



Larysa Kalinina
Inna Samoylyukevych

ENGLISH

АНГЛІЙСЬКА МОВА



8



Л.В. Калініна, І.В. Самойлюкевич

Англійська мова

Підручник для 8 класу
з поглибленим вивченням англійської мови
закладів загальної середньої освіти

Larysa Kalinina, Inna Samoylyukevych

English

**A textbook for Grade 8 specializing in English
of general secondary education establishments**

Рекомендовано Міністерством освіти і науки України



Київ
«ГЕНЕЗА»
2021

Любий друже і люба подружко!

Перед вами підручник з англійської мови. Він містить сім розділів – *Units*. Кожен з них – це велика тема, наприклад “*My Friends and Me*” або “*Live and Learn*”. Для того щоб з книжкою було зручніше працювати, уроки поділено на декілька частин.

Кожен урок починається з бесіди – *Now for it!*, яка допоможе вам активно включитися в роботу, «зануритися» в середовище англійської мови, відновити в пам’яті свої знання.

У вас з’являться нові друзі. Це персонажі *Annie, Alice, Peter, Ted* та інші, з якими ви будете спілкуватися англійською, вивчати граматику, поповнювати словниковий запас.

Підлітки розкажуть вам про життя школярів і школярок у своїх країнах, навчать спілкуватися мовою, яка є для них рідною. Ви обговорюватимете улюблені книжки та журнали, цікаві телепередачі, відомих музикантів, побуваєте в популярних концертних залах ваших країн. Ви покажете своїм закордонним друзям вашу рідну країну – Україну, ознайомите їх з визначними місцями.

З уривків творів відомих англійських та американських письменників і письменниць ви дізнаєтеся більше про англійські країни. Це допоможе вам не тільки поглибити знання з англійської мови, а й навчитися спілкуватися з однолітками, стати цікавим співрозмовником або співрозмовницею.

Good luck!
Хай щастить!

УМОВНІ ПОЗНАЧЕННЯ:



– Домашнє завдання



– Завдання підвищеної складності

CONTENTS

Introduction	3
UNIT 1: My Friends and Me.....	5
UNIT 2: Live and Learn	37
UNIT 3: Music to My Ears	73
UNIT 4: In the World of Mass Media	107
UNIT 5: The More You Read.....	147
UNIT 6: Britain Is Great	179
UNIT 7: Visiting Ukraine	213
First Aid Kit	245
Vocabulary	259
Keys to the Test Files.....	271

Матеріали розділів Writing Samples та Audioscripts можна переглянути або завантажити за QR-кодом.





Unit 1

My Friends and Me

In this unit you will learn how:

- to talk about making friends;
- to describe your best friends;
- to speak about your pen-friends;
- to discuss your leisure time with friends;
- to check your knowledge and skills on the topic getting ready for your independent testing.



Unit One: My Friends and Me

1.1. Making Friends

Word Bank

- pen-friend
- cute
- zits
- peers
- to hurt
- elective
- band

Phrase Bank

- trendy clothes
- make fun of somebody
- to be cool
- to do fun stuff
- to be true to oneself
- to be unpopular
- to be hard on somebody
- to come along
- to be a good mixer
- to think much of somebody
- to make friends with somebody

Communication Box

- So far...

I. Now for it!

Read the chart and say what colour is true about your character. Can any characteristics of other colours be attributable to describing your personality? Let your friends judge.

BrE colour
AmE color



white

You like things to be neat and clean and you always plan ahead.



red

You have strong feelings and a quick temper.



black

You are intelligent and love to discuss serious things.



yellow

You are a happy friendly person and you love being in the sun.



blue

You like fresh air and being outdoors and you like cold weather.



brown

You like to be in charge and tell others what to do.



green

You care about the environment and love animals.



pink

You love to laugh and don't take things too seriously.



purple

You like to be alone and «do your own thing»

Example: *My favourite colour is pink and I like to laugh and make jokes. I can also be serious.*

II. Reading

Read the dialogue between two American girls and say how they made friends.

Annie: Hi! I don't think I've seen you in this group. You are so cute. Are you new?

Alice: I am, really. It's my first day.

Annie: Welcome. My name is Annie. How do you like the class?

Alice: Oh, I really like it.

Annie: Yeah, me too so far.

Alice: Frankly speaking, it's a little hard for me. **I'm only taking** it as an elective because my parents want me to go to college, **they demand it**. I'm not a 'language' person, you know. **I like music better**. Are you in a music club?

Annie: No, but **I am thinking of joining** the band. **I play the guitar**. And what musical instruments do you play?

Alice: I want to play some of them, but it wasn't required in my previous school. **I've learned to** play the drums and saxophone. In our band I play the alto saxophone.

Annie: It's great! I love saxophone. You probably are a romantic person.

Alice: My friends say the same. And not only because I love music, but because I write poems for our school journal. **I have already published** a few poems in our city newspaper.

Annie: You sure keep busy with all those extra-curricular activities. Any time for friends?

Alice: Certainly, **we love to hang out** at the mall, walk around, look at the trendy clothes store, check out what's new at the music stores and sometimes go to the movies. It's good to do fun stuff like this. I have really good friends and think much of them.

Annie: It sounds like a lot of fun. Unfortunately, I have only pen-friends. Can I come along and meet your peers?

Alice: Sure, no problem. You seem to be a good mixer. Let's make it round about 4 p.m. at our assembly hall. Oh, no, here goes the bell. We'd better run if we want to get to class! See you this afternoon.

Annie: See you.



Mall

Across Cultures: the USA

Mall – a large shopping centre, usually enclosed, where teenagers like to meet and socialize.

III. Language Track

Phonetics in Context

1. In the text above, find general questions and reproduce them with correct intonation, following the pattern. Practise this intonation pattern in chain in your own context.

Pattern:

'Are you ↗ new?

A: Are you in Grade 8?

B: I'm. Do you have many friends?

A: I do. Do you.....

Words and Phrases in Context

1. Study the difference in meaning. From the text reproduce the words in context and interpret their meaning. Make up sentences by analogy with them.

Mind!

to demand – to ask for something.

Example: *My teacher demanded an explanation.*

to require – to ask somebody to do something as a necessity (often in the passive voice).

Example: *We are required to follow the rules.*

Example: *Trust is required of a real friend.*

2. From the text above, reproduce words and phrases which have the same meanings as the given ones in the contexts.

Example: *Very pretty and attractive → cute*

My best friend is very cute and I think much of her.

- a course that students can choose to take if they wish;
- a group of musicians;
- someone who finds it easy to talk to people they don't know;
- the people who are the same age as you (or in the same class);
- someone you write friendly letters to, especially someone in another country;
- something that is very fashionable, interesting etc. in a way that people admire.



3. Read what Alice told Annie. Now she became cool and made friends with her classmates. From the box choose words and phrases suitable for the proper context and comment on their meaning.

to be unpopular making fun of me took sport
zits made friends trendy clothes cool
peers true to yourself

In the eighth grade I was *unpopular*. I was short and had some _____ on my face. I watched my classmates even _____.

But at the end of the eighth year I _____ and became more athletic and _____ with some of the popular girls in my field hockey team. It was my passport to popularity. My best friend now is the one who gave me a hard time and made me feel stupid.

I think to be popular with your _____, you have to be perfect __ to wear _____, to have perfect hair and face and to look just like them. It's really _____ to stay with the group, but at the same time to be _____. My new friends respect me when I stick to my principles.

Grammar in Context

1. From the text, reproduce the grammar constructions in bold and interpret their meanings.
2. Complete the instructions and make up your own sentences with them.
 - If you want to describe your friend and your everyday activities use _____.
 - If you want to talk about the process which takes place at the moment use _____.
 - If you want to speak about things that have happened before now, use _____.

Go to your **First Aid Kit** on p. 245 for more information



3. Using the text you've read say:

- What Annie and Alice do regularly;
- What questions they are discussing at the moment;
- What the girls have managed to do before now.

Go to your WB for more exercises

IV. Communication Track

1. Speaking

a) Use the star-technique and say how you make friends.

How often do you make friends?

What helps you to make friends?

What kind of people do you prefer to make friends with?

When is it the best time for making friends?

Where can you make friends?



b) Pair up with your friend and complete the dialogue. The ending is given.

- ...
- Sounds like a lot of fun. Can I come along?
- No problem, you are sure to like it. Let's make it round about 4 p.m. at the English speaking club.
- Great! I'll be looking forward to seeing you.



c) In the whole group discuss over one of the proverbs.

People meet but mountains never greet.

Between friends all is common.

Company in distress makes sorrows less.

2. Listening

a) Before you listen

You are going to listen to a dialogue between two friends. Write 3-5 possible questions they might be discussing.

b) While you listen

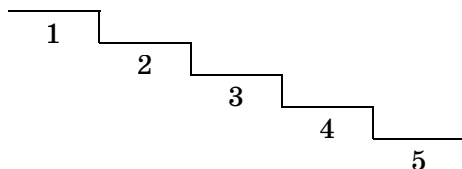
Listen to the dialogue and match the questions to the answers.

1. Where are you going?	a) You won't believe it but I find it most pleasant and enjoyable.
2. You go to the disco? I can't believe my ears.	b) To school. There is a disco tonight.
3. How do you feel about dancing now?	c) Sometimes boys at school are making fun of me. It hurts my feelings but I have learned how to answer back.
4. Are you that free about big gatherings?	d) You are right.
5. Did you manage to overcome your being timid completely?	e) I sure am.
6. Isn't it Sam?	f) That's true. I can't believe this is really happening to me.



c) After you listen

In groups, discuss the factors that make teenagers feel comfortable among their peers. Rank them in order of importance.



3. Writing

a) Before you write

- If you want to get a piece of advice from many people write an advice-seeking letter, which is published in a newspaper section called “Letters to the Editor”.
- Brainstorm with your friends what problems a teenager may raise in the advice-seeking letter.
- Make a list of words/phrases you can use to sound polite.

b) While you write

How to write an advice-seeking letter

Content Tips	Language Tips
<ul style="list-style-type: none"> • Start your letter with an introduction in which state the reason for writing • Write 2–3 paragraphs describing your problems from different perspectives • Raise questions that worry you and give your explanations. • Ask for opinion • Write some closing remarks in your conclusion and ask for help 	<ul style="list-style-type: none"> • I’m writing to you in hope... • There is no one I can turn to... • I have a situation for which... • Never in my wildest dreams... • It would be great if... • It would be most useful to know... • I would be delighted if... • The problem is... • I must apologize for troubling you with my request... • I hope my request won’t be... • Thank you in advance for your kind cooperation... • I would like to thank you for your time...

Go to p. 1 for a sample of an advice-seeking letter.
Here and thereafter, use QR-code and link, p. 4



At Home: In your WB, write an advice-seeking letter as to how to make friends.

1.2. A Friend in Need...

Word Bank

- to bully
- to betray
- jealous
- supportive
- sincere
- to date
- to reassure
- confident
- reliable

Phrase Bank

- to pour one's heart out
- to see life through someone's eyes
- to feel inferior to somebody/something
- to be a shoulder to cry on
- to turn a deaf ear to somebody
- to do one's best to do something
- to envy somebody something
- to cope with
- to experience one's own power

Communication Box

- Vice versa, ...

I. Now For it!

Read what famous people say about friends and friendship and say who you agree with:



No man is useless while he has a friend.

Robert Louis Stevenson

Without friends no one choose to live, though he has all other goals.

Aristotel



There is nothing I would not do for those who are really my friends.

Jane Austen

Example: *I personally agree with Robert Louis Stevenson. My best friend should tell me about my merits and praise me for my achievements. It'll stimulate me, I think.*

II. Reading

Read what different children say about their friends and say what qualities mentioned by them your devoted friend has.

PART I

My name is David and I'm happy to have many friends. I believe that life is **meaningless** without them, because sometimes you need a friend to pour your heart out. Of course, you feel safe and protected in the family, but very often I'd like to have a piece of advice from someone who sees life through my eyes and this is my best friend Andrew. He supports me in all situations, no matter if I'm sometimes wrong. But then later he'll tell me to my face whether I was **impolite** or **unfair**. He has never been **insincere**. I appreciate that.



David



Sally

My friend's name is Dan. I like to socialize with him because he is **unpredictable**. Every date is different with him and **unforgettable**. Last time he taught me how to write a limerick. It's a kind of a little **illogical** and strange at first poem which has only five rhyming lines. I thought my efforts would be **useless**, but Dan praised me. He can find the words to encourage me and I never feel inferior to him. I suppose due to this quality Dan has many devoted friends and finds them easily. It's **impossible** not to love him, he is so cute!

PART II

My best friend Ann calls me 'a shoulder to cry on'. She always tells me secrets and I never turn a deaf ear to her. My pieces of advice are never **discouraging** or **disrespectful**. And vice versa. I do my best to help her out.

Very often friends are everything to me. It's cool always doing fun stuff like dancing at parties, hanging at the computer club or just talking. They say I'm a good mixer because I have many friends. Very often I bake a cake and invite them to my place to talk about life, listen to music or watch a new film. Sometimes we argue, but they never bully me. Life is cool with them.



Kate



Andrew

They say it's neat to have friends. Unfortunately, I'm **unpopular** with my classmates because I don't have trendy clothes and don't hang at parties or concerts. I think friends can betray you or make fun of you.

Some of my classmates envy my success. I study well and it makes them feel jealous because they are often **irresponsible** and that's why they are **unreliable**. My parents try to reassure me and say that there

are no **blameless** people. They want me to look at my classmates differently. They say it's odd that I don't have friends. They may be right. Sometimes I wish I had some real friends, but they are very rare.



Ann

I'm very shy in what I say or do even with my friends and suffer from it a lot! I wanted to invite my friends to my house for a party, but I was afraid I wouldn't cope with it. It was so **disappointing**. When my elder sister learned about my problem she gave me a helping hand. I had a party. All my friends came and we enjoyed ourselves talking, dancing, playing. We found the way to each other and were happy. I experienced my own power and my sister and my friends helped me.

III. Language Track

Phonetics in Context

1. From the text above, reproduce words with sounds /v/ and /w/ in their contexts. Practise saying them in your own sentences.

Example: *I believe, life is meaningless without friends.*

I believe, a person is happy when he has friends and unhappy when he is without them.

Words and Phrases in Context

1. Study the difference in meaning. Find them in the text and reproduce in context. Make up your own sentences by analogy.



Mind!

strange – not known, not even seen before.

Example: *It's difficult for me to make friends in a strange country.*

odd – different from what is ordinary, peculiar, hard to understand.

Example: *It's very odd that she didn't reply to my letter.*

2. From the text above, reproduce words in contexts which are formed from the following verbs. Illustrate them with your own examples.

Example: *to support – supportive*

My friends are very supportive.

I appreciate my friend who is very supportive and helpful.

- | | | |
|--------------|----------------|-----------------|
| • to predict | • to mix | • to popularize |
| • to forget | • to encourage | • to blame |
| • to devote | • to respect | • to confide |



3. In the text above, find words/phrases with which children characterize themselves and their friends. Categorize them into positive and negative. Use some of them to talk about your friends.

+	—
<ul style="list-style-type: none"> • to see life through somebody's eyes 	<ul style="list-style-type: none"> • impolite

Example: *I have much in common with my friends because we see life through our own eyes.*

Grammar in Context

1. In the text, find the adjectives with a negative meaning and reproduce them in contexts. Interpret their meaning.
2. Classify these adjectives according to the prefixes or suffixes they are formed with and illustrate with your own examples.

un-	?	?	?	?
unreliable				

Example: *If your friend is unreliable, you can't trust him.*

Go to your **First Aid Kit** for more information on p. 256

3. Complete the instructions.

If you want to characterize somebody negatively, use...



At Home: Conduct a mini-survey among your teenage friends about their attitude to a healthy way of life. Report your findings to the class and say what you do to become healthy.

IV. Communication Track

1. Speaking

a) Give your characteristics of a good friend. Say what qualities he/she might have.
Use:

- I think...
- My devoted friend should...
- If he/she is a true friend...
- It's an open secret that...
- Besides...
- I'm happy when...
- As a rule, friends...
- Finally, a friend...

b) Pair up with your friend and complete a dialogue about your friends round the beginning.

- Hey, meet my friend Borys!
- Hi, Borys, glad to meet you.
- Me too. It's cool to have such a friend as you .
- ...



c) In the whole class, dispute over the truth of the following statement

“Friends are like books, should be few, but good.”

2. Listening

a) Before you listen

You are going to listen to a part of the story “The Devoted Friend” by O. Wilde.
Judging by the title try to predict:

- the characters of the story;
- their relationships;
- the qualities the friends had.

b) While you listen

Listen to the story and correct the mistakes in the statements given.

Example: *Hans was very proud of his friends who had ~~unusual~~ noble ideas.*

1. Hans liked to listen to his friends' ideas about gardening.
2. The Miller gave his friend Hans a lot of things in return.
3. In winter Hans suffered a lot from loneliness.
4. When winter came the Miller continued to visit his friend Hans.
5. The Miller enjoyed taking a big basket of vegetables from Hans in spring.



c) After you listen

Comment on the Miller's ideas of friendship.

"Real friends should have everything in common".

"True friendship is free from selfishness".

"When friends are in trouble they should be left alone and not be bothered by visitors".



Group up for the project to design a post in your blog about your friends. Consider the following points:

- What makes them special to you;
- What interests you share;
- Which of your friends' qualities you appreciate and want to develop in yourself.

3. Writing

a) Before you write

- If you want to argue with people about devoted friends and friendship and express your opinion, write an opinion essay.
- In groups, brainstorm with your friends what arguments should your essay contain.
- Make a list of words and phrases you can use in your opinion essay to sound convincing.

b) While you write

How to write an informal opinion essay

Content Tips	Language Tips
<ul style="list-style-type: none"> • State the topic and your opinion in an introductory paragraph • Write two or more paragraphs and present separate viewpoints supported by your reasons • Restate your opinion in conclusion 	<ul style="list-style-type: none"> • In my view... • In my opinion... • It seems to me... • To start with... • Another major reason is... • Furthermore... • In addition to this... • It's argued that... • Contrary to what people may believe... • As opposed to the above ideas... • To sum up... • All things considered... • Taking everything into account...



At Home: In your WB, write an opinion essay about devoted friends and friendship.

1.3. News from Pen-Friends

Word Bank

- windsurfing
- diving
- coach
- to explore
- ranger
- incredible
- flippers
- turtle

Phrase Bank

- to make a decision
- to approve of something
- in case of emergency
- to be thrilled at the prospect of
- to get a certificate
- to know everything there is to know about something
- to be responsible for somebody
- to rack one's brains
- to be like-minded people
- to have quality time

Communicative Box

- First things first.
- Furthermore...
- No matter...
- Incredible!

I. Now for it!

Look at the photos of some Ukrainian children's pen-friends and say what they like to do in their free time.



Example: *I think American pen-friends like to play basketball.*

II. Reading

Read letters of some pen-friends to their Ukrainian friends and say what questions Oksana and Roman asked them.

Dear Oksana,

Thank you very much for your letter. I was so glad to learn that you **had become** a champion in swimming in your summer camp. My heartiest congrats! A month ago the coach of our "Sea Club" brought us to the Red Sea. We **had never had** such a terrific holiday before. As all of us are very good at swimming and diving and are interested in biology, we joined a scientific expedition that was studying the sea life of the Red Sea coast at that time.

Luckily, the researchers **allowed** us to help them in their work and **gave** us special swimming suits and flippers for diving, so we were able to stay deep inder the sea for quite a long time. Thus, we had a chance to observe

wildlife. Honestly, we were amazed how beautiful the underwater world was! Millions of brightly coloured fish **were moving** busily around us. **I'd never seen** so many beautiful fishes before. Crabs, turtles and sea snakes **looked** at us curiously and then **hurried** about their underwater business, disappearing into the depth.



While we **were working** for the expedition, exploring the sea plants and animals in their natural conditions, we made a firm decision to go on studying biology and natural sciences, as the research work became very attractive to us. We talked to our coach and he approved of our decision. What do you think about it?

That's all for now. I've answered all your questions. If you want to know more about my swimming experience, feel free to ask. Remember me to your friends.

Yours,
Barbara

P.S. In this photo you will see me.

Dear Roman,

Sorry for my long silence, I wasn't at home. I **was travelling** all around Britain. But first things first.

We **started** with Yorkshire Dales and I was thrilled at the prospect of going there. It was one of those activity places where you get a certificate for climbing a mountain. I **felt** like a real ranger exploring forgotten corners of the mountain forests, trying to discover something new. Besides, I wanted to learn everything there was to know about climbing: how to make knots, to tie a climbing rope and, finally, how to help other climbers in case of emergency. I realized that our climbing team is one family, in which every member is responsible for each other. Now I'm an experienced climber as you are.



Furthermore, I **went** to Scotland. I **visited** ancient castles and churches. I haven't been to many places yet, except Caernarvon Castle in Wales and Holyroodhouse in Scotland, but I **read** and **watched** a lot of TV programmes about travelling to various countries. You'll be surprised to know that I've read about Ukraine recently and it sounds like a fantastic place. They say, there is no need to rack your brains about outings in Ukraine as the cultural life is intense. It's incredible, that nearly every town or city has ancient monuments and museums. They may not be at the top of the list of the most outstanding places, but I think, they promise a great enjoyment for a person of any age and background.

I told my friends about it. We are like-minded people and usually spend our holidays together. We are interested in history, folk tales and songs from other countries. And of course all of us enjoy sightseeing of all kinds. As you see, our interests unite us and we usually have fun every summer. So we are going to Ukraine for the next summer holidays and feel delighted about it.

I must stop here. Hope to meet you when in Ukraine. Take care.

Yours,
Sam.

Across Cultures: The UK



Yorkshire Dales – an area of countryside, valleys and villages in the North of England. It is considered one of the most beautiful areas in England and is especially popular with British people on walking holidays.



Caernarvon Castle – the 13th century castle in Wales. At a ceremony there in 1969, Prince Charles became officially the Prince of Wales



Holyroodhouse – a royal palace in Edinburgh used by members of the British royal family when they visit Scotland. Open to the public at other times.

III. Language Track

Phonetics in Context







1. In the text above, find and reproduce introductory phrases with correct intonation according to the pattern. Illustrate them with your own examples.

Pattern: *"Luckily, the researchers" allowed us to help them in their work.*

Example: *"Luckily, I have got" a chance to explore fauna and flora of the Black Sea coast.*

Words and Phrases in Context

1. Look at the pictures and reproduce the words in context from the texts. Match them to their definitions and say when and where you can see or use them.

<p>1</p>  <p>climber</p>	<p>a) someone who climbs as a sport.</p>
<p>2</p>  <p>flippers</p>	<p>b) a piece of equipment that provides a diver with air, and which they wear on their backs.</p>
<p>3</p>  <p>ranger</p>	<p>c) large flat rubber shoes that you wear to help you swim faster.</p>
<p>4</p>  <p>turtle</p>	<p>d) a reptile that lives mainly in water and has a soft body covered with a hard shell.</p>
<p>5</p>  <p>aqualung</p>	<p>e) someone whose job is to look after a forest or area of countryside.</p>
<p>6</p>  <p>diving</p>	<p>g) the sport of swimming under water using special equipment to help you breathe.</p>

2. From the text, reproduce words and phrases with the same meanings in contexts. Make up your sentences by analogy.

Example: *to decide*=*to make a decision*

We made a firm decision to study biology.

I've made a decision to write a letter to our pen-friends from Poland.

- to be excited;
- to know everything about something;
- to investigate;
- to like the idea of smth.
- when sth very urgent occurs;
- to be smb's duty;
- people with the same interests.



3. Complete the sentences.

Speaking about your pen-friends.

- My pen-friends and I are like-minded people because...
- We are thrilled at the prospect of...
- We want to know everything there is to know about...
- As our pen-friends we are responsible for...
- We like to spend our quality time...
- Together we've made a decision...
- ...in case of emergency.

Grammar in Context

1. From the text, reproduce the elicited grammar constructions in bold in context and interpret their meanings.
2. Complete the instructions and make up your sentences to illustrate them.
 - If you want to describe past actions which happened immediately one after the other, use...
 - If you want to describe a past action which was in progress, when another action interrupted it, use...
 - If you want to describe an action which happened before another past action or a specific time in the past, use...

Go to your **First Aid Kit** p. 245 for more information



3. Imagine that you visited your pen-friend in Britain in summer and your friends want to know about it. Answer your friends' questions using the correct forms of the verbs in brackets.

Friends: Look here, Taras. When did you visit your pen-friends?

You: I visited them in July after I had got their invitation.
(to go) (to get)

Friends: Did anybody meet you at the airport?



You: Sure. When I came my British friend _____ for me at the airport.
(to wait)

Friends: Fine, and where did you stay for the holiday?

You: My friends _____ me a room in their house before I came. I
(to prepare)

_____ very comfortable there.
(to feel)

Friends: And what were you doing all days long?

You: We _____, _____ our opinions on
(to socialize) (to exchange)

different problems, or just _____ TV when the weather was
(to watch)

bad. In good weather, we _____ out and _____ sightseeing of
(to go) (to enjoy)

all kinds.

Friends: Were there any new activities you did with your friends?

You: Sure. I _____ horse riding. My friends' father _____ with
(to try) (to work)

horses on a farm and he _____ me to ride a horse. You can't imagine
(to allow)

how exciting it _____. If I _____ a chance to join a horse-riding
(to be) (to have)

club here, I would do it without delay.

Friends: It's so tempting!

Go to your WB for more exercises

IV. Communication Track

1. Speaking

1. Tell your friends about your pen-friend using the star plan.

What's your pen-friend's name?

How often do you write letters to each other?

Where does she/he live?

What do you have in common?

When did you become acquainted with him/her?



2. Pair up with your friend and discuss your interests.

- A: _____?
- B: Sure. We are like-minded people and we share our interests.
- A: _____?
- B: Of course we want to know everything there is to know about...
- A: _____?
- B: Yes, it's incredible! Furthermore, we made a firm decision to continue our research.
- A: _____?
- B: I was thrilled at this prospect, wouldn't you?
- A: _____?
- B: Luckily, there is the Internet and we can write each other as often as we want.



3. In the whole class dispute over the statement

It's cool to have like-minded people among your pen-friends".

2. Listening

a) Before you listen

You'll listen to Alec's interview. Read the first reporter's statement and say what the interview will be about. Make a list of possible questions the reporter may ask Alec.

Reporter:

...And you are an adventurous person, Alec. You are only 15, but you have been to lots of different countries and made a lot of friends.

b) While you listen

Listen to the interview and choose correct answers to the questions.

- How many countries did Alec visit?
 - 3;
 - 4;
 - 5.
- Where did Alec meet his pen-friends?
 - on a sightseeing tour;
 - in the summer language school;
 - at a folk music festival.
- Where are his pen-friends from?
 - Britain, the USA, Denmark and Poland;
 - Germany, Poland, Britain and Spain;
 - China, Britain, Poland and Germany.
- How do the pen-friends communicate?
 - they write letters;
 - send e-mails;
 - they use the Skype.

5. What skills did Alec develop communicating with his pen-friends?
 - a) writing and speaking;
 - b) speaking and listening;
 - c) listening and reading.
6. Why is Alec thankful to his pen-friends?
 - a) due to them he travels a lot;
 - b) due to them he speaks English better;
 - c) due to them he works much on his computer.



c) After you listen

In groups think and decide how your pen-friend and you may benefit from communicating with each other.



Group up for the project to design a poster: “Wherever you have a rest, be environmentally friendly!”

3. Writing

a) Before you write

- If you want to communicate with your pen-friend, write a personal letter to him.
- In groups, brainstorm with your friends what you can write your pen-friends about.
- Look through two personal letters of Barbara and Sam on p. 18–20 and make a list of introducing phrases used by them.

b) While you write

How to write a personal letter

Content Tips	Language Tips
<ul style="list-style-type: none"> • Start your letter with greetings and informal introductions • Write 1–2 paragraphs in which you introduce a topic or surprising news • Go back to the previous topic and make sure you answered questions that your friend had asked before • Write your closing remarks in the ending • Finish your letter with your first name 	<ul style="list-style-type: none"> • I’m writing to apologize for... • I hope this letter will find you well. • I’m writing to tell you my wonderful news. • Well, you would never guess... • By the way, did you know... • Anyway, as I was saying earlier, I really... • Actually... • Well, that’s all for now. Write back and tell me what you’ve been up to. • I look forward to hearing from you. • Remember me to...

Go to your p. 1 for a sample of a personal letter



At Home: In your WB, write a personal letter to your pen-friend.

1.4. Being Together

Word Bank

- latecomers
- to admit
- stuntman

Phrase Bank

- to take up a hobby
- to feel safe and sound
- to join the fun
- to participate in singing karaoke
- talent contest
- a stand-up comedian
- leisure time

Communication Box:

How to express preferences spending time together

- Are you planning on ...?
- Does ... appeal to you?
- Does ... work well for you?
- Won't you feel depressed knowing you ... can't make it?
- Is ... on your list of likes?
- Do you mean you are a great lover of ...?
- What's your preference ... or ...?
- Would you like to ...?

- I'm just here...
- Well, sure, maybe a little bit ...
- I think it's pretty extreme ...
- I really feel like ...
- I refuse to believe that ...
- Well, frankly speaking, I feel (no) enthusiasm for ...

I. Now for it!

Read the advertisements and say which of them you'll choose for your friends and yourself and why.

Are you a great admirer of music?

Then the rock concert on Saturday afternoon is just for you! Don't miss it! 5 p.m. Central Park



You enjoy humour, don't you?

Fun Quiz!

Tonight 6.30 p.m.

Town Assembly Hall

Free entrance

(Late comers will not be admitted, so be on time)



*City Art Club
can improve your artistic
abilities if you feel like
drawing. All you need is time
and patience. Come to us on
Sunday at 4 p.m.*

*A day out!
Gorgeous sunshine and a lot of fun!
Join us on Sunday and be ready to
take colours from what you see!
Meet the group at school at
10 o'clock in the morning.*

Example: *As my friends and I are keen on music, we'll go to the concert.
I think we'll enjoy it.*

II. Reading

Read the dialogue between two friends and from the pictures suggested choose those the friends talked about.



Planning your Leisure Time

Helen: Hello!

Peter: Hello, Peter speaking.

Helen: Hi, ...? I didn't catch the name.

Peter: This is Peter Glibko.

Helen: Oh, Peter. Sorry, it's not a very good line.

Peter: **I wonder if you have** anything special to do on Sunday. Are you planning anything special this week?

Helen: No, why?

Peter: Does the auto show appeal to you? I know you are interested in cars, unlike many other girls. Our classmates saw the show last Sunday and recommended us going there. I've got two tickets.

Helen: Well, I've never seen anything of the sort. I think it's pretty extreme. **Do you think** there will be a car race? They say, it's terrific.

Peter: No, it's not like a car race. It's when stuntmen drive cars and do different dangerous tricks, like driving through a hoop or driving on the wheel. I refuse to believe that you won't like it.

- Helen:** Oh, I'm thrilled at the prospect. Stuntmen are courageous people. They perform breathtaking tricks. I'm absolutely sure I'd like to see it. So, I'm eager to join you. **Do you know when it is going to start?**
- Peter:** At 12 o'clock. We will have much fun together.
- Helen:** Speaking about fun, do **you feel like going to** our central park after the car race?
- Peter:** ... to see the Karaoke competition? Some girls from our class were going to participate in it. I think it promises a great time, too.
- Helen:** Do you mean you are a great lover of Karaoke singing?
- Peter:** Not me. My cousin Oksana took up that hobby. She won the talent contest last year. She hopes to win and I'd like to support her.
- Helen:** I know Oksana. She is the best stand-up comedian in our school. But I never heard her singing. Can you tell me what songs she likes?
- Peter:** Wait a little and you'll see for yourself. I'm sure it'll be a fascinating show.
- Helen:** OK.

III. Language Track

Phonetics in Context

1. From the dialogue, reproduce the general questions in context with a correct intonation. Follow the pattern.

Pattern:

'Are you 'planning 'anything ↗ special this week?

Practise saying them in your own sentences.

Words and Phrases in Context

1. Study the difference in meaning. From the text, reproduce the words in context and interpret their meanings. Make up your sentences by analogy.



contest – a competition, usually in which a judge or a group of judges, or the public decide the winner.

Example: *My pen-friend from Britain participated in a beauty contest last spring.*

competition – an organized event in which people or teams compete against each other.

Example: *My friends and I take part in sport competitions.*

2. Match words and phrases to their definitions. Find them in the dialogue and reproduce in their contexts. Give your examples with them.

1. stuntman 2. talent contest 3. a stand-up comedian 4. to feel safe and sound 5. karaoke competition 6. leisure time	a) one person telling jokes alone as a performance; b) a man who is employed to take the place of an actor (when something dangerous has to be done); c) unharmed; d) a competition in which people show how well they can do something – dance, sing etc. e) time when you are not working or studying and can relax and do things you enjoy; f) a competition in which somebody sings a popular song while a machine plays the music to the song.
--	--

Example: *I appreciate the work of stuntmen. They are the most courageous people I know.*



3. From the text, reproduce words/phrases the friends use to characterize a car race and karaoke singing. Use them to describe your hobby or favourite activity.

Example: *terrific – they say, it's terrific!*

I personally like the circus and gymnastics. Tricks are terrific there for me.

Grammar in Context

1. From the dialogue, reproduce the grammar constructions in bold and interpret their meanings.

2. Complete the instructions.

- If you want to ask for more information, use...
- If you begin a question with: Do you know when... Could you tell me when..., the word order...
- If there is no question word (what/why etc.), use...

Go to your **First Aid Kit** p. 245 for more information



3. In chain, ask each other questions for more information about your leisure time.

Example: *A: Can you tell me when the football match between our class and grade 9 begins?*

B: I wonder if you take part in this match?

C: Do you know who the referee of the match will be?

Go to your WB for more exercises

IV. Communication Track

1. Speaking

1. Tell your classmates how you prefer to spend your leisure time with your friends. Use the guiding questions.

- How often do you spend your leisure time together?
- What does the choice of this activity depend on?
- How do you plan your leisure time?
- What activities are your favourite?
- Why do you like being together with your friends?

2. Read and learn how to express preferences on being together. Make up a dialogue round one of the mini-dialogues.

1) – Does _____ appeal to you?

– Well, frankly speaking, I feel no enthusiasm for it. I'd rather stay at home and watch TV.

disco



2) – Is _____ on your list of likes?

– Well, maybe a little bit, but not too often.

an outing



3) – I refuse to believe that you don't like _____.

– I think it's pretty extreme and I like swimming better.

scuba diving



4) – Do you mean you are a great lover of _____?

– I love it. I never miss a chance of seeing a football match.

football



5) –What is your preference: _____ or theatre?

– I really feel like going to the circus. It's ages since I've been there.

circus



- 6) – Would you like to see _____?
 – By all means! I am thrilled at the prospect.

horse racing



3. In the whole class, debate over the great man's words:

Everyone is dragged by their favourite pleasure (Virgil)

2. Listening

a) Before you listen

You are going to listen to some teenagers talking about their leisure time with friends. In groups think and decide:

- What their favourite leisure activity may be;
- What they feel about being together.

b) While you listen

Listen to teenagers and fill in the chart.

Name	Favourite activities	Reason	



c) After you listen

In the whole class, think and decide if being together has advantages and disadvantages. Could there be any possible minuses? Under what circumstances?

3. Writing

a) Before you write

- If you want to tell somebody about the most interesting thing which happened to you and your friends during your leisure time, write a story.
- Brainstorm with your friends and decide on the episode you'd like to write about.
- Make a list of words/phrases you'll use to make it interesting and exciting.

b) While you write

Content Tips	Language Tips
<ul style="list-style-type: none"> • Start with a clear introduction and present the situation (or background information: Who? Why? When?) 	<ul style="list-style-type: none"> • Once... • It happened... • First...then...

Content Tips	Language Tips
<ul style="list-style-type: none"> • Develop the story line in the middle part and give more background information (Why? How? What happened next?). Don't forget about interesting details. • Focus on final events in the conclusion (What happened at the end? How do you feel about it?) 	<ul style="list-style-type: none"> • Although.... • After a while... • A short time later • To somebody's surprise... • In addition... • Due to... • Apart from... • As a result... • Consequently... • Finally...

Go to p. 2 for a sample story



At Home: In your WB write a story about the most memorable leisure time with your friends.

DEVELOPING INTEGRATED SKILLS 1

- I. Suppose your Polish friend invited you for a two-week holiday to Poland. Think and calculate how much pocket money you need for your holiday, and how you are going to spend it.
- II. Look at the photos. Pair up with your friends and discuss if modern teenagers' leisure activities promote their healthy way of life. Say how much it is attributable to your friends and you.
- III. Suppose your group mates and you decided to find new pen friends using a post-crossing blog, which presupposes exchanging postcards with students around the world. Write down your group profile covering the points:
 - Describe yourselves, your interests and leisure activities.
 - Describe the postcard which you are going to send and explain why you've chosen this card.
 - Write what cards you would like to get and why.



IV. Your friend is an environmental activist and invited you to the eco-club meeting. Group up with your friends, look at the photo and role-play the dialogue according to the situation.



1.5. YOUR TEST FILES

A. Use of English

I. Read the text below. For questions (1–10) choose the correct answer (A, B, C or D).

The American National Folk Dance

When I was a small girl, my parents used ___1___ me with them when they were going to square dancing. I was ___2___ young to take part in the squares, but I enjoyed looking ___3___ them.

Fifteen years later I ___4___ to attend square dancing parties. In the 1980-s square dancing ___5___ in the United States and spread ___6___ several foreign countries such as Germany, Japan, Australia and Canada. ___7___ square dancing may have reached its peak in the United States, it is ___8___ that it will die out completely. Something as American as this medium will survive as it had gone in the past through many ups and downs in its history President Reagan ___9___ an act of congress in 1982 that designated square dancing as the 'official national folk dance'.

For me it is the best form of entertainment and socialization. It ___10___ meeting new friends, aerobic exercise and keeping time to music all in one delightful activity.

1.	A	taking	B	taken	C	to take	D	take
2.	A	enough	B	too	C	not	D	such
3.	A	into	B	forward	C	for	D	at
4.	A	had been allowed	B	was allowed	C	am allowed	D	have been allowed
5.	A	flourished	B	originated	C	appeared	D	popularized
6.	A	on	B	into	C	to	D	for
7.	A	although	B	meanwhile	C	besides	D	somehow
8.	A	likely	B	unlikely	C	surprising	D	decidedly
9.	A	wrote	B	published	C	gave	D	signed
10.	A	consists	B	combines	C	includes	D	contains

II. Choose the correct form of the words to complete the sentences.

1. It's not easy to make _____ when you are fifteen.
2. Bob is a very _____ person, he can never let you down.
3. I adore my parents, who are very _____.
4. I have a shoulder to cry on, it is my _____ friend.
5. Your criticism is so _____, I'd rather stop talking.
6. Don't trust him, he is so _____.

decide
rely
support
devote
encourage
sincere

B. Reading

Read the story and mark true/false statements.

The Star-Child

So the Star-Child was brought up with the children of the Woodcutter, and sat at the same board with them, and was their playmate. And every year he became more beautiful to look at. All the villagers were filled with wonder, while the Woodcutter's children were dark and black-haired, he was white and delicate as ivory. His curls were like the rings of the daffodils. His lips, also, were like the petals of a red flower. His eyes were like violets by a river of pure water, and his body like the narcissus of a field where the mower never comes not.

Yet, his beauty worked evil, because he grew proud, and cruel, and selfish. He despised the children of the Woodcutter, and the other children of the village. He said that they were common while he was of noble birth, being sprung from a star. He made himself master over them, and called them his servants. No pity had he for the poor. He would throw stones at them and drive them away.

Often did the Woodcutter and his wife said to him: We did not treat you as you treat those who are alone, and have none to help them. Why are you so cruel to all who need pity?

Often the old priest sent for him, and taught him the love of living things, saying to him, 'The fly is your brother'. Do it no harm. The wild birds that live in the forest have their freedom. Catch them not for your pleasure. God

made the blind worm and the mole, and each has its place. Who are you to bring pain into God's world?'

But the Star-Child needed not their words, but would frown and mock, and go back to his companions, and lead them. And his companions followed him, for he was fair, could run fast and dance, play the pipe and make music. And wherever the Star-Child led them, they followed him, and whatever the Star-Child ordered them to do, they did. And in all things he ruled over them, and they became hard at heart, as he was.

1. The woodcutter's children and the star-child looked alike.
2. The star-child's beauty added to his kindness.
3. The star-child treated poor people badly.
4. He disliked the children of the village and made them serve him.
5. The children always obeyed the star-child.
6. The woodcutter and his wife liked the boy's behaviour.
7. The priest tried to convince the star-child not to wrong anyone by words or deeds.
8. The star-child listened to the woodcutter and the priest and changed his character.

C. Listening

Listen to the conversation of two friends and choose the right variant to complete the sentences.

1. David makes Emma's life _____.
a) happy;
b) exciting;
c) impossible.
2. David is constantly _____.
a) beating Emma;
b) bullying Emma;
c) helping Emma.
3. Chloe advises Emma _____.
a) not to pay attention to him;
b) to bully him;
c) not to talk to him.
4. Emma's teacher comforted her and said _____.
a) that David would apologise;
b) that David would leave her alone soon;
c) that David would be sent to the police.
5. Emma's dad explained her that _____.
a) bullies are very impatient people;
b) bullies are very cunning;
c) bullies are very selfish.

6. Finally Emma decided _____.
- a) to ignore David;
 - b) to attack David;
 - c) to talk to him.

D. Writing

Write a letter to your pen-friend and:

- Ask him what he/she appreciates in his friends;
- Tell him/her about your best friend;
- Say what you think about friendship and real friends.



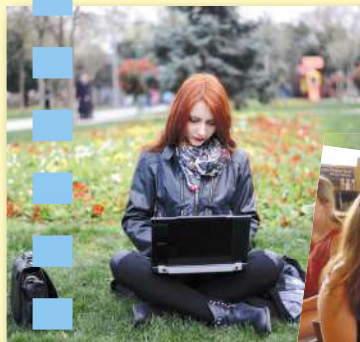


Unit 2

Live and Learn

In this unit you will learn how:

- to talk about schooling;
- to compare school life in different countries;
- to speak about school routine;
- to discuss your extra-curricular activities;
- to check your knowledge and skills on the topic getting ready for your independent testing.



Unit 2: Live and Learn

2.1. Similar or Different?

Word Bank

- compulsory
- first former
- unfair
- craft
- scholarship
- available
- bewildered
- top job
- curriculum
- single-sex school
- deskmate
- prestigious

Phrase Bank

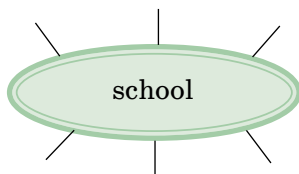
- to pay fees
- to get used to sth
- to attend school
- to aim for
- to have equal opportunities at the start
- from inside
- to see everything with one's own eyes
- to come as a surprise
- to take exams
- to upgrade one's knowledge
- to provide somebody with

Communication Box

- It's time to decide
- I approve of prestigious
- no more than

I. Now for it!

In groups, think and decide what associations you have with the word 'school'. Fill in the word rose for it.



