend \_\_\_\_\_ (to write) a dictation now.

### Spot on Descriptive Essays

A descriptive essay about a person should consist of:

- an **introduction** in which you give general information about the person;
- a **main body** in which you describe their physical appearance, personal qualities and hobbies/interests. You start a new paragraph for each topic;
- a **conclusion** in which you write your comments and/or feelings about the person.

When describing someone you know well or see often, you should use present tenses. When describing someone who is no longer alive, or someone you knew a long time ago and you do not see any more, you should use past tenses.

Descriptions of people can be found in articles, letters, narratives, etc. The writing style you use depends on the situation and the intended reader. For example, if you are writing an article for a magazine, you should use a semi-formal style and a polite, respectful tone.

## Listening

9. Listen to the description of two teachers. Match their descriptions to the pictures.



**10. Listen again, read and complete the sentences about Miss Honey and Miss Trunchbull with MH (Miss Honey) or MT (Miss Trunchbull).**

1. \_\_\_\_\_ was a lovely person with blue eyes.
2. \_\_\_\_\_ was like a rhinoceros in the bush.
3. \_\_\_\_\_ seldom smiled.
4. \_\_\_\_\_ had strong muscles.
5. \_\_\_\_\_ either barked or shouted.
6. \_\_\_\_\_'s body was like a porcelain figure.
7. \_\_\_\_\_ was a gigantic woman.
8. \_\_\_\_\_ had never raised her voice.
9. \_\_\_\_\_ wore quite strange clothes as for a woman.

**11. Work in groups. Think of your favourite teachers at school. Present the results of your discussion to the class and ask your classmates to guess who you are talking about. These questions can help you:**

1. What do they look like?
2. What clothes do they usually wear?
3. Are they strict or easy-going?
4. What subjects do they teach?
5. What do you do at their lessons?
6. What is special about your favourite teacher?
7. Are they popular with your classmates?

**12. Write a descriptive essay to a school newspaper about your favourite teacher.**



Words to learn:

primary,  
boarding school,  
secondary school,  
technical college,  
to bully,  
bullying,  
university,  
reception class,  
comprehensive  
school,  
grammar school,  
nursery school,  
ridicule,  
influence,  
to have an  
influence over smb,  
sixth-form college,  
sweatshirt.



1. Discuss in class.

The roots of education are bitter but the fruit is sweet.  
Aristotle

These questions can help you:

1. Is it really important to be an educated person?
2. Does education make us what we are?
3. What does it mean to be successful in life?
4. Can we be successful in life if we get a good education?
5. What do you need to study well?
6. Do you like going to school?

2. Listen, read and think of your own poem.

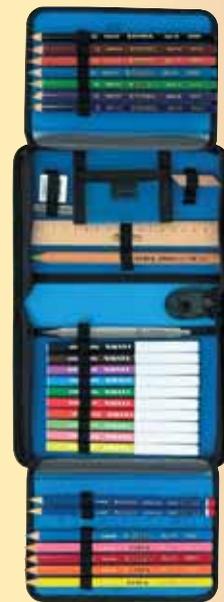
The school has doors that open wide,  
And friendly teachers wait inside.  
Hurry, hurry, let's go in,  
For soon the lessons will begin.  
Books and pencils I will need,  
When I start to write and read.  
Lots to learn and lots to do,  
I like to go to school, and you?



3. Read the words and their definitions and make up sentences with these words.

- |  |  |
|--|--|
| 1. nursery school ['nɜːsəri sku:l]         | a place where children aged between three and five go for a few hours each day playing and doing activities with other children        |
| 2. primary school ['praɪməri sku:l]        | a school for children aged between five and eleven   |
| 3. secondary school ['sekəndrɪ sku:l]      | a school for children aged between 11 and 16   |
| 4. sixth-form college ['sɪksθ fɔ:m kɒlɪdʒ] | a college for students aged between 16 and 18  |
| 5. technical college ['teknɪkl kɒlɪdʒ]     | a college where students can learn the practical skills they need to do a job, for example, in computing, metalwork or building houses |
| 6. university [ˌjuːnɪ'vɜːsəti] <i>noun</i> | a place where people over 18 can study   |
| 7. reception class [rɪ'sepʃn klɑ:s]        | a class for children aged four and five  |

- |  |   |
|--|---|
| 8. grammar school ['græmə sku:l]                   | a school for children aged between 11 and 18 who have passed a special examination to be allowed to go there                  |
| 9. comprehensive school<br>[kəmprɪ'hensɪv sku:l]   | school for pupils of different levels of ability aged between 11 and 18   |
| 10. bully ['bʊli] <i>noun</i>                      | someone who frightens or hurts someone who is smaller or weaker; frightens someone in order to get what they want             |
| 11. to bully ['bʊli] <i>verb</i>                   | to frighten or hurt someone who is smaller or weaker  |
| 12. bullying ['bʊlɪŋ] <i>noun</i>                  | behaviour that frightens or hurts someone smaller or weaker (especially children)   |
| 13. to taunt [təʊnt] <i>verb</i>                   | to shout cruel things at someone in order to make them angry or upset   |
| 14. ridicule ['rɪdɪkjʊ:l] <i>noun</i>              | remarks or behaviour intended to make someone seem silly by making fun of them in an unkind way                               |
| 15. influence ['ɪnflʊəns] <i>noun</i>              | the effect that a person or thing has on someone's decisions, opinions, or behaviour or on the way in which something happens |
| 16. to misbehave [ˌmɪsbɪ'heɪv] <i>verb</i>         | to behave badly and annoy or upset people   |
| 17. misbehaviour [ˌmɪsbɪ'heɪvjə(r)]<br><i>noun</i> | bad behaviour that offends other people   |
| 18. to extort [ɪk'stɔ:t] <i>verb</i>               | to illegally get money or information from someone using force or threats   |
| 19. puddle ['pʌdl] <i>noun</i>                     | a small pool of water, especially on a road after rain  |



## Reading

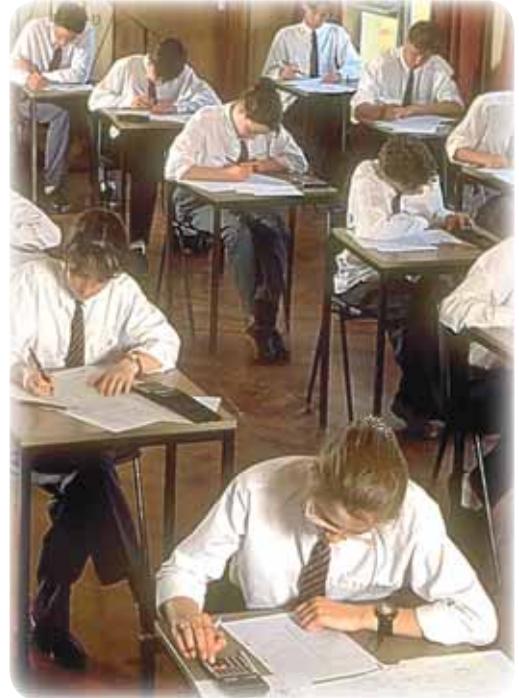
### 4. Read the text and name the types of British schools. Say which type of school you like best of all.

Children in Britain must attend school from the age of 5. But parents can send their children to nursery school at the age of 3. Children spend a few hours at nursery school each day, playing and doing activities with other children.

From the age of 5, education is compulsory and children go to primary school. The first year at primary school is called «reception class». Primary schools are usually divided into the infant school for children aged five to seven and the junior school for children aged seven to eleven.



When the children are 11 years old they go to secondary school and there take their 0-level GCSE exams at the age of 16. GCSE stands for General Certificate of Secondary Education. They are the official exams after which pupils can leave school. But if they want to stay on they study for another two years and take A-Levels (Advanced Level) at the age of 18. They either stay at school or go to a sixth-form college for students aged between 16 and 18 or a technical college where students can learn the practical skills they need to do a job, for example in computing, metal-work or building and then they can try to get into a University. There are grammar schools for children aged between 11 and 18 who have to pass an entrance examination to be allowed to go there. These schools are very popular because they offer a good academic education.



There are also public schools. These are very expensive private schools for children aged between 13 and 18 whose parents pay for their education, sometimes several thousand pounds a year. These schools usually have good academic standards and are attended by children from an upper class. The most famous ones are Eton and Harrow. Most public schools are boarding schools where the pupils live as well as study.



British schools, besides ordinary classes, offer a lot of after-school clubs and different trips. After-school clubs

include art and craft clubs, sports and religious clubs and many others. Trips are very popular among pupils but they are becoming less frequent because of the governmental regulations for such trips.

## 5. Discuss in class.

1. What you like and dislike in the system of education in the UK.
2. Which of the British schools you'd like to go to and why.
3. What you think of the system of education in the UK which is considered to be one of the best in the world.

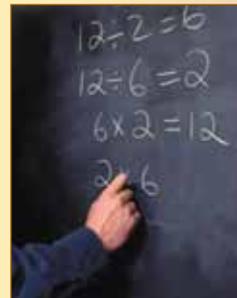


## Listening

**6. Listen to the interview and mark the sentences T (true) or F (false). Correct the false sentences.**

*Example:*  **F** In the UK you can't choose any school to study.  
In the UK you can choose any school to study.

- 1. The exams pupils have to pass depend upon the type of school they study at.
- 2. GCSE is an official exam after which a pupil can try to get into University.
- 3. The pupils of most secondary schools wear school sweatshirts with names and symbols of schools.
- 4. For our misbehaviour we are not punished strictly.
- 5. The rewards are trips to places of interest, points, unmanaged free time, choosing activities, achievement certificates and others.
- 6. Bullying is not the biggest problem in our schools.



## Speaking

**7. Discuss in class.**

- 1. What it means to be a «bully».
- 2. The words which are associated with a «bully».
- 3. If there are bullies in your school.
- 4. How you feel at your school.
- 5. If words can hurt more than being beaten up.
- 6. The ways of punishing a bully.
- 7. The ways of stopping a bully.



**8. Work in pairs. Think of pieces of advice to someone who was hurt by a bully.**

**9. Work in groups. Discuss the problems pupils have at school. Think of the best ways of solving these problems. Express your ideas in a project work.**

- 1. A pupil shows you a knife he has brought to school.
- 2. A bully extorts money from your friend every day.
- 3. A bully pushes a pupil of your class into a puddle.
- 4. A bully hurts someone smaller and weaker.
- 5. A bully shouts cruel things at someone.



Words to learn:

misbehaviour,  
detention,  
suspension,  
to extort,  
bullying,  
expulsion,  
to expulse,  
removal,  
to remove,  
privileges,  
to remove a boy  
from school for  
misbehaviour,  
to misbehave,  
bully,  
to taunt,  
preschool.

1. Listen, read and think of your own poem.

At school

The teacher says, «Come in, please, and sit down.  
Open your exercise books and write the new words down».  
The pupils say, «OK. We know».  
They take their pens and ready-steady-go!

2. Discuss in class.

1. What you think about the system of education in Ukraine.
2. What types of schools there are in Ukraine.
3. The school you study at.

Speaking

School in my life

3. Work in groups of three or four. Using the patterns take turns to tell each other what you think about school life.

- It's necessary to say that...
- No doubt that...
- One should mention that...

1

For some children	school	plays	the most important educational role in the life of any person.
For others		becomes	a second home where a pupil spends about half a day. the way to find friends and have fun.
As for me	it	is isn't	the way to get to know new information. It's also the school of life. like stairs to the adult life with its adult problems and responsibility.

- Furthermore...

At our school lessons	we	get(s)	deep knowledge of everything around us: nature, history, arts, people.
		learn(s)	how to use some tools and become very skilful.
At school workshops	I	develop	good work habits and skills.
		are taught	their intelligence and memory.
	my friend pupils	get acquainted with	to think and make their own decisions.
		gain	to cope with difficult tasks.
		are given opportunities	to be familiar with computers. experience.
		to be creative.	
		to be polite and well-behaved.	

- Summing it up,...
- To summarise, it would not be an exaggeration to mention that school is...

#### 4. Read the words and their definitions and make up sentences with these words.

1. compulsory [kəm'pʌlsəri] *adj* something that must be done because of a rule or law
2. fee [fi:] *noun* money that you pay to a professional person or institution for their work
3. slant [slɑ:nt] *noun* giving information in a way that pays more attention to a particular subject, person or group
4. obligatory [ə'bligətəri] *adj* something that must be done in order to obey a law or rule
5. optional ['ɒpʃənl] *adj* something that is available or possible if you want it but you don't have to do it or have it
6. course [kɔ:s] *noun* a series of lessons or lectures on an academic subject
7. conservatoire [kən'sɜ:vətwa:(r)] *noun* a school where students study to become professional musicians or singers
8. gossip ['gɒsɪp] *noun* conversation about unimportant subjects, especially people's private lives
9. supporter [sə'pɔ:tə(r)] *noun* someone who supports a particular idea or a person





10. opponent [ə'pəʊnənt] *noun*

someone who disagrees with something such as an idea or plan and tries to change or stop it

11. extra-curricular  
[,ekstrəkə'rɪkjʊlə(r)] *adj*

extra-curricular activities are things that you do at school or college that are not obligatory part of your course

## Listening

### 5. Listen to the text and answer the questions.

1. Is preschool education compulsory in Ukraine?
2. Is it free?
3. What is the age of children who go to nursery schools?
4. What are they taught there?
5. At what age does compulsory education begin?
6. What types of schools do you know?
7. Where can pupils get higher education?
8. Do they take any exams at secondary schools?
9. What are these exams?



## Reading

### 6. Read the interview with Jane from London, who is educated at home by her parents. Mark the statements T (true) or F (false).

**Interviewer:** Jane, thank you for your agreeing to answer our questions. Is it possible not to go to school in your country?

**Jane:** Yes, it is. The law in the UK says that children must be educated, but it doesn't say that they have to go to school. So, education is compulsory but school isn't.

**Interviewer:** Do you think it's right?

**Jane:** Why not? School can be a difficult place for some children because of fear of school, bullying or not fitting in with the school environment. As for me, I'm very shy and it's difficult for me to communicate with others.

**Interviewer:** Who are your teachers?

**Jane:** My Mum helps me. She is very strict and I have to do my homework every day. My lessons start at 9:30 and I study the same books that other children are doing at school. Mum works hard to make my lessons interesting. My Mum says it is very important that I am educated in an atmosphere of love and understanding. You know my Mum is the best in the world. And I'd like to recite a poem about my mother.





## A word that means the world to me

by Theodor Morse and Howard Jonson

When I was but a baby,  
Long before I learned to walk,  
While lying in my cradle,  
I would try my best to talk.  
It wasn't long before I spoke,  
And all the neighbours heard.  
My folks were very proud of me  
For «mother» was the word.  
Although I'll never claim to fame,  
I'm satisfied to sing her lovely name:  
«M» is for the million things she gave me.  
«O» means only that she's growing old.  
«T» is for the tears she shed to save me.  
«H» is for her heart of the purest gold.  
«E» is for her eyes, with lovely shining.  
«R» means right, and right she'll always be.  
Put them all together; they spell «mother»,  
A word that means the world to me.  
«M» is for the mercy she possesses.  
«O» means that I owe her all I own.  
«T» is for her tender sweet caresses.  
«H» is for her hands that made a home.  
«E» means everything she's done to help me.  
«R» means real and regular, you see.  
Put them all together; they spell «mother»,  
A word that means the world to me.



**Interviewer:** And do you work hard yourself?

**Jane:** Oh, yes, I work hard, too, in order to take the exams like other children. I do a lot of tests and I'm sure I'll pass all the exams. Though it's difficult to cover modern subjects I enjoy learning at home and that is the main thing.

**Interviewer:** And what about your friends?

**Jane:** I meet my friends in the evenings and catch up with the latest gossip. We sometimes visit museums and art galleries. I like playing jokes on my friends. There is one joke. A boy who was studying at college sent e-mail to his father, «No mon, no fun, your son». The father answered, «How sad, too bad, your dad». Isn't it funny? And finally, Education, yes! School, no!



- |                     |                           |
|---------------------|---------------------------|
| 1. cradle ['kreɪdl] | коліска                   |
| 2. to claim [kleɪm] | претендувати на           |
| 3. fame [feɪm]      | слава, популярність       |
| 4. to shed [ʃed]    | лити, проливати (сльози)  |
| 5. mercy ['mɜ:si]   | милосердя; милість; ласка |

- |                        |  |
|------------------------|--|
| 6. to possess [pə'zes] | володіти; мати                               |
| 7. to owe [əʊ]         | бути зобов'язаним, завдячувати, бути в боргу |
| 8. to own [əʊn]        | володіти; мати                               |
| 9. caress [kə'res]     | ласка, пестощі                               |
| 10. regular ['regjʊlə] | гарний, правильний                           |

- 1. There are children in the UK who don't go to school.
- 2. Education in the UK is compulsory but school isn't.
- 3. The children can be educated at home only if they are ill.
- 4. These children aren't going to take exams.
- 5. They work hard to become educated people and pass all the exams in order to get into a university.



### Speaking

**7. Work in pairs. Discuss the advantages and disadvantages of being educated at home with the help of your parents if it's possible.**

**8. Do a class survey. Find out the classmates who are supporters of home education and opponents of it.**

**9. Work in groups. Work either in the group of supporters or in the group of opponents of home education. Think of the advantages and disadvantages of home education. Present your ideas to the class.**

### Listening

**10. Listen to the dialogue, act it out. Use the key phrases to describe your school life.**

- an article about learning foreign languages •
- a full-time school • English, French, German and Spanish are learned •
- the President of our school • and form the Cabinet of Ministers •
- age pupils start learning languages • age of 6 •
- difficult to learn three languages simultaneously • our lessons are •
- always creative • deserves admiration •
- school curriculum • are also offered optional courses •
- out-of-class activities • doing sport, attending different clubs •
- singing in a choir • a good library • homework/different projects

### 11. Read the interview and say what you've liked most of all concerning the learning of languages and why the pupils of Lyceum 51 are happy.

#### Getting Joy While Studying

Mark Darcy is a successful journalist, who has got the task to take an interview from one of the UNESCO Associated Schools Project participants. He decided to visit International Relations Lyceum 51. He asked some pupils about their studying process, activities.

**MD:** Hi! I'm Mark Darcy from England. I'd like to ask you some questions for my article in «The Sunday Times».

**Ss:** Yes, of course. We'll help you with great pleasure.

**MD:** What can you tell me about your school?

**S:** I'm Heorhii Tytarenko and firstly I'd like to tell you about the history of our school. Our school was founded in 1889 as a private primary school for girls. For many years the school has been closely associated with the Ministry of Education of Ukraine. Now we have a large collection of valuable materials. Our school has 3 stages:

- Primary school (forms 1—4);
- Secondary school (forms 5—9);
- Lyceum (forms 10—11).

**MD:** How many languages can you study in your school?

**S:** Let me speak on the matter. I'm Dasha Ivanova, I study in the 10<sup>th</sup> form. Besides our native language — Ukrainian — we study foreign languages such as English, French, and German. We can also study Spanish and Japanese additionally.

**MD:** That's great! It's a high level of education! What about your English lessons?

**S:** I'd like to tell you in detail about studying English at our Lyceum. I'm Volodymyr Melnyk and I can tell you that it is very interesting to learn another language and culture. Our teacher encourages us to speak much during our lessons. We have a lot of different discussions. We solve problems, share different views, do crosswords, joke... Project activities play a very special role. Sometimes we watch films about different countries or the world's classic in English. We celebrate nearly all the British holidays.

**Ss:** We are Kateryna Vashchenko, Olha Zarubinska and Serhii Reva and we all like our English lessons, too. Our teacher is Olena Konstantynova and to our mind she is wonderful. At our lessons we do many projects on different topics. This summer we made the project «Cherishing and Preserving Our Cultural Heritage», which is about Kyiv-Pechersk Lavra. And some of our pupils went to England this summer and they are working on a project about London now.





Last year we celebrated Saint Valentine's Day. We talked about interesting traditions connected with this date, had a lot of fun. We have also staged «Tsarevna Non-Laughter» and «Cinderella» plays. This year we are going to stage a new play, «The Nutcracker». Last year we also participated in the UNESCO Brain Ring. We won the competition and we had a lot of fun. At our lessons we also learn to communicate in English. We learn English songs and poems, read, do grammar exercises.

To make a conclusion, we would like to say that it is important to know English well, because it is an international language and we are happy with our teacher and lessons.

**S:** Indeed, we have brilliant teachers. My name is Bohdan Diakovych and I'd like to tell you about our teacher. She is just and patient, and teaches us in an interesting way. Due to Nataliia Zaichenko we have improved our skills in English. She knows our level of English, and she has a special approach to each pupil. We sing songs, play different English games and we are really happy with coming to her lessons. English occupies a very special place in our lives. It's our favourite subject.

**S:** We study not only English but also Country Studies and a Course of Guides-interpreters. I'm Mariia Didkivska and I'd like to tell you about these subjects. I think that it is very interesting to learn Country Studies. At our lessons we read English books in the original. We also study the history of Great Britain and the USA. This subject helps us understand their culture and customs, be more educated. During our Guides-interpreters lessons we learn translation techniques, the translator's etiquette, etc. This experience will help us in our work in communication with other people. To sum it up, I want to tell you we never feel bored during our lessons because they are very interesting and educational.

**MD:** You said that you celebrated nearly all the British holidays. What is your favourite one?



**S:** I'm Katia Klynovska. From my point of view Christmas is the most interesting holiday. In Great Britain it is celebrated on December 25<sup>th</sup>. Every country seems to have a different way of celebrating Christmas. We also have some traditions of lessons-feasts. Firstly we choose the most creative pupils to make some funny educational games and quizzes. I feel that everybody loves this holiday very much! In fact, we have other celebrations, too. It seems to me that Thanksgiving Day was unforgettable. We had a really lovely cosy home atmosphere with traditional dishes on the table.

**MD:** Have you had any other holidays at school?

**S:** Yes, I'm Maryna Bernychuk. As you know, our Lyceum has been a member of the UNESCO Associated Schools Project net since 1997. We've had the European Year of Languages, it was impossible for us to miss that event and not to hold the festival. A great contribution was made by both teachers and pupils. The opening ceremony was named «Spring Begins in February». It was very exciting and we were inspired by the first day. The next day was polylingual. We had also a computer presentation of new French textbooks. Then the Fairy Tale Day came.

We have come to the conclusion that every educated person should know at least several languages and that there is no use in learning artificial languages. Everyone really enjoyed our Languages Festival. I wish there were more such interesting festivals held. They are educational and entertaining and there is much fun.

**MD:** Excellent! Have you taken part in any conferences or other UNESCO events?

**S:** Of course! I'm Andrii Zaiets and I have to say that a delegation from our lyceum took part in the United Nations Model. The working language was English.

Our delegation represented not our school but the country of Georgia. Every participant presented a project of a resolution according to the order of Conference in the name of the represented country. After the conference we came to the conclusion that we had to strive to become





more active and valuable members of the decentralised network of pupils, teachers, and civic organisations.

**MD:** Interesting! Now I understand why you are so highly motivated in language learning. Another question: what is the reason for your success in English learning?

**Ss:** We think that our success as an English-speaking school lies in close cooperation and joint work of pupils and teachers. We are happy that such highly qualified teachers help us in getting the best knowledge. It's great to work side by side with true experts such as Olena Konstantynova, Olena Vyhran, Svitlana Baikova, Olha Torutko, Nataliia Nesterenko, Tetiana Volovyk.

**MD:** Thanks a lot! I'm really impressed by your lyceum! I wish you further success, creativity and enthusiasm. Good bye!

**Ss:** The school warmly welcomes visitors at any time!



## 12. Read the pupils' letters from different schools in Kyiv, name these schools and say what you think all these schools have in common.

1.

Dear friends,

My name is Sasha. I've got your address from PTPI. My English teacher told me about this organisation. I've got interested in People to People International School and Classroom Programme that can connect our teachers and pupils with classes in your country for pen pal exchanges and projects that improve cultural understanding and encourage friendship.

I'd like to give some information about my gymnasium. So, I study in Kyiv P. Tychna Gymnasium 191 in Ukraine. My studying takes a big part of my life that's why school has to be a big family and give its pupils much knowledge as my gymnasium does.

Our principal Nina Drozdovych does her best to provide us with all the necessary facilities to study here. There are about 40 classrooms, laboratories, video classrooms, a modern gym and a library with a great number of books on different subjects.

Our gymnasium specialises in learning foreign languages — English, German, French, Italian. The pupils learn American and British literature, a Business Course and a Course of Guides-interpreters. They are of great help for us in communicating with our friends from different countries. We are proud to have a Euro club in our gymnasium where we can improve our language skills, participate in an intercultural dialogue and make new friends.

We're always ready for international collaboration. Let's keep in touch. I'm looking forward to hearing from you.

Kind regards,

Sasha Holovskaia



2.

Dearest Alice,

It has been so wonderful to hear from you! I'm glad you like your new school in Washington, for I know how anxious you were about it all summer! Definitely, it will take some time to adjust and get used to the new environment, but you're a smart one, so don't worry, everything is going to be just fine. In fact, I'm sure that you already have lots of new friends there!

As for me, I've been fine, too, though very much up and down emotionally. Ironically, I begin to realise that I miss Belgium as if it was my home country. Anyway, enough of the sad things! Luckily, school has already started and it's been just great!

Remember how I've been writing letters to countless English boarding schools and applying for scholarships, filled with anxiety that there would be no school in Ukraine to give me a proper education. Well, now that I've seen and experienced my new school's academics I laugh at myself for being so silly!

Besides, every day we have 2 or 3 lessons in English, so I'm really happy that I'll be able to keep up with my English skills and also improve them or to be more correct in filling in the gaps. Our teachers are just perfect for that matter. By the way, my vocabulary teacher's English sounds just like yours, so every time I hear her I often think of you.

At the beginning of school, I was also told that we would have a Scottish lecturer coming in later in the year and that he would be giving us English tests and lectures. This sounds very interesting, don't you think? Especially for me, since, you know, I always wanted to visit Scotland. So here it is, another exciting event to look forward to!

My classmates are just wonderful. So friendly and nice! You know, I was quite scared on the first day, but they showed me such care and interest that by the end of the week I felt like I'd been attending this school for ages!

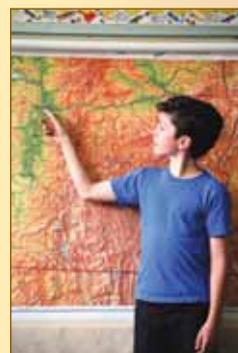
So, as you can see, Lyceum «Intellect» (oh, I've just noticed that I haven't yet mentioned its name!) is an exciting, creative, and challenging place to learn. And the most important thing is that with its high educational standards, it brings me closer to our dream of ever studying together at Oxford or Cambridge University, or anywhere else in the world!

Oh, Alice! How much I've already written about myself and the school! Well, here I'll stop tiring you with my long stories! How about you? How have you been? It has been a great change in your life, after all you've just had! Hope you are enjoying your weekend. Don't forget to send me your new telephone number as well! I've so much to tell you and I know you have, too!

Miss you more than ever!

Lots of love, love, love,

Anna



3.

Dear Ann,

How are you? I hope you are fine. In your last letter you asked me about my school.

I study in Kyiv at Klovskiy lyceum 77 in the 10<sup>th</sup> form. My favourite subject is English. We have eight lessons of English per week.

Our teacher Olexandra Dovgan has been teaching us since the 5<sup>th</sup> form. Our lessons of English are very interesting, we read a lot of books and watch films in English. Last year my classmates, our teachers Olexandra Dovgan and Svitlana Filimonova went to London.

We had three lessons of English every day, and after lunch we spent time watching different places of interest. Such trips are held in our lyceum every year.

After lessons my friends and I attend our drama club. The leader of our club is Tetiana Siianytsia who helps us improve our English by staging performances. We all love art and English and American literature thanks to our school theatre «Sophite».

Take care,

Kate



4.

Dear Tom,

How are you? I hope you are fine.

In your last letter you asked me about my new school. In fact, it is lyceum «Intellect». It was founded 19 years ago by Serhii Romanovskyi, its headmaster. There are about 500 pupils in the lyceum classes from the 7<sup>th</sup> to 11<sup>th</sup> form.

I like studying here very much because my classmates are wonderful. Cosy atmosphere, qualified staff and the whole lyceum itself make me wish to come here every day, discover new things and get new experiences.

We have a usual list of subjects like in other state schools but we also have many lessons of English. We read texts, listen to audio, watch and discuss videos, work in pairs, do project work and broaden



our vocabulary at Speaking Practice lessons with our teacher Nataliia Honcharuk.

We analyse and study different grammar phenomena and practise using them at English grammar lessons with Liudmyla Shundyk. We dive into the world of English and American literature with Nataliia Hordeieva, who is the author of textbooks on these subjects. Besides, we have Country Studies, a course of the world religions and Business English. We even study Physics in English with Mr Romanovskyi. All our English language teachers headed by deputy director Mrs Hordeieva are creative professionals ready to teach us everything they know themselves.

So, as you can see, lyceum «Intellect» is an exciting and challenging place to learn and I am proud of being its pupil.

Tell me about your school. I will be waiting for your letter.

With my best wishes,

Helen



### Spot on *Would*

We use **would** to express preference.

Where would you like to go?

What language would you like to learn?

I'd love a cup of tea.

I'd rather have a cup of tea.

We use **would** to express a request.

Would you help me with these books?

Would you mind buying me a book?

### 13. Read the expressions with *would/would rather*. Divide them into two columns.

1. Would you rather go shopping with me?
2. I would rather go home now.
3. Would you sit outside, please?
4. Would you mind not smoking in here?
5. Would you rather stay at a hotel?
6. Would you not do that, please?
7. Would you, please, bring me some coffee?
8. I'd rather go to the cinema.
9. Would you like to have breakfast outside?
10. Would you like another cup of coffee?
11. Would you mind if I smoke inside?



12. I would rather have some tea.
13. I would like a cookie, too.
14. Would you like to sit outside, please?
15. Would you mind buying two loaves of bread on your way home?

Expressing Preferences	Expressing Requests
1,	3,



### Spot on Clauses

The conjunctions of time **when**, **as soon as**, **before**, **until**, **after** are never followed by **will**. We use the Present Tense even though the time reference is future.

1. I'll phone you when I do my homework.
2. As soon as I see him, I'll tell him about it.
3. Wait until I come back.
4. Can you help me with English before I go home?
5. Will you help me about the house before my Mum comes home?
6. When I learn English, I'll go to a summer language school to improve my communicative skills with native speakers.



We can use the Present Perfect if it is important to show that the action in the time clause is finished.

1. When I've read this book I'll lend it to you.
2. I'll go for a walk after I've done my homework.



### 14. Complete the sentences. Use the correct form of the verbs in brackets.

1. When I come (to come) home, I will start (to start) doing my homework.
2. She \_\_\_\_\_ (to boil) milk before she \_\_\_\_\_ (to watch) a film.
3. As soon as I \_\_\_\_\_ (to read) this book, I \_\_\_\_\_ (to give) it to you.
4. \_\_\_\_\_ they \_\_\_\_\_ (to play) football when it \_\_\_\_\_ (to stop) raining?
5. I \_\_\_\_\_ (not to go) to the park until my Mum \_\_\_\_\_ (to let) me do it.
6. After she \_\_\_\_\_ (to learn) the poem, she \_\_\_\_\_ (to help) her mother to clean the flat.
7. We \_\_\_\_\_ (not to go) to the cinema until I \_\_\_\_\_ (to finish) my work.



### 15. Discuss in class and give your reasons.

1. What you like and dislike in the system of education in our country.
2. What you would like to change if you could.
3. If the system of education in Ukraine is one of the best in the world.
4. Which type of school you'd like to study at.
5. If school education should be free or fee-paying.
6. Differences and similarities between the systems of education in Ukraine and the UK.



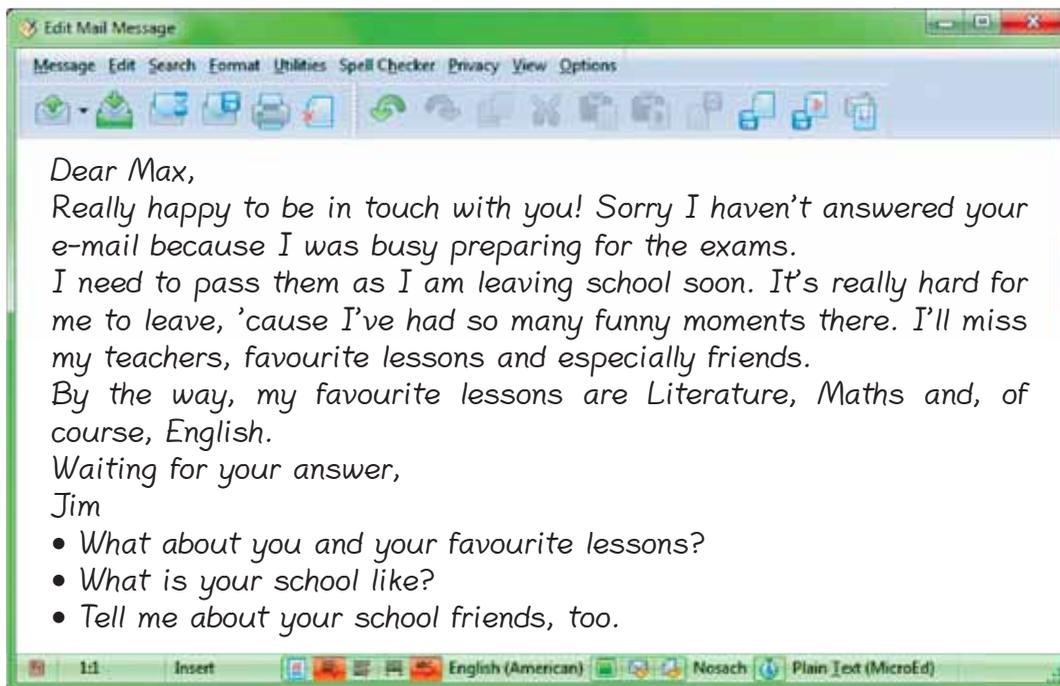
## 16. Complete the table.

### About the systems of education in Ukraine and the UK

Country	Types of schools	The children's age	Similarities	Differences
Ukraine				
The UK				

## 17. You have received an e-mail from your English pen friend. Read.

Write him/her an e-mail and answer his/her questions.



Dear Max,  
Really happy to be in touch with you! Sorry I haven't answered your e-mail because I was busy preparing for the exams.  
I need to pass them as I am leaving school soon. It's really hard for me to leave, 'cause I've had so many funny moments there. I'll miss my teachers, favourite lessons and especially friends.  
By the way, my favourite lessons are Literature, Maths and, of course, English.  
Waiting for your answer,  
Jim

- What about you and your favourite lessons?
- What is your school like?
- Tell me about your school friends, too.

### Remember!

#### Education tips

- Try to guess/predict what the next phrase will be.
- Speed-reading skill is the must-have.
- Carve up info for better memorising.
- Make notes.
- Try to sort info, do your own system.
- Organise your time.

## 18. Discuss in class.

1. Your school life.
2. Your behaviour code at school.
3. Your extra-curricular activities.
4. Bullying in your school if there is any.



## Time for Fun!

### 19. Do the crossword.

#### ACROSS:

5. A type of mathematics.
7. Synonym of a «class» in: «Each class lasts 45 minutes in our school».
9. To evaluate pupils' work.
10. Physical Education.
11. A generalising word for football, rugby and other activities.
12. Common synonym of «ball point pens».
14. We've got to ... this article for homework.
15. A small exam.
17. Local Education Authority.
19. If you're at school, you're probably in one of them at the moment.

#### DOWN:

1. Another word for «homework».
2. Something to sit on.
3. The man in charge of a school.
4. A lady teacher.
6. People who work in the school kitchens.
8. Football, hockey and rugby are three popular varieties of this in British schools.
12. Something essential for cricket or rugby.
13. An original or new thought.
16. Short form of a common English name.
18. Is this crossword ... hard as the last one?

### 20. Homework. Do the project work «My School».

#### Project Suggestions

**End Product:** the poster with a list of the things you like about your school.

- Consider what the advantages of your school are.
- What things can you be proud of?
- Write the results on the draft, then issue the end product.
- Show it to your classmates to evaluate or to add new items to the list.

We believe in you! Just do it!

## CHAPTER IV

**1. Recollect the story and discuss. How did these people feel?**

- a. The Otis family when they met at breakfast the next morning.
- b. Little Virginia when she saw the blood stain.
- c. The ghost at his second appearance on Sunday night.
- d. Mrs Otis when she came out in a light blue dressing gown.
- e. The old Canterville spirit after meeting another ghost at the beginning and the end of their meeting.

**2. Read the new words and their definitions.**

1. to deserve to earn something by good or bad actions or behaviour
2. to gibber to speak quickly in a way that is difficult to understand
3. to traverse to move across, over, or through something
4. precaution something you do in order to prevent something dangerous or unpleasant from happening
5. string a rope
6. to trip to hit something with your foot by accident so that you fall or almost fall
7. insult an action that is offensive or deliberately rude
8. to assert to state firmly that something is true
9. ajar slightly open
10. trace a small sign that shows that someone or something was present
11. stove a piece of kitchen equipment on which you cook food
12. chimney a vertical pipe that allows smoke from a fire to pass out of a building up into the air
13. disorder a mental or physical illness
14. despair a feeling that you have no hope and way out of a situation at all

**3. Read the text and answer the questions.**

The next day the ghost was very weak and tired. The terrible excitement of the last four weeks was beginning to have its effect. He was completely exhausted. For five days he stayed in his room, and at last made up his mind to give up the point of the blood stain on the library floor. If the Otis family did not want it, they clearly did not deserve it. It was his duty to appear in the corridor once a week, and to gibber from the large window on the first and third Wednesday every month. For the next three Saturdays, he traversed the corridor as usual between midnight and three o'clock, taking every possible precaution against being either heard or seen. He put off his boots, wore a large black velvet coat, and was careful to use oil for oiling his chains. Still, in spite of everything, he was not left in peace. Strings



were continually being stretched across the corridor, over which he tripped in the dark. This last insult so offended him that he decided to make one final effort to assert his dignity and social position.