Example: *I personally associate school with learning something new and becoming something new.*

II. Reading

Oksana Petrenko has recently spent a year studying in English school. On coming back, she wrote a big article to the newspaper "English" about her impressions of schooling in Britain. Read the article and answer her questions.

Similar or Different?

It will be interesting for you to know that children in Britain do not have to go to school until they are 5. Those who are aged from 5 to 7 go to infant school and those from 8 to 11 – to junior school. So at the age of 11 their primary education is over and

compulsory secondary education begins. I've learned that traditionally, secondary schools in Britain are divided into five years called forms. Unlike Ukrainian children, English pupils go to the first form only when they are 11/12 years old. It was odd to hear grown-ups saying they were second or the third formers and it took me time to get used to it.

My tutor Miss Joy told me that many years ago all children in Britain had to take the exam called 'eleven-plus'. Those who got the best results in the exam were chosen to go to the best state school called "grammar school". Most British towns used to have at least one "grammar school" at which more academic subjects were studied. It was prestigious to study at such schools because pupils got sufficient academic education that gave them an opportunity to go to university. Those who failed the 'eleven-plus' went to secondary modern schools, which gave secondary education only in name and didn't prepare children for universities, but for practical jobs. Many people thought that this system was unfair, and as a result, 'comprehensive schools' were introduced. Miss Joy said that it was the right thing to do because nowadays pupils have the equal opportunities. I guess Miss Joy is right saying this as she has been working at school for more than 30 years.



I was studying at a comprehensive school and could see everything with my own eyes from the inside. Pupils are offered a wide choice of subjects there: from art and craft to science and computers. Besides, pupils are often put into "sets" for such subjects as Maths or languages. I was in the English language set with other pupils who were interested in this subject. Can you imagine that one pupil may be in the highest set for Maths and the lowest set for English? It came as a surprise to me.

At the end of the fifth form (at the age of 16) pupils take their first public exam for the General Certificate of Secondary Education (GCSE). It's time to decide: to leave school and to get professional training at further education college or to stay on into the sixth form for another 2 years and prepare for the "A" Level exams. Some of my friends study there as they want to get "A" Level results at least in two or three subjects to get a place at one of British universities. I approve of them and think it's good to have the sixth form for upgrading your knowledge and making a final decision. I told my host mum Mrs Collins about it and she said that not all schools in Britain are available to all children. Seeing my bewildered face, she explained that there are private or independent, so called public schools, which are attended by no more than 10 per cent of schoolchildren. These schools are costly (from £6,000 – 9,000 a year and parents have to pay fees). Nevertheless some parents choose them because they aim for high academic standards and provide pupils with the right social background for top jobs. Mrs Collins added that public schools like Harrow, Winchester and Eton are very ancient and have a high reputation for academic achievement. I asked myself: *Are pupils similar or different? Shouldn't they be given equal opportunities at the start? What do you think?*

Across Cultures: Great Britain

tutor – a teacher who directs the studies of a number of subjects and is responsible to give them advice on personal matters.

host mum – a person who receives overseas students and provides food, drink and amusement for them.

“A” Level – an examination in a particular subject which students in England take at the age of 18. Students usually need to pass at least three “A” Levels in order to go to university.



Harrow – a well-known British public school for boys, established in 1572.



Eton – a public school for boys started in 1440 by King Henry VI.



Winchester – the first public school established in 1382.

III. Language Track

Phonetics in Context

1. In the text, find at least 5 words with the sound /dʒ/. Reproduce them in context. Practise saying some of them in your own sentences.

Example: /dʒ/ – aged

Those children who are aged from 5 to 7 go to infant school.

Words and Phrases in Context

1. Study the difference in meaning. In the text “Similar or Different?” find the sentences with ‘to be/get used to doing’ and ‘used to do’, ‘to learn’ and ‘to study’ and interpret their meanings in contexts. Make up your sentences by analogy.



to learn – to gain knowledge of a subject or practical skill by experience or studying it.

Example: *Little John has learned the poem.*

to study – to get the theory of the subject by reading about it and attending classes at school or college.

Example: *I moved to London to study English.*

2. From the text, reproduce the following words in context and comment on their meaning. Use them to describe schooling.

Example: *primary.*

At the age of 11 their primary education is over. I think, in this context 'primary' means elementary.

Ukrainian children spend four years in primary school.

- primary
- infant
- junior
- secondary
- academic
- comprehensive
- equal
- public
- private
- independent

Br E – **primary** school
Am E – **elementary** school



3. In the text, find the answers to the following questions and add 1 or 2 logically connected sentences to them.

Example: *When do British children begin to go to school?*

- Children in Britain do not have to go to school until they are 5. Those who are aged from 5 to 7 go to infant school and those from 8 to 11 – to junior school.

1. When do British children begin to go to school?
2. What types of school does primary education in Britain consist of?
3. What have you learned about the 'eleven-plus exam'?
4. When do British children go to the first form?
5. Why are grammar schools prestigious?
6. What do secondary modern schools aim for?
7. Why were comprehensive schools introduced in Britain?
8. What are the advantages of comprehensive schools?
9. What kind of school is not available to all children in Britain and why?

Grammar in Context

1. In the text, find 5-7 facts about British schooling and complete the sentences with them.

- Oksana had to get used to _____
- British children used to _____

Examples: *Oksana had to get used to studying at a comprehensive school.*
All children in Britain used to take the exam called "eleven-plus".

2. From the text, reproduce these word-combinations in context and complete the instructions:

- If you have experienced something so that it no longer seems surprising, strange, or difficult, use _____.
- If you did something regularly or for a period of time in the past, use _____.

Go to your **First Aid Kit** on p. 246 for more information

3. Match the types of school to their definitions. Speak about types of school in Britain and Ukraine.

1. infant school is...	a) a school to which children go after infant school;
2. junior school is...	b) a school which provides children with certain professional training;
3. comprehensive school is...	c) a large state secondary school for boys and girls of all abilities aged 11 and over;
4. grammar school is...	d) a school for children from 5 to 7;
5. secondary modern school is...	e) a private boarding school;
6. independent school is...	f) a school with a high standard of academic education.



At Home: Conduct a mini-survey among your teenage friends about their impressions of schooling in Britain. Report your findings to the class and say what is similar/different between schooling in Britain and Ukraine.

IV. Communication Track

1. Speaking

a) Read the information about public schools in Great Britain and the USA and find differences and similarities. Fill in the Venn Diagram.



Public schooling in Britain

Public schools are, in most of Britain, independent schools and, despite their names, are not part of the State education system. Many of Britain's 200 public schools are very old. At first there were single-sex schools only for boys (Eton, Harrow, Winchester) or for girls (Cheltenham Ladies' College) and Roedean. But nowadays many of them teach boys and girls together.

Most pupils go to public schools at the age of 13 after attending a private preparatory school. Many of these schools are boarding schools where students live during their term time.

Older pupils are chosen as prefects (pupils who have authority over younger pupils) and in a few schools younger pupils have to do small jobs for the senior pupils. This is sometimes called fagging and was usual in most schools in the past.

Sport is an important part of the curriculum and schools compete against each other in football, cricket, rugby, hockey and rowing.

As these schools provide high academic standards, a much higher proportion of students from public schools win University places especially to Oxford or Cambridge Universities. Former public school students may have an advantage when applying for jobs because of the "Old school tie" or the "Old boy network" – that is their friendly attitude to each other, the symbol of the time when they studied together.



Public schooling in the USA

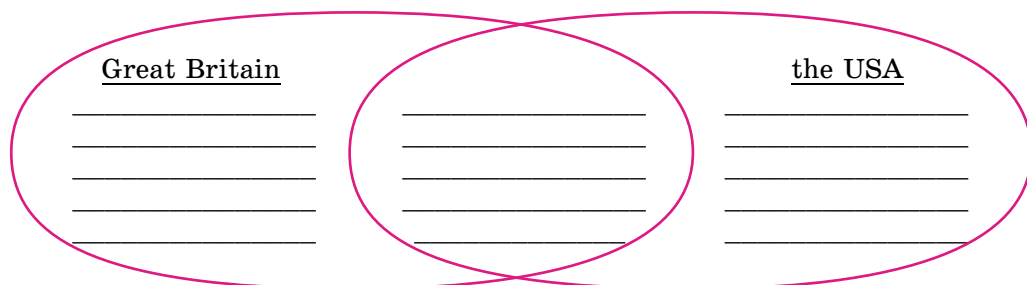
In the US a public school is a school run by the government. Schools that students have to pay to attend are called private schools. Some private schools in the USA are also boarding schools (like Phillips Exeter Academy) and very similar to Britain's public schools.

They are very expensive, have a high reputation for academic achievement and many of their students come from rich and well-known families. Children often go to the same schools as their parents.

Some US private schools give special attention to a particular area of study. There are, for example, schools for people who are good at music or art. Military schools are often chosen by parents who think their children need a lot of discipline.

Private schools in the US are often single-sex and their students usually wear a uniform. This is unusual in American public schools. American parents choose a private school for a number of reasons, but in general they believe that the quality of education is higher in private schools. Most private schools offer scholarships to students from poorer families, and in some parts of the US the government may under certain circumstances pay for children to attend a private school.

Venn Diagram



Say if there are schools of such kind in Ukraine.

b) Suppose you had a chance to talk with one of the pupils from Britain. Discuss schooling in your countries using the pattern below.

Pattern:

- I say, ... when do children begin to go to school in Britain?
- In my country Is it the same in yours?
- No, in Ukraine children aged I have read that there are different types of school in Britain. Which of them do ... ?
- You are right. In Britain ... I personally go ... senior pupils of my school can... . Is it similar with you?
- Sure. We can choose ... , but it isn't called a "set". We also have a very broad ... at our secondary schools.
- We have the sixth form which ... and we need at least 3 "A" Levels And what ... in Ukraine?
- We differ. All secondary schools
- Are public schools typical in your country?
- No, we don't have them. There are ... but they are not well spread. Our schools are so
- May I ... with my own eyes?
- No problem. You are welcome
- Thank you.



c) In the whole class, discuss the following statement:

"School should give learners equal opportunities at the start".

2. Listening

a) Before you listen

You are going to listen to the story "Treacle Tart". Make up a list of 3-5 ideas about what can cause a school conflict.

b) While you listen

Listen to the story "Treacle Tart" and say what the school conflict was about.





c) After you listen

Say what advice you would give to the new pupil to avoid school conflicts if you were one of his classmates.



Group up for the project to design a memo about conflict resolution strategies. Consider the following points:

- How to avoid conflict;
- How to compromise;
- How to collaborate.

3. Writing

a) Before you write

- Brainstorm with your friends what answers to Oksana's questions about schooling in your country should be included into your letter to the editor of the newspaper "English" that published her article.
- Make a list of words/phrases you'll use to formulate them.

b) While you write

- If you want to respond to an article appearing in the publication, write a letter to the editor. Follow the format of the letter below.

How to write a letter to the editor

Content Tips	Language Tips
<ul style="list-style-type: none"> • Address the editor • State the reasons for writing in the first paragraph • In the following paragraphs, describe the issue you are writing about • Illustrate your ideas with examples if necessary • End with a concluding paragraph • Give the closing remark 	<ul style="list-style-type: none"> • Dear Editor, or Dear Sir / Madam, • I would like to compliment ... on • There are a couple of points that • One is that • The second point is tied to the first. • In closing I want to thank you for • It is hoped that readers will decide ... • Yours sincerely / Sincerely yours / Yours faithfully

Go to p. 2 for a sample letter to the editor



At Home: In your WB, write a letter to the editor about schooling in Ukraine.

2.2. The best Days of Your Life

Word Bank

- kindergarten
- record
- scholastic achievements
- failing
- unfavourable
- dropout

Phrase Bank

- to be privately run
- to be required by students
- to move on to something
- to refer to somebody/something
- to relate to somebody/something
- to be more specific about something
- to retake a class next grade
- to follow an individual schedule
- to graduate from high school
- in an attempt to do something
- school leaving exams

Communication Box

- That's pretty interesting!
- It's important to mention ...
- It's up to me to decide
- In a word, ...

I. Now for it!

Look at the pictures and say how things in them are connected with American schools.



Graduation cap



badge



basketball team



testing

Example: *Square academic caps are worn by those graduating from school in a graduation ceremony.*

II. Reading

- a) Read the extracts of the interview with a high school principal about the system of education in the USA and think to what three questions you would like to get answers from the text.

Interview with a High School Principle:
The Best Days of My Life

Part One

Journalist: Mrs. Fleming, thank you for agreeing to answer a few questions about the educational system of the USA. What age does education start in the USA?



Mrs. Fleming: Most children in the United States begin school at the age of five by starting kindergarten. Often children have already started what is called pre-school at age of four, but pre-school is generally privately run and not compulsory. Children are required by state to be at school at the age of 6, when they start first grade.

Journalist: And when do children move on to secondary education?

Mrs. Fleming: In some districts in the 7th grade when children go to so called junior high school where they stay for two years, in other places in the 6th grade of middle school. School districts vary the division of school at this age. But high school or senior high school in some parts start with the 9th grade up to the 12th grade.

Journalist: You've said "grade", does this word mean an academic year – "form" in British schools"?

Mrs. Fleming: It does. But in America the word "grade" refers to different things related to school. A grade can be also the record of the scholastic achievements, that is a "letter grade".

Journalist: That's pretty interesting. Can you be more specific about it?

Mrs. Fleming: Sure. The grading system in the United States is rated by the letters: A for excellent; B, for good; C, for average; D, for poor and F, for representing failing. Children in elementary school usually don't earn letter grades until 3^d or 4th grade. Grades for the older children are more important, because their GPA depends on it, that's why they are given about 4 times in an academic year, on what are referred to as report cards.

Journalist: And what is a "report card" and what is GPA?

Mrs. Fleming: A report card is a written statement of teachers about a pupil's work at school, sent to his/her parents. The parents have to know that if a child has mostly D's and F's, he/she must retake the class or take a summer course. And GPA is the average of a student's mark over a period of time (Grade Point Average) which is renewed to get a University GPA. Four is the highest possible GPA. Besides, high school students take semester exams in winter and in spring and their performance on these exams help to determine if the student will advance to the next grade.

Part Two

Journalist: And what can you say about a curriculum in American schools?

Mrs. Fleming: Junior and senior high school students follow an **individually** set schedule for the semester. An average student's schedule consists of 4 or 5 required classes such as English, Maths, Sci-

ence, Physical Education, History and 2 or 3 elective courses which the students take up for themselves. The number and kind of electives often depend on the size of the school but they usually include music, art, mechanics, homemaking, journalism, computers, dance, and foreign languages. It's highly important to mention that classes such as advanced studies or foreign languages are not usually required in the high school curriculum but very often are required as entrance to the university.

Journalist: Do the students take any state exams before finishing high schools?

Mrs. Fleming: No. As a rule, a student graduates from high school and receives a diploma when all the courses required in the curriculum were passed with a D (sometimes C) or better grades. Many students take the SAT attempt to enter college or University but it's not required to graduate from high school. Most students are 17 or 18 at that time and it's up to them to decide.

Journalist: You are **absolutely** right, Mrs. Fleming. And thank you for this inside look into schools in the USA.

Across Cultures: The USA



SAT – (Scholastic Aptitude Test); a private two-part examination which must be taken by students who wish to go to US universities.

Elective – a course that you can choose to study because you are interested in it while you are studying for a degree in different subjects.

III. Language Track

Phonetics in Context

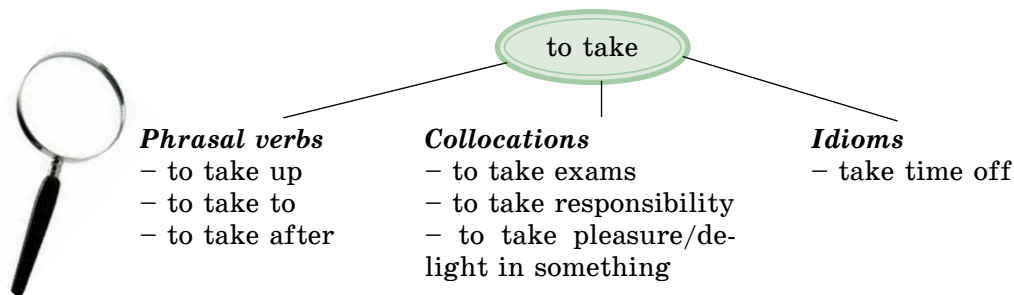
1. In the text of the interview, find the yes/no questions and wh-questions and reproduce them following the pattern. Practise asking your own questions.

Pattern: 'Does this 'word 'mean an aca'demic ↗ year?

'What 'age does edu'cation ↘ start in the USA?

Words and Phrases in Context

1. Study the difference in meaning. In the text of the interview, find the sentences with these word-combinations and interpret their meanings in context. Make up your own sentences by analogy with them.



2. From the text of the interview, reproduce words/phrases characterizing grades and the curriculum. Fill in the word-maps for them and illustrate them in your own examples.



Example: *The grading system in the United States is rated by the letters. An average student's schedule consists of 4 or 5 required classes.*

3. In the text of the interview, find words and phrases attributable to school start and school finish. Use them to describe schooling in Ukraine.

Example: *Most children in Ukraine begin school at the age of six...*

Grammar in Context

1. In the text of the interview, find adverbs and interpret their meanings in contexts.
2. Categorize the adverbs according to their types and illustrate them with your own examples.

Adverbs of manner	Adverbs of frequency
privately ...	often ...

Example: *Pre-school is generally privately run and not compulsory.*

Go to your **First Aid Kit** on p. 257 for more information

3. Complete the sentences using adverbs formed from the adjectives in the box.

<i>traditional</i>	<i>early</i>	<i>usual</i>	<i>interesting</i>	<i>private</i>
<i>general</i>		<i>important</i>		<i>individual</i>
		<i>harm</i>		<i>depend</i>

Example: Traditionally, a student graduates from high school and receives a diploma.

1. At what age does education _____ start in the USA?
2. Pre-school is _____ not compulsory.
3. _____ run schools are quite expensive.
4. _____, in America the word “grade” refers to different things related to school.
5. Most children in the United States begin school _____, at the age of five, by starting kindergarten.
6. _____, classes such as advanced studies or foreign languages are not always required in the high school curriculum.
7. Junior and senior high school students follow an _____ set schedule for the semester.

Go to your WB for more exercises

V. Communication Track

1. Speaking

- a) Having read the interview about the American education system, describe it following the plan below.

Plan

1. Pre-school education in America.
2. Elementary education in the USA.
3. American secondary education.
4. Grading system in high schools.
5. Students’ individual schedule.
6. Graduation from school.

- b) Read the journalist's questions in the text "The Best Days of My Life" and use some of them for interviewing your friend about Ukrainian schooling.
- c) Compare the systems of education in the USA, Britain and Ukraine using the culture comparison profile.

Culture Comparison Profile

Comparison items	Great Britain	the USA	Ukraine
1. Pre-school education			
2. Primary education			
3. Secondary education			
4. Privately run education			
5. Subjects taught			
6. Examinations taken			

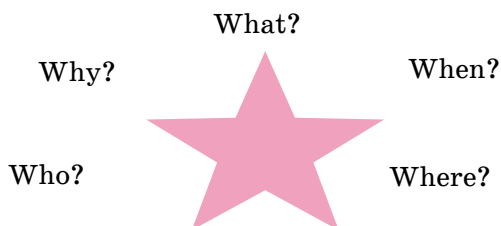
2. Listening

a) Before you listen

You are going to listen to the impressions of an American teenager about his night school. Judging by the title, try to predict what made him apply to it.

b) While you listen

In pairs, ask and answer the star questions.



c) After you listen

In groups, brainstorm with your friends some pluses and minuses of attending a night school.



Group up for the project to design a slogan for a night school.

3. Writing

a) Before you write

1. If you want to write a class journal entry about your impressions of American schooling, ask yourself the following questions:
 - What impressions do I want to create by writing the description? To help my classmates to understand something? To persuade them to act?
 - Why would my writing interest them?
 - What dominant impression will I develop?
2. Brainstorm with your friends any possible features of American schooling.
3. Make a list of words/phrases you can use to describe your impressions of American schooling.

b) While you write

How to write a class journal entry

Content Tips	Language Tips
<ul style="list-style-type: none"> • Begin your entry with an introduction to the topic. • Enumerate the major features of • Present each feature in the order you've mapped out. • Describe settings, activities, and people in enough detail. • Give your personal interpretations of these features. • End your entry by pulling your ideas together. 	<ul style="list-style-type: none"> • Today I... • My first impressions were... • I'm glad I ... • I'm excited to ... • To start off, I had no idea of... • I learnt that ... • I could imagine that... • I wonder what it would be like for me, if I ... • I can't wait to find out...

Go to your p. 3 for a sample class journal entry



At Home: In your WB, write a class journal entry about your impressions of American schooling.

2.3. School Life: Here and There

Word Bank

- to expel
- mascot
- departure
- outfit
- braces
- to button
- brand new
- ridiculous garment
- waistcoat
- wide-brimmed straw hat
- eccentric

Phrase Bank

- to remove privileges from
- to enroll sb at school
- to go about in something
- to lace shoes
- to do up the button
- to shriek with laughter
- to look dignified
- to lose one's nerve completely
- to take notice of somebody

Communication Box

- I can't possibly...
- How lucky you are!
- With immense reluctance, ...

I. Now for it

Look at the pictures and say what school activities are more typical of school children in the US, Great Britain and Ukraine. Explain why you think so.



rugby



cheerleading



baseball



gymnastics

Example: *I think rugby is a typical school activity in great Britain because it originated there.*

II. Reading

1. Read the story "Getting Dressed for Big School" and say if the boy liked his uniform.

Getting Dressed for Big School

Part One

When I was twelve, my mother said to me, "I've enrolled you at Marlborough and Repton. Which would you like to go to?"

Both were famous Public Schools, but that was all I knew about them. "Repton", I said. "I'll go to Repton". It was an easier word to say than Marlborough.

"Very well", my mother said. "You'll go to Repton."

We were living in Kent then. Repton was up in the Midlands, near Derby, and some 140 miles away to the north.

On the day of my departure, I had to get dressed for the part. I had been to London with my mother the week before to buy the school clothes, and I remember, how shocked I was when I saw the outfit which I was expected to wear.

"I can't possibly go about in those!" I cried. "Nobody wears things like that!"

"Are you sure you haven't made a mistake?" my mother said to the shop assistant.

"If he's going to Repton, madam, he must wear these clothes", the assistant said firmly.

And now this amazing fancy dress was all laid out on beside my bed waiting to be put on. "Put it on", my mother said. "Hurry up or you'll miss the train".

"I'll look like a complete idiot if I put it on", I said. My mother went out of the room and left me to it. With immense reluctance I began to dress.

Part Two

First there was a white shirt with a detachable white collar. Around the collar I tied a black tie, using an ordinary tie knot.

Then came the trousers and the braces. The trousers were black with thin grey lines running down them. I buttoned the braces on to the trousers, six buttons in all, then I put on the trousers and fixed the braces to the correct length.

I put on a brand new pair of black shoes and laced them up.

Now for the waistcoat. This was also black and it had twelve buttons down the front and two little waistcoat pockets on either side, one above the other. I put it on and did up the buttons, starting at the top and working down.

All this was bad enough for a boy who had never before worn anything better than a pair of shorts and a blazer. But the jacket put the lid on it. It wasn't actually a jacket, it was a sort of tailcoat, and it was without a doubt the most ridiculous garment I had ever seen. Like the waistcoat, it was jet black and made of a heavy material. In the front the two sides of it met only at the point. Here there was a single button and this had to be done up. From the button downwards, the lines of the coat separated and came together again at the backs of the knees, forming a pair of "tails". Besides, when you walked, these tails flapped against your legs. Feeling like an undertaker's apprentice in a funeral parlour, I crept downstairs.

My sisters shrieked with laughter when I appeared. "He can't go out in those!" they cried. "He'll be arrested by the police when they see him!"

"Put your hat on", my mother said, handing me a stiff wide-brimmed straw hat with a blue and black band around it. I put it on and did my best to look dignified. The sisters fell all over the room laughing.

My mother got me out of the house before I lost my nerve completely and together we walked through the village to the station.

"Nobody's taking the slightest notice of you", my mother said as we walked through High Street.

And curiously enough nobody was.

“I have learnt one thing about England”, my mother went on. “It’s a country in which men love to wear uniforms and eccentric clothes. Two hundred years ago their clothes were even more eccentric than they are today. Think how lucky you are. You don’t have to wear a wig on your head and ruffles on your sleeves!”

“I still feel stupid,” I said.

(Adapted from *Roald Dahl*
“Getting Dressed for the Big School”)

Across Cultures: Great Britain

Marlborough – a town in south-west England known for the famous public school, Marlborough College, established in 1843.



Repton – a town in the heart of England, South Derbyshire, also known for the famous public school, Repton School, established in 1559.



Kent – a county in south-east England, known as the “Garden of England” because of its fruit and vegetable crop.



The Midlands – the central parts of England, an important area for light engineering industries.



Derby /da:bi/ – a city in Derbyshire famous for its industries (engineering and china) and a very important yearly horse race held in Epsom in England in May or June, on a day which is known as Derby Day.



Phonetics in Context

1. From the text above, reproduce 10 words with the letter 'u' which is pronounced as /ʊ/ , /ju:/ or /ʌ/ . Practise saying some of them in your own sentences.

Example: /ju:/ uniform

Ukrainian school children are supposed to wear school uniforms. I think not only Ukrainian kids. Uniforms are typical of British schools, too, I believe.

Words and Phrases in Context

1. **Study the difference in meaning. Reproduce these phrases from the text in their context and interpret their meaning. Make up your own sentences with them.**



beside – next to or very close to the side of someone or something.

Example: *The boy came up and sat beside me.*

besides – used when adding another reason or in addition to something or someone else that you are mentioning.

Examples: *Besides, they choose electives. Beside myself, there are two more Americans.*

2. From the text above, reproduce words/phrases which relate to school clothes. Comment on the boy's attitude to them.

Example: “How shocked I was when I saw the outfit which I was expected to wear.” The outfit consisted of a white shirt with a detachable white collar. Around the collar the boy tied a black tie, using an ordinary tie knot. Then came the trousers and the braces... He thought that he looked like an idiot in them...



- 3. In the text above, find words and phrases which convey positive and negative feelings. Reproduce them in their contexts and develop the ideas.**

Positive feelings	Negative feelings
<i>to shriek with laughter</i>	<i>to be shocked</i>

Example: *The boy was shocked when he saw his school clothes. He felt stupid in them but he had to wear them because he was going to Repton School.*

Grammar in Context

1. In the text above, find and reproduce the sentences with **if / when** clauses and interpret their meanings.
2. Say what clothes you will wear **if / when**:
 - you go to school on Saturday;
 - you are going to the gym;
 - you want to impress someone;
 - if you are going to see a school play.

Example: *If I go to school on Saturday, I will wear something casual, like jeans and a jacket.*

Go to your **First Aid Kit** p. 247 for more information



1. Complete the sentences about what will happen to you under certain conditions in the future.

Example: *If I do well on my test, _____*
If I do well on my test, I'll get a high grade.

1. If I campaign for school president, ...

2. What will you do after school if ...

3. If the education system improves, ...

4. If I get a summer job, ...

5. If you are going to become an interpreter, ...

6. I'll stay after classes if ...

IV. Communication Track

1. Speaking

- a) Look at the picture and describe the boy's uniform as if you were the main character of the story. Use the word list below. Say how you would feel if you had to wear such eccentric clothes.



to be enrolled at Repton;
 amazing fancy dress;
 a white shirt with a detachable collar;
 to tie a black tie;
 to button braces on the trousers;
 to lace shoes up;
 the most ridiculous garment;
 eccentric clothes.

- b) In pairs, discuss pluses and minuses of wearing school uniform. Use the pattern below.

Pattern

- I say ... what do you think of ... at school?
- I'm quite positive about it. A uniform instills discipline and gives you a feeling
- But how can you express your individuality if ... ?
- But when children are dressed in the same uniform nobody
- I see your point. But isn't it boring to ... ?
- I believe children should concentrate on ... but not on their classmates' clothes.
- Right. But if I look funny in it and it doesn't Isn't it better ... ?
- Maybe. You know that in the most schools pupils in America and Britain It helps them to Besides, it is easy to say which school
- They ... traditionally. But in some modern schools
- I won't argue with you. To each his own.

3. In the whole group, read the encyclopedia entry about school uniform and discuss how you would edit it using the story and your own experience. Give your illustrations.

A school uniform is an outfit – a set of standardized clothes – worn primarily for an educational institution. They are common in primary and secondary schools in many nations. When used, they form the basis of a school's dress code.

Traditionally, school uniforms have tended to be subdued and professional. Boys' uniforms often consist of dark short or long trousers and a light-coloured shirt, often with a tie. Girls' uniforms vary greatly between countries and schooling systems, but typically consist of a dress or a blouse worn either with a skirt or culottes or under a pinafore. In some countries, gender-specific uniforms have been a point of contention, with some schools permit-

ting female students to choose either skirts or trousers while still requiring male students to wear trousers. The use of a blazer or suit-like jacket for either gender is also fairly common, especially in countries with relatively cold weather.

2. Listening

a) Before you listen

You are going to listen to a teacher talking about punishing and rewarding in British schools. Say which ways are used in Ukrainian schools.

b) While you listen

Listen to the teacher's talk and say which of these words stand for rewards and which – for punishment. Give context for the following words.

a) Say which ways are used in Ukrainian schools.

detention

sticker chart

time out

suspension

removal of privileges

expulsion

increased
responsibility

increased
autonomy

house/reward points



c) After you listen

Say what advice you would give to a new pupil on reward and punishment schemes in your school.



Group up for the project to design your own reward and punishment scheme.

3. Writing

a) Before you write

- Brainstorm with your friends what school problem can represent common subjects of advice seeking letters to a teenagers' magazine.
- Make a list of words/phrases you'll use to formulate them.

b) While you write

- If you want to ask for professional help on a school problem, write an informal letter of complaint to your school counsellor. Follow the format of the letter below.

How to write a letter of complaint to your school counsellor

Content Tips	Language Tips
<ul style="list-style-type: none"> • Address your school counselor. • Explain the reason for writing in the first paragraph. • In the following paragraph, expand on the problem. • Give at least two options for a solution and ask for help from the addressee on choosing the best solution. • Sign with your name or an assumed name for privacy. 	<ul style="list-style-type: none"> • Dear Miss/Ms/Mr... (name of the school counsellor), • I have a situation for which I need • So I'm writing you in hopes you can give me • The problem is that • To complicate matters, • I very much would like to • What should I do? Should I ...or ...? • Please answer as soon as possible because this needs to be resolved quickly. • Mistreated student (assumed name)

Go to p. 3 for a sample letter of complaint to the school counsellor



At Home: In your WB, write a letter of complaint to your school counsellor about a school problem.

2.4. School Routine

Word Bank

- tolerance
- staff

Phrase Bank

- to arouse one's interest
- from the horse's mouth
- one thing is certain
- to be based on something
- to treat sb firmly
- mutual respect

Communication Box: How to ask for more information

- | | |
|---|--|
| <ul style="list-style-type: none"> • Do you happen to know...? • Could you get me...? • Have you a spare minute? I just wanted to ... • How about ... and then ... • It's just that ... is arousing interest • No one minds about that sort of thing. • I'm not sure about ... but... • There's no end to your questions. How about ... • Well, I'm not an expert, but ... | <ul style="list-style-type: none"> • What's that you are...? • Well, let's see what I can come up with ... • How cool is that? Your ... is great • Don't tell me you find it interesting! • I can't believe this ... you are ... • I'll try to do my best. |
|---|--|

I. Now for it!

Read what different pupils like or dislike about their school life and have your say.



Wendy

I must say that I like school very much. I like all the subjects, except chemistry. I've never been good at it. I enjoy working in the library, making displays of books. I think I'll become a librarian in future.

I confess I don't like to get up very early on week days, but I like coming to school to see my friends. We take sports after lessons and learn how to play basketball well. It's a lot of fun.



Andy



Peter

I really like my English classes. They are incredible! I can see how all of us are making progress in it. I like to communicate in English, to pick up new words and phrases. It's great!

I enjoy my literature classes. You have to understand the writers' vision of the time, the characters' sayings and doings. My teacher is really great! She knows so much and inspires us so greatly!



Ann

Example: *I personally think that school is a place both for learning and socializing. I especially enjoy learning in a fun way when teachers engage me in using my gadgets and doing something new with them.*

I. Reading

- a) Ann is talking to her friend, a former exchange student Helen, asking her for more information about schooling in Britain. Read the conversation and say what has aroused Ann's interest.

Talking about School Routine

Ann: I say, Helen, do you think you have some spare time for telling me more about British schools? I'm writing a report and the information from the horse's mouth will be very suitable.

Helen: What's that you are interested in?

Ann: I wonder what was the structure of a usual working day at the school where you studied.

Helen: Well, morning registration at 8:50 a. m. Then come five lessons each morning with a 20-minute break. After the first three we usually had lunch- break at about 1 p.m. and after that after-school activities. As far as I remember, last lesson was over at 4 p.m.

Ann: Fine. And can you give the idea of Saturday's working schedule? Does it differ much from everyday routine?

Helen: Oh, I'm not sure about it because we had trips to local places of interest every weekend. But one thing is certain – there are no lessons, all pupils are involved in sports, music, drama or other activities.

Ann: And you? What sport activity did you take part in?

Helen: Don't tell me you are interested in sport. You've never been!

Ann: It's just that typical British sports are arousing my interest.

Helen: All students choose a sport they take delight in. The boys can take up football or rugby, the girls – cricket, tennis or athletics. All sports are available in my school in Ukraine.

Ann: I see. And one more question: could you describe what the atmosphere was like in that school?

Helen: Generally, it was reasonably relaxed and friendly, because it was based on tolerance and mutual respect. Poor behaviour, especially bullying, was treated very firmly. I guess relations between pupils and staff are excellent.

Ann: And then another question arises...

Helen: Oh, there's no end to your questions. How about having a cup of tea and then we may continue.

Ann: Thank you. No one minds that sort of thing.

Helen: Agreed, then.



Across cultures: Great Britain, Ukraine

rugby – a type of football in which the ball can be handled, played with an oval (egg-shaped) ball by two teams of either 13 players (professional) or 15 players (non-professional).



cricket – an outdoor game, popular in Britain, played in summer with a small ball covered with red leather, a bat, and wickets, by two teams of 11 players each, usually dressed all in white.



III. Language Track

Phonetics in Context

1. In the text above, find 10 words in which 'wh' and 'w' give the sound /w/ and reproduce them in contexts. Practise saying them in your own context.

Example: /w/ I *wonder* *what* was the structure of a usual *working* day at the school *where* you studied.

Well, morning registration at 8:50 a. m. Then come five lessons each morning *with* a 20 minute break.

Words and Phrases in Context

1. Study the difference in meaning. From the text reproduce the words in the context and interpret their meanings. Make up your own sentences by analogy.



arouse (v) as in arouse interest / expectations etc. – to make you become interested, expect something.

Example: *This extra-curricular activity has aroused everybody's interest.*

arise (v) – if something arises from or out of a situation, it is caused or started by that situation.

Example: *More behavior problems are sure to arise if you don't take measures.*

2. In the text above, find words/phrases with the same meanings and reproduce them in context. Add 1-2 logically connected sentences to them which the friends could say.

Example: *I'm writing a report about British schools and the information from the horse's mouth will be very suitable. I'm bursting with questions.*

- first-hand information
- extra-curricular activities
- all the teachers of a school
- to be against something
- to go on doing something
- to have free time



3. From the text above, read out words/phrases with which the girls described the atmosphere at school. Use them to describe the atmosphere in your school.

Grammar in Context

1. In the text above, find the embedded questions and group them into two categories: whether they are in a statement or in a question. Turn them into direct questions.

2. Complete the instructions and give your own examples.

Use embedded questions in...

Don't put a question mark when...

Go to your *First Aid Kit* for more information on p. 247



4. Look at the photos and complete embedded question about school life.



- I wonder
- I don't know
- I'd like to find out
- Do you understand ...?
- Can you tell me ...?
- Who knows ...?

IV. Communication Track

1. Speaking

1. Speak about an ordinary day at your school. Cover the following points:

- the structure of the day at your school;
- after-school activities pupils take part in;
- the atmosphere at school and relations between the pupils and the staff.

2. Read and learn how to ask for more information. Look at the pictures and fill in the mini-dialogues.

1. It's just that ... is arousing my interest.
– I'm not sure about it, but we can read up.



behaviour code

2. Hey ... , do you have a spare minute? I just wanted ask you about the ... in English school?
– Well, let's see what I can come up with.



curriculum

3. Do you think you've got time for telling me about ... in the USA?
– Don't you tell me you find it interesting?



school traditions

4. Do you happen to know anything about ... ?

– How about I tell you something and then you'll search the Internet?



bullying

5. Can you give me the idea of ... ?

– What's that you are interested in?



School museum



3. In the whole class, have a questions-and-answers session about school life in different countries.

2. Listening

a) Before you listen

You are going to listen to the description of after-school activities in American schools. Try to predict its content with the help of these words.

- variety
- active
- orchestra
- academic
- to compete
- trips

b) While you listen

Listen to the description and list the after-school activities mentioned.

c) After you listen

Say which of the activities are similar to those in your school.

3. Writing

a) Before you write

If you want to advertise an after-class activity, write a notice.

- Brainstorm with your friends what information your notice should contain.
- Make up a list of words/phrases you'll use to attract readers' attention.

a) While you write

Follow the format of a notice.

How to write a notice

Content Tips	Language Tips
<ul style="list-style-type: none"> • Address the target audience; • In the introduction name the activities being described; • In the main body give some basic information about the activities; • Encourage the readers to contact you. • Sign it and put down the date. 	<ul style="list-style-type: none"> • Dear parents / friends, • There are many ways in which ... • The school will provide ... • You may also be invited to ... • You may also participate in ... • If you would like any information about ..., please contact ...

Go to p. 4 for a sample notice



At Home: In your WB, write a notice to advertise an after-class activity.

DEVELOPING INTEGRATED SKILLS 2

- I. Suppose you are going to study in an American high school for two semesters as an exchange student. Think and decide how elective courses you would like to take each semester, and how you could contribute to your new school life socially or athletically.
- II. Look at the school behaviour chart (p. 68). Pair up with your friends and discuss how obeying school rules can help you become better citizens. Say how much it is attributable to your school routine.
- III. Suppose your school has joined the eTwinning Community in order to communicate, collaborate, and develop online and offline projects with other European schools. You and your classmate are invited to apply. Write down your class profile covering the points:
 - Describe your classmates, their academic interests and their favourite after-school activities.
 - Describe the project which you would like to develop and explain why you've chosen it.
 - Write in what European country you would like to find partners in education and why.

Bethel Eagles S.O.A.R.

Aim High, Together We Will Fly!

What it looks like in...	Classrooms	Hallways	Cafeterias	Playground	Assemblies	Bathrooms
S Safety	<ul style="list-style-type: none"> Make positive choices Keep hands, feet and all objects to yourself 	<ul style="list-style-type: none"> Stay in line Always walk 	<ul style="list-style-type: none"> Stand in line Use inside voices 	<ul style="list-style-type: none"> Use equipment safely No rough play 	<ul style="list-style-type: none"> Sit quietly in place Hands and feet to yourself 	<ul style="list-style-type: none"> Wash and dry hands Keep water off the floor Flush the toilet
O Opportunity	<ul style="list-style-type: none"> Follow directions Ask questions Be a problem solver 	<ul style="list-style-type: none"> Pick up a trash Be polite Go directly to where you need to go 	<ul style="list-style-type: none"> Practise good table manners Clean up eating area Raise your hand 	<ul style="list-style-type: none"> Share equipment Include others Line up on time 	<ul style="list-style-type: none"> Sit on your assigned spot with your yes on the speaker 	<ul style="list-style-type: none"> Keep all areas clean Use closest bathroom to your area
A Achievement	<ul style="list-style-type: none"> Do your school work Give your best effort Have your homework done 	<ul style="list-style-type: none"> Enjoy items on display with your eyes, not your hands 	<ul style="list-style-type: none"> Eat all food in the cafeteria(take nothing out-side) Use your time wisely 	<ul style="list-style-type: none"> Have a plan for play Problem solving works Seek adult help when needed 	<ul style="list-style-type: none"> Listen, watch and hear 	<ul style="list-style-type: none"> Practise good hygiene Report any needs or mess to an adult
R Respect	<ul style="list-style-type: none"> Take care of personal and school property Be a good helper Collaborate positively with others 	<ul style="list-style-type: none"> Use inside voice when appropriate Hands to yourself Silent in group lines 	<ul style="list-style-type: none"> Follow the directions of all school adults Wait patiently in line Have respectful conversations 	<ul style="list-style-type: none"> Use good sportsmanship Use appropriate language Follow directions of adults 	<ul style="list-style-type: none"> Use appropriate applause Sit flat on your bottom 	<ul style="list-style-type: none"> Respect privacy of others Use quiet voices Respect school property

IV. Your friend, who is an active member of the student council in your school, has invited you to the meeting on preventing bullying. Group up with your friends, look at the situation in the photo and fill in the speech bubbles. Role-play the situation.



2.5. Your Test Files

A. Use of English

I. Combine two sentences into one with an *if/when* clause..

1. I will feel tired and exhausted. I won't work anymore.
2. You won't come home at 10 p.m.. Mum will close the door.
3. You will not buy a dictionary. I will borrow one from the library.
4. The traffic will be too heavy in the morning. I won't go to work by car.
5. He will feel better tomorrow. He will take part in the competition.
6. Ann will have straight A's. She won't retake her exams.
7. Helen will work hard. She will be a top pupil.
8. You will switch on the TV set. It will be out of order.
9. I will do well on my test. I will get a high grade.
10. Mike will stay after classes. He will attend the meeting of the drama club.

II. Read the sentences and insert the propositions.

1. You sing so well, Ann, I advise you to take ... music.
2. Children should have equal opportunities ... the start.
3. The school aims ... training cooks, carpenters, locksmiths and other servicemen.
4. Many parents try to enroll their children ... prestigious schools.
5. I looked so funny in my new suit that the girls shrieked ... laughter.

6. Nobody took any notice ... me when I entered the classroom.
7. Compulsory education is required ... the state in my country.
8. The school rules refer ... all the students without exceptions.
9. We asked Helen to be more specific ... the school curriculum in her school.
10. A student can't advance ... the next grade if he has all Fs and Ds.

B. Reading

Read the text and mark the true statements.

Interview: Teenage Times

Tanya (18) and Jessie (15) are two sisters who live in Cambridge. Tanya is at a Sixth Form College doing 3 A-level examinations in English, Art and History. Jessie is doing 11 GCSE examinations.

Let's start with school. Jessie, do you enjoy school?

Jessy: Um... yeah. There are certain subjects that I wish I didn't have to do, but because those subjects that I do, I really enjoy. I look forward to going to sixth form where I can choose.

Do you think it will be different?

Jessy: Yes, and the sixth form college I want to go to is very, very big, like there's 600 in each year.

And why do you think that'll be good?

Jessy: I really want to be able to do those subjects that I want.

Tanya: It's also a chance to meet different people. I found when I went there that suddenly...you're not with the same group that you've been since you were 11, you get the chance to meet more people.

What subjects do you have to do that you don't like?

Jessy: At our school they've made it compulsory to do Construction as a GCSE. That's half GSCE in Woodwork, and that's the main half, then you choose to include Textiles or Graphics. It's quite mindless that... I just wish I could spend my time doing something else, or getting up to date with my other work.

So certain GCSE are compulsory?

Tanya: Actually the Government said that all schools had to do Construction or Technology, Science, Maths and English. But then some schools were able to say "No, we can't fit it into our time-table", especially private schools.

Are there subjects that you should have been taught?

Jessy: There are subjects I would have liked to have done but I couldn't 'cos of the choice I was making, like I would have liked to have done Music and Drama, but I choose to do Music and so I couldn't do Drama, and now I want to do A-level in Theatre studies and I haven't had any of the back-up.

Tanya: It's not fair because in England we have to choose GCSE at 13 or 14 and I had to make a choice between History or Geography, and which language I was to do – you either do French or German and you have to stick to that.

Would you like to have gone to a private school?

Jessy: We're very influenced by our parents, and the fact that it's not right to have private schools...

Tanya: At the moment I'm looking to finishing my A-levels and having no kind of pressing exams to do. And next year I'm taking a gap year before going to University, and I'm going to Mexico for five months to teach English, hopefully with small children, which I'm really excited 'cos it's going to be so different. I've always wanted to travel, and this is my chance!

Do you know University you want to go to?

Tanya: At the moment I've applied to do History and Politics. I want to go to a big city where there's a big student population. Cambridge is lovely but as you grow older you do realize that it's limited in what is to do. And everybody says, you know, University should be the best time of your life.



Statements

1. Tanya approves of her sister's decision to go to sixth form.
2. Tanya studied at that form some years ago.
3. Jessy wants to go to sixth form because it is big.
4. Jessy is dissatisfied with subjects at her school.
5. All schools in Britain take construction as a part of GCSE.
6. Jessy wants to do Science, Maths, Music and Drama.
7. Jessy wants to do "A" Level in Theatre studies.
8. Jessy's sister says that to choose at the age of 13 or 14 is too early.

C. Listening

Listen to the text and choose the right variant.

Oksana Voytenko is eleven years old. She lives in Ternopil. This is a "soundtrack" of a typical day in her life.

1. Oksana is ...
 - a) an early riser;
 - b) a sleepy head;
 - c) always tardy.

2. She gets to school ...
 - a) on foot;
 - b) by car;
 - c) by public transport.
3. The girl takes ...
 - a) dancing lessons;
 - b) music lessons;
 - c) French lessons.
4. Oksana's mum tells her to ...
 - a) clean the bathroom;
 - b) clean the dishes;
 - c) clean her room.
5. In the evening, the girl doesn't ...
 - a) meet her friends;
 - b) play computer games;
 - c) watch TV.

D. Writing

Write a letter to the editor about your school.



Unit 3

Music to my Ears

In this unit you will learn how:

- to share your opinions on different music styles;
- to talk about your favourite musicians and composers;
- to give information about musical instruments;
- to describe your visit to the concert;
- to discuss your tastes in music
- to check your knowledge and skills on the topic getting ready for independent testing.



Unit Three: Music to my Ears

3.1. Music Styles

Word Bank

- to hypnotize
- band
- uplifting
- lyric
- deafening
- melodious
- poetic

Phrase Bank

- to put somebody in a good mood
- to evoke emotions (feelings) – to be hooked on
- music preferences
- music scene
- to be really cool
- to be particular about something
- to cut across all the barriers
- to be to somebody's liking
- to judge somebody's music
- to be in somebody's list of likes

Communication Box

- Well, to each his own.
- I can't wait to see.
- That sounds good.

I. Now for it!

Look at the pictures and say what style of music performed by the musicians is to your liking. Why?



rock music



classical music



folk music

Example: *Classical music is on my list of likes. It calms me down and makes me think.*

II. Reading

Read the dialogue of two American friends discussing their music preferences and say if they like the same style of music.

Talking about Music Styles

Part One

Bill: Hey, Ted, where are you going?

Ted: To the record store. The new Metallica CD comes out today and I want to be the first to have one.

Bill: Well, before you spend all your money, you should come with me to get a ticket to the show at the Cattle Club tomorrow.

Ted: Why? Who's playing?

Bill: This band is called Nirvana. **My cousin saw them** in Seattle and **he said they were excellent.**

Ted: Really? I have heard the Seattle music scene is really cool and there are a lot of good new bands and clubs up there.

Bill: **Well, my cousin went** to a lot of concerts and **he said Nirvana was** one of the best. He thinks a major record company is probably going to offer them a contract soon.

Ted: Wow, then this would be our last chance to see them in a small club, before they get really well known. When is it going to be?

Bill: Tomorrow. Do you want to come with me? **Bob said tickets for the concert were only \$12.**

Ted: Okay, that sounds good, but I still want to go to the record store and get that CD.

Bill: I'll go with you. I just got some money, so I can afford some new music too.

Ted: Why not?



Metallica

Part Two

Ted: Here's that Metallica CD. I hope it's good.

Bill: **My brother said it was fantastic.** I'm sure it is. I'm thinking about getting this Red Hot Chili Peppers CD.

Ted: Yeah, I've heard a lot of their songs on your favourite radio station FM 103.5.

Bill: I love FM 103.5. They play all the best songs. I only listen to FM 103.5 because I don't like the rap, pop and country they play on all the other stations.

Ted: You are sure particular about your radio stations, Bill. I just listen to any radio station that happens to be playing a good song at the moment. But I definitely don't listen to the classical music station – to symphony orchestra or any other; it's so boring.

Bill: Speaking of classic music, here are some classic Rolling Stones albums. I think I'll buy one of these. **Some of our guys said it was good.**

Ted: Oh, I hate classic rock! I can't believe you listen to that stuff. Why not any other music?

Bill: Well, to each his own. **Classic rock is to my liking.** I don't judge your music so you shouldn't judge mine. Let's pay for these and then go get our tickets.

Ted: Okay, I can't wait to see Nirvana in concert!



Rolling Stones

Across Cultures: the USA



Metallica – a US heavy metal group.



Nirvana – a US group that developed a style of rock music called “Grunge.”



FM – frequency modulation; a system used for broadcasting radio programmes which produces a very clear sound.



Rolling Stones – a British rock group; one of the most successful groups ever.

III. Language Track

Phonetics in Context

1. In the text, find and read out ‘wh-questions’ with correct intonation following the pattern. Practise them asking your friend.

Examples: *Where are you going?*

Ann, what music do you prefer?

Words and Phrases in Context

1. Study the difference in meaning. In the text ‘Talking about Music Styles’, find the sentences with these words and interpret their meanings. Make up your own sentences by analogy.



band (group) – a group of musicians that plays music.

Example: *I grew up playing in rock bands.*

orchestra – a large group of musicians playing many different instruments and led by a conductor.

Example: *He conducts the London Symphony Orchestra.*

2. In the text find and reproduce the sentences which are about styles of music. Match the music styles to their definition and say which of them might be popular in the USA and in your country.

1. rap a) a type of pop music in which the words of a song are spoken in time with music with a steady beat. This music is performed especially by black people in the US.
2. _____ b) any of several styles of popular modern music which are based in rock-n-roll, usually played on electrical instruments.
3. _____ c) music written with serious artistic intentions and having an attraction that lasts over a long period of time.
4. _____ d) popular music in the style of the Southern and Western US.
5. _____ e) modern popular music of a simple kind with a strong beat and not usually of lasting interest, liked especially by younger people.

Example: *I think rap is popular in Ukraine. There are many well-known rappers, Potap, for instance.*



3. In the text, find and complete the following sentences with new words and phrases. Add one logically connected sentence.

Example: *I have heard the Seattle music scene is really cool and there are a lot of good new bands and clubs up there. Many well-known American musicians started in clubs of Seattle.*

- I still want to go ...
- I only listen to...
- You are sure particular about...
- But I definitely don't listen to...
- Speaking of classic music...
- ...is to my liking.

Grammar in Context

1. From the text, read out the sentences in bold and interpret their meaning in context.

2. Read the following examples of reported speech, make a table of changes and comment on them.

Example: *He says, 'This is good concert'. → He said that it was a good concert.*

this → that

is good → was good

- Ann said, 'I'm listening to the concert here'. → Ann said she was listening to the concert there.
- Ted says, 'Bill, I have bought two tickets for the concert'. → Ted told Bill that he had bought two tickets for the concert.

Complete the instruction

To report what a speaker said use...

Example: *Nick said, "I bought the CD here."*
*Nick said he **had bought** that CD there.*

- to use **say** as a reporting verb when the listener is not mentioned and **tell** when it is mentioned

Example: *Mark said, "Ann, the music is perfect."*
*Mark **told** Ann that the music was perfect.*

Go to your **First Aid Kit** p. 248 for more information



Group up for the project to design a leaflet "Music can promote your healthy way of life".



3. Read what different teenagers say about their favourite music styles and report what they said.

Br E – hypnotise
 Am E – hypnotize



Ann

"I like jazz. It is so romantic! I have bought a new CD with Louis Armstrong's music."



Phil

"I'm fond of country music because it has its incomparable colouring and melody. It reminds me of the American wild west.



Helen

I'm learning to play the violin. Classical music is my favourite. It hypnotizes me and fills me with a new life.



Steve

Rock is to my liking. It puts me in a good mood.



Ray

As I'm a rapper, I am keen on rap. It's uplifting and energetic, that's why this music excites me!



Martha

I adore folk music. I've learned so many Ukrainian songs. They are so poetic and melodious.

IV. Communication Track

1. Speaking

a) Characterize your favourite music style using the star map.

What is your favourite music style?

Why do you think you feel like this?

What emotions does it evoke in you?



When do you like to listen to it?

Where do you like to enjoy it?

Example: *Of all the music styles I prefer romantic music for its simple musical language. I like to listen to it alone sitting in a comfortable armchair. Thus it can evoke different emotions in me...*

b) Pair up with your friend and make up a dialogue discussing your favourite music styles round its beginning.

- Hey, Alex, listening to music again? What music piece are you hooked on now?
- It's a new CD of
.....



c) In the whole class, dispute over the famous quotes.

"I think I should have no other moral wants, if I could always have plenty of music. It seems to infuse strength into my limbs and ideas with my brain. Life seems to go on without effort when I am filled with music."

(George Elliot)

"Music can be all things to all persons. It is like a great dynamic sun in the centre of a solar system which sends out its rays and in-





spiration in every direction. Music makes us feel that the heavens upon and a divine voice calls. Something in our souls responds and understands.”

(Leopold Stokowski)

2. Listening

a) Before you listen

You are going to listen to a mini-lecture about a country of wide musical tastes. Write five questions you want to get answers to from the lecture.

b) While you listen

Listen and fill in the chart.

Style of music	The place of origin	Its distinguishing features	Great musicians in this style if any



c) After you listen

Say what interesting unknown facts you’ve learned from the lecture. Can you add more information?

3. Writing

a) Before you write

If you want to describe one particular thing in a group of sentences, write a descriptive paragraph.

- Brainstorm with your friends and say what you’ll draw your readers’ attention to while describing your favourite music style.
- Make a list of words and phrases you’ll use writing a descriptive paragraph.

b) While you write

Follow the format of writing a descriptive paragraph.

Content Tips	Language Tips
<ul style="list-style-type: none">• Name the style of music you are going to describe• Formulate the topic sentences of the paragraph• Illustrate your topic sentence with supporting ideas.	<ul style="list-style-type: none">• I’d like to present...• ...was originally...• ...is a well-known poet• Apart from...• It is characterised by...• Its brightest representative...

Go to your p. 4 for a sample of a descriptive paragraph



At Home: In your WB, write a descriptive paragraph about your favourite music style.

3.2. Parade of Fame

Word Bank

- impeccable
- immortal
- influential
- to revolutionize
- repertoire
- incomparable

Phrase Bank

- to be widely recognized
- to pave the way for something
- to earn somebody a worldwide reputation
- to become the unchallenged leader of...
- to be the epitome of...
- to give a new impulse for...
- to be a number one hit
- to be a rebel at heart
- to contribute to the course of peace
- to absorb the beauty of...
- to embody the soul of the nature
- unfading masterpieces

Communication Box

- In short...
- In a word ...
- I'm with you on that ...
- All the more...

I. Now for it!

Look at the portraits of famous musicians and say who you've heard about and enjoyed listening to.



Wolfgang
Amadeus Mozart



Michelle Andrade



Selena Gomez



Elton John

Example: *I personally enjoy listening to Elton John. He is a talented composer and a good singer at that.*

II. Reading

In the international project 'Parade of Fame' children of different countries presented their prominent musicians. Read what the participants said about their favourites. Say why they have chosen these musicians.

Parade of Fame

Part One



My name is Martha and I'm a great music fan. Many styles of music were born in America, such as blues, jazz, rock-n-roll, country music, pop. Teenagers associate American music with Michael Jackson, Madonna, Britney Spears and other pop singers. Of course, these names are widely recognized and extremely popular because they represent the music of the country. But when my granny was a "bobbysox",

her teen idol was Frank Sinatra, the finest vocalist of all times, renowned for his impeccable timbre. **She said she would love him forever.**

My parents were brought up with the songs of Elvis Presley who broke hearts of millions of young people and is remembered as the first king of rock-n-roll. **My dad claimed that there would be no other king of rock-and-roll like Elvis.** But as my preferences lie in jazz, I'd like to talk about the man whose music is immortal and who paved the way for other musicians. I mean a giant among American jazz musicians, the most influential music person Louis Armstrong. He broke with all traditions and brought about a new rhythmic freedom for the performer, put an accent on a soloist, invented a new form of singing – "scat singing". In short, he revolutionized jazz. I'm sure that because of his peculiar genius, the classic music of black Americans became the music of all Americans. To me, he is the epitome of jazz and will always be. He is, as Duke Ellington called him, an "American Standard, an American original". And I'm happy and proud that America had such a musician with the global audience for his music and timeless influence.

Part Two

I'm Phil and I'd like to speak about musicians whose music travelled from the British Isles to Europe, America and other countries, inspiring others and creating new original music, giving a fresh impulse for the development of a new musical style. I mean the rock group from Liverpool "The Beatles".

The admirers of the group said that there wouldn't ever be the 2-nd Beatles and I agree. There was hardly a person in the 60-s who didn't sing their songs. The records of this group were regularly Number One hits all over the world and everybody knew the names of the "Fab Four" as they were called sometimes: John Lennon, Paul McCartney, George Harrison and Ringo Starr. Most of their energetic and powerful songs were written by John Lennon and Paul McCartney. It was John Lennon, a rebel at heart, who



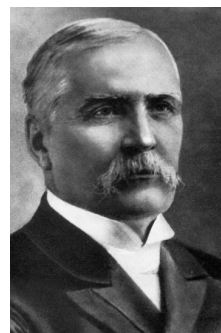
founded the group in 1960. At the beginning of his music career he rebelled against “parents’ tiny slow music”, in the 70-s – against the Vietnam War and injustice. His recording “Give Peace a Chance” in 1970 contributed greatly to the course of peace. Unfortunately, that year the group broke up. Ten years later, in 1980, the idol of millions of fans, John Lennon, was murdered. But Paul McCartney continues to be an active creative musician. You probably know that he composed not only songs like “Yesterday”, “Mull of Kintyre”, but classical pieces including “Liverpool Oratorio” (1991) and “Standing Stone”. I personally think much of this great musician all the more for his establishing a college for the performing arts in Liverpool, thus helping young and promising musicians to find their creative way. Isn’t it great?!

Part III

I’m Ann and I’d like to tell you about my countrywoman Solomiya Krushelnytska. She was a world-famous singer (dramatic soprano). Her opera repertoire numbered about 60 roles. She combined a colourful voice of great range (three octaves), with a fiery temperament and enormous acting ability. Solomiya Krushelnytska made her debut in the Lviv Opera House, which is now named after her.

Part IV

I’m Helen. I agree with my friends that every generation has its own musical idol, but there are musicians whose unfading masterpieces still live in the hearts of people. When I say so, I’m thinking about Mykola Lysenko, the founder of Ukrainian classic music, the author of many music pieces, including folk songs which are noted for their charming and tender melodies. I’m a member of my music school choir and we sing different folk songs, but M. Lysenko’s songs are incomparable. It seems to me that they have absorbed the beauty of blossoming apple-trees in spring, the striking colours of golden autumn, the peaceful summer nights of the country. In a word, they embody the very soul of the nation. Only a composer of great talent could create such songs, I believe. Ukraine prides itself on M. Lysenko’s operas both for adults and kids, which are in the repertoire of many world-famous theatres nowadays. Melodious, lyric, poetic, they won the hearts of thousands of people. You’ll agree with me that his name is rightfully inscribed in golden letters into the history of Ukrainian culture if you hear one of his music pieces. Am I old-fashioned? Not in the least. I just adore classic. **My friends said they wouldn’t go to any classical music concert,** but so many men, so many tastes.



Across Cultures: the USA

bobbysox – young girls between the ages of 13–15 especially during the 1950s in America



Duke Ellington – a US jazz composer and piano player who was also a successful band leader



Liverpool – a city in the northwest of England

III. Language Track

Phonetics in Context

1. In the text, find the words in which **-ar-** and **-or-** are read as /ɑ:/ /ɔ:/. Reproduce the sentences with them in context. Practise saying them in your own sentences.

Example: /ɔ:/ – *immortal*.

I'd like to speak about the man whose music is immortal. I think the music pieces of Pyotr Tchaikovsky are immortal.



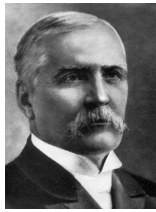
Words and Phrases in Context

1. In the text, find 8 adjectives which characterize great musicians and their work. Interpret their meanings in context and say if you agree with the participants of the parade.

Example: *Louis Armstrong was the most influential music person in America. It means that Armstrong made a great influence on many musicians. I agree with Martha, because L. Armstrong brought a lot of novelties to jazz music.*

2. Look at the portraits of great musicians the children introduced in the 'Parade of Fame'. In the text, find phrases which describe their contribution to the world music. Apply them to the appropriate musician and comment on them.

Example: *It was L. Armstrong who paved the way for other musicians. Thanks to him jazz, became popular not only among black people.*

		
Louis Armstrong	the Beatles	Mykola Lysenko
to pave the way _____ _____ _____	_____ _____ _____	_____ _____ _____



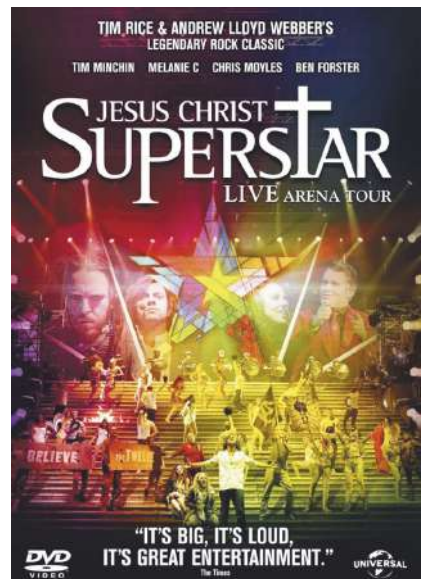
3. Look at the advertisement. In 2 groups, read the information about one of the authors of the music piece. Make a list of words and phrases characterizing it. Use them to present each author to the class.

JESUS CHRIST SUPERSTAR

LYRICS
MUSIC BY

TIM RICE
ANDREW LLOYD WEBBER

When Tim Rice and Andrew Lloyd Webber's *Jesus Christ Superstar* first exploded onto the West End stage, it was clear that the musical world would never be the same again. Twenty five years on and this astonishing show is back. Without doubt one of the best scores Andrew Lloyd Webber has ever written, *Jesus Christ Superstar* is packed with his songs including *I Don't Know How to Love Him*, *Everything's Alright*, *Gethsemane* and, of course, *Superstar*. Electric rock, chunky power chords and heart searing ballads all combine to create a fantastic musical theatre evening. Direct from the West End, *Jesus Christ Superstar* is as compelling today as the day it was written.



Box Office 0113 222 6 222

Open Monday – Saturday 10 a.m. – 9 p.m. and Sunday 11.30 a.m. – 7 p.m.

Tuesday 10 November – Saturday 28

November Performance Times

Monday-Saturday evenings 7.30 p.m.

Thursday and Saturday matinees 2.30 p. m.

The Grand Theatre Leeds 46 New Briggate Leeds LS1 6NZ



Andrew Lloyd Webber (1948) is a very successful English writer of musicals. He created a number of rock operas written with Tim Rice. His musicals “Cats”, “The Phantom of the Opera”, “The Woman in White” brought him unfading glory. He won an Oscar in 1996 for his song “You Must Love Me” and was chosen for the songwriters “Hall of Fame” in 1995. He was also made a knight in 1992 and a life peer in 1997.

Tim Rice (1944) an English writer and performer. He is best known for his work with Andrew Lloyd Webber, writing words for his musicals “Jesus Christ Superstar”. He has also written words for songs in films “The Lion King”. Tim Rice appears regularly on radio and TV with his creative works. He was made a knight in 1994.

Grammar in Context

1. From the text, reproduce the grammar constructions in bold and interpret their meanings in context.
2. Read the examples given and notice the changes.

She said, ‘I will go to the concert tomorrow’ → She said she would go to the concert next day.

She said, ‘I will give you my CD next Sunday’ → She said she would give me her CD the following day.

She said, ‘I will play the piano the day after tomorrow’ → She said she would play the piano in two days.

Formulate the instruction.

- If you want to report what the speaker said about the future, use.....

Go to your *First Aid Kit* p. 248 for more information



3. Ask your neighbor whose music he/she will listen to soon. Report his/her answer to the class.

Example: A: Ann, the music of what musician will you listen to soon?

B: As I adore 'Ocean Elza' and its singer S. Vakarchuk, I'll listen to this new song 'It's not your war'.

A: Ann said she would listen to S. Vakarchuk's new song 'It's not Your War'.

Go to your WB for more exercises

IV. Communication Track

1. Speaking

- a) Speak about your favourite musician. Use the following question plan.

Question Plan

1. When did he/she start thinking about music?
2. When did he/she take up music seriously?
3. How was his/her music career developing?
4. What genre of music does/did a musician work in?
5. What contribution did she/he make in music culture?
6. How were his/her achievements evaluated by people?
7. What do you think of this musician's creative activity?
8. Which of his/her music works are your favourite and why?

- b) In pairs, talk about your favourite musicians using the pattern below.

Pattern:

- I say _____, do you have any favourite _____?
- Sure, as many teenagers, I _____
- Which of the great musicians _____?
- There are many _____, but _____ is the one I like most. His/her impeccable music _____
- Agreed. _____ earned a worldwide reputation for _____. His/her _____ is a Number One hit.
- Do you _____?
- You can't deny that _____, but I personally _____. I think much of _____, because _____
- If you ask me _____, all the more _____ is really an unchallenged leader _____, whatever can be said against him/her.
- Great musicians are great, because _____
- Exactly. Their incomparable music _____
- I'm with you on that.



- c) Read the definition of “a good musician” given once by a famous pianist Teddy Wilson about Louis Armstrong. As a whole class debate over it and say whom of the great composers of Ukraine this definition can be attributable. Give your reasons.

... he has all the factors that make a good musician. He has balance – this is most of all. Tone. Harmonic sense. Excitement. Technical skill. Originality. He has no weak point.

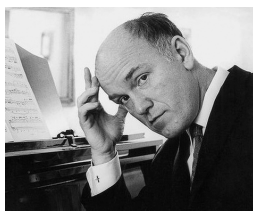
2. Listening

a) Before you listen

Listen to the conductor Charles Hazelwood’s reminiscences of his favourite ‘First of the Great Romantics’. Look at the portraits and say who may be called so. Give your reasons.



David Oistrakh



Sviatoslav Richter



Wolfgang Amadeus Mozart

b) While you listen

Listen to what a great conductor Charles Hazelwood said about one musician and correct the mistakes in the underlined words of the statements given.

1. Many composers wrote music to entertain a patron or an employer.
2. The composer’s genius was such that he worked irrespective of the conventions.
3. Mozart could express hundreds of different colours of emotions.
4. If you look at his manuscripts, there are a lot of second thoughts and crossing outs.
5. Mozart was quite old when he was at might of his power.
6. Mozart’s 31-st symphony is on every mobile phone.
7. His 40-th symphony is the composer’s last will and testament.
8. Mozart’s last symphony opens a whole new era of creativity.



Group up for the project to design your own Hall of Fame.

3. Writing

a) Before you write

If you want to say what a musician did in his/her life, write his/her biosketch.

- Brainstorm with your friends what facts a biographic sketch of a great musician should contain.
- Make a list of words/phrases you’ll use to make the biosketch interesting.

Go to p. 4 for a sample of biosketch

b) While you write

How to write a biosketch

Content Tips	Language Tips
<ul style="list-style-type: none"> • Develop a core concept • Outline the life of a composer • Paint a mental picture of him 	<ul style="list-style-type: none"> • ...was born... • On his/her first days at school... • He/she started... • In his/ her early years... • Luckily for him/her

Go to your WB for more exercises



At Home: Write a biosketch of your favourite musician.

3.3. At the Concert Hall

Word Bank

- magnetic
- enchanting
- incredible
- flute
- clarinet
- violin
- Conductor
- drum
- gorgeous
- spectacular

Phrase Bank

- to tune instruments
- to burst into applause
- a live concert
- to be beyond expectations
- to draw the music out of the players
- to stay in the magic world of music
- to put on clothes for the occasion

Communication Box

- Suddenly ...
- Don't miss it.
- I wished it would never end.

I. Now for it!

Look at the people at the concert halls and say what they feel. Say what you feel when you are at the concert.



Example: *I think if the audience likes the music, they will express their feelings. I personally usually do it. I clap my hands and dance. It's normal.*

II. Reading

Read the pages of teenagers' diaries about their visits to the concerts and say what concerts they've been to.



...Yesterday my boyfriend Tom telephoned me and asked not to plan anything for the next day. He said he had bought two tickets for the concert, so I've got the opportunity to go to the concert!

The night of the concert came, and Tom dropped by to pick me up. My mother advised me to put on the appropriate clothing for the occasion so I put on tight black jeans and a silver jumper. It matched all right and I looked great in it. At least Tom thought so. We promised our parents to behave well and to be home on time.

We went to see the famous rock group of our city. They were great! The electric quality sounded all right and I liked the drums a lot. The special effects were marvellous. To tell the truth, I prefer this style of music to others. It's very energetic and rhythmic. It makes you jump, and dance, and scream. It may be too loud sometimes and everybody around you looks a little bit crazy, but what's wrong with that? It's only for two hours and it gives you pleasure and energy for many days afterwards. It gives you spirit of joy and happiness, and I was happy! Unfortunately, I was unable to dance with all others because of my tight jeans, but I had fun.

I hope that when I am an old lady, I will still be able to understand and even share my grandchildren's tastes in music. That's why I'm enjoying myself now.



... My dreams had come true. I got the opportunity to go to a live concert and to listen to that enchanting music I had been dreaming about for such a long time. I'm grateful to my mum for inviting me. It was also the first time I was at the Albert Hall.

When we came, the orchestra was just beginning to come in. The violins, flutes and clarinets were tuning instruments.

A burst of applause was heard when the first violin came in. Mum asked me to look at stage. The orchestra sprang to their feet. The conductor walked in with a quick step and bowed from the conductor's platform to right and left several times. All the eyes were turned to him.

Then the orchestra sat down again and the conductor spread his arms. Dead silence fell. The concert began.

I watched the conductor fascinated. I'd never heard or seen anything like that before. With the whole body he seemed to be drawing the music

out of his players. A wave of the arm and the harp joined in, a shake of the fist and the drums were heard. Sometimes he turned to the violins, and a thread of sounds as soft as silk was drawn out of them. It was so magnetic that I wished it would never end. I wanted to stay in that magic world of music for ever. I was so sorry when my mother asked me not to forget anything because it was the time to go home.



... This is the most memorable event of my stay in Ukraine. My friends asked me to join them for a weekend. When I asked them what we were going to do, they told me just to wait. They said it would be a surprise and it really was!

It was a real treat for me to listen to the orchestra of Ukrainian folk instruments, and see the extraordinary kobza, bandura, sopilka, buben, and tsymbaly. Their sound is still ringing in my heart. However, what struck me most was the trembita. I was told that it is traditionally played by shepherds in the Carpathian mountains, and that it is sometimes used on special occasions.

Incredible! I would never have thought that a concert of Ukrainian folk music would be so impressive and spectacular! Now I understand why Peter Tchaikovsky once wrote, 'There are happily gifted nations. I saw such a nation, a truly musical one. They are Ukrainians'.

It was a breathtaking experience and something I will take home and share with my students. It was a nice possibility of getting acquainted with Ukrainian music culture.



Across Cultures: Great Britain

Royal Albert Hall – a large 19th century building in London where concerts take place.

III. Language Track

Phonetics in Context

1. In the text, find and reproduce exclamatory sentences with correct intonation following the pattern. Say what feelings they express and practise them in your own sentences.

Pattern: *Incredible!* I think, it shows joy.

Incredible! I'll listen to the harp!

Words and Phrases in Context

1. Study the difference in meanings. In the diaries find and reproduce the sentences with them in context and make up your sentences by analogy.



possibility – is smth which is simply possible.

Example: *Is there a possibility of getting tickets for the ballet today?*

to be grateful – to a person who has helped in some way. **Example:** *I'm grateful to my mom for buying me a new guitar.*

opportunity, chance – possible but pleasant, profitable or necessary.

Example: *I have the opportunity of going to the rock concert on Sunday.*






to be thankful – is used when we are glad that something fortunate has happened, especially when smth unfortunate might have happened. **Example:** *I'm thankful to be alive. It was such a big fire.*



2. Match the pictures of musical instruments to their names. In the text, find who had a possibility to hear them and at what concert. Say what musical instruments you can play or would like to learn to play.



→ a) electric guitar

Example: *The girl who was at the rock concert enjoyed the sounding of electric guitars.*

	a) flute
	b) clarinet
	c) tsymbaly
	d) sopilka
	e) trembita

	<p>f) drums</p>
	<p>g) violin</p>



3. From the diaries, reproduce the sentences with the phrases which show the children's attitude to the concerts they've been to. Say at what concert you experienced such feelings.

Example: *The pop concert gives me much pleasure and energy. I personally feel the same at the rock concerts. They fill me with new life.*

Grammar in Context

1. In the text, find the sentences with grammar structures in bold and interpret their meaning in context.
2. Complete the instruction:

If you want to report instructions, commands or regrets, use.....

Go to your **First aid Kit** p. 249 for more information



3. Look at the pictures and say what the concert hall manager asked the speakers to do or not to do. Begin with "He asked".




Example: *He asked men not to smoke in.*

Go to your WB for more exercises

IV. Communication Track

1. Speaking

a) Speak about the concert you've recently been to using the star-plan.

	What concert you've been to	
What feelings the concert evoked in you		Who you went to the concert with
What musical instruments the musicians played		What music you listened to

b) In pairs, share your impressions of the concert you've both visited. Use the pattern.

Pattern:

- I say _____, how do you like _____?
- It's just _____! I enjoyed _____
- Me too. _____ was gorgeous and _____
- Is it your first _____?
- Exactly. I've heard the concerts on CD, but _____
- When you go to a live concert _____, don't you think so?
- I do. I'm just impressed by _____. The musicians established _____
- _____ are beyond expectations! It'll give me _____
- I also feel like _____. I'm so grateful to _____
- Next time _____ and you?
- By all means. _____ is always a pleasure.



c) In the whole class, dispute over the following question:

'It is believed that going to the concerts can develop your taste in music. How else can people do it?'

2. Listening

a) Before you listen

You are going to listen to the story 'Playing the Bagpipes'. Say:

- what bagpipes are;
- in what country this musical instrument is especially popular;
- what sounds this instrument produces.

b) While you listen

Listen to the story 'Playing the Bagpipes' and complete the statements.

1. In his book "Three men in a Boat" _____.
2. At first the young man _____.
3. His sister was very religious and she said _____.





4. So, he began to play at night instead _____.
5. People, going home late _____.
6. They would describe _____.
7. Finally, the family found the place _____.
8. But sometimes a visitor would come to the house who _____.
9. If he was a man of strong mind, _____.
10. But if a person was of average intellect _____.



c) After you listen

Give a piece of advice to the hero of a story. What musical instrument will you advise him to play. Why?

3. Writing

a) Before you write

- If you want to attract people's attention to a concert, write a good concert programme.
- Choose any concert you'd like to go. Brainstorm with your friends how to write a concert programme successfully.
- Make a list of words/phrases you'll use in this programme.

b) While you write

A Concert Programme

Content tips	Language tips
<ul style="list-style-type: none"> - Give information about the production the spectators are about to view. - Give the background of the performance (concert), the names of the cast, the orchestra or music group etc. - Supply the programme with photographs from the advertised production. 	<ul style="list-style-type: none"> - talented performers; - solo performers; - to cultivate a taste for refined music; - winners of prestigious international contest; - to have an official opening; - to play a part in the production; - to originate from; - to be based on - a long running hit; - staging; - to tell the story of.

Go to p. 5 for a sample concert programme



At Home: In your WB, write a programme for a concert you want your friends to go to.

3.4. Matter of Taste

Word Bank

- ugly
- to vary
- vulgar
- rendering
- dreamlike

Phrase Bank

- an unusual range
- to carry somebody away
- just the reserve
- to dance to rhythmic music
- to be romantic at heart
- to calm down
- to have a good ear for music
- to be tone-deaf
- to conform to the tastes of others

Communication Box**How to discuss tastes in music**

- What are your preferences in...?
- Does ____ appeal to you?
- How do you find ____?
- Please don't tell me you enjoy ____
- Where do your tastes in ____ lie?
- Wow, I bet...
- What's (who's) that you are...?
- It's ____ you are especially fond of ____ , right?
- I'm traditional when it comes to...
- It's boring! I hate ____
- I can't believe you listen to that stuff!
- Okay, I can't wait to...
- It's cool!
- There's nothing better than ____
- Yeah, but I like that sort of things
- ____ is my thing! I just love it.
- It's a real treat to...
- It simply carries me away.

I. Now For it!

Look at the facial expressions of teenagers after the concert and talk about the music they were listening to. How do you feel when you listen to the music you like?



Example: *I think the boy liked the concert. Definitely, the music was to his liking. When I listen to my favourite music I'm also in the best of spirits.*

II. Reading

Read the dialogue “Talking about Music Tastes” and say what music both friends like and why.

Talking about Music Tastes

Ann: How wonderfully Alex sings! I’m a great admirer of his talent. He has a good ear for music and never conforms to the tastes of others.

Mike: Me too. His voice has an unusual range from high to low. I can’t wait to listen to his renditions of popular folk songs. **I asked him what songs he was going to perform** but he said it was a secret.

Ann: I see you are so traditional when it comes to music. And how do you find pop music, I wonder?

Mike: It’s boring to me. New styles as heavy metal or hard rock are too loud, unmusical, angry and ugly, even pessimistic.

Ann: But I like that sort of things and I don’t find this music ugly or angry as you do. Just the reverse, it calms me down.

Mike: Don’t be angry! **You asked me how I felt about pop music** and I gave you a fair answer. But I am glad that you are so romantic at heart!

Ann: Yes, I am and nevertheless, I can listen to disco music. It simply carries me away.

Mike: But disco music is different, it’s not that vulgar.

Ann: It varies: sometimes it’s deafening and uplifting, sometimes it’s simply rhythmic. My preferences are with the second kind.

Mike: **I don’t ask you why you like rhythmic music.** You adore dancing, right?

Ann: Exactly.

Mike: I also like to dance to rhythmic music. By the way, are you going to the school disco party on Saturday?

Ann: Sure. I never miss such a chance! **I asked Alex if he would sing there.**

Mike: What did he say?

Ann: Surprise! Come with me and you’ll see.

III. Language Track

Phonetics in Context

1. In the text, find the words with the sounds /v/ and /w/ and reproduce the sentences with them. Practise saying them in the sentences of your own.

Example: *voice. His voice has an unusual range from high to low. I like N. Mogilevska’s voice, it’s so tender and lyrical.*

Words and Phrases in Context

1. In the text, find the words with the opposite meanings to the given ones. Reproduce them in context and say what they characterize in the text.

Example: *usual → unusual*

This word characterises Alex's voice. It is unusual.

- musical
- beautiful
- quiet
- optimistic
- comforting
- unrhythmic
- innovative

2. From the dialogue, reproduce the phrases which show the friends' preferences in music. Which of them will you use to express your tastes in music?

Example: *You are so traditional when it comes to music! I am personally also traditional in my music tastes as I adore classical music.*



3. Read the following phrases and say when you use them: in the same context as in the dialogue or differently?

- The music carries me away.
- I can't wait to listen to this music.
- The music is boring for me.
- I like that sort of things!
- I don't find this music ugly or angry!

Example: *I tell my friend, 'You are so romantic at heart!' when she is too overwhelmed with slow, lyrical music.
In the dialogue, one friend compliments the other using the phrase.*

Grammar in Context

1. From the text, reproduce the grammar constructions in bold and interpret their meanings in context.

2. Complete the instructions and illustrate them with your own example.

If you want to report 'yes/no question', use...

If you want to report a 'wh-question', use...

Go to your **First Aid Kit** p. 249 for more information



3. Ask your friend two questions about his tastes in music and let him/her report the questions and answers to the class. Use: wanted to know... ; wondered... ; was interested to know... .

Example:

Ann: Are you an admirer of rap, Val?

Val: Oh, no, it's not in my list of likes.

Ann: What music carries you away?

Val: Disco.

Ann asked me if I was a great admirer of rap. I said it was not in my list of likes. Then she wanted to know what music carried me away. I said it was disco.

Go to your WB for more exercises

IV. Communication Track

1. Speaking

a) Describe your preferences in music using six guiding questions as a possible plan.

- Do you have a good ear for music or are you tone-deaf?
- Are you original in your choice or do you conform to the tastes of others?
- Does music help you or does it interfere with your studies/other interests?
- Do you prefer to listen to live or 'canned' music?
- How many times can you listen to your favourite piece of music or the same song? Why?
- Would you like to know more about music? Do you think it could help you understand music better or enjoy it more?

b) Read and learn how to discuss tastes in music.

1. – I say ____, what are your preferences in music?
 – I'm traditional when it comes to music.
 There's nothing better than ____ for me.



Classical music

2. – How do you find ____, I wonder?
 – It's cool! It simply carries me away.



Rock music

3. – Please don't tell me you enjoy ____
 – Yeah, I like that sort of things.



Folk music

4. – Wow, I bet you are a great admirer of ____, aren't you?
 – I really am. And I can't wait to listen to her again.



Lady Gaga

5. – What is that you are so fond of?
 – It's _____. It fills me with energy for many days afterwards.
 – I can't believe you listen to that stuff!



techno

6. – It's _____ you are especially fond of, right?
 – It's a real treat to listen to her.



Lama

Go your WB for more exercises

2. Listening

a) Before you listen

You are going to listen to the text 'Pop today – and tomorrow'. Read/listen to the first sentence and try to predict what it may be about.

Today pop is for everyone. When Elvis made 'Heartbreak Hotel', pop didn't have a past and pop was for the young.

b) While you listen

Listen to the text and mark the true statements.

1. All people are indifferent to pop.
2. You can hear pop music on your radio.
3. Music TV broadcasts in 60 countries.
4. Nobody helps pop musicians to become pop stars.
5. You can enjoy your music on computers as well.
6. Technoartists make pop music more enjoyable.



c) After you listen

Say how much this information is attributable to Ukraine.

3. Writing

a) Before you write

If you want to send letters through the postal system, use a personal e-mail.

- In groups, brainstorm with your friends and decide on 5-8 subjects you typically use for your e-mails.

- Think of some special linguistic means of wording e-mails and keeping them short.

b) While you write

Content Tips	Language Tips
<ul style="list-style-type: none"> • Write the address first. • Decide on the subject. • Concentrate on the body of the letter. • Make the body of your e-letter short, not more than 2-3 paragraphs. • Follow the structure of the e-mail greeting. • Reaction to somebody's e-mail. • Asking about the news. • Telling the news (if any). • Choosing strategies. 	<ul style="list-style-type: none"> • It was exciting to get your e-mail... • I'm wondering how you are because... • It seems like forever since I heard from you... • I did enjoy reading your e-mail, especially your news... • Please, write again and... • Write when you have some free time and... • I always like to hear from you...



Group up for the project to design a post in your blog about your preferences in music. Consider the following points:

- your favourite music style;
- its brightest representatives;
- your impressions of the concert in this style.

Go to p. 5 for a sample e-mail



At Home: Write an e-mail to your friend about the music you've recently heard and liked.

DEVELOPING INTEGRATED SKILLS 3

- I. Suppose your city/town council gave your school 50 000 hryvnias to set up a new music club in your area. Group up with your friends and come up with your ideas on such items:**

Item 1

- Who may be participants of the club?
- How will you call the club?

Item 2

- What kinds of music your club members will listen to?
- What activities will the club focus on?
- Who will be in charge of the club's activities?

Item 3

- How would you distribute the money given?
- What will be the main financial priority?

II. Look at the word cloud below, read its content and together with your partner decide what music the creator of this word cloud prefers. Give your reasons.



Use one of the sites given and design your own word-cloud. Let your friends guess your preferences in music.

<https://www.wordclouds.com/>

<https://worditout.com/word-cloud/create>

<https://wordart.com/>

III. Sometimes the music concerts take place out in the open. Look at the photo suggested and say how the people in it feel. Think and decide if music and nature around create a special harmonious blend.



IV. Look at the people taking sports to music. Group up with your friends and comment on the photos below. What role does music play, if you want to be healthy or just to keep fit?



3.5. Your Test Files

A. Use of English

I. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D).

Listening to Pop

I'm a great admirer of music and I never miss a chance of ___O - B___ to it. But ___1___ one of the best ways to get the real feeling of pop music is going to a live concert. The one I want to ___2___ in a big concert hall. My friend ___3___ it and said that it was worth seeing. And it was really so.

You ___4___ in the dark. You ___5___ for a long time. You can't see anything. It's hot. The place is crowded ___6___ people. But it's exciting. And then a loud voice said, that it ___7___ time to begin. Suddenly the lights are ___8___ and the place is full ___9___ sound. The band begins to play. The noise is loud. Some people in the crowd are jumping up and down. The music gets louder and louder and it sounds ___10___. Coloured lights move fast round the stage and across the crowd. Now everyone is dancing.

0.	A	listen	B	listening	C	to listen	D	had listened
1.	A	definitely	B	importantly	C	surprisingly	D	fortunately
2.	A	has taken place	B	took place	C	had taken place	D	was taking place
3.	A	sees	B	has seen it	C	saw	D	had already seen
4.	A	stand	B	are standing	C	have been standing	D	will stand
5.	A	are waiting	B	wait	C	have been waiting	D	will wait
6.	A	by	B	around	C	with	D	near
7.	A	is	B	was	C	has been	D	will be
8.	A	on	B	out	C	off	D	up
9.	A	of	B	in	C	by	D	with
10.	A	well	B	deafening	C	loudly	D	quickly

II. Complete the sentences using the words in bold.

1. I've enjoyed every minute of the concert.
She said she had enjoyed every minute of the concert.

said

2. Will you listen to this music piece?, asked John.

if

- _____ listen to the music piece.
3. First you must switch on the tape-recorder and then you'll listen to your favourite music piece.

that

- He _____ listen to your favourite piece.
4. 'Will I see this singer again soon?', she asked herself.

would

- She _____ see the actor again soon.
5. 'Let's go to the concert', Ann said to her friend.

asked

- Ann _____ to go to the concert.
6. 'Don't listen to that awful stuff', Helen said to me.

not

- Helen _____ to this awful stuff.
7. 'Why are you late for the concert, Ann?', Bill asked.

wondered

- Bill _____ late for the concert.
8. 'You shouldn't judge Mark's music, Helen', Boris said.

advised

- Boris _____ Mark's music.
9. 'Stop that deafening music', my dad said to me.

ordered

- My dad _____ that deafening music.
10. 'Can you play the guitar, John?', Bob asked.

whether

- Bob asked _____ play the guitar.