He had not appeared in this disguise for more than seventy years. It was, however, an extremely difficult «make-up». At last everything was ready, and he was very pleased with his appearance. The big leather riding boots that went with the dress were just a little too large for him, and he could only find one of the two horse pistols. When he had reached the room occupied by the twins, he found the door just ajar. Wishing to make an effective entrance, he flung it wide open, when a heavy jug of water fell right down on him, wetting him to the skin. The shock to his nervous system was so great that he fled back to his room as quickly as he could go, and the next day he was laid up with an awful cold.

He now gave up all hope of ever frightening this rude American family. The final blow he received on the 19<sup>th</sup> of September. He had gone downstairs to the great entrance hall, feeling sure that nobody could see or hear him, and was amusing himself by making satirical remarks on the large photographs of the United States' Minister and his wife. It was about a quarter past two o'clock in the morning. He was strolling towards the library to see if there were any traces left of the blood stain. Suddenly from a dark corner two figures appeared who waved their arms wildly above their heads, and shrieked out «BOO!» in his ear.

He jumped with a panic and rushed to the staircase, but found Washington Otis waiting for him there with the big garden syringe, the ghost vanished into the great iron stove and had to make his way home through the chimney, arriving at his own room in a terrible state of dirt, disorder, and despair.

After this he was not seen again. It was quite evident that his feelings were so wounded that he would not appear. It was obvious that the ghost had gone away, and Mr Otis wrote a letter to Lord Canterville, who, in reply, expressed his great pleasure at the news, and sent his best congratulations to the Minister's family. The Otises, however, were sure the ghost was still in the house.

1. How long was the Canterville ghost exhausted?
2. How did he behave?
3. Did the Otis family forget about his presence in the house?
4. What was his final effort?
5. What did he look like?
6. What happened to him when he opened the twins' room?
7. How did he feel?
8. Who was he attacked by while strolling towards the library?
9. How could he escape?
10. Were the Otis family sure that the ghost had left the Chase?

**4. Make a dialogue between the brothers about the time after their coming back to the room and act it out.**

## The Mountains

### I. Answer the questions.

1. What do you know about the Australian mountains?
2. Can you name them?
3. What do you think? Are they beautiful?

### II. Read the text, look at the pictures and say which mountains are the most beautiful in your opinion. Give your reasons.

Australia is an ancient land. The Snowy Mountains are the highest peaks in a chain of mountains formed two or three million years ago — the Great Dividing Range — which run for 5000 kilometres from Cape York in the north down the eastern coast of Australia to Victoria with the Grampians, a floral natural laboratory where it is possible to see endless varieties of colour, shape and size.

Older mountain ranges include the Flinders Ranges in South Australia, the MacDonnell Ranges in the Northern Territory and the Kimberleys and Hamersley Ranges in the west of the country.

In the Northern Territory we can also see the Kakadu Northern Park — a vast art gallery where the Aborigines have come to paint on the rocks for perhaps 40 000 years.

The Flinders Ranges contain some spectacularly beautiful scenery — saw-toothed sandstone ridges of warm red, blending to blue and purple in the distance.

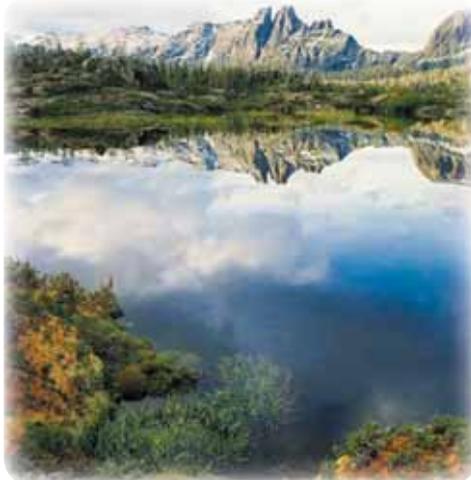
There are also mountains in Tasmania where volcanoes have formed magnificent peaks and sharp ridges. They are very beautiful.



Blue Mountains (New South Wales)



- |   |   |
|---|---|
| 1. Grampian Hills, the Grampians<br>['græmpɪən 'hɪlz] | Грампіанські гори   |
| 2. floral ['flɔ:rəl]                                  | квітковий; рослинний  |
| 3. laboratory [lə'bɒrət(ə)rɪ]                         | лабораторія   |
| 4. natural ['nætʃrəl]                                 | природний, натуральний  |
| 5. variety [və'raɪətɪ]                                | різноманітність; безліч; різновид;<br>вид; сорт; різновидність                        |
| 6. endless ['endlɪs]                                  | нескінченний; безмежний;<br>незлічений  |
| 7. saw-toothed ['sɔ:tu:θt]                            | зубчастий   |
| 8. sandstone ['sændstəʊn]                             | пісковик  |
| 9. ridge [rɪdʒ]                                       | гребінь гори; гірський хребет;<br>вододіл   |
| 10. to blend [blend] (blent; blended)                 | непомітно переходити з відтінку<br>у відтінок (про фарби);<br>гармоніювати, зливатися |
| 11. range [reɪndʒ]                                    | лінія, ряд, пасмо; a range of<br>mountains — гірське пасмо                            |
| 12. Kimberleys ['kɪmbəlɪz]                            | Кімберлі (плато)  |
| 13. spectacularly [spek'tækjʊləli]                    | захоплююче; ефектно   |
| 14. cape [keɪp]                                       | мис   |
| 15. magnificent [mæɡ'nɪfɪsnt]                         | чудовий; пишний; величний   |



1. Listen and read. Say if it is really very important to read books and choose an author as you choose a friend. Is it typical nowadays?

**Choose an author as you choose a friend.**  
Wentworth Dillon

## Vocabulary Practice

2. Read the words and their definitions and make up sentences with these words.

- |  |   |
|--|---|
| 1. novel ['nɒvl] <i>noun</i>                       | a book about people and events that a writer has imagined; historical novel — about people and events in the past                       |
| 2. fiction ['fɪkʃn] <i>noun</i>                    | books about imaginary people and events   |
| 3. science fiction<br>[ˌsaɪəns 'fɪkʃn]             | stories about things that happen in the future or in other parts of the universe  |
| 4. non-fiction [ˌnɒn'fɪkʃn] <i>noun</i>            | books about real events, people and places  |
| 5. detective story<br>[dɪ'tektɪv 'stɔːrɪ]          | a story in which someone tries to find who is responsible for a crime, especially a murder  |
| 6. short story<br>[ˌʃɔːt 'stɔːrɪ]                  | a short piece of writing in which a writer tells a story  |
| 7. thriller ['θrɪlə(r)] <i>noun</i>                | an exciting story, for example, about a crime, in which surprising events happen suddenly and you never know what will happen next      |
| 8. biography [baɪ'ɒgrəfɪ] <i>noun</i>              | a book about someone's life, written by another person  |
| 9. autobiography<br>[ˌɔːtəbaɪ'ɒgrəfɪ] <i>noun</i>  | a book in which someone writes about his/her own life   |
| 10. reference book<br>['refrəns bʊk]               | a book that you look at in order to get some information  |
| 11. encyclopedia<br>[ɪnˌsaɪklə'piːdɪə] <i>noun</i> | a large book containing facts about a lot of different subjects, usually arranged in alphabetical order                                 |
| 12. dictionary ['dɪkʃənərɪ] <i>noun</i>            | a book that tells you the meaning of words and lists them in alphabetical order; sometimes provides equivalent words in other languages |
| 13. atlas ['ætləs] <i>noun</i>                     | a book of maps  |
| 14. textbook ['tekstbʊk] <i>noun</i>               | a book that contains information on a subject which you use when you are studying that subject  |
| 15. poem ['pəʊɪm] <i>noun</i>                      | a piece of writing which is arranged in patterns of lines and sounds, often in verse  |

Words to learn:

poetic,  
uninhabited,  
to chase,  
farewell,  
farewell to the  
mountains,  
velour,  
textbook edition,  
to wander,  
to rove in every  
land,  
fairy tale,  
detective,  
poetry,  
funny story,  
invisible,  
love story,  
thriller,  
reference reading  
list,  
walking,  
textbook,  
poem,  
poet,  
fantasy,  
ode.

16. fairy tale ['feəri teɪl] a traditional children's story in which magic things happen
17. loan [ləʊn] *noun* the act of taking and using something that belongs to somebody else
18. to borrow ['bɒrəʊ] *verb* to take something for using from somebody or something

**3. Read the words and arrange them into the right column.**

Novels, biographies, adventure stories, short stories, space adventures, dictionaries, humorous stories, poems, thrillers, verses, rhymes, odes, folk tales, myths, ballads, autobiographies, detective stories, fairy tales, stories, reference books, fables, textbooks, atlases, guidebooks, encyclopedias, jokes.

Fiction	Non-fiction	Science fiction	Poetry	Folklore

**4. Read and name the odd word in each line and explain why.**

- encyclopedia, dictionary, textbook, guidebook, story
- short story, detective novel, science fiction, poem, thriller
- magazine, journal, article, booklet, newspaper

**5. Match the titles of the books to the genres.**

- |  |                    |
|--|--------------------|
| 1. John Tolkien «The Hobbit»               | a. story           |
| 2. Herbert George Wells «The Time Machine» | b. fairy tale      |
| 3. Jack London «White Fang»                | c. detective novel |
| 4. Bram Stoker «Dracula»                   | d. short story     |
| 5. Agatha Christie «Sleeping Murder»       | e. science fiction |
| 6. Taras Shevchenko «My Testament»         | f. fantasy novel   |
| 7. O. Henry «The Last Leaf»                | g. poetry          |
| 8. Charles Perrault «Puss in Boots»        | h. horror novel    |

**Speaking**

**6. Answer the questions.**

- Do you like reading?
- Is reading important in your life? Why? Why not?
- How old were you when you started reading?
- Who taught you to read?
- Which is easier for you: to get information from newspapers and books or television and the Internet?
- Which is more interesting for you: to read about a famous person or watch a TV programme about a famous person?
- What are your favourite kinds of books?



8. How often do you use dictionaries and encyclopedias?
9. Do you have favourite books and writers?

**7. Work in pairs. Tell your partners about the last book you have read. Use the Spot on Books. These words can help you:**

\_\_\_\_\_ was written by \_\_\_\_\_  
 It was written in \_\_\_\_\_  
 I read it \_\_\_\_\_  
 I \_\_\_\_\_  
 It's about \_\_\_\_\_  
 It's \_\_\_\_\_  
 The characters \_\_\_\_\_

**8. Answer the questions.**

1. Who likes to get books as a present?
2. Who likes to give books as a present?
3. Who likes to read humorous stories?
4. Who likes to read fairy tales (horror stories/ adventure stories/fantasy books/love stories)?
5. Who is a bookworm?
6. Who likes to go to the library?
7. Are libraries important in the life of people?
8. What can people do at the library?

### Spot on Books

**Say what it's about.**

Start with: It's about...

It tells the story of...

**Say why you've liked it.**

Start with:

It's an interesting book.

It's a very good/brilliant/  
very exciting book.

It's a real page-turner.

It grabs your attention right  
from the start.

It's impossible to put it  
down.

It's beautifully/very well  
written.

**Say about characters:**

**colourful/attractive/  
sympathetic/appealing/  
interesting.**

**Say when it was written, who  
wrote it, when you read it.**

**Say what the moral of the  
story/book is.**



## Reading

**9. Read and say what this text is about.**

### A Library

It is impossible to buy all the books that we want or would like to read. That's why we borrow books from public libraries. We can also order books via the Internet through various online bookshops.

Every school has got a library. A school library is a collection of textbooks and books for reading. They are arranged in the alphabetical order. We have a person who is responsible for all the books in our library. It is a librarian.



Students go to the library to read books, look through some magazines and write a book review/report. In book reports children analyse the plot of the book and the personal traits of the main characters. Sometimes teachers prepare for their lessons at the school library, too. We choose the books and material we need by using a catalogue. In our library we have a wide choice of books to read. In each book there is usually a table of contents where we can see the number of chapters in a book and the year it was published.

**10. Jack and Tom have come to St Paul's School library. There are a lot of notices on the walls. Scan the Short Loan Collection notice.**

### Short Loan Collection

When a lot of students and teachers need the same book, we put one copy of the book in the Short Loan Collection, where it is available for two hours as the library does not buy a lot of extra copies. These books are used inside the library.

After two hours the books are returned to the Desk. Short-loan books are also borrowed overnight — two hours before the library closes — and must be returned by 9 a.m. on the next working day. Fines of 50p per hour per book are charged for late returns.



**11. Mark the sentences T (true) or F (false).**

- 1. Books are put in the Short Loan Collection because they are very rare or expensive.
- 2. Books from the Short Loan Collection are never used outside the library.
- 3. If a book is popular, the library always buys a lot of extra copies.
- 4. You can use books from the Short Loan Collection for two hours.

**12. Make up questions to the sentences.**

- 1. These books are used inside the library. (*Where?*)
- 2. After two hours the books are returned to the Desk. (*When?*)
- 3. Short-loan books are also borrowed overnight two hours before the library closes. (*What?*)
- 4. Fines of 50p per hour per book are charged for late returns. (*What?*)



## Speaking

### 13. Discuss your visit to the library. Then summarise your talking.

Questions	Answers
1. How often do you visit your school library?	I go to the library: once a week; once a month; every day; when I have home tasks in literature.
2. What is there in the school library?	There are: a lot of books; a lot of magazines; a lot of newspapers; many readers.
3. What can you do in this library?	I can: read books; read newspapers; read magazines; borrow books and magazines; return books and textbooks.
4. Is there a Short Loan Collection room in the school library?	There is a Short Loan Collection room in the school library.
5. What is special in a Short Loan Collection?	There are books we can't borrow for a long time. They are encyclopedias and reference books. They are available in a Short Loan Collection room only.
6. How long can you keep books from the library?	The students can keep textbooks for a year and other books for two weeks.
7. Do you have to pay any fines to the library?	We don't have to pay any fines to the library.



George Peabody Library

## Spot on Grammar

### The Passive Voice

We use the *Passive* when we are more interested in the action than in the person who does it.

We often use the word *by* to show who does the action.

To form the Passive we use the correct form of the verb *to be* and the *Past Participle*.

#### The Present Simple

*Active: My friend **paints** the walls of his room every year.*

*Passive: The walls of the room **are painted** every year.*

#### The Past Simple

*Active: My friend  **painted** the walls of his room last year.*

*Passive: The walls of the room **were painted** last year.*

#### The Present Continuous

*Active: My friend **is painting** the walls of his room now.*

*Passive: The walls of the room **are being painted** now.*

#### The Past Continuous

*Active: My friend **was painting** the walls of his room when I came to see him.*

*Passive: The walls of the room **were being painted** when I came to see my friend.*

#### The Present Perfect

*Active: The room looks nice. My friend **has painted** its walls.*

*Passive: The room looks nice. The walls **have been painted** by my friend.*

#### The Past Perfect

*Active: The room looked much better. My friend **had painted** its walls.*

*Passive: The room looked much better. The walls **had been painted** by my friend.*

### Using *can, may, might, must*

If you want to talk about something possible, use the modal verb *can*.

*Example: The English can talk about the weather for hours.*

If you want to talk about something that is likely to happen, use the modal verbs *may* or *might*.

*Example: The weather in the UK may change at any moment.*

If you want to talk about something that is surely true, use the modal verb *must*.

*Example: Oh, it's very cold today. It must be 25 degrees below zero.*

**14. Discuss with your classmates: if you have a chance to choose a printed book or an e-book which will you prefer? Give your reasons.**

**The difference between a paper book and an electronic book.**

**Paper book** (feel its smell; touch it; doesn't hurt eyes; doesn't depend on plug-in, electricity; can borrow it from the library immediately).

**E-book** (time- and space-saving device; easy to use, carry; pleasant reading from a screen; keeps much information; available through the Internet; it can store one thousand books; books are always at hand; convenient for travelling).

Advantages	Disadvantages
<ol style="list-style-type: none"> <li>1. E-books are very handy.</li> <li>2. Pupils use them instead of printed books.</li> <li>3. They can store lots of books in their memory.</li> <li>4. They have modern software.</li> <li>5. It is easy to carry e-books instead of traditional bags with lots of heavy books.</li> <li>6. You can use them everywhere.</li> </ol>	<ol style="list-style-type: none"> <li>1. They have a small screen.</li> <li>2. Nowadays they are expensive.</li> <li>3. They need electricity.</li> <li>4. They hurt eyes.</li> </ol>

**15. What do we do if sometimes we can't find books of modern writers in the library?**

- What do we use?
- Is it good or bad to use the Internet?



For	Against
<ul style="list-style-type: none"> <li>- saves time;</li> <li>- very fast;</li> <li>- you can find books of modern writers and information about them;</li> <li>- you can work at home.</li> </ul>	<ul style="list-style-type: none"> <li>- bad for eyes, back;</li> <li>- insomnia;</li> <li>- you cannot use it everywhere;</li> <li>- needs electricity;</li> <li>- we pay money.</li> </ul>

**16. Fill in the gaps with appropriate forms of the verbs.**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Many books _____ every year.</li> <li>2. The books in our library _____ by many students every day.</li> <li>3. This book _____ already _____.</li> <li>4. This article _____ last year.</li> <li>5. The novels _____ at the moment.</li> <li>6. The book _____ when he came.</li> <li>7. The new English textbooks _____ now.</li> <li>8. The Vernadskyi National Library _____ by many readers every year.</li> </ol> | <ol style="list-style-type: none"> <li>a. are being printed</li> <li>b. is visited</li> <li>c. are printed</li> <li>d. was published</li> <li>e. are being read</li> <li>f. was being read</li> <li>g. are borrowed</li> <li>h. has been printed</li> </ol> |
|---|---|

## 17. Read and discuss «Library Rules» and «Library Cards».

- All library equipment and books should be used carefully.
- Don't spoil the books, don't pull out the pages.
- Conversations should be kept to a minimum and be as quiet as possible.
- Mobile phones should be turned off before readers enter the library.
- No food or drink is allowed.
- All borrowed books should be brought back by the due date.
- All books should be shown to the librarians before you leave the library.
- Don't lend your library card to somebody else.
- Everybody should be treated very politely.

### Library Cards

#### You should:

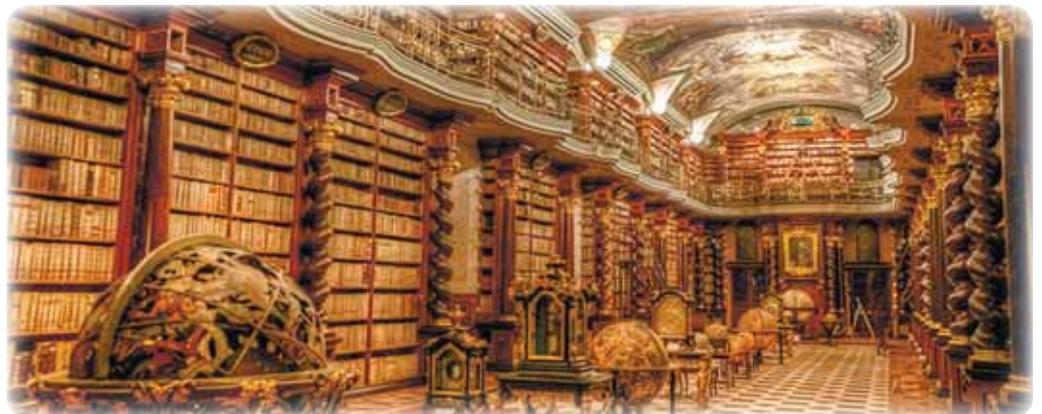
- have your library card with you when you are in the library.
- not lend your card to anybody else.
- show your card to any librarian who asks to show it.
- inform the library if your library card is lost.
- inform the library if your address changes.

### Writing

## 18. Project work. Work in groups. Think of a poster for your school library.

### Library Rules

- Make up two groups: what we *should do* in the library.  
what we *shouldn't do* in the library.
- Choose the coordinator.
- Decide what type of a poster it will be.
- Sum up your group work.
- Issue a poster and place it in your school library to evaluate.



Clementinum library in Prague, the Czech Republic

**1. Listen and read the poem. Learn it by heart. Say if you take care of the books you are reading.**

### Books

Since books are friends they need much care.  
 When you are reading them, be good to them and fair.  
 Use bookmarks, children, to hold your place  
 And don't turn a book upon its clear face.  
 Remember, children, then: books are meant to read  
 Not cut or colour them, no, really never indeed.

bookmark ['bʊkmɑ:k] — закладка (в книжці)

**2. Read these proverbs and sayings about books and knowledge, find their equivalents in your native language and, working in groups, discuss them. Add some more if you know.**

1. Don't judge a book by its cover.
2. A room without books is a body without a soul.
3. Wear an old coat but buy a new book.
4. Live and learn.
5. Money spent on brain is never spent in vain.
6. It is never too late to learn.
7. Knowledge is power.
8. Wits are better than wealth.
9. Success is a ladder that cannot be climbed with your hands in your pockets.

### Speaking

**3. Work in pairs. Discuss with your partners how you feel while reading a book. These words can help you:**

amused, puzzled, thrilled, sad, anxious, annoyed, amazed, happy, pleased, depressed, delighted, excited, unhappy.

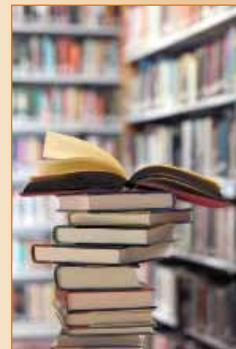
*Start like this:* I feel sad reading about...

**4. Say what reading is for you. These expressions and sentences can help you:**

- |  |  |
|--|--|
| 1. to be keen on   | I'm keen on science fiction.                 |
| 2. to re-read  | I'd like to re-read this thriller once more. |
| 3. to get along without  | I can't get along without reading books.     |
| 4. to be fond of   | I'm fond of historical novels.               |
| 5. to give pleasure  | Reading books gives me much pleasure.        |
| 6. a true-to-life story  | It's a true-to-life story.                   |
| 7. to be mad about   | I'm mad about books.                         |
| 8. to be a lover of  | I'm a lover of books.                        |
| 9. to be not much of a reader  | I'm not much of a reader.                    |
| 10. The plot of the novel is very interesting/exciting/thrilling/ amusing/uninteresting. |  |

**Words to learn:**

- puzzled,
- thrilled,
- sad,
- anxious,
- amazed,
- pleased,
- pleased smile,
- amused,
- depressed,
- wit,
- wits,
- delighted,
- happy,
- surprised,
- annoyed.



### Spot on Speaking

While telling somebody about something use these patterns:

- I'm sure of it. • You are mistaken. • I'm of the same opinion. •
- I'm against it. • Perhaps... • I disagree. • Certainly... •
- I'm afraid you are mistaken. • I suppose so. • I shouldn't say so. •
- I think so. • Certainly not. • I believe so. • Nothing of the kind. •
- I agree with you. • I don't think so.

#### 5. Fill in the correct forms of the words in brackets.

1. The book was so ... that I fell asleep. (*bore*)
2. I was very ... when I heard the news. (*excite*)
3. It was the most ... book of all I had ever read. (*interest*)
4. I was ... by the clown's performance. (*amuse*)
5. I feel ... when I read books by this writer. (*thrill*)

#### 6. Complete the table and find out what feelings reading of different genres causes among your classmates. Tell the class what you have found out.

Literature genres	Feelings and emotions
Thrillers	
Romantic novels	
Historical novels	
Science fiction	
Adventure stories	
Humorous stories	
Ballads	
Detective stories	
Horror novels	
Fairy tales	

#### 7. Work in pairs. Ask your partners about the ways of getting information and which way, in your opinion, is the best one. These words can help you:

newspapers, reference books, books, encyclopedias,  
TV, radio, the Internet, textbooks.

#### 8. Do a class survey to find out what your classmates think of reading. Tell the class what you have found out.

#### 9. Homework. Do the information project «Reading in My Life». Give your reasons why you like reading or don't like it. Present your project to your classmates.



**1. Listen, read and say what you think of the gist of the proverb «There is no friend so faithful as a good book» and give Ukrainian equivalents of it.**

**2. Read the words and their definitions and make up sentences with these words.**

1. to possess [pə'zɛs] *verb* to have something as one's property; to have a quality or ability, to have knowledge about something
2. to portray [pɔ:'treɪ] *verb* to show or describe someone or something in words; to represent someone in painting, sculpture, etc.
3. to arouse [ə'raʊz] *verb* to cause an emotion, attitude, a reaction or actions
4. vivid ['vɪvɪd] *adj* having or producing very clear and detailed images in mind
5. to depict [dɪ'pɪkt] *verb* to describe someone or something using words or pictures
6. to release [rɪ'li:s] *verb* to let someone leave a place where they have been kept; to make a book, a film, an album, etc. available for people to see or buy
7. plot [plɒt] *noun* a series of related events that make up a main story in a book, film, etc.
8. pen names ['pen neɪmz] names the writers use instead of their real names in stories, articles, etc. they write

**3. Read the phrases and make some sentences with them.**

to be keep on, to get along without, to give pleasure,  
to be not much of a reader, to re-read, to be fond of,  
a true-to-life story, to be mad about, to be a lover of books

## Speaking

**4. Divide these words and expressions into two groups: expressions describing the qualities good writers should possess and expressions describing what the author says about in his / her book. Speak in class giving your ideas. If you know the name of the author or the type of the book you can use them:**

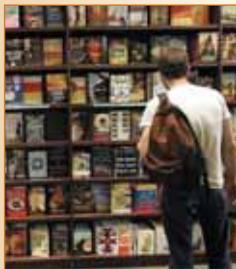
to portray life, to amuse the readers, to depict characters, to describe nature (wildlife) with love and understanding, to arouse a feeling, imagination, to make people happy, to make people laugh, to teach us to love and live, a rich language, an interesting plot, truthfulness, a sense of humour, detailed descriptions, the power of the author's images, national, to develop an artistic taste, to focus smb's attention on..., skillfully

In his book the author skillfully depicts all the characters.  
All Shakespeare's plays have an interesting plot.

**Words to learn:**

vivid,  
to portray,  
to arouse,  
to depict,  
to release,  
plot,  
pen name,  
theft,  
truthfulness,  
to fascinate,  
prairie,  
mustang,  
skillfully.





### 5. Read the dialogue and complete it. Act it out.

- A. What's the title of the book you are reading now?  
B. It's...  
A. What is the book about? Is it worth reading?  
B. Oh, ...  
The plot...  
The main characters...
- A. Do you like it?  
B. The book is really...  
A. And what about spy thrillers and detective stories?  
B. Oh, I can't get along without them. I... And what do you like to read?  
A. I like to read...  
I can't imagine my life without books. There is a proverb: «There is no friend so faithful as a good book». It's about me. The books are my real friends.  
B. You are right. I am mad about books, too.

### 6. Work in pairs. Ask your partners about their favourite writers and the books they are reading.

## Reading

### 7. Read the text ignoring the gaps. Some sentences are removed from the text. Choose from the sentences (a—f) the one which fits each gap (1—5). There is one extra sentence which you do not need to use. Which one? Read it.

#### O. Henry

O. Henry is one of the best-known short-story writers. The real name of the writer is William Sydney Porter. He was born in Greensboro, in North Carolina, in the family of a doctor. He was brought up by his aunt because his mother died when he was a small boy. After finishing school at the age of 15, Porter worked as a clerk in his uncle's chemist shop in Greensboro.   c  <sup>(1)</sup>

There he saw cowboys, prairies and mustangs but it wasn't easy for him to find any work. At first he worked on a farm, and then he became a clerk in an office and at last got a job in a small bank. During



O. Henry

this period he became interested in literature and began to study languages.

He married and was very happy. When his daughter was born he became the happiest father in the world. \_\_\_\_\_<sup>(2)</sup>

One day a theft of a thousand dollars was discovered in the bank where he worked. Though it was not he who had taken the money, Porter was put into prison. Soon his wife died and their daughter lived with her relatives. \_\_\_\_\_<sup>(3)</sup>

Porter was very sorry that his daughter wouldn't receive a Christmas present from him and he decided to write a story, send it to one of the American magazines and get some money to buy his daughter a Christmas present. \_\_\_\_\_<sup>(4)</sup>

Porter signed the story «O. Henry» — the first pen name that came into his head. He published many short stories and after he was released from prison he continued writing short stories for different magazines. \_\_\_\_\_<sup>(5)</sup> Very soon he became one of the most popular short-story writers in America.

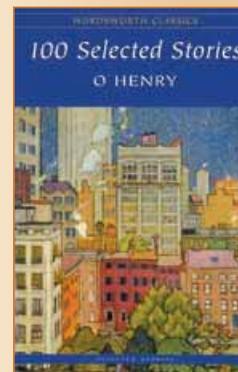
In his stories O. Henry describes amusing incidents of everyday life in large cities, on the farms and on the roads of America. O. Henry's stories were a great success. They are popular nowadays, too.

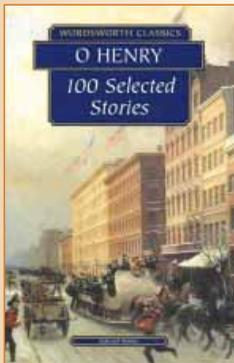
theft [θeft] — крадіжка; злочинство

- a. O. Henry wrote 273 short stories and one novel «Cabbages and Kings».
- b. She was told that her father had gone very far away and wouldn't return soon.
- c. Then he went to Texas because he wanted to see new places.
- d. I usually read books on Sundays.
- e. So, his first story «Whistling Dick's Christmas Present» was published and Porter's daughter received a Christmas present.
- f. But his happiness did not last long.

## 8. Read the text again. Choose the correct answers.

1. What is the real name of O. Henry?
  - a. William Shakespeare.
  - b. William Sydney Porter.
  - c. Robert Burns.
  - d. Daniel Defoe.
2. Why did he go to Texas?
  - a. To find a job.
  - b. To enter the university.
  - c. To see new places.
  - d. To buy some souvenirs.
3. Where did he get a job at last?
  - a. In a small bank.
  - b. In an office.
  - c. On a farm.
  - d. In the store.





4. What happened when one day a theft of a thousand dollars was discovered in the bank where Porter worked?
  - a. He went hiking.
  - b. He returned money.
  - c. He was put into prison.
  - d. He was sent abroad.
5. What did Porter decide to do being in prison in order to buy a Christmas present for his daughter?
  - a. To steal money.
  - b. To write a story, send it to a magazine and get some money to buy a present.
  - c. To lend some money.
  - d. To ask his relatives to buy a present.
6. How did Porter sign his story?
  - a. Mr Porter.
  - b. John Peter.
  - c. O. Henry.
  - d. O. Konnery.



"O. Henry's Unknown Side," Magazine Section, New York World, May 24, 1912

### 9. Complete the sentences.

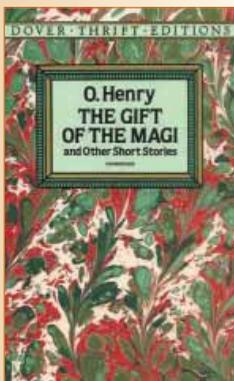
1. O. Henry ... *(to be)* one of the best-known short-story writers.
2. The title of the book I ... *(to read)* was «Red Chief».
3. The plot of the book ... *(to be)* very interesting. It ... *(to be)* about a small boy.
4. The book ... *(to write)* many years ago.
5. O. Henry ... *(to portray)* his characters with love and understanding.
6. He ... *(to describe)* amusing incidents of the everyday life of his characters.
7. I ... *(can not)* put the book down until I ... *(to read)* the last chapter.
8. I think it ... *(to be)* worth reading.

### 10. Discuss in class. Answer the questions.

1. Do you like reading?
2. What books do you like to read?
3. Who is your favourite writer?
4. What books by this writer have you read?
5. Have you read any stories by O. Henry?
6. What Ukrainian (English, American, Russian) writers do you know?
7. What books by these writers have you read?

**11. Do a class survey. Form groups according to the inclinations of your classmates (books and writers). Choose a writer and write a descriptive essay about him or her. Present it to the class.**

**12. Homework. A local magazine is organising an essay competition for the best essay about your favourite writer. Write your essay for the competition. Give your reason for your choice.**



**1. Read these sentences. What do they mean? Say if it is really necessary to learn and make progress and what we need to make a masterpiece. Discuss it with your classmates. First think then speak.**

1. It is up to you to decide whether to learn and make progress or not to learn and waste your time.
2. There are no dull subjects; there are only dull writers.
3. No one can make a real masterpiece of life until he sees something infinitely greater in his vocation than bread and butter and shelter.

*O.S. Marden*

vocation [vəʊ'keɪʃn]	покликання, професія
shelter ['ʃeltə(r)]	притулок
infinitely [ɪn'fɪnətli]	безмежно



**2. Read the words and their definitions and make up sentences with these words.**

- |   |  |
|---|--|
| 1. thinker ['θɪŋkə(r)] <i>noun</i>      | someone who thinks about important subjects, develops new ideas and is well-known for this   |
| 2. outstanding [aʊt'stændɪŋ] <i>adj</i> | extremely good or impressive; famous and prominent   |
| 3. progressive [prə'gresɪv] <i>adj</i>  | supporting social and political change that aims to make a system fairer; developing gradually   |
| 4. to study ['stʌdɪ] <i>verb</i>        | to learn something by going to school, university, etc.; to do work such as reading and homework; to read or look at something very carefully                          |
| 5. to dedicate ['dedɪkeɪt] <i>verb</i>  | to spend your time and effort doing something; to devote   |
| 6. playwright ['pleɪraɪt] <i>noun</i>   | someone who writes plays especially as their job   |
| 7. immortal [ɪ'mɔ:təl] <i>adj</i>       | living or existing for ever  |
| 8. spiritual ['spɪrɪtʃʊəl] <i>adj</i>   | related to a spirit  |
| 9. legacy ['legəsi] <i>noun</i>         | money or property that you arrange for someone to have after you die; something that someone has achieved that continues to exist after a person stops working or dies |
| 10. serf [sɜ:f] <i>noun</i>             | someone who lived and worked on land belonging to another person   |
| 11. serfdom ['sɜ:fdəm] <i>noun</i>      | the condition of being a serf  |
| 12. blacksmith ['blæksmɪθ] <i>noun</i>  | someone whose job is to make things of metal   |

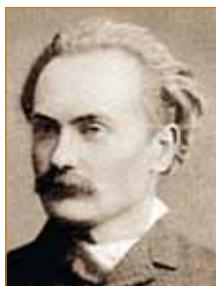
**Words to learn:**

great thinker,  
orphan,  
domestic,  
dedicated,  
to release,  
majority,  
to reveal,  
figure,  
public figure,  
echo (echoes).



## Reading

3. Look at the portraits of the writers, read the texts and match the parts of the text (1—4) to the portraits. What other Ukrainian writers do you know?



Ivan Franko



Lina Kostenko



Lesia Ukrainka



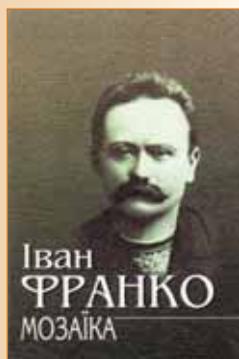
Taras Shevchenko

1. He is a great Ukrainian poet, artist and thinker. He was born in the village of Moryntsi in 1814. When he was a small boy his parents died and he became an orphan. At first he was a servant in the house of Engelhardt. Later the boy studied painting. He was very talented and noted writers and artists decided to buy him out of serfdom. Karl Bryullov painted the portrait of the poet Zhukovskiy and they got the required 2500 rubles. And at last in 1838 he was released from serfdom. This great Ukrainian artist tried his hand not only at painting but also at writing poems and plays. «Kobzar» was his first collection of poetry. Ivan Franko wrote: «This book revealed a new world of poetry». Nobody could deny his great talent. His life was devoted to his nation.

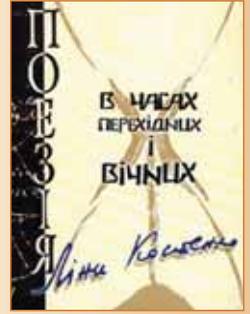
2. She is a famous Ukrainian poetess. Her character and views were influenced by folk traditions and progressives. She felt deep sympathy for her people. Her literary legacy is very rich. It includes the poetry collections «On Wings», «Thoughts and Dreams», «Echoes», dramatic poems, prose, critical articles, studies in folklore and translations from many languages. She knew many foreign languages and read classical literature in the original for self-education. Her poetry is based on folk traditions.

3. This famous Ukrainian poetess was born in the town of Rzhyshev in a teacher's family. She graduated from Kyiv Pedagogical Institute. She belongs to the generation that is called «the children of the war». That is why the problems of war and peace are very often raised in her works.

Her famous novel in verses is «Marusia Churay». This novel is about legendary Marusia Churay — the poet and the author of many Ukrainian folk songs of the period of the liberation of the Ukrainian people that were headed by Bohdan Khmelnytskyi. The majority of her works are dedicated to the historical life of Ukraine and prove the immortal spiritual values of the Ukrainian people.



4. He was a great poet, writer, playwright, literary critic, translator, journalist and public figure. He left a rich legacy of nearly five thousand fiction and non-fiction works, essays and articles written in Ukrainian, Russian, Polish, German and other languages. He was born in a family of a blacksmith in a village. He finished the gymnasium in the town of Drohobych. Then he continued his education in Lviv and later in Chernivtsi and graduated from Chernivtsi University in 1891. He was one of the most outstanding Ukrainian poets.