B. Reading

Read the text below. For questions (1-6) choose the correct answer (A, B, C, D).

Classical Style of Music

Music critics claim that there are two main traditions of music, generally known as classical and popular, although the line between them is not always dear.

Classical music is often used to describe 'serious' music and classics are associated with orchestral music, opera and choral music.

It is considered that European classic music grew from the music of the Christian church in the Middle Ages. In the church one could hear chants – simple music for one voice. In time, some churches, added a second voice, producing a kind of harmony. Much later composers started to write music for four or even more voices. By the year 1600, music both for the church and for the courts of kings and nobles was highly developed. First operas and ballets appeared. Composers of those times wrote polyphonic music combining two or more parts for more voices or instruments.

Baroque music was a so called bridge between the early style and later styles. Instrumental music for groups of instruments was developed. They resembled the modern orchestras. Johann Sebastian Bach, a great organist and composer, may be called the father of this style.

By 1750, European composers were tired of the complicated many-voiced baroque music. They were looking for a simpler style of music, understandable for people. Besides, a newly developed musical instrument – pianoforte appeared. This instrument is an early version of the modern piano. As a result, symphony, concertos for solo instruments with orchestra were composed by two great composers Franz Joseph Haydn (1732-1809) and Wolfgang Amadeus Mozart (1756-1791). This period which lasted from 1760 to 1790 symbolized the truly classical period in Europe.

1. Which of the following is true about classical music?

- a) it is associated with old times;
- b) it deals with sad music;
- c) it describes the tradition of serious music;
- d) it is typical of special instruments.

2. Where did the first European classical music come from?

- a) Catholic church;
- b) Christian church;
- c) Moslem church;
- d) Buddhist church.

3. How is polyphonic music characterized?

- a) as one-voiced music;
- b) as one-instrument music;
- c) as two-instrument music;
- d) as many-voiced music.

4. What is Baroque music famous for?

- a) it linked early and later styles;
- b) it continued the styles of the previous epoch;
- c) it broke off with all old traditions;
- d) it didn't perform anything new.

5. When did a new classical period in European music begin?

- a) in early 20s; c) in the 60s;
- b) in late 30s; d) in the 40s.

6. Why did a new wave of classical music appear?

- a) baroque music seemed to be very complicated;
- b) early styles became old-fashioned;
- c) people wanted a new style of music;
- d) early music was banned.

C. Listening

Listen to a story “A Musical Evening” and write answers to the questions given.

1. Why did the boy like musicals?
2. Where did he see ‘The Lion King’?
3. Who bought the tickets for the performance and why?
4. How did the performance begin?
5. Where was the scene laid?
6. What music did the boy listen to?
7. How did he feel at the show?
8. What did he get from his parents at the end of the show?

D. Writing

Write an essay about your preferences in music.

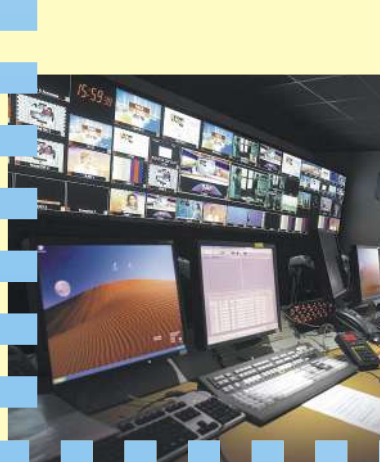


Unit 4

In the World of Mass Media

In this unit you will learn how:

- to share your preferences in reading the press;
- to talk about your favourite TV programmes;
- to describe Internet innovations;
- to discuss radio news;
- to check your knowledge and skills on the topic getting ready for independent testing.



Unit 4: In the World of Mass Media

4.1. Are You a Newspaper or Magazine Reader?

Word Bank

- issue
- to comprehend
- interpretation
- to subscribe
- well-illustrated
- strip cartoons
- domestic/foreign news

Phrase Bank

- to provide somebody with something
- up-to-date information
- to specialize in something
- to give a wide coverage of something
- to see for oneself
- to be in the know of something
- quality paper

Communication Box

- By all means.
- Take it for granted
- Here it is.
- I can hardly do without it.

I. Now for it!

In groups, look at the pictures and say what these people are reading in different places. How much true is it about you?



Example: *Some of these people are reading newspapers, others are reading books or magazines. I prefer to read about the news on the Internet.*

II. Reading

Read the dialogue “Magazines or Newspapers?” in which the teenagers are discussing their preferences in the press and speak about their tastes.

Magazines or Newspapers?

Part One

John: I say, Paul, do you like to read magazines?

Paul: Sure. They provide me with lots of interesting and up-to-date information. I can hardly do without them.

John: And what are your favourite magazines, I wonder?

Paul: As I'm interested in politics, I prefer to read the “Current”.

John: The “Current”? What information does it publish? I've never seen it.

Paul: That's a pity. This is a magazine for young grown-ups that specialises in writing about world news, politics and social life in different countries. Its correspondents describe world news and other events in the language, which any teenager can comprehend. If you read it, you'll see for yourself.

John: Don't be ridiculous! If I were you, I would rather turn to newspapers than to youth magazines. Newspapers always give a wide coverage of events.

Paul: And you? Are you much of a newspaper reader?

John: Not really, though I like to read Sunday newspapers, especially comic strips because they are funny, look at the numerous drawings and do the puzzles. But my elder brother always buys the evening papers like the Evening News which pays special attention to sport news.

Paul: My parents want to know about domestic and foreign news so they read “The Guardian”. As you see – to each his own.

John: British quality papers are so thick with lots of information in politics, finance, and business.

Paul: True, true. A man with “The Times” has become a symbol of a typical British person.



Part Two

Martha: Hey, Bob, what are you reading now? You seem to be surrounded by information from the time you wake up in the morning until the time you sleep at night. You are a typical American.

Bob: Take it for granted, I can hardly imagine my life without the press.



It's crucial for me to stay current with the news. And this is the latest issue of the Saturday Evening Post, if you like.

Martha: No, but I like being in the know, for instance, comparing prices or reading funny comics about some of them.

Bob: I also like reading supermarket tabloids. They look like newspapers but pay much attention to celebrities' lives, children, pets, diet and health tips!

Martha: What's your favourite?

Bob: It's the National Enquirer.

Martha: My dad says this tabloid has the biggest circulation.

Bob: That's right, about more than 4 million copies.

Martha: That means we are not the only readers of that stuff.

Bob: I thought you were reading the New York Times. Is there anything worth reading?

Martha: As a rule, they publish interesting information for leisure reading and, besides, there are quite a lot of adverts.

Bob: Is there anything you want to buy?..

Part Three

Lesya: Hey, Oksana, have you bought today's issue of your favourite magazine?

Oksana: You mean "Round the World"? Here it is. There is a continuation of the story about Australian fauna. If you were interested in wild life, you would like it. If I'm not mistaken, you have green fingers. So, why don't you read it? I also like reading about interesting discoveries or historical findings.

Lesya: You are lucky. There are a few magazines for teenagers in Ukraine, like "Discoveries and Hypotheses". They are extremely popular, especially with boys. My brother reads it on a regular basis. He has even subscribed to it for another year. He is keen on modelling ships and the magazine publishes material about different ancient and modern ships and gives instructions how to make their models. Taras has already made 10 model ships.

Oksana: Quite a big collection, I should say. Can I borrow some magazines to look through?



Across Cultures: Great Britain/the USA



Melody Maker – a British weekly magazine about rock and pop music.



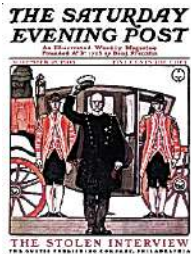
Jackie Jackie – a British weekly magazines for teenage girls.



Hello – a popular magazine published each week in Britain, which contains photographs of and articles about famous people.



The Times, The Guardian – British national newspapers.



The Saturday Evening Post – a popular US family magazine which contains news, short stories, humorous cartoons and reviews.



tabloid – a newspaper which contains many pictures and short accounts of the main points of the news.



The National Enquirer – a US weekly tabloid newspaper known for its strange unbelievable articles about supernatural events and famous people.

III. Language Track

Phonetics in Context

1. In the text “Magazines or Newspapers?”, find at least 6 words with *-or* which conveys the sounds /ɒ/, /ɔ:/ and /ə:/. Reproduce them in context. Practise saying some of them in your own sentences.

Example: /ɒ/ – borrow

Can I borrow some magazines to look through?

Words and Phrases in Context

1. Study the difference in meaning. In the text ‘Magazines or Newspapers?’ find the sentences with ‘funny and ‘ridiculous’, ‘hard’ and ‘hardly’ and interpret their meanings in contexts. Make up your sentences by analogy.



funny –
causing laughter.

Example: *The paper has all sorts of funny ideas.*

hard –
using a lot of energy or effort.

Example: *She has worked hard all her life*

ridiculous –
very silly or unreasonable

Example: *You can read about ridiculous things there.*


hardly –
almost not.

Example: *I could hardly speak.*

2. Choose the right words and complete the sentences.

- It was a funny/ridiculous story and we couldn't but laugh.
- Look! It's raining hard/hardly.
- Sorry, but I can hard/hardly believe your words.
- You look funny/ridiculous in this yellow hat.
- If you see this programme, you will like it, because it is so funny/ridiculous.
- The pain was so sharp that I could hard/hardly move.
- I can hard/hardly breathe in this stuffy room.
- Don't be funny/ridiculous, nobody will believe you.

3. Look at the most popular American, British and Ukrainian newspapers and magazines and match them to the sayings about them. Say which of them you've seen or read.

 <p>The New York Times</p>	<p>The New York Times</p>	<p>a) It is an early reading and has a more general readership, because it runs comic strips, humorous drawings and has a women's page and readers' letters.</p>
--	---------------------------	--

 <p>The Daily Telegraph</p> <p>No swine flu jab for children</p>	<p>The Daily Telegraph</p>	<p>b) It's a newspaper for readers of all ages and professions with different interests, tastes and hobbies.</p>
 <p>газета ПО-УКРАЇНСЬКИ</p> <p>НОВИЙ ЛІДЕР ВИЙДЕ З РЕГІОНІВ</p>	<p>Газета по українськи</p>	<p>c) It's a serious quality paper for those who want to know more about important happenings everywhere, both domestic news and foreign news.</p>
 <p>COSMOPOLITAN</p> <p>Men talk Love, sex, break-ups and bad behaviour</p> <p>ISLA WINS OVER HOLLYWOOD You have to rise above rejection!</p> <p>THE KEY FASHION</p>	<p>Cosmopolitan</p>	<p>d) The publications of this newspaper deal with burning problems of our present life and at the same time contain amusing stories, crosswords and puzzles that can entertain you in your spare time.</p>
 <p>день</p> <p>Розкажіть історію</p> <p>Радина повільно</p>	<p>День</p>	<p>e) It caters for Americans leisure time and has lots of incredible stories and adverbs.</p>
 <p>Daily Mail</p> <p>Money Mail</p> <p>GPs' REFUSAL TO DO THEIR JOBS NOW THREATENS THE NHS Sandra Parsons</p> <p>NHS chief's answer to A&E crisis</p> <p>DON'T VISIT</p>	<p>The Daily Mail</p>	<p>f) It's a standard by which journalism is judged in the country.</p>

Grammar in Context

1. From the text above, read out sentences with an unreal condition and interpret their meaning in context.
2. Read the following examples of 2nd Conditional, make a table of changes and comment on them.

Example: *If I have free time, I will read this magazine from cover to cover.* →
If I had free time, I would read this magazine from cover to cover.

<i>have</i>	→	<i>had</i>
<i>will read</i>	→	<i>would read</i>

- If all goes well, Ann will go to study abroad. →
 If all went well, Ann would go to study abroad.
- If Peter becomes a good journalist, he will work for the Times. →
 If Peter became a good journalist, he would work for the Times.

Complete the instruction

- To talk about an unreal situation, use...

Example: *If I were a regular reader of this magazine, I would subscribe to it.*

- To give advice, use...

Example: *If I were you, I would subscribe to this newspaper.*

Go to your *First Aid Kit* p. 250 for more information



Group up for the project to design a newsletter for the student council in your school.



3. Say what newspapers or magazines you would read if:

- you had more free time;
- you were interested in international affairs;
- you wanted to know more about Ukrainian society;
- if you wanted to stay current with the news.

Example: *If I had much free time, I would read my favourite magazine "Animals Around Us". I have some pets at home, I want to know more about them.*

Go to your WB for more exercises

IV. Communication Track

1. Speaking

- a) Read the information about the press in Britain and America and find similarities and differences. Fill in Venn diagram and comment on your findings.

The Press in Britain...

It's common knowledge that newspapers report the news. Published on a regular basis, usually daily or weekly, they also interpret events behind the news. In addition, newspapers give useful information, such as stock market prices, weather reports and television programmes.

They are also a popular source of reading for entertainment. People often buy newspapers for their feature articles on subjects of wide interest, such as travel and fashion, for their comics and crosswords, and for their regular columns on topics, such as gardening, eating out, show business and astrology.

The British are believed to be the greatest newspaper readers in the world. They read newspapers at breakfast, on the bus or on the train when they go to work and on the way back home.

British daily papers are published from Monday to Saturday. The series of quality papers such as *The Times*, *The Guardian*, *The Financial Times*, *The Independent* and *The Daily Telegraph* are for those who want to know about important happenings everywhere, both domestic news and foreign news. Compared with Ukrainian papers, British quality papers are very thick. They usually consist of separate sections such as *Politics*, *Finances*, *Business*, etc. It's not uncommon for a newspaper reader to use only one or two sections and throw the others away.

Popular papers or tabloids, such as *The Daily Mail*, *The Sun* or *The Daily Express* make a much easier reading and have a more general readership. Nearly all papers pay special attention to sports news. The evening papers, such as *The Evening News* are often bought because people want to know the winner of a race or the result of football pools.

The Sunday papers are not Sunday editions of the daily papers but separate weekly editions coming out on Sundays. In addition to the news, they usually provide interesting articles on arts, newly-published books, and gardening. Some of them, such as *The Sunday Times* have a very high reputation and the best critics and journalists write for them.



The Daily Telegraph



Daily Mail



The Sunday Times



The New York Times



The Miami Herald



The National Enquirer

... And Elsewhere

Americans can't imagine their lives without press.

The New York Times is considered to be the nation's most prestigious newspaper. It established itself a serious alternative to sensationalist journalism. The paper stressed coverage of important national and international events – a tradition which still continues. Today the *Times* is issued as a major reference tool by American libraries and is standard reading for diplomats, scholars and government officials.

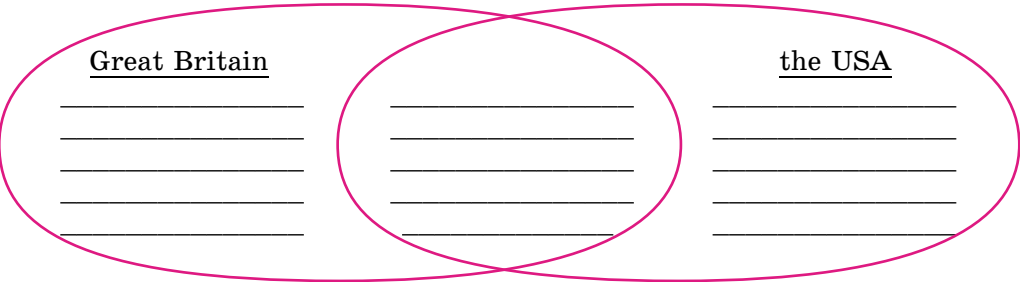
Among the most prominent are the *Washington Post*, the *Los Angeles Times*, the *Boston Globe*, and the *Christian Science Monitor*. *The Miami Herald*, for instance, responded to the needs of its city's influx of Spanish-speaking residents by presenting extensive coverage of Latin America and printing a separate Spanish edition.

But the largest readerships were won by magazines that catered for Americans' increasing leisure time and appetite for consumer goods, such as *Cosmopolitan*, *The Ladies Home Journal* and *The Saturday Evening Post*. Publishers were no longer just selling reading material: they were selling readers to advertisers.

Another popular phenomenon is the appearance of supermarket tabloids, sold mainly at grocery stores.

Now the total number of daily newspapers in the USA is declining. There are several reasons for this. The movement of people from cities to suburbs led to growing popularity of local weekly newspapers. Working husbands and wives found they had less time to read. But the most important reason was probably the growing popularity of television including TV news like, for example, CNN, and also the internet.

Venn Diagram



- b) Suppose you have a chance to talk with an English (American) teenager about the press in your countries. Discuss the newspapers and magazines popular with teenagers. Use the pattern.

Pattern:

- I say ..., what newspapers and magazines are ... in your country?
- It's ... and We can hardly imagine our life without it. Are Ukrainians ... ?
- Exactly. There is a great variety of ... and ... in Ukraine, for all ages,, and And what about teenagers? Are they ...?
- I think most of them ... but ..., are also extremely popular. Have you ever ...?
- Sure. Our English teacher ... and we I think that newspapers in Ukraine and in ... have much in common. Firstly, Secondly, And finally,
- Can't agree more. And where do your interests lie? Are you ... or ... ?
- My friends and I prefer ... because We never miss a chance of It is typical of ... ?
- In a way. Many teenagers are ... and that's why I have ... about me. Would you like ... ?
- With pleasure. And I can ... if you want.
- I'll be delighted.



- c) In the whole class, discuss the following statement:

"Reading newspapers can help everyone to be in the know."

2. Listening

a) Before you listen

You are going to listen to a newspaper joke. Make up a list of 3-5 ideas about what it can be about.

b) While you listen

Listen to the newspaper joke and say how the newspaper taught their rivals a good lesson.



c) After you listen

Say how the story inspires you to read the press.

3. Writing

a) Before you write

- Brainstorm with your friends how you would describe your tastes in reading magazines.
- Make a list of words/phrases you'll use to write about them.

b) While you write

If you want to compare magazines or newspapers, write a comparative paragraph. Follow the format of the paragraph below.

How to write a comparative paragraph

Content Tips	Language Tips
<ul style="list-style-type: none">• Introduce the magazines you are comparing• State the criteria for your comparison• Compare the target audience• Illustrate your ideas with examples if necessary• End with a concluding sentence	<ul style="list-style-type: none">• I like reading ...• In contrast with ...• Especially it can help ...• Every issue contains ...• If I were you, ...• So I strongly recommend...• In closing I want to thank you for ...

Go to p. 6 for a sample comparative paragraph



At Home: In your WB, write a comparative paragraph about magazines for teenagers published in Ukraine.

4.2. What's on TV?

Word Bank	Phrase Bank	Communication Box
<ul style="list-style-type: none">• watershed• news show• reality show• day-time serial• feature• to exaggerate• TV conductor• peculiarity	<ul style="list-style-type: none">• to change the channel• to be invaded by television• to set up activities and lifestyles• to have a carefully worked out plot• to triumph over something• to be involved in something• to raise one's spirits• to conduct a programme• to broaden one's outlook• to see something on the box• to watch something for hours on end• magazine programme• disco soap	<ul style="list-style-type: none">• At the same time...• Let alone...

I. Now for it!

In pairs, look at the pictures of the TV programmes and say which of them you would watch regularly and why.



Example: *I personally would watch the Discovery Channel as it gives ample opportunity to learn new striking facts about life on our planet.*

II. Reading

Read what these teenagers think about TV in their countries and say what programmes they prefer and why.

TV Customs

When I'm off school sick, I always watch TV. It helps me to pass the time. We have the normal 5 channels that everyone has. But I like to watch *BBC1*, *BBC2* and *ITV*. My morning usually starts with a magazine programme. That's what they call a programme with lots of different sections, such as: news, home, fashion, or politics. It's like a magazine, so they call it a magazine programme. This one is all about news and business.

Then I watch a couple of docusoaps. This kind of programme is really popular right now, and they seem to be on television constantly. They are a mix between a documentary (a factual programme that gives you lots of information) and a soap opera (a fictional series following the lives of different people). Docusoaps follow the lives of real people going about their work, in



Johanna

a hospital, or an airport. It gives a lot of useful information, but feels more personal and real than a boring documentary.

In the evening I have a holiday programme, a documentary and “*Eastenders*”. “*Eastenders*” is a soap opera that has been running for years. It’s set in London, and can be a little depressing at times, but my Mum really likes it. She won’t miss it for anything.

It’s now 9 o’clock, and time for my little sister to go to bed. After the 9 p.m. ‘watershed’, as it’s called, there are more adult programmes. I’m allowed to stay up and watch them, but my sister is only 10, and Mum and Dad don’t want her to watch TV after the watershed.



Rob

American houses are simply invaded by television. People like to see ‘live’ shows in their living rooms. You won’t believe it but it has become a social ritual! Most Americans set up their activities and lifestyles around TV programme schedule.

There are five major TV networks, which we usually watch *CBS*, *WBC*, *Fox*, *the CW* and *ABC*. Every morning my dad switches on TV and he watches an early morning news show on TV during breakfast. Then there’ll be children’s programmes, especially cartoons, which are for really young kids who are too young to go to school. All of them are education-

al, not like the cartoons I used to watch as a kid. Many of them like “*Micky Mouse*”, “*Pluto*” and “*Goofy*” have carefully worked out plots and, as a rule, the innocence triumphs over the wicked world in them. All W. Disney’s cartoons preach a moral, giving a message of optimism and success.

In the afternoon, there are lots of documentaries. I think my granddad would have enjoyed them, but I find them really boring and I look forward to entertaining programmes. There will be the popular soap opera “*General Hospital*” which is quite tempting to teenagers. It’s a daytime serial when I come back from school to watch it. We like them because they feature teenagers in important roles, who are involved in some very adults’ problems like drugs, teenage pregnancy and romance. How can teenage viewers resist such thrillers? Besides, the TV characters are recognizable and teens would like to identify themselves with them. We see our lives not just mirrored, but exaggerated and glamorized. It provides an escape from routine of school, family life and homework.

Ukrainians are great admirers of TV. Happily, there are TV programmes to every taste and age, because we have government-run TV companies, private TV, let alone satellite or cable TV.

The choice of any TV programme I’m going to see depends on my mood. If I want to raise my spirits I try to watch a cartoon, Ukrainian cartoons about “*Kozaks’ Adventures*” or “*There Lived an Old Dog*” have become many teenagers’ favourites, because in them we can find resemblance between the animal and the human world. They end happily, the characters are good-

humoured and cruelty, violence and tragedy are excluded. It gives those who watch them something easy and undemanding. My little sister can watch them for hours on end. I often warn her, 'You'll become a real coach potato if you don't watch out'. Sometimes it helps, but unfortunately not very often.



Natalia

There are also interesting cooking programmes conducted by Boris Burda or Dasha Malakhova. I love them because they teach to cook something delicious. I tried some of the recipes I had borrowed from them and my mum said it was a good try. While cooking, TV conductors give a lot of interesting information about the countries the dishes came from, the people who first cooked them, and the peculiarities of the dishes in other countries. Isn't it amazing?! You can get not only cookery skills but broaden your outlook.

Across Cultures: Great Britain/The USA

BBC1 – the oldest government controlled channel, providing entertainment, news and current affairs programmes for every age group.

BBC2 – A sister channel to BBC1, traditionally serving an older age group. This is where most of the documentaries and more informative programmes are shown.

ITV – Independent Television; an independent channel, which tries to cater for the whole family.

“Eastenders” – a popular British television soap opera set in East End of London in the imaginary Albert Square.

Watershed – at 9 p.m. After this time, viewing is not recommended for children.

CBS – Columbia Broadcasting System – one of the television network.

NBC – National Broadcasting Company.

ABC – American Broadcasting Corporation – one of the main national networks in the USA.

Fox – American Broadcasting Company.

III. Language Track

Phonetics in Context

1. In the text, find 10 words in which 'w' or 'wh' is read as /w/ and reproduce them in context. Practise saying them in the sentences of your own.

Example: /w/ – *watershed* *My sister is only 10, and Mum and Dad don't want her to watch TV after the watershed. I'm allowed to stay up and watch more adult programmes after 9pm.*

Words and Phrases in Context

1. Study the difference in meaning. In the text "TV Customs", find the sentences with these words and interpret their meanings. Make up your own sentences by analogy.



magazine – a large thin book that contains news, stories, articles, photographs, etc.

Example: *She is the editor of a popular women's magazine.*

spirit – the qualities that make someone live the way they do; character.

Example: *She is strong and independent. She is my kindred spirit.*

journal – serious magazine produced for professional people or those with a particular interest.

Example: *He is a regular reader of the British Medical journal.*

spirits – the way someone feels at a particular time; mood.

Example: *He is in high spirits after winning the race.*

2. Choose the right words and complete the sentences.

- British housewives enjoy ... programmes.
- Martha is my kindred
- My brother is in the best of ... these days – he got a promotion in his office.
- Our teacher of English has contributed an article to the Modern Teacher
- His ... were so low that he refused to answer his phone.
- My family has subscribed to "*Correspondent*". It's a ... magazine.

3. Read the sentences and correct the ideas according to the text "TV Customs", p. 113.

- British people set up their activities and lifestyles around TV programme schedule.
- "*Neighbours*" is a popular American soup opera.
- American teenagers enjoy magazine programmes.
- Ukrainian teenagers like to watch cartoons and soap operas.
- British teens like to identify themselves with TV characters.

6. “*General Hospital*” is a popular comedy show in the USA.
7. “*Eastenders*” is one of the British talk shows.
8. Teenagers of all countries don’t spend much time at the TV screen.



4. In pairs, read what different people say about TV and decide which of them relates to the content of the text above. Say whose opinion you share and why.

Home is where television is.

It is easy to get addicted to television.

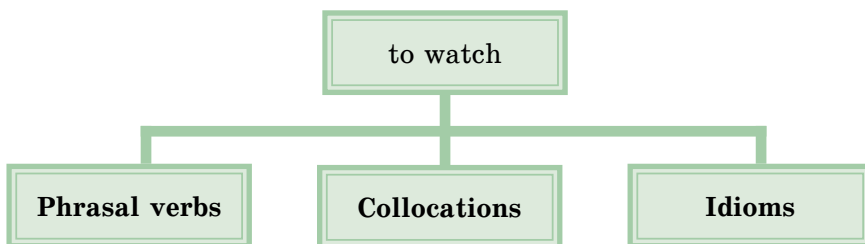
It’s a rare occasion when you can sit and finally watch a decent programme.

Television is the centre of a person’s universe.

Television is chewing gum for the eyes.

Grammar in Context

1. In the text “TV Customs”, find the sentences with some of these phrasal verbs and collocations and translate them into Ukrainian.



1. to watch for;
2. to watch out;
3. to watch over.

1. to watch one’s tongue;
2. to watch the world go by;
3. to watch the clock.

A watched pot never boils.

Complete the instructions:

- If you want to translate a collocation or a phrasal verb, don’t translate directly from
- Check ... dictionary.

Go to p. 250 of your *First Aid Kit* for more information

2. Match the phrasal verbs and collocations to their definitions.

1. to watch for; 2. to watch out; 3. to watch over; 4. to watch one's tongue; 5. to watch the clock; 6. to watch the world go by.	a) to tell sth to be careful; b) to be careful not to hurt or offend people by what you say; c) to pay close attention to a particular situation because you avoid sth to happen or sth bad; d) to relax outside by just looking at the people around you; e) to protect someone so that they are not harmed; f) to keep looking at the time because you are worried or bored.
--	---



3. Illustrate the proverb “A watched pot never boils” with your own context.

Go to your WB for more exercises

IV. Communication Track

1. Speaking

a) Look through the part of a Ukrainian TV Guide and characterize different kinds of programmes you would like to see.

Inter	Chanel I
6.00, 7.00, 8.00, 12.00, 17.30 <i>News</i> 8.50 <i>Red Hard</i> 11.20 <i>Jack Show</i> 13.40 TV serial <i>Swearing School</i> – 4, 5 15.25 Weather forecast 17.00 Wait for me	6.10 <i>Round the world</i> 7.10 Good morning, Ukraine 8.40 TV Serial “Wedding Ring” 9.20 Cartoons 10.30 Meet a Celebrity 12.40 Sport 13.50 Granny's Lessons 14.10 In seat of the Truth

Channel K1	1+1	TRK Ukraine
7.00 <i>Tom and Jerry</i> 8.25 TV Serial <i>Sabrina – Teenage Witch</i> 9.30 N. Marvin's Adventures 10.40 The Greatest Air Battles 11.30 Ancient Olympiads 14.20 <i>One Day</i> (film) 15.30 Cartoons 16.10 <i>The Fast Warrior</i> (film)	7.00 Wild World 7.40 <i>Tasty</i> with Boris Burda 8.10 A family from A to Z 9.50-17.00 Love in Berlin 11.40 Square Metre 12.45 Sport Events 12.00 News 12.30 Woman's Magazine	7.00 Events 7.30 Club 700 8.20 <i>Paradise Lost</i> (film) Cartoons 9.40 Most Beautiful castles of Europe 11.45 The Cleverest 13.15 Cartoons 14.10 A silver orange

b) In pairs, discuss your plans for televiewing on Sunday. Use the pattern below.

Pattern:

A: I say, ..., what is on TV on Sunday?

B: A ... programme, and some documentary about ...

A: Really. As I'm interested in I'd like to see that.

B: That's documentary is on for How about watching ... on ... ?

A: I know you can't resist

B: True, true. Such ... broaden my outlook and And will you ... ? I know you are so found of ...

A: That's right. I never miss a chance of Can you tell me the time?

B: If I'm not mistaken ...

A: And after it there will be ... and

B: Well, well, I'm not going ...

A: It's harmful for eyes.

B: But ... and



c) In groups, look at the pictures of the TV programmes which are going to be on soon and try to predict what they may be about. Which of them would you like to see? Why?



"When the Stars Come Out"



"Flying Up"



"Challenge Yourself"



"Follow Me"

2. Listening

a) Before you listen

You are going to listen to the descriptions of the TV programmes in the pictures below. Make up a list of 3-5 ideas about the formats of the programmes.



b) While you listen

Listen to the descriptions and say to what pictures they refer. Give grounds for your choice and say what you think of these programmes.



Group up for the project to design a TV channel for teenagers.

3. Writing

a) Before you write

- Brainstorm with your friends what information should be included in a synopsis (summary) for television which can be published in a TV guide.
- Make a list of words/phrases you'll use to formulate it.

b) While you write

If you want to draw other TV viewers' attention to your favourite TV programme, write a synopsis for television. Follow the format of the synopsis below.

How to write a synopsis for television

Content Tips	Language Tips
<ul style="list-style-type: none"> • Give the title and the format of a TV programme • Write what the TV programme is about • State what sort of characters/people are involved • Indicate where the action takes place • Suggest who would want to watch it. • End with a concluding remark 	<ul style="list-style-type: none"> • The title of my favourite TV programme is ... • It is about ... • The major plot point of the story is ... • The characters are ... • The action takes place in ... • The target audience is ... • In closing I want to recommend you to...

Go to p. 6 for a sample synopsis for television



At Home: In your WB, write a synopsis for your favourite series on Ukrainian television.

4.3. Internet Innovations

Word Bank

- website
- instant message
- gorgeous
- fabulous

Phrase Bank

- to talk online
- to access information through the Internet
- to get news by electronic media
- to download something from the Internet
- to log online
- technological advances
- electronic encyclopaedia

Communication Box

- But along with ...

I. Now for it!

In pairs, read what the Internet users think about this relatively new mass media and say with whom you agree.

I believe the electronic encyclopedia is very convenient. You can find a lot of information at the click of the mouse.

I often use the Internet to help me with my school work. Studying with the WEB is different from studying with books and I like it more.

I find it amazing that any Internet user has access to the best libraries of the world. Yet it's true that not every computer user can benefit from it.

In my opinion, students who rely on the Internet to do all their work are being cheated out of mind – expanding experience. They should jog their brain at learning fundamentals like math or reading.

You must be careful not to become a computer addict. Some students feel comfortable only when they get access to the Internet. So it's a serious problem.

Example: *I agree with the internet user who finds the electronic encyclopedia very convenient to use. I personally often refer to Wikipedia for information and even edit some of the entries there.*

II. Reading

1. Read the following part of an Internet chat and say what Rosie was doing in Boston.

Where Rainbows End

You have an instant message from: STEPH.

Steph: Hey, you, you're not answering your phone.

Steph: I know you're there, Rosie. I can see that you've logged on!

Steph: Ok, I'm going to stalk you until you reply.

Steph: Heloooo!

Rosie: Hi.

Steph: Well, hello there! Why do I get the feeling I'm being ignored?

Rosie: Sorry, I was too tired to speak to anyone.

Steph: I suppose I can forgive you. Everything OK? How was the trip to Boston? Was it as beautiful as it looks in the photos Alex sent us?

Rosie: Yeah, the place is really gorgeous. Alex showed me around everywhere. I hadn't a minute to spare while I was over there. He really took care of me.

Steph: As he should. So where did you go?

Rosie: He showed me around Boston College so I could see what it would have been like for me to study there if I had entered it, and it is so magical and beautiful, and the weather was just fabulous...

Steph: Wow, it sounds great. I take it you liked it then?

Rosie: Yeah, I liked it. It was even better than the photographs I saw of it when I was applying. It would have been a nice place to study if I had chosen it ...

Steph: I'm sure it would. Where did you stay?

Rosie: I stayed in Alex's parents' house. They live in a very posh area, not at all like around here. The house is really lovely: Alex's dad is obviously making loads of money at that job.

Steph: What else did you two do? I know there has to be some exciting story here! There's never a dull moment when you two are involved!

Rosie: Well, we went looking round the shops, he brought me to a Red Sox game in Fenway Park and I didn't have a clue what was going on but I had a nice hot dog, we went out to a few clubs...sorry I've nothing that interesting to tell you, Steph...

Steph: Hey, that's a lot more interesting than what I did all week, believe me!

Rosie has logged off.

(Adapted from *"Where Rainbows End"* by Cecelia Ahern)

Across Cultures: The USA



Boston – one of the oldest cities in the US which is situated on the Atlantic coast.



Fenway Park – is a baseball park near Kenmore Square in Boston, Massachusetts. Located at 4 Yawkey Way. It has served as the home ballpark of the Boston Red Sox baseball club since it opened in 1912, and is the oldest Major League Baseball stadium currently in use. It is the only one of the original standards ballparks that is still in use.



Red Sox – are a member of the Major League Baseball's American League Eastern Division. Since 1912, the Red Sox's home ballpark has been Fenway Park. The «Red Sox» name originates from the iconic uniform feature.



Boston College – is a private research university located in the village of Chestnut Hill, Massachusetts. Its name reflects its early history as a liberal arts college and preparatory school in Boston's South End. It is a member of the 568 Group and the Association of Jesuit Colleges and Universities. Its main campus is a historic district and features some of the earliest examples of collegiate gothic architecture in North America.

III. Language Track

Phonetics in Context

1. From the text above, reproduce 10 words with the letter 'o' which is pronounced as /ɒ/, /əʊ/, /ɔ:/ or /ʌ/. Practise saying some of them in your own sentences.

Examples: /ɒ/ *logged* *I can see that you've logged on!*
 /əʊ/ *phone* *Hey, you, you're not answering your phone.*
 /ɔ:/ *gorgeous* *Yeah, the place is really gorgeous.*
 /ʌ/ *lovely* *The house is really lovely.*

Words and Phrases in Context

1. Study the difference in meaning. Reproduce these words / phrases from the text in their context and interpret their meaning. Make up your own sentences by analogy.



instant (before nouns) – happening or produced immediately

Example: *The girls took an instant dislike to one another.*

clue – a piece of information that helps you understand the reasons why something happens

Example: *Your experience may provide a clue as to your behaviour.*

instant – food or coffee in the form of powder and prepared by adding hot water

Example: *I'd like a jar of instant coffee.*

(not have) a clue – not to have any idea answer to a question

Example: *I haven't got a clue what I was going to say.*

2. In the text above, find the sentences which have the same meanings as the ones suggested below.

1. They live in an expensive house.
2. His father earned much money.
3. I'll phone you until you answer.
4. Did you like your journey to Boston?
5. You are never bored when you are together.
6. I had no idea what was going on.
7. The place is really marvellous.
8. I hadn't free time while I was in Boston.



3. Read the sentences from the Internet chat and give them in full using standard English.

Example: *Anybody home? → Is there anybody home?*

1. I take you liked it then.
2. Anything else you two get up to?
3. Sorry, nothing that interesting to tell you.

Grammar in Context

1. From the text above, read out sentences with a past condition and a result that never happened. Interpret their meaning in context.
2. Read the following examples of 3^d Conditional, make a table of changes and comment on them.

Example: *If I apply for that University next year, I will enjoy a freshman's life there.* →
If I had applied for that university last year, I would have enjoyed a freshman's life there.

<i>apply</i>	→	<i>had applied</i>
<i>will enjoy</i>	→	<i>would have enjoyed</i>

- If all goes well, Ann will go to study abroad. → If all had gone well then, Ann would have gone to study abroad.
- If Peter becomes a good journalist, he will work for the Times. → If Peter had become a good journalist, he would have worked for the Times right at the start of his career.

Complete the instruction

- To talk about a past condition and a result that never happened, use...

Example: *If the film had won an Oscar, it would have become famous at once.*

- To express regret about what happened or didn't happen in the past, use...

Example: *If I had known about this magazine before, I would have subscribed to it long ago.*

Go to your **First Aid Kit** p. 251 for more information

**3. Say what your early childhood would have been different if:**

- you hadn't watched cartoons;
- you hadn't used the Internet ...
- you hadn't had friends.

Example: *If I hadn't watched cartoons, my early childhood would have been colourless.*

Go to your WB for more exercises

IV. Communication Track

1. Speaking

1. Look at the pictures and the plan suggested below and describe Rosie's visit to Boston. Say what you feel when going places.



A Stay in Boston

1. Getting around Boston.
2. Visiting Boston College.
3. Staying in a posh house.
4. Doing the shopping.
5. Entertaining in Fenway Park.
6. Eating out.

2. In pairs, discuss your Internet preferences. Use the pattern below.

Pattern:

A: I say, ... are you ...?

B: Sure. I believe that the Internet ... and ... I can't imagine my life ...

A: Me too. Mum says I But it is so

B: Exactly. I find it amazing that

A: Yet, it's true that If you ask me, I ... and

B: I'm not that positive about it. If you rely ... on the Internet ... , I'm afraid. You should

A: But I really feel comfortable when

B: So you do. But there is the other side of the medal. You must be careful ... or

A: It's easier said than done. The Internet

B: For every evil under the sun there is a remedy, you know. Try ... and



3. In the whole class, have a questions-and-answers session about Internet innovations.

2. Listening

a) Before you listen

You are going to listen to the definitions of 10 Internet terms. Read the following questions and try to answer them.

Questions

1. What system allows computer users around the world to send and obtain information?
2. What is a special term which means '*to obtain*' stored information from a computer's memory?
3. Where on the Internet can you look for information about products and services offered by a company or organization?
4. What is WWW?
5. What provides much faster and more reliable Internet connection and can do two Internet operations at the same time?
6. With the help of what can you download music and video to your mobile?
7. What can give you the freedom to use a laptop or notebook without connecting it to a phone line?
8. How do Internet messages travel?
9. With the help of what can you transmit images live over the Internet?
10. What do you call a live television programme?

a) While you listen

Listen to the definitions and say to what questions they refer. Compare them to your answers.



Group up for the project to design a template for your class website. Consider having the following types of information on it:

- Class calendar
- Class rules
- Contact information
- Relevant links
- Announcements/events
- Homework
- Information for parents, etc.

3. Writing

a) Before you write

If you want to send an instant note to a friend, write a text message.

- Brainstorm with your friends what information your text message can contain.
- Make up a list of net slang you'll use to attract readers' attention.

b) While you write

Look at the net slang and compose your own text message.

RL – real life
lol – laugh out loud
bbl – be back later
n2m – not too much
BTW – by the way
SYS – see you soon
IMHO – in my humble opinion
LY – love you
4u – for you
wuzup – what's up?
GF – girlfriend
F2F – face to face
ASAP – as soon as possible
UR – you are

cu – see you
tia – thanks in advance
ty – thank you
l8er – later
net potato – someone who spends a great deal of time surfing the net
newbie – a new user of the Internet
puter – computer
:-) – smile
:-(– crying, disappointed
:-O – shocked
MSG – message

Go to p. 6 for a sample text message



At Home: In your WB, write a text message to a friend.

4.4. Radio News

Word Bank

- newscast

Phrase Bank

- to break the news
- to welcome the news
- to hear on the news
- to put on the news
- a news broadcast
- news network
- a piece of news
- current events

Communication Box:
How to discuss the news

- Do you like to keep up with the news ...?
- Are you currently following the news in ...
- If you want to be in the know ...
- I believe one of the good point about real news is that ...
- The good thing about ... is ...
- It is concerned with ..., isn't it?
- Have you heard the latest news ...?
- How can you account for ...?

- I use the news at 7 o'clock to finally wake me up.
- We'll put your favourite radio channel on.
- I think ... was the most important news story last year.
- I'll try to keep up to date.
- ... provides details of the local news.
- ... has many plus points, I believe.
- I think the downside of ... is ...
- ... is a highly controversial issue.
- No news is good news, as the English proverb goes.

I. Now for it!

Look at the pictures and speak about these people's preferences in listening to the radio. Say which pattern is yours.



Example: *The boy in the picture is helping his mother and listening to the music on the radio. I do the same every now and then. I usually switch on my favourite FM station.*

II. Reading

- a) Read the conversation of two friends discussing the radio news and say if they have the same interests.

Talking about the Radio News

Natalka: Hi, Pete, have you heard the latest news over the radio?

Pete: No news is good news, as the English proverb goes.

Natalka: Come on. It has been broadcast on all radio stations.

Pete: That's the problem. I set the radio for an early hour in the morning to wake me up.

Natalka: It's you all over. You should be in the know of what is going on around you.

Pete: I'm not a "radio" person, you know. I learn the news from the Internet or TV.

Natalka: So you do. But it happens ... in the evening when you are back from school and then through with your home task. This is the downside of the Internet news, because you are in the dark all day long.

Pete: Don't come an elder sister over me, Natasha. Break your news.

Natalka: Our football team "Shakhtar" has won! Now the Ukrainian footballers are world famous and all over the sport reporters pay credit to them for their spectacular achievements.

Pete: That's a really good piece of news. All football fans welcome it, I suppose. Did you find out the score of the match?

Natalka: I was the first to know it. I've heard it on the news in the morning. There'll be a special issue of the news bulletin in a couple of minutes. Would you like to keep up with the news? I happen to have a small radio.

Pete: With pleasure. It may provide details about the match.

Natalka: No doubt. I think it's the most important news of the day, so far. It's not that bad to be in the know, is it?

Natalka: It isn't. Switch on your radio, or we'll miss it.

III. Language Track**Phonetics in Context**

1. In the text above, find 5 words in which 'er', 'ear', 'or' and 'eir' give the sound /ɜ:/ and reproduce them in contexts. Practise saying them in your own context.

Words and Phrases in Context

1. Study the difference in meaning. From the text reproduce the words in the context and interpret their meaning. Make up your own sentences by analogy.



to learn (verb) – to hear news from someone else or read it

Example: *I learn the news from the Internet or TV.*

to find out (verb) – to get information, after trying to discover it or by chance.

Example: *Did you find out the score of the match?*

2. Explain what is meant by:

- a radio station;
- a radio person;
- a news bulletin;
- a special issue;
- a sport reporter;
- a news report.

2. In groups, present a news summary which may be based on the following headlines.

Internet going cheap to schools

'Leave us alone', say teenagers

A boy's suicide: 'I blame the press, says mum

Violence on TV as a cause of teenage problems

Time is money

Use the following plan:

Time → Place → People involved → Events → Cause → Consequences → Comments

Grammar in Context

1. In the text above, find the sentences with the uncountable noun 'news' and translate them into Ukrainian.
2. Complete the instructions and give your own examples.
 - If you want to talk about the news, use ..., but don't use ...
 - If you want to 'count' the news, use ...

Go to your **First Aid Kit** for more information on p. 251

3. Fill in the articles if necessary.

1. ____ good news is that tomorrow it will be fine and sunny.
2. What's ____ latest news?
3. No news is ____ good news.
4. David has just told me ____ interesting piece of news.
5. Have you heard ____ news?
6. Let's watch ____ news report.

Go to your WB for more exercises

IV. Communication Track

1. Speaking

1. In pairs, look at these news photos. Say what is happening. Discuss which news you find the most interesting and why.



2. Read and learn how to discuss the news. Look at the pictures and fill in the mini-dialogues and make up your own round one of them.

1) – Hey ... , have you heard the latest news about ...?

– Sure. I think it is the most important news.



flood in the Carpathian Mountains

2) – Are you currently following ... ?

– Yes. I'm trying to keep up to date.



world news

3) – If you want to be in the know about ... in Ukraine, you should put on a culture radio channel.

– They say it provides details of cultural news.



cultural events

4) – The Verkhovna Rada channel is concerned with highlighting ... , isn't it?

– Exactly. The good thing about it is a many-sided presentation of political events.



home news

5) – I believe one of the good points about the radio ... is that it is always up to the minute.

– It has many plus points, I believe.



sport news

6) – How do you account for ... in the Black Sea?

– It's terrible beyond words. It's the downside of the Environment Policy.



water pollution



3. In the whole class, discuss your attitudes to the radio news using the questionnaire suggested.

Questionnaire

The News and Current Events

1. How much time do you spend learning about the news every day?
 - no time • 10 minutes • more than 30 minutes
2. How do you learn about the news?
 - radio • TV • newspapers/magazines • Internet
3. Which news don't you miss for anything?
 - world news • home news • sport news • music news
4. Which news do you never read/listen to/watch?
 - business news • weather • local news • other
5. Which is your favourite radio station?
 - _____ • _____ • _____ • other

2. Listening

a) Before you listen

You are going to listen to a joke about the press. Try to predict its content with the help of these words.

- suggestions;
- paper;
- interesting;
- wastepaper basket;
- to carry out;
- office boy.

b) While you listen

Listen to the joke and say in what case '*to carry out*' is used as "виконувати". Try to guess the second meaning of this expression.

c) After you listen

Say which of the activities are similar to those in your school.

3. Writing

a) Before you write

If you want to break the news, write a news report.

- Say where news reports can be found and if they are popular in your country.
- Say when and why you read, watch or listen to news reports.

b) While you write

Follow the format of the notice.

How to write a news report

Content Tips	Language Tips
<ul style="list-style-type: none"> • News reports describe particular event on topic which is of interest to the readers. • It is written in formal style and gives accurate facts only, not chatting descriptions. • A good report should have short-eye catching headline, which introduces the subject of the report. • News reports consist of: <i>an introduction</i>, which summarises the event giving information about the time, place and the people involved; <i>a main body</i>, in which the event is developed in details; <i>a conclusion</i> in which action to be taken or people's comments on the event are given. 	<ul style="list-style-type: none"> • Today's main story is about... • According to... • Local residents who witnessed ... said that... • ... commented later... • It was announced yesterday that... • If you would like more information about ... , please contact...



At Home: Listen to the radio news, watch TV news, read newspapers or search the Internet and, in your W/B, write a brief report about the latest news you've heard.

Go to p. 6 for a sample news report

DEVELOPING INTEGRATED SKILLS 4

- I. There is a radio or television studio in many schools. Suppose you have one, too, and are asked to set up a monthly talk show for teens. Your School Parents' Council decided to donate 7000 hryvnias for this event. Think and say on what you will spend the money. Group up with your friends and come up with your ideas on such items:

Item 1

- Who may be participants of the talk show?
- How will you call the talk show?

Item 2

- What issues will the participants discuss?
- Who will be in charge of the talk show?

Item 3

- How would you spend the donations?
- What will be the main financial priority: redecorating the studio for the talk show? Buying new equipment (mikes, a close-up camera)? Inviting a host / a guest / a stylist, etc.?

II. Look at the word cloud below, read its content and together with your partner decide what media the creator of this word cloud prefers. Give your reasons.



Use one of the sites given and design your own word-cloud. Let your friends guess your preferences in media.

<https://www.wordclouds.com/>

<https://worditout.com/word-cloud/create>

<https://wordart.com/>

III. Important events are often broadcast live. Look at the photo and say what is happening. Think and decide how the news about this event will be reported in a newspaper, on TV and on the radio.



Group up with your friends and read these teenagers' opinions on social media. Discuss which of them you would agree or disagree with. Give your reasons.



"It has given many kids my age an outlet to express their opinions and emotions, and connect with people who feel the same way."



"It makes it harder for people to socialize in real life, because they become accustomed to not interacting with people in person."



"I think social media have a positive effect because it lets you talk to family members far away."



"It enables people to connect with friends easily and be able to make new friends as well."

Source: <https://www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018/>

4.5. Your Test Files

A. Use of English

I. Open the brackets.

1. If you _____ (*to read*) this article, you _____ (*to learn*) some new facts about the USA.
2. I _____ (*to join*) your discussion if/when I _____ (*to look*) through the newspapers.
3. We _____ (*to have*) the Internet Conference unless we (*to buy*) a webcam.
4. She _____ (*to feel*) better if she _____ (*not to know*) the news.
5. I _____ (*to surf*) the Internet unless I _____ (*to be*) busy.
6. When the news report _____ (*to be*) ready I _____ (*to comment*) on it.
7. I _____ (*to write*) about this event if my friend (*not to do*) it.
8. If you _____ (*to rely*) only on the Internet you _____ (*to love*) much.
9. Watch the news on TV unless I _____ (*to come*).
10. When she _____ (*to come*) I _____ (*to break*) the news.

II. Paraphrase the sentences.

1. I often watch TV to make my mood better.
2. I switched on the news.
3. Nelly uses the Internet regularly.
4. This is a TV show about different dishes and recipes.
5. I like the way Mikola Veresen hosts a TV programme.
6. I bought a special camera which transmits images over the Internet.
7. My dad's company has a special place on the Internet that gives information about it.
8. We greeted the news warmly.
9. I watch TV regularly.
10. We've seen the film on TV.

B. Reading

Read a piece of the Internet chat and correct the errors in the statements below.
To Rosie from Alex

You have an instant message from: ALEX.

Alex: Have you a minute to chat?

Rosie: No, sorry, I'm busy licking stamps.



Alex: Oh, OK. Can I call you sometime later?

Rosie: I was only joking, Alex. Miss Big Nose Smelly Breath Casey has asked me to put together the year's first newsletter, so I'm on the school website trying to figure out what happened or is happening that's worth writing about. I'm thinking of putting the fact that I'm working here as the main story.

Alex: How's the job?

Rosie: It's OK. I've been here a few weeks now so I've settled in and it's going OK. Nothing to write home about.

Alex: Sorry I wasn't in touch sooner. I hadn't realised it had been so long. Time has been flying by once again.

Rosie: It's OK. I assumed you were busy. I've moved into my apartment now and everything.

Alex: Oh, gosh, that's right. How is it?

Rosie: It's OK. It was absolutely dire when we first moved in, but Brian the Whine was a really good help. He fixed all that was broken and cleaned what was dirty. Just like a regular little helper.

Alex: So are you and he getting along then?

Rosie: Better. I only have the urge to strangle him ten times a day now.

Alex: Well, it's a start. Any romance?

Rosie: What? With Brian the Whine? You need your head examined. The man was created for scraping mould and sanding floors only.

Alex: Oh. Anyone else in your life?

Rosie: Yes, actually. A thirteen-year-old daughter, a new job and a drawer stuffed with bills. My hands are pretty full at the moment...

Rosie has logged off.

(from "Where Rainbows End" by Cecelia Ahern)

1. Rosie was licking envelopes.
2. Rosie was asked to paint for the year's first newsletter.
3. Alex writes Rosie very often.
4. Rosie moves into a new house.
5. Her new flat is in perfect order.
6. Brian the Whine helped Rosie to find a new flat.
7. Rosie found Brian the Whine very poetic and creative.
8. Rosie has a small daughter.

C. Listening

Listen to the text about “Online Dating” and mark the *True* statements.

1. Patricia Costello tried Internet dating for only four months.
2. For meeting a husband, Patricia thinks the Internet is the best choice.
3. Most people go to online dating sites to find a casual relationship.
4. Most people on dating sites overstate their good characteristics.
5. David Collins and Sharon West are engaged to be married.
6. In 1975, most married couples found one another in school.
7. “*Find the Mate You Want Now*” is a book by Daniel Weston.
8. It can be difficult to tell if you like someone without meeting in person.
9. Even those who find a mate online feel they can find a better one.
10. It is easy to find a partner at an online dating site.

D. Writing

Write a paragraph about your preferences in mass media.

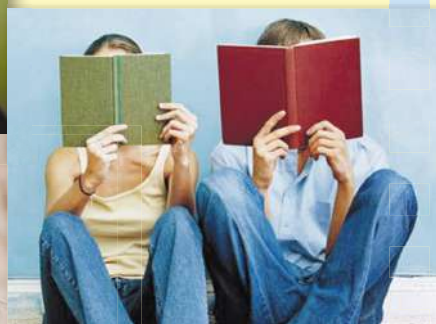


Unit 5

The More You Read...

In this unit you will learn how:

- to discuss your reading choices;
- share your impressions of your favourite books and literary characters;
- talk about the writer/poet you like best;
- speak about your visit to the library;
- to check your knowledge and skills on the topic, getting ready for independent testing.



5.1. Reading Choices

Word Bank

- crucial
- particularly
- fiction
- solution
- plain
- well-read
- fable
- genre
- book worm

Phrase Bank

- to swallow a book
- to care for something
- (not) to mind doing something
- to keep sb in the know
- to squander one's time
- to familiarise oneself with something/somebody
- to turn to something
- to read page by page
- to meet the needs of the day

Communication Box

- ... is something I can't do without.
- Actually, ...
- I can't afford to
- With me, it's just the other way round.
- Once in a while.
- There is nothing like
- Oh no, that's not my idea of heaven.

I. Now for it!

Read the quotations about reading and illustrate them with your reading experience.



Reading makes a full man.

Francis Bacon



Books help us understand who we are and how we are to behave.

Anne Lamott, American novelist



If one cannot enjoy reading a book over and over again, there is no use reading it at all.

Oscar Wilde

Example: *I agree with Francis Bacon. When I read much, I know much and can discuss my favourite books, writers, literary characters with friends. I can also express my opinion on the books I've read. Reading makes a person educated and well-read.*

II. Reading

Two friends are talking about books. Read the dialogue and say whose side you would take. Why?

Talking about Books

Part One

Steve: Are you ready for the break, Ann?

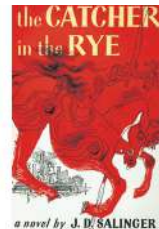
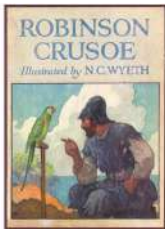
Ann: Actually, I can't wait to find out what is going to happen in my book. I had to stop reading at an absolutely crucial moment!

Steve: What? Swallowing another novel? Reading these books of crime and unhappiness? I can't afford to read fiction: I'm much too busy. Besides, I don't particularly care for it.

Ann: With me, it's just the other way round. I'm fond of fables and legends, poetry and science fiction. I even don't mind reading a detective novel once in a while just for relaxation.

Steve: I differ. I don't have my favourite literary genre, I prefer reading newspapers and magazines. They keep me in the know, see? Why squander your precious time on reading books? You **ought to** give yourself more time for sleeping, eating, socialising and watching TV.

Ann: You **may** think so, but there is nothing like a good book to me, such as: Daniel Defoe's *Robinson Crusoe*, Jack London's *White Fang* or J. Salinger's *The Catcher in the Rye*. Reading makes a full man, you know. But I agree – it does take time.



Part Two

Steve: Here is the solution: read the *Reader's Digest*. It is designed to meet the needs of the day. Life is fast. And time is money. So every month when you receive a magazine from your Book of the Month Club, you **may** familiarise yourself with the title and the table of contents.

Br E – familiarise
Am E – familiarize

Ann: But what about the story itself? How do you know its content?

- Steve:** You **ought to** turn to the inside and read the summary of the book ... It's just about two hundred words! You get plain action, a brief account of characters and all that goes into the making of a work of good literature.
- Ann:** Oh no, that's not my idea of heaven. I would rather read a whole book page by page, and fill in my reading log in which I record the key events that impressed or puzzled me, put questions to the characters and write my own associations with something exciting I have read.
- Steve:** Wow, you are a true book-worm!
- Ann:** Exactly. Reading is definitely something I can't do without!
- Steve:** Tastes differ.

Across cultures: the UK and the USA

Reader's Digest is a monthly family magazine popular in more than 70 countries, with 50 editions in 21 languages. It covers a variety of topics from pop culture to business, and it also publishes a regular book excerpt.

The Book of the Month Club is a business in the United States where you order books by mail. Members are offered a new book each month.

III. Language Track

Phonetics in Context

1. From the text, find out 8 words in which **-ng** is read as /ŋ/. Reproduce them in context. Practise saying them in your own sentences.

/ŋ/ going, reading...

Example: *I had to stop reading at an absolutely crucial moment. I'm fond of reading novels.*

Words and Phrases in Context

1. Study the difference in meaning. Reproduce the sentences with them from the text and interpret their meaning in contexts. Make up your own sentences by analogy.



content (n) a subject that a book deals with or the story that it tells.

Example: *I like the content of the book but not the author's style.*

contents (n) the list of different chapters of a book.

Example: *Every book has a table of contents.*

2. From the text, reproduce the sentences which have the same meaning as the given ones.

Example: *Why waste your time on reading?* →

Why squander your precious time on reading books?

- I like to read books more than anything else in the world.
- If you read more, you know more.
- Read the short content of the book.
- I'd rather read all pages of the book.
- I personally can't live without books.
- You read one book after another.

Say which of the phrases characterize your reading choices.



3. Match the words and phrases from the text to their explanations. Make up your sentences.

1. reading log	a) a traditional short story, that teaches a moral lesson, especially a story about animals;
2. book-worm	b) a long written story in which the characters and events are usually imaginary;
3. a fable	c) a record of events in the book;
4. fiction	d) books and stories about imaginary people and events.
5. genre	e) someone who likes reading very much;
6. novel	f) a particular type of literature which has certain features which all examples of this type share.

Grammar in Context

1. From the text, read out the sentences with elicited modal verbs and interpret their meaning in context. Complete the instructions:

- If you want to express future possibility, use ...
- If you want to give a mild suggestion, advice or opinion, use ...

Go to your **First Aid Kit** p. 250 for more information

2. Say what books your classmates ought to read at school and what books they may read in their free time.

Example: *I ought to read text-books on different subjects at school. In my free time, I prefer to read my favourite adventure books.*



3. Say what the following people may or ought to do.

Example: *A boy doesn't like reading.*

You ought to read, because reading makes a full man.

- your friend complains that he has no time for reading
- your classmate doesn't know what books to read

- you younger sister/brother reads only fairy tales
- your friend swallows the books and has no time for other activities
- your cousin prefers watching TV to reading.

Go to your WB for more exercises

IV. Communication Track

1. Speaking

a) Speak about your reading choices. Use a completion map.

Completion Map

Example: *I personally adore reading.*

- My reading choices depend on...
- Sometimes I turn to...
- But more often I...
- If the book is particularly interesting, I...
- I squander my time on reading...
- There is nothing like...
- I prefer to read...and...
- For me, reading is something ...

b) Pair up with your friend and strike a conversation round the beginning given.

- Swallowing another book? What is it about this time?
- As I'm a great admirer of detective stories, it's Agatha Christie's "The Mouse Trap". Have you read it?

...

Ann



There is nothing like a good book to me.

Bob



Reading is something I can't do without.

Helen



I don't care for reading. It takes so much time.

Mike



I don't squander my time on reading. I watch TV to keep me in the know.

Oksana



I share the truth of the old proverb "The more you read, the more you know". That's why I read a lot.



c) In the whole class, discuss children's ideas about reading.

2. Listening

a) Before you listen

Read these words and phrases and predict what the story may be about.

history	the South	black people
slavery	courageous	freedom
to express the opinion	to escape	
to influence somebody	evil	

b) While you listen

Listen to Paul's story and mark True/False statements.

1. Paul is fond of reading books about the war.
2. Paul's favourite literary genre is science fiction.
3. Paul is interested in literary characters' feelings.
4. Paul believes that a book can help to change history.
5. "Uncle Tom's Cabin" describes the hard life of black people in the North of the USA.
6. Paul admired a brave young woman Eliza.
7. He also approves of old slave Tom's doings.
8. The author of the book started a big war against slavery.



Group up for the project. Interview your classmates to find out what books make a great impact on them. Summarise the information to design a letter of recommendation for teenagers "*The books worth reading*".

3. Writing

a) Before you write

If you want to give a brief restatement of the main points of a book without giving details, write a summary.

- Brainstorm with your friends what makes your favourite books memorable.
- Make a list of words and phrases you can use to describe your favourite book.

b) While you write

Follow the summary of a book.

How to Write a Summary of a Book

<i>Content Tips</i>	<i>Language Tips</i>
<ul style="list-style-type: none">• Briefly tell what the book is about• Keep your description short• Finish with a concluding thought of the book as a whole.	<ul style="list-style-type: none">• The major topic is...• The events that moved the story forward include...• The unique thing about...seems to be...• The book depicts...• The central figure (idea) is...• Throughout most of the book...• In the final chapter...• I would recommend it to others because...• There is no question that...

Go to p. 7 for a sample book summary



At Home: In your WB, write a summary of the book you've recently read.

5.2. My Favourites

Word Bank

- enjoyable
- to encourage
- catching
- well-loved
- pen name
- mischievous
- fascinating
- intriguing
- amazing

Phrase Bank

- to view something sympathetically
- thirst for reading
- to read at a gulp
- to strengthen the impression
- to inspire somebody for something
- to find reflection in something
- to come alive
- to be overwhelmed with something
- to be thrilled
- to become a phototype of sb
- to win triumphantly
- to watch endlessly
- to endear a book to somebody
- colourful illustration

Communication Box

- You are sure to like it.
- Thereafter...

I. Now for it!

Read what these children think about their favourite books and say whose literary tastes you share. Why?



Andrew

The *Jungle Book* is my favourite. I was so thrilled to read about Mowgli's life among wild animals in the jungle.

Harry Potter is the book to read! It's so catching and full of extraordinary events.



Taras



Ann

As for me, I like *Tom Sawyer* best of all. The book is full of funny jokes and exciting adventures.

I adore books about Irka-Khortitsia super witch. It's a set of fantastic stories about Ukrainian teenagers.



Oksana

Example: *I personally also enjoy reading 'The Jungle Book'. There are so many interesting episodes about wild life. I think animals often talk and act like people.*

II. Reading

Read the story about Bill's favourite book and say why he liked it so much.

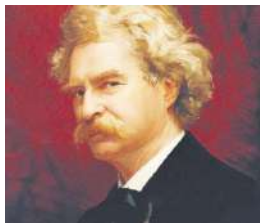
Bill's Memorable Present

When I was a small child, my granny taught me to read and often read stories for me. I had a big **collection** of books and remember that at the age of five I could read fast and well. My parents were delighted to see my thirst for reading and encouraged it in any possible way. In my **childhood** I became a good **reader**.

One day, on my 13th birthday, Dad brought me a book of a beautiful design with many colourful **illustrations** and said, "Read it, you are sure to like it. It's about children." I read it at a gulp, it was so exciting. By now I've read and re-read it several times and my first **impressions** of its content have strengthened. So "The Adventure of Tom Sawyer" became my first and most memorable book.

Recently I have been to the library to learn more about its author Mark Twain. I wanted to know





what might inspire him to write such a lovely adventure book. It was interesting for me to learn that Mark Twain was the pen-name of Samuel Langhorne Clemens, that the first 36 years of his life gave him experience – as a boy in a little town in Missouri, as a boat man, a **reporter** on the far Western frontier, as a **traveller** abroad. Thereafter all these materials found **reflection** in his best and most successful writings.

I have found out that Hannibal with its wide Mississippi river was the town of Sam Clemens's **boyhood**, where together with his classmates he could watch endlessly fascinating pictures of its life. So steamboat men and townspeople became prototypes of well-loved characters.

Now I've understood Twain's secret of success. He told us the story of a mischievous, irresponsible, but always good-hearted boy, who gets into different troubles but is always winning triumph. These happy endings endear the book to children. And not only to them. The life-like picture of a boy and his friends is enjoyed by both young and old. I also believed in the characters' existence and was so thrilled to read about them. Mark Twain himself viewed them sympathetically, characterizing the book as "... a hymn put into prose form to give it a worldly air". To understand the **writer's** humour, one should read between the lines and I learned how to do it.

Since that time I've read many other books but this one is still my favourite. I carefully put the book on the shelf in my room keeping the unforgettable **impressions** and joy with which I was overwhelmed while reading it.

Across cultures: the USA



Missouri – a state in the central US, an industrial and farming area.



the Mississippi – the longest river in the USA, about 2350 miles long, which flows from Minnesota to the Gulf of Mexico.

III. Language Track

Phonetics in Context

1. In the text, find 10 words in which 'th' is read as /θ/ and reproduce them in context. Practise saying them in the sentences of your own.

Example: /θ/ – *thirst*

My parents were delighted to see my thirst for reading. As for me, I also have a thirst for reading, especially poems.

Words and Phrases in Context

1. In the text, find words and phrases with the opposite meaning to those given below. Reproduce them in context. Make up your own sentences with them.

Example: *Colourless illustration* → *colourful illustration*.

My friend presented me with a book with many colourful illustrations.

- boring reading;
- to weaken the impression;
- unsuccessful writing;
- well-behaved;
- responsible;
- to lose the battle;
- to view somebody unsympathetically;
- to make the book unpopular and disliked.

2. In the text find and reproduce the sentences which speak about:

- the boy swallowing his favourite book;
- the boy longing for reading;
- the boy reading the book several times;
- the boy's attitude to the characters of the book;
- Mark Twain's attitude to his character;
- the boy's feelings while he was reading a book.

Illustrate them with your examples.

Example: *I read it at a gulp.* → *When I have an interesting book to read I also read it at a gulp.*



3. In the text, find words and phrases which characterize Bill's favourite book. Make a list of them and use some of them to describe your favourite book.

Grammar in Context

1. From the text read out the sentences with elicited nouns and interpret their meaning in context. Classify them according to the suffixes they are formed with.

Example: *illustration* – pictures or drawings illustrating the story

?	?	?
illustra <u>tion</u>	read <u>er</u>	

2. From the text, reproduce the nouns which are formed with the help of two nouns. Add more nouns to your list of such nouns and make up sentences with them.

Go to your *First Aid Kit* p. 252 for more information

Example: *Many schoolchildren enjoy reading books.*



3. Complete the definitions. Use one word from the box in each sentence.

a writer	a storyteller	a classmate
pen name	countryman	a reading room
feedback		

Example: a writer is a person who writes books.

- _____ is a place in the library where you can look through any book, magazine or a newspaper.
- _____ is a person who is able to tell different stories.
- _____ is a person who studies in the same class with you.
- _____ are people who live with you in the same country.
- _____ is criticism of readers and writing about how successful the book is.
- _____ is a name used by the writer instead of their real name.

IV. Communication Track

1. Speaking

- a) Look at the photos of teenagers, read what they say about their likes and decide what type of books might make enjoyable reading for them. Search the Internet to find any books to their interests.



Taras

Br E – traveller
Am E – traveler

I've learned much about the armies of different countries, famous historical battles and their heroes. I have a big collection of toy soldiers and models of war planes and ships.

I'm so thrilled to learn about people's travels to different countries and their extraordinary adventures. Sometimes I fancy myself an experienced traveller.



Olha



Ann

I'm interested in scientific facts about well-known discoveries and new innovations. I like to know more about great scientists and their scientific achievements. I wish I could become one myself some day.

I am dreaming of becoming a great detective, like Sherlock Holmes. My elder brother is a detective. I like to listen to him when he talks about his job.



Example: *I think Taras will like to read historical novels, because he is interested in historical events. "Ivanhoe" by Walter Scott may become an enjoyable reading for him as it is based on British history and tells about amazing adventures of a brave knight Ivanhoe.*

b) In pairs, discuss your favourite books. Strike a conversation round its middle part.

- ...
- It's a really exciting book, full of unexpected adventures which you even can't think of. I was overwhelmed with it.
- Great! And what impressed you the most?
- ...



c) In the whole class, dispute over the quote "Reading is to the mind what exercise is to the body" (Sir Richard Steel)

2. Listening

a) Before you listen

You are going to listen to the poem "Friends". Judging by the title, try to predict what it may be about.

b) While you listen

Answer the poem's question and say if your prediction was right.



Group up for the project. Interview your classmates to find out what books make a great impact on them. Summarise the information to design a letter of recommendation for teenagers "The books worth reading".

3. Writing

a) Before you write

- If you want to recommend other people a book to read, you should write a book review, in which you will briefly inform the readers of the content of the book and give them your opinion/recommendation why the book is worth reading.
- In groups, brainstorm with your friends what good book you would recommend to somebody.
- Make a list of words/phrases you would use to sound convincing.

b) While you write

Follow the book review format.

Content Tips	Language Tips
<ul style="list-style-type: none">• Begin with instruction (give the title of the book, the name of its author, the main characters, the setting etc.)• Give the main points of the plot of the book in the body (give the main point of the plot of the book)• Give reasons to support your recommendation	<ul style="list-style-type: none">• The book goes under the title...• It is written by a well-known writer...• The scene is laid in...• The main characters are...• The book opens with...• The book is full of...• It is intriguing...• If you are an admirer...• You'll be amazed to learn...• ...is the best.

Go to p. 7 for a sample book review



At Home: Write the review of your favourite book.

5.3. Literary Discussion Club

Word Bank

- instructive
- to feature
- impressive
- amazing
- novelist
- bedbook
- ambitious
- gripping
- renowned

Phrase Bank

- to help somebody out
- to put a word in
- to read from cover to cover
- teenager's romance
- grown-up books
- fantasy books
- public library
- to have much in common
- to be on one's list of likes
- to be worth reading
- to help somebody out

Communication Box

- From then on ...
- Believe it or not ...
- Good guess!
- Not in the least.
- To be exact ...
- Not for nothing ...
- It's you all over.

I. Now for it!

Look at the books of different English, Ukrainian and American writers and match them to their authors. Say which of them you've enjoyed reading. Why?



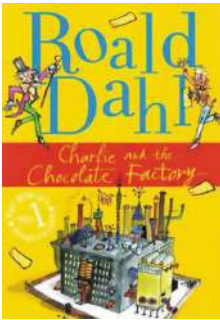
“Harry Potter”



“Irka Khortytsia
and a Magic Quest”



Tom Sawyer



“Charlie and the
Chocolate Factory”



“Nezrozumili”

- J.K. Rowling
- Volynska,
K. Kascheiev
- M. Twain
- R. Dahl
- S. Grydin

Example: *I've read “Charlie and the Chocolate Factory”. It's a fantastic book about Charlie and four other children and their amazing adventures.*

II. Reading

1. Read teenagers' opinions about their favourite writers and literary characters and say what surprise the library has prepared for them.

Literary Discussion Club

Part One

Oksana: Welcome to our Literary Discussion club. You are ready to share your preferences in literature, aren't you? Then let's speak about our favourite writers and well-loved characters. We **might** have much in common.

Vasyl: As I study at the humanitarian gymnasia, British literature and its writers are on my list of likes. I'm overwhelmed with delight

reading J.K. Rowling's books about Harry Potter. Recently I've found out that the writer has been a good storyteller since her childhood and used to tell her amazing stories to her friends at lunch time.

Oksana: She **might** had an idea of writing the books, I believe.

Vasyl: Yes, J.K. Rowling had an idea to write about something unbelievable, that's why she wrote about a boy who is a wizard and doesn't know it. Believe it or not, Rowling's friends said that Joanne had been so absorbed in writing this book that she continued to write it everywhere: in the trains, pubs and cafes. No wonder that she published one book after another and in every book the story of a boy-wizard, his childhood and his adventures at Hogwarts school caught the imagination of readers of all ages.

Oksana: Then Harry Potter **must** be your favourite literary character, right?

Vasyl: Good guess! The boy has the power of imagination and is learning to develop his full potential. It's a good character trait, isn't it?

Vasylyna: So, it is Harry Potter who impressed me as well. I also adore fantasy. By the way, have you read any of the books of the 'so called' Ukrainian response to the books about Harry Potter?

Oksana: You **might** be joking, Vasylyna.

Vasylyna: Not in the least. I've read two of these gripping books by Ilona Volynska and Kyrylo Kasheiev. Unfortunately, I don't know much about these Ukrainian writers, but the books are worth reading.

Oksana: Will you say a few more words about it?

Br E – learned
Am E – learnt

Part Two

Vasylyna: Sure. The books are about Ukrainian teenage wizards – Irka, Tanka and Bohdan. They are devoted friends and all their sayings and doings are aimed at helping people out. Besides, the books are based on Ukrainian and Slav folklore. I've learned much new information about the traditions of Ivan Kupala celebrations and Khortytsia night. You **must** read it.

Andrew: I'm also a great admirer of adventure books and there is my favourite Ukrainian writer who wrote such books. It is a renowned novelist Mykola Trublaini.

Oksana: It **might** be the writer's pen name, right?

Andrew: Sure. His real name is Mykola Trublaevsky. He wrote more than 30 books for teenagers and some of them reflected his personal adventures. The writer himself was an adventurous traveller who travelled a lot in the Far East, the North and even in the Antarctic and saw extraordinary things with his own eyes, that's why his stories and books are so impressive. I've read only two of them "A Man is Hurrying to the North" and "Schooner Columbus". It was really a very memorable and enjoyable reading.

- Ann:** Since we are discussing adventure books and fantasy, I'd like to put a word in and tell you about my favourite British novelist and short story writer Roald Dahl.
- Oksana:** The writer's name doesn't sound British, does it? He **must** have been born in another country.
- Ann:** His parents came from Norway, but the writer was born in Wales, in Cardiff, to be exact.
- Vasyl:** I've read his "Charlie and the Chocolate Factory", "James and the Giant Peach". Both books made an unforgettable impression on me. I couldn't but laugh at their inventive characters.
- Ann:** It's Roald Dahl all over. All his short stories and novels feature grotesque figures and often have unexpected endings. But they all are instructive and teach the reader to be kind and honest. Not for nothing is the writer considered to be one of the greatest story-tellers of all time. There is a Roald Dahl museum and story centre in Great Missenden, which shows the works of Dahl.
- Oksana:** Thank you for mentioning this, Ann. There is a surprise for all of us prepared by our library. We'll see the film about this centre today. I think we **must** love it.

Across cultures: Great Britain, Ukraine



J.K. Rowling – a British writer, the author of the books about Harry Potter.



Roald Dahl (1916–1990) – a British writer, known for his very popular children's books.



Sergiy Grydin – a modern Ukrainian writer, the author of books for teenagers.

Phonetics in Context

1. In the dialogue "Literary Discussion Club", find tag questions and reproduce them with correct intonation. Follow the pattern.

Pattern: *You are ready to share your preferences in reading, ↗ aren't you?*

Practise saying your own tag questions.

Words and Phrases in Context

1. Study the difference in meaning. Reproduce the sentences with them and interpret their meanings in context. Make your own sentences by analogy.



to catch the imagination of someone – to make people feel very interested and excited.

Example: *Dahl's book "Matilda" really caught my imagination.*

to have imagination – to have the ability to form pictures or ideas in your mind.

Example: *Irka Khortytsia has a very vivid imagination.*

2. From the text, reproduce the words which are formed from these ones in their contexts. Illustrate them in your own sentences.

Example:

- *literature* – *literary*.

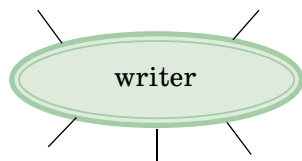
Irka Khortytsia is my favourite literary character.

- | | |
|----------------------|----------------------|
| • fortune – _____ | • to imagine – _____ |
| • adventure – _____ | • to grip – _____ |
| • to amaze – _____ | • to admire – _____ |
| • to believe – _____ | |

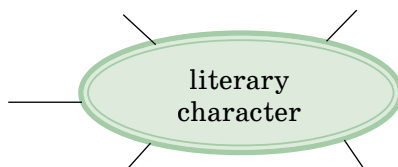


3. In the same text, find words and phrases with which the children describe their favourite writers and literary characters and say what they mean. Fill in the semantic maps for them and use them to describe your favourite writer/literary character.

a good story teller



well-loved



Grammar in Context

1. From the text, reproduce the sentences with elicited modal verbs '*must*' and '*might*' and interpret their meaning in the context. Complete the following instructions:

If you are almost 100 per cent certain that something is possible, use
If you are less certain that smth is impossible, use

Go to your *First Aid Kit* on p. 252 for more information

2. Express your certainty/uncertainty. Add logically connected sentences to the given statements.

Example: *The title of the book is "Mouse Trap". I think it might be about mice or any other things connected with them.*

- This American writer wrote short stories about the North.
- This literary character lived among animals.
- The book tells the readers about the boy.
- The book tells the readers about the boy who could fly around London.
- The book is so funny!
- The author of the story is an experienced traveller.
- The main character is an American boy.



3. Look at the literary characters and read small dialogues between them. Try to guess what book they are from and who wrote the book. Follow the example.

Example:



- What's your name, boy?
- Tom Canty, sir. I've come to the palace to look at you.

– *It must be the novel 'The Prince and the Pauper' by M. Twain. In the picture, I can see the Prince and Tom Canty, the pauper.*



- There is an enormous fish, captain.
- Let me have a look at it.



- Goodbye, Mary, we'll miss you badly.
- Goodbye. I'll come back.



- One for all.
- And all for one.

III. Communication Track

1. Speaking

- a) Speak about your favourite writer using the star map.

What is the writer's name?

What is your favourite book?

Where did the writer live and work?

Why did you like the writer?

When did he/she start writing?



- b) Pair up with your friend and strike up a conversation about your favourite literary character round its ending.

- ...
- So, your well-loved characters are noble and intelligent people.
- Right! I think any positive literary character should be a kind of a role-model and encourage for reasoning and decision making.
- I can't agree more.



- c) In the whole class, dispute over the G.K. Chesterton's quote "A good novel tells us the truth about its hero; but a bad novel tells us the truth about its author".

2. Listening

- a) Before you listen.

Listen to the beginning of the joke to predict what it will be about.
"Two great readers are talking at the entrance of the library".

- b) While you listen

Think of the reply where the name of the writer is used to express surprise.

- Some readers find Great Scott the best writer.
- Great Scott!



c) After you listen

Say what funny episodes connected with your reading experience happened to you.



Group up for the project to design a list of questions you'd like to discuss at your literary club.

3. Writing

a) Before you write

If you want to talk about a particular subject or a person to a group of people, write a speech.

- Brainstorm with your friends and decide what you will include into your speech about your favourite writer.
- Make a list of words and phrases you'll use to sound instructive and convincing.

b) While you write

How to write a speech about your favourite writer

Content Tips	Language Tips
<ul style="list-style-type: none"> • Choose a writer you'd like to talk about • Find enough material to cover the following points about a writer: <ul style="list-style-type: none"> – short biography; – education; – a sphere of literary interests; – the most important books of the writer; – contribution to the world literature/ your country • Organise your speech logically • Illustrate your speech with a writer's or some quotes of famous people about him/her. • Finish your speech with your personal attitude to the writer and his books. Underline why this particular writer is your favourite one. 	<ul style="list-style-type: none"> • I intend to give you... • Going back... • A brief summary of... • It's important to stress... • It's known far and wide... • Some people claim that... • Importantly... • To pay tribute to... • To illustrate the idea, I'd like... • In the way of summing up, I'd like...

Go to p. 7 for a sample speech



At Home: In your WB, write a speech about your favourite writer.

5.4. A Visit to the Library

Word Bank

- classic
- newcomer
- librarian
- trilogy

Phrase Bank

- to exchange books
- public library
- good stuff
- to be well-stocked
- to be enlisted in it
- to borrow books from the library
- coming back to ...
- to have a membership in a library
- a regular reader
- a set of books

Communication:
How to share opinions on books

- In my view ...
- In my opinion ...
- As far as I'm concerned ...
- There is sth in what you say but ...
- I don't think I like ...
- It's not in my list of likes ...
- What do you think of ...
- What are your tastes in ...?

- I'm with you on that and ...
- I differ, I'm afraid, because ...
- As much as you do.
- If you ask me ...
- I enjoy ... a lot more.
- It's really good stuff.
- I'm with you on that.

I. Now for it!

Do the quiz about the first library and check your answers using the Internet resources. Say what information was new for you.

1. When was the first library founded?	BC	AD
2. Where was it founded?	Beijing	Rome
3. How did the first book look like?	they were printed	they were handwritten
4. Why couldn't the readers borrow the books from the library?	books were too heavy	books were chained to the shelves
5. Where were the first books printed?	India	China

Example: *I personally didn't know that the first library was founded that early.*

II. Reading

Read the dialogue of two friends and say why Boris wants to become a regular reader of the library.

A Library Talk

Boris: Hi, Ann, thank you for the marvellous book you've given to me. I've read it at a gulp. **Can** you give me another book of the set?

Br E – marvellous
Am E – marvelous

Ann: Unfortunately, I haven't got any. But you **can** borrow it from our public library.

Boris: Oh, really? I have never thought about it.

Ann: It's a well-stocked library and I'm a regular visitor. I've borrowed an adventure book from the library recently. It's *Treasure Island* by Robert Louis Stevenson. It is really good stuff. If you wish, I **can** give it to you in a day or two. You are sure to like it.

Boris: Thank you, you are so kind. Coming back to the library, is there a great choice of books?

Ann: Exactly. You **can** find books in different languages on different problems there. Besides, there is a good reading hall where librarians organise interesting meetings with poets, writers or just discussions of books. Importantly, there is a computer information centre, where you **can** find the book you need yourself. It **might** be very useful. The librarians are very helpful and **can** help you to choose the book you want.

Boris: That sounds tempting but I don't have a membership in our library. Is there any chance to get it? What about the admission?

Ann: Of course there is. I'm going to exchange my books tomorrow. You **may** join me, if you feel like it.

Boris: Thank you. It suits me perfectly. My parents promised me to buy an e-reader soon. It **might** help me to have a quick access to the books. But I **can't** wait to read the second book of the trilogy.

Ann: OK. Let's make it round about 5 o'clock.

Boris: Agreed then.

Across Cultures: Great Britain



Robert Louis Stevenson (1850-1894) – a well-known Scottish writer whose books 'Treasure Island' and 'Kidnapped' are the best-known adventure stories in English.

III. Language Track

Phonetics in Context

In the text, find the sentences with introductory phrases and reproduce them in context with correct information. Follow the intonation pattern.

Pattern:

Luckily, there is a great choice of books.

Practise saying them in your own sentences.

Words and Phrases in Context

1. Study the difference in meaning. In the text, find the sentences with these words and interpret their meanings in context. Make up your own sentences by analogy.



admission – permission given to someone to enter a building or a place.

Example: *The admission to the library is free.*

access – the right to use something, see something etc.

Example: *The access to the book is restricted.*

2. Match the words and phrases from the text to their explanations. Illustrate them in your own sentences.

<ul style="list-style-type: none">• a regular reader• a librarian• a well-read person• good stuff• well-stocked• membership	<ul style="list-style-type: none">a) someone who has read a lot of books and knows a lot about many subjects.b) a person who reads very often or visits the library constantly.c) having a large supply and variety of things.d) someone who works in the library.e) used to tell someone that something is good.f) when someone is a member of a club, group or an organization.
--	--

Example: *I'm a regular reader of the library magazine.*



3. In the text, find the words and phrases attributable to the word 'library'. Use them to describe your school library.

	<u>Library</u>	
	<u>Words</u>	<u>Phrases</u>
librarian		reading room
_____		_____
_____		_____
_____		_____

Example: *The librarians of our school library often organize displays of new books.*

Grammar in Context

1. From the text, read out the sentences with the words in bold. Interpret their meanings in context.

Example: *It might be useful. The verb 'might' shows that a person isn't certain.*

2. In the text, find and reproduce the sentences with the modal verb 'can'. Complete the instruction.

The modal verb 'can' may express...

Go to **First Aid Kit** on p. 252 for more information



3. Say what you *may*, *can*, *must* or *might* do at the library.

Example: *The readers can borrow any book from the library.*

IV. Communication Track

1. Speaking

- a) Read some facts about famous libraries. Summarise the information and say why they are world famous.



The Library of Congress

- the largest library of the USA;
- situated in Washington DC;
- set up in 1800;
- president Thomas Jefferson contributed his personal collection of 6,487 books;
- contains books in more than 450 languages;
- every book, magazine etc. that is produced in the USA has to give a copy to the library.



The British Library

- the largest library in the world by number of items catalogued;
- contains 170 million items from many countries, both printed and digital;
- located on the North side in St Pancras, London;
- sponsored by the Department of Culture, Media and Sport;
- founded on July, 1, 1973
- open to everyone who has a genuine need to use its collection;
- provides free online access to consulting reports, working papers and articles.

- the biggest library in Ukraine;
- one of the 10 biggest libraries in the world;
- set up on August, 25, 1918;
- located in Kyiv
- contains about 15 million items;
- serves as a scientific centre;
- prepares candidates and doctors of sciences.



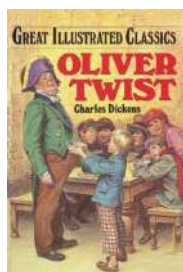
The Vernadsky National Library of Ukraine

b) Read and learn how to share opinions on books and characters. Look at the pictures and fill in the mini-dialogues. Pair up with your friend and make up a dialogue round one of the mini-dialogues.



- 1) – _____ is an enjoyable reading, isn't it?
 – I disagree, I'm afraid, it is not on my list of likes.