**4. Work in groups. Each group chooses one person, completes the sentences and reads the text about him or her.**

**A.**

1. Taras Shevchenko is \_\_\_\_\_
2. He was born \_\_\_\_\_
3. At first he served \_\_\_\_\_
4. He was very \_\_\_\_\_ and noted writers and artists \_\_\_\_\_
5. Taras Shevchenko tried his hand \_\_\_\_\_
6. «Kobzar» was \_\_\_\_\_
7. His life was \_\_\_\_\_

**B.**

1. Lesia Ukrainka is a \_\_\_\_\_
2. Her character \_\_\_\_\_
3. She felt \_\_\_\_\_
4. Her literary legacy \_\_\_\_\_
5. It includes \_\_\_\_\_
6. Her poetry is based \_\_\_\_\_

**C.**

1. Lina Kostenko was born \_\_\_\_\_
2. She graduated from \_\_\_\_\_
3. She belongs \_\_\_\_\_
4. The problems \_\_\_\_\_
5. Her famous \_\_\_\_\_
6. This novel is about \_\_\_\_\_
7. The majority of her works are \_\_\_\_\_

**D.**

1. Ivan Franko was \_\_\_\_\_
2. He left a rich \_\_\_\_\_
3. He was born \_\_\_\_\_
4. He finished \_\_\_\_\_
5. Then he continued his education \_\_\_\_\_
6. He was one of the most \_\_\_\_\_





## Speaking

7. Work in pairs. Ask your partners if they know some more poems by T. Shevchenko and can recite them.

8. Answer the questions.

1. What English writers and poets do you know?
2. What American writers and poets do you know?
3. What Ukrainian writers and poets do you know?
4. What books or poems by these writers and poets have you read?
5. Who is your favourite writer (poet)?
6. Why do you like their works?

These words can help you:

M. Twain, G. Wells, S. Maugham, W. Scott, G. G. Byron, C. Dickens, E. Poe, T. Dreiser, E. Hemingway, L. Carroll, W. Shakespeare, M. Mitchell, R. Burns, O. Henry, T. Shevchenko, L. Ukrainka, V. Symonenko, I. Franko, L. Kostenko, M. Gogol, J. London, A. Christie, J. R. R. Tolkien, C. Perrault, B. Stoker, M. Kotsyubynskyi, J. Aldridge, A. C. Doyle, V. Stefanyk, Y. Yevtushenko, I. Kotliarevskyi, P. Kulish, M. Vovchok, V. Stus, I. Netchuy-Levytskyi, P. Tychyna, M. Rylskyi, O. Honchar.

## Reading

9. Read the text, choose the most informative, in your opinion, sentences. Say what new information you have got. But first answer these questions.

1. Do you know much about books in Ukraine?
2. What do you know about the first printed books in Ukraine?
3. What places were the first books put out at?

### Books in Ukraine

The Gospel of Ostromyr (1056—1057) was the oldest book in Ukraine. Later Yaroslav the Wise set up a library at St Sophia's Cathedral. At first the books were written on parchment and were very expensive.

But in the 14<sup>th</sup> century paper was mostly used. During the 16<sup>th</sup>—17<sup>th</sup> centuries a lot of libraries appeared in Lviv, Ostroh, at the Kyiv Monastery.

The first printed books in Ukraine were «The Apostle», «The Bible of Ostroh». During 1591—1622 the print shop in Lviv put out 13 books, at the Kyiv Monastery of Caves — 40 books and in Chernihiv — more than 50 books.





Fiction appeared in Ukraine at the end of the 18<sup>th</sup> century. And nowadays there are millions of books in Ukraine. The biggest collections of books, about 13 000 000, are at the Vernadskyi National Library of the Ukrainian National Academy of Sciences.

- |                            |                             |
|----------------------------|-----------------------------|
| 1. to put out              | видавати, випускати (книги) |
| 2. to set up               | розміщати; засновувати      |
| 3. parchment ['pɑ:tʃmənt]  | пергамент                   |
| 4. print shop ['prɪnt ʃɒp] | друкарня                    |
| 5. Gospel ['gɒspəl]        | Євангеліє                   |

**10. Work in groups. Complete the table.**

	The books I have read	The poems I have read	My favourite writer or poet
English writers			
English poets			
Ukrainian writers			
Ukrainian poets			
American writers			
American poets			

**11. Project work. Choose a poet about whom you'd like to tell your classmates and do an informative project about him or her. Present it to the class.**

**12. Read and match the countries to the libraries.**

- |                                 |         |
|---------------------------------|---------|
| The Library of Congress         | Ukraine |
| The New York Public Library     | The USA |
| The Cotton Library              | The UK  |
| The British Library             |         |
| The Vernadskyi National Library |         |

**Listening**

**13. Listen to the descriptions of these libraries, name them and complete the table.**

Libraries	Numbers
The Library of Congress	
The British Library	
The Vernadskyi National Library	
The Cotton Library	
The New York Public Library	



#### 14. Describe your school library. These questions will help you:

1. Where is it situated?
2. Are there many books in it?
3. What books are there in it?
4. Are there any serials in it?
5. Do you go to the library?
6. How often do you go to the library?
7. Do you like working in the reading room?
8. Do you use materials from the library while doing your homework?
9. Can you work on a computer?
10. Do you like using computers?
11. Which source of information is more useful: the Internet or the books? What do you think?
12. Do you study computing at school?
13. Is it important to study computer science nowadays?
14. What do you think? Are libraries important in our life?

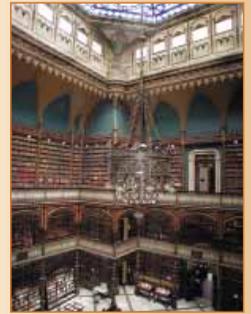
#### 15. Read the text and complete the sentences. These words will help you:

- |                                |  |
|--------------------------------|--|
| 1. artefact ['ɑ:tɪfækt]        | рештки матеріальної культури стародавньої людини |
| 2. medallion [mɪ'dæliən]       | медальйон  |
| 3. item ['aɪtəm]               | окремий предмет                                  |
| 4. to compile [kəm'paɪl]       | збирати (матеріали тощо); упорядковувати         |
| 5. serial ['sɪəriəl]           | періодичне видання                               |
| 6. incunabula [ɪnkju:'næbjʊlə] | інкунабули (першодруки)                          |
| 7. archives ['ɑ:kɑɪvz]         | архів  |
| 8. holding ['həʊldɪŋ]          | запас; фонд (бібліотеки тощо)                    |
| 9. theses ['θi:sɪz]            | дисертації                                       |
| 10. employee [ˌemplɔɪ'i:]      | робітник; працівник                              |

#### It is interesting to know

The Vernadskyi National Library of Ukraine is the largest library in the country. The collection contains more than 15 million items. This unique collection includes books, magazines, serials, maps, manuscripts, rare printed books and incunabula, newspapers, and documents of untraditional materials, the most complete collection of Slavic writing, archives of outstanding world and Ukrainian scientists, archives of the National Academy of Sciences of Ukraine and lots more.

Annually, the library receives 160 000—180 000 documents (books, magazines, newspapers, etc.). Its holdings include all Ukrainian publications and copies of all Ukrainian candidate and doctoral theses. The library exchanges materials with more than 1500 research and academic institutions and libraries from 80 countries. As a United Depository since 1964, the library receives all English and Russian language publications from the United Nations and its special institutions.





Each year, about 500 000 readers use the library resources and receive 5 million documents. Each day, about 1800—2000 scientists, specialists, post-graduate students and students visit the library. The readers are served in 16 specialised reading rooms of the main library complex, and 6 reading rooms that house collections of manuscripts, incunabula and rare books, prints and reproductions, music editions, Jewish manuscripts and the archives of the National Academy of Sciences of Ukraine.

The library serves governmental bodies such as Verkhovna Rada of Ukraine, the President’s administration and the Cabinet of Ministers of Ukraine. For these bodies the library also prepares reviews and analytical materials.

The library has more than 390 computers in use to serve readers by providing electronic information resources.

The library has more than 40 departments and centres, about 900 employees (70 % librarians, 17 % scientists, 13 % auxiliary staff).



1. The Vernadskyi National Library is \_\_\_\_\_
2. The collection contains \_\_\_\_\_
3. The collection includes \_\_\_\_\_
4. Its holdings include \_\_\_\_\_
5. Each year, about \_\_\_\_\_ readers use \_\_\_\_\_
6. Each day about \_\_\_\_\_ scientists, \_\_\_\_\_
7. The readers are served \_\_\_\_\_
8. The library also serves governmental \_\_\_\_\_
9. The library has more than 390 \_\_\_\_\_
10. The library has more than 40 \_\_\_\_\_



### Spot on the Internet

1. The word **computer** is a countable noun.

You work on a computer.

For example, everyone has to work on a computer.

Can you use a computer not only in your leisure time playing computer games but for working on it?

2. You have to say **the Internet**.

For example, the Internet is a useful source of information.

You also shop or do things on the Internet.

For example, people can communicate with each other instantly by e-mail and you can buy almost anything on the Internet without leaving your home.

3. **Don't** say «I don't like using computer».

Say «I don't like using computers».

It is difficult to imagine the world without computers.

We use computers at work, at school and in our homes.

4. The study of computers is known as computing or computer science.

For example, we study computer science and many other subjects at school.



## CHAPTER V

**1. Recollect the story. Answer the questions.**

1. What did the Canterville ghost decide to do?
2. Why did he do that?
3. Was it a successful attempt?
4. How did the ghost feel after it?

**2. Read the new words and their definitions.**

1. to be aware of to notice something, especially because you can see, hear, feel or smell it
2. ruff a stiff circular white collar, worn in the 16<sup>th</sup> century
3. to starch to make cloth stiff
4. to murmur to say something in a soft quiet voice so that it is difficult to hear clearly

**3. Read the text and put its parts in the correct order.**

- «It is absurd asking me to behave myself, quite absurd. I must rattle my chains, and groan through keyholes, and walk about at night, if that is what you mean. It is my only reason for existing.»
- «Stop!» cried Virginia. «It is you who are rude, and horrid, and vulgar, and as for dishonesty, you know you stole the paints out of my box to try and furbish up that ridiculous blood stain in the library. First you took all my red paints, then you took the emerald-green and the yellow ones, and finally I had nothing left but indigo, blue and white. I have never told on you. But who has ever heard of emerald-green blood?»
- «Starve you to death? Oh, Mr Ghost, I mean Sir Simon, are you hungry? I have a sandwich in my case. Would you like it?»
- «Good evening. I will go.»
- «It is very wrong to kill anyone», said Virginia.
- «Well, really», said the ghost, «what was I to do? It is a very difficult thing to get real blood nowadays, and, as your brother began it all with his Paragon Detergent, I certainly saw no reason why I should not have your paints».
- «Please don't go, Miss Virginia», he cried, «I am so lonely and so unhappy, and I really don't know what to do. I want to go to sleep and I cannot. I have not slept for three hundred years», he said sadly, and Virginia's beautiful blue eyes opened in wonder, «for three hundred years I have not slept, and I am so tired».

- «Oh! My wife was very careless, never had my ruffs properly starched and knew nothing about cookery. What do you know about it? However, it is no matter now, for it is all over, and I don't think it was very nice of her brothers to starve me to death, though I did kill her.»
- «No, thank you, I never eat anything now; but it is very kind of you and you are much nicer than the rest of your horrid, rude, vulgar, dishonest family.»
- «I am so sorry for you», she said, «but my brothers are going back to Eton tomorrow, and then, if you behave yourself, no one will annoy you.»
- «Poor, poor ghost», she murmured. Virginia's eyes filled with tears, and she hid her face in her hands.
- «It is no reason at all for existing, and you know you are very wicked that you have killed your wife.»
- «Well, I quite admit it», said the ghost, «but it was a family matter, and concerned no one else.»
- «You can help me.»
- A few days after this, Virginia and her curly-haired cavalier went out riding on Brockley meadows, where she tore her habit so badly in getting through a hedge, that, on her return home, she made up her mind to go up by the back staircase not to be seen. As she was running past the Tapestry Chamber, the door of which happened to be open, she looked into it and saw someone inside. She thought it was her mother's maid. But to her immense surprise it was the Canterville ghost himself! He was sitting by the window, watching the yellow trees. Little Virginia wanted to run away and lock herself in her room, but then she decided to talk to him. So light was her footfall, and so deep his melancholy that he was not aware of her presence till she spoke to him.
- Virginia grew quite grave, and her little lips trembled like rose leaves. She came towards him, and looked up into his old face.

**4. You are Mrs (Mr) Otis and you have accidentally heard the dialogue between your daughter Virginia and the Canterville Ghost. Tell your partner about what you have heard using Indirect Speech.**



## Wildlife and Wild Flowers of Australia

1. Read the text and complete the table. Look at the pictures and name the flowers, animals and birds.

Australia's wildlife and wild flowers are not only more diverse than in other countries, but many of the species are unique. For example, the egg-laying mammals that take something from the reptiles and birds and the rest from warm-blooded creatures and two thirds of the world's marsupials can be found only in Australia and New Guinea.



The marsupials include the South American opossums, carnivorous Australian marsupials, omnivorous bandicoots and herbivorous opossums and kangaroos.

The most known Australian carnivorous marsupials are the unique insectivorous moles, Tasmanian tigers and Tasmanian devils.

One of the best-loved Australian herbivorous marsupials is the koala. Koalas eat only eucalyptus leaves that are toxic to most mammalia. They live and sleep on the branches of the eucalyptus trees, too, only coming down to move to another tree.



Australia's opossums form a large family of fruit and leaf-eating marsupials from the large opossums to the pygmy ones.





There are a lot of different kinds of kangaroos in Australia. The young kangaroos live in their mothers' pouches until they are quite large. There are also such exotic animals as echidnas, spiny ant-eaters or ant-bears and platypuses. Different kinds of bats, rodents are in Australia, too. The platypus is one of the world's strangest animals. It is a mammal but it lays eggs. It swims underwater to catch frogs, shellfish and worms on the bottom of rivers and streams. It has a bill and webbed feet, like a duck, thick, soft fur and a flat tail.

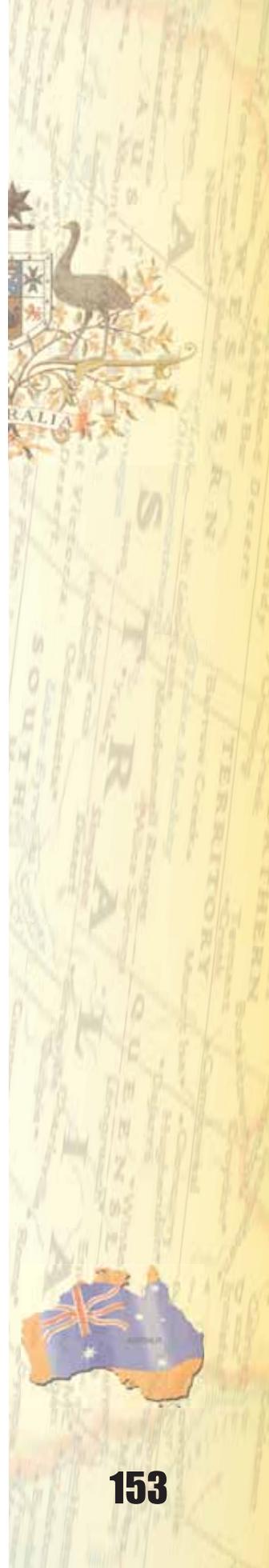




There are over a hundred species of snakes and many of them are extremely venomous. Fortunately some, like the beautiful pythons, aren't. Australian lizards are of all shapes and sizes from huge to tiny ones. The lizard with a blue tongue is a popular pet among the children of Australia. Frogs, turtles, crocodiles, dingos, bats are also well represented in the country. There are a lot of different birds in Australia: swans, by the way, they are black instead of white, the shy dancing lyrebirds, large, flightless birds — the emu and the cassowary. Both birds have huge bodies and long legs and are fast runners. The emu can run at speed up to 48 kilometres per hour. The cassowary lives in the tropical rain forest and is dangerous because it has very sharp claws. The emu lives in deserts, plains and forests. The beautiful budgerigars and other birds are also in Australia.



The flowers are as unusual as Australia's wildlife. Different kinds of orchids, sundews, kangaroo paws, wattle, and bottlebrushes are unique and very beautiful. There are also a lot of other wild flowers. Australia is an ancient land of the drab bush, the rain forests, and the multicoloured carpet of everlastings on the red desert sand after rain, the endless variety of wild flowers and the endless kilometres of sandy beaches.





- |  |   |
|--|---|
| 1. ant-eater ['ænt i:tə(r)]                | мурахоїд                                      |
| 2. bandicoot ['bændikʊ:t]                  | сумчастий щур                                 |
| 3. bill [bɪl]                              | дзьоб   |
| 4. bottlebrush ['bɒtl,brʌʃ]                | хвощ польовий                                 |
| 5. budgerigar ['bʊdʒərɪgɑ:(r)]             | довгохвостий папуга                           |
| 6. carnivorous [kɑ:'nɪvərəs]               | м'ясоїдний                                    |
| 7. cassowary ['kæsəweəri]                  | казуар  |
| 8. claw [klɔ:]                             | кіготь; пазур; лапа з кігтями                 |
| 9. creature ['kri:tʃə(r)]                  | створіння, жива істота; тварина               |
| 10. dingo ['dɪŋgəʊ]                        | динго   |
| 11. diverse [daɪ'vɜ:s]                     | різноманітний; відмінний; несхожий            |
| 12. drab [dræb]                            | бруднувато-жовто-коричневий                   |
| 13. echidna [ɪ'kɪdnə]                      | ехидна  |
| 14. emu ['i:mju:]                          | ему   |
| 15. everlasting [evə'la:stɪŋ]              | безсмертник, сухоцвіт                         |
| 16. Guinea ['gɪni]                         | Гвінея  |
| 17. herbivorous [hɜ:'bɪvərəs]              | травоїдний                                    |
| 18. insectivorous [ɪnsek'tɪvərəs]          | комахоїдний (про тварину або рослину)         |
| 19. kangaroo [kæŋgə'ru:]                   | кенгуру                                       |
| 20. koala [kəʊ'ɑ:lə]                       | коала; сумчастий ведмідь                      |
| 21. lizard ['lɪzəd]                        | ящірка  |
| 22. lyrebird ['laɪəbɜ:d]                   | лірохвіст                                     |
| 23. mammal ['mæml]                         | ссавець (pl. mammalia)                        |
| 24. marsupials [mɑ:'su:pɪəlz]              | сумчасті; сумчасті тварини                    |
| 25. mole [məʊl]                            | кріт, as blind as a mole — сліпий як кріт     |
| 26. omnivorous [ɒm'nɪvərəs]                | всеїдний; всепожираючий                       |
| 27. opossum [ə'pɒsəm]                      | опосум  |
| 28. pygmy ['pɪgmɪ]                         | карликовий; дуже маленький; пігмей            |
| 29. reptile ['reptail]                     | плазун;                                       |
| 30. reptilian [rep'tɪlɪən]                 | рептилія; плазун                              |
| 31. rodent ['rəʊdənt]                      | гризун  |
| 32. speed [spi:d]                          | швидкість; at speed — зі швидкістю            |
| 33. spiny ['spaɪni]                        | колючий; вкритий голками (шипами, колючками)  |
| 34. sundew ['sʌndju:]                      | росичка                                       |
| 35. Tasmanian devil<br>[tæz'meɪniən 'devl] | сумчастий диявол                              |
| 36. tiny ['taɪni]                          | дуже маленький, крихітний; tiny tot — карапуз |
| 37. venomous ['venəməs]                    | отруйний; venomous snakes — отруйні змії      |
| 38. warm-blooded [wɔ:m'blʌdɪd]             | теплокровний                                  |
| 39. wattle ['wɒtl]                         | австралійська акація (мімоза)                 |
| 40. webbed [webd]                          | перетинчастий, лапчастий                      |



Marsupials	Animals	Reptiles	Birds	Flowers

## 2. Compare the wildlife of Australia and Ukraine.

## 3. Work in pairs. Discuss and find out the advantages and disadvantages of the nature in Australia and Ukraine.

# The UK

## The Geographical Position of the UK

# Dive 34-35

1. Listen to this National Anthem and say what country we are going to talk about.



God save the Queen!  
God save our gracious Queen!  
Long live our noble Queen!  
God save the Queen!

Send her victorious,  
Happy and glorious,  
Long reign over us,  
God save the Queen!

2. Look at these pictures. How do you think they relate to the topic of today's lesson?



3. Read the words and their definitions and make up sentences with these words.

1. situated ['sɪtʃueɪtɪd] *adj* located in a particular place
2. to separate ['sepəreɪt] *verb* to keep people or things apart from each other; to divide something or become divided into different parts or just put aside
3. to navigate ['nævɪgeɪt] *verb* to choose a path so that a ship, plane or car can go in a particular direction, especially by using maps or instruments to find and follow a path through a difficult place
4. channel ['tʃænl] *noun* a television station; a narrow area of water joining the seas; a way to send information
5. rough [rʌf] *adj* not smooth, not gentle, not soft, and difficult
6. shallow ['ʃæləʊ] *adj* a short distance from the top or surface to the bottom
7. breathtaking ['breθteɪkɪŋ] *adj* extremely impressive or beautiful

Words to learn:

south-east,  
to separate,  
Strait of Dover,  
rough,  
shallow,  
navigate,  
plain,  
south-west,  
north-western,  
south-western,  
north-east,  
north-west,  
south-eastern,  
north-eastern,  
northern,  
situated,  
northern lights,  
fertile,  
route,  
crossway,  
breathtaking,  
the English Channel.



### 4. Listen, read, look at the map of Great Britain and complete the table.

1.

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles in the north-western part of Europe between the Atlantic Ocean and the North Sea. This group of islands consists of two large islands, Great Britain and Ireland, and 5,500 smaller islands around them.

The United Kingdom of Great Britain and Northern Ireland consists of England, Wales, Scotland and Northern Ireland. It is separated from the continent by the English Channel and the Strait of Dover. England is in the southern and central part of Great Britain. Scotland is in the north of the island. Wales is in the west. Northern Ireland is situated in the north-eastern part of Ireland.

In the west Great Britain is separated from Ireland by the Irish Sea and the North Channel.

2.

There is no place in Britain which is more than 120 km from the sea. The seas surrounding the British Isles are shallow and often rough and difficult to navigate during the storms. But they are full of fish and important for trade.

There are no high mountains in Great Britain. Though Scotland, Wales and Northern Ireland are the countries of mountains and hills but they are not high.

Ben Nevis (1,343 m) is the highest point on the British Isles. It is in Scotland. The Cambrian Mountains are in Wales. The highest point of Wales is Mount Snowdon (1,085 m). In the centre of England there is a range of hills called the Pennine Chain. The highest point

in England is Scafell Pike (978 m) and the highest point in Northern Ireland is Slieve Donard (850 m).

3.

There are also beautiful gardens, meadows, fields, lakes and woods. The largest lakes are Lough Neagh in Northern Ireland and Loch Ness in Scotland. The mountains are very beautiful and Great Britain looks like a large park. This breathtaking natural beauty attracts tourists from all over the world.

There are many rivers in Great Britain but they aren't very long. They are deep and don't freeze in



winter. The longest rivers are the Severn (220 miles) and the Thames (215 miles). The capital of the country — London — stands on the Thames. The rest of the rivers — the Avon, the Exe, the Mersey, the Tees and others are short.

4.

England is the richest, the most fertile and the most populated part of Great Britain. There are mountains in the north and in the west of England, but the rest of the territory is a vast plain. In the north-western part of England there are many beautiful lakes. This part of the country is called Lake District.

Scotland is the land of mountains. The Highlands of Scotland are among the oldest mountains of the world. The chain of mountains in Scotland is called the Grampians with the highest peak Ben Nevis. The most important river of Scotland is the Clyde. Glasgow stands on it.

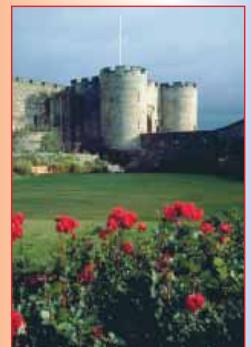
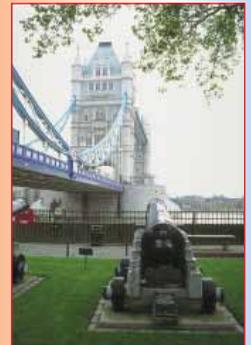
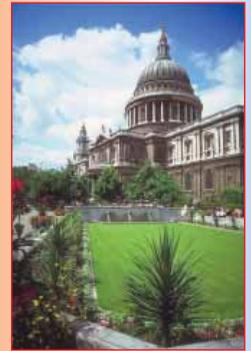
Another part of the UK is Wales. The landscape is beautiful. Many English people move to Wales when they retire. There are many castles there. Wales is a country of mountains. The highest peak of Wales is Snowdon. 6 % of Wales is covered with forest and much of the country is pastureland for sheep and cattle. The capital of Wales is Cardiff, the largest city of Wales. It is an important industrial city and a port.

Northern Ireland is situated in the north-eastern part of the island of Ireland. A striking feature of the northern coast is the Giant's Causeway, a rock formation consisting of thousands of closely placed pillars of black basalt. The country consists mainly of low, flat plain. The most valuable natural resources of Northern Ireland are fertile soil and rich pasturelands. Natural waterpower is abundant. The capital and the largest city of Northern Ireland is Belfast.

There are no great forests on the British Isles today. The most famous forest is Sherwood Forest in the east of England, the house of Robin Hood, the famous hero of a number of legends. Many of the English and Scottish rivers are joined by canals, so that it is possible to travel by water from one end of Great Britain to the other.

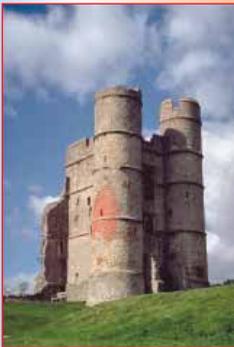
The geographical position of Great Britain is rather good as the country lies on the crossways of the sea routes from Europe to other parts of the world. The sea connects Britain with most of the European countries such as Belgium, Holland, Denmark, Norway and other countries. The main sea route from Europe to America also passes through the English Channel.

Parts the UK consists of	Mountains	Rivers	Lakes



## Speaking

5. Say what else you know about the United Kingdom and what you would like to know about it.



**6. Work in pairs. Say whether the following statements are T (true) or F (false) and correct if it is necessary.**

1. The United Kingdom of Great Britain and Northern Ireland is situated in Europe.
2. The UK is separated from the continent by the English Channel and the Strait of Dover.
3. The seas surrounding the British Isles are very deep and easy to navigate during the storm.
4. There are a lot of high mountains in Great Britain.
5. The highest mountain in the UK is Ben Nevis in Scotland.
6. The longest river is the Avon.

### Spot on Location

When you describe the location of a place, use these phrases:

is situated/is separated/  
is called/is washed by  
in the east/west/north/south  
in the south-east/south-west/  
north-east/north-west/  
northern/southern/eastern/  
western  
in the middle of/centre of/heart of

### This information will help you:

Area	244,017 sq km
Population	65,110,761
Capital	London
Other important cities	Glasgow, Manchester, Liverpool, Newcastle, Cardiff, Edinburgh, Leeds, Birmingham, Belfast, Sheffield
Ports	London, Liverpool, Glasgow
Language	English
Currency	pound sterling
Highest mountain	Ben Nevis
Longest river	Severn
Chief grain crops	wheat, barley

**7. Play a game. Make as many small dialogues as you can. These dialogues and expressions will help you:**

- Start like this:*
1. Have you been to the UK?  
Not yet. And you?  
I have never been to the UK either.
  2. Have you been to London?  
Oh, yes. It's great! And you?  
I have never been abroad.
  3. Have you ever seen the beautiful lakes of Scotland?  
No, but I hope to visit Scotland next year. And you?  
So do I.

### Spot on Time Words Used with:

**Present Simple:** *usually, always, often, every day, on Mondays, in the morning/evening, etc.*

**Past Simple:** *ago, yesterday, used to, last week/month/year, etc.*

**Future Simple:** *next week/day/year, tomorrow, the day after tomorrow, in a day/week, etc.*

**Present Continuous:** *now, right now, at the moment.*

**Past Continuous:** *when, while, as, at eight o'clock yesterday, etc.*

**Present Perfect:** *just, already, yet, never, before, for, since, ever.*

**Past Perfect:** *by, before, earlier, yet.*

To learn a lot about, the UK, English traditions, the British Isles, to travel a lot, to visit, to have a wonderful time, the mountains, the seas, to know, the islands, to take a weekend trip to, to see, shallow and rough, the most populated part of Great Britain, the land of mountains, England, Scotland, Wales, the Highlands of Scotland, the lakes and woods, the cities, the rivers, to enjoy, the breathtaking beauty.

## Grammar

### Spot on the Present Perfect, the Present Simple and the Past Simple

- We use the Present Perfect, not the Present Simple, to talk about:

— *actions or states that started in the past and continue up to the present:*

I've read this book and now I'm ready to write an essay.

- We use the Present Perfect, not the Past Simple, to talk about:

— *actions or events that happened or started in the past and have a result in the present:*

I have lived in Kyiv for 13 years. (I live in Kyiv now.)

He has just returned from London and is very excited.

— *actions or events that happened at an indefinite time in the past, especially if we aren't interested in when they happened:*

We've been to Liverpool.

He's read a lot of books about London.

- We use the Past Simple, not the Present Perfect, to talk about:

— *actions that finished in the past:*

My friend Jack lived in London. (He doesn't live in London now.)

— *an action or event that happened in the past at a particular time:*

He went to London last Sunday.

She visited Paris in 2002.





## 8. Complete the sentences with the Present Perfect Tense.

1. She's a very famous writer. She ... (*to write*) eleven books so far.
2. They ... (*not to be*) to the theatre for ages.
3. I started reading this book a week ago. I ... (*to read*) fifty pages so far.
4. ... (*you/ever/to travel*) to another country?
5. I ... (*not to do*) all my homework yet.
6. ... (*you/ever/to taste*) Mexican food?
7. We can't buy the tickets. We ... (*already/to spend*) all our money.
8. I ... (*never/to be*) to Scotland.
9. Tina ... (*just/to come*) back from work.



## 9. Complete the sentences with the Past Simple Tense.

1. ... you (*to go*) to work by bus yesterday?
2. I ... (*not to meet*) her on Tuesday.
3. Last year I ... (*to make*) cakes every week.
4. When ... she ... (*to get*) up yesterday?
5. He ... (*not to understand*) the teacher's explanation at the previous maths lesson.
6. He ... (*to shut*) the shop at 6:00 yesterday.
7. I ... (*to see*) him two minutes ago.
8. Tom ... (*to sing*) in the choir when he studied at school.
9. He ... (*to feel*) ill last night.



## 10. Choose and circle the correct answer.

1. Have you ever been / Did you ever go to the UK?
2. Yes, I have / did. I have been to the UK / went to the UK three times. I have been there / was there last year.
3. How many times have you visited / did you visit other foreign countries?
4. Only once. I've been / went to Italy in 2007.
5. Have you ever been / Did you go to Japan?
6. When have you been / did you go to Japan?
7. We've been / were there for the Olympic Games in 2008.



### Spot on Using the Present Perfect Tense

If you want to talk about your or somebody's life experience, use the *Present Perfect Tense*.

Example: I have been to London.

Use the time words if you want to say that the action has finished or hasn't finished yet (*already, never, recently, lately, just, ever*).

Example: My friend has already read a lot of books about Great Britain. Have you ever visited the UK?

If you want to say that the action has never taken place, use these time words: *never, not ... yet*.

Example: We have never been to Great Britain.



## Reading

11. Read the text and decide if the suggested sentences are T (true), F (false) or NS (not stated).

### SCOTLAND

In area Scotland is more than half as big as England. Its population is, however, only one-eighth as great. Scotland was an independent kingdom, often at war with England, until 1603. It had never been entirely conquered by the Romans, who advanced some distance into the Scottish territory, but for most of their four centuries in Britain remained mainly behind the great wall which they built in the reign of the Emperor Hadrian, to the south of the modern boundary.

In 1603 King James VI of Scotland became King James I of England, too, and from then onwards the countries were under the same monarch, though the Act of Union was not passed until 1707. This Act incorporated Scotland with England in the United Kingdom, but the Scots kept their own legal system, religion and administration and still keep them now. Thus Scotland has never been united with England in the same way as Wales.

The English language is spoken all over Scotland with a variety of regional accents, but all of these can be at once recognised as Scottish, with the vowels and consonants pronounced more nearly as written than in standard English or any of the regional accents of England.

- 1. Scotland is as big as England.
- 2. James I was the king of Scotland and England.
- 3. Scottish is spoken all over Scotland.
- 4. The English language is spoken everywhere in Scotland with a variety of regional accents, vocabulary and grammar.

12. Work in pairs. Complete the mind map.



13. Write a letter to your pen friend about the most interesting facts you know about the UK.



Oxford

### Words to learn:

to glow,  
thaw,  
breeze,  
shrill,  
to stir,  
primrose,  
the primrose path,  
to scatter,  
daisy,  
flock,  
fleecy,  
dam,  
posy,  
tulip,  
lily,  
tiger lilies,  
water lilies,  
gillyflower,  
sheaf (pl. sheaves),  
corn,  
to bear (bore,  
born),  
pheasant,  
to whirl,  
blast,  
temperate,  
sample,  
mean,  
marvellous,  
to swap,  
to affect,  
miserable.



### 1. Listen, read and say what this poem is about. Name the words you know. Name the words you can guess. Think of your own poem.

January brings the snow And makes our feet and fingers glow. February brings the rain, And thaws the frozen lakes again. March brings breezes loud and shrill And stirs the dancing daffodil. April brings the primrose sweet And scatters daisies at our feet. May brings flocks of pretty lambs, Skipping by their fleecy dams. June brings tulips, lilies, roses, Fills the children's hands with posies.	Hot July brings cooling showers, Apricots, sweet cherries and gillyflowers. August brings the sheaves of corn; Then the harvest home is born. Warm September brings the fruit, Hunters then begin to shoot. Fresh October brings the pheasant And to gather nuts is pleasant. Dull November brings the blast Then the leaves are whirling fast. Chill December brings the sleet, Blazing fire and Christmas treat.
--	--

### 2. Read the poem again and answer the questions.

1. What is your favourite season?
2. What month do you like most of all?
3. Why do you like it?
4. What are your favourite flowers?
5. Do you know much about the climate of Great Britain?
6. How do you feel when the weather is bad?

### 3. Read the words and their definitions and make up sentences with these words.

- |   |   |
|---|---|
| 1. temperate<br>[ˈtempərət] <i>adj</i>  | a temperate climate is never extremely hot or extremely cold  |
| 2. sample [ˈsɑ:mpl] <i>noun</i>         | an example or small amount of something that shows you what it is like in whole                     |
| 3. mean [mi:n] <i>adj</i>               | average   |
| 4. annual [ˈænjʊəl] <i>adj</i>          | happening once a year   |
| 5. to range [reɪndʒ] <i>verb</i>        | to be included in a group of numbers, ages, etc. with particular fixed limits (from... to; between) |
| 6. marvellous<br>[ˈmɑ:vələs] <i>adj</i> | extremely enjoyable or exciting   |
| 7. to swap [swɒp] <i>verb</i>           | to give something to someone in exchange for something else   |
| 8. to affect [əˈfekt] <i>verb</i>       | to change or to influence something   |
| 9. miserable<br>[ˈmɪzrəbl] <i>adj</i>   | extremely unhappy or uncomfortable; a miserable amount of something; too small in quantity          |

**4. Imagine different life situations and say how people can feel in these situations and how you feel in different situations. These words can help you:**

frightened, unhappy, happy, excited, delighted, depressed,  
miserable, scared, cheerful, sad.

## Reading

**5. Read the text. Four sentences have been removed from it. Choose from the sentences (a—d) the one which fits each gap (1—4). Read the text again and describe one of the seasons.**

The climate of the British Isles is mild, temperate and very changeable.

1.

This is because of the sea which keeps the island warm in winter and makes the air cool in summer. The mean annual temperature ranges from +8 °C to +11 °C. The mean monthly temperature in the North ranges from +3 °C in winter to +11 °C in summer.

2.

You can never have the same kind of weather for a long time. In spring sunshine and showers follow each other so often during the day that umbrellas or raincoats are things you need in Great Britain. You can leave your home in fine weather but get to school or your work in pouring rain. In spring the weather is generally mild but sometimes the days are cold. The summer isn't as hot as on the continent. The autumn is rainy but very beautiful. As for winter, sometimes it rains or it snows, and sometimes it's foggy or frosty.

3.

But the worst thing about the climate in Great Britain is the thick fog in autumn and winter, in London it is sometimes so thick that cars can be damaged.

March, April, May and June are the driest months and September, October, November, December and January are the wettest months. The English say, «We don't have a climate, we have only samples of weather».

4.

The people can talk about the weather for hours.

- a. The climate is the main subject of conversation for the English.
- b. It is not very cold in winter and not very hot in summer.
- c. It often rains in Great Britain and the weather changes very often.
- d. The rivers and lakes are seldom covered with ice and the ice isn't thick enough to go skating.

**Words to learn:**

sleet,  
blazing,  
treat,  
Annual Register,  
quiet,  
quiet colours,  
smoking affects  
the health,  
the old,  
pressure,  
financial pressure,  
blood pressure,  
uneasy,  
I feel uneasy,  
gloomy,  
gloomy weather,  
owing to.

**6. Complete the sentences using *can, may, might, must*.**

1. You \_\_\_\_\_ leave your home in fine weather but get to school or your work in pouring rain.
2. The weather in Great Britain \_\_\_\_\_ change at any moment.
3. In spring the weather \_\_\_\_\_ be mild in England.
4. In winter the weather \_\_\_\_\_ be rainy, snowy, frosty or foggy.
5. I'm going to visit England but the worst thing about the climate in Great Britain is the thick fog in autumn and winter. So it \_\_\_\_\_ be foggy in November.
6. As winter isn't very cold in Great Britain the rivers and lakes \_\_\_\_\_ be covered with ice but it isn't thick enough to go skating.
7. The weather is rainy and you \_\_\_\_\_ take an umbrella.

**Spot on Using *Can, May, Might, Must***

**If you want to talk about something possible, use the modal verb *can*.**

*Example:* The English can talk about the weather for hours.

**If you want to talk about something that is likely to happen, use the modal verbs *may* or *might*.**

*Example:* The weather in the UK may change at any moment.

**If you want to talk about something that is surely true, use the modal verb *must*.**

*Example:* Oh, it's very cold today. It must be 25 degrees below zero.

**7. Work in pairs. Discuss with your partner the weather you don't like and how you feel.**

**8. Work in pairs. Complete the mind map.**



**9. Match the numbers to the letters, then, join the sentences like in the example. Use *such/so*.**

E.g. It was such wonderful weather that we went out every night.  
The weather was so wonderful that we went out every night.

1. It was such wonderful weather.	a. He spent most of the time diving and swimming.
2. The sandy beach was quiet.	b. I spent a lot of time on it.
3. It was an absolutely marvellous day.	c. We were walking the whole day.
4. The weather was cold and rainy.	d. We went out every night.
5. The weather was warm.	e. She stayed in a hotel.

**10. Work in pairs. Describe the seasons in the photographs. You should talk for one minute about each. After that answer these questions.**

1. What are the typical weather samples? 2. What do you think of the weather? 3. What role does the weather play in your life?



**11. Read the text and say if bad weather affects your mood.**

Have you ever thought that bad weather can affect your mood? Doctors say that some people get depressed in winter, especially if these winters are long and dark. Even for some people those dark cold winter days cause real medical problems. And in autumn and spring when the weather is bad people feel depressed and anxious, too, especially the old. The old have problems with heart and blood pressure. Owing to the storm or gloomy weather some people feel frightened, scared or uneasy. But if the weather is fine people are in a good mood, they feel happy, refreshed, cheerful, excited, joyful or delighted.

**12. Name the adjectives which suit best describing how you feel.**

Bad mood: miserable,  
Good mood: joyful,

**13. Read the poem and say if you can be happy walking in the woods or doing something. Can you be happy just now and here?**

**The wood of flowers**

I went to the wood of flowers  
(No one was with me).  
I was there alone for hours  
I was happy as could be  
In the woods of flowers.  
There was grass on the ground,  
There were buds on the tree,  
And a wind had a sound of such gaiety,  
That I was as happy  
As happy could be,  
In the woods of flowers.

*James Stephens*

gaiety ['geɪəti] *noun* — веселість



**14. Homework. Write an essay about Britain's climate to your local magazine. Mention the season in Britain you like most of all.**

## Words to learn:

Scots,  
the Scots,  
the English  
Channel,  
the Scottish,  
Scotsman,  
Scotswoman,  
the Welsh,  
Welshman,  
Irish,  
the Irish,  
Irishman,  
billion,  
Irishwoman,  
English,  
Scot,  
the English,  
Modern English,  
Englishman,  
Englishwoman,  
His English is poor.

## 1. Listen, read and say if our Earth is really a wonderful planet and we have to take care of it to preserve it for future generations.

Some of us are short and fat,  
Others — thin and tall.  
Some of us have lots of hair  
Others — none at all.

Some of us just live in mess,  
Others are quite neat.  
Some of us walk round the town,  
Some use wheels, not feet.

Some of us have black skin,  
Some of us have white.  
Some of us eat lots of meat,  
Some don't think it's right.

Some of us live up on high,  
Others — on the ground.  
Some of us make lots of noise,  
Others — not a sound.

Some of us go out in crowds,  
Others are alone.  
Some of us go out to work,  
Others work at home.

Some of us will rush about,  
Some of us are lazy.  
Some of us are sensible,  
Some of us are crazy.

But we all live on a wonderful planet and its name is «The Earth».

## 2. Read the words and their definitions and make up sentences with these words.

- |  |   |
|--|---|
| 1. Scot [skɒt] <i>noun</i>                   | someone from Scotland; the Scots — the people of Scotland                       |
| 2. Scottish ['skɒtɪʃ] <i>adj</i>             | relating to Scotland, its language or culture                                   |
| 3. Scotsman ['skɒtsmən] <i>noun</i>          | a man from Scotland   |
| 4. Scotswoman<br>['skɒts,wʊmən] <i>noun</i>  | a woman from Scotland   |
| 5. Welsh [welʃ] <i>noun</i>                  | the language that some people speak in Wales; the Welsh — the people of Wales   |
| 6. Welshman ['welʃmən] <i>noun</i>           | a man from Wales  |
| 7. Welshwoman ['welʃ,wʊmən]<br><i>noun</i>   | a woman from Wales  |
| 8. Irish ['aɪrɪʃ] <i>noun</i>                | someone from Ireland; <i>adj</i> — relating to Ireland, its language or culture |
| 9. Irishman ['aɪrɪʃmən] <i>noun</i>          | a man from Ireland; the Irish — the people from Ireland                         |
| 10. Irishwoman ['aɪrɪʃ,wʊmən]<br><i>noun</i> | a woman from Ireland  |

## Reading

**3. Scan the text for general understanding. Ignore the spaces. Read the text. Decide what type of word is missing in each space — a verb, a noun, an article or an adjective. Put only one word in each space.**

### Population

The population of the UK is over 65 million<sup>(1)</sup> people. Foreigners often call the British «the English» but the Scots, the Irish and the Welsh do not consider themselves to be the English.

There are about 5 million Scots, 2,8 million Welsh and 1,5 million Irish. 20 % of people live in the country and the rest in towns and \_\_\_\_\_<sup>(2)</sup>.

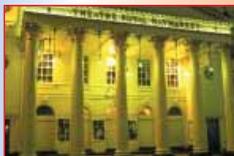
English is the \_\_\_\_\_<sup>(3)</sup> language of the UK. English is the second most widely \_\_\_\_\_<sup>(4)</sup> language in the world. Now probably one billion people speak English. It has become one of \_\_\_\_\_<sup>(5)</sup> world's most important languages in politics, \_\_\_\_\_<sup>(6)</sup>, trade and cultural relations. It is the official language not only of the United Kingdom of Great Britain and Northern Ireland but also of the United States of America, Australia and New Zealand. It \_\_\_\_\_<sup>(7)</sup> used as one of the official languages in Canada, South Africa and the Irish Republic. It is also spoken as the second \_\_\_\_\_<sup>(8)</sup> in India, in many African countries, Pakistan.

	A	B	C	D
1	millionaire	<u>million</u>	mile	millennium
2	citizens	citrine	cities	civil
3	official	office	offer	officer
4	speaker	speaking	spoken	speak
5	a	the	we	that
6	scientific	scientifically	scientist	science
7	are	is	being	been
8	language	land	lane	large

**4. Read the text again and answer the questions.**

1. What is the population of the UK?
2. What are the main nationalities of the UK?
3. How many Scottish, Welsh, and Irish people are there in the UK?
4. What is the official language of the country?
5. What languages are spoken in the UK?
6. What language is the most widely spoken in the world?





### 5. Complete the sentences.

- The population of the United Kingdom of Great Britain and Northern Ireland is \_\_\_\_\_.
- The English, \_\_\_\_\_ live in the UK.
- There are about \_\_\_\_\_.
- 20 % \_\_\_\_\_.
- The official language of the UK \_\_\_\_\_.
- The English language has become one of the most \_\_\_\_\_.
- English is spoken \_\_\_\_\_.

### 6. Complete the table.

Part of the UK	Capital	Nationality	Language
Wales			
Scotland			
Northern Ireland			
England			

### 7. Read the text below. For each of the empty spaces (1—7) choose the correct answer (A, B, C or D).

#### English people

The Englishmen are naturally polite and are never tired of <sup>(1)</sup> saying «Thank you» and «I'm sorry». They are \_\_\_\_\_ <sup>(2)</sup> disciplined. You never \_\_\_\_\_ <sup>(3)</sup> a loud \_\_\_\_\_ <sup>(4)</sup> in the street. They never rush for \_\_\_\_\_ <sup>(5)</sup> in buses and trains.

The English people seldom shake hands when meeting one \_\_\_\_\_ <sup>(6)</sup>. They just smile and \_\_\_\_\_ <sup>(7)</sup> «Hello». They say «How do you do?» sometimes, but not very often, only to people they meet for the first time.

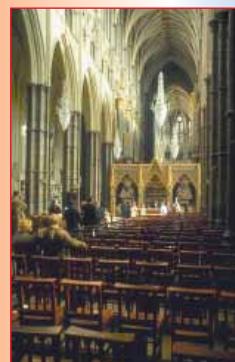
	A	B	C	D
1	off	of	about	on
2	general	in general	generally	of general
3	hear	listen to	listen	find
4	talk	conversation	quarrel	dialogue
5	sites	rooms	seats	places
6	the other	another	other	the another
7	whisper	tell	say	ask

### 8. Read the text below. For each of the empty spaces (1—8) choose the correct answer (A, B, C or D).

#### Sports in Great Britain

In some form or another sport is an important part of the Englishmen's daily life. Of all sports at least two have the greatest <sup>(1)</sup> popularity \_\_\_\_\_ <sup>(2)</sup> Britons: football in winter and golf in summer. One can \_\_\_\_\_ <sup>(3)</sup> mention

rugby, a \_\_\_\_\_<sup>(4)</sup> of English football in which the players \_\_\_\_\_<sup>(5)</sup> their hands for carrying the ball. The game is played by a \_\_\_\_\_<sup>(6)</sup> of 15 men with an oval ball. \_\_\_\_\_<sup>(7)</sup> sports such as tennis, cricket, boxing are also very popular in England. Young people do athletics. But people who are fond of fishing or hunting \_\_\_\_\_<sup>(8)</sup> with their sports even in middle age. Britain has the reputation of a sporting nation that is why most of the sport terms are English.



	A	B	C	D
1	numerous	famed	greatest	countless
2	between	among	amidst	surrounded
3	also	in addition	moreover	further
4	shape	desire	form	invention
5	train	use	manage	spend
6	gang	band	group	team
7	Additional	Other	Different	Extra
8	renew	prolong	continue	persist

### It is interesting to know

#### Appearance

- Conservative dress is still very important for both men and women.
- Dark suits, usually black, blue, or grey, are quite acceptable.
- Men's shirts should not have pockets; if they do, the pockets should always be kept empty. Additionally, men should wear solid or patterned ties, while avoiding striped ties.
- Men wear laced shoes, not loafers.
- Businesswomen are not as limited to colours and styles as men are, though it is still important to maintain a conservative image.

#### Behaviour

- Always be punctual in England. Arriving a few minutes early for safety is acceptable.
- Decision-making is slower in England than in the United States; therefore it is unwise to rush the English into making a decision.
- Privacy is very important to the English. Therefore asking personal questions or intensely staring at another person should be avoided.
- Eye contact is seldom kept during British conversations.
- To signal that something is to be kept confidential or secret, tap your nose.
- Personal space is important in England, and one should maintain a wide physical space when conversing. Furthermore, it is considered inappropriate to touch others in public.
- Gifts are generally not part of doing business in England.
- When socialising after work hours, do not bring up the subject of work.



9. Look at the photos and say which people look typically British and which — typically Ukrainian. What parts of Britain and Ukraine do you think they come from? And why do you think so?



### Spot on Using Articles

We use *the* with the names of oceans, straits, channels, seas, rivers, deserts, groups of islands and ranges of mountains:  
the Atlantic Ocean, the North Sea, the Thames, the Grampians,  
the British Isles, the Gobi Desert.

We also use *the* with the names of countries when these are plural, and the names of countries which include the words *Kingdom*, *Republic* and *States*:  
the Netherlands, the United States of America, the United Kingdom.

We use *the* with the names of cinemas, theatres, museums, hotels, surnames when we are talking about more than one member of a family and when we talk about the representatives of the whole nationality, musical instruments, in the phrase listen to the radio:  
the National Theatre, the Johnsons, the guitar, the English, the Ukrainians.

We usually use *the* before the places we visit in a town:  
the bank, the cinema, the park, the post office, the supermarket,  
the chemist's, the baker's.

We do not use *the* with the names of lakes, squares, mountains, continents, countries, cities, towns, villages, streets, proper names, school subjects, days of the week, sports and games, languages, meals, in the phrase watch television:  
Ben Nevis, England, London, King Street, Mathematics, tennis, French,  
Loch Ness, Mount Everest, Europe, Oxford Street.

We do not use *the* with *home*, *school*, *hospital*, *college*, *work*, *town*, *prison*, *university* and we use *a/an* or *the* with these words when we are talking about the building, not the institution.  
— I go to school at eight o'clock.  
— Where is the school?

We do not use *the* with plural nouns and uncountable nouns when we are talking about something in general:  
— I don't like onions.



**10. Read the geographical names and put the article where it is necessary. Explain.**

- |   |                                       |
|---|---------------------------------------|
| 1. _____ England  | 13. _____ London                      |
| 2. _____ Scotland   | 14. _____ Great Britain               |
| 3. _____ Wales  | 15. _____ Ben Nevis                   |
| 4. _____ Northern Ireland   | 16. _____ Welsh                       |
| 5. _____ Thames   | 17. _____ British Isles               |
| 6. _____ Severn   | 18. _____ Grampians                   |
| 7. _____ United Kingdom of<br>Great Britain and Northern<br>Ireland | 19. _____ Cumbrian Mountains          |
| 8. _____ Strait of Dover  | 20. _____ Europe                      |
| 9. _____ North Sea  | 21. _____ United States of<br>America |
| 10. _____ Atlantic Ocean  | 22. _____ Oxford Street               |
| 11. _____ English Channel   | 23. _____ Westminster Abbey           |
| 12. _____ Belfast   | 24. _____ Trafalgar Square            |
|   | 25. _____ Glasgow                     |

**11. Work in pairs. Read the words and use them as a plan to tell your partner about the UK.**

**Geographical position of the UK**

Seas

Mountains

Lakes

Rivers

Climate

Official language

Population

Capital

Big cities

**12. Work in pairs. Discuss the use of the English language in the world.**

**13. Do the project «Come to the UK!».**

**Come to the UK!**

**End Product:** the sightseeing booklet.

- Make up a group.
- Think what places the English can be proud of.
- Illustrate your choice.
- Sum up your decisions and suggestions, and then issue the booklet.
- Ask about your classmates' opinions.

**It is interesting to know**

**Greeting Etiquette in Britain**

**The handshake**

A handshake is the most common form of greeting among the English and British people and is customary when you are introduced to somebody new.





### **The kiss**

It is only when you meet friends, whom you haven't seen for a long time, that you would kiss the cheek of the opposite sex! In Britain one kiss is generally enough.

### **Formal greetings**

The usual formal greeting is «How do you do?» and a firm handshake, but with a lighter touch between men and women.

And the correct response is to repeat «How do you do?». You say this when shaking hands with someone. «How are you?» is a question and the most common and polite response is «I am fine, thank you. And you?». You may also say:

«Nice to meet you.» — «Nice to meet you, too.» (Often said whilst shaking hands).

«Delighted to meet you.» — «Delighted to meet you, too.»

«Pleased to meet you.» — «Pleased to meet you, too.»

«Glad to meet you.» — «Glad to meet you, too.»

### **Informal greetings**

Good morning/Good afternoon/Good evening.

Hi! — Hi! or Hello!

Morning/Afternoon/Evening.

How are you? — Fine, thanks and you?/Thanks./Cheers.

We sometimes say «cheers» instead of «thank you». You may hear «cheers» said instead of «good bye».

## **Body language**

### **Gestures of hands**

Our gestures greatly support our words. Since ancient times an open palm has been associated with sincerity and honesty. People usually swear with the palm on their heart. In the court, while witnessing, people raise the right hand with an open palm. So, when you see a person with two open palms it means «I am absolutely sincere with you».

Generally there are basic positions of the palm: a palm up is a gesture of trust or asking, a palm down means that you order something, the pointing finger shows aggressiveness. When you rub your palms you expect something positive.

Two hands crossed on the chest show that a person either disagrees with something or is trying to protect himself. When the thumbs of the hands crossed on the chest are up the person is self-confident. Hands on your waist show firmness. Interlocked fingers are used by a person to show distrust or hide negative attitude. People often cross their legs when they are worried or try to protect themselves. By this position Americans can show their disagreement. When both hands and legs are crossed a person is not going to listen to what you are saying any longer.

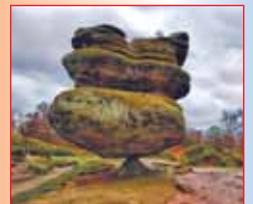
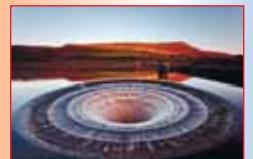
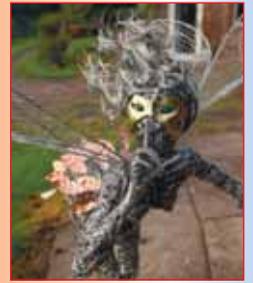


## Gestures connected with touching face

When a person covers the mouth with his hand it means he is telling a lie. Touching a nose has the same meaning. The gesture of scratching or touching one's ear is caused by the desire not to hear something. Children completely cover their ears. A person scratches his neck — usually five times — when he doubts. When a person puts his fingers or a pen, pencil into his mouth he is depressed. When a listener supports his head with his hand it means that he is bored. If your interlocutor bends his head to his shoulder he is interested in what you are saying. When he bends his head to the chest he shows disapproval. When a person hides his eyes he is not telling the truth.



- |                                      |  |
|--------------------------------------|--|
| 1. to rub [rʌb]                      | терти; to rub one's hands —<br>потирати руки (від задоволення) |
| 2. palm [pɑ:m]                       | долоня   |
| 3. sincerity [sɪn'serəti]            | щирість; щиросердність; прямота                                |
| 4. honesty ['ɒnɪsti]                 | чесність; правдивість  |
| 5. to swear [swɛə] (swore; sworn)    | присягати(ся), клястися  |
| 6. witnessing ['wɪtnɪsɪŋ]            | свідчення  |
| 7. gesture ['dʒestʃə(r)]             | жест; рух тіла; міміка   |
| 8. trust [trʌst]                     | довіра, віра   |
| 9. aggressiveness [ə'ɡresɪvnəs]      | агресивність   |
| 10. thumb [θʌm]                      | великий палець (руки)  |
| 11. self-confident [,self'kɒnfɪdənt] | самовпевнений  |
| 12. waist [weɪst]                    | талія; стан  |
| 13. firmness ['fɜ:mnis]              | твердість; стійкість; рішучість;<br>наполегливість             |
| 14. distrust [dɪs'trʌst]             | недовіра; сумнів; підозра                                      |
| 15. to scratch [skrætʃ]              | чухати(ся)   |
| 16. to doubt [daʊt]                  | сумніватися; піддавати сумніву;<br>бути невпевненим; боятися   |
| 17. interlocutor [,ɪntə'lɒkjʊtə(r)]  | співрозмовник  |
| 18. to bend [bend]                   | гнути(ся); нахилити(ся)  |
| 19. disapproval [,dɪsə'pru:vəl]      | несхвалення; осуд  |





### Spot on the Articles

An article is a piece of writing usually published in a newspaper, magazine, leaflet or on the Internet. They often have a semi-formal style and a friendly or neutral tone.

The main purpose of an article is to express an opinion or to describe a person/place/event/experience or to provide information, make a suggestion, give advice or recommend something.

Articles use a number of different techniques to grab the readers' attention and keep their interest such as:

- an eye-catching title;
- using a wide range of vocabulary;
- vivid description;
- a variety of adjectives.

An article should consist of:

- an interesting title;
- an introduction which clearly presents the topic;
- a main body of two or more paragraphs which develops the theme;
- a conclusion which summarises the main points and/or restates an opinion.

**14. Read the example of an article. Decide which parts are an introduction, a main body, a conclusion.**

#### A Rainbow World

Of all the colours in the world, I like the colour blue the most. You only have to look around to see that blue is everywhere: the sky, the sea, a bird, a flower, our eyes and even our clothes. In fact, without the colour blue our world would be very dull.

Blue is not only a cool, comfortable colour. The colour blue can be found in many shades and tones. Every shade of blue can have a different effect on a person and remind us of different places and things. A bright blue sky can make anyone feel happy.

For many people, colour can be linked to culture. For some cultures the colour blue represents a quiet, relaxing place. Other cultures associate the colour with wedding traditions and say blue brings the bride good luck.

Whatever the reasons, most people have a favourite colour. For me, it is simple. Blue makes me feel calm and relaxed. Whatever your favourite colour is, there is no doubt life would be boring without it. As Oscar Wilde said, «Colour can speak to the soul in a thousand different ways».

**15. Homework. Write an article to «Language and Culture» magazine about one of the most important, in your opinion, languages in the world.**





«They mean», he said sadly, «that you must weep for me for my sins, because I have no tears, and pray with me for my soul, because I have no faith, and then, if you have always been sweet, and good, and gentle, the Angel of Death will take mercy on me. You will see fearful shapes in darkness, and wicked voices will whisper in your ear, but they will not harm you, for against the purity of a little child the powers of Hell cannot prevail».

Virginia made no answer, and the ghost wrung his hands in wild despair as he looked down at her golden head. Suddenly she stood up, very pale, and with a strange light in her eyes. «I am not afraid», she said firmly, «and I will ask the Angel to take mercy on you».

He rose from his seat with a faint cry of joy. He took her hand with old-fashioned grace and kissed it.

On the green carpet on the wall were little huntsmen. They blew their horns and with their tiny hands waved to her to go back. «Go back! Little Virginia», they cried, «go back!»

Horrible animals with lizard tails and goggle eyes blinked at her from the carven chimney piece, and murmured «Beware! Little Virginia, beware!»

They reached the end of the room where the ghost stopped, and muttered some words, and she saw the wall slowly fading away like a mist, and a great black cavern in front of her. A bitter cold wind swept round them, and she felt something pulling at her dress. «Quick, quick», cried the ghost, «or it will be too late», and, in a moment, the wall had closed behind them, and the room was empty.

1. Virginia wasn't afraid.
2. There was an old prophecy on the bedroom window.
3. The girl didn't know the meaning of it.
4. The ghost was waiting nervously for her answer.
5. Finally, Virginia refused to help him.
6. Nobody tried to stop her in her decision.
7. The ghost disappeared and the room was empty.

**4. Read the old prophecy. Work in groups and translate it. Present the translations to your classmates.**

When a golden girl can win  
Prayer from out the lips of sin,  
When the barren almond bears,  
And a little child gives away the tears,  
Then shall all the house be still  
And peace come to Canterville.

## Rivers and Lakes

### 1. Answer the questions.

1. What do you know about the rivers and lakes of Australia?
2. Which continent is the driest on our planet?
3. Have you ever been to Australia?
4. Do you want to get new information about Australia?

### 2. Read the text and complete the sentences.

Australia, known as the driest continent, has less rain than any other continent except Antarctica. Half of the continent has an annual rainfall of less than 250 mm and the third part of it is so dry that it's almost uninhabitable. A huge part of Australia has virtually no rivers and the lakes are salt pans because of an exceptional little amount of rain.

Most of the Australian rivers disappear in the hot dry month of the year and only the Murray — Darling River system ranks as a major river.

But to the east of the continent on the well-watered slopes of the Great Divide there are many rivers. Some of them, especially the wild rivers of Tasmania, are ideal for canoeing or rafting. Others are calmer and attract visitors who enjoy fishing, swimming, bushwalking or simply gazing at the picturesque scenery.

Many of the Australian most beautiful waterfalls are found in national parks: Kakadu's Twin Falls and Jim Jim Falls, Fitzroy Falls, Russel Falls, Hogarth Falls and others.

The lakes in this dry land, to a great surprise, are of different sizes and forms: shallow coastal lakes and marshes, crater lakes, the tarns and small glacial lakes of the Tasmanian highlands. The calm beauty of the big lakes like Pedder and St Clair is fascinating. They all are very beautiful. The conservationists have saved these Tasmania's rivers and lakes for future generations.



- |  |  |
|--|--|
| 1. annual ['ænjʊəl]                    | щорічний; річний                                       |
| 2. rainfall ['reɪnfɔ:l]                | атмосферні опади; кількість (атмосферних) опадів; дощ  |
| 3. uninhabitable [ˌʌnɪn'hæbɪtəbl]      | непридатний для проживання                             |
| 4. virtually ['vɜ:tʃʊəli]              | реально, фактично, по суті, насправді                  |
| 5. pan [pæn]                           | улоговина; заглиблення в ґрунті                        |
| 6. amount [ə'maʊnt]                    | кількість  |
| 7. exceptional [ɪk'sepʃənəl]           | винятковий; незвичайний                                |
| 8. canoe [kə'nu:]                      | байдарка; каное  |
| 9. to canoe [kə'nu:]                   | плавати на каное (байдарці)                            |
| 10. rafting ['rɑ:ftɪŋ]                 | переправа на плотах                                    |
| 11. raft [rɑ:ft]                       | пліт   |
| 12. Murray ['mʌrɪ]                     | Муррей   |
| 13. waterfall ['wɔ:təfɔ:l]             | водоспад; каскад                                       |
| 14. to gaze [geɪz]                     | вдивлятися; пильно дивитися; поет. споглядати          |
| 15. scenery ['si:nəri]                 | пейзаж, ландшафт; picture scenery — мальовничий пейзаж |
| 16. coastal ['kəʊstl]                  | береговий, прибережний                                 |
| 17. marsh [mɑ:ʃ]                       | болото, драговина, мочарі                              |
| 18. crater ['kreɪtə(r)]                | кратер, жерло  |
| 19. tarn [tɑ:n]                        | невелике гірське озеро                                 |
| 20. conservationist [ˌkɒnsə'veɪʃənɪst] | охоронець природи                                      |
- 
- Australia is known as the \_\_\_\_\_
  - The third part of Australia is so \_\_\_\_\_
  - A huge part of Australia has virtually \_\_\_\_\_
  - Most of the Australian rivers \_\_\_\_\_
  - But to the east of the continent there are many rivers that are \_\_\_\_\_
  - Many of the Australian most beautiful waterfalls \_\_\_\_\_
  - The lakes in this dry land are of different \_\_\_\_\_
  - All these lakes, waterfalls and rivers are very \_\_\_\_\_



## The Geographical Position of Ukraine

1. First read, then listen and if you can you may sing. Have you guessed what country we are going to talk about? Name it.

### National Anthem

Ukraine has not perished, neither its glory nor freedom,  
 Upon us, fellow Ukrainians, fate will smile once more.  
 Our enemies will vanish, like dew in the morning sun,  
 And we, too, will rule, brothers on a free land of our own.  
 We'll lay down our souls and bodies to gain our freedom,  
 And we'll show that we, brothers, are of the Kazak nation.  
 We'll lay down our souls and bodies to gain our freedom,  
 And we'll show that we, brothers, are of the Kazak nation.

2. Look at these pictures. How do you think they relate to the topic of today's lesson?



3. Read the words and their definitions and make up sentences with these words.

- |   |   |
|---|---|
| 1. situated ['sɪtʃʊeɪtɪd] <i>adj</i>            | located in a particular place   |
| 2. to border ['bɔːdə(r)] <i>verb</i>            | to form a line along the edge of something  |
| 3. to border on                                 | to be next to another country or region   |
| 4. pasture ['pɑːstʃə(r)] <i>noun</i>            | land covered with grass where sheep, cows, etc. are kept                                |
| 5. to contaminate<br>[kən'tæmɪneɪt] <i>verb</i> | to make something dirty, polluted or poisonous by adding a chemical, waste or infection |
| 6. steppes [steps] <i>noun</i>                  | an area of hot dry land covered with grass  |
| 7. herbs [hɜːbz] <i>noun</i>                    | plants used for adding flavour to food or a medicine                                    |
| 8. diverse [daɪ'vɜːs] <i>adj</i>                | very different from each other  |

### Words to learn:

situated,  
 to border,  
 pasture,  
 to contaminate,  
 herbs,  
 steppes,  
 basin.

### Animals:

bear,  
 wolf,  
 fox,  
 deer,  
 roe,  
 field mouse,  
 gopher,  
 elk,  
 beaver,  
 lama,  
 antelope,  
 badger,  
 grass snake,  
 muskrat,  
 squirrel,  
 bison,  
 leveret.



4. First read the text ignoring the gaps. Then read the paragraphs which have been removed from the text. Choose from paragraphs (a—e) one which fits each gap (1—4) and complete the text. There is one extra paragraph which you do not need to use.

### The Geographical Position of Ukraine

Ukraine is situated in the eastern part of Europe. It borders on Russia in the east, Belarus in the north, Poland, Slovakia, Hungary in the west and Romania, Moldova in the south. Ukraine is washed by the Sea of Azov and the Black Sea in the south. The area of Ukraine is 603,628 sq km.

1.

There are the Carpathians in the west. The Carpathians are extremely picturesque with large grassy pasture and clear rivers running between rocky banks.

2.

The territory of our country has a variety of landscapes as it lies in three main zones: mixed forests, forest-steppes and steppes. There is a narrow subtropical zone in the south.

The nature of Ukraine is especially beautiful due to rivers and lakes. There are two big lakes: Synevyr and Svitiaz and more than 130 rivers. The biggest of the Ukrainian rivers is the Dnipro which is famous in Ukrainian history and literature.

3.

Other major rivers in Ukraine are the Dnister, the Donets and the Buh. The north-western part of the country, the Polissia district of Ukraine, is an area of mixed forests and many lakes and rivers. It is in the Prypyat river basin but a great part of it is contaminated after the Chernobyl catastrophe.

Ukrainian nature is diverse and beautiful. We can find almost all kinds of trees, bushes, flowers and herbs in Ukraine.

4.

In the Carpathians there are beeches, pine trees, different kinds of fir trees, planes, larches, hornbeams.

And it goes without saying that there are a lot of fruit trees everywhere in Ukraine. And we don't forget about chestnut trees in Kyiv.

As for animals we can see bears, wild boars, foxes, elks, beavers, hares, wolves, deer, roe deer and many others in the forest, hares, moles, field mice, gophers and other animals in the steppe zone and different birds: swallows, tomtits, crows, sparrows, pigeons, larks, woodpeckers, storks, magpies and many, many others everywhere.

A lot of them live in towns and cities.

By the way, many plants, birds and animals are in the Red Book now, they are disappearing because of the bad ecology. So, our aim is to preserve them for future generations.



**Words to learn:**

**Birds:**

- swallow,
- crow,
- sparrow,
- pigeon,
- magpie,
- lark,
- woodpecker,
- stork,
- tomtit or tit.

**Trees:**

- beech,
- pine,
- fir,
- plane,
- larch,
- hornbeam,
- elm,
- oak,
- willow,
- birch,
- poplar,
- lime,
- maple,
- rowan,
- snowball tree,
- chestnut.

- a. The most popular trees in central Ukraine are elms, oak trees, willows, birches, poplars, pine trees, fir trees, limes, maples, snowball trees, rowans.
- b. The highest peak of the Ukrainian Carpathians is Hoverla (2,061 m). The Carpathians are greatly beloved and often visited by Ukrainian people. The mountains in Ukraine cover only 5 % of its territory.
- c. Most of its area is flat. The fertile black soil makes it ideal for the development of agriculture.
- d. It is the largest river in Europe and it serves as a great source of hydro-electric power. Our capital is situated on its picturesque banks.
- e. There are a lot of holidays in the USA. The main holidays are Easter, New Year's Day, Independence Day, Memorial Day, Thanksgiving Day and Christmas.

**5. Read the text again and continue the logical row. Think and add some more words which haven't been mentioned in the text.**

Rivers: the Dnipro, \_\_\_\_\_

Lakes: Svitiaz, \_\_\_\_\_

Zones: Steppes, \_\_\_\_\_

Mountains: \_\_\_\_\_

Animals: \_\_\_\_\_

Birds: \_\_\_\_\_

Flowers: \_\_\_\_\_

Trees: \_\_\_\_\_

Plants: \_\_\_\_\_

Berries: \_\_\_\_\_

Fruit: \_\_\_\_\_

**6. Look at the map of Ukraine and write all the countries it borders on. Name their capitals and the languages which are spoken in these countries.**



7. Look at the picture and name the zones. Give your reasons why you think so.



8. Work in pairs. Complete the mind map.



9. Complete the table and characterise the landscape.

Zone	Trees	Flowers	Animals	Birds
Mixed forests				
Forest-steppes				
Steppes				
Subtropical zone				

10. Play a game. Describe any zone of Ukraine and ask your classmates to guess what zone it is.

11. Work in groups. Think of the most important and interesting facts you know about Ukraine (zone, animals, trees, birds, etc.). Choose one, write about it as much as possible and present it to the classmates.

**1. Listen. Find and read the lines of the poem that contain the main words. Give your reasons why you think so.**

## What a Wonderful World

I see green trees, red roses, too.  
 I see them bloom for me and you.  
 I see blue skies and clouds of white,  
 The bright blessed day, the dark sacred night.  
 The colours of the rainbow so pretty in the sky  
 Are also in the faces of the people going by.  
 I see friends shaking hands, saying «How do you do?».  
 They are really saying «I love you».  
 I hear babies' crying, I watch them grow.  
 They'll learn much more that I'll never know.  
 And I think to myself, «What a wonderful world».



**Words to learn:**

**Flowers:**  
 herbs,  
 lily,  
 primrose,  
 forget-me-not,  
 carnation,  
 gladiolus  
 (pl. gladioli,  
 gladioluses),  
 magnolia,  
 dahlia,  
 hyacinth,  
 lavender,  
 rose,  
 tulip.

**2. Read the words and their definitions and make up sentences with these words.**

- |  |  |
|--|--|
| 1. evergreen ['evəɡri:n] <i>noun</i>     | a tree or plant that does not lose its leaves in winter  |
| 2. evergreen ['evəɡri:n] <i>adj</i>      | covered with green leaves all year long not only in summer   |
| 3. severe [sɪ'viə] <i>adj</i>            | very serious, worrying or unpleasant   |
| 4. vast [vɑ:st] <i>adj</i>               | extremely large  |
| 5. soil [sɔɪl] <i>noun</i>               | the substance on the surface of the Earth in which plants grow   |
| 6. grove [ɡrəʊv] <i>noun</i>             | a group of trees of a particular type, especially trees arranged in lines  |
| 7. moisture ['məɪstʃə(r)] <i>noun</i>    | a small amount of water or another liquid in the air, on the surface of something or in a substance  |
| 8. to adjust [ə'dʒʌst] <i>verb</i>       | to change something slightly in order to make it better, more accurate; to get used to a new situation by changing your ideas or the way you do the things |
| 9. to melt [melt] <i>verb</i>            | to change a solid substance into a liquid  |
| 10. salubrious [sə'lu:brɪəs] <i>adj</i>  | pleasant and comfortable to live in  |
| 11. luxuriant [lʌg'zjʊəriənt] <i>adj</i> | abundant, lush   |

**3. Listen, read and name your favourite berries, fruit, trees, animals and birds of your wonderful world. These words can help you. Add some more words.**

*Trees:* birch, oak tree, willow, fir tree, lime, beech, rowan, maple, pine tree, hornbeam, juniper, cypress, chestnut tree, snowball, poplar, plane.



*Flowers:* chamomile, daisy, cornflower, primrose, tulip, daffodil, lily, lily of the valley, water lily, forget-me-not, rose, lilac, carnation, gladiolus, dahlia, hyacinth, lavender.

*Berries:* bilberries, red berries, barberries, gooseberries, raspberries, strawberries, wild strawberries, redcurrants, blackcurrants, cranberries, blackberries, blackthorn.

*Animals:* bear, fox, wolf, boar, roe, hare, deer, badger, squirrel, hedgehog, bison, muskrat.

*Birds:* woodpecker, magpie, lark, crow, sparrow, swallow, eagle, stork, nightingale, tomtit, starling, quail, pigeon.



## Reading

### 4. Work in pairs. Read the text and tell your partners about the climatic zone of Ukraine you like most of all.

Ukraine is divided into four main zones: mixed forests, forest-steppes, steppes and a subtropical zone in the south.

The climate of Ukraine is temperate continental being subtropical only on the southern coast. The average temperature in January is 7 degrees below zero. The average temperature in July is 17 degrees above zero. But sometimes in winter the temperature is 20—25 degrees below zero.

The climate in the south differs from that on the main territory. The winter temperature is about 4 degrees above zero and the average temperature in summer is about 22 degrees above zero. There are a lot of evergreen plants there. This is a favourite place for rest because of its weather and nature. The most famous resorts and tourists centres are here.

The northern part of Ukraine belongs to the mixed forest zone. The summer is long and warm, the winter is snowy but not very severe. There are many rivers, lakes and forests there. This part of Ukraine is rich in berries: bilberries, red bilberries, wild strawberries, and in trees: oak trees, pine trees, birches, limes, beeches,



hornbeams. The meadows are covered with different types of herbs and flowers. The spring flowers are the most beautiful ones: white snowdrops, lilies of the valley, violets.

We can see a lot of animals: foxes, squirrels, hares, hedgehogs, badgers, bison, muskrats and also birds: ducks, gulls, cuckoos, starlings, woodpeckers, storks, sparrows, swallows and lots more.