"Alice in Wonderland"



- 2) – I dislike _____, it's so dull.
 – But in my opinion, it is good stuff, full of historical events.

"Oliver Twist"



- 3) – In my view, _____ is both for grown-ups and teenagers.
 – I'm with you on that.

"The Happy Prince"



- 4) – I think _____ is a book to read and re-read.
 – If you ask me, I enjoy fantasy book a lot more.

"Captain Grant's Children"

- 5) – What do you think of _____?
 – Oh, I enjoy _____ a lot more than other books.

“Toreadors from Vasiukivka”



c) In the whole class, debate over the statement:

“Time will come when libraries die out.”

2. Listening

a) Before you listen

Listen to the sentence from the story you are going to listen to and make a portrait of a girl.

‘So on the afternoon of the day when her father had refused to buy her a book, Matilda decided to walk to the public library in the village all by herself’.

b) While you listen

Listen to a piece of story and choose a correct answer.

- When did Matilda learn to read?
 - at the age of 5;
 - at the age of 3;
 - at the age of 10.
- What did the girl ask her father about?
 - to buy her a book;
 - to switch on TV;
 - to go to the library with her.
- Why was Mrs Phelps surprised?
 - the girl was very small;
 - the girl asked for serious books;
 - the girl was impolite.
- How long did the girl spend in the library?
 - ten minutes;
 - the whole day;
 - two hours.
- When did the girl need the librarian’s help?
 - when she had finished all books for children;
 - when she couldn’t reach books on the shelf;
 - when she couldn’t understand something.

6. What books did the girl want to read next?

- a) books for curious children;
- b) books for adults;
- c) books for young girls.



c) After you listen

Say what children are usually regular readers of a library. How much true it is about you?

3. Writing

a) Before you write

If you intended to persuade readers to take part in the event that is going to happen, write an advertisement as a picture, a set of words or a short film.

- There will be an interesting meeting at your city library. Brainstorm with your friends what to write in the advertisement so that other students wanted to come.
- Make a list of words and phrases you'll use to attract readers' attention.

b) While you write

How to write an advertisement

Content Tips	Language Tips
<ul style="list-style-type: none"> • Think of an unusual beginning of your advertisement to encourage readers to participate in your activity • Focus on the most outstanding features of the activity • Try to accompany it with some photos or other illustrations • Be precise in time and place description 	<ul style="list-style-type: none"> • Are you interested in...? • Do you like...? • There is nothing more interesting than... • Come and... • Join us... • You'll enjoy...

Go to p. 8 for a sample advertisement



At Home: In your WB, write an advertisement about any event in your library.

DEVELOPING INTEGRATED SKILLS 5

- I. Many teenagers nowadays turn to reading e-books. Pair up with your friends and discuss possible advantages and disadvantages of them in view of a healthy way of life.
- II. Read what the author of the word cloud wrote and guess what books she/he likes to read.



Group up with your friends, use one of the sites given to design your own world cloud. Let your friends guess your reading preferences.

<https://www.wordclouds.com/>

<https://worditout.com/word-cloud/create>

<https://wordart.com/>

- III. Your friends are great admirers of nature and the books about nature protection appeal to them. Search the Internet to find some books on this problem, present them to your friends and comment on your choice.



IV. There is a big Book Fair in Lviv every year and you plan to visit it to buy some books. Make a list of books you'd like to buy, find out about their possible prices to calculate the approximate sum of money you need.



5.5. Your Test Files

A.Use of English

I. Read the text below. For questions (1-10) choose the correct answers (A, B, C, D).

Example: 0 (A)

Two days ago I 0 a very interesting book. I borrowed it 1 our local public library and read it at a gulp. You 2 read the book but it was my first 3 with Charlotte Brontë, a brilliant British novelist. Her novel ‘Jane Eyre’ 4 in 1847 under her 5 “Currer Bell”. The book made a great impression 6 the readers as it trully described the system of education of which Charlotte Brontë had a thorough knowledge, 7 a school teacher herself the writer believed that education was the 8 to all social problems, and that 9 improving of the school system of teaching, most of evils of society could be removed. She criticised the essential principles of the British system of education in the 19th century, the aim of which was to bring 10 obedient slaves for the rich.

0	A read	B have read	C had read	D was reading
1	A in	B at	C from	D out of
2	A could	B might	C ought to	D must
3	A familiarization	B meeting	C introduction	D acquaintance
4	A has been published	B was published	C is published	D had been published

5	A	pen-name	B	name	C	mother's name	D	surname
6	A	at	B	in	C	by	D	on
7	A	has been	B	being	C	becomes	D	was
8	A	key	B	reason	C	purpose	D	explanation
9	A	of	B	in	C	through	D	by
10	A	out	B	down	C	of	D	up

II. Use the word given in capitals to form a word that fits in the space.

- | | |
|--|-----------|
| 1. The writer is a very <u>adventurous</u> person. | adventure |
| 2. Tha story made a great _____ on me. | impress |
| 3. The characters are very _____. | invent |
| 4. The boy has a very bright _____. | imagine |
| 5. It's a very _____ reading. | enjoy |
| 6. You have a good _____ of books. | collect |

B. Reading

Read the text below. Choose (A-H) one which best fits each space (1-6). There are two choices you do not need to use.

Ernest Hemingway

Critics claim that it is not often that even the best writers are like their best characters. But Hemingway was. He fought in Italy ___1___ hunted the big animals of Africa and caught the big fish ___2___. His life was full of danger and twice newspapers published news of his death. ___3___ Hemingway hated wars. It was because he hated them he ___4___ in almost all the wars of the first half of the 20th century as a soldier or as a correspondent. He made friends with fighters – with matadors, hunters, fishermen, workers, sailors ___5___. Hemingway once said: 'The main critics of one's work are the mind and the heart. Perhaps the heart even more that the mind... because the mind can ___6___, but the heart – never. The truth, only the truth is what one must write'.

A	in the sea near Cuba
B	sometimes agree to a compromise
C	during World War I
D	long ago
E	took part
F	because he was a fighter himself
G	more that anything else
H	had been known to him

C. Listening

Listen to the information about one of the most famous Ukrainian writers and poet and mark the true statements.

1. Lina Kostenko's life was successful from the very start.
2. The girl's parents were school teachers.
3. Her parents' arrest changed the life of the girl.
4. Lina displayed her talent for writing at school.
5. The literary career of the poetess started in the sixties.
6. The writer wrote five novels in verses.
7. Lina Kostenko has got many honorable awards.
8. Her poems and novels are popular only in Ukraine.

D. Writing

Write a review of any book you've read recently.



Unit 6

Britain is Great

In this unit you will learn how:

- to talk about the geographical features of Great Britain;
- to give facts about the four lands of the UK;
- to talk about people in Britain;
- to plan your visit to Britain;
- to express respect for British traditions;
- to check your knowledge and skills on the topic getting ready for independent testing.



Unit 6: Britain is Great

6.1. Where?

Word Bank

- tunnel
- landscape
- destination
- populous
- leek
- daffodil
- dragon
- thistle
- heather

Phrase Bank

- to be separated from...by...
- to go down like a backbone
- to be home of something
- to look forward to something
- to have a border with something
- chalk cliffs

Communication Box

- ... for short.
- ... , I must admit

I. Now for it!

Look at the map of the British Isles and label its parts with the words from the box. Say what geographical features it shows.

the North Sea

the Irish sea

Ireland

Great Britain



Example: If you look at the map, you can see two big islands – Great Britain and Ireland. The North Sea is to the east of Great Britain...

II. Reading

Read the entry from Paul's travel diary and say what natural attractions he hasn't seen in Britain yet.

Paul's Travel Diary

Look at the map of the British Isles. You can see them to the north-west of the mainland of Europe. Do you know what the two largest islands are called? Those are Great Britain and Ireland. Besides, there are over five hundred small islands. Altogether they make the United Kingdom of Great Britain and Northern Ireland, Britain, for short. That's where I have arrived recently.

As Britain is separated from the continent by the English Channel, I had three options – to take a plane or cross it by ferry or by train through the channel tunnel. I chose the quickest and the most popular way of travelling and there I was – landing at Gatwick Airport, 43 kilometres south of London (as said in the leaflet I picked at the Information desk.)

I could hardly believe my eyes: **quite** beautiful landscapes and 2,000 years of history were waiting for me to explore. I must admit that it is easier said than done as this island state is made up of four lands: England, Wales, Scotland, and Northern Ireland. My first destination was England as it is the largest and most populous of the four. I have already bought the postcards of **rather** famous natural attractions such as the rivers Thames and Mersey, the south-eastern coast, sandy or muddy, with occasional chalk cliffs, the Pennines going down England almost like a backbone, and the Lake District, of course.

West of England is Wales. With a charm of its own, it is home of Mount Snowdon, over 1,000m high, capital Cardiff, the leek, the daffodil, and the red dragon as the national symbol of the Welsh country. I'm so looking forward to visiting Wales!

If I have a chance to go to the North of England, I'll find myself in Scotland some day and enjoy the Highlands and the Lowlands, many beautiful rivers and lakes (called lochs), the legendary thistle and heather covering the mountainsides. Maybe, I will even be the one to discover the mystery of the Loch Ness Monster at last! Hooray!

Last, but not least Northern Ireland. It is at its nearest point only 21 km from Scotland. It is separated from Great Britain by the Irish Sea. It has a border in the south and west with the Irish Republic. At its centre lies Lough Neagh, Britain's largest freshwater lake. The whole island is known for its beautiful, green countryside, that is why it is sometimes called the Emerald Isle.

I can't wait to see it all!

Across Cultures: Great Britain

Gatwick Airport – one of the airports serving London, which is used for international flights.



The Thames – the main river flowing through London, and England's most important river, which flows into the North Sea.



The Mersey – an important river in the north-west of England which flows into the Irish Sea.



The English Channel – the piece of water between France and England.



The Pennines – a mountain range running down the centre from the north to central England.



The Highlands – mountainous area in the North of Scotland.



The Lowlands – the central and eastern low-lying part of Scotland.

The Loch Ness Monster, also Nessie – the name given to a very large animal, supposed to live in Loch Ness in North Scotland

III. Language Track

Phonetics in Context

1. In the text above, find and read out the geographical names with correct stress. Practise saying the sentences with them to your friend.

Example: *the British Isles, the United Kingdom, the English Channel.*

Words and Phrases in Context

1. Study the difference in meaning. In the text ‘Paul’s Travel Diary’, find the sentences with these words and interpret their meanings. Make up your own sentences with them.



popular (adj.) – liked by a lot of people.

Example: *Brighton is a popular holiday resort.*

populous (adj.) – with a large population in relation to the size of an area.

Example: *England is the most populous land in Britain.*

2. Look at the photos in the box “Across Cultures” and describe Paul’s travel experience.
3. Imagine you’ve met Paul. Ask him questions about Britain’s geographical features. Role-play the dialogue following the pattern below.

Pattern:

You: Hello, ... recently, haven’t you?

Paul: Yes, I took ... and

You: What have ... yet?

Paul: My first destination was Besides, I have already

You: What about ... ?

Paul: ... has a charm of its own. It is

You: How about ... ?

Paul: If I have a chance, I’ll find myself ... and Maybe, I will even

You: What are you planning ... , to finish with?

Paul: ... , of course. It is only I can’t wait to see

You: Have a ... trip!

Paul: Don’t worry, I will.

1. From the text “Paul’s Travel Diary”, read out the sentences with the adverbs of degree *rather*, *quite*, *almost* and interpret their meaning in context. Complete the instructions:

- If you want to make adjectives stronger, use...
- If you want to make adjectives weaker, use...

Go to p. 252 of your *First Aid Kit* for more information

2. Make the meaning of the sentences stronger or weaker.

Example: *The Thames is a beautiful river.* – *The Thames is a really beautiful river.*

1. Great Britain is a big island.
2. Ireland is a smaller island than Great Britain.
3. There are a lot of beautiful landscapes in Britain.
4. The English Channel is not deep.
5. England is a populous land.
6. Mount Snowdon is not high.



3. Read about Paul’s visit to England and fill in adverbs of degree.

Paul has arrived in London _____ recently. Yesterday he saw _____ many places of interest: the British Museum, the Houses of Parliament, the National Gallery, the Zoological Gardens and others. Of course, he hasn’t been outside London yet – he was _____ busy. He is planning to go to Cambridge on a weekend trip as it is a _____ popular tourist destination.



Group up for the project. Interview your classmates to find out what places of interest they would like to visit in Great Britain. Summarise the information to design a route map for your mind trip “Seeing is believing”.

IV. Communication Track

1. Speaking

a) Read the questions of “United Kingdom Quiz” and try to answer them. To compare your answers with the right ones, you can use this link:

<http://resources.woodlands-junior.kent.sch.uk/geography/britain.html>

Take our United Kingdom Quiz.

Questions about England

Why does England dominate the UK? ⇨

Questions about Great Britain

What is Great Britain?

Is Britain the same as Great Britain?

Which countries are in Great Britain? Find out about Great Britain ⇌

Questions about the United Kingdom

Where is the UK?

What countries make up the UK?

What is the official title (name)
of the UK?

Why is the whole of Ireland not part
of the UK?

How and why was the UK formed? Find out about the UK ⇌

Questions about the British Isles

What are the British Isles? Find out about the British Isles ⇌

b) In pairs, make up a dialogue discussing what questions about the geography of Great Britain you'll ask your British e-pals round the beginning given.

- Do you know what ... ? Our British e-pals Gerry and Suzie have taken part in the "United Kingdom Quiz" and won!
- Great! Now we can ask them any questions about the geography of Great Britain.
- I think we should start with some particulars.
- ...?



c) In the whole class, draw a parallel between Great Britain and Ukraine in some general facts basing on what you have read and learned.

Comparison Items	Great Britain	Ukraine
1. Population		
2. Area		
3. Parts		
4. Borders		
5. Highest mountains		
6. Longest rivers		
7. Largest lakes		
8. Climate		

2. Listening

a) Before you listen

You are going to listen to the story “The Scottish Thistle”. Write three questions you want to get answers to from the story.

b) While you listen

Listen to the story “The Scottish Thistle” and say why the Scots took the thistle as their national emblem. Correct the errors.

1. In old times the Norsemen landed on the west coast of Scotland.
2. They wanted to make friends with the Scots.
3. The Scots moved to the River Clyde.
4. They put up their camp in the morning.
5. The Norsemen made a lot of noise on their way.
6. They took the Scots by surprise.



c) After you listen

Say if you find the legend curious. Give your ideas on the geographical position of Scotland.

3. Writing

a) Before you write

If you want to advertise area attractions or special events to the public, write a flyer.

- Brainstorm with your friends and say what you’ll draw your readers’ attention to while advertising a place in Great Britain.
- Make a list of words and phrases you’ll use writing a flyer.

b) While you write

Follow the format of writing a flyer.

How to write a flyer

Content Tips	Language Tips
<ul style="list-style-type: none">• Introduce a place or an event and specify its importance to the visitors.• Describe its major attractions• Encourage the reader to visit the place or to participate in the event.	<ul style="list-style-type: none">• ... is a large area of breathtaking natural beauty.• It contains• It is associated with... .• It attracts ... spectators.• Don’t miss your chance to...

Go to p. 8 for the sample of a flyer



At Home: In your WB, write a flyer about your favourite area attractions in Great Britain.

6.2. What?

Word Bank

- abbreviation
- to represent
- shield
- harp
- link
- to reign

Phrase Bank

- on the background...
- to border on something
- to be washed by something
- United Nations
- patron saint
- floral symbol
- hereditary peer
- reference book

Communication Box

- To finish with
- Approximately

I. Now for it!

Look at the pictures and say which of them symbolize Great Britain. Say what you know about them.



Royal Family



outings



Big Ben



Union Jack



Independence Square



a bagpipe

Example: *The UK is a parliamentary monarchy. That is why the royal family can serve a symbol of the country. If I'm not mistaken, Queen Elizabeth II is the longest reigning monarch of the country.*

II. Reading

Oksana is a member of her School English Club. This time she has prepared a report about Britain. Read it and match the pictures to the information given.



Some More Facts about Britain

You probably know that the official or political name of the country is the United Kingdom of Great Britain and Northern Ireland. However, at the United Nations and the European Parliament it is usually known by a shorter name: The United Kingdom or the abbreviation the UK.



We often call the country Britain. In addition, there is also a poetic name of the country Albion. The geographical name of the country is the British Isles, because the country occupies the islands which are called the British Isles. For this reason, it has the only land borderline with Ireland and sea borderline with France.

As all the countries the UK has its symbol, the flag. It is called the Union Flag as well as the Union Jack. Why such a name you may ask me? Then you ought to know that in 1603, King James I of England (or Jack for short) united England and Scotland. Then in 1801 there was the union with Ireland. Now the flag combines the elements of the three countries (England, Scotland and Northern Ireland) united under one nation. Wales is not represented in

the flag because at the time the flag appeared in 1606, Wales was already united with England.

Look at the Union Jack. It is a combination of three crosses of three patron saints of the country: the red cross of Saint George for England on a white background; the white diagonal cross of Saint Patrick of Ireland on a white background.

As for the State Emblem of the United Kingdom of Great Britain and Northern Ireland, it shows the union of its four parts.

There are emblems of each part of the UK: the emblem of England (three lions on a red background), the emblem of Scotland (a red lion on a yellow background), the emblem of Wales (Saint David and the Daffodil) and the emblem of Northern Ireland (a yellow harp on a blue background).

The two emblems of the English lions symbolize the leading role of England in this union. The shield is supported by two mythic animals: the English Lion and the Scottish Unicorn. The emblem is headed with a crowned lion, the symbol of power and might. In addition, below the emblem, there are four floral symbols of the four parts of the country. Do you know them? It's the Red Rose for England, a wild plant called Thistle for Scotland, a vegetable called the Leek for Wales and another wild plant called Shamrock for Northern Ireland.

To finish with, I'd name the historic colours of the parts of Great Britain: England – White; Scotland – Blue; Wales – Red; Northern Ireland – Green. Sport teams of the nations wear these colours.

Across Cultures: Great Britain

European Parliament – a parliament whose members are elected by the citizens of the European Union.



James I – the King of England 1603–1625).



III. Language Track

Phonetics in Context

1. In the text above, find and read out cases of enumeration with correct intonation following the pattern. Practise saying the sentences with them to your friend.

Example: ↗ England, ↗ Scotland and ↘ 'Northern Ireland.

Words and Phrases in Context

1. Study the difference in meaning. In the text “Some More Facts about Britain”, find the sentences with these words and interpret their meanings. Make up your own sentences with them.



borderline (*n*) – a border between two countries.

Example: *Great Britain has a borderline with France.*

symbol – a picture or shape that has a particular idea.

Example: *Shamrock is the symbol of Northern Ireland.*

borderline (*adj*) – very close to not being acceptable.

Example: *The decision of the Parliament was a borderline.*

symbol – someone or something that represents a particular quality.

Example: *A lion is a symbol of power.*

2. In the same text, find the answers to the following questions.

- 1. What is the poetic name of Great Britain?
- 2. What is the Union Jack?
- 3. How can you explain this name?
- 4. What do the crosses and colours on the flag mean?
- 5. What does the state Emblem of the UK show?
- 6. What do the lions on the Emblem symbolize?
- 7. What can you say about every floral symbol of the state emblem?
- 8. Where are the historic colours of every part of Great Britain?

1. Read the sentences which have been left out of the text. Think about where they came from and reproduce the whole information.

This plant helped St. Patric explain to the people of his country what the Holy Trinity is.
At one point, the Scandinavians planned to attack a Scottish village. Late at night they came in their bare feet, so as to not awaken the Scottish warriors in the village. But the thorns of the plant hurt their bare feet. Their yell of pain pierced the silence and the Scots awoke to fight the enemy.
Earlier, it decorated the arms of the House of Lancaster. The Lancastrians were fighting for the throne of England with the Yorkists whose arms had a white rose. The war for the throne between the Lancastrians and the Yorkists became known in the history of the country as the War of the Roses, which lasted for thirty years. When the Lancastrians won the war, their arms of the Red Rose became the symbol of the whole England.
The patron Saint of Wales, David, ate only leeks and bread. In memory of him this plant became the symbol. Daffodils which burst into flames by the first of March also celebrate the birthday of the Welsh Saint.

Grammar in Context

1. In the text above, find the linking words and phrases and interpret their meanings in contexts.
2. Categorize the linking words and phrases according to the functions they perform and illustrate them with your own examples.

Giving extra information	Ordering events	Introducing a difference	Introducing a cause	Introducing a result
<i>In addition, ...</i>				

Example: *We often call the country Britain. In addition, there is also a poetic name of the country Albion.*

Go to p.253 of your **First Aid Kit** for more information

3. Which of the historical facts about Great Britain given above is the most interesting to you? Why? Search the Internet to find out more and talk to your classmates about it. Begin with: ...
 - You probably know....
 - It's a well-known fact....
 - Interestingly....
 - I've never known that....
 - It came as a big surprise to me....
 - seems very impressive.
 - didn't leave me indifferent.
 - It was really great ...

IV. Communication Track

1. Speaking

- a) Read the information chart with some new political facts about Britain and compare it with your country in items of:
 1. political structure;
 2. the government;
 3. Prime Minister.

Political Information Chart



Britain is a parliamentary democracy with a Constitutional monarch, Queen Elizabeth II as head of the State. She was crowned in 1953. The Queen has now reigned longer than any other monarch in modern Britain. The country is governed in the Queen's name by the Government. Also she performs certain important acts of government on the advice of

her ministers. Elizabeth II is also head of Commonwealth and is head of state in 14 of its 41 member countries, including Australia, New Zealand and Canada.

The British Parliament consists of the House of Lords which is made up of hereditary and life peers and peeresses and the House of Commons, which plays the major part in law making 1635 elected members of parliament. The Government is formed by the political power which can command majority support in the House of Commons. Its leader is the Prime Minister who chooses a number of ministers, of whom 20 or so are in the Cabinet which is collectively responsible for all Government decisions.



b) Pair up with your friend and make up a dialogue round its ending.

- ...
- Sounds interesting. Can I take a look at this "Guide to Britain", please?
- Sure. Here it is



c) In the whole group, debate over the message of the poem "Roadway". Say what parts of the British Isles it describes.

Roadway

One road leads to London,
One road leads to Wales,
My road leads me seawards
To the white dipping sail.

My road calls me, lures me
West, east, south and north.
Most roads lead men homewards,
My road leads me forth.

(by John Masefield)

2. Listening

a) Before you listen

You are going to listen to the description of English climate and weather. Write 3-5 possible features that might be mentioned.

b) While you listen

Listen to the text and correct the mistakes in the sentences given.

1. British industry is a stock subject for conversation.
2. The English do not like to talk about the weather.
3. The weather forecasts are always correct in Britain.
4. Rainfalls often interrupt traffic.
5. The climate in Britain is warmed by the English Channel.
6. The driest months in Britain are from September to January.
7. It is usually wet from March to June.
8. The longest duration of sunshine in spring and in June is in Northern Ireland.
9. The English climate is without any changes.
10. You can do without umbrella in Britain.

c) Compare the climate and weather in England with those in your part of Ukraine.

3. Writing

a) Before you write

If you want to add information to a report, write an informative paragraph.

- Brainstorm with your friends and say what you'll inform the readers about in relation to Great Britain.
- Make a list of words and phrases you'll use writing an informative paragraph.

b) While you write

Follow the format of writing an informative paragraph.

How to write an informative paragraph

Content Tips	Language Tips
<ul style="list-style-type: none"> • Start with a topic sentence. • Write three supporting sentences. • Write a concluding sentence. 	<ul style="list-style-type: none"> • Another interesting issue is ... • ... consists of ... • In addition ... • For this reason, ... However,... • It was ...

Go to p. 9 for a sample informative paragraph



At Home: In your WB, write an informative paragraph adding it to Oksana's report.

6.3. Who?

Word Bank

- ordinary
- population
- majority
- overseas
- trend
- suburbs
- to retire
- service
- industries
- multicultural
- community
- carnival
- to increase

Phrase Bank

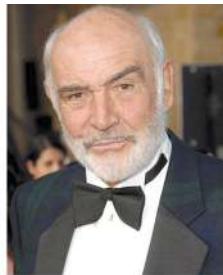
- to bombard somebody with questions
- to have a broad picture
- to be concentrated
- to move away from...to..
- to enjoy rights
- to settle in...

Communication Box

- No wonder,
- Am I right to believe so? –
- Absolutely!

I. Now For it!

Look and say which people in the photos may be British to you. Say why you think so. What parts of Britain, do you think, they come from?



Example: *This elderly lady looks typically British to me because she is well-dressed, reserved and good-mannered. I think she comes from England.*



II. Reading

Read the dialogue “Talking about People in Britain” in pairs. Say what the British society is like.

Talking about People in Britain

It's a Friday afternoon. Paul, who is taking a guided tour of Greater London, is bombarding the guide with questions about people in Britain.

Guide: Now, boys and girls, let's have a broad picture of ordinary people living in Britain today.

Paul: What is Britain's population at present?

Guide: About 58 million people, the 17th largest population in the world. The great majority live in England, Scotland has just over 5 million people, Wales 2,9 million and Northern Ireland about 1,6 million. However, they are all British.

Paul: Do they mostly live in cities or in the country?

Guide: Most people are concentrated in towns and cities, although there has been a trend, especially in the capital London, for people to move away from city centres into the suburbs.

Paul: No wonder, they are so overcrowded. Life is too busy there even for young people, let alone the elderly.

Guide: Right, especially nowadays when the number of retired people is increasing.

Paul: Where do most people work before they retire?

Guide: More and more people have jobs in service industries, such as banking, medical and educational services, transport and communication.

Paul: What other changes are happening in the British society?

Guide: It is becoming more and more multicultural. Historically, people in the four lands of Britain came from many cultures: the ancient Celtic and Germanic peoples, the Romans, the Normans, the Vikings, and others. Besides, for centuries people from overseas have settled in Britain, looking for better opportunities.

Paul: What are the largest international communities, I wonder?

Guide: Those from India, Pakistan and other Asian countries. There are also immigrants from Australia, China, Greece, South Africa, wherever. They all enjoy equal democratic rights.

Paul: I have recently read about the Notting Hill Carnival which is a colourful celebration of the black community in London. Am I right to believe so?

Guide: Absolutely! This large international event takes place in the West of London every August. Tens of thousands of people get together in the streets to enjoy the colourful costumes, live music and dancing.

Paul: Wow!

Across Cultures: Great Britain

Greater London – an area including the whole of London and parts of other areas surrounding London.

The Celtic peoples – peoples who inhabited western and central Europe in ancient times.

The Germanic peoples – the Angles, Saxons and Jutes who began to settle in Britain from the third century.

The Romans – peoples from ancient Rome who occupied Britain for over 300 years from AD 43.

The Normans – peoples from France who invaded England in 1066.

The Vikings – peoples from Scandinavia who settled areas of Britain and Ireland from the end of the eighth century.

III. Language Track

Phonetics in Context

1. In the dialogue above, find at least 10 words in which 'or' is read as /ɔ:/ and "o" as /v/ and reproduce them in context. Practise saying them in the sentences of your own.

Example: /ɔ:/ – ordinary

/v/ – Scotland

Let's have a broad picture of ordinary people living in Britain today.

Scotland has just over 5 million people.

Words and Phrases in Context

1. Study the difference in meaning. Reproduce these phrases from the text in their context and interpret their meaning. Make up your own sentences with them.



to enjoy (things and experience) – to get pleasure from something

Example: *People get together to enjoy colourful costumes, live music and dancing at the carnival.*

to enjoy (rights) – to possess or use (something good)

Example: *British people enjoy equal democratic rights.*

2. Fill in the table. Say what people live in what countries.

Country/ Continent	People
England	
	Scots
India	
	Australians
China	
	Greeks
Africa	
	Asian
Wales	
	Irish
Britain	

Example: *The English live in England.*

In the following sentences, use the correct word forms from the table above.

- Who are _____ (Britain)?
- Over 48 million live in _____ (England).
- The largest international communities are from _____ (India) and _____ (Pakistan).
- There are also _____ (Austria), _____ (китайські) and _____ (Greece) immigrants.
- Many people from overseas have settled in _____ (Britain).
_____ (Ireland) have formed a large group of population.
- A lot of people from _____ (Asia) countries look for better opportunities in the UK.



3. Say what words and phrases from the dialogue above may refer to:

history
geography
work
culture

Make sentences to support your ideas.

Grammar in Context

1. From the text above, read out the sentences with the verbs describing changes and trends and interpret their meanings in context. Classify them according to their active or stative meaning.

Example: *to happen (active meaning): What other changes are happening in the British society?*

Verbs with an active meaning	Verbs with a stative meaning	Examples
to become		The British society is becoming more and more multicultural.
	to have	More and more people have jobs in service industries.

2. Complete the instruction.

- To describe actions, use ...

Example: *More and more people **are moving** away from city centres into the suburbs.*

- To describe states or situations, use ...

Example: *More and more people **have** jobs in service industries.*

Go to your **First Aid Kit** p. 253 for more information



3. Describe changes and trends in the 21st century. Express your opinion about them.

Example: *lifestyles – to become more active*
People’s lifestyles are becoming more active. I think it is going to make us more healthy.

1. schools– to become computerized
2. life – to become more complicated
3. a lot of people – to use English as an international language
4. more people – to travel abroad
5. climate – to change
6. distance education – to become more popular

Go to your WB for more exercises

III. Communication Track

1. Speaking

- a) Read the questions in the chant “Who are the British?” again and try to answer them, using the dialogue above. Say what you can learn from the answers to these questions.

Who are “The British”?

Are they one people? _____

How did they evolve? _____

How many are there? _____

What are their rights? _____

What jobs do they do? _____

How do they live? _____

What do they believe? _____

What do they enjoy? _____

Example: *They are all British and enjoy equal rights. I can learn from this answer that British people are mastering the art of living together.*

- b) Pair up with your friend and make up a dialogue in which you ask Paul questions after his guided tour of Greater London. Use the following pattern.

Pattern:

A. Well, Paul, how was your guided tour of Greater London?

B. _____.

A. What did you learn about people in Britain?

B. _____.

A. What changes are happening in the British society?

B. _____.

A. Who are ‘the British’ historically?

B. _____.

A. What British traditions have you learnt about?

B. _____.



Group up for the project to design a poster about ordinary people living in Britain at present.

2. Listening

a) Before you listen

You are going to listen to an interview with a British teenager, Claudia. Write 3-5 possible social issues that may worry her.

b) While you listen

Fill in the chart.

Where is she from?	What is her generation?	What is her opinion?	How does she support her opinion?



c) After you listen

Say if you are aware of the same problem. What is your opinion on this issue? Can you add more information?

3. Writing

a) Before you write

If you are asked about your opinion to a social problem, write your answer in a supported opinion paragraph.

- Brainstorm with your friends possible questions and say what social problems can be their focal point.
- Make a list of words and phrases you'll use while writing a supported opinion paragraph.

b) While you write

Follow the format of writing a supported opinion paragraph.

How to write a Supported Opinion Paragraph

Content Tips	Language Tips
<ul style="list-style-type: none">• Write a topic sentence that contains part of the question.• Give evidence that supports your opinion.• Make a concluding statement that sums up the details.• Give recommendations.	<ul style="list-style-type: none">• I think ...• To support my opinion, I would like to ...• For example, ...• In addition,....• Finally,....• In conclusion, I think ...• I recommend ...

Go to p. 9 for a sample supported opinion paragraph



At Home: In your WB, write a supported opinion paragraph about people in Britain.

6.4. How?

Word Bank

- sorrow
- to shape
- scenery
- centerpiece

Phrase Bank

- to be accompanied with something
- to enjoy popularity
- to come to an end

Communication Box: How to ask for more information

- What is your attitude to the tradition of ... ?
- What do you think of the future of ... ?
- What is going to happen to the tradition of ... ?
- They say, ... is perhaps the most widely observed tradition of the year.
- I find it extremely useful.
- I'm absolutely positive that ... will enjoy more and more popularity.
- I believe ... will live far into the 21st century.
- It adds up to
- It is at the heart of modern life.

I. Now for it!

Read the statements in the speech bubbles and say who has respect for a tradition.



It is at the heart of modern life.

We can easily do without it.



It is a rich cultural heritage

It may be a bit outdated



Example: *I think the first person has respect for a tradition and calls it "the heart of modern life".*

II. Reading

Read the dialogue "Talking about British Traditions". In the pictures below, tick off the objects relating to them. One picture is not needed.



Talking about British Traditions

Paul: Well, Helen, time flies, and my **two-week** trip to Britain is coming to an end.

Helen: Yeah, parting is such sweet sorrow, isn't it? Now you know from your life experience that the United Kingdom is, above all, a nation where tradition has shaped many aspects of their daily lives: from their customs and celebrations to the food they eat, sporting events and children's games.

Paul: Exactly. During my stay here I came to love Britain's natural wonders, British people, even weather in the British Isles!

Helen: Let's take the tradition of keeping national parks, for example. What is your attitude to it?

Paul: I find it extremely important. I have found out that there are eight national parks in England and three in Wales. These are the well-known landscapes of outstanding natural beauty protected by law. The first national park was established in northern England over 50 years ago. Scotland's first National Park – Loch Lomond – opened recently.

Helen: And what is the largest of the English National Parks?

Paul: The Lake District, if I'm not mistaken. The guide said, it attracts more than 12 million visitors every year who "wander lonely as a cloud", as William Wordsworth put it, inspired by its scenery.

Helen: You have heard of the so-called Highland Games, haven't you?

Paul: Sure. These Scottish games have been popular since the days of Queen Victoria in the 19th century. Today, they include Highland dancing, playing the bagpipes, and various athletic events such as throwing the hammer.

Helen: What's going to happen to them in the future?

Paul: I believe they will live far into the 21st century.

Helen: And what do you say to tea dancing?

Paul: It is an old entertainment ritual which is enjoying more and more popularity. People visit tea gardens to take a walk, dance, listen to music, watch fireworks and enjoy a cup of tea.

Helen: Right you are. And do you happen to know the most widely observed traditional meal of the year?

Paul: Christmas dinner, of course, with roast turkey as its centrepiece.

Helen: I know, I know. It is eaten in the early afternoon of Christmas day, accompanied with bread sauce, sausages rolled in bacon, roast chestnuts, carrots and peas. The main course is followed by Christmas pudding which is made from dried fruit.

Paul: It adds up to the enjoyment, doesn't it?

Helen: I am absolutely positive that tradition is at the heart of modern Britain.

Across Cultures

Wordsworth, William (1770-1850) – an English romantic poet whose poems are mainly about the beauty of nature and often describe the countryside of the Lake District in north-west England where he went to live.



The Lake District – an area in north-west England where there are a number of lakes in beautiful mountain scenery which attract many tourists. It includes England's highest mountain, Scafell Pike.



Loch Lomond – a lake in north west Scotland near Glasgow, popular with tourists; Scotland's first National Park



III. Language Track

Phonetics in Context

1. In the text above, find tag-questions that are used to ask for information or agreement and reproduce them in context with correct intonation. Practise asking your own tag-questions.

Pattern:

You have heard of the Highland Games, haven't you? (asking for information – Low Rise)

It adds up to the enjoyment, doesn't it? (asking for agreement – Low fall)

Words and Phrases in Context

1. Study the difference in meaning. From the text above, reproduce the words in context and interpret their meaning. Make up your own sentences by analogy.

**landscape (countable noun) –**

1) an area of countryside or land of a particular type;

Example: *The beauty of England's rural landscape is irresistible.*

2) a picture showing an area of countryside or land;

Example: *J. Reynolds and W. Turner, English landscape artists, are world famous.*

scenery (uncountable noun) –

1) the natural features of a particular part of a country that you can see, such as mountains, forests, deserts, etc.

Example: *The best part of the trip was the fantastic scenery.*

2) the painted background, furniture, etc. used on a theatre stage.

Example: *The scenery added up to the enjoyment of the performance.*

1. In the text above, find words/phrases with the same meanings and reproduce them in context. Add 1-2 logically connected sentences to them which the friends could say.

Example: *My trip to Britain is coming to an end.*

- | | |
|-----------------|---|
| • to finish | • a decoration in the middle of the table |
| • ceremony | • to form |
| • daily routine | • lately |

2. From the text above, read out words/phrases with which the boy described Britain's natural wonders. Use them to describe Ukraine's natural wonders.

Grammar in Context

1. In the text above, find the compound words and group them into two categories: compound nouns and compound adjectives.
2. Complete the instructions and give your own examples.
A compound noun is a noun made from ...
Compound adjectives can be made from ...
3. Match the two halves of the compound nouns and adjectives given in the boxes and use them in your own context.

traffic	low	well	user
film	dish	shopping	
ten	high	world	

+

friendly	kilometer	school
star	wide	centre
jam	known	price

Example: *traffic jam* → *There is always a traffic jam in this street during rush hour.*



Group up for the project to design a thank-you note from Paul to Helen for helping him understand British traditions.

IV. Communication Track

1. Speaking

1. Read and learn how to express respect for tradition. Look at the pictures and fill in the dialogues.

1. – What is your attitude to the tradition of keeping ... ?
– I find it extremely useful.



National Parks

2. – What do you think of the future of ... ?
– I believe they will live far into the 21st century.



The Highland Games

3. – What is going to happen to the tradition of ... ?
– I’m absolutely positive that it will enjoy more and more popularity.



Tea dancing

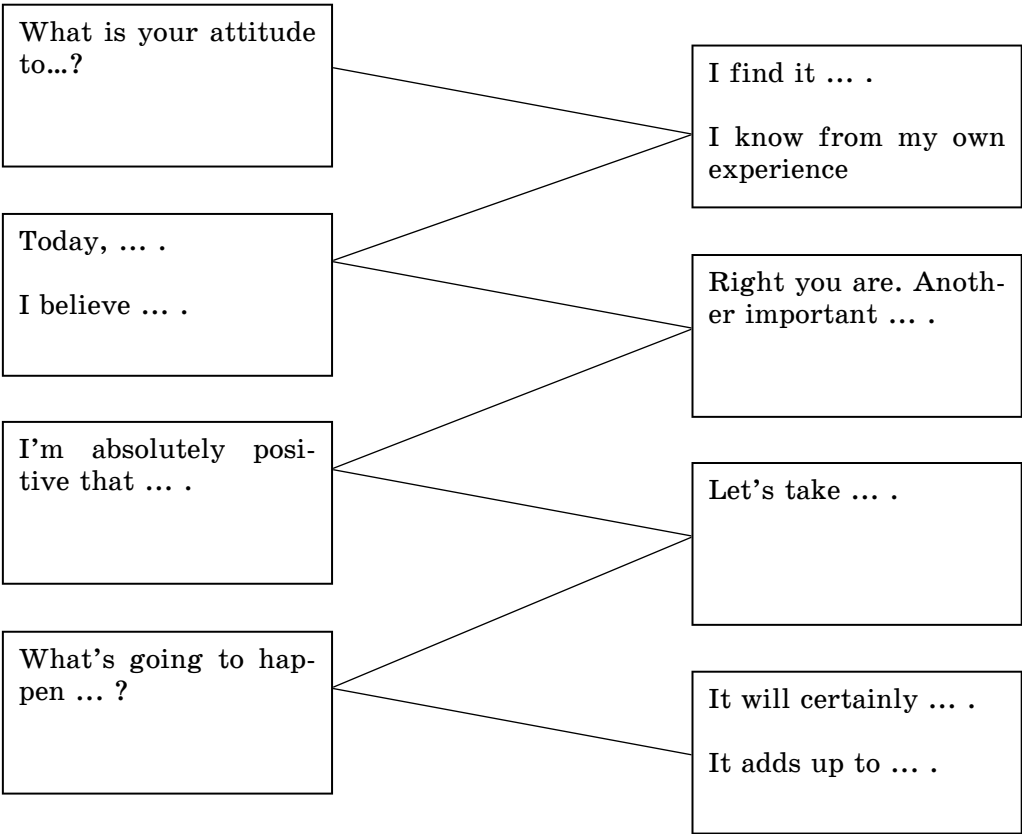
4. – They say, ... is perhaps the most widely observed traditional meal of the year.
– It certainly is. It adds up to the enjoyment.



Christmas Dinner

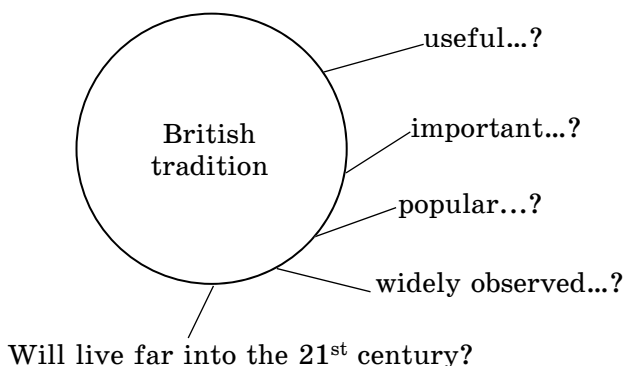
2. Complete the dialogue “At the Heart of Modern Britain”.

At the Heart of Modern Britain





2. In the whole class, discuss what British traditions you feel respect for. Draw a parallel between British and Ukrainian traditions.



Example: *I feel a lot of respect for the tradition of the Highland Games. I think it has something in common with Ukrainian Cossacks' competitions of the past.*

2. Listening

a) Before you listen

You are going to listen to an English joke "A Useful Echo". Try to predict its humorous content with the help of these words.

- a Scot
- the Scottish Mountains
- to return
- an American
- the Rockies
- to wake up

b) While you listen

Listen to the joke and enjoy English humour.

c) After you listen

In pairs, role-play the joke.

3. Writing

a) Before you write

If you want to share your impressions of Britain, write a self-directed interview about your mind trip there.

- Brainstorm with your friends what information your self-directed interview should contain.
- Make up a list of words/phrases you'll use to attract readers' attention.

b) While you write

Follow the format of the self-directed interview.

How to write a self directed interview

Content Tips	Language Tips
<ul style="list-style-type: none">• Formulate 3-5 questions which you would like to be asked;• Answer them and add more information;• Analyse your answers and decide how successful your mind trip to Britain was.	<ul style="list-style-type: none">• I wonder,...• There are many ways in which ...• The country is well-known for ...• I have been to ...• I have seen ...• I have done ...• It's no exaggeration to say that ...

Go to p. 9 for a sample self-directed interview



At Home: In your WB, write a self-directed interview about your mind trip to Britain.

DEVELOPING INTEGRATED SKILLS 6

- I. Nowadays, anyone can turn to watching blogs on YouTube. Pair up with your friends and discuss what you would expect to see in a good blog about life in Britain.
- II. All British people know that there is more to the UK than a range of ‘old-world’ castles, winding roads and rolling hills. Challenge yourself and search the Internet to find out more about these British traditions. Group up with your friends and discuss how they reflect British character.



Summer Solstice
at Stonehenge in Summer



A British Bonfire Night



British Maypole Dancing

- III. Individually, fill in the diagram below to make connections between what you read about Britain and what you thought about it. Group up with your classmates and compare your ideas.

Making Connections

I read... I thought...

The worksheet is titled 'Making Connections' in a stylized font. Below the title, there are two columns of shapes. The left column has three rectangular boxes with a 3D effect, each preceded by the text 'I read...'. The right column has three cloud-like thought bubbles, each preceded by the text 'I thought...'. Arrows point from each box to its corresponding thought bubble.