Then the forest-steppe zone begins. There are vast areas of land with grass and without great woods: rich black soil, green meadows, groves, oak groves, parks and gardens. The most popular trees are oak trees, beeches, hornbeams, limes and maples.

It is much warmer here than in the mixed forest zone but there is also less water and moisture.

In the steppes the summer is very hot and dry with frequent droughts. The winter is very cold and not very snowy. In spring when there is enough moisture on the ground the steppe is covered with flowers: tulips, forget-me-nots, violets and many others. It looks like a beautiful colourful carpet.

In spite of very hot and dry summer there are a lot of birds, insects and animals here. Not only plants but also most animals have adjusted to the life in the steppes. Larks and quails, eagles and owls, ducks and snipes, field mice and hamsters, foxes and wolves, butterflies and beetles, bees and bumblebees live in the steppes.

Vast areas are occupied by gardens, orchards, vineyards and melon fields. In the steppe zone there is one of the biggest National Parks of Ukraine. It is Askania-Nova. It is a unique park not only in Ukraine but in the whole of Europe.

We can see animals from all parts of the world: bison, deer, zebras, llamas, antelopes, Przewalskyi horses, ostriches, flamingoes, ducks and many others.

The southern coastline is a picturesque corner of Ukraine. We can find the signs of almost all climatic zones of our planet. The winter on the coastline is short, humid and warm. The snow doesn't stay long in the mountains. It melts quickly, filling small rivers with water. The summer is long, hot and dry. The coastline is rich in different kinds of plants and trees: hornbeams, oak trees, beeches, fir trees, junipers,

### Spot on Describing

It's a beautiful/wonderful/  
unforgettable/marvellous place.

This place is stunningly  
beautiful/extremely beautiful.

There are impressive/  
spectacular views.

It's a perfect/magical place for  
a holiday.

It's a great place for sightseeing/  
walking/picnics, etc.

It's a paradise for children.

It's an exciting/lively place.

It's a very quiet/relaxing/  
peaceful place.

The city has a long and  
interesting history.

It is rich in history.

### Words to learn:

virgin soil,  
luxuriant,  
salubrious,  
vast,  
soil,

poor soil,  
rich soil,  
moisture,  
salubrious climate.

### Berries:

currants,  
blackcurrants,  
redcurrants,  
cranberries,  
gooseberries,  
raspberries,  
strawberries,  
bilberries,  
red bilberries,  
great bilberries,  
barberries,  
blackthorn.

### Birds:

duck,  
gull,  
cuckoo,  
starling,  
quail,  
eagle,  
owl,  
snipe,  
thrush,  
nightingale.





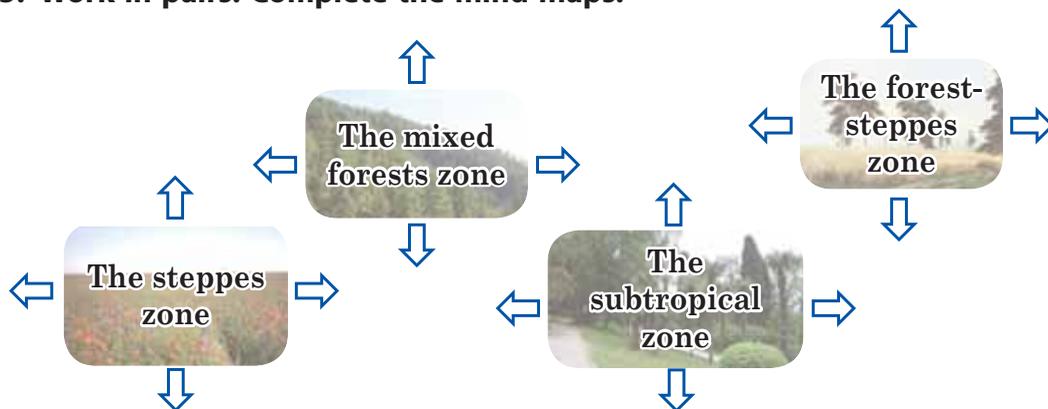
pine trees, cypresses, laurels, palms, magnolias, oleanders, roses, lavenders.

Different kinds of animals and birds inhabit the forests and valleys of the southern part of Ukraine. They are deer, foxes, squirrels, hares, roe, wild boars, sea gulls, ducks, owls, eagles, thrushes, nightingales.

Adults and children go hiking and mountaineering, scuba diving or visit aquaparks, botanical gardens, museums and palaces.

Salubrious, marine air, beauty of the mountains, numerous beaches, mineral waters, luxuriant plants, the warm sea make up wonderful conditions for rest.

**5. Work in pairs. Complete the mind maps.**



**Speaking**

**6. Listen, act out the dialogue and discuss in class if it is really worth visiting our Motherland. Give your reasons.**

- Hi, Jack! Haven't seen you for ages! Where have you been this summer?
- Hello, everybody! You are wondering what country I have been to. Well, it's Ukraine.
- Oh, you've told a lot about it. Your friend Nataalka lives there.



— Yes, you're right. But this summer I've travelled through all the country. You can't imagine what I've seen.

Soaring mountains with woody hillsides, waterfalls and mountain rivers, skiing resorts and mineral water sources in the Carpathians, golden sandy beaches, endless steppes, rare historical sights, wonderful



parks and gardens, wide fields and meadows, different trees and animals, natural reserves in the central part of Ukraine and at last the fantastic atmosphere, Ukrainian hospitality and cosy restaurants with delicious national cuisine everywhere. It's something unbelievable.

- Lucky you are!
- Really I am. If you want to be impressed greatly, visit Ukraine. It goes without saying it's worth visiting it.

**7. Read the joke and say if you know about climate as «much» as the boy does. Perhaps you really know much more about the climate of your country. Do you know any jokes?**

### Heat and Cold

A class of physics at school. The teacher asked the pupils, «Now, who can tell me anything about heat and cold?» A small boy held up his hand and said, «Heat makes things larger, sir, and cold makes things smaller». «All right. Give an example, please.» «In summer days are longer because it is hot, and in winter they are shorter because it is cold», answered the boy.

**8. Work in groups. Write down the things that four climatic zones have in common and their differences.**

**9. Project work. Make a guidebook for tourists about your favourite climatic zone. Add some more interesting facts. You may work alone, in pairs or in groups.**



## Words to learn:

urban,  
urban population,  
rural,  
to inhabit,  
ethnic,  
minority,  
minorities,  
rural scenery,  
immemorial,  
from time  
immemorial,  
hard-working,  
to be friendly  
with smb,  
self-sacrifice,  
friendly nation,  
open to new ideas,  
decency.

1. Listen to the English and Ukrainian versions of the poem. Find the main, to your mind, lines of this poem and read them. Give your reasons why you think so. Try to think of your own poem.



## Ukraine

*by Vasyl Symonenko*

You may choose a friend and a brother  
But you can never choose your native land!  
You may choose everything in the world  
But you can never choose your Motherland!

Beautiful, generous is your native land.  
And the language is like a nightingale.  
Love, respect and take care of everything  
That is called — Ukraine!

Можна вибрати друга і по духу брата.  
Та не можна матір рідну вибирати.  
Можна все на світі вибирати, сину.  
Вибрати не можна тільки Батьківщину!

Красивий, щедрий, рідний край!  
І мова наша солов'їна,  
Люби, шануй, оберігай  
Усе, що зветься Україна!

## 2. Discuss in class.

1. What is the population of Ukraine?
2. What nations, nationalities and ethnic minorities is Ukraine inhabited by?
3. How many Ukrainians do you think live in towns and cities?
4. What other countries do Ukrainians live in?
5. What are the Ukrainians like?
6. Do all the Ukrainians love and respect our Motherland? What do you think? If not, why?



### 3. Read the words and their definitions and make up sentences with these words.

- |   |   |
|---|---|
| 1. urban ['z:bən] <i>adj</i>                    | relating to towns and cities  |
| 2. rural ['rʊərəl] <i>adj</i>                   | relating to the countryside   |
| 3. ethnic ['eθnik] <i>adj</i>                   | relating to a group of people who have the same culture and traditions  |
| 4. minority [maɪ'nɔrɪtɪ] <i>noun</i>            | small number of people or things that are part of a larger group but different in some way from most of the group |
| 5. self-sacrifice ['self'sækrɪfaɪs] <i>noun</i> | the behaviour of someone who chooses not to have or do something they want in order to help other people          |

### 4. Do a class survey. Find out what nationalities your classmates are. Then read this statement: «The decency doesn't depend on the nationality» and discuss it in class. These words will help you:

- |                                       |                    |
|---------------------------------------|--------------------|
| 1. the Jews [dʒu:z]                   | евреї              |
| 2. the Byelorussians ['bjeləʊ,rʌʃnɪz] | білоруси           |
| 3. the Moldavians [mɒl'deɪvɪənz]      | молдовани          |
| 4. the Rumanians [rʊ'meɪnɪənz]        | румуні             |
| 5. the Armenians [ɑ:'mi:nɪənz]        | вірмени            |
| 6. the Germans ['dʒɜ:mənz]            | німці              |
| 7. the Tartars ['tɑ:təz]              | татари             |
| 8. the Poles [pəʊlz]                  | поляки             |
| 9. the Greeks [gri:ks]                | греки              |
| 10. the Hungarians [hʌŋ'geəriənz]     | угорці             |
| 11. the Gypsies ['dʒɪpsɪz]            | цигани             |
| 12. the Bulgarians [bʌl'geəriənz]     | болгари            |
| 13. the Georgians ['dʒɔ:dʒɪənz]       | грузини            |
| 14. the Chinese [tʃaɪ'ni:z]           | китайці            |
| 15. the Vietnamese [,vjɛtnə'mi:z]     | в'єтнамці          |
| 16. ordeal [ɔ:'di:l]                  | тяжке випробування |
| 17. decency ['di:sənsi]               | порядність         |



### 5. Work in pairs. Take turns to ask each other about the nationalities of your best friends.

## Reading

### 6. Read the text and complete the table.

#### The population of Ukraine

The population of Ukraine is more than 42 million people (68 % of the population is urban and 32 % is rural). About 32 million people live in towns and cities, and about 15 million people live in the country.



Ukraine is inhabited by representatives of 128 nations, nationalities and ethnic minorities. Not only Ukrainians live in our country, there are also Russians, Byelorussians, Moldavians, Jews, Greeks, Tartars, Rumanians, Poles, Armenians, Germans, Hungarians, Gypsies and other ethnic minorities.

About 20 % of population are Russians. There are many Ukrainians living outside Ukraine. Ukrainians live in the USA, Canada, Poland, France, England, Argentina, Brazil, Australia and many other countries. There are a lot of Ukrainian organisations and different institutions abroad.

From time immemorial the Ukrainians are known as hard-working, kind-hearted, friendly, hospitable and well-wishing to all the people. But when the time of ordeal comes they become determined, resourceful, brave, ready for self-sacrifice.

They have a sense of humour.



The nationalities of the people living in Ukraine	The foreign countries Ukrainians live in	The characteristics of the Ukrainians

**7. Listen and read the poem to refresh in your mind the degrees of comparison. Translate. Do you agree with James Reeves that «shame is louder, hunger is sharper, sin is heavier and love is deeper»?**

O, what is louder than a horn?  
 And what is sharper than a thorn?  
 What is heavier than the lead?  
 And what is better than the bread?  
 O, what is higher than the tree?  
 And what is deeper than the sea?  
 O, shame is louder than a horn,  
 And hunger is sharper than a thorn,  
 And sin is heavier than the tree,  
 And love is deeper than the sea.

*James Reeves*

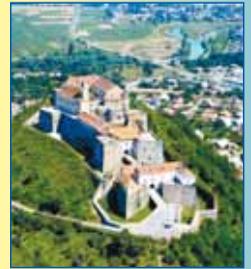


- |                 |  |
|-----------------|--|
| 1. thorn [θɔ:n] | колючка, шип, шпичак                     |
| 2. shame [ʃeɪm] | сором; a sense of shame — почуття сорому |
| 3. sin [sɪn]    | гріх                                     |
| 4. horn [hɔ:n]  | ріг, горн, сурма, гудок                  |
| 5. sharp [ʃɑ:p] | гострий; сильний                         |
| 6. lead [led]   | свинець                                  |



**8. Compare the geographical positions of Ukraine and the United Kingdom of Great Britain and Northern Ireland. Say which country:**

- is larger in territory;
- is more mountainous;
- has more climatic zones;
- has more rivers and lakes;
- has longer rivers;
- is richer in animals and birds;
- is the best in the world;
- is the drier of the two;
- doesn't include any islands;
- has a smaller number of seas;
- has deeper rivers and seas;
- has higher mountains;
- is richer in flowers.



**9. Complete the table.**

	Ukraine	The United Kingdom of Great Britain and Northern Ireland
Total area		
Population		
Nationalities		
Capital		
Official state language		
Currency		
Other major cities		

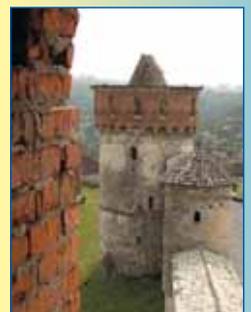


**Writing**

**10. Write back an e-mail to your pen friend who has written to you and answer his/her 3 questions. This is a part of it:**

*... Last year I started learning Ukrainian. It's a very difficult language but I'm trying my best. I'd like to come to Ukraine one day to practise it. ...*

- Which season would you recommend for the trip?
- What places are worth seeing in Ukraine?
- What region would you recommend to visit, why?





## 11. Homework.

### Project Suggestions:

#### 7 Wonders of Ukraine

**End Product:** the poster with the results of the survey.

- Make up a group.
- Everyone should interview his parents, teachers asking what they think to be 7 wonders of Ukraine.
- Sum up the survey results, then choose the best wonder and decide how to present it.
- Issue the poster.



#### It's interesting to know

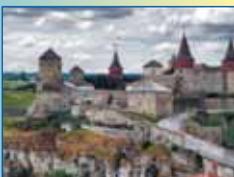
**The westernmost point** is the city of Chop in Transcarpathia. **The largest mountain system** is the Ukrainian Carpathian Mountains, which are part of the Eastern Carpathians. The mountains stretch to the west within the territories of the Transcarpathia, Lviv, Ivano-Frankivsk and Chernivtsi regions.

**The highest mountain peak**, Hoverla, is in the Ukrainian Carpathians. **The total area of the Black Sea** is above 482 thousand square km and the maximum depth reaches 2245 m, average — 1271 m.

**125 rivers** have a length of over 100 km, almost 4 thousand — over 10 km. The most dense river system exists in the Ukrainian Carpathians and the least dense — in the southern regions.

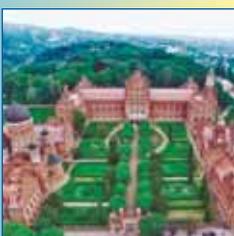
**The Dniπρο** is the third largest river in Europe, beginning on the Valdai highland and running into the Black Sea. Its length within Ukraine is 981 km and the whole length — 2201 km.

**The deepest lake** is Svitiaz in the basin of the Southern Buh. It is one of the Shatsk Lakes in Volyn.



## 12. Answer the questions.

1. Do you believe that the time of the year you were born has an effect on your character?
2. Do you know your sign of the zodiac?
3. What do you know about your character?
4. Can you name your characteristics?
5. Do you want to get any information about yourself?

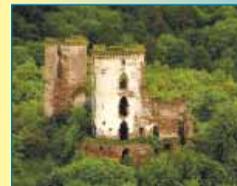


## It is interesting to know

Read the information about the signs of the zodiac, find your sign and say if it is right for you. The words below will help you.

<b>Aquarius</b> 20 January — 18 February	<b>Pisces</b> 19 February — 20 March
People born under the sign of Aquarius are very loyal, but they can be a little insensitive at times.	People born under the sign of Pisces are romantic. They are sympathetic if you have a problem. But they can also be extremely pessimistic.
<b>Aries</b> 21 March — 19 April	<b>Taurus</b> 20 April — 20 May
People born under the sign of Aries are extremely energetic and adventurous. But they can also be aggressive.	People born under the sign of Taurus are always calm and patient. But they are very materialistic.
<b>Gemini</b> 21 May — 20 June	<b>Cancer</b> 21 June — 22 July
People born under the sign of Gemini are very witty but can be impatient.	People born under the sign of Cancer are very kind and helpful. But they can be very moody.
<b>Leo</b> 23 July — 22 August	<b>Virgo</b> 23 August — 22 September
People born under the sign of Leo are very sociable but can often be vain.	People born under the sign of Virgo are hard-working but they can be very critical and a little fussy.
<b>Libra</b> 23 September — 22 October	<b>Scorpio</b> 23 October — 21 November
People born under the sign of Libra are usually artistic but can be indecisive.	People born under the sign of Scorpio are often passionate but they can sometimes be a little cruel.
<b>Sagittarius</b> 22 November — 21 December	<b>Capricorn</b> 22 December — 19 January
People born under the sign of Sagittarius are always cheerful and optimistic but they can often be reckless.	People born under the sign of Capricorn are sensible and organised but they can sometimes be conceited.

- |                               |  |
|-------------------------------|--|
| 1. Aquarius [ə'kweəriəs]      | Водолій  |
| 2. loyal ['lɔɪəl]             | вірний, відданий; a loyal friend — вірний друг |
| 3. insensitive [ɪn'sensɪtɪv]  | байдужий, нечутливий                           |
| 4. Pisces ['paɪsi:z]          | Риби   |
| 5. romantic [rəʊ'mæntɪk]      | романтик; adj. романтичний                     |
| 6. sympathetic [ˌsɪmpə'tetɪk] | співчутливий, доброзичливий, симпатичний       |





7. pessimistic [ˌpesɪˈmɪstɪk] песимістичний  
8. Aries ['eəri:z] Овен  
9. adventurous [əd'ventʃərəs] нерозсудливо сміливий, відчайдушний  
10. Taurus ['tɔ:rəs] Телець  
11. materialistic [məˌtɪəriəlɪstɪk] матеріалістичний  
12. Gemini ['dʒemɪnaɪ; 'dʒemɪni] Близнята  
13. witty ['wɪti] розумний, здібний, дотепний, хитрий  
14. impatient [ɪmˈpeɪjənt] нетерплячий, дратівливий, нестерпний  
15. Cancer ['kænsə(r)] Рак  
16. helpful ['helpfl] корисний  
17. moody ['mu:di] з поганим характером; що легко піддається змінам настрою



18. Leo ['li:əʊ] Лев  
19. sociable ['səʊjəbl] товариський, компанійський; дружлюбний  
20. vain [veɪn] пихатий, самозакоханий; зарозумілий; поверховий; дурний



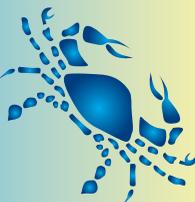
21. Virgo ['vɜ:gəʊ] Діва  
22. fussy ['fʌsi] метушливий; нервовий  
23. critical ['krɪtɪkl] вибагливий; вимогливий; перебірливий  
24. Libra ['li:brə] Терези  
25. indecisive [ˌɪndɪ'saɪsɪv] нерішучий; непевний  
26. Scorpio ['skɔ:piəʊ] Скорпіон  
27. passionate ['pæʃənət] невгамовний; несамовитий; запальний, гарячий; пристрасний



28. Sagittarius [ˌsædʒɪ'teəriəs] Стрілець  
29. cheerful ['tʃi:fəl] бадьорий; веселий; безжурний; cheerful helper — невтомний помічник  
30. reckless ['rekləs] нерозсудливий; необачний; безтурботний; сміливий; відчайдушний



31. Capricorn ['kæprɪkɔ:n] Козеріг  
32. sensible ['sensəbəl] розумний; розсудливий; a sensible man — розсудлива людина  
33. conceited [kən'si:tɪd] пихатий; гонористий; зарозумілий



**13. Play a game.**

Describe somebody from the class and ask your classmates to guess who he/she is.

**14. Work in pairs. Discuss your signs of the zodiac. Take turns to ask for advice and give advice for changing characteristics you don't like.**

**15. Work in groups. Find classmates of your own sign and add some more characteristics or omit those you don't agree with. Present your sign to the class.**

**16. Project work. Describe the signs of the zodiac for the members of your family.**

**Spot on Asking for Advice**

Do you think I should be less aggressive?

Can I ask your advice about my problems?

Can I ask your opinion about my going abroad?

What do you think I should do?

I'm thinking of going in for swimming. What do you think?

**Spot on Giving Advice**

You shouldn't be so passionate.

You should work hard to pass your exams.

You ought to buy this book.

What you ought to do is to exercise regularly.

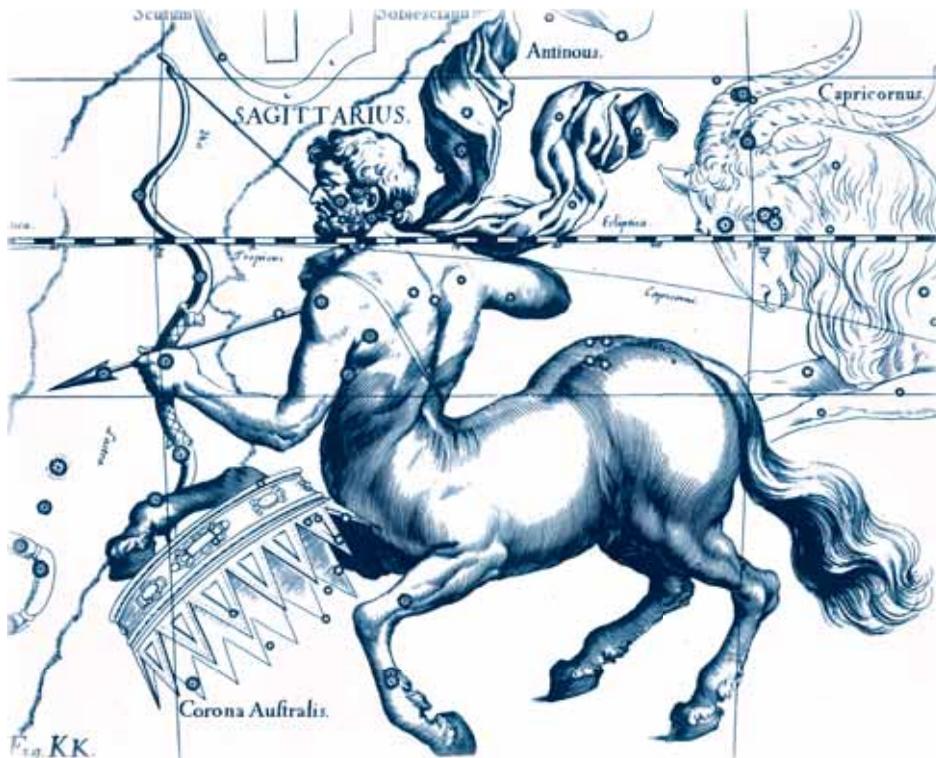
If I were you I would help her.

If I were you I wouldn't go there.

What you need is a nice long holiday.

You'd better help him with his homework.

The best thing is to learn English if you want to make friends abroad.



## CHAPTER VII

**1. Recollect the story. Discuss in class.**

1. What were Virginia and the Canterville ghost talking about?
2. Read your variant of the prophecy.
3. What did Virginia promise to do for the ghost?

**2. Read the new words and their definitions.**

- |                   |  |
|-------------------|--|
| 1. pond           | a small area of fresh water that is smaller than a lake, that is either natural or artificially made |
| 2. shrill         | a very high and unpleasant sound   |
| 3. casket         | a small decorated box in which you keep jewellery  |
| 4. wing           | a part of building   |
| 5. withered plant | a plant that has become drier and smaller and is dead or dying                                       |

**3. Read the text and match the two parts of the sentences.**

About ten minutes later, the bell rang for tea, and, as Virginia did not come down, Mrs Otis sent up one of the footmen to tell her. After a little time he returned and said that he could not find Miss Virginia anywhere. As she was in the habit of going out to the garden every evening to get flowers for the dinner table, Mrs Otis was not at all alarmed at first, but when six o'clock struck, and Virginia did not appear, she became really agitated, and sent the boys out to look for her. At half past six the boys came back and said that they could find no trace of their sister anywhere. They were all now in the greatest state of excitement, and did not know what to do, when Mr Otis suddenly remembered that, some days before, he had given a band of gypsies permission to camp in the park. The gypsies were caught on meadows, but she was not with them.

The pond was dragged, and the whole Chase thoroughly searched, but without any result. It was evident that, for that night at any rate, Virginia was lost to them. Mr Otis ordered up supper for the whole family. It was a melancholy meal, and even the twins were silent, as they were very fond of their sister. It was midnight.

Just as they were passing out of the dining room, they heard a sudden shrill cry; a dreadful peal of thunder shook the house, strains of unearthly music floated through the air, a panel at the top of the staircase flew back with a loud noise, and looking very pale and white, with a little casket in her hand, stepped Virginia. In a moment they had all rushed up to her. Mrs Otis clasped her passionately in her arms, and the twins executed a wild war dance round the group.

«Good heavens! Child, where have you been?» said Mr Otis, rather angrily, thinking that she had played some foolish trick on them. While Mrs Otis was kissing the trembling child.

«Papa», said Virginia quietly, «I was with the ghost. He is dead. He was really sorry for all that he had done, and he had given me this box of beautiful jewels before he died».

The whole family gazed at her in amazement, but she was serious and turning round, she led them through the opening in the narrow secret corridor. Washington was following them with a lighted candle. Finally, they came to a great oak door. When Virginia opened it they found themselves in a little low room.

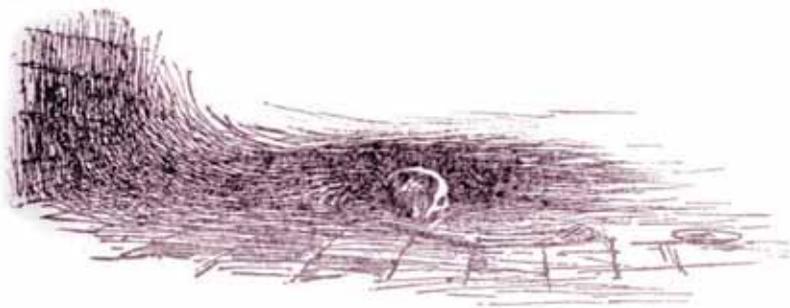
«Hallo!» suddenly exclaimed one of the twins, who was looking out of the window to discover in what wing of the house the room was situated. «Hallo! the old withered almond tree has blossomed. I can see the flowers in the moonlight.»

«God has forgiven him», said Virginia.

«What an angel you are!»

- |   |   |
|---|---|
| 1. About ten minutes later                            | a. that the old withered almond tree had blossomed.   |
| 2. Virginia did not come down                         | b. a panel at the top of the staircase flew and with a little casket in her hand, stepped Virginia.       |
| 3. At half past six the boys came back and            | c. and Mrs Otis sent up one of the footmen to tell her.   |
| 4. The pond was dragged                               | d. but she was serious and turning round, she led them through the opening in the narrow secret corridor. |
| 5. Just as they were passing out of the dining room,  | e. said that they could find no trace of their sister anywhere.   |
| 6. Strains of unearthly music floated through the air | f. they found themselves in a little low room.  |
| 7. The whole family gazed at her in amazement,        | g. the bell rang for tea.   |
| 8. When Virginia opened a great oak door              | h. but without any result.  |
| 9. One of the twins looked out of the window and saw  | i. they heard a sudden shrill cry.  |

**4. Think of the end of the story. Give your ideas.**



## CHAPTER VIII

### 1. Read the new words and their definitions.

1. mourner someone who attends a funeral
2. to render to give help to something or someone or do something, because it is your duty or because someone expects you to
3. indebted grateful to someone for their help
4. coronet a small crown
5. to owe to feel that you should do something for someone
6. to blush to become red, usually because you are embarrassed or ashamed

### 2. Recollect the story and put these events in the correct order. What time did each event take place?

1. When \_\_\_\_\_ struck, and Virginia did not appear, Mrs Otis became really agitated, and sent the boys out to look for her.
2. They all could see that the old withered almond tree had blossomed.
3. At \_\_\_\_\_ the boys came back and said that they could find no trace of their sister anywhere.
4. Finally, they came to a great oak door. When Virginia opened it they found themselves in a little low room.
5. Virginia did not come down when the bell rang for tea and Mrs Otis sent up one of the footmen to tell her.
6. It was \_\_\_\_\_ when they heard a sudden shrill cry and Virginia stepped.

### 3. Read the text and say if the statements are T (true) or F (false). Correct the false statements.

Four days after these curious incidents a funeral started from Canterville Chase at about eleven o'clock at night. By the side of the hearse and the coaches the servants walked with lighted torches, and the whole procession was wonderfully impressive. Lord Canterville was the chief mourner, having come up specially from Wales to attend the funeral, and sat with little Virginia, then the United States' Minister and his wife, then Washington and three boys, and in the last carriage there was Mrs Umney. A deep grave was dug in the corner of the churchyard, just under the old yew tree, and the service was read in the most impressive manner. When the ceremony was over Virginia stepped forward and laid a large cross made of white and pink almond blossoms. As she did so, the moon came out from behind a cloud.

The next morning, before Lord Canterville went up to the town, Mr Otis had to talk to him on the subject of the jewels the ghost had given to Virginia. They were perfectly magnificent; especially a certain ruby necklace of the sixteenth-century.

But Lord Canterville pulling his grey moustache said, «My dear sir, your charming little daughter has rendered my unlucky ancestor, Sir

Simon, a very important service, and my family and I are much indebted to her for her marvellous courage and pluck. The jewels are hers». Virginia received the coronet, which was the reward of all good little American girls. She married a handsome boy. They were both so charming, and they loved each other so much that everyone was delighted with them. Mr Otis was extremely fond of the young Duke personally.

The Duke and Duchess, after the honeymoon was over, went down to Canterville Chase, and on the day after their arrival they walked to the lonely churchyard. The Duchess brought with her some lovely roses. There the Duchess sat down on a fallen pillar, while her husband was sitting at her feet smoking a cigarette and looking up at her beautiful eyes. Suddenly he threw his cigarette away, took her by the hand, and said to her, «Virginia, a wife should have no secrets from her husband».

«Dear Cecil! I have no secrets from you».

«Yes, you have», he answered, smiling, «you have never told me what happened to you when you were locked up with the ghost».

«I have never told anyone, Cecil», said Virginia.

«I know that, but you might tell me».

«Please, don't ask me, Cecil, I cannot tell you. Poor Sir Simon! I owe him. Yes, don't laugh, Cecil, I really do. He has made me see what Life is, and what Death signifies, and why Love is stronger than both».

The Duke rose and kissed his wife lovingly. «You can have your secret as long as I have your heart», he murmured. «You have always had that, Cecil». «And you will tell our children some day, won't you?» he said and Virginia blushed.

1. Four days after these curious incidents a funeral started from Canterville Chase at about twelve o'clock at night.
2. Lord Canterville, Virginia, the United States' Minister and his wife, Washington and the three boys, Mrs Umney were present at the ceremony.
3. An emerald necklace of the sixteenth-century was among the jewels the ghost had given to Virginia.
4. Mr Otis wanted to give the jewels to Lord Canterville and he agreed to take them back.
5. Virginia married a handsome boy. They were both so charming, and they loved each other very much.
6. The Duke and Duchess, after the honeymoon was over, didn't go to Canterville Chase.
7. Virginia didn't have secrets from her husband Cecil and told him her story.



**4. Choose one of the characters of the story and write your impressions of everything that happened to this person in Canterville Chase.**

## The Cities

### I. Read the text, name the main cities of Australia and complete the table.

Canberra is the national capital of Australia. The gardens and parks are at least as important as buildings in this city. Canberra is very beautiful. It is a garden city with sweeping harmonious curves and circles. It is famous for its fine National Gallery, High Court Building, New Parliament House and many other places of interest.



Sydney is the oldest and largest of Australia's cities. It was founded in 1788 by the convicts and soldiers who had come to establish a penal colony. It is famous for its Opera House, Harbour Bridge and Tower. Sydney Harbour is one of the loveliest in the world. The city centre is modern. Sydney is a tourist's paradise where every taste is catered for.



Unlike Sydney Melbourne is one of the few major Australian cities founded as a free settlement rather than a penal centre. Melbourne is the centre for banking, commerce, industry and defence. It is the cultural centre of the country, too. Its wide streets, impressive Victorian buildings, bridges, the skyline over the Yarra River and graceful parks and gardens attract tourists from all over the world.





Hobart, the second oldest city in Australia, is the capital of the island state of Tasmania. It was founded in 1804. The city isn't large. It is situated on the banks of the blue Derwent River beneath Mount Wellington. The city is famous for its historic buildings.

There are other cities in Australia. They are Adelaide, the cultural centre with its Art Festivals, Perth, the only city on the western coast situated on the lovely Swan River, Darwin, with the most diverse population, Brisbane, with its parks, gardens and forest reserves, where there are a lot of tropical flowers and fruit.

- |                             |   |
|-----------------------------|---|
| 1. to cater ['keɪtə(r)] for | обслуговувати                                   |
| 2. sweeping ['swi:pɪŋ]      | широкий; плавний; округлий                      |
| 3. harmonious [hɑ:'mɒniəs]  | гармонійний, гармонічний                        |
| 4. curve [kɜ:v]             | крива (лінія); вигин; зігнутість                |
| 5. penal ['pi:nl]           | карний, кримінальний                            |
| 6. colony ['kɒləni]         | поселення, колонія; виправна колонія            |
| 7. banking ['bæŋkɪŋ]        | банківська справа                               |
| 8. commerce ['kɒmɜ:s]       | торгівля (оптова), комерція                     |
| 9. defence [di'fens]        | захист; оборона                                 |
| 10. graceful ['greɪsfəl]    | витончений, граціозний; елегантний;<br>приємний |
| 11. skyline ['skaɪlaɪn]     | обриси (на тлі неба); обрій; лінія<br>горизонту |
| 12. beneath [bi'ni:θ]       | унизу; нижче; під                               |
| 13. tropical ['trɒpɪkəl]    | тропічний                                       |
| 14. Tasmania [tæz'meɪniə]   | острів Тасманія                                 |
| 15. harbour ['hɑ:bə(r)]     | гавань, порт                                    |

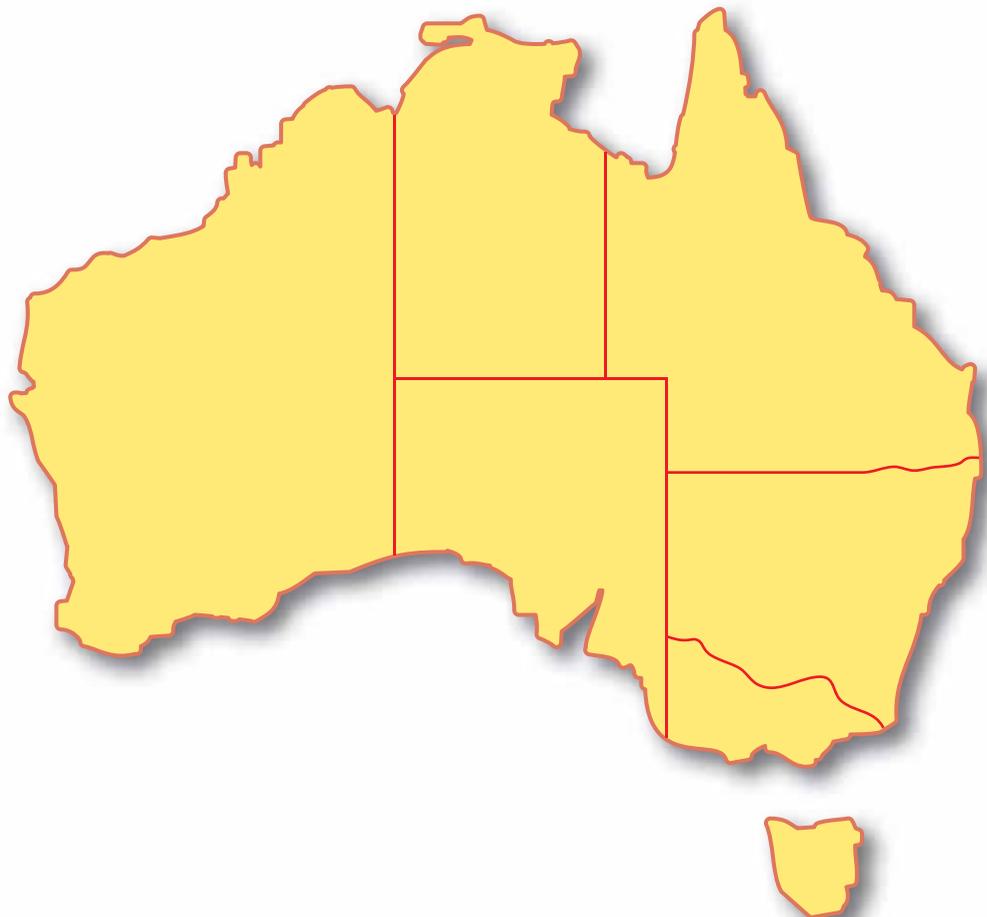


1. Canberra ['kænbərə]      Канберра
2. Sydney ['sɪdnɪ]          Сідней
3. Melbourne ['melbən]      Мельбурн
4. Hobart ['həʊbɑ:t]        Хобарт
5. Adelaide ['ædəleɪd]      Аделаїда
6. Perth [pɜ:θ]              Перт
7. Darwin ['dɑ:wɪn]         Дарвін
8. Brisbane ['brɪzben]        Брісбен



Cities of Australia	Places of interest
Canberra	
Sydney	
Melbourne	
Hobart	
Adelaide	
Perth	
Darwin	
Brisbane	

**II. Fill in the map of Australia.**



III. Project work. Choose the city you like most of all and find some more information about it. Present your project to the class. You may work alone, in pairs or in groups.

### The People

I. Look at the picture and try to name all the nationalities you can see in it.

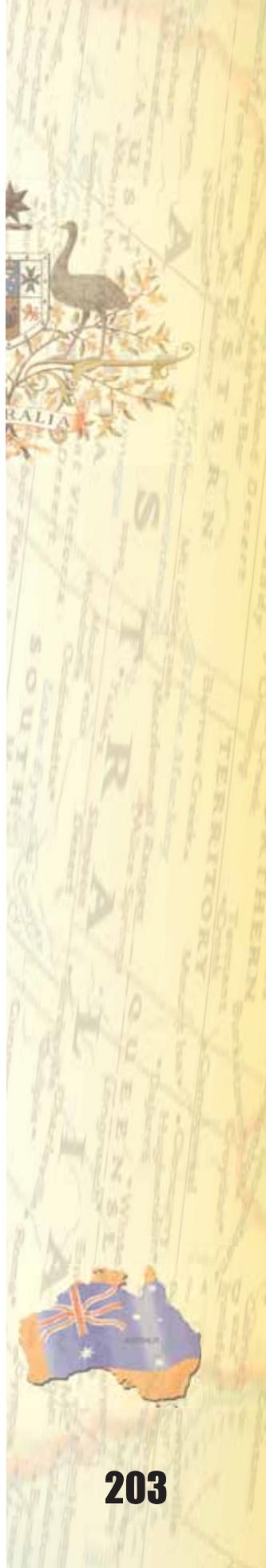


II. Read the text and name the nationalities of the people which are mentioned in the text, like in the example after the text.

Some people say the Australian population has always been made up of migrants. But the first Australians were the Aboriginal people and only later the population was made up of the migrants of different nationalities. At first the Aborigines outnumbered Europeans by more than 300 to 1, but soon it was changed greatly. In 1828 the non-Aboriginal population grew and almost half of them were convicts.

A lot of people came to Australia. They were the Chinese, Canadians, Welsh, French, Russians, Spanish, Italians, Maltese, Scots, Swedes, Norwegians, British and many others. Most migrants continued to come from Britain.

After the Second World War the Maltese, Dutch, Italians, Germans, Danes, Hungarians, Spanish, Ukrainians came either as assisted migrants



or under special schemes, but the Aborigines continued to live badly. By 1978 they made up only one per cent of the population though the Australian government provides equal opportunities for all racial groups and encourages the maintenance of different cultural heritages within Australia.

- |                                 |   |
|---------------------------------|---|
| 1. to make up                   | складати  |
| 2. migrant ['maɪgrənt]          | переселенець  |
| 3. to outnumber [ˌaʊtˈnʌmbə(r)] | переважати чисельністю (кількістю)  |
| 4. convict ['kɒnvɪkt]           | засуджений; ув'язнений; злочинець, який відбуває каторжні роботи; каторжник |
| 5. to assist [ə'sɪst]           | допомагати; сприяти   |
| 6. scheme [ski:m]               | програма, проект  |
| 7. badly ['bædli]               | погано  |
| 8. racial ['reɪʃəl]             | національний; расовий   |
| 9. to encourage [ɪn'kʌrɪdʒ]     | підтримувати, заохочувати; підбадьорювати                                   |
| 10. maintenance ['meɪntənəns]   | збереження; продовження; підтримка  |
| 11. heritage ['herɪtɪdʒ]        | спадщина  |
| 12. opportunity [ˌɒpə'tju:nɪti] | сприятлива можливість; слушна нагода  |

*Example:* Malta — the Maltese

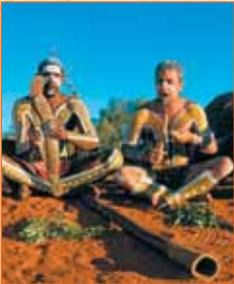
China, Canada, Italy, Holland, Britain, Wales, Ukraine, Greece, Sweden, Norway, Russia, Switzerland, Finland, Denmark, Hungary, Austria, Scotland, Germany, America, Spain, France, the UK

### III. Answer the questions.

- Who were the first Australians?
- What countries did the migrants come to Australia from?
- What happened after their coming to Australia?
- Does the Australian government provide equal opportunities for all racial groups?

### WORDS

Malta ['mɔ:lɪtə]	Мальта; the Maltese ['mɔ:lɪtɪz] — мальтійці
Maltese ['mɔ:lɪtɪz]	мова жителів острова Мальти; мальтійський
Switzerland ['swɪtsələnd]	Швейцарія; the Swiss [swɪs] — швейцарці;
Swiss [swɪs]	швейцарський
Sweden ['swi:dən]	Швеція; the Swedes [swi:dz] — шведи
Swedish ['swi:dɪʃ]	шведська мова; шведський
China ['tʃaɪnə]	Китай; the Chinese [ˌtʃaɪˈni:z] — китайці
Chinese [ˌtʃaɪˈni:z]	китайська мова; китайський
Italy ['ɪtəlɪ]	Італія; the Italians [ɪ'tæliənz] — італійці
Italian [ɪ'tæliən]	італійська мова; італійський
Canada ['kænədə]	Канада; the Canadians [kəˈneɪdɪənz] — канадці
Canadian [kəˈneɪdɪən]	канадський
England ['ɪŋɡlənd]	Англія; the English ['ɪŋɡlɪʃ] — англійці
English ['ɪŋɡlɪʃ]	англійська мова; англійський
Britain ['brɪtn]	Британія; the British ['brɪtɪʃ] — британці



British ['brɪtɪʃ]	британський
Holland ['hɒlənd]	Голландія; the Dutch [dʌtʃ] — голандці
Dutch [dʌtʃ]	голландська мова; голландський
Australia [ə'streɪliə]	Австралія; the Australians — австралійці
Australian [ə'streɪliən]	австралійський
Greece [ɡri:s]	Греція; the Greeks [ɡri:ks] — греки
Greek [ɡri:k]	грецька мова; грецький
Austria ['ɒstriə]	Австрія; the Austrians ['ɒstriənz] — австрійці
Austrian ['ɒstriən]	австрійський
Scotland ['skɒtlənd]	Шотландія; the Scots [skɒts]; the Scottish ['skɒtɪʃ] — шотландці
Scottish ['skɒtɪʃ]	шотландський діалект
Norway ['nɔ:weɪ]	Норвегія; the Norwegians [nɔ:'wi:dʒənz] — норвежці
Norwegian [nɔ:'wi:dʒən]	норвезька мова; норвезький
Spain [speɪn]	Іспанія; the Spanish ['spæniʃ] — іспанці
Finland ['fɪnlənd]	Фінляндія; the Finns [fɪnz] — фіни
Finnish ['fɪniʃ]	фінська мова; фінський
Denmark ['denmɑ:k]	Данія; the Danes [deɪn] — датчани
Danish ['deɪniʃ]	датська мова; датський
France [frɑ:ns]	Франція; the French [frentʃ] — французи
Germany ['dʒɜ:məni]	Німеччина; the Germans ['dʒɜ:mənz] — німці
Ukraine [ju:'kreɪn]	Україна; the Ukrainians [ju:'kreɪniənz] — українці
Russia ['rʌʃə]	Росія; the Russians ['rʌʃnz] — росіяни
America [ə'merɪkə]	Америка; the Americans [ə'merɪkənz] — американці
Hungary ['hʌŋgəri]	Угорщина; the Hungarians [hʌŋ'geəriənz] — угорці
Hungarian [hʌŋ'geəriən]	угорська мова; угорський
Wales [weɪlz]	Вельс; the Welsh [welʃ] — валлійці; уельці
Welsh [welʃ]	валлійська (уельська) мова
Aborigines [æbə'rɪdʒɪni:z]	аборигени, тубільці, корінні жителі

**Fill in the following chart ranking the countries in the columns. Number them 1, 2, 3 beginning with the biggest in your opinion. The first one is done as an example for you.**

Country	Size	Population	Large cities	Diversity of flowers	Rare animals	Diversity of animals	Diversity of trees	Number of rivers	Number of lakes and waterfalls	The highest mountains
Ukraine	2									
UK	3									
Australia	1									



We use *a/an* to say what kind of thing something or somebody is, what job a person does and in description. We use *a* before a consonant and *an* before a vowel. But it depends on the pronunciation of the word, not the spelling. *A/an* has no plural. We don't use *a/an* with uncountable nouns, or possessives.

*A dog, a bag, an orange, an hour, an uncle, a union,  
rain, grass, butter, sugar, my friend.*

In the plural we use *some* or no article. We use *some/any* to talk about indefinite, not very large numbers or amounts — when we don't know exactly *how much/how many*. We use no article when we aren't thinking about numbers/amounts at all.

*I have bought some books.* (It isn't clear how many).

*I like books.* (No idea of numbers).

After *kind of* or *sort of*, *a/an* is usually dropped.

*What kind of tree is it?*

In exclamations with *what*, *a/an* is not dropped.

*What a pity!*

We use *a/an* after *quite*, *rather* and *such*.

*It is such a nice flower!*

*The* means that you know which one/ones we mean.

*I bought a book about animals yesterday. The book is very interesting (the book I have told you about — you know which one).*

*Please, give me the red pen (you can see which one).*

*Look at the girls in the corner of the room (you know which ones).*

We use *the* with superlatives.

*He is the best pupil in our class.*

*Kyiv is the most beautiful city in the world.*

We don't use *the* in generalisations with plural and uncountable nouns.

*I like music.*

*I don't like reading newspapers.*

We can use *the* in generalisations with singular countable nouns when we talk about a whole class of things.

*The tiger is in danger.*

*I can't play the guitar.*

*I don't go to the theatre. I like the cinema.*

*Who invented the radio?*

We use *the* with the names of seas, oceans, rivers, deserts, some mountains and countries, hotels, cinemas and theatres.

Countries: *the United States, the United Kingdom of Great Britain and Northern Ireland.*

Seas, oceans, rivers, deserts: *the Dnipro, the Thames, the Sahara Desert, the Atlantic Ocean, the Black Sea.*

Mountains: *the Alps, the Carpathians, the Himalayas.*

Hotels, cinemas and theatres: *the Ukraina Cinema, the Ritz, the Kyiv hotel.*

No articles with:

Continents, most countries: *Africa, Ukraine, France, Germany.*

States: *Texas, California.*

Towns: *Kyiv, London, Paris, New York, Tokyo.*

Lakes, most mountains: *Everest, Lake Svitiaz, Lake Superior.*

Most streets: *Khreshchatyk Street, Oxford Street, Fifth Avenue.*

We don't use articles in expressions after prepositions such as:

*to/at/from* school, work, college;

*at/from* home;

*to/in(to)* prison, bed;

*to/in(to)/from* town;

*to/at/after* breakfast, lunch, etc.;

*on* holiday;

*on* Monday, Tuesday, etc.;

*at* Easter, Christmas, etc.;

*at* night (but in the morning/afternoon/evening);

*in* spring, winter, etc.;

*by* car/bus/train (but on foot), on TV.

## Grammar

## The possessive case

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We add — *'s* to singular nouns: *my sister's toy, Tania's ball.*

We add — *'* to plural nouns: *my teachers' books, my parents' house.*

We add — *'s* to irregular plurals: *the children's toys, the women's dresses.*

## Grammar

## Pronouns

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We use *possessive adjectives (my, his, her, its, our, your, their)* to replace a noun in a sentence:

*This is Jack's car. It's his car.*

*These are children's books. These are their books.*

We use *possessive pronouns (mine, his, hers, its, ours, yours, theirs)* to replace possessive adjectives and nouns.

*These are my pencils.*

*They are mine.*

*This is my dog.*

*It is mine.*

*It is our flat.*

*It's ours.*

We use the verb *belong to* to describe your possession.

*These toys belong to me.*

*That bag belongs to him.*

*This house belongs to them.*

Personal pronouns	Possessive adjectives	Possessive pronouns	Object pronouns	Reflexive pronouns
I	My	Mine	Me	Myself
You	Your	Yours	You	Yourself
He	His	His	Him	Himself
She	Her	Hers	Her	Herself
It	Its	Its	It	Itself
We	Our	Ours	Us	Ourselves
You	Your	Yours	You	Yourselves
They	Their	Theirs	Them	Themselves

We use *reflexive pronouns* to emphasise the subject or object — to say «that person/thing and nobody/nothing else».

*The flat itself is nice, but the kitchen is small.*

*It will be better if you do it yourself.*

*I'll do my homework myself.*

## Grammar

## Plurals of nouns: spelling

We add **-s** to make the plurals of most nouns.

We add **-es** when nouns end in **-ss, -sh, -ch, -s, -o, -x**

(but *kilo* — *kilos*, *photo* — *photos*, *rhino* — *rhinos*, *zoo* — *zoos*,  
*radio* — *radios*, *piano* — *pianos*).

If nouns end in a **consonant** + **-y**, we change **-y** into **-i** and add **-es**.

If nouns end in a **vowel** + **-y**, we don't change **-y** and add **-s**.

If nouns end in **-f** or **-fe**, we change **-f, -fe** into **-ves**.

*Book* — *books*, *country* — *countries*, *boy* — *boys*, *hobby* — *hobbies*,  
*dress* — *dresses*, *watch* — *watches*, *knife* — *knives*, *potato* — *potatoes*,  
*thief* — *thieves*.

**Nouns with irregular plurals.**

*Child* — *children*, *foot* — *feet*, *goose* — *geese*, *man* — *men*, *penny* — *pence*,  
*woman* — *women*, *fish* — *fish*, *deer* — *deer*, *series* — *series*, *crossroads* —  
*crossroads*, *tooth* — *teeth*, *ox* — *oxen*, *mouse* — *mice*, *this* — *these*, *that* — *those*,  
*fireman* — *firemen*, *species* — *species*.

**Uncountable singular nouns ending in -s (no plural).**

*Athletics*, *economics*, *gymnastics*, *physics*, *politics*, *billiards*, *bionics*, *biophysics*,  
*graphics*, *news*.

**Plural nouns with no singular.**

*Trousers*, *congratulations*, *clothes*, *contents*, *goods*, *surroundings*,  
*arms (weapons)*, *earnings*, *scissors*.

**Nouns with no plural.**

*Advice*, *information*, *news*, *knowledge*, *furniture*, *money*, *weather*.

Countable nouns have plurals and we use *a/an* with them.

*A toy — toys      a house — houses      an apple — apples*

Uncountable nouns have no plurals and we don't use *a/an* with them.

*Water, bread, grass, weather, knowledge, music, friendship.*

*Some* means a certain number or amount of something.

*Some* is used mostly in affirmative sentences.

We also use *some* in questions when we expect people to say «Yes» in requests and offers.

*Would you like some sugar? Yes.*

*We have got some butter and margarine.*

*There is some milk in the bottle.*

*There are some books on the table.*

We use *any* instead of *some* in negative sentences and in most questions.

*Are there any pictures in the classroom?*

*Is there any meat in the fridge?*

*Did you read any books last summer?*

*We haven't got any oranges in the fridge.*

We use *which* when there is a limited choice.

We use *what* when there is a wide choice.

Sometimes both are possible.

*Which apple do you want?*

*What pencil is yours?*

Before *of* and *one* we use *which*, but not *what*.

*Which of the films have you seen?*

*Look at these books. Which one would you like to buy?*

When there is no noun, we use *who* for people, not *which*.

*Who won that game?*

*Who is the best in swimming in your class?*

*Look at these roses. Which one is the best?*

To make the comparative and superlative of one-syllable adjectives we add *-er*, *-est*.

*Old — older — the oldest.*

*Young — younger — the youngest.*  
*Tall — taller — the tallest.*  
*Small — smaller — the smallest.*

**To make the comparative and superlative of two-syllable adjectives ending in *-y* we change *-y* into *-i* and add *-er*, *-est*.**

*Easy — easier — the easiest.*  
*Happy — happier — the happiest.*

**To make the comparative and superlative of longer adjectives we add *more*, *most*.**

*Beautiful — more beautiful — the most beautiful.*  
*Comfortable — more comfortable — the most comfortable.*  
*Nervous — more nervous — the most nervous.*

### **Irregular comparison**

*Good/well — better — the best.*  
*Little — less — the least.*  
*Bad — worse — the worst.*  
*Much/many — more — the most.*  
*Far — farther/further — the farthest/the furthest.*

**We can use double comparatives to say that things are changing.**

*It's getting hotter and hotter.*  
*She is getting taller and taller.*

## Grammar

## Question tags

**The meaning of a *question tag* depends on how you say it.**

**A *question tag* with a falling intonation is a way of making a conversation by asking the listener to agree with the speaker. It isn't really a question at all.**

*You are going to school, aren't you?*  
*You have got a bouquet of beautiful flowers, haven't you?*  
*It was a wonderful day on the 1<sup>st</sup> of September last year, wasn't it?*  
*You went to school at the age of six, didn't you?*

**A *question tag* with a rising intonation is more like a real question. It means «I think I'm right but can you confirm it for me?»**

*You will go to school tomorrow, won't you?*  
*Our lessons are over at 12:00 today, aren't they?*  
*You have passed your exams, haven't you?*  
*She hasn't done her homework, has she?*

**To make a *question tag* repeat the main verb + a pronoun (*it, he, she, you, they, we*). If there is no main verb, use the auxiliary verbs *do, does* or *did*. If the first part of a *question tag* is positive then the second part of it will be negative.**

If the first part of a *question tag* is negative, then the second part will be positive.

*You don't go to school, do you?*

*You have never been to London, have you?*

*She has been to London twice, hasn't she?*

*You aren't going to learn the third foreign language, are you?*

We form positive short answers using «Yes» + personal pronouns + auxiliary verbs.

1. *You learn English, don't you? — Yes, I do.*

2. *You don't remember your first day at school, do you? — Yes, I do.*

We form negative short answers using «No» + personal pronouns + negative auxiliary verbs.

*They went to Scotland last year, didn't they? — No, they didn't.*

*She didn't bring the bouquet of flowers on the 1<sup>st</sup> of September, did she? — No, she didn't.*

The question tag for *I am* is *aren't I?*

The question tag for *Let's* is *shall we?*

*I'm a good pupil, aren't I?*

*Let's do our homework, shall we?*

## Grammar

## Modal verbs

### *Can, could, be able to, would, be allowed to, shall, will*

We use *can* to say that something is possible or that someone has the ability to do something.

*Jack has travelled a lot. And he can speak three languages.*

*You can improve your English. It is taught on TV.*

We use *cannot (can't)* to say that something is impossible or that someone has no ability to do something.

*He is very busy and can't learn English.*

*She is scared of heights and she can't go in for rock climbing.*

*You've just had dinner. You can't be hungry.*

*I don't see any animals. They can't have any pets.*

We use *could* to say that someone had the general ability to do something. *Could* is the past of *can*.

*The producer was a well-educated person. He could speak five languages.*

*When she was an editor, she could prepare any TV programme.*

Instead of *can*, *be able to* is possible, but *can* is more usual.

*Are you able to speak French?*

As *can* has only two forms: *can* (present) and *could* (past) we sometimes have to use *be able to*.

*I haven't been able to make a TV programme for children. (The Present Perfect)*

We have to use **was/were able to** (not **could**) if someone **managed** to do something in one particular situation.

*Though he was old he **was able to** learn two more foreign languages.*

We sometimes use **could** to talk about possible future actions, when we make suggestions.

*What shall we do this evening? We **could** watch TV or go to the cinema.*

*Where shall we go next summer? We **could** go to Scotland, to visit Robert Burns' museums.*

We use **can, could** and **will, would** to ask somebody to do something for us.

***Can** you help me?*

***Could** you lend me your camera for a week?*

***Would** you turn down this loud music?*

*Waiter, **could** you bring us some more bread?*

We use **can** in informal or neutral situations.

***Can** you move ahead, please?*

We use **could** to be more polite or when we want somebody to do something difficult.

***Could** you help me about the house?*

We use **would** to be polite, to give a polite order or if we speak from position of authority.

***Would** you help me with this work?*

***Would** and **could** are more polite than **can** and **will**.*

We use **can, could** or **shall** to make a suggestion or when we offer to do something.

***Shall** we go to the theatre today?*

*We **can** go out today. I **can** help you with your work.*

*We **could** take part in this competition. (less sure)*

***Could** we get there by bus? (less sure)*

We also use **shall** when we ask for suggestions or instructions.

*Where **shall** we go tonight?*

We can use **can, could** and **be allowed to** when we have the permission to do something.

*You **can** use the computers.*

*You **are allowed to** use the computers.*

*We **were allowed** to go to the discotheque last summer.*

We use **can, could** to ask someone for permission.

***Can** I use your phone, please? — Yes, of course. Certainly.*

***Could** I take your book, please? — No, sorry, you **can't**.*

We use **can't** and **not allowed to** to say that something is forbidden.

*You **can't** drink coffee before sleep.*

*They **aren't allowed to** use the computers.*

We use **couldn't** and **wasn't/weren't allowed to** in the past.

*I **wasn't allowed to** go for a walk at night.*

*I **couldn't** go to London last summer.*

We use **shall, will** to do something for somebody.

***We'll** drive you to school if you like.*

***Shall** I help you with your English?*

### **Must, have to, need to**

We use **must** to say we are sure that something is true.

*You have been working all day. You **must be** tired.*

*She knows a lot. She **must** read much.*

*He lives in France. He **must** speak French, then.*

We use **must** to say that it is necessary to do something.

*You **must** learn English.*

We also use **must/mustn't** to give strong advice.

*You **mustn't** forget to visit Robert Burns' museums in Scotland.*

*You **must** learn some foreign languages to be an educated person.*

*You **mustn't** speak badly in English.*

We use **have to** when an action is necessary because another person says so or it is a rule.

*You **have to** go to school at the age of 6. (It's a law.)*

*You **have to** learn foreign languages at school.*

We use **had to** in the past as **must** has no past form.

*We **had to** learn a foreign language from the first form at school.*

We use **need to** when something is necessary.

*I'm bad at tennis. I **need to** practise.*

*I **needed to** buy some food as there wasn't any food in my fridge.*

We use **don't have to, don't need to** and **didn't need to** to say that something is not necessary or wasn't necessary.

*You **don't have to** buy this book. I'll buy it myself.*

*She **didn't need to** clean the room. It was cleaned by me.*

*I **don't have to** do my homework today.*

### **May, might**

We can use **may, might** to say that events or actions are possible now or in the future.

*Jack **may** be in Japan now.*

*You **might** bring me this book later.*

We use **may not, might not (mightn't)** to say it is possible that events or actions do not happen now or will not happen in the future.

*They **may not** go for a walk tomorrow.*

*I think he **mightn't** be at home now.*

## Should, ought to

We use **should** and **ought to** to give a piece of advice.

You **should** enter the university.

You **shouldn't** smoke.

You **ought not to** eat too much chocolate.

We can use **should** to ask for a piece of advice.

What **should** I do in this situation?

I don't think you **should** worry.

## Grammar

## Advice

Words frequently used with **advice**.

Adjectives: *medical, practical, professional, expert.*

Verbs: *ask for, follow, give, get, ignore, need, offer, want, take, accept, receive.*

Ways of giving **advice**:

If you want to give **friendly advice** use: you should; why don't you; if I were you; you ought to.

If you want to give **stronger advice** use: you'd better.

If you want to give **advice based on your own experience** use: take it from me.

## Grammar

## The Passive

We use the **Passive** when we are more interested in the action than the person who does it.

We often use the word **by** to show who does the action.

To form the **Passive** we use the correct form of the verb **to be** and the **Past Participle**.

### The Present Simple

**Active:** My friend **paints** the walls of his room every year.

**Passive:** The walls of the room **are painted** every year.

### The Past Simple

**Active:** My friend **Painted** the walls of his room last year.

**Passive:** The walls of the room **were painted** last year.

### The Present Continuous

**Active:** My friend **is painting** the walls of his room now.

**Passive:** The walls of the room **are being painted** now.

### The Past Continuous

**Active:** My friend **was painting** the walls of his room when I came to see him.

**Passive:** The walls of the room **were being painted** when I came to see him.

### The Present Perfect

**Active:** The room looks nice. My friend **has painted** its walls.

**Passive:** The room looks nice. The walls **have been painted** by my friend.

### The Past Perfect

**Active:** The room looked much better. My friend **had painted** its walls.

**Passive:** The room looked much better. The walls **had been painted** by my friend.

## Grammar

## Present tenses

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### The Present Simple

We use the Present Simple for daily routines, repeated actions and permanent states.

*He is a graffiti artist.*

*Goth is a modern youth movement.*

*She works at school.*

*They go to school five days a week.*

We use the Present Simple for laws of nature and general truths.

*The sun rises in the east. The sun sets in the west.*

*It is cold in winter and it is hot in summer.*

We use the Present Simple for programmes and timetables.

*The train leaves at three o'clock. What time does the show start?*

*The plane from London arrives at ten o'clock.*

We use the Present Simple for actions which happen immediately one after another.

*When he comes home, he washes his hands, has dinner, goes for a walk and then does his homework.*

We use the Present Simple for reviews, sports commentaries and giving instructions.

*In order to be good in the discussion, at first, you have to read questions, take short notes of your answer and then share your opinion with the class.*

*Shevchenko overtakes Zidane and scores a goal. My sister plays the part of Snow White.*

The Present Simple is often used with the following time expressions: usually, always, often, every day, every week, every month, every year, on Sundays, etc., at night, at the weekend, in the morning, in the evening, in the afternoon, in winter, etc.

### The Present Continuous

We use the Present Continuous for actions taking place at the moment of speaking, now.

*He is painting a picture now.*

*My friends are wearing black clothing now.  
The boy scouts are clearing the parks at the moment.*

**We use the Present Continuous for arranged actions, especially, when the time and place have been arranged.**

*I'm going to London in June. We are meeting with our friends tomorrow.  
He's leaving for Moscow next week.*

**We use the Present Continuous for temporary actions but not at the actual moment of speaking.**

*She's trying to buy a new book these days. I'm looking forward to meeting you.  
My brother is looking for a new job this week.*

**We use the Present Continuous for actions which happen very often and as a rule to express anger, irritation or annoyance. We use such adverbs as *constantly, always, continually, etc.***

*You are always putting your car in front of my door.  
My small sister is constantly bothering me and I can't do my homework.  
My brother is always interrupting me when I'm talking.*

**We use the Present Continuous for changing or developing situations.**

*More and more people are learning English.  
Many young boys and girls are joining Scouting movement all over the world.  
More and more species are becoming extinct nowadays.*

**The Present Continuous is often used with the following time expressions: now, nowadays, at the moment, at present, today, still, these days, tonight.**

### **The Present Perfect**

**We use the Present Perfect for actions which have just finished and we see the result in the present.**

*I have just read this book. It is very interesting.  
I have learned English this year and now I can go abroad.*

**We use the Present Perfect for actions which happened at an unstated time in the past and the emphasis is placed on the actions.**

*I have bought a new book. She has done her homework.  
He has travelled a lot. I have never been to London.*

**We use the Present Perfect for actions which began in the past and still continue.**

*I haven't seen him for ages. Have you finished yet?  
They have been here since yesterday. She has lived in Kyiv since 2000.  
He has already learned a lot of new words today.*

**The Present Perfect is used with the following time expressions: just, already, for, since, yet, ever, never, today, this week, this year, etc., how long, recently, lately, still, etc.**

### The Past Simple

**We use the Past Simple for actions which happened in the Past at a definite time.**

*The American Civil War began in 1861.*

*An English archaeologist Howard Carter went to Egypt in 1891.*

*Carter got his first glimpse of the sarcophagus of Tutankhamun on the 16<sup>th</sup> of February, 1923.*

**We use the Past Simple for actions which began and finished in the past.**

*He worked for a firm two years ago.*

*When did you graduate from the university?*

*I bought this book a week ago.*

**We use the Past Simple for actions which happened immediately one after another in the past.**

*He entered the room, took off his coat, washed his hands and had dinner.*

*We packed our things, took the suitcases and went to the airport.*

**We use the Past Simple for actions which happened in the past and cannot be repeated.**

*Eleven Southern slave states declared their secession from the US and formed the Confederate States of America (the Confederacy).*

*Yana Klochkova won a lot of medals when she went in for swimming.*

**We use the Past Simple to talk about actions which were performed by people who aren't alive.**

*O. Henry wrote a lot of short stories.*

*M. Twain wrote this book.*

**We use the Past Simple with the following time expressions: two days ago, etc., in 2001, etc., yesterday, some days ago, then, last week/night/month, year, Monday, etc.**

### The Past Continuous

**We use the Past Continuous for past actions which were in progress when other actions interrupted them.**

*When I saw him he was playing football.*

*When I came home they were listening to music.*

**We use the Past Continuous for actions which were in progress at a definite time in the past.**

*They were doing their homework at four o'clock yesterday.*

*What were you doing from 3 till 5 p.m. yesterday? I was playing computer games.*

**We use the Past Continuous with the following time expressions: while, all morning, all day, etc.**

## The Past Perfect

We use the Past Perfect for actions which happened before other past actions or by a definite time in the past.

*When my parents came home I had already cooked dinner.  
I had finished my article by 2 o'clock yesterday.*

We use the Past Perfect with reported speech in the past.

*My sister said she had lost her wallet.  
My brother knew he had behaved badly.*

We also use the Past Perfect after a mistaken assumption in the past.

*I was sure she had done her homework, but she had not.  
They were sure he had learned English but they were mistaken.*

We use the Past Perfect with the following time expressions: already, before, for, since, till/until, by the time, never, etc.

## Grammar

## Future tenses

### The Future Simple

We use the Future Simple for actions, situations or events which will definitely happen in the future and we cannot control them:

*I don't know when my dress will be ready.  
The temperature will be 35° C tomorrow.  
My brother will be 16 next month.*

We use the Future Simple for predictions about the future.

*I'm afraid he'll be late for the meeting.  
Have you finished your project? — Not yet. But I'm sure I'll finish it tomorrow.  
What are you going to do after classes? — I don't know. Perhaps I'll go shopping.*

We use the Future Simple for promises, offers, requests, warnings, threats and hopes.

*I'll help you about the house.  
Will you help me with my homework?  
I hope you'll be at school on time.*

We use the Future Simple with the following time expressions: tomorrow, the day after tomorrow, next week, next month, next year, soon, in a week, in a month, in a year, in three days, tonight, etc.

## Grammar

## Be going to

We use **be going to** for ambitions, plans or intentions in the future.

*I'm going to be an interpreter after graduating from the university.  
I'm going to enter the institute after school.*

We use **be going to** for actions we have already arranged to do in the near future.

We **are going** to go to London next summer.

She **is going** to have a party on Sunday.

We use **be going to** for predictions when we are sure that something will happen in the near future.

Look! It **is going** to snow.

Look at her! She **is going** to climb the rock.

### The Future-in-the-Past

The Future-in-the-Past is used in stories about the past at the moment of speaking concerning future times, instead of *shall* and *will* we use *should* or *would* but *should* is used rarely.

He said he would learn Spanish.

They were sure they would finish their work.

## Grammar

## Word formation

We can form adjectives by adding a suffix to a noun:

**-ous:** *mystery* — *mysterious*; *danger* — *dangerous*;

**-ful:** *beauty* — *beautiful*; *care* — *careful*;

**-y:** *cloud* — *cloudy*; *wind* — *windy*;

**-al:** *person* — *personal*; *finance* — *financial*;

**-less:** *care* — *careless*; *home* — *homeless*;

**-istic:** *real* — *realistic*; *ideal* — *idealistic*;

**-(i/a)ble:** *sense* — *sensible*; *love* — *lovable*; *value* — *valuable*;

**-(e/a)nt:** *tolerance* — *tolerant*; *importance* — *important*;

**-ly:** *friend* — *friendly*; *lord* — *lordly*.

**Notice the changes in spelling:**

*beauty* — *beautiful*; *finance* — *financial*; *mystery* — *mysterious*; *sense* — *sensible*;  
*tolerance* — *tolerant*; *importance* — *important*; *value* — *valuable*.

We can form adjectives in order to describe a person's feelings by adding a suffix **-ed** to a verb:

*to impress* — *impressed*; *to relax* — *relaxed*;

*to brighten* — *brightened*; *to tire* — *tired*;

*to depress* — *depressed*; *to bore* — *bored*.

We can form adjectives in order to describe something that makes us feel in a certain way by adding a suffix **-ing** to a verb:

*to tire* — *tiring*; *to bore* — *boring*; *to excite* — *exciting*.