IV. The Edinburgh International Festival takes place over three weeks every summer and you plan to visit it to see some breathtaking performances. Look at the photos below and make a list of events you would like to attend. Search the Internet to find out about their possible prices to calculate the approximate sum of money you need.



6.5. Your Test Files

A. Use of English

a) Fill in the prepositions if necessary.

1. Many people move ... city centres ... suburbs.
2. What is Britain's population ... present?
3. Scotland has just ... 5 million people.
4. The climate ... the British Isles is influenced .. the Atlantic Ocean.
5. Once my holiday was completely ruined ... the weather.
6. The weather is a thing that is strange ... me altogether.

b) Open the brackets.

1. What changes _____ (to happen) in the British society?
2. More and more people _____ (to migrate) these days.
3. Life is _____ (to get) too busy there even for young people, let alone the elderly.
4. More and more people _____ (to have) jobs in service industries.
5. The British society _____ (to become) more and more multicultural.
6. Tens of thousands of people _____ (to get) together in the streets every August to enjoy the colourful costumes, live music and dancing.

B. Reading

Read the text and mark the true statements.

Seasons and Weather

When two Englishmen meet, their first words will be "How are you?" and after the reply "Very well, thank you; how are you?" the next remark is sure to be about the weather.

"It's a lovely morning, isn't it" or "Isn't it hot today?" and the other person will reply "Yes, it's wonderful weather we are having."

Weather talk can be used as a simple greeting or it can help to lead the conversation on other matters.

To many English people the word "weather" means good weather. Seaside landladies say, during a season of rain, "Not having much weather, are we?"

The uncertainty of the weather has made the English patient and thankful together whatever the weather. Of course, umbrellas, plastic coverings and wellingtons are always at hand, for good luck with the weather.

I remember a holiday of mine that was completely ruined one late autumn because we took the weather report of the local newspaper seriously. "There may be heavy showers, with thunderstorms today", it said and so we gave up our picnic, and stayed indoors all day, waiting for the rain. And people were

passing the house, jolly and merry as could be; the sun was shining, and not a cloud was seen.

“Ah,” we said, “how wet they are going to get!” By twelve o’clock, the heat became quite oppressive, and we wondered when those heavy showers and occasional thunderstorms were going to begin. But not a drop ever fell, and it was a great day, and a lovely night after it.

The next morning we read that it was going to be a “warm fine day, much heat”, and we dressed ourselves in light things and went out, and, half-an-hour after we had started, suddenly it began to rain hard, and a bitterly cold wind went blowing, and both kept on steadily for the whole day. We came home with colds all over us, and went to bed.

The weather is a thing that is beyond me altogether. I never can understand it.

(Adapted from “*Three Men in a Boat*” by Jerome K. Jerome)

Statements

1. When two Englishmen meet, they always greet with words about the weather.
2. The meaning of ‘weather’ is bad weather.
3. The weather in England is very changeable.
4. The weather reports are often unreliable.
5. English people often carry umbrellas with them, to attract good weather.
6. The weather in England is easy to adjust to.

C. Listening

Listen to Paul’s story about his visit to the Punch and Judy show and choose the correct answer.

1. What has Paul seen today?
 - a. comic show;
 - b. music show;
 - c. quiz show.
2. What is true about Mr. Punch?
 - a. He is a travelling showman;
 - b. He is a puppet character;
 - c. He is an editor of the comic magazine “Punch”.
3. When did the show appear in Britain?
 - a. In the 16th century;
 - b. In the 17th century;
 - c. In the 19th century.
4. Where was it performed in old days?
 - a. In Kensington Gardens;

- b. In Hyde Park;
- c. In Covent Garden.

5. Who is Judy to Punch?

- a. his sister;
- b. his daughter;
- c. his wife.

6. When can Paul see a pantomime?

- a. in summer;
- b. in autumn;
- c. in winter.

D. Writing

Write a paragraph about a place in Great Britain that you would like to visit.





Unit 7

Visiting Ukraine

In this unit you will learn how:

- to speak about the geographical position of your country;
- to describe the weather and climate in different seasons;
- to present different nationalities of Ukraine;
- to discuss travelling options in your country;
- to check the level of knowledge and skills on the topic, getting ready for independent testing.



Unit 7: Visiting Ukraine

7.1. Round Ukraine

Word Bank

- to explore
- majestic
- preserve
- to climb
- gorgeous
- breathtaking
- fertile

Phrase Bank

- to boarder on something
- to be washed by something
- a round-Ukraine trip
- Alpine meadows
- to specify the route
- to be rewarded with something
- flower-studded grass
- to be amazed to do something
- to share sth with somebody
- to regret something

Communication Box

If it isn't Lucy!
That sounds interesting.
Perfect!
By all means.
I must fly!

I. Now for it!

Look at the map of Europe and say what countries Ukraine boards on.



Example: *Ukraine boards on Poland in the West.*

II. Reading

Read the dialogue “Planning a Round-Ukraine Trip”. From the photos below, choose those which are mentioned by children in the dialogue.



Planning a Round-Ukraine Trip

Paul: If it isn't Lucy? Where are you hurrying, I wonder?

Lucy: To our school Geography Club. Our teacher said we would plan a round-Ukraine trip for our international friends.

Paul: That sounds interesting! Are they from **the USA**? What are your friends interested in?

Lucy: They study geography as we do. They wrote that they could come to Ukraine to explore some interesting places.

Paul: That's great. Where will the trip start?

Lucy: Our teacher said we would specify their route today. Maybe we will start from **the Black Sea** or **the Sea of Azov** by which Ukraine is washed.

Paul: I think you should start with the village of **Dilove** (district of **Rakhiv**) near **the Carpathians** which is considered to be the geographical centre of **Europe**. You can get there either by train or by bus.

Lucy: I've been there once and I still remember the majestic dense forest of the Hoverla preserve. It was so exciting. By the way, our friends said they would like to go to the famous Carpathian Mountains and even climb **Mount Hoverla**.

Paul: Perfect! Once they get to the top they will be rewarded with a gorgeous breathtaking view of Alpine meadows and flower-studded grass.

Lucy: Our teacher said we could find a cross, an obelisk, and the Ukrainian national flag there. I believe it'll be a good start.

Paul: Sure, and while travelling in the **North-West** of the country, don't miss a chance of seeing the largest of the **Shatski lakes**, the beautiful **Lake Svitiaz**. I suggest you going there and you won't regret it.

Lucy: By all means! I think our foreign guests will be amazed to see the crystal clear water of the lake. Not for nothing is Svitiaz often called the Ukrainian **Baikal**.

Paul: You see, Ukraine has a lot to offer in **the South, North, East or West** as it occupies an area larger than all of England, **Ireland, Austria and Greece** combined.

Lucy: True, true. It's so nice seeing you, Paul, but I really must fly. Thank you for your ideas. I'll share them with my club members.

Paul: You are welcome. Have a nice meeting and enjoy your discussion.

Across Cultures: Ukraine



Mount Hoverla (2,061m) in the Carpathians is the highest mountain in Ukraine.



Lake Svitiaz is the largest of the Shatski lakes in the North-West of Ukraine.

III. Language Track

Phonetics in Context

1. In the text, find six words in which 'th' is read as /ð/. Reproduce them in context. Practise saying some of them in your own sentences.

Example: /ð/ – *that; That is a good idea!*

Words and Phrases in Context

1. Study the difference in meanings. In the text "Planning a Round-Ukraine Trip", find the sentences with '*to offer*' and '*to suggest*' and interpret their meanings in context. Make up your sentences by analogy.



to offer – to say that you are willing to do something

Example: *Can I offer you a cup of tea?*

But: to offer help

Example: *Can I offer you my help?*

to suggest – to tell someone your ideas about what they should do.

Example: *I suggest going to Rakhiv.*

2. From the text, reproduce the following words in context and comment on their meaning. Use them to describe any interesting places in Ukraine.

Example: *Majestic.*

*I still remember the majestic forest of the Hoverla preserve.
I think, in this context 'majestic' means very beautiful.
There are many majestic places in Ukraine.*

- *exciting*
- *gorgeous*
- *flower-studded*
- *crystal*
- *breathhtaking*
- *national*



3. In the text, find the answers to the following questions and add 1 or 2 logically connected sentences to them.

Example: – *What seas is Ukraine washed by?*

– It is washed by the Black Sea in the South and by the Sea of Azov in the East. There are many resorts on the Black Sea coast.

- Where is the geographical centre of Europe?
- Where are the most beautiful mountains of Ukraine?
- What is the highest peak of the mountains?
- What lakes are situated in the North-West of your country?
- What lake is called the Ukrainian Baikal?
- What is the area of Ukraine?

Grammar in Context

1. In the text, find the words in bold and categorize them in two groups: those which are used with the article or without it.

Example:

<i>'the'</i>	<i>'0'</i>
The Black Sea	

Br E – categorise
Am E – categorize

2. From the text, reproduce these words in context and complete the instructions:

- The names of ... are used with the definite articles.
- The names of ... are used without articles.

Go to your **First Aid Kit** on p. 254 for more information



3. Look at the photos and say in what part of Ukraine it is situated. Speak about the place in it filling in the article if necessary.



Example:

Mount Goverla is situated in the Carpathian mountains in the West of x Ukraine.



Synevyr is in ____ West of ____ Ukraine.



____ Sea of Azov washes ____ Ukraine in ____ South.



____ Odesa is on ____ Black Sea coast in ____ South of Ukraine.



____ Kyiv stands on ____ Dnipro.



____ Moldova borders on ____ Ukraine in ____ South.

Go to your WB for more exercises

IV. Communication Track

1. Speaking

- a) Read the fact file and present the information about your country to your international friends.

Fact File

- Area: 603,700 sq.km;
- Mountains: the Carpathian (the highest peak is Hoverla (2061));
- Seas: the Black Sea (the deepest point – 2,210m) and the Sea of Azov.
- Rivers: the Dnipro, the Dnister, the Southern Buh, the Danube;
- Lakes: the Shatski Lakes (Svityaz), Synevyr.
- Mineral resources: 80 different types including coal, iron, natural gas, graphite, manganese, non-metallic minerals;
- Flora: steppes (feather grass), forest (plantations of pine, oak, beech and birch);
- Fauna: forest animals: wolves, foxes, wild pigs, deer; steppe zone animals: horses, field mice, gophers;
- Birds: carrion eagle, black griffon, woodpeckers, storks.

- b) Pair up with your friend and discuss what interesting facts about the geography of Ukraine you'll tell your foreign friends round the beginning given.

- Do you know what _____? Our Polish friends Wanda and Marek are coming to us for two weeks.
- Great! It is their first visit to Ukraine and we must present our country in the best possible way.
- I think we should start with some general facts.
- ...?



- c) In the whole class, discuss the following statement: *“Ukraine is a country of enchanting beauty and has much to offer in the East, West, South and North”.*

2. Listening

- a) Before you listen

You are going to listen to the answers of the tourist guide about Ukraine. Make up a list of 5-6 questions foreigners might ask the guide.

- b) While you listen

Listen to the answers and see if you were right in your predictions. Formulate the real questions to the guide's answers.



Group up for the project to design a leaflet for tourists “Visit Ukraine”. Present it to the class.

3. Writing

a) Before you write

- Brainstorm with your friends what facts about the geographical position of your country should be included into your international friends' travelogue.
- Make a list of words/phrases you'll use to describe them.

Br E – travelogue
Am E – travelog

b) While you write

- If you want to give general information about your country to your international friends who would like to travel in Ukraine, write an entry to a travelogue. Follow the format of the entry to a travelogue.

How to write an entry to a travelogue

Content Tips	Language Tips
<ul style="list-style-type: none"> • Name the fact you are going to present • Give precise information about it • Illustrate it with dates, numbers, percentage if necessary • Point to its importance for the country 	<ul style="list-style-type: none"> • ...is situated in... • It ranks as... • ...is known as... • ...is rich in... • ...is full of... • ...may be characterized as... • ...is of great attraction for tourists... • Its importance lies in...

Go to p. 10 for a sample entry to a travelogue



At Home: In your WB, write an entry to a travelogue about the geography of Ukraine.

7.2. Whatever the weather

Word Bank

- humid
- latitude
- altitude
- proximity
- draught
- previous
- admirable
- urban
- oppressive

Phrase Bank

- to follow a traditional four season pattern
- to turn into
- to fill the air with something.
- to break weather conditions
- to tempt somebody out
- to glow in the colours of changing leaves
- to do something for hours on end
- to have an irresistible fascination

Communication Box

- In general, ...
- Fancy ...
- Now it ..., now it ...
- Small wonder.

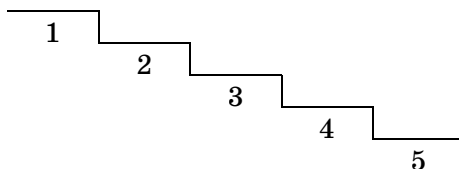
- to identify
- evergreen
- to pour
- irresistible

- to decide on something
- to experience different types of weather
- to conform the agreement
- alongside something

I. Now for it!

Read the factors which may influence the climate. Rank them in order of their importance for Ukraine. Give your reasons.

- latitude
- relief
- altitude
- proximity to seas
- water resources



Example: *I think water resources may influence the climate greatly as they make it wet and humid.*

II. Reading

1. Oksana's international friends are going to make a round-Ukraine tour. Read Oksana's letter and say when she advises them to come.



Oksana's Advice

Dear friends,

We were glad to receive your letter which confirms your agreement to visit our country. You said you hadn't decided on a season because you don't know much about our climate. Don't worry. Let me write a couple of words about our climate and weather in every season as well.

Because of the large territory, the regions of Ukraine experience different types of weather. The particular weather of a region often serves to identify that region. For example, Odesa or Kherson coastlines with their evergreen plants are favourite places for tourists due to their **subtropical** climate. The place where I live, Polissia, is known for its hot and humid weather in summer, and temperate weather in other seasons.

In general, the country's climate is temperately **continental**, because Ukraine lies in the temperate belt. But recent years are characterized by a **considerable** variation in weather conditions. Alongside very wet weather there can be draughts in Polissia. You won't believe it, but the two previous

summers were extremely hot – nearly 35° above zero in the shade. At times, the heat was so oppressive that we could hardly breathe. And there were no rains all summers long either. Small wonder that city-dwellers were seeking refuge somewhere near a body of water. They saw no point in staying in town any longer.

Normally, the weather in all regions follows a **traditional** four-season pattern. Winters are mostly cold, but not very snowy. In some parts the weather is **changeable**: now it drizzles, now it snows! Fancy having the weather like this right in the middle of winter! But a snowstorm brings a lot of snow. We have a lot of fun outdoors.

Spring is a favourite season for many people, because everything is in bloom and blossom in Ukraine. Fruit trees fill in the air with delicate fragrance which tempts people out of their houses. You know that our capital city Kyiv is famous for its chestnut trees and if you come in spring you'll see how **fantastic** the capital is. It's a really **breathtaking** view. They are all **wonderful**.

If you choose autumn, you won't regret it either. Early autumn which we call Indian summer is an **admirable** season. In the zone of Polissia or in the Carpathian Mountains it is really golden because forests glow in the colours of red, yellow, orange and brown changing leaves. Today it is warm and sunny outside, just the day for a good country walk.

I think I should stop here, because I love all seasons and I can talk about their **gorgeous** beauty for hours on end. Every season in Ukraine has a charm of its own and an **irresistible** fascination. And whenever you come, you'll enjoy our **beautiful** weather and **marvellous** climate. We will be happy to meet you.

Yours,
Oksana.

Across Cultures: Ukraine



Kherson – a city on the Black sea coast.



Odesa – a large city on the Black sea famous for its sea port.

III. Language Track

Phonetics in Context

1. In the text, find the sentences with introductory phrases and reproduce them in context following the pattern. Practise saying them in your own sentences.

Pattern: *In general, the country's climate is temperately continental.*
In general, the weather is very changeable in Ukraine.

Words and Phrases in Context

2. Study the difference in meaning. In the text "Oksana's Advice", find the sentences with these words and interpret their meanings in context. Make up your own sentences by analogy with them.



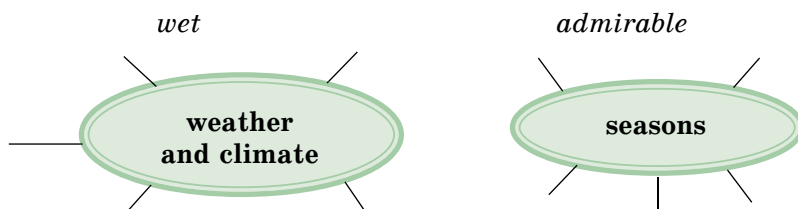
either – is used to show that a negative statement is true about both things or people.

Example: *You don't like rain and I don't like it either.*

too/as well – are used when you are adding another fact about someone/something.

Example: *Warm spring weather tempts me out of the house too/as well.*

2. From the text, reproduce words/phrases characterizing weather, climate and seasons. Fill in the word-maps for them and illustrate them in your own examples.



Example: *Alongside very wet weather there can be draughts in Polissia. I, personally, like wet weather in summer, because it isn't so hot.*



3. In the text, find words, phrases attributable to weather and climate with positive and negative meanings. Use them to describe the weather in your part in different seasons.

Example: *As I live in the South, the weather is usually very hot there in summer, but...*

Grammar in Context

1. In the text, find the adjectives in bold and interpret their meanings in contexts.
2. Categorize the adjectives according to the suffixes they are formed with and illustrate them with your own examples.

-ful	-al	-able/-ible	-ic	-ing	-ous
	traditional				

Example: Warm summers are *traditional* for the biggest parts of Ukraine.

Go to your *First Aid Kit* p. 258 for more information



3. Complete the sentences using adjectives formed from the words in the box.

comfort *fame* *wonder* *beauty*
practice *change* *region*
harm *depend*

Example: Spring is especially beautiful in Ukraine.

1. The weather in many parts of Ukraine has _____ characteristics.
2. I feel _____ in any weather as I'm not a weather _____ person.
3. In _____ weather nobody stays at home, it's the kind of weather for outings.
4. To clean the streets from snow in winter is a _____ activity for many cities of our country.
5. It can be _____ if you are caught in rain and don't have an umbrella.
6. In spring the weather is very _____. Now it drizzles, now it pours.
7. In general, Ukraine is _____ for its climate and weather.

Go to your WB for more exercises

V. Communication Track

1. Speaking

1. Look at the Ukrainian weather maps and describe the weather in different parts of your country.



2. In pairs, make up and role-play the dialogue discussing the climate and weather in different parts as in the pattern.

Role I. *You live in the South of Ukraine.*

Role II. *You live in the North of Ukraine.*

Pattern:

A: You have a gorgeous tan, ____! The weather in the South is marvelous, I guess.

B: ...

A: Unfortunately, we don't have such hot and sunny weather in my parts, though the climate is changing all the time. How does the climate in the South differ?

B: ...

A: I see it's typical of all the parts. And what do you think causes a considerable variation in weather condition?

B: ...

A: Agreed. My granny said, some 10 years ago winters were snowy with lots of snowstorms and even blizzards. It was the best season for them. And what do winters look like in the South?

B: ...

A: And what is a well-loved season in your parts?

B: ...

A: I see.



3. In the whole class, debate over the truth of weather proverbs. Which of them are typical of your parts?

It never rains but
pours!

After rain comes
fair weather.

Every cloud has its silver
lining.

April showers bring
May flowers.

2. Listening

a) Before you listen

You are going to listen to the poem. Read/listen to its last line and try to predict what the poem will be about. “But be thankful together whatever the weather”.

b) While you listen

Listen to the poem and complete the sentences:

When the weather is ...	When it's too ...
We must not	We shouldn't
When the weather is ...	When it's too ...
We must not	We shouldn't



Say what you enjoy doing in the types of weather mentioned in the poem.



Group up for the project to design the weather map of the area you live in.

3. Writing

a) Before you write

- Suppose you are asked to be a weather person. Brainstorm with your friends what facts should any weather report contain.
- Make a list of words and phrases to make your weather report clear and understandable for everybody.

b) While you write

How to write a weather report

Content Tips	Language Tips
<ul style="list-style-type: none">• Begin with a general picture of the weather to come• Give the main points of the weather differences in different parts• Give the best wishes for your listeners	<ul style="list-style-type: none">• In the coming days...• We are in for a spell of...• The weather is expected to be...• ...is most probable.• It may...in the morning.• It'll clear up...• The sky will be...• The average temperature is ...

Go to p. 10 for a sample weather report



At Home: Write a weather report in your WB.

7.3. Watching Ukrainians

Word Bank

- melodious
- garlic
- hospitable
- enthusiastic
- peaceloving
- countrymen
- populous
- competitive
- overseas
- Ukrainians
- approximately
- multicultural

Phrase Bank

- to have a sense of humour
- to be a great eater
- to welcome somebody wholeheartedly
- far and wide
- to be scattered throughout some place
- melted beeswax
- encoded wishes
- to inherit something from
- ethnic groups

Communication Box

- It deserves appreciation.
- They are supposed to ...
- There is something in what you say.
- Suffice it to mention ...

I. Now for it

Look at the pictures and say the people of what ethnic groups live in Ukraine.



Example: *I think many Polish people live in Ukraine because there are many Catholic churches in Ukraine. In many schools children learn Polish.*

II. Reading

1. Read about how some foreigners characterize Ukrainians and say with what you agree or disagree:

Watching Ukrainians



Mario, Milan,
Italy

“I asked my Italian relatives who visited Ukraine what they thought about Ukraine and Ukrainians. They said that Ukraine is one of the most populous European countries with the population of 42 million people. They stressed that it is a multicultural country in which different ethnic groups live in peace and harmony with others. But they also consider that Ukrainians have a good sense of humour and can laugh at a good joke. They like the Ukrainian language and find it very melodious, but **not so melodious as their Italian language of course**”.



Stephen, Toronto,
Canada

“I know that Ukrainians are supposed to be great eaters and to eat large amounts of their traditional food, like borsch, varenyky, holubtsi, galushky, etc. They say that borsch has had a special and important place on the daily menu of the Ukrainian people for generations. When Ukrainians have guests they usually treat them to borsch which they serve with pampushkas and garlic.”



Pamela, Birmingham,
England

I've been to Ukraine twice and can say that Ukrainians are very kind and hospitable. They welcome visitors open-heartedly and treat them warmly and generously. I think it is traditional in the country to greet guests with bread and salt and offer them Ukrainian hospitality and friendliness. I think they are **as hospitable as any Slavonic nation**.



Brad, Cardiff,
Wales

I call Ukrainians “a singing nation” because nearly everyone in Ukraine sings or plays a musical instrument. They are emotional and really enjoy music and many of them like to perform in a folk dance group or in a choir. Some folk dance groups are very renowned and popular far and wide. Welsh people are also fond of singing, suffice to say our annual singing festival Eisteddfod but I believe we are **not as enthusiastic as Ukrainians**.



Ann Lou, Missouri, the USA

I find Ukrainians very hard-working. They seem to be busy all days including week-ends. It is typical of any season. My friend has a dacha near Kyiv and when the snow only begins to melt in spring she is already there doing some physical labour. And she is not alone, many retired people in Ukraine think it to be a good hobby. We, Americans, are also hard-working and competitive.



Bernadine and Kenneth, Perth, Australia

We were pleasantly surprised to see how Ukrainians teach their youth to keep the traditions of their families. They create special groups in which they learn different amazing things like embroidering, knitting, painting, things like that. We also joined a group where children were taught how to paint on an egg with melted beeswax. The elderly lady explained that the patterns that pysankas are decorated with contain encoded wishes for happiness, a rich harvest, health and weather. The children created real works of art. They are **as creative as adults**. It deserves appreciation, indeed!

Across Cultures: Great Britain

Eisteddfod – a yearly meeting in Wales in which competitions are held for Welsh poets, singers and musicians. It's a great honour to win a prize or a title at an Eisteddfod.



III. Language Track

Phonetics in Context

1. From the text, reproduce 10 words in which 'ea' and 'ee' are pronounced as /i:/. Practise saying some of them in your own sentences.

Example: /i:/ eaters

Ukrainians are supposed to be heavy eaters. I think not only Ukrainians are heavy eaters. It's typical of all Slav nations, I believe.

Words and Phrases in Context

1. Study the difference in meaning. Reproduce these phrases from the text in their context and interpret their meaning. Make up your own sentences by analogy.



to treat somebody –
to behave towards somebody

Example: *He treated our guest well.*

to treat to something –
to do something special for someone that you know they'll enjoy.

Example: *We treated our guests to borsch and they were very delighted.*

2. From the text, reproduce words/phrases which have the opposite meanings. Comment on the statements.

Example: *lazy – hard-working.*

I think Ukrainians are not lazy. On the contrary, they are very hard-working and are not afraid of any work.

- *lazy*
- *cruel*
- *bottled up*

- *greedy*
- *not humorous*
- *unemotional*



3. In the text, find words and phrases which characterize Ukrainians. Reproduce them in their context and develop the ideas.

Example: *Ukrainians have a good sense of humour. Not for nothing do we have a number of popular humorous TV programmes. Besides, Odesa is considered to be a city of humour where humorous parades and competitions take place.*

Grammar in Context

1. In the text find and reproduce the grammar constructions in bold and interpret their meanings.
2. Complete the instructions and illustrate them with examples.

If you want to talk about similarities of two objects, use...

If you want to talk about differences between two objects, use...

Go to your *Firs Aid Kit* p. 255 for more information



3. Use one of the adjectives from the text to the prompts and create a new context for them. Describe differences or similarities.

Example: *competitive*

(Ukrainian people – American people)

Ukrainian people are as hard-working as American people. But I think we are not so competitive as Americans.

- creative

(children-adults)

-
- enthusiastic

(Welsh people-Ukrainians)

-
- popular

(folk music – national dancer)

-
- populous

(Ukraine-Poland)

-
- hospitable

(Ukrainians – Slave people)

-
- peaceloving

(Ukrainians – people of the world)

Go to your WB for more exercises

IV. Communication Track

1. Speaking

1. Read the descriptive words and phrases and choose those which can be attributable to making a character sketch of a typical Ukrainian. Give reasons for your choice.

- | | |
|----------------------|--------------------|
| • Hospitable | • competitive |
| • good-humoured | • sociable |
| • reserved | • greedy |
| • open-hearted | • emotional |
| • lyrical and poetic | • selfish and idle |
| • peace loving | |

2. Pair up with your friend and talk about Ukrainian identity. Use the pattern.

Pattern:

A: _____?

B: Agreed. I think hospitability is a national trait of all Ukrainians. We love to receive guests and treat them warmly. Do you think kindness and friendliness are typical of Ukrainians?

A: _____?

B: There is something in what you say. Many of us are open-hearted and good to people around us.

A: _____?

B: Exactly. Suffice it to say, that every year on the First of April a lot of people come to Odesa to take part in the so-called 'Humoryna'. I love to watch this holiday on TV, and you?

A: _____?

B: Certainly. It deserves appreciation. We should not only keep the traditions of our grandparents but develop and spread them. By the way, if you are asked to name one most important characteristics of a Ukrainian, what will it be?

A: _____?

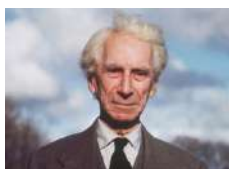
B: I can't agree more. I'm also proud to be a Ukrainian and to live in a peaceful independent country.



3. In the whole group, read the quotations about peoples' virtues and discuss those which Ukrainians have demonstrated or are demonstrating at present. Give your illustrations.



*'He who loves not his country
loves nothing'*
(George Gordon Byron)



*'Patriots always talk of dying
for their country, never of
killing for their country'*
(Bernard Russel)



*'It is better to die on your feet
than to live on your knees'*
(Dolores Ibarruri)





*'Justice, sir, is the greatest
interest of man on earth'*
(Daniel Webster)

2. Listening

a) Before you listen

You are going to listen to a mini-lecture "Signs of National Identity". Judging by the title try to predict what signs of national identity will be mentioned in the lecture. Say why.

b) While you listen

Listen and correct the mistakes in the statements given below.

1. To understand the Ukrainians, one must know where they work.
2. Enthusiasm, just enthusiasm, characterizes the people of the Carpathians.
3. Being competitive Ukrainians work much in their gardens and orchards.
4. The climate of the South shapes the tradition of hard work.
5. Ukrainians can be also recognized by their traditional trousers and shirts.
6. Musical instruments like the guitar and the violin are traditionally Ukrainian.



c) After you listen

In groups, brainstorm with your friends what other signs of national identity are typical of Ukrainians.



Group up for the project to design a commemorative booklet "When in Ukraine do as Ukrainians do".

3. Writing

a) Before you write

If you want to describe the particular combinations of qualities that make someone a particular type of a person, write a character sketch.

- Brainstorm with your friends about any positive signs of Ukrainian teenagers' identity.
- Make a list of words/phrases you can use to describe a teenager as a typical Ukrainian.

b) While you write

How to write a character sketch

Content Tips	Language Tips
<ul style="list-style-type: none"> • Identify the age of a person you are going to characterize • Enumerate the common national features the person has • Describe the specific personal features of a character which make him/her different • Give your personal interpretations of these character traits of the person • Try to give some evidence of these qualities 	<ul style="list-style-type: none"> • I'm going to present... • As all Ukrainians he/she... • On the whole... • In fact... • In my view... • However... • My friends agree that... • In this respect... • Alongside...

Go to p. 10 for a sample character sketch



At Home: In your WB, write a character sketch of a Ukrainian teenager

7.4. Travel Options

Word Bank

- sail
- safe
- liner
- endangered
- tremendous

Phrase Bank

- to look forward to doing something
- to insist on doing something
- to burn with impatience
- to be scared stiff
- to compare something with something
- to make somebody nervous
- to be seasick
- to have a lifetime dream
- rough sea

Communication Box:

How to Make Future Plans For Exploring Your Native Land

- Do you have any big plans for ...?
- Where are you planning to ...?
- Why don't you try ...?
- What are your plans for ...?
- I suggest ... , it may be

- Definitely. I'd like to explore
- I might have an opportunity to
- You know, you are probably right. I'll learn everything there is to know about
- I have huge plans:
- That would be perfect.
- It sounds good.

I. Now for it!

Look at the pictures and say how your international friends may explore your native land.



by plane



by ship



by train



on foot

Example: *They might have an opportunity to explore my native country on foot and to stop at the places they'd like to see.*

II. Reading

- a) Read about how English friends are planning to make a stop in Ukraine on their way from Turkey to England and say what decision they've made.

Seeing is Believing

Laura: Are you looking forward to your trip to Ukraine, Ann?

Ann: I can't wait to see Ukraine. We might have an opportunity to see the gorgeous Carpathian Mountains and even climb the highest point, Mount Hoverla. It's so exciting. Oksana insists on flying, but I want to sail from **Istanbul** to **Odesa**. Planes make me nervous. Besides, I want to go sightseeing in Odesa and to see its amazing places with my own eyes, like the famous **Potemkin stairs** and **Prymorskyi Boulevard** with its unique platan trees.

Laura: There's nothing to be frightened of. Going by plane saves time.

Ann: You know you are probably right. But aeroplanes fly so high and fast that I'm afraid to be airsick.

Laura: Don't say so! Air transport is really safe compared with other means of transport.

Ann: I'd still prefer to go by sea. Ships may not travel fast but at least you can relax. I'd love a trip on a liner. Besides I've never seen the Black Sea. Oksana said we would visit **Kherson** and its great **Askaniya-Nova Preserve**. So I will learn everything there is to know about its flora and fauna: tall trees, unique flowers and bushes, amazing animals and birds, some of which are endangered species.

Laura: You have huge plans. It's fine if you're a good sailor, but have you ever travelled far in a rough sea?

Ann: No. I've only been in a boat twice. I sailed down the river Thames on sightseeing tours.

Laura: Then you have a good experience travelling by boat. Why don't we have some boat trips round Ukraine? I have a lifetime dream to visit one of the most ancient cities of Ukraine **Chernihiv**. If we have a boat

trip down the Desna river we can see the majestic **Dytynets (Fortress)** and tremendous **Spaso-Preobrazhenskyi Cathedral** and **Troyitsko-Illinsky monasteries**. I've read much about them in the Internet, while getting ready for a trip to Ukraine. These are the treasures of the 7th and 11th centuries. We can make a film about it!

Ann: You know, you are probably right. You adore **Ukrainian history** and I'm interested in **geography**. So we can make a brilliant travelogue for our classmates. They've never been to Ukraine and seen their wonders.

Laura: Definitely, I'll let Oksana know about our decision. Seeing is believing, you know.

Ann: Agreed, then.

Across Cultures: Ukraine



Dytynets – an ancient fortress in Chernihiv built in the 7th century.



Spaso-Preobrazhenskyi Cathedral – the most ancient cathedral of the 11th century, where Duke Igor is buried.



Troyitsko-Illinska church – the orthodox church of the Kyivan Rus time of 12–13 centuries in Ukraine.



Antoniev caves – is an ancient cave monastery of the country.

III. Language Track

Phonetics in Context

1. In the text, find 10 words in which 'ng' gives the sound /ŋ/ and reproduce them in contexts. Practise saying them in your own context.

Example: /ŋ/ *Are you looking forward to your trip to Ukraine, Ann?*
I'm looking forward to visiting Lviv. I can't wait to see its ancient cathedrals.

Words and Phrases in Context

1. Study the difference in meanings. From the text reproduce the words in context and interpret their meanings. Make up your own sentences by analogy.



high – measuring a long distance from top to bottom in a position a long above the ground.

Example: *Mount Petros is the second largest mountain in the Carpathians.*

tall – high and not wide or long (used usually about people and things that are more high than wide).

Example: *Andrew is the tallest boy in the class.*

2. In the text, find words/phrases with the same meanings and reproduce them in context. Add 1-2 logically connected sentences to them which the friends could say.

Example: *We might have the opportunity to see the gorgeous Carpathian Mountains. The mountains are so picturesque! I've seen the photos Oksana had made and sent me and I'm burning with impatience to see them.*

- to want somebody to do something
- to see the places of interest
- to see for oneself
- in comparison with
- to be frightened very much
- to wish something very much



3. From the text, read out words/phrases with which the girls described the things they wanted to see. Use them to describe the place (thing) you'd like to see.

Grammar in Context

1. In the text, find the words and phrases in bold and categorize them into two categories according to the articles (no articles) they are used with. Reproduce them in context.

2. Complete the instructions and give your own examples.

Use the definite article when...

Don't use any article when...

Go to your **First Aid Kit** for more information on p. 256



3. Look at the photos of places the friends might see and fill in the article if necessary.



___ Chernihiv is situated on ___ Desna river. You can visit ___ Historiry-literary museum, named after M. Kotsiubynskyi, _____ T. Shevchenko Drama Theatre.



___ Odesa is situated on ___ Black Sea. ___ Derybasivska street is the main street in the city. ___ Sea museum attracts a lot of tourists.

IV. Communication Track

1. Speaking

1. Say how you plan your visit to any country. Cover the following points:

- choosing a route;
- choosing means of transport;
- deciding on places to see.

2. Read and learn how to make plans for exploring your native country. Look at the pictures and fill in the mini-dialogues.



1. – Do you have any big plans for exploring _____?
 – Definitely. I'd like to climb _____.
 I love climbing.

The Carpathian Mountains.
 Mount Hoverla

2. – How are you planning to reach _____?
 – I might have an opportunity to go _____.

Kherson; by ship



3. – Why don't you try to go to _____?
 – You know, you're probably right.
 We'll learn everything there is to know
 about its _____.

Lviv, Ancient cathedral and church



4. – What are your plans for a _____
 _____?
 – I have huge plans: I'm thinking of
 going to _____.
 – That would be perfect.

round-Ukraine trip, the Black Sea



5. – I suggest visiting _____
 it may be very interesting to see _____
 _____.
 – It sounds good. Maybe we'll try.

Odesa sea port



3. In the whole class, debate on the statements

“Wherever you plan to go, Ukraine has much to offer.”

2. Listening

a) Before you listen

You are going to listen to the poem “Let’s Take a Trip”. Judging by the key-words given, try to predict its content.

- a trip
- the Sea
- dish
- mountains
- train
- Christmas

b) While you listen

Listen to the poem and complete the lines of the poems:

- Let’s take a trip...
- I’ll give you a ride...
- You’ll feel what it’s like...
- You’ll have a taste...
- And stay with us...
- You won’t believe but...
- Christmas in this country...



c) After you listen

Suggest your own route round Ukraine for your international friend.



Group up for the project to design your own route round Ukraine for your International friends.

3. Writing

a) Before you write

If you want to advertise a round Ukraine trip write a leaflet.

- Brainstorm with your friends what information your leaflet should contain.
- Make up a list of words/phrases you’ll use to attract readers’ attention.

b) While you write

Follow the format of the leaflet.

Content Tips	Language Tips
<ul style="list-style-type: none"> • Begin with a striking title • In the introduction name the places being described • In the main body give some basic information about the trip to be • Encourage the readers to take part in the tour at the end of the leaflet 	<ul style="list-style-type: none"> • ...is the most exciting place to visit • First and foremost... • You’ll be delighted to see... • ...keeps the spirit of something alive • It’ll remind you of... • You’ll enjoy... • Don’t miss a chance and...

Go to p. 11 for a sample leaflet



At Home: In your WB, write a leaflet of a round-Ukraine trip.

DEVELOPING INTEGRATED SKILLS 7

- I. Suppose you are asked to set a two week health camp somewhere in Ukraine. Group up with your friends and decide on the following items:
- the age of people who will improve their health in your camp;
 - the activities which will promote their health;
 - the place your health camp will be situated in and the reasons for your choice.
- II. Suppose you are asked to come up with a stereotype of a Ukrainian. Group up with your friends and come up with your idea of a typical Ukrainian. Rank the character traits in order of importance.



- III. Suppose you have a chance to interview a Minister of ecology in Ukraine. Look at the photos below which reflect urgent ecological problems in the country and in groups design a questionnaire for the Minister.



IV. A Travel Agency of your region launched a competition with the prize of 15 000 hryvnias for those who will design the best brochure to attract tourists to your area. You decided to enter the competition. In the whole class design the brochure and discuss how you will spend the money if you win the prize.

7.5. Your Test Files

A. Use of English

I. Read the text below. For questions 1-10 choose the correct answers (A, B, C, D).

Ukraine is a state in Eastern Europe, which boards 1 Bilorus, Russia, Poland, Hungary, Romania and Moldova. The term Ukraine first appeared in the 12th century as a geographical name for the Southern lands 2 ancient Kyivan Rus.

On August 24, 1991 Ukraine 3 an independent state. Today it is a free sovereign state, which has 4 national emblem, state flag and anthem. The national Emblem is the 5 ancient and dignified of all Ukrainian symbols. Its history 6 to the 1st century AD Ukraine is an industrial country which is rich 7 many mineral resources, but some aspects of the economy are weak. We know about 8 problems and re trying hard 9 difficult. I think that by 2020 all the problems 10.

1.	A	in	B	at	C	on	D	by
2.	A	of	B	In	C	by	D	off
3.	A	was proclaimed	B	has been proclaimed	C	is proclaimed	D	proclaims
4.	A	it's	B	its	C	his	D	their
5.	A	less	B	very	C	little	D	most
6.	A	starts	B	goes back	C	begins	D	ends
7.	A	over	B	by	C	in	D	of
8.	A	these	B	this	C	that	D	those
9.	A	to save	B	to hide	C	to preserve	D	to overcome
10.	A	will have been resolved	B	will be resolved	C	have resolved	D	are being resolved

II. Read the sentences and fill in the right word-form.

- | | |
|--|--|
| 1. Ukrainians are known far and wide for their _____. | hospitable
admire
nation
fascinate
change
peace |
| 2. Spring is an _____ season in Ukraine, because everything is in bloom and blossom. | |
| 3. Ukraine is famous for its _____ traditions and customs. | |
| 4. Every season has its _____ and charm. | |
| 5. The climate of the country is _____, now it's warm, now it's cold. | |
| 6. Ukraine is also a _____ country and stands for peace and friendship all over the world. | |

B. Reading

Read the text and match the paragraphs 1-5 to headings A-E.

- A. Expert knowledge
- B. Geography
- C. First steps in educational development
- D. History
- E. A big break in higher education.

1

Kharkiv is the second largest city in Ukraine after Kyiv. It used to be the capital of the Ukrainian Soviet Socialist Republic in the period 1918-1934. It is situated in the Northeastern part of the country, at the point where the Lopan, Udy, Kharkiv and Nemyshlya rivers meet. The city is home to 1.6 million people, including 230/000 students.

2

The ancestors of the present-day students were Cossacks who founded the city as a fortress in 1654 to protect southern Russian borders from the Crimean Tatars and named it Kharkiv after the river flowing through it. The wooden fort had ten towers and was surrounded by a double wall.

3

In 1726 Kharkiv Collegium (the first Slavonic-Greek-Latin school) was founded where the famous Ukrainian poet and philosopher Hryhoriy Skovroda taught.

4

In 1805, Kharkiv University was founded. It was the first in Livoberezhna Ukraine (on the left bank of the Dnipro) and the third in the Russian empire. At present, Kharkiv National University is named after the talented scientist V.N. Karazin who worked hard to raise money for this outstanding project. There are 15 departments at the university.

The education and research potential of the city is covered by over 150 state institutions about 200 secondary schools and a growing number of private educational establishments. Specialists in various fields of expertise are trained in Kharkiv state institutions including six academies, 10 universities and eight institutes, among them Kharkiv Polytechnic university, Kharkiv State Law Academy, Kharkiv Pedagogical University, National Pharmaceutical Academy and others.

C. Listening

Listen to the text and mark True or False statements.

1. The first express train in Ukraine was launched in 2003.
2. The first express train connected Dnipropetrovsk and Kyiv.
3. Now there are about eight routes which connect different cities.
4. It'll take passengers about five hours to get to their destination.
5. The trip is comfortable because you can watch the TV and have a bite.
6. It's not easy to buy tickets, you should buy tickets beforehand.

D. Writing

Write an essay "Meet Ukraine and Ukrainians".

First Aid Kit

GRAMMAR

Unit One

1.1.

1. If you want to talk about what happens regularly use *the Present Simple*.

Example: *We usually meet at the mall.*

2. If you want to express how often something happens use the adverbs of frequency: *always, usually, often, sometimes, rarely, never*.

Example: *She never makes fun of her friends.*

3. If you want to describe something that is happening now, use *the Present Continuous Tense*.

Example: *We are listening to music now.*

4. If you want to talk about the things that have happened before now use *the Present Perfect Tense*.

Use '*already*' if you want to stress some time before now and use '*just*' if you mean recently. Put these words between *have* and *Past Participle*.

Example: *I have already joined the band. We have just met our peers.*

Use '*not yet*' to talk about things that haven't happened before now, which usually comes at the end of the structure.

Example: *John hasn't made friends with us yet.*

1.3.

1. If you want to talk about things that are now finished, use the *Past Indefinite Tense* with time expressions that refer to the past (*last week, by 2005, 2 years ago, in the 19th century*).

Example: *I got a letter from my pen-friend a week ago.*

2. If you want to describe an action which was in progress at a specific time in the past use the *Past Continuous Tense*.