We can make some adjectives negative by adding the prefix **un-**, **im-**, **ir-**, **il-**, **in-**:

**un-:** *unknown*, *uncomfortable*, *unpleasant*, *unpopular*;

**im-:** *impossible*, *impolite*, *immemorial*, *immelodious*;

**ir-:** *irrational*, *irregular*, *irresistible*, *irresponsible*;

**il-:** *illegal*, *illiberal*, *illiterate*, *illiquid*;

**in-:** *independent*, *indetermined*, *inefficient*, *inexpensive*.

## Таблиця неправильних дієслів

Infinitive	Past Simple	Past Participle
be (бути)	was, were	been
beat (бити)	beat	beaten
become (ставати)	became	become
begin (починати)	began	begun
blow (дути)	blew	blown
break (ламати)	broke	broken
bring (приносити)	brought	brought
build (будувати)	built	built
buy (купувати)	bought	bought
catch (ловити)	caught	caught
choose (вибирати)	chose	chosen
come (приходити)	came	come
cost (коштувати)	cost	cost
cut (різати)	cut	cut
do (робити)	did	done
draw (тягнути)	drew	drawn
draw (малювати)	drew	drawn
drink (пити)	drank	drunk
drive (водити авто)	drove	driven
eat (їсти)	ate	eaten
fall (падати)	fell	fallen
feel (почуватися)	felt	felt
fight (боротися)	fought	fought
find (знаходити)	found	found
fly (літати)	flew	flown
forget (забувати)	forgot	forgotten
get (досягати)	got	got
give (давати)	gave	given
go (ходити)	went	gone
grow (рости)	grew	grown

Infinitive	Past Simple	Past Participle
hang (вішати)	hung	hung
have (мати)	had	had
hear (чути)	heard	heard
hide (ховати)	hid	hidden
hit (ударяти)	hit	hit
hold (тримати)	held	held
hurt (ранити)	hurt	hurt
keep (тримати)	kept	kept
know (знати)	knew	known
lay (класти)	laid	laid
leave (залишати)	left	left
let (дозволяти)	let	let
lie (лежати)	lay	lain
light (запалювати)	lit	lit
lose (губити)	lost	lost
make (робити)	made	made
mean (значити)	meant	meant
meet (зустрічати)	met	met
pay (платити)	paid	paid
put (класти)	put	put
read (читати)	read	read
ride (їхати верхи)	rode	ridden
ring (дзвонити)	rang	rung
rise (підніматися)	rose	risen
run (бігти)	ran	run
say (говорити)	said	said
see (бачити)	saw	seen
sell (продавати)	sold	sold
send (посилати)	sent	sent
shake (трясти)	shook	shaken
shine (сяяти)	shone	shone

Infinitive	Past Simple	Past Participle
show (показувати)	showed	shown
shoot (стріляти)	shot	shot
shut (зачиняти)	shut	shut
sing (співати)	sang	sung
sink (тонути)	sank	sunk
sit (сидіти)	sat	sat
sleep (спати)	slept	slept
speak (говорити)	spoke	spoken
spend (витрачати)	spent	spent
stand (стояти)	stood	stood
stick (втикати)	stuck	stuck
strike (вдаряти)	struck	struck
swim (плавати)	swam	swum
take (брати)	took	taken
teach (навчати)	taught	taught
tear (рвати)	tore	torn
tell (розповідати)	told	told
think (думати)	thought	thought
throw (кидати)	threw	thrown
understand (розуміти)	understood	understood
wake (прокидатися)	woke, waked	waked, woken
wear (носити)	wore	worn
win (вигравати)	won	won
write (писати)	wrote	written

## А

**aboriginal** [ˌæbəˈrɪdʒənəl] *adj* первісний; корінний  
**Aborigines** [ˌæbəˈrɪdʒɪniːz] *n* аборигени, тубільці, корінні жителі  
**acacia** [əˈkeɪʃə] *n* акація; ріжкове дерево  
**achievement** [əˈtʃiːvmənt] *n* досягнення  
**Adelaide** [ˈædəleɪd] *n* Аделаїда  
**adjust** [əˈdʒʌst] *v* пристосовувати(ся); улагоджувати  
**advertising** [ˈædvətəɪzɪŋ] *n* рекламна діяльність  
**affect** [əˈfekt] *v* впливати  
**aggressiveness** [əˈɡresɪvnəs] *n* агресивність  
**ajar** [əˈdʒɑː] *adj* трохи відчинений  
**amaze** [əˈmeɪz] *v* вражати  
**America** [əˈmerɪkə] *n* Америка  
**amount** [əˈmaʊnt] *n* кількість  
**amuse** [əˈmjuːz] *v* бавити; розважати  
**annoy** [əˈnɔɪ] *v* надокучати; дратувати  
**annual** [ˈænjʊəl] *adj* щорічний, річний  
**ant-eater** [ˈæntiːtə(r)] *n* мурахоїд  
**antelope** [ˈæntɪləʊp] *n* антилопа  
**anxiety** [æŋˈzaɪəti] *n* тривога, неспокій  
**anxious** [ˈæŋkʃəs] *adj* стурбований, стривожений  
**Aquarius** [əˈkweəriəs] *n* Водолій  
**archives** [ˈɑːkaɪvz] *n* архів  
**Argentina** [ˌɑːdʒənˈtiːnə] *n* Аргентина  
**Aries** [ˈeəriːz] *n* Овен  
**Armenia** [ɑːˈmiːniə] *n* Вірменія  
**arouse** [əˈraʊz] *v* викликати (емоцію)  
**arrogant** [ˈærəɡənt] *adj* зарозумілий, пихатий  
**artefact** [ˈɑːtɪfækt] *n* рештки матеріальної культури стародавньої людини  
**assert** [əˈsɜːt] *v* твердити  
**assist** [əˈsɪst] *v* допомагати; сприяти  
**assume** [əˈsjuːm] *v* вважати, припускати  
**assure** [əˈʃʊə] *v* запевняти  
**atlas** [ˈætləs] *n* географічний атлас  
**audience** [ˈɒdiəns] *n* слухачі; глядачі; публіка  
**Australia** [ɒsˈtreɪliə] *n* Австралія  
**Austria** [ˈɒstriə] *n* Австрія  
**autobiography** [ˌɔːtəbaɪˈɒɡrəfi] *n* автобіографія  
**avoid** [əˈvɔɪd] *v* уникати

## В

**background** [ˈbækgraʊnd] *n* фон, тло; передумова  
**badger** [ˈbædʒə(r)] *n* борсук

**badly** [ˈbædli] *adv* погано; дуже інтенсивно; вкрай  
**bagpipe** [ˈbæɡpaɪp] *n* волинка  
**bandicoot** [ˈbændɪkuːt] *n* сумчастий щур  
**banjo** [ˈbændʒəʊ] *n* банджо  
**banking** [ˈbæŋkɪŋ] *n* банківська справа  
**barberry** [ˈbɑːbəri] *n* барбарис  
**barren** [ˈbærən] *adj* безплідний; виснажений (про ґрунт), неродючий  
**basin** [ˈbeɪsn] *n* басейн (ріки)  
**beak** [biːk] *n* дзьоб  
**bear** [beə] *n* ведмідь; *v* носити, переносити; гнати, відносити  
**beaver** [ˈbiːvə] *n* бобер  
**bed** [bed] *n* русло (ріки); дно (моря)  
**beech** [biːtʃ] *n* бук  
**bend** [bend] *v* гнути(ся), нахилияти(ся)  
**beneath** [bɪˈniːθ] *adv* унизу, нижче, під  
**bet** [bet] *n* заклад, пари  
**bilberry** [ˈbɪlbəri] *n* чорниця; red bilberry — брусниця; great bilberry — голубика  
**bill** [bɪl] *n* дзьоб  
**birch** [bɜːtʃ] *n* береза  
**bizarre** [bɪˈzɑː(r)] *adj* чудний, дивний  
**blackcurrants** [ˌblækˈkʌr(ə)nts] *n* чорна смородина  
**black grouse** [ˈblæk ɡraʊs] *n* тетерук  
**blacksmith** [ˈblæksmɪθ] *n* коваль  
**blackthorn** [ˈblækθɔːn] *n* терен  
**blast** [blɑːst] *n* сильний порив вітру  
**blazing** [ˈbleɪzɪŋ] *adj* яскраво палаючий  
**bleak** [bliːk] *adj* похмурий, безбарвний; позбавлений рослинності  
**blend (blend; blended)** [blend] *v* непомітно переходити з відтінку у відтінок (про фарби); гармоніювати, зливатися  
**bluebell** [ˈbluːbel] *n* дзвоник; пролісок  
**blush** [blʌʃ] *v* червоніти  
**boar** [bɔː(r)] *n* кабан, вепр; wild boar — дикий кабан  
**boarding school** [ˈbɔːdɪŋ skuːl] *n* школа-інтернат  
**boldly** [ˈbəʊldli] *adv* сміливо, зухвало, круто  
**bookmark** [ˈbʊkmɑːk] *n* закладка (в книжці)  
**border** [ˈbɔːdə(r)] *v* межувати; border on — межувати з  
**borrow** [ˈbɒrəʊ] *v* позичати  
**bottlebrush** [ˈbɒtlbrʌʃ] *n* хвощ польовий  
**bottom** [ˈbɒtəm] *adj* останній

**boundless** ['baundləs] *adj* безмежний, безкрайй  
**box** [bɒks] *n* самшит  
**Brazil** [brə'zɪl] *n* Бразилія  
**brehtaking** ['breθteɪkɪŋ] *adj* захоплюючий, дивовижний  
**breeze** [bri:z] *n* легкий вітерець, бриз  
**Brisbane** ['brɪzbən] *n* Брісбен  
**Britain** ['brɪtɪn] *n* Британія  
**broadcast** ['brɔ:dkɑ:st] *v* передавати по радіо (телебаченню)  
**broadsheet** ['brɔ:dʃi:t] *n* газета великого формату  
**budgerigar** ['bʌdʒə'ri:gɑ:(r)] *n* довгохвостий папуга  
**bulletin** ['bulətɪn] *n* інформаційний лист; стисле офіційне повідомлення про події  
**bully** ['bulɪ] *n* хуліган, громила; задирака, причепа; бандит; *v* задиратися  
**bullying** ['bulɪŋ] *n* хуліганство  
**burnish** ['bɜ:nɪʃ] *v* полірувати  
**burrow** ['bʌrəʊ] *n* нора  
**buttercup** ['bʌtəkʌp] *n* жовтець

## С

**calcium** ['kælsɪəm] *n* кальцій  
**Canada** ['kænədə] *n* Канада  
**Canberra** ['kænbərə] *n* Канберра  
**Cancer** ['kænsə(r)] *n* Рак  
**canopy** ['kænəpɪ] *n* тент, навіс; canopy tree — дерево з густою кроною  
**cape** [keɪp] *n* мис  
**Capricorn** ['kæprɪkɔ:n] *n* Козеріг  
**carbohydrate** [kɑ:bəʊ'haɪdreɪt] *n* вуглевод  
**caress** [kə'res] *n* ласка  
**carnation** [kɑ:'neɪʃən] *n* гвоздика  
**carnivorous** [kɑ:'nɪvərəs] *adj* м'ясоїдний  
**casket** ['kɑ:skɪt] *n* скринька, шкатулка  
**cassowary** ['kæsəwəri] *n* казуар  
**castanets** [kæstə'netz] *n* кастаньети  
**cater for** ['keɪtə(r)] *v* обслуговувати  
**cause** [kɔ:z] *v* бути причиною, спричиняти, завдавати; *n* причина, привід; It caused me much trouble.— Це завдало мені багато клопоту (неприємностей).  
**cello (violoncello)** ['tʃeləʊ] *n* віолончель  
**chain** [tʃeɪn] *n* ланцюг; a chain of mountains — гірське пасмо

**chamber orchestra** ['tʃeɪmbə(r) 'ɔ:kɪstrə] *n* камерний оркестр  
**chamomile** ['kæməmaɪl] *n* ромашка  
**channel** ['tʃænl] *n* канал  
**chase** [tʃeɪs] *v* гнатися  
**cheerful** ['tʃiəfl] *adj* бадьорий, веселий, безжурний; cheerful helper — невтомний помічник  
**chestnut tree** ['tʃesnʌt tri:] *n* каштан  
**China** ['tʃaɪnə] *n* Китай  
**choke** [tʃəʊk] *n* припадок ядухи; задущення  
**chuckle** ['tʃʌkl] *v* посміюватися  
**cinematograph** [ˌsɪnɪ'mætəgrɑ:f] *n* кінематограф  
**circumstances** ['sɜ:kəmstənsɪz] *n* обставини  
**claim** [kleɪm] *v* претендувати на  
**clarinet** [ˌklærə'net] *n* кларнет  
**claw** [klɔ:] *n* кіготь, пазур, лапа з кігтями  
**clay** [kleɪ] *n* глина, глинозем  
**coffin** ['kɒfɪn] *n* домовина, труна  
**colony** ['kɒləni] *n* поселення, колонія; виправна колонія  
**column** ['kɒləm] *n* шпальта (газети)  
**commerce** ['kɒmɜ:s] *n* торгівля (оптова), комерція  
**commercial** [kə'mɜ:ʃl] *n* реклама на радіо або телебаченні  
**compile** [kəm'paɪl] *v* збирати (матеріали тощо); упорядковувати  
**comprehensive school** [ˌkɒmprɪ'hensɪv sku:l] *n* середня школа (для учнів 11—18 років різних рівнів здібностей)  
**compulsory** [kəm'pʌlsəri] *adj* обов'язковий для всіх, примусовий; compulsory education — обов'язкова освіта  
**conceited** [kən'si:tɪd] *adj* пихатий, гонористий, зарозумілий  
**concrete** ['kɒŋkri:t] *n* бетон  
**conservationist** [ˌkɒnsə'veɪʃənɪst] *n* охоронець природи  
**conservatoire** [kən'sɜ:vətwa:(r)] *n* консерваторія  
**contaminate** [kən'tæmɪneɪt] *v* забруднювати  
**convict** ['kɒnvɪkt] *n* засуджений, ув'язнений; злочинець, який відбуває каторжні роботи; каторжник  
**cope** [kəʊp] *v* справлятися  
**corn** [kɔ:n] *n* зерно  
**cornflower** ['kɔ:nflaʊə(r)] *n* волошка  
**coronet** ['kɒrənɪt] *n* діадема

**couch potato** ['kaʊtʃ pə'teɪtəʊ] *n* той, хто забагато дивиться телебачення й більше нічого не робить

**cough** [kɒf] *n* кашель; *v* кашляти

**cradle** ['kreɪdl] *n* колиска

**cranberries** ['krænbərɪz] *n* журавлина

**crater** ['kreɪtə(r)] *n* кратер, жерло

**crawl** [krɔ:l] *v* повзати

**creature** ['kri:tʃə(r)] *n* створіння, жива істота; тварина

**creek** [kri:k] *n* гирло річки; невелика затока

**critical** ['krɪtɪkl] *adj* вибагливий, вимогливий, перебірливий

**crossway** ['krɒs,weɪ] *n* перехрестя

**crow** [krəʊ] *n* ворона

**cuckoo** ['kʊku:] *n* зозуля

**cue** [kju:] *n* натак

**currant** ['kʌrənt] *n* смородина

**curve** [kɜ:v] *n* крива (лінія), вигин, зігнутість

**cymbals** ['sɪmblz] *n* муз. тарілки

**cypress** ['saɪprəs] *n* кипарис

## D

**daffodil** ['dæfədɪl] *n* жовтий нарцис; блідо-жовтий колір

**dahlia** ['deɪlɪə] *n* жоржина

**daily** ['deɪlɪ] *n* щоденна газета

**daisy** ['deɪzɪ] *n* маргаритка; крупна ромашка; Irish daisy — кульбаба

**dam** [dæm] *n* дамба, гребля

**damage** ['dæmɪdʒ] *n* шкода, пошкодження, дефект; втрата, збиток; to do (cause) damage to — завдавати шкоди (збитків) комусь; *v* пошкоджувати, завдавати збитків, шкодити

**dandelion** ['dændɪləɪən] *n* кульбаба

**daring** ['deərɪŋ] *adj* сміливий, відважний; зухвалий

**Darwin** ['dɑ:wɪn] *n* Дарвін

**debut** ['deɪbjʊ:; 'debju:] *n* дебют

**decency** ['di:snsɪ] *n* порядність

**dedicate** ['dedɪkeɪt] *v* присвячувати

**defence** [dɪ'fens] *n* захист, оборона

**delight** [dɪ'laɪt] *v* захоплювати(ся)

**Denmark** ['denmɑ:k] *n* Данія

**dense** [dens] *adj* густий; щільний

**depict** [dɪ'pɪkt] *v* описувати, змальовувати

**depress** [dɪ'pres] *n* пригнічувати; засмучувати

**deserve** [dɪ'zɜ:v] *v* заслуговувати

**despair** [dɪ'speə] *n* розпач, відчай

**detach** [dɪ'tætʃ] *v* відділяти

**detective** [dɪ'tektɪv] *adj* детективний; detective story [dɪ'tektɪv 'stɔ:rɪ] — детектив

**detention** [dɪ'tenʃən] *n* затримання, вимушена затримка

**determined** [dɪ'tɜ:mɪnd] *adj* рішучий, сповнений рішучості; непохитний

**difference** ['dɪfrəns] *n* відмінність, несхожість

**dingo** ['dɪŋɡəʊ] *n* динго

**disappear** [dɪsə'pɪə(r)] *v* зникати

**disapproval** [dɪsə'pru:v] *n* несхвалення; осуд

**discordant** [dɪs'kɔ:dənt] *adj* незгідний; суперечний; негармонійний (про звуки)

**disorder** [dɪs'ɔ:də] *n* мед. розлад

**distrust** [dɪs'trʌst] *n* недовіра, сумнів, підозра

**diverse** [daɪ'vɜ:s] *adj* різноманітний, відмінний, несхожий

**domestic** [də'mestɪk] *adj* хатній, домашній; свійський

**dormitory** ['dɔ:mɪtrɪ] *n* спальня, спальна кімната, спочивальня; студентський гуртожиток

**doubt** [daʊt] *v* сумніватися, піддавати сумніву; бути невпевненим; боятися

**drab** [dræb] *adj* бруднуватий; жовто-коричневий

**drought** [draʊt] *n* посуха, засуха; посушливість

**dune** [dju:n] *n* дюна

## E

**echidna** [ɪ'kɪdnə] *n* ехидна

**echo (echoes)** ['ekəʊ] *v* відбиватися луною (про звуки)

**education** [ˌedʒʊ'keɪʃən] *n* освіта

**effect** [ɪ'fekt] *n* наслідок, результат, мета, намір; cause and effect — причина і наслідок; for effect — напоказ; *v* виконувати, здійснювати; приводити в життя

**elk** [elk] *n* лось

**elm** [elm] *n* в'яз

**emerald green** ['emərəld gri:n] *adj* смарагдовий (колір)

**emu** ['i:mju:] *n* ему

**encourage** [ɪnˈkʌrɪdʒ] *v* підтримувати, заохочувати; підбадьорювати

**encyclopedia** [ɪnˌsaɪkləˈpiːdiə] *n* енциклопедія

**endless** [ˈendləs] *adj* нескінченний, безмежний; незліченний

**England** [ˈɪŋɡlənd] *n* Англія

**engraving** [ɪnˈɡreɪvɪŋ] *n* гравірування; вирізане (вирізьблене) зображення

**epicure** [ˈepɪkjʊə] *n* епікуреєць; любитель смачно поїсти

**epoch-making** [ˈɪːpɒkˌmeɪkɪŋ] *adj* епохальний

**essay** [ˈeseɪ] *n* нарис, есе

**establish** [ɪˈstæblɪʃ] *v* створювати; установлювати; закладати

**ethnic** [ˈeθnɪk] *adj* етнічний, язичеський

**eucalyptus** [ˌjuːkəˈlɪptəs] *n* евкالیпт; (pl. eucalyptuses, eucalypti)

**evergreen** [ˈevəɡriːn] *adj* вічнозелений

**everlasting** [ˌevəˈlɑːstɪŋ] *n* безсмертник, сухоцвіт

**exceptional** [ɪkˈsepʃənl] *adj* винятковий; незвичайний

**excite** [ɪkˈsaɪt] *v* хвилювати

**expanse** [ɪkˈspæns] *n* простір

**explode** [ɪkˈspləʊd] *v* вибухати; руйнувати; висаджувати в повітря

**expulsion** [ɪkˈsprəlʃn] *n* вигнання; виключення (із школи тощо)

**extort** [ɪkˈstɔːt] *v* виправити (силою); вимагати; здирати (гроші)

**extra-curricular** [ˌekstrəkəˈrɪkjʊlə(r)] *adj* позаурочний; громадський

## F

**facilities** [fəˈsɪlətɪz] *n* устаткування, обладнання; засоби, пристрої

**fade** [feɪd] *v* повільно зникати

**fairy tale** [ˈfeərɪteɪl] *n* казка

**falcon** [ˈfɔːlkən] *n* сокіл

**fame** [feɪm] *n* слава, популярність; репутація

**famine** [ˈfæmɪn] *n* голод, голодування

**farewell** [ˌfeəˈwel] *n* прощання

**fascinate** [ˈfæsɪneɪt] *v* чарувати

**fawn** [fɔːn] *n* молодий олень

**fee** [fiː] *n* платня, плата; внесок

**fern** [fɜːn] *n* папороть

**fertile** [ˈfɜːtaɪl] *adj* родючий

**fertilizer** [ˈfɜːtɪlaɪzə(r)] *n* мінеральне добриво

**fibre** [ˈfaɪbə(r)] *n* волокно

**fiction** [ˈfɪkʃn] *n* художня література

**field mouse** [ˈfiːld maʊs] *n* польова миша; as quiet as a mouse — тихий як миша

**fierce** [fɪəs] *adj* лютий, жорсткий

**financial** [fɪˈnæŋ(ə)] *adj* фінансовий

**Finland** [ˈfɪnlənd] *n* Фінляндія

**fir** [fɜː] *n* ялиця, смерека

**firmness** [ˈfɜːmnəs] *n* твердість, стійкість, рішучість; наполегливість

**fir tree** [ˈfɜː triː] *n* ялина; смерека

**fleecy** [ˈfliːsi] *adj* вкритий вовною, пухнастий

**flock** [flɒk] *n* пушинка; жмутик (вовни); зграя, отара

**floral** [ˈflɔːrəl] *adj* квітковий; рослинний

**flute** [fluːt] *n* флейта

**foeman** [ˈfəʊmən] *n* ворог

**forget-me-not** [fəˈɡetmɪnɒt] *n* незабудка

**formidable** [ˈfɔːmɪdəbl] *adj* грізний, страшний; дуже важкий

**fragile** [ˈfrædʒaɪl] *adj* тендітний, слабкий, ніжний

**frame** [freɪm] *n* рама

**France** [frɑːns] *n* Франція

**frighten out of** [ˈfraɪtn] *v* примусити відмовитися від чогось залякуванням

**fuchsia** [ˈfjuːʃə] *n* фуксія

**fume** [fjuːm] *n* дим, кіптява; пара

**fussy** [ˈfʌsɪ] *adj* метушливий; нервовий

## G

**gaiety** [ˈgeɪəti] *n* веселість

**gain** [geɪn] *n* користь; нажива; *v* одержувати, здобувати, діставати

**gamble** [ˈɡæmbl] *n* ризикована справа

**garment** [ˈɡɑːmənt] *n* предмет одягу

**gaze** [geɪz] *n* пильний погляд

**Gemini** [ˈdʒemɪnɪ] *n* Близнята

**gentle** [ˈdʒentl] *adj* ніжний, ласкавий

**Georgia** [ˈdʒɔːdʒɪə] *n* Грузія

**geranium** [dʒeˈreɪniəm] *n* герань

**Germany** [ˈdʒɜːməni] *n* Німеччина

**gesture** [ˈdʒestʃə(r)] *n* жест, рух тіла; міміка

**gibber** [ˈdʒɪbə] *v* говорити нерозбірливо

**gillyflower** ['dʒɪlɪˌflaʊə] *n* левкой сивий  
**gladiolus** (pl. gladioli, gladioluses) [ˌglædɪˈəʊləs] *n* гладіолус  
**gloomy** ['gluːmi] *adj* похмурий  
**gooseberries** ['gʊzb(ə)rɪz] *n* агрус  
**gopher** ['gəʊfə] *n* ховрах  
**Gospel** ['gɒspəl] *n* Євангеліє  
**gossip** ['gɒsɪp] *n* розмови, балачки; плітки, чутки; розмовна світська хроніка  
**graceful** ['greɪsfl] *adj* витончений, граціозний; елегантний; приємний  
**grain** [greɪn] *n* зерно  
**grammar school** ['græmə sku:l] середня класична школа (для дітей 11—18 років, які склали спеціальний іспит для вступу до неї)  
**Grampian Hills** ['græmpɪən 'hɪlz] *n* Грампіанські гори; the Grampians — Грампіанські гори  
**grassland** ['grɑːslænd] *n* район лук і пасовищ  
**grass snake** ['grɑːs sneɪk] *n* вуж  
**grave** [greɪv] *n* могила  
**Greece** [griːs] *n* Греція  
**groan** [grəʊn] *n* стогін  
**grouse** [graʊs] *n* куріпка (од. і множ.); wood grouse — глухар; hazel grouse — рябчик; white grouse — біла куріпка  
**grove** [grəʊv] *n* гай, лісок; дерева обабіч алеї  
**guarded** ['gɑːdɪd] *adj* обережний, передбачливий  
**guilty** ['ɡɪltɪ] *adj* винний  
**Guinea** ['ɡɪni] *n* Гвінея  
**gull** [gʌl] *n* чайка  
**Gypsy** ['dʒɪpsɪ] *adj* циганський; *n* циган, циганка

## Н

**habitat** ['hæbɪtæt] *n* природне середовище; місце поширення  
**handbells** ['hænd(b)belz] *n* дзвіночки  
**harbour** ['hɑːbə(r)] *n* гавань, порт  
**harmonious** [hɑː'məʊniəs] *adj* гармонійний, гармонічний  
**harsh** [hɑːʃ] *adj* різкий  
**hasty** ['heɪstɪ] *adj* поспішний, квапливий  
**hawk** [hɔːk] *n* яструб; сокіл  
**hawthorn** ['hɔːθɔːn] *n* глід

**headmaster** [hed'mɑːstə(r)] *n* директор школи (чоловік)  
**headmistress** [ˌhed'mɪstrəs] *n* директор школи (жінка)  
**headquarters** ['hed,kwɔːtəz] *n* штаб-квартира  
**headteacher** [ˌhed'tiːtʃə(r)] *n* директор школи  
**healing** ['hiːlɪŋ] *adj* лікувальний, цілющий  
**hedgehog** ['hedʒhɒg] *n* їжак  
**Herbert** ['hɜːbət] *n* Херберт  
**herbicide** ['hɜːbɪsaɪd] *n* гербіцид  
**herbivorous** [hɜː'bɪvərəs] *adj* трав'яїдний  
**herbs** [hɜːbz] *n* ароматичні трави (пряні)  
**heritage** ['herɪtɪdʒ] *n* спадщина  
**Hobart** ['həʊbɑːt] *n* Хобарт  
**holding** ['həʊldɪŋ] *n* запас; фонд (бібліотеки тощо)  
**Holland** ['hɒlənd] *n* Голландія  
**holy terror** [ˌhəʊlɪ 'terə(r)] *n* жахлива людина; відьма  
**homesick** ['həʊmsɪk] *adj* який тужить за домівкою  
**honesty** ['ɒnɪstɪ] *n* чесність; правдивість  
**horn** [hɔːn] *n* ріг, горн, сурма, гудок  
**hornbeam** ['hɔːnbɪːm] *n* граб  
**hospitable** ['hɒspɪtəbl] *adj* гостинний; привітний; відкритий (перенос.); hospitable to new ideas — людина, що сприймає все нове  
**host** [həʊst] *n* хазяїн  
**hug** [hʌg] *v* міцно обіймати; триматися (чогось)  
**humanity** [hjuː'mænɪtɪ] *n* людство; рід людський  
**Hungary** ['hʌŋgəri] *n* Угорщина  
**hyacinth** ['haɪəsɪnθ] *n* гіацинт

## I

**immemorial** [ɪmə'mɔːriəl] *adj* незапам'ятний; from time immemorial — з незапам'ятних часів  
**immortal** [ɪ'mɔːtl] *adj* вічний; безсмертний  
**impatient** [ɪm'peɪʃnt] *adj* нетерплячий, дратівливий, нестерпний  
**incorporate** [ɪn'kɔːpəreɪt] *v* легалізувати, втілити; об'єднуватися  
**incunabula** [ɪnkjuː'næbjʊlə] *n* інкунабули (першодруки)  
**indebted** [ɪn'detɪd] *adj* який заборгував, зобов'язаний  
**indecisive** [ɪndɪ'saɪsɪv] *adj* нерішучий, непевний  
**infinitely** [ɪnfɪ'nətli] *adv* безмежно

**influence** ['ɪnfluəns] *n* вплив  
**inhabit** [ɪn'hæbɪt] *v* жити, мешкати, населяти  
**insectivorous** [ˌɪnsek'tɪvərəs] *adj* комахоїдний (про тварину або рослину)  
**insensitive** [ɪn'sensətɪv] *adj* байдужий, нечутливий  
**insult** ['ɪnsʌlt] *n* образа  
**intend** [ɪn'tend] *v* мати намір; to be intended for — призначати(ся) для  
**interfere** [ˌɪntə'fɪə] *v* втручатися  
**interlocutor** [ˌɪntə'lɒkjʊtə(r)] *n* співрозмовник  
**iris** ['aɪrɪs] *n* ірис  
**irreparable** [ɪ'repərəbl] *adj* непоправний; безповоротний  
**Italy** ['ɪtəli] *n* Італія  
**item** ['aɪtəm] *n* окремий предмет

## J

**Jew** [dʒu:] *n* єврей; іудей; Tell it to the jews! — Розкажи це своїй бабці!  
**jingle** ['dʒɪŋɡl] *n* дзвін  
**juniper** ['dʒu:nɪpə(r)] *n* ялівець

## K

**kebab** [kɪ'bæb] *n* кебаб  
**Kimberleys** ['kɪmbəlɪz] *n* Кімберлі (плато)  
**kind-hearted** [ˌkaɪnd'hɑ:tɪd] *adj* добрий, добросердний; чуйний; м'якосердий  
**koala** [kəʊ'ɑ:lə] *n* коала; сумчастий ведмідь

## L

**larch** [lɑ:tʃ] *n* бот. модрина  
**lark** [lɑ:k] *n* жайворонок  
**launch** [lɔ:ntʃ] *v* розпочинати; запускати  
**laurel** ['lɒrəl] *n* лавр  
**lavender** ['lævɪndə] *n* лаванда  
**lead** [led] *n* свинець  
**legacy** ['legəsi] *n* спадщина  
**Leo** ['li:əʊ] *n* Лев  
**leveret** ['levərɪt] *n* зайчєня  
**liana** [lɪ'ɑ:nə] *n* ліана  
**Libra** ['li:brə] *n* Терези  
**lilac** ['laɪlək] *n* бузок

**lily** ['lɪli] *n* лілія; lily of the valley — конвалія; tiger lilies — тигрова лілія; water lilies — латаття  
**lime** [laɪm] *n* липа  
**llama** ['lɑ:mə] *n* лама  
**loan** [ləʊn] *n* позика  
**loyal** ['lɔɪəl] *adj* вірний, відданий; a loyal friend — вірний друг  
**lupin** ['lu:pɪn] *n* бот. люпин  
**luxuriant** [lʌg'zjuəriənt] *adj* буйний, пишний (про рослини)  
**lyceum** [laɪ'siəm] *n* лицей  
**lyrebird** ['laɪəbz:d] *n* лірохвіст

## M

**magnificent** [mæg'nɪfɪsnt] *adj* чудовий; пишний; величний  
**magnolia** [mæg'nəʊlɪə] *n* магнолія  
**magpie** ['mæɡpaɪ] *n* сорока  
**maintenance** ['meɪntənəns] *n* збереження; продовження, підтримка  
**majority** [mə'dʒɔrɪti] *n* більшість  
**Malta** ['mɔ:ltə] *n* Мальта  
**mammal** ['mæml] *n* ссавець  
**manacle** ['mæn(ə)k(ə)l] *n* наручники  
**mandolin** ['mændəlɪn] *n* мандоліна  
**maple** ['meɪpl] *n* клен  
**marsh** [mɑ:ʃ] *n* болото, драговина, мочарі  
**marsupials** [mɑ:'su:pɪəlz] *n* сумчасті тварини  
**marvellous** ['mɑ:vələs] *adj* чудовий, дивовижний  
**mass media** [ˌmæs'mi:diə] *n* засоби масової інформації  
**matter** ['mætə] *n* матеріал; питання, предмет  
**mean** [mi:n] *adj* середній  
**medallion** [mə'dæliən] *n* медальйон  
**Melbourne** ['melbən] *n* Мельбурн  
**melodious** [mə'ləʊdɪəs] *adj* мелодійний  
**melt** [melt] *v* танути  
**mercy** ['mɜ:si] *n* милосердя  
**mighty** ['maɪti] *adj* могутній; величезний  
**migrant** ['maɪgrənt] *n* переселенець  
**mineral** ['mɪnərəl] *n* мінерал  
**minority** [maɪ'nɔrəti] *n* меншість; national minority — національна меншість  
**misbehave** [ˌmɪsbɪ'heɪv] *v* погано поводитися

**misbehaviour** [ˌmɪsbɪˈheɪvjə(r)] *n* погана поведінка; негідний вчинок; провина  
**miserable** [ˈmɪzrəbl] *adj* нещасний; жалюгідний  
**modern** [ˈmɒdən] *adj* сучасний  
**moisture** [ˈmɔɪstʃə(r)] *n* вологість, волога, сирість  
**mole** [məʊl] *n* кріт; as blind as a mole — сліпий як кріт  
**moody** [ˈmuːdi] *adj* з поганим характером; що легко піддається змінам настрою  
**moonbeam** [ˈmuːnbɪːm] *n* місячний промінь  
**mound** [maʊnd] *n* насип, курган; пагорб  
**mountain climbing** [ˈmaʊntɪn ˈklaɪmɪŋ] *n* альпінізм  
**mourner** [ˈmɔːnə] *n* присутній на похороні; плакальник  
**mow (mowed, mown)** [məʊ] *v* косити  
**mud** [mʌd] *n* грязь, мул  
**murmur** [ˈmɜːmə] *v* шепотіти  
**Murray** [ˈmʌrɪ] *n* Муррей  
**muskrat** [ˈmʌskræt] *n* ондатра; мускусний щур  
**mustang** [ˈmʌstæŋ] *n* мустанг

N

**nap** [næp] *v* дрімати; *n* дрімота, короткий сон  
**nasty** [ˈnɑːsti] *adj* поганий, неприємний  
**natural** [ˈnætʃrəl] *adj* природний, натуральний  
**navigate** [ˈnævɪgeɪt] *v* вести (корабель)  
**network** [ˈnetwɜːk] *n* мережа  
**newspaper** [ˈnjuːspeɪpə(r)] *n* газета  
**newsreader** [ˈnjuːs,riːdə(r)] *n* диктор  
**nightingale** [ˈnaɪtɪŋgeɪl] *n* соловейко  
**non-fiction** [ˌnɒnˈfɪkʃn] *n* документальна література  
**north-east** [ˌnɔːθ ˈiːst] *n* північний схід  
**north-west** [ˌnɔːθ ˈwest] *n* північний захід  
**Norway** [ˈnɔːweɪ] *n* Норвегія  
**novel** [ˈnɒvl] *n* роман  
**nursery school** [ˈnɜːsəri skuːl] *n* дитячий садок  
**nutrient** [ˈnjuːtriənt] *n* поживна речовина  
**nutritionist** [njuːˈtrɪʃənɪst] *n* дієтолог

O

**oak** [əʊk] *n* дуб  
**obey** [əʊˈbeɪ] *v* підкорятися, коритися; виконувати; to obey orders — виконувати накази  
**obligation** [ˌɒblɪˈgeɪʃən] *n* зобов'язання

**obligatory** [əˈblɪgətəri] *adj* обов'язковий  
**ode** [əʊd] *n* ода  
**oleander** [ˌəʊlɪˈændə] *n* олеандр  
**omnivorous** [ɒmˈnɪvərəs] *adj* всеїдний; всепожираючий  
**opossum** [əˈpɒsəm] *n* опосум  
**opponent** [əˈpəʊnənt] *n* опонент; противник, ворог  
**opportunity** [ˌɒpəˈtjuːnəti] *n* сприятлива можливість, слушна нагода  
**optional** [ˈɒpʃənəl] *adj* факультативний; необов'язковий  
**orchid** [ˈɔːkɪd] *n* орхідея; світло-ліловий колір  
**ordeal** [ɔːˈdiːl] *n* тяжке випробування  
**organ** [ˈɔːgən] *n* муз. орган  
**orphan** [ˈɔːfən] *n* сирота  
**ostrich** [ˈɒstrɪtʃ] *n* страус  
**outback** [ˈaʊtbæk] *n* малонаселена місцевість; необжиті райони  
**outnumber** [ˌaʊtˈnʌmbə(r)] *v* переважити чисельністю (кількістю)  
**outstanding** [aʊtˈstændɪŋ] *adj* видатний  
**owe** [əʊ] *v* бути зобов'язаним, завдячувати, бути в боргу  
**own** [əʊn] *v* володіти  
**oxygen** [ˈɒksɪdʒən] *n* кисень

P

**pain** [peɪn] *n* біль  
**palm** [pɑːm] *n* долоня; пальма; пальмова гілка  
**pan** [pæn] *n* улоговина; заглиблення в ґрунті  
**parchment** [ˈpɑːtʃmənt] *n* пергамент  
**passionate** [ˈpæʃənət] *adj* невгамовний, несамовитий, запальний, гарячий, пристрасний  
**pasture** [ˈpɑːstʃə(r)] *n* пасовище  
**patchy** [ˈpætʃi] *adj* плямистий, укритий плямами, строкатий  
**patent** [ˈpeɪntnt] *n* патент  
**patron** [ˈpeɪtrən] *n* шеф  
**peal** [piːl] *n* вибух (сміху)  
**pen name** [ˈpen neɪm] *n* літературний псевдонім  
**penal** [ˈpiːnl] *adj* карний, кримінальний  
**percussion** [pəˈkʌʃən] *n* ударні інструменти  
**Perth** [pɜːθ] *n* Перт  
**pessimistic** [ˌpesɪˈmɪstɪk] *adj* песимістичний

**pesticide** ['pestisaɪd] *n* пестицид; засіб боротьби зі шкідниками

**pheasant** ['fez(ə)nt] *n* фазан

**piano** ['pjæənəʊ] *n* фортепіано

**pigeon** ['pɪdʒɪn] *n* голуб

**pine** [paɪn] *n* сосна; pine tree ['paɪn tri:] — сосна

**Pisces** ['paɪsi:z] *n* Риби

**pitch** [pɪtʃ] *n* поле, майданчик (для спортивних ігор)

**piteous wail** ['pɪtiəs weɪl] жалібне голосіння

**plain** [pleɪn] *n* рівнина

**plane** [pleɪn] *n* платан

**plant** [plɑ:nt] *n* рослина

**platypus** ['plæti:pəs] *n* качкодзьоб

**playwright** ['pleɪraɪt] *n* драматург

**pleased** [pli:zd] *adj* задоволений

**plot** [plɒt] *n* сюжет

**plunge** [plʌndʒ] *v* круто спускатися; пірнати, попинати

**poem** ['pəʊɪm] *n* вірш

**poesy** ['pəʊɪzi] *n* поезія

**poet** ['pəʊɪt] *n* поет

**poetic** [pəʊ'etɪk] *adj* поетичний

**poison** ['pɔɪzən] *n* отрута; *v* отруювати; заражати

**pond** [pɒnd] *n* ставок

**poplar** ['pɒplə(r)] *n* тополя

**poppy** ['pɒpi] *n* мак

**popular** ['pɒpjulə] *adj* популярний

**porcelain** ['pɔ:səlɪn] *adj* фарфоровий; тендітний, витончений

**portray** [pɔ:'treɪ] *v* зображати, описувати

**possess** [pə'zes] *v* володіти; мати

**postulate** ['pɒstjuleɪt] *v* обумовлювати; приймати без доказів

**posy** ['pəʊzi] *n* букетик квітів

**potassium** [pə'tæsiəm] *n* калій

**prairie** ['preəri] *n* прерія

**praise** [preɪz] *v* хвалити, прославляти, звеличувати

**pram** [præm] *n* дитяча коляска

**precaution** [pri'kɔ:ʃən] *n* передбачливість, остоорога

**preschool** [ˌpri:'sku:l] *adj* дошкільний

**present** [pri'zent] *v* представляти

**presenter** [pri'zentə(r)] *n* ведучий (на телебаченні, радіо)

**preserve** [pri'zɜ:v] *v* зберігати

**press** [pres] *n* преса

**pressure** ['preʃə] *n* тиск; blood pressure ['blʌd ,preʃə] — кров'яний тиск

**primary school** ['praɪməri sku:l] *n* початкова школа

**primrose** ['prɪmrəʊz] *n* примула; the primrose path — шлях насолод

**print shop** ['prɪntʃɒp] *n* друкарня

**privilege** ['prɪvələdʒ] *n* привілей, перевага

**profit** ['prɒfɪt] *n* вигода; бариш

**progressive** [prə'gresɪv] *adj* прогресивний

**prophecy** ['prɒfɪsi] *n* пророцтво

**prosper** ['prɒspə(r)] *v* процвітати

**protein** ['prəʊti:n] *n* білок

**prove** [pru:v] *v* доводити, засвідчувати; підтверджувати

**public** ['pʌblɪk] *adj* державний, громадський

**public school** [ˌpʌblɪk 'sku:l] *n* привілейована приватна середня школа для дітей 11—18 років

**publish** ['pʌblɪʃ] *v* опубліковувати, видавати

**puddle** ['pʌdl] *n* калюжа; брудна вода; to be in a pretty puddle — бути у скрутному становищі

**push-up** ['ruʃʌp] *n* віджимання на руках

**put out** [put 'aʊt] *v* видавати, випускати (книги)

**puzzled** ['pʌz(ə)ld] *adj* здивований, спантеличений

**pygmy** ['pɪgmɪ] *n* пігмей, карлик; гном; *adj* карликовий

## Q

**quail** [kweɪl] *n* перепел, перепілка; куропатка; *v* злякатися; завагатися

**quality** ['kwɒlɪti] *n* якість

**quiet** ['kwaɪət] *adj* тихий, спокійний

## R

**race** [reɪs] *n* раса; народ; the human race — людство, рід людський

**racial** ['reɪʃəl] *adj* національний; расовий

**raft** [rɑ:ft] *n* пліт; паром

**rafting** ['rɑ:ftɪŋ] *n* переправа на плотах

**rainfall** ['reɪnfɔ:l] *n* атмосферні опади; кількість (атмосферних) опадів; дощ; excess rainfall — злива

**rain forest** ['reɪn fɔːrɪst] *n* тропічний ліс

**random** ['rændəm] *adj* випадковий; at random — навмання, наздогад

**range** [reɪndʒ] *n* пасмо; a range of mountains — гірське пасмо

**raspberries** ['rɑːzbəriːz] *n* малина

**rattle** ['rætəl] *v* тріскотіти

**reckless** ['rekləs] *adj* нерозсудливий, необачний; безтурботний; сміливий, відчайдушний

**reckon** ['rekən] *v* рахувати, вважати

**record** ['rɪ'kɔːd] *v* увічнювати; фіксувати; записувати

**red bird** ['red bɜːd] *n* іволга; the Red Book [red bʊk] — Червона книга

**red currants** ['red 'kʌr(ə)nts] *n* червоні порічки

**reference book** ['refərəns bʊk] *n* довідник

**regenerate** [rɪ'dʒenəreɪt] *v* відроджуватися; цілком оновлюватися

**regular** ['regjʊlə(r)] *adj* правильний, регулярний; звичний

**release** [rɪ'liːs] *v* звільняти; випускати (фільм, книгу тощо)

**removal** [rɪ'muːvəl] *n* усунення, ліквідація; звільнення з посади

**remove** [rɪ'muːv] *v* виводити, забирати; to remove a boy from school for misbehaviour — виключити хлопчика із школи за погану поведінку

**render** ['rendə] *v* віддавати належне

**renewal** [rɪ'njuːəl] *n* відновлення

**reptile** ['reptail] *n* плазун; reptilian [rep'tɪliən] — рептилія; плазун

**research** [rɪ'sɜːtʃ] *v* досліджувати

**researcher** [rɪ'sɜːtʃə(r)] *n* дослідник

**resourceful** [rɪ'sɔːsfəl] *adj* винахідливий

**reveal** [rɪ'viːl] *v* відкривати; показувати

**rhythmical** ['rɪðmɪkəl] *adj* ритмічний

**ridge** [rɪdʒ] *n* гребінь гори; гірський хребет; вододіл

**ridicule** ['rɪdɪkjʊːl] *n* осміяння

**riding** ['raɪdɪŋ] *n* верхова їзда

**roam** [rəʊm] *v* мандрувати; блукати

**roar** [rɔː(r)] *n* рев, шум, гуркіт

**rodent** ['rəʊdənt] *n* гризун

**roe deer** ['rəʊ diə] *n* козуля

**roller skates** ['rəʊlə skeɪts] *n* роликові ковзани

**roller skating** ['rəʊlə skeɪtɪŋ] *n* катання на роликах

**rose** [rəʊz] *n* троянда

**rough** [rʌf] *adj* грубий

**route** [ruːt] *n* маршрут, шлях

**rove** [rəʊv] *v* блукати; мандрувати

**rowan** ['rəʊən] *n* розм. горобина

**rub** [rʌb] *v* терти; to rub one's hands — потирати руки (від задоволення)

**rubbish** ['rʌbɪʃ] *n* мотлох; сміття; household rubbish — дрантя, лахміття; битий посуд; макулатура; дурниця, нісенітниця

**ruff** [rʌf] *n* рюш

**rural** ['rʊərəl] *n* сільський мешканець, селянин; *adj* сільський; rural scenery — сільський пейзаж

**Russia** ['rʌʃə] *n* Росія

## S

**sad** [sæd] *adj* сумний

**Sagittarius** [sædʒɪ'teərɪəs] *n* Стрілець

**salubrious** [sə'luːbrɪəs] *adj* здоровий, цілющий

**sample** ['sɑːmpl] *n* зразок

**sandstone** ['sændstəʊn] *n* пісковик

**saturated** ['sætʃəreɪtɪd] *adj* промоклий

**savanna** [sə'veɪnə] *n* савана

**saw-toothed** ['sɔːtuːθt] *adj* зубчастий

**saxophone** ['sæksəfəʊn] *n* саксофон

**saxophonist** [sæk'sɒf(ə)nɪst] *n* саксофоніст

**scared** [skeəd] *adj* переляканий

**scarlet** ['skɑːlɪt] *adj* яскраво-червоний

**scatter** ['skætə] *v* розсипати

**scenery** ['siːnəri] *n* пейзаж, ландшафт; picturesque scenery — мальовничий пейзаж

**schedule** ['fedjuːl] *n* розклад

**scheme** [skiːm] *n* програма, проект

**science fiction** [saɪəns 'fɪkʃn] *n* наукова фантастика

**scorch** [skɔːtʃ] *v* висушувати, вигоряти; випалювати

**Scorpio** ['skɔːpɪəʊ] *n* Скорпіон

**Scotland** ['skɒtlənd] *n* Шотландія

**scratch** [skrætʃ] *v* чухати(ся), дряпати; розпушувати (землю)

**screen** [skriːn] *v* демонструвати (фільм, телепрограму)

- screening** ['skri:nɪŋ] *n* перегляд (фільму, телепрограми)
- scuba diving** ['sku:bə daɪvɪŋ] *n* дайвінг
- secondary school** ['sekəndəri sku:l] *n* середня школа
- security** [sɪ'kjʊərɪti] *n* безпека
- self-confident** [ˌself'kɒnfɪdənt] *adj* самовпевнений
- self-sacrifice** [ˌself'sækrɪfaɪs] *n* самопожертвування
- sensible** ['sensəbəl] *adj* розумний; розсудливий; a sensible man — розсудлива людина; sensible beings — розумні істоти
- separate** ['sepəreɪt] *v* розділяти
- serf** [sɜ:f] *n* кріпак
- serfdom** ['sɜ:fdəm] *n* кріпацтво
- serial** ['sɪəriəl] *n* періодичне видання; фільм у кількох серіях
- set up** ['setʌp] *v* розміщати; засновувати
- severe** [sɪ'vɪə(r)] *adj* суворий, строгий
- sew (sewed; sewed, sewn)** [səʊ] *v* шити
- shallow** ['ʃæləʊ] *adj* мілкий
- shame** [ʃeɪm] *n* сором; a sense of shame — почуття сорому
- sharp** [ʃɑ:p] *adj* гострий; сильний
- sheaf (pl. sheaves)** [ʃi:f] *n* сніп
- shed (shed, shed)** [ʃed] *v* лити, проливати (сльози); випромінювати (світло)
- shelter** ['ʃeltə(r)] *n* притулок
- shore** [ʃɔ:(r)] *n* берег
- short story** [ˌʃɔ:t 'stɔ:ri] *n* оповідання
- shrill** [ʃrɪl] *adj* пронизливий
- shrink (shrank, shrunk; shrunk, shrunken)** [ʃrɪŋk] *v* скорочувати(ся); зменшувати; пересихати
- sigh** [saɪ] *n* зітхання
- silver fir** ['sɪlvə fɜ:(r)] *n* благородна ялиця
- similarity** [ˌsɪmə'lærəti] *n* схожість, подібність
- sin** [sɪn] *n* гріх
- sincerity** [sɪn'serəti] *n* щирість, щиросердність; прямота; чесність
- situated** [ˌsɪtʃueɪtɪd] *adj* розташований
- sixth-form college** ['sɪksθ fɔ:m ˌkɒlɪdʒ] *n* коледж для старшокласників 16—18 років
- skillfully** ['skɪlfuli] *adv* майстерно
- skyline** ['skaɪlaɪn] *n* обриси (на тлі неба), обрій; лінія горизонту
- slant** [sla:nt] *n* схил
- sleet** [sli:t] *n* сніг з дощем
- smoothly** ['smu:ðli] *adv* рівно, спокійно, гладко
- snipe** [snaɪp] *n* бекас (pl без змін)
- snowball tree** ['snəʊbɔ:l tri:] *n* калина
- snowdrop** ['snəʊdrɒp] *n* пролісок
- sociable** ['səʊjəbl] *adj* товариський, компанійський; дружелюбний
- soil** [sɔɪl] *n* ґрунт; poor soil — неродючий ґрунт, rich soil — родючий ґрунт
- soothing** ['su:ðɪŋ] *adj* заспокійливий
- sound** [saʊnd] *n* звук; *adj* здоровий
- south-east** [ˌsauθ 'i:st] *n* південний схід
- south-west** [ˌsauθ 'west] *n* південний захід
- Spain** [speɪn] *n* Іспанія
- sparrow** ['spærəʊ] *n* горобець
- sparse** [spɑ:s] *adj* рідкий; розкиданий, розсіяний
- spawn** [spɔ:n] *v* нереститися; розмножуватися
- species** ['spi:ʃi:z] *n* порода; вид
- spectacularly** [spek'tækjʊləli] *adv* захоплююче; ефектно
- speed** [spi:d] *n* швидкість; at speed — зі швидкістю
- spiny** ['spaɪni] *adj* колючий; вкритий голками (шипами, колючками)
- spiritual** ['spɪrɪtʃʊəl] *adj* духовний
- spoons** [spu:nz] *n* муз. ложки
- squirrel** ['skwɪrəl] *n* білка
- starch** [stɑ:tʃ] *v* крохмалити
- starling** ['stɑ:lɪŋ] *n* шпак
- steppe** [step] *n* степ
- stew** [stju:] *n* тушковане м'ясо
- stimulant** ['stɪmjələnt] *n* збудливий засіб
- stir** [stɜ:] *v* ворухити
- stork** [stɔ:k] *n* лелека
- stove** [stəʊv] *n* піч
- strawberries** ['strɔ:b(ə)rɪz] *n* суниці; полуниці
- string** [strɪŋ] *n* струна
- study** ['stʌdɪ] *v* вивчати; вчитися
- stunted** ['stʌntɪd] *adj* низькорослий; чахлий
- subscribe** [səb'skraɪb] *v* передплачувати (газету, журнал)
- sugary** ['ʃʊgəri] *adj* солодкий, цукровий
- sunbathe** ['sʌnbəɪð] *v* загоряти
- sundew** ['sʌndju:] *n* росичка
- supplies** [sə'plaɪz] *n* припаси, запаси; food supplies — запаси продовольства

**supply** [sə'plaɪ] *v* постачати (щось — with); доставляти; задовольняти (потреби); *n* постачання; поставка

**supporter** [sə'pɔ:tə(r)] *n* прихильник, прибічник; той, хто підтримує

**surprise** [sə'praɪz] *v* дивувати

**suspension** [səs'penʃən] *n* тимчасове припинення

**swallow** ['swɒləʊ] *n* ластівка

**swap** [swɒp] *v* обмінюватися

**swear (swore; sworn)** [sweə(r)] *v* присягати(ся), клястися

**sweatshirt** ['swetʃɜ:t] *n* бавовняний светр

**Sweden** ['swi:dn] *n* Швеція

**sweeping** ['swi:pɪŋ] *adj* широкий; плавний, округлий

**sweet brier** ['swi:tbraɪə(r)] *n* шипшина

**swish** [swɪʃ] *v* розсікати повітря з посвистом

**Switzerland** ['swɪtsələnd] *n* Швейцарія

**Sydney** ['sɪdni] *n* Сідней

**sympathetic** [ˌsɪmpə'θetɪk] *adj* співчутливий, доброзичливий, симпатичний

**symphonic** [sɪm'fɒnɪk] *adj* симфонічний

## T

**tabloid** ['tæblɔɪd] *n* таблоїд

**tail** [teɪl] *n* хвіст

**tambourine** [ˌtæmbə'reɪn] *n* тамбурин

**tantrum** ['tæntɾəm] *n* спалах роздратування

**tarn** [tɑ:n] *n* невелике гірське озеро

**Tartar (Tatar)** ['tɑ:tə(r)] *adj* татарський; *n* татарин, татарка; татарська мова; the Tartars — татари

**Tasmania** [tæz'meɪniə] *n* острів Тасманія

**Tasmanian devil** [tæz'meɪniən 'devl] *n* сумчастий диявол

**taunt** [tɔ:nt] *v* глузувати, говорити ущицливі слова, кидати образливі докори; дражнити

**Taurus** ['tɔ:rəs] *n* Телець

**technical college** ['teknɪkl kɒlɪdʒ] *n* технічний коледж

**temper** ['tempə(r)] *n* запальність, дратівливість

**temperate** ['tempərət] *adj* помірний (про клімат)

**template** ['templeɪt] *n* шаблон

**textbook** ['tekstbʊk] *n* підручник

**thaw** [θɔ:] *v* танути

**theft** [θeft] *n* крадіжка; злочинство; украдені речі, крадене

**thesis (pl. theses)** ['θi:sɪs] *n* дисертація

**thinker** ['θɪŋkə(r)] *n* мислитель

**thorn** [θɔ:n] *n* колючка, шип, шпичак

**threat** [θret] *n* загроза; небезпека; threat of famine — загроза (небезпека) голоду

**threaten** ['θretn] *v* загрожувати, бути загрозою (небезпекою); провіщати, віщувати

**thrilled** ['θrɪld] *adj* схвилюваний

**thriller** ['θrɪlə(r)] *n* трилер

**thrush** [θrʌʃ] *n* дрізд

**thumb** [θʌm] *n* великий палець (руки)

**tincture** ['tɪŋktʃə] *n* фарм. настойка

**tiny** ['taɪni] *adj* дуже маленький, крихітний; tiny tot — карапуз

**tiring** ['taɪərɪŋ] *adj* виснажливий

**tomb** [tu:m] *n* надгробник, пам'ятник; склеп; мавзолей; могила

**tomtit** ['tɒmtɪt] *n* синиця

**trace** [treɪs] *n* слід

**traditional** [trə'dɪʃ(ə)nəl] *adj* традиційний

**traverse** [trə'vɜ:s] *v* перетинати

**trip** [trɪp] *v* спотикатися

**trombone** [trɒm'bəʊn] *n* тромбон

**tropical** ['trɒpɪkəl] *adj* тропічний

**trust** [trʌst] *n* довіра, віра; обов'язок; відповідальність

**truthfulness** ['tru:θfʊlnəs] *n* правдивість

**tulip** ['tju:lɪp] *n* тюльпан

**tyrant** ['taɪəɾənt] *n* тиран; демон

## U

**Ukraine** [ju:'kreɪn] *n* Україна

**ultimate** ['ʌltɪmət] *adj* найвіддаленіший

**unattended** [ˌʌnə'tendɪd] *adj* невідвідуваний; залишений без догляду

**unbroken** [ˌʌn'brɔ:kən] *adj* непорушений; непідкорений; нерозбитий

**uneasy** [ˌʌn'i:zi] *adj* неспокійний, тривожний

**uninhabitable** [ˌʌnɪn'hæbɪtəbl] *adj* непридатний для проживання

**university** [ˌju:ni'vɜ:səti] *n* університет

**urban** ['z:bən] *n* міський мешканець, городянин;  
*adj* міський; urban population — міське населення  
**utter** ['ʌtə] *v* видавати (звуки)

## V

**vain** [veɪn] *adj* пихатий, самозакоханий; зарозумілий; поверховий; дурний  
**valuation** [,vælju'eɪʃən] *n* оцінювання  
**variety** [və'raɪəti] *n* різноманітність; безліч; різновид; вид; сорт  
**vast** [vɑ:st] *adj* величезний  
**venomous** ['venəməs] *adj* отруйний; venomous snakes — отруйні змії  
**vermilion** [və'mɪlɪən] *adj* яскраво-червоний  
**viewer** ['vju:ə(r)] *n* глядач  
**vine** [vaɪn] *n* виноградна лоза; повзуча рослина  
**violet** ['vaɪələt] *n* фіалка; *adj* фіолетовий (ліловий; бузковий)  
**violin** [,vaɪə'lɪn] *n* скрипка  
**virgin** ['vɜ:dʒɪn] *n* цілина; virgin forest — одвічний ліс; праліс  
**Virgo** ['vɜ:gəʊ] *n* Діва  
**virtually** ['vɜ:tʃuəli] *adv* реально, фактично, по суті, насправді  
**vitamin** ['vɪtəmɪn] *n* вітамін  
**vivid** ['vɪvɪd] *adj* яскравий, жвавий  
**vocation** [vəʊ'keɪʃən] *n* покликання, професія  
**vote** [vəʊt] *v* голосувати; to vote against — голосувати проти; to vote for — голосувати за

## W

**waist** [weɪst] *n* талія; стан  
**Wales** [weɪlz] *n* Уельс  
**wander** ['wɒndə] *v* блукати, мандрувати  
**warm-blooded** [,wɔ:m'blʌdɪd] *adj* теплокровний

**warmth** [wɔ:mθ] *n* тепло, теплота; сердечність; душевне (тепле) ставлення (до когось)  
**warn** [wɔ:n] *v* попереджати  
**waterfall** ['wɔ:təfɔ:l] *n* водоспад; каскад  
**wattle** ['wɒtl] *n* австралійська акація (мімоза)  
**webbed** [webd] *adj* перетинчастий, лапчастий  
**weekly** ['wi:kli] *n* щотижневик  
**weight** [weɪt] *n* вага  
**weird** [wɪəd] *adj* дивний  
**well-wishing** ['wel,wɪʃɪŋ] *n* доброзичливість  
**whirl** [wɜ:l] *v* кружляти  
**whizz** [wɪz] *v* швидко пролетіти  
**widespread** ['waɪdspred] *adj* широко розповсюджений; дуже поширений  
**willow** ['wɪləʊ] *n* верба  
**wilted** ['wɪltɪd] *adj* в'ялий  
**wing** [wɪŋ] *n* крило  
**wit** [wɪt] *n* дотепність  
**withered** ['wɪðəd] *adj* в'ялий  
**witness** ['wɪtnɪs] *n* свідчення  
**witty** ['wɪti] *adj* розумний, здібний, дотепний, хитрий  
**wolf** [wʊlf] *n* вовк  
**woodpecker** ['wʊdpekə(r)] *n* дятел

## X

**xylophone** ['zaɪləfəʊn] *n* ксилофон

## Y

**younger** ['jʌŋgə(r)] *adj* молодший; the younger — молоде покоління, молоді

## Z

**zone** [zəʊn] *n* зона

# TEXTS FOR LISTENING

## DIVE 1-2

### 10. Listen to the conversation and tick the statements T (true) or F (false).

**Paul:** Hi, everyone. I'm Paul, and welcome to Summer Holiday Camp. Now, let's find out which sports you'd like to do. OK, and... you are?

**Mike:** Mike Ganger.

**Paul:** Right, Mike. Have you done any sports before?

**Mike:** Yes, I've played baseball — that's pretty exciting. And I've been cycling and mountain climbing, but only once.

**Paul:** Cycling and mountain climbing? When did you do that?

**Mike:** On my vacation in Switzerland, last year.

**Paul:** And what did you think of them?

**Mike:** Well, I really enjoyed cycling. But I didn't like mountain climbing very much.

**Paul:** So, if you had an opportunity what sport would you like to try?

**Mike:** Scuba diving. I haven't done that before. But some of my friends have done that and they say it is really great. I'd try my hand at boxing.

**Paul:** Right. And you're...?

**Carmen:** Carmen Diaz.

**Paul:** Carmen Diaz... er, I can't find your name.

**Carmen:** But I'm not...

**Paul:** Not in the list. OK. No problem. Have you done any of these sports, Carmen?

**Carmen:** Yes, but...

**Paul:** Like what?

**Carmen:** I've done all of them, lots of times, but...

**Paul:** And you liked them all!

**Carmen:** Yes, I did. But I'm not here...

**Paul:** OK. But surely is there anything you haven't done?

**Carmen:** No, I've done everything. Look, if you listen to me just for a second, you'll know that I'm not here on holiday. I'm the new instructor.

**Paul:** Oh?!

## DIVE 3-4

### 4. Listen to the interview with Dr Monday and say what it is about.

**Presenter:** Hello, Dr Monday, welcome to our «Sleeping Heads» programme.

**Dr Monday:** Hello, my dear friends. So, tell me if you slept well last night. Or did you wake up feeling exhausted? Getting a good night's sleep requires more than crawling into bed and closing your eyes. Understanding your sleep behaviour and preparing for a sound sleep can help make sure that every night is a good night for sleeping.

**Presenter:** I know that most teenagers need about 8—9 hours for a sleep each night. Unfortunately, most of them sleep just 6—7 hours.

**Dr Monday:** The researchers have found that people sleep better at different times during their daily cycle. For example, some people sleep better if they go to bed early and rise early, while others feel more rested if they stay up late and sleep in. Many people don't pay attention to the timing of their sleep.

**Presenter:** But the teenagers sleep in a different way from adults or children because the body's biological clock changes.

**Dr Monday:** Yes, these changes happen when teenagers' lives are very busy. They need to do well at school but they have things to do like sport and after-school clubs as well. And most schools start early.

**Presenter:** Dr Monday, but why is sleep important?

**Dr Monday:** Studies show that 20 % of pupils fall asleep in class. And the scientists say that because of the lost sleep pupils can feel bored and depressed.

**Presenter:** How can teenagers get more sleep?

**Dr Monday:** Take my advice into consideration.

- Avoid stimulants such as chocolate and coffee in the evening.
- Go to bed and wake up at the same time every day. Follow your routine even at the weekends.
- Finish exercising at least two hours before going to bed because it will be more difficult to fall asleep.
- Don't sleep in a hot room. Air your bedroom, turn down the temperature in it and close your curtains.
- Get a sleep when you have an opportunity. Busy work schedules or weekend activities often make it difficult to get as much sleep as we'd like each night. Try to take a 30-minute nap during the day before 4 p.m.
- But if you sleep more than thirty minutes during the day you won't sleep later.

**Presenter:** Thank you, Dr Monday, for being with us.

**Dr Monday:** Thank you. And happy sleeping.

## DIVE 5-6

### 7. Listen to the text and fill in the missing words. These words can help you: *sugar, group, healthy, protein, dairy*.

MyPlate illustrates the five food groups: Grains, Vegetables, Fruits, Dairy and Protein Foods. They are the building blocks for a healthy diet using a familiar image — a place setting for a meal. The bigger the portion of the plate, the more foods from that food group should be in people's diet.

MyPlate is divided into sections of approximately 30 % grains, 40 % vegetables, 10 % fruits and 20 % protein, accompanied by a smaller circle representing dairy, such as a glass of milk or a yogurt cup.

MyPlate is supplemented with additional recommendations, such as «Make half of your plate fruits and vegetables», «Switch to 1 % or skim milk», «Make at least half of your grains whole», and «Vary your protein food choices». The guidelines also recommend portion control while still enjoying food, as well as reductions in sodium and sugar intakes.

In unveiling MyPlate, First Lady Michelle Obama said, «Parents don't have the time to measure out exactly three ounces of chicken or to look up how much rice or broccoli is in a serving. But we do have time to take a look at our kids' plates. And as long as they're eating proper portions, as long as half of their meal is fruits and vegetables alongside their lean proteins, whole grains and low-fat dairy, then we're good. It's as simple as that». Before you eat, think about what goes on your plate, in your cup, in your bowl.

### 15. Listen to a Fashion Expert about Body Image. Read the sentences and mark them T (true) or F (false).

We live in the world full of mass media resources. They influence us greatly starting from products which we buy in a mall and finishing with the latest perfumes used these days. Advertising in magazines, on the radio, TV, and billboards affects our healthy choices.

The best ad campaigns «stick», or are memorable (often in annoying ways). For example, L'Oreal's «because I'm worth it», or Nike's «Just Do It» are short and easy to remember. Examples of slogans encouraging unhealthy food habits include: «I'm lovin' it» by McDonald's and «Taste The Rainbow» by Skittles.

Even though these magazine images try to tell people what the ideal weight or body type is, each of them is still growing and changing.

Some bodies grow rounder before growing taller; some grow taller. In fact, people can't do anything to change the weight they will be. In the same way, they can't change the shape their bodies will become. Some will be broader, rounder, slimmer, taller, fuller, or thinner.

The best body size and shape for each of them is programmed in their genes.

It's common knowledge that magazines, TV, and billboard images create a false idea of what we should look like, and this false advertising can make people feel bad if they don't look like that.

What people do makes their bodies as fit as possible by eating healthy foods and exercising.

## DIVE 7

### 3. Listen to the texts and put the number of the texts in the pictures. Say which of the hobbies in the pictures you have tried/you would like to try and why. Several pictures can be suitable for each text.

#### Hobbies

1. In her free time my Mum enjoys embroidering, sewing, travelling and shopping. It can be quite tiring but it's worth it. It's her favourite pastime!

2. My hobby is gardening. Some people say that gardening is boring, but I have a stressful job, so in my spare time I like to do something relaxing.

3. I love mountain climbing. It's so exciting. My friends think I must be crazy. Actually though, it's not as dangerous as it looks. You just need the right training.

## DIVE 15

### 4. Listen and choose the best heading.

Eurovision is actually the name given to a TV network run by Italian San Remo Song Festival.

The first Eurovision viewers eagerly watched the Song Contest on 4 million televisions in Germany, Belgium, France, the United Kingdom, Italy, the Netherlands and Switzerland.

It is one of the longest-running television programmes in the world. The competition is broadcast not only throughout Europe, but also in Australia, Canada, Egypt, Hong Kong, India, Jordan, Korea, New Zealand and the United States of America, but these countries don't participate in this competition.

During the Eurovision Song Contest, millions of Europeans pick up their phones to call up or send SMS voting for their favourite songs!

- Johnny Logan won the Eurovision Song Contest three times.
- Poland made its most impressive debut in 1994.
- Norway could be found at the bottom of the list as many as nine times!
- Ireland has won 7 times, Luxembourg, France and the United Kingdom have won 5 times. Sweden and the Netherlands have won 4 times.
- In 2001, there was the largest audience that ever attended the Eurovision Song Contest. Almost 38 000 people gathered at Copenhagen's Parken Stadium.
- Only three women have conducted the orchestra at the Eurovision Song Contest.
- Most winning songs were performed in English.
- Six different systems were used over the past decades to pick the winner of the Eurovision Song Contest.
- ABBA is the most successful Eurovision Song Contest winner. The Swedish pop band won the contest in 1974.
- The Ukrainian singer Ruslana won the Song Contest in 2004. In 2007 and 2008 the Ukrainians were the second.

The contest has been broadcast every year, since 1956, and is one of the longest-running television programmes in the world. It is also one of the most watched non-sporting events in the world, with audience figures having been quoted in recent years as anything between 100 million and 600 million internationally. Eurovision has also been broadcast outside Europe to several countries that do not compete, such as the USA and China. An exception was made in 2015, when Australia was allowed to compete as a guest entrant as part of the celebration of the 60th

anniversary of the event. In November 2015, the EBU announced that Australia would return in 2016. Since 2000, the contest has also been broadcast over the Internet, via the Eurovision website.

Måns Zelmerlöv of Sweden won the 2015 contest in Vienna, Austria, with the song «Heroes». The highest-scoring winner is Alexander Rybak who won the 2009 contest with a record-breaking 387 points.

After one year's absence from Eurovision, Ukraine is back this year! We have participated in Eurovision 12 times since our debut in 2003, and with great success.

Without any doubt Eurovision was, is and will be a great television tradition which brings Europe together.

## DIVE 16

### 3. Listen to the text and choose the correct answers.

#### «A bad day in the life of Ronan Keating»

This week singer Ronan Keating from the group «Boyzone» talks about a terrible experience that he just can't forget.

«Two years ago, we were playing a concert in London. There we decided to do one of our songs — «Believe in Me» without instruments.

But when I tried to sing I couldn't remember any of the words. I kept talking to the fans while shouting to the rest of the band, «I can't remember the words!» I was so upset that we all went up and walked off the stage. I'll never forget it. But I don't think the fans realized. They thought it was part of the show. We came back after a few minutes and sang a different song. I remembered the words this time! I still feel a bit nervous even now when I sing «Believe in Me».

## DIVE 18-19

### 4. Listen to the interview with Headmaster Michael Mavor. Say what new information you have got about schools in Great Britain.

**Kathy:** The public school is one of the great British institutions. Rugby School is one of the best known in Warwickshire. Rugby School was founded in 1567. What school is it?

**Headmaster Michael Mavor:** We call it an independent school now because it isn't public at all; it's actually private. It's a fee-paying school, and it provides all facilities for both boys and girls with a good education.

**Kathy:** At what age do the pupils start here?

**Headmaster Michael Mavor:** Here at eleven. But only two small classes for day pupils at eleven and twelve. But the main classes start at thirteen.

**Kathy:** And where do the pupils come from?

**Headmaster Michael Mavor:** From all over Britain, and certainly from other countries, about twelve per cent are foreigners. Nowadays, parents have changed their views about the boarding school. They like visiting their

children and watching them playing games and listen to their playing in the school orchestra.

**Kathy:** And what is special about Rugby School?

**Headmaster Michael Mavor:** One of the most interesting things, I think, is the mixture of old and new. If you walk around Rugby School and look at the buildings, you'll get a feeling of being here. It's a school with strong traditions, but at the same time it's a school of new technologies.

### 6. Listen to the second part of the interview with two pupils of Rugby School and choose the correct answer.

**Kathy:** What do you especially like in Rugby School?

**Trinity:** I like it that we live with other students for five years, and we make really good friends with them. And after finishing school we can go to university together.

**Kathy:** So how many days a week do you have classes?

**Trinity:** Six days. We have a full day on Monday; half day on Tuesday, full day on Wednesday, half day on Thursday, full day on Friday, and half day on Saturday. And Sunday is the day off.

**Mandy:** The days are very long and we have lessons six days a week and a huge amount of work. But all in all, I really enjoy this life.

**Kathy:** And where do you usually sleep and keep your things?

**Trinity:** There are dormitories. We have eight pupils sleeping in each one. There is also one wardrobe for all of us and a drawer for each student to keep clothes in. We have to be here about 9:45 and at 10:00 a senior boy comes up and turns off the lights.

**Kathy:** And where do you usually do your homework?

**Mandy:** There is a language lab, where we can watch videos in different languages. We can use computers for writing our essays. And we can learn different languages: Russian, German and Latin.

## DIVE 20-21

### 9. Listen to the description of two teachers. Match their descriptions to the pictures.

#### Matilda's teachers

The village school for younger children was a brick building called Crunchem Hall Primary School. The headteacher, the boss, of this establishment, was a formidable middle-aged lady whose name was Miss Trunchbull.

Matilda was put in a class of this village school. Their teacher was called Miss Honey. She had a lovely pale oval face with blue eyes and her hair was light brown. Her body was slim and fragile, like a porcelain figure.

Miss Honey was a quiet person who had never raised her voice and was seldom seen to smile. She seemed to understand the confusion and fear of young children. Children could see warmth on Miss Honey's face when she spoke to a confused and homesick newcomer to the class. Everyone loved her.

Miss Trunchbull, the Headmistress, was something else altogether. She was a gigantic woman; a fierce monster who frightened the pupils and teachers. When she came up close you could almost feel the dangerous heat radiating from her.

When she was marching along a corridor and a group of children happened to be on her path, she moved through them like a tank. If you ever met her, you had to behave as if you had met a rhinoceros in the bush — climbed up the nearest tree and stayed there until it had gone away. She was a famous athlete some years ago, and even now she had strong muscles. Her face was not beautiful. She was an arrogant person. And as for her clothes... She always had a brown, long cotton shirt with a wide leather belt on. On her feet she wore green stockings put into the thick strong leather shoes.

She hardly spoke in a normal voice. She either barked or shouted.

### DIVE 22-23

#### 6. Listen to the interview and mark the sentences T (true) or F (false). Correct the false sentences.

1. What do you think of the system of education in the UK?  
— The system of education in the UK is considered to be one of the best in the world. We can choose any school. It depends upon the education we want to get.

2. What exams do the pupils have to take?  
— It depends upon the type of the school they study at. The General Certificate of Secondary Education (GCSE) is an official exam after which a pupil can leave school or A levels exams after which a pupil can try to get into University. Then there are AS levels in secondary schools. It is an exam between GCSE and A levels. We have also several Assessment Tests. These are government-assigned tests and are taken by pupils of different ages.

3. Do you have school uniforms?  
— Oh, yes. The pupils of most secondary schools wear a full uniform: shirts, trousers or skirts, school blazers or sweaters. But the pupils of primary schools usually wear school sweatshirts with the names and symbols of their schools on, though a school uniform is no longer compulsory in some British schools.  
I don't like wearing a school uniform but I have to wear it.

4. Are you punished at schools?  
— For our misbehaviour we can be removed from the classroom for a while, in some cases even from school, kept in class during break time or in school after the school day, not allowed to join in school activities and some more.

5. And what about rewards?  
— Oh, trips to places of interest, points, unmanaged free time, choosing activities, achievement certificates and others.

6. Are there any problems in your schools today?  
— To my mind, the biggest problem in our schools, in mine, too, is bullying. There are pupils in our schools that make the lives of other pupils difficult by making fun of them, shouting cruel things at them in order to make them angry or upset, hurting them.

### DIVE 24-25

#### 5. Listen to the text and answer the questions.

The system of education in Ukraine is considered to be one of the best in the world. Preschool education is not compulsory and you have to pay fees for it. Most parents take their children to nursery schools or kindergartens at the age of 3 or to private schools even at the age of 1 and a half, where children eat, sleep and play up to the age of 4 or 5 and then they are taught arithmetic, reading, writing, and foreign languages. In some schools they are taught earlier.

Compulsory secondary education begins at the age of 6 and is free in state schools and fee-paying in private ones. Children start learning foreign languages from the 1<sup>st</sup> form in all schools.

There are different types of schools in Ukraine: gymnasiums, lyceums, colleges, language schools, secondary schools, schools with technical, mathematical, computer, law, sport, art and pedagogical slant. There are also private gymnasiums, colleges, lyceums and international schools.

In secondary schools there are obligatory subjects and optional courses pupils of senior forms can take in addition to the required subjects.

After the 9<sup>th</sup> form the pupils can enter vocational (training) schools. After getting secondary education pupils can enter technical schools and colleges of the 1<sup>st</sup> and 2<sup>nd</sup> Level of Accreditation that train young specialists in different trades or higher educational establishments: universities, institutes, academies or conservatoires.

#### 10. Listen to the dialogue, act it out. Use the key phrases to describe your school life.

**S1:** Hello, Misha! Thank you for your agreeing to help me with my project as I am writing an article about learning of foreign languages in Ukraine.

**S2:** You are welcome! I study at language school 112 named after Taras Shevchenko. Unlike other schools, it is a full-time school so pupils stay at school from 8 a.m. until 6 p.m. English, French, German and Spanish are learned at our school. The headmistress of our school is Larysa Matskevych, the most democratic headmistress in Kyiv. So every year we elect the President of our school and form the Cabinet of Ministers who are in charge of certain departments. It's so interesting!

**S1:** At what age do the pupils start learning languages?  
**S2:** At the age of 6. Most pupils start learning languages before they go to school.

**S1:** Do you find it difficult to learn three languages simultaneously?

**S2:** Yes, I do, but it's great! What is more, our lessons are always creative. I am very grateful to my English teacher, Volodymyr Borymskyi, who made me get interested in foreign languages. His work deserves admiration.

**S1:** What subjects does your school curriculum include?

**S2:** Mathematics, Biology, Chemistry, History, Physics, Physical Education, Computer Studies and others. We are also offered optional courses such as Business English and English for lawyers and some more.

**S1:** What about out-of-class activities?

**S2:** Oh, all kinds of out-of-class activities are part of our school life. We don't have time to be bored. We have lots of opportunities for doing sport, attending different clubs (for example, Book Club, Maths Club, Tennis Club) and singing in a choir. Our school has a good library and we can use any materials we need when we are doing our homework or different projects.

### DIVE 32-33

#### 13. Listen to the descriptions of these libraries, name them and complete the table.

1. This library is the national library of the United Kingdom. It is based in London and is one of the world's most significant research libraries, holding over 150 million items in all known languages and formats: books, journals, newspapers, magazines, sound and music recordings, maps, stamps, drawings and much more, making it the largest collection in the world.

2. This library is the nation's oldest federal cultural institution and serves as the research arm of Congress. It is also the largest library in the world with millions of books, recordings, photographs, maps and manuscripts in its collections. Its collection was growing at a rate of

about two million items per year; it reached more than 155 million items in 2012. The Library's mission is to make its resources available and useful to Congress and the American people and to preserve a universal collection of knowledge for future generations.

3. This library was compiled by Sir Robert Bruce Cotton. It contains collections of books, manuscripts, coins, medallions and artifacts. Its collection is the single greatest known resource of literature in Old English and Middle English, such works as «Beowulf», the poem «Pearl» and the Lindisfarne Gospels. But nowadays this library is part of the British Library. Today, the Cotton collection at the British Library comprises more than 1,400 manuscripts and over 1,500 charters, rolls and seals. These items range in date from approximately the 4<sup>th</sup> century to the 1600s, and have their origin in western Europe and beyond.

4. This library is the largest library in the country. It was established in 1918 as the main scientific information centre. Its collection contains more than 15 million items. This unique collection includes books, magazines, serials, maps, manuscripts, rare printed books and incunabula, newspapers and documents of untraditional materials. The library has the most complete collection of Slavic writing, archives of outstanding world and Ukrainian scientists and the National Academy of Sciences.

5. This library consists of 4 research centres and 85 branch libraries in Manhattan, Slaten Island and the Bronx. It is the largest research library with a circulating system in the world. Its collection is more than 52 million items and serves millions of users. The Library holds items, from books, e-books, and DVDs to renowned research collections used by scholars from around the world. NYPL's historical collections hold such treasures as Columbus's 1493 letter announcing his discovery of the New World, George Washington's original Farewell Address, and John Coltrane's handwritten score of «Lover Man».

## Відомості про користування підручником

№ з/п	Прізвище та ім'я учня/учениці	Навчальний рік	Стан підручника	
			на початку року	наприкінці року
1				
2				
3				
4				
5				

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*БУРЕНКО Валентина Миколаївна*

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