Example: *We were having a meeting at 3:00.*

3. If you want to talk about two actions in progress at the same time use the *Past Continuous* in both of them.

Example: *We were talking while Dan was completing his task.*

4. If you want to show that something happened before a specific time in the past, use the *Past Perfect Tense*.

Example: *When our pen-friends came we had already planned our trip round Ukraine.*

1.4. Questions for more information

If you want to ask for information, use:

Do you know ...?
Could you tell me ...?
I wonder ...
Please, explain ...
I don't know ...
Have you any idea ...?

Example: *Do you know when the telephone was invented?*

If you begin a question like this, the word order is different from a simple question.

1 2 3

Example: *When was the telephone invented?*
(simple question)

2 3 1

Can you tell me when the telephone was invented?

Be careful with **do** / **does** / **did** questions:

Example: *When did Alexander Bell invent the telephone?*

Please tell me when Alexander Bell invented the telephone?

Use **if** or **whether** where there is no other question word (**what**, **why** etc.)

Example: *Have you got a travel bug?*

I wonder **if** / **whether** you have got a travel bug.

Unit Two

2.1.

1. If you want to talk about something you have experienced so that it no longer seems surprising, strange, or difficult, use **to be/get used to doing something**. In this expression '**to**' is a preposition, not part of an infinitive form. For this reason it can be followed the gerund.

Example: *Kate is used to coming on top in her class.*

2. If you want to talk about something you did regularly or for a period of time in the past that no longer exists in the present, use **used to do**. **Used to** always has a past meaning, there is no present form.

Example: *I used to go to that school.*

Form questions with **did** + **use to** and the negative with **didn't** + **use to**.

Examples: *Did you use to go to that school?*

He *didn't use to* go to that school.

2.2.

1. If you want to describe action verbs, use adverbs of manner. These adverbs answer **How-questions**. They come after the verb they describe.

Example: *Pre-school is **privately** run and not compulsory.*

2. If you want to describe adjectives and other adverbs, use adverbs immediately before the word they describe.

Example: *It's **highly** important to mention that classes such as advanced studies or foreign languages are not usually required in the high*

school curriculum but very often are required as entrance to the university.

3. If you want to describe how often actions happen, use adverbs of frequency. These adverbs answer **How often-questions**. They come before the verb they describe.

Example: *The number and kind of electives **often** depend on the size of the school.*

2.3.

1. If you want to talk about a real situation in the future, use **the Future Simple Tense** in the main clause and **the Present Simple Tense** in the **if/ when clauses**:

If/ when-clause + main clause:

If /when+ am/ is/are/do/ does

 +

will + do

Example: *If I

have

 free time, I

will	go
------	----

 to the gym tonight.*

*I

will	go
------	----

 to the gym tonight when I

have

 free time.*

Don't forget:

- 1) In **if / when clauses**, the **present tense** has a **future** meaning.
- 2) **Will** is often shortened to **'ll**.
- 3) **When-clauses** can also begin with: **as soon as, till, until**.
- 4) You can also use a modal in the main clause.

Example: *I'll go to the gym tonight as soon as you join me.*

2. The **if clause** states the condition while the main clause states the result.

Together, they form **1st Conditional** sentences.

Example: *If all goes well, I'll go to the summer school in England.*

2.4.

1. If you want to ask politely for information, use **embedded** questions. They are included in another sentence. If an embedded question is in a statement, use a full stop at the end of the sentence. If the embedded question is in a question, put a question mark at the end of the sentence.

Examples: *I wonder why bullying is such a big problem in schools. (Statement)*

Can you tell me when school starts in the morning? (Question)

Don't forget!

Use **direct word order** in all embedded questions.

Example: *Could you tell me where they are from?*

Common Phrases Introducing Embedded Questions

Statements	Questions
I don't know ... I don't understand ... I wonder ... I'm not sure ... I can't imagine ... I can't remember ... I'd like to know ...	Do you know ... ? Do you understand ...? Can you tell me ... ? Could you explain ? Can you remember ...? Would you show me ...? Who knows ...?

Unit Three

3.1. Statements in indirect speech

1. If you want to report verbs in *the Past Simple* use *the indirect speech*:

Direct speech	Indirect speech
Present Indefinite	Past Indefinite
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Past Simple	Past Perfect

Example: *Tom said: 'I've never heard this music'. → Tom said he had never heard that music.*

2. If you want to report verbs in the Present Simple do not make any changes.

Example: *She says: 'I'm listening to music' → She said she is listening to music.*

Don't forget to change pronouns and time expressions.

this → that
here → there

3.2.

1. If you want to report what the speaker said about the future, use *would + do*

Example: *Ann said: 'I will invite you for the concert'.
Ann said she would invite me to the concert.*

2. Don't forget to change time phrases

tomorrow → next day
the day after tomorrow → in two days
next year → the following year

3.3.

1. If you want to report instructions, commands, requests or invitations, use *the infinitive*:

Example: *'Buy two tickets to the concert', she said.
She told me to buy two tickets to the concert.*

2. If you want to report negative commands, regrets, instructions or invitation use ***not+infinitive***:

Example: *She said: 'Don't listen to such music'.*

She asked me not to listen to such music.

3. Don't forget to make the following changes to keep the speaker's original meaning:

a) **time phrases:** *she said* → *she asked*

Example: *Give me the CD tomorrow.*

She asked me to give her the CD the next day.

b) **pronouns and possessives:**

Example: *The teacher said to Ann: 'Tell me your schedule'.*

The teacher told Ann to tell him her schedule.

c) **'this' and 'here'**

Example: *'Play this music piece from here'.*

The teacher told him to play that music piece from there.

4. Reporting commands, requests and invitations you may use the following reporting verbs: ***to advise, to ask, to command, to demand, to instruct, to invite, to order, to warn***:

Example: *Ann said to Mark: 'Come to my mother's concert'.*

Ann invited Mark to come to her mother's concert.

3.4.

1. If you want to report 'yes/no' questions use **if/whether** or **whether or not**:

Example: *Can you play the piano?*

She asked if I could play the piano.

She asked whether (or not) I could play the piano.

2. In indirect **'yes/no'** questions the subject comes before the verb, the same word order as in statements:

Example: *Do you like rock?*

He asked me if I liked rock.

3. If you want to report 'wh-questions' use question words. The subject also comes before the verb:

Example: *What is your favourite music?*

She asked me what my favourite music was.

4. For reporting questions you can use reporting verbs and phrases: ***ask, to inquire, to question, to want, to know, to wonder, to be interested to know***.

Example: *What do you think of rap?*

He wanted to know what I thought of rap.

Unit Four

4.1. 2nd Conditional

a) If you want to talk about an unreal situation in the present or future, use **would + do** in the main clause and the Past Simple Tense in the **if-clause**:

If/ when-clause + main clause:

If /when+ am/ is/are/do/ does

+

will + do

main-clause + if-clause:

will + do

+

If /were/is/was/ did

Example: If I

had

 free time, I

would	go
-------	----

 to the gym tonight.

I would go to the gym tonight if I had free time.

6) If you want to give advice, begin your statement with **If I were you, ...**

Example: If I were you, I would read this newspaper regularly. It's a quality newspaper.

Don't forget:

The if-clause uses *the Past Simple* form but the meaning is not past. Use a comma between the two clauses when the *if-clause* comes first.

4.2. Collocations and Phrasal Verbs

1. A **phrasal verb** is a verb + adverb / preposition, for example: **watch out, come in, take off.**

A phrasal verb usually has a different meaning from the verb on its own, for example:

Turn the TV **off!** (= stop connection).

In phrasal verbs, the word order is sometimes different: the adverb / preposition can come **after** the noun object, and it **always** comes after a pronoun object, for example:

Let's give up eating chocolate. Let's give it up.

1. **Collocations** are words that often go together, for example:

- **to catch the bus, to tell a story, to miss the point** (verb + noun collocations);
- **to take part in, to make friends with** (verb + noun + preposition collocations);
- **heavy rain, great difficulty** (adjective + noun collocations).

Don't forget!

Don't translate phrasal verbs or collocations directly from English. Check in a proper dictionary.

4.3. 3d Conditional

1. If you want to talk about past conditions and results that never happened, use **would + have done** in the main clause and the Past Perfect Tense in the **if-clause**:

If/ when-clause + main clause:

if + had done

+

would + have done

main-clause + if-clause:

would + have done

+

if + had done

Example: *If the film had won an Oscar, it would have become famous at once.*

2. If you want to express regret about what happened or didn't happen in the past, use **would + have done** in the main clause and **the Past Perfect Tense** in the **if-clause**:

Example: *If I had known about this magazine before, I would have subscribed to it long ago.*

Don't forget:

- Use **a comma** between the two clauses when the if-clause comes first.

4.4. Uncountable Nouns

Uncountable nouns are things we can't count. They can be grouped into the following categories:

- food and drink: bread, butter, meat, tea, coffee
- materials: water, wood, plastic
- school subjects and languages: history, physics, English
- ideas: advice, news, education
- feelings: love, admiration, respect
- activities: swimming, jogging, shopping

Don't forget!

Uncountable nouns do not usually have a plural form: *some news*.

Use a singular verb only: *No news is good news*.

Use **the** but don't use **a/an** before an uncountable noun: *What's the news?*

To 'count' some uncountable nouns, use **a piece of, an item of, a bit of**: *a piece of advice, a bit of information, an item of news*.

Unit Five

5.1.

1. Modal verb '**may**' suggests that sth is possible.

Example: *Ann knows much about books and their authors. She may be a good reader.*

2. '**Ought**' is followed by '**to**' and is used for less strong suggestions, advice and opinions.

Example: *Your answer is not good enough today, you ought to read more.*

5.2.

1. If you are almost 100 percent certain that smth is possible, use **‘must’**, **‘have to’** or **‘have got to’** to make deductions or ‘best guesses’ based on information we have about a present situation.

Example: *Robin Hood is a courageous man. He **must** help a lot of poor people.*

2. When you are less certain, use **‘may’**, **‘might’** or **‘could’**.

Example: *He knows much about travelling. He **might** be an experienced traveller.*

3. If you are almost 100 per cent certain that something is impossible use: **can’t/couldn’t** or **may not** or **might not**.

Example: *He **can’t** write such a story. He is a writer just a beginner.*

5.3.

1. If you want to talk about general ability or possibility in the present, use **‘can’**.

Example: *You **can** borrow the book from the library.*

2. If you want to talk about general ability or possibility in the past, use **‘could’**.

Example: *Matilda **could** read when she was three.*

3. If you want to make a request, use **‘can’**.

Example: *Can you give me another book to read?*

Unit Six

6.1. Making Adjectives Stronger or Weaker

If you want to make adjectives stronger or weaker, use adverbs of degree:

weaker **stronger**
a bit/slightly fairly quite rather almost very really extremely

Examples: *The Highlands are **really beautiful**.*(stronger meaning)
*The trip was **a bit boring**.* (weaker meaning)

6.2. Linking Words and Phrases

If you want to connect two pieces of information in speaking and writing, use **linking words and phrases**.

Functions	Linking words and phrases	Examples
Giving extra information	In addition,andas well as ...	<i>We often call the country Britain. In addition, there is also a poetic name of the country Albion.</i>
Ordering events	After that,... Then, ... Finally, ...	<i>King James I of England (or Jack for short) united England and Scotland. Then in 1801 there was the union with Ireland.</i>

Functions	Linking words and phrases	Examples
Introducing a difference	However, ...	<i>You probably know that the official or political name of the country is the United Kingdom of Great Britain and Northern Ireland. However, at the United Nations and the European Parliament it is usually known by a shorter name: The United Kingdom or the abbreviation the UK.</i>
Introducing a cause	As because ...	<i>Wales is not represented in the flag because at the time the flag appeared in 1606, Wales was already united with England.</i>
Introducing a result	As a result, ... For this reason, ...	<i>The geographical name of the country is the British Isles, because the country occupies the islands which are called the British Isles. For this reason, it has the only land borderline with Ireland and sea borderline with France.</i>

6.3. The Present Continuous for Changes and Trends

1. If you want to describe actions, use verbs with an active meaning, for example: **to move, to do, to say, to go**.

2. If you want to talk about changes and trends, use verbs with an active meaning in the Present Continuous tense.

Example: *More and more people **are moving** away from city centres into the suburbs.*

3. If you want to describe states or situations, use **stative verbs**, for example: **to have, to want, to feel, to prefer**.

Functions	Stative verbs	Examples
Describing a state of being	<i>to be to feel</i>	<i>They are all British and enjoy equal rights.</i>
Expressing emotions	<i>to like to love to hate</i>	<i>I love travelling.</i>
Describing mental states	<i>to know to remember to think to believe to suppose to understand</i>	<i>Paul knows much about Britain.</i>
Showing possession	<i>to have to have got to own to possess to belong</i>	<i>The Highlands belong to Scotland.</i>

Functions	Stative verbs	Examples
Describing needs and preferences	<i>to need</i> <i>to want</i> <i>to prefer</i>	<i>I need your help.</i>
Describing senses	<i>to hear</i> <i>to see</i> <i>to smell</i> <i>to taste</i> <i>to feel</i>	<i>I can't hear you.</i>

6.4. Compound Nouns and Adjectives

If you want to give more information in simple or complex sentences, use compound nouns and adjectives.

Examples: *Christmas dinner is the most widely observed traditional meal of the year, with roast turkey as its **centerpiece**.* (a compound noun)

*My **four-day** trip is coming to an end.* (compound adjective)

Compound nouns	Word-building method	Compound adjectives	Word-building method
<i>homework</i> <i>traffic jam</i> <i>website</i>	noun + noun	<i>two-hour</i> <i>five-day</i> <i>ten-year-old</i>	number + noun
<i>Taxi driver</i> <i>Dishwasher</i> <i>DVD player</i>	noun + verb (er)	<i>high-quality</i> <i>low-price</i> <i>high-speed</i>	adjective + noun
<i>horse-riding</i> <i>window shopping</i> <i>hairdressing</i>	noun + verb (-ing)	<i>user-friend-ly</i> <i>duty-free</i> <i>colour-blind</i>	noun + adjective
<i>living room</i> <i>swimming pool</i> <i>washing machine</i>	adjective + noun	<i>well-known</i> <i>left-handed</i> <i>well-paid</i>	Adjective/adverb + participle (-ed/-ing)

Unit Seven

7.1.

1. If you want to talk about the geography of Ukraine use *the definite article the* with:

- the parts of the world: *the* South, *the* North, *the* East, *the* West.

Example: *Ukraine is in **the** West.*

- the names of the seas and rivers.

Example: *Ukraine is washed by **the** Black Sea.*

- the groups of lakes

Example: *The Shatski lakes are majestic.*

- the mountain ranges

Example: *the Carpathian mountains are gorgeous.*

2. Use **no** article with:

the names of the continents: Europe, Asia, America, Australia, Africa.

Example: *Ukraine is situated in Europe.*

- the names of many countries like Ukraine, Poland, Romania, Moldova.

Example: *Ukraine borders on Moldova, Poland, Russia and other countries.*

- the names of towns and cities.

Example: *We'll visit Zhytomyr soon.*

- the names of the mountain peaks.

Example: *I climbed mount Hoverla last summer.*

- the names of lakes.

Example: *Svitiaz is the most beautiful lake in the West of Ukraine, I believe.*

7.3.

1. If you want to compare two things use the comparative construction 'as+adj+as'.

Example: *My country is as beautiful as yours.*

2. If you mean 'less...than' use the comparative construction 'not as+adj+as'.

Example: *The Teteriv River is not as long as the Dnipro.*

3. If you want to express a big difference between two things use the comparative constructions: 'not nearly as+adj+as'.

Example: *The trip to the mountains was not nearly as tiresome as I thought it would be.*

- 'far/a lot/much+comparative+(than)'

Example: *Ukrainians today are far more independent than they used to be.*

'as far (easily)+superlative'

Example: *Many Ukrainian cities are by far the most ancient in the world.*

4. If you want to express a small differences, use 'a (little) bit (slightly)+comparative+(than)'

Example: *Travelling to Ukraine by train is slightly cheaper than by plane.*

7.4

1. Use the definite article '*the*' with:

- *the names of the theatres, cinemas, hotels and museums*

Example: *The theatre of Opera and Ballet in Lviv is named after S. Krushchynska.*

- *the names of the places*

Example: *The Mariyinskiy Palace is a fine monument of the 18th-19th century architecture.*

2. Don't use any article with:

- *the names of the towns, cities or villages*

Example: *I'd like to see Odesa with my own eyes.*

- *the names of the streets, boulevards and squares*

Example: *Prymorskyi Boulevard with its tall platans is a breathtaking view.*

- *generalization with uncountable nouns*

Example: *I'm interested in Ukrainian history.*

- *names of cathedrals, churches and fortresses*

Example: *St. George's Cathedral in Lviv is a classical example of Ukrainian Baroque architecture.*

WORD-BUILDING**Unit One, 1.2.**

1. If you want to make adjectives negative use

a) the following prefixes:

'*un-*' – uncomfortable, unfair

Example: My friend has never been unfair to me.

'*im-*' – impolite, impossible

Example: I don't respect impolite people.

'*in-*' – inconsiderate, incompetent

Example: Some people are inconsiderate of children's feelings.

'*il-*' – illogical, illiterate

Example: My friend's ideas are sometimes illogical.

'*ir-*' – irresponsible, irregular

Example: You can't rely on irresponsible people.

'*dis-*' – disappointing, disrespectful

Example: My friend's sayings are so disappointing at times.

b) the following suffixes:

'*-less*' – careless, useless

Example: *Sometimes my friend is careless but I can put up with it.*

Unit Two, 2.2.

Adverbs of manner are often formed by adding **-ly** to adjectives.

Example: *individual – individually*

Some common adverbs of manner do NOT end in **-ly**.

Examples: *early, fast, wrong, late, hard.*

Unit Five, 5.4.

1. Nouns are formed from adjectives with these suffixes:

'-ness'	bright	—————>	brightness
	happy	—————>	happiness
'-ity/-iety'	active	—————>	actively
	various	—————>	variously
'-ence'	intelligent	—————>	intelligence
	patient	—————>	patience
'-th'	warm	—————>	warmth
	deep	—————>	depth

2. Nouns are formed from the verbs with these suffixes:

'-ion'	to collect	—————>	collection
	to impress	—————>	impression
'-er/-or'	to read	—————>	reader
	to write	—————>	writer
	to research	—————>	researcher
'-ment'	to agree	—————>	agreement
	to involve	—————>	involvement
'-y'	to discover	—————>	discovery

3. Nouns are formed from the nouns (if we want to change the meaning) by adding suffixes.

'-hood'	brother	—————>	brotherhood
	boy	—————>	boyhood
'-ism'	terror	—————>	terrorism
	race	—————>	racism
'-ist'	novel	—————>	novelist
	drama	—————>	dramatist

4. Compound nouns are formed in these ways:

- noun+noun a pen name
 a bookworm
- -ing form+noun a reading room
 an opening hour

7.2.**Forming adjectives with suffixes**

If you want to form adjectives from verbs and nouns use the following suffixes:

‘-able/-ible’

Example: to admire	—————>	admirable
to resist	—————>	irresistible

‘-ful’

Example: wonder	—————>	wonderful
beauty	—————>	beautiful

‘-al’

Example: tradition	—————>	traditional
region	—————>	regional

‘-ous’

Example: mountain	—————>	mountainous
glory	—————>	glorious

VOCABULARY

Aa

abbreviation (*n*) /əˈbriːviːʃ(ə)n/ скорочення
absorb (*v*) /əbˈzɔːb/ поглинати
access (*n*) /ˈækses/ доступ
accommodation (*n*) /əˈkɒməˈdeɪʃn/ житло
accompany (*v*) /əˈkʌmpəni/ супроводжувати
according to... /əˈkɔːdɪŋ/ згідно ...
achievement (*n*) /əˈtʃiːvmənt/ успіх; досягнення
acquaintance (*n*) /əˈkwɛɪntəns/ знайомий
acquire (*v*) /əˈkwaɪə/ набувати; здобувати
activity (*n*) /ækˈtɪvəti/ діяльність
admission (*n*) /ədˈmɪʃn/ вхід
adult (*n*) /ˈædʌlt/ дорослий
advanced (*adj*) /ədˈvɑːnst/ продвинутий
adventure (*n*) /ədˈventʃə/ пригода
advertisement (*n*) /ədˈvɜːtɪsmənt/ реклама; оголошення
advice (*n*) /ədˈvaɪs/ порада
advice-seeking letter лист з проханням поради
afford (*v*) /əˈfɔːd/ дозволяти
against (*prep*) /əˈmeɪŋ/ проти
agree (*v*) /əˈɡriː/ погоджуватися
agriculture (*n*) /ˈæɡrɪˌkʌltʃə/ сільське господарство
allow (*v*) /əˈlaʊ/ дозволяти
altitude (*n*) /ˈæltɪtjuːd/ висота
amazing (*adj*) /əˈmeɪzɪŋ/ приголомшливий
ambassador (*n*) /æmˈbæsədə/ посол
ambitious (*adj*) /æmˈbɪʃəs/ амбіційний
among (*prep*) /əˈmʌŋ/ серед
analogy (*n*) /əˈnælədʒi/ аналогія
analyse /ˈænəlaɪz/ аналізувати
ancestor (*n*) /ˈænsesə/ пращур
ancient (*adj*) /ˈeɪnʃənt/ стародавній
angry (*adj*) /ˈæŋɡri/ сердитий
annual (*adj*) /ˈænjuəl/ щорічний
anthem (*n*) /ˈænθəm/ гімн
apologise (*v*) /əˈpɒlədʒaɪz/ просити пробащення
appeal to... /əˈpiːl/ імпонувати...
applause (*n*) /əˈplɔːz/ аплодисменти
appreciate (*v*) /əˈpriːʃiət/ цінувати
appropriate (*adj*) /əˈprəʊpriət/ відповідний

approve (*v*) /əˈpruːv/ схвалювати
approximately (*adv*) /əˈprɒksɪmətli/ приблизно
architecture (*n*) /ˈɑːkɪtektʃə/ архітектура
area (*n*) /ˈeəriə/ територія
argue (*v*) /ˈɑːɡjuː/ сперечатися
around (*adv*) /əˈraʊnd/ навколо
arrive (*v*) /əˈraɪv/ прибувати
article (*n*) /ˈɑːtɪkl/ стаття
associate (*v*) /əˈsəʊsiət/ асоціювати
astonishing (*adj*) /əˈstɒnɪʃɪŋ/ дивовижний; вражаючий
athletic (*adj*) /æθˈletɪk/ спортивний
attend (*v*) /əˈtend/ відвідувати
attention (*n*) /əˈtenʃn/ увага
attitude (*n*) /ˈætɪtjuːd/ ставлення
attractive (*adj*) /əˈtræktɪv/ привабливий
audience (*n*) /ˈɔːdiəns/ аудиторія; публіка
author (*n*) /ˈɔːθə/ автор
authority (*n*) /ɔːˈθɒrɪti/ авторитет
available (*adj*) /əˈveɪləbl/ доступний
average (*adj*) /ˈævərɪdʒ/ середній
avoid (*v*) /əˈvɔɪd/ уникати
award (*n*) /əˈwɔːd/ нагорода
awful (*adj*) /ˈɔːfl/ жахливий

Bb

backbone (*n*) /ˈbækbəʊn/ хребет
background (*n*) /ˈbækgraʊnd/ фон
bagpipes (*n*) /ˈbæɡpaɪps/ волинки
ballet (*n*) /ˈbæleɪ/ балет
ban (*v*) /bæn/ забороняти
band (*n*) /bænd/ музична група
bare (*adj*) /beə/ голий
barrier (*n*) /ˈbærɪə/ бар'єр
basic (*adj*) /ˈbeɪsɪk/ основний
battle (*n*) /ˈbætl/ битва
beach (*n*) /biːtʃ/ пляж
beeswax (*n*) /ˈbiːzɹwæks/ бджолиний віск
beforehand (*adv*) /bɪˈfɔːhænd/ завчасно
behave (*v*) /bɪˈheɪv/ поводити себе
believe (*v*) /bɪˈliːv/ вірити
benefit (*n,v*) /ˈbenɪfɪt/ вигода; отримувати вигоду
besides (*adv*) /bɪˈsaɪd/ крім того
bet (*v*) /ˈbet/ битися об заклад
betray (*v*) /bɪˈtreɪ/ зраджувати
beyond expectations перевершувати очікування

Vocabulary

biography (*n*) /baɪ'ɒɡrəfi/ біографія
biology (*n*) /baɪ'blɒdʒi/ біологія
birch (*n*) /bɜːtʃ/ береза
birth (*n*) /bɜːθ/ походження
bite (*v, n*) /baɪt/ кусати; укус
blame (*v, n*) /bleɪm/ звинувачувати; вина
bloom (*v*) /bluːm/ квітнути (про квіти)
blossoming (*adj*) /'blɒsəmɪŋ/ квітучий
boarder on... (*v*) /'bɔːdə/ межувати з...
bombard (*v*) /'bɒmbɑːd/ закидати пистаннями
book a ticket замовляти білет
book-worm (*n*) /'bʊkwɜːm/ книжковий черв'як
borrow (*v*) /'bɒrəʊ/ позичати
bother (*v*) /'bɒðə/ турбувати
bottled up (*adj*) /'bɒtlɪd/ замкнутий
bottom (*n*) /'bɒtəm/ дно
boundary (*n*) /'baʊndrɪ/ кордон
bow (*v*) /baʊ/ кланятися
braces (*n*) /'breɪsɪz/ підтяжки
branch (*n*) /brɑːntʃ/ гілка; галузь
brand new абсолютно новий
break into blossom розквітати (про дерева)
breathtaking (*adj*) /'breθteɪkɪŋ/ захоплюючий подих
bridge (*n*) /brɪdʒ/ міст
brief (*adj*) /briːf/ короткий; стислий
brilliant (*adj*) /'brɪljənt/ блискучий
broadcast (*v*) /'brɔːdkɑːst/ транслювати по радіо/телебаченню
brochure (*n*) /'brəʊʃə/ брошура
bully (*v*) /'bʊli/ дражнити; знущатися
burst into applause вибухнути аплодисментами
button (*n*) /'bʌtn/ гудзик

Cc

at least принаймні
cable TV кабельне телебачення
cancel (*v*) /'kænsəl/ відмінити
career (*n*) /kə'riə/ кар'єра
carriage (*n*) /'kærɪdʒ/ – вагон
castle (*n*) /'kɑːsl/ замок
catching (*adj*) /'kæʃɪŋ/ захоплюючий
categorize (*v*) /'kætɪɡəraɪz/ класифікувати
cathedral (*n*) /kə'θiːdrəl/ собор
cave (*n*) /'keɪv/ печера
century (*n*) /'sentʃʊəri/ вік, століття
certificate /sə'tɪfɪkət/ посвідчення
change (*v*) /tʃeɪndʒ/ змінювати, міняти

channel (*n*) /'tʃænl/ канал
character trait риса характеру
characteristics (*n*) /'kærɪktə'rɪstɪks/ характеристики
characterize (*v*) /'kærɪktəraɪz/ характеризувати
charming (*adj*) /'tʃɑːmɪŋ/ чарівний
cheerful (*adj*) /'tʃiːəfʊl/ веселий; бадьорий
chestnut trees каштани
childhood (*n*) /'tʃaɪldhʊd/ дитинство
choice (*n*) /tʃɔɪs/ вибір
choir (*n*) /'kwaɪə/ хор
chronological succession хронологічна послідовність
church (*n*) /tʃɜːtʃ/ церква
circumstances (*n*) /'sɜːkəmstənsɪz/ обставини
citizen (*n*) /'sɪtɪz(ə)n/ житель
claim (*v*) /kleɪm/ стверджувати
clap hands плескати у долоні
clarinet (*n*) /'klærɪ'næt/ кларнет
climb (*v*) /klaɪm/ іти в гору
coach (*n, v*) /kəʊtʃ/ тренер, тренувати
coach potato телеман
coal (*n*) /kəʊl/ вугілля
coastline (*n*) /'kəʊstlaɪn/ берегова лінія
coin (*n*) /kɔɪn/ монета
collar (*n*) /'kɒlə/ комірець
collect (*v*) /kə'lekt/ збирати; колекціонувати
combine (*v*) /'kɒmbaɪn/ поєднувати
compare (*v*) /kəm'preə/ порівнювати
compartment (*n*) /kəm'paːtmənt/ купе
competition (*n*) /kəm'pɪtɪʃ(ə)n/ змагання
complete failure повний провал
complicated (*adj*) /'kɒmplɪkeɪtɪd/ складний
composer (*n*) /kəm'pəʊzə/ композитор
composition (*n*) /kəm'pəʊzɪʃ(ə)n/ твір
comprehend (*v*) /kəm'prɪ'hend/ сприймати
compulsory (*adj*) /kəm'pʌlsəri/ обов'язковий
concert (*n*) /kɒnsət/ концерт
conclusion (*n*) /kən'kluːzən/ висновок
condition (*n*) /kən'dɪʃ(ə)n/ умова
conductor (*n*) /kən'dʌktə/ диригент оркестру
confident (*adj*) /'kɒnfɪdənt/ впевнений
confirm (*v*) /kən'fɜːm/ підтверджувати
connect (*v*) /kə'nekt/ поєднувати
consequently (*adv*) /'kɒnsɪkwəntli/ як наслідок

consider (*v*) /kən'sɪdə/ вважати; припускати
contain (*v*) /kən'teɪn/ містити
contents (*n*) /'kɒntənts/ зміст
context (*n*) /'kɒntəkst/ контекст
contribute (*v*) /kən'trɪbjʊ(:)t/ робити внесок
contribution (*n*) /kɒn'trɪ'bju:ʃ(ə)n/ внесок
convention (*n*) /kən'venʃ(ə)n/ умовність; звичай
convey (*v*) /kən'veɪ/ передавати
cool (*adj*) /ku:l/ класний
cooperation (*n*) /kəʊpə'reɪʃən/ співпраця
cope (*v*) /kəʊp/ справлятися
cost (*v*) /kɒst/ коштувати
couple (*n*) /kʌpl/ пара
courageous (*adj*) /kə'reɪdʒəs/ сміливий
course of peace справа миру
court (*n*) /kɔ:t/ суд
coverage (*n*) /'kʌvərɪdʒ/ покриття
craft (*n*) /kra:ft/ ремесло
crazy (*adj*) /'kreɪzi/ божевільний
create (*v*) /kri'eɪt/ створювати
creativity (*n*) /kri:'eɪtɪvɪti/ творчість
crime (*n*) /kraɪm/ злочин
cross (*v*) /krɒs/ хрест
crowd (*n*) /kraʊd/ натовп
crown (*n*) /kraʊn/ корона
crucial (*adj*) /'kru:ʃəl/ вирішальний; ключовий
cruelty (*n*) /k'ruəlti/ жорстокий
culture (*n*) /'kʌltʃə/ культура
cunning (*adj*) /'kʌnɪŋ/ хитрий
curiosity (*n*) /kjuəri'ɒsɪti/ допитливість
current events останні події
curriculum (*n*) /kə'rɪkjʊləm/ програма
curtains (*n*) /'kɜ:tn/ завіса (в театрі)
cute (*adj*) /kju:t/ кмітливий; милий
importance (*n*) /ɪm'pɔ:təns/ важливість

Dd

daffodil (*n*) /'dæfədɪl/ нарцис
dark (*adj*) /da:k/ темний
date (*n,v*) /deɪt/ побачення; ходити на побачення
deaf (*n, adj*) /de:f/ глухий
deafening (*adj*) /'defnɪŋ/ дуже голосний; оглушливий
decision (*n*) /dɪ'sɪʒ(ə)n/ рішення
definition (*n*) /dɪfɪ'nɪʃən/ визначення
degree (*n*) /dɪgri:/ градус
delight (*n*) /dɪ'laɪt/ насолода

dense (*adj*) /dens/ щільний; густий
department (*n*) /dɪ'pɑ:tmənt/ відділення
departure (*n*) /dɪ'pɑ:tʃə/ від'їзд
depict (*v*) /də'pɪkt/ описувати
depth (*n*) /depθ/ глибина
description (*n*) /dɪ'skrɪpʃ(ə)n/ опис
deserve (*v*) /dɪ'zɜ:v/ заслуговувати
deskmate (*n*) /'deskmeɪt/ сусід по парті
dessert island безлюдний острів
destination (*n*) /də'stɪneɪʃ(ə)n/ місце призначення
destroy (*v*) /dɪ'strɔɪ/ знищувати
detention (*n*) /dɪ'tenʃ(ə)n/ затримка
develop (*v*) /dɪ'veləp/ розвивати
devote (*v*) /dɪ'vəʊt/ присвячувати
devoted (*adj*) /dɪ'vəʊtɪd/ відданий
diary (*n*) /'daɪəri/ щоденник
die (*v*) /daɪ/ помирати
die out вимирати
differ (*v*) /'dɪfə/ відрізнятися
digital TV цифрове телебачення
dignity (*n*) /'dɪgnɪti/ гідність
diligence (*n*) /'dɪlɪdʒəns/ старання
direct (*adj*) /daɪ'rekt/ прямий
direction (*n*) /daɪ'rekʃ(ə)n/ напрям
disabled people люди з обмеженими можливостями
disappear (*v*) /dɪ'sə'pɪə/ зникати
disappointing (*adj*) /dɪ'sə'pɔɪntɪŋ/ розчаровуючий
disease (*n*) /dɪ'zi:z/ хвороба
dish (*n*) /dɪʃ/ страва
dispute (*v, n*) /dɪ'spju:t/ диспутувати; диспути
distinguish (*v*) /dɪ'stɪŋɡwɪʃ/ розрізнявати
ditch (*n*) /dɪtʃ/ канава
diving (*n*) /'daɪvɪŋ/ занурення
division (*n*) /dɪ'vɪʒ(ə)n/ розподіл; ділення
documentary (*n*) /'dɒkjʊ'mentəri/ документальний фільм
domestic (*adj*) /də'mestɪk/ домашній
domestic news місцеві новини
double (*adj*) /'dʌbl/ подвійний
doubt (*n,v*) /daʊt/ сумнів; сумніватися
download from the Internet скачувати з інтернету
draught (*n*) /dra:ft/ засуха
drizzle (*n*) /dɪzrl/ мряка; дрібний дощик
drug(s) (*n*) /drʌɡ(z)/ наркотики
drum (*n*) /drʌm/ барабан
due to завдяки...
dull (*adj*) /dʌl/ нудний

Ee

each /iːtʃ/ кожний
eagle (n) /iːgl/ орел
earn (v) /zːn/ заробляти
editor (n) /'editə/ головний редактор газети
education (n) /edju(:)'keɪʃən/ освіта
effort (n) /'efət/ зусилля; спроба
elective (adj) /i'lektɪv/ вибірковий; необов'язковий
elicit (v) /i'lɪsɪt/ виділяти
embody (v) /ɪm'bɒdi/ втілювати; включати
embroidery (n) /ɪm'brɔɪdəri/ вишивання
emergency (n) /i'mɜːdʒənsi/ терміновість; невідкладність
empire (n) /'empaɪə/ імперія
employer (n) /ɪm'plɔɪə/ роботодавець
enchancing (adj) /ɪn'tʃɑːntɪŋ/ чаруючий
encode (v) /ɪn'kəʊd/ кодувати
encourage (v) /ɪn'kʌrɪdʒ/ підбадьорювати; заохочувати
end (v, n) /end/ закінчувати; кінець
endangered (adj) /ɪn'deɪndʒəd/ вимираючий
energetic (adj) /enə'dʒetɪk/ енергійний
enjoy (v) /ɪn'dʒɔɪ/ насолоджуватися
enormous (adj) /ɪ'nɔːməs/ величезний
enough (adv) /ɪ'nʌf/ достатньо
enroll (v) /ɪn'rəʊl/ записуватися
entertain (v) /entə'teɪn/ розважати
entrance (n) /'entrəns/ вхід
enumerate (v) /ɪ'njuːməreɪt/ перераховувати; перелічувати
envy (v, n) /'envi/ заздрити; заздрість
epitome (n) /ɪ'pɪtəmi/ уособлення
epoch (n) /iːpɒk/ епоха
equal (adj) /iːkwəl/ рівний
equality (n) /iːkwəlɪti/ рівність
equipment (n) /ɪ'kwɪpmənt/ обладнання
escape (v, n) /ɪs'keɪp/ втікати; втеча
essential (adj) /ɪ'senʃəl/ головний
establish (v) /ɪs'tæblɪʃ/ встановлювати; засновувати
ethnic (adj) /'eθnɪk/ етнічний
even (adv) /iːv(ə)n/ навіть
event (n) /ɪ'vent/ подія
evergreen (n) /'evəɡriːn/ вічнозелений
ever-living (adj) /'evə'lɪvɪŋ/ вічно живий; безсмертний
evoke feelings пробуджувати почуття
exact (adj) /ɪɡ'zækt/ точний

excellent (adj) /'eksələnt/ відмінний
exchange (v) /ɪks'tʃeɪndʒ/ обмінюватися
exhibition (n) /ekzɪ'bɪʃ(ə)n/ виставка
existence (n) /ɪɡ'zɪstəns/ існування
expand (v) /ɪks'pænd/ розширювати(ся)
expedition (n) /ekspɪ'dɪʃ(ə)n/ експедиція
expel (v) /ɪks'pel/ виключати; виганяти
experience (n, v) /ɪks'pɪəriəns/ досвід, мати досвід
explain (v) /ɪks'pleɪn/ пояснювати
explore (v) /ɪks'plɔː/ досліджувати
express (v) /ɪks'pres/ виражати
extract (n) /'ekstrækt/ уривок
extra-curriculum /'ekstrəkə'rɪkjʊləm/ позаурочний
extraordinary (adj) /ɪks'trɔːd(ə)n(ə)rɪ/ незвичайний
extremely (adv) /ɪks'triːmli/ надзвичайно

Ff

fable (n) /feɪbl/ байка
fabulous (adj) /'fæbjʊləs/ розкішний; казковий
false (n) /fəːls/ фальшивий
fame (n) /feɪm/ слава
familiarize (v) /fə'mɪljəraɪz/ знайомитися
famous (adj) /'feɪməs/ відомий
fan (n) /fæn/ вболівальник; фанат
fancy (n, v) /'fænsi/ уява; уявляти
fantasy books фантастика
far and wide /flɑːd/ далеко за межами
fascinating (adj) /'fæsmɪneɪtɪŋ/ чарівний
fault (n) /fəʊlt/ вина
favourable (adj) /'feɪvərəbl/ сприятливий
favourite (adj) /'feɪvərɪt/ улюблений
fee (n) /fiː/ плата
feedback (n) /'fiːdbæk/ зворотній зв'язок; зворотна реакція
feeling (n) /'fiːlɪŋ/ почуття
fertile (adj) /'fɜːtaɪl/ плодovitий
fiction (n) /'fɪkʃən/ художня література
final (adj) /'faɪn(ə)l/ фінальний; вирішальний
first and foremost передусім
firstly (adv) /'fɜːstli/ по-перше
first-rate (adj) /'fɜːst'reɪt/ першокласний; чудовий
flippers (n) /'flɪpəz/ ласта
floral (adj) /'flɔːrəl/ -квітковий
flour (n) /'flaʊə/ борошно
flourish (v) /'flaɪʃ/ процвітати
flower-studded вкритий квітами

Hh

flute (*n*) /flu:t/ флейта
foam (*n*) /fəʊm/ піна
folk (*adj*) /fəʊk/ народний
foreign (*adj*) /'fɔ:ɡɪn/ іноземний
foreign news іноземні новини
forever /fə'revə/ назавжди
fortress (*n*) /'fɔ:tris/ фортеця
founder (*n*) /'faʊndə/ засновник
fragrance (*n*) /'freɪɡrəns/ аромат
freedom (*n*) /'fri:dəm/ свобода
fresh (*adj*) /fref/ свіжий
friendship (*n*) /'frendʃɪp/ дружба
from cover to cover від початку і до кінця
fulfill (*v*) /fʊl'fɪl/ задовольняти; відповідати
full (*adj*) /fʊl/ повний
funny (*adj*) /'fʌni/ смішний

Gg

gallery (*n*) /'gæləri/ галерея
garlic (*n*) /'ɡa:lik/ часник
gem (*n*) /dʒem/ скарб
generation (*n*) /,dʒenə'reɪʃən/ покоління
genius (*n*) /'dʒi:njəs/ геній
genre (*n*) /zɑ:ŋr/ жанр
gentle (*adj*) /'dʒentl/ м'який; лагідний
geographical (*adj*) /dʒɪə'ɡræfɪkəl/ географічний
get drowned втопитися
ghost story страшна розповідь
giant (*adj*) /'dʒaɪənt/ гігант
glorify (*v*) /'glɔ:rifaɪ/ прославляти
glory (*n*) /'glɔ:ri/ слава
goal (*n*) /ɡəʊl/ ціль
golden (*adj*) /'ɡəʊldən/ золотий
gorgeous (*adj*) /'ɡɔ:ʒəs/ чудовий; розкішний
gossip (*v, n*) /'ɡɒsɪp/ пліткувати; плітки
graduate (*v*) /'ɡrædʒʊət/ закінчувати навчальний заклад
graduation (*n*) /,ɡrædʒʊ'eɪʃ(ə)n/ випуск в школі; закінчення навчального закладу
grateful (*adj*) /'ɡreɪtful/ вдячний
greedy (*adj*) /'ɡri:di/ жадібний
greet (*v*) /ɡri:t/ вітати
gripping (*adj*) /'ɡrɪpɪŋ/ захоплюючий
grown-up books книги для дорослих
guest (*n*) /ɡest/ гість
guide (*n*) /ɡaɪd/ гід; провідник
guitar (*n*) /ɡi'ta:/ гітара
guy (*n*) /ɡaɪ/ хлопець

handwriting (*n*) /'hændraɪtɪŋ/ почерк
harbour (*n*) /'hɑ:bə/ гавань; порт
hardship (*n*) /'hɑ:dʃɪp/ трудність
harmful (*adj*) /'hɑ:mful/ шкідливий
harmony (*n*) /'hɑ:məni/ гармонія
harp (*n*) /hɑ:p/ арфа
harvest (*n*) /'hɑ:vɪst/ врожай
hatred (*n*) /'heɪtrɪd/ ненависть
have in common мати спільне
health (*n*) /helθ/ здоров'я
heart (*n*) /hɑ:t/ серце
heartiest congrats сердечні вітання
heat (*n*) /hi:t/ спека
heaven (*n*) /'hevɪn/ небеса
heavy (*adj*) /'hevi/ важкий
height (*n*) /haɪt/ вершина
hereditary peer спадковий пер
heritage (*n*) /'herɪtɪdʒ/ спадок
hesitate (*v*) /'hezɪteɪt/ вагатися
high (*adj*) /haɪ/ високий
high-speed (*adj*) /haɪ spi:d/ високошвидкісний
honest (*adj*) /'ɒnɪst/ чесний
honour (*n*) /'ɒnə/ честь
hope (*v, n*) /həʊp/ сподіватися; сподівання
horse-riding їзда верхом
hospitable (*adj*) /'hɒspɪtəbl/ гостинний
huge (*adj*) /hju:ʒ/ величезний
human (*adj*) /'hju:mən/ людський
humanitarian (*adj*) /hju(:)mæni'teəriən/ гуманітарний
humid (*adj*) /'hju:mɪd/ вологий
humiliate (*v*) /hju(:)'mɪliet/ принижувати
humour (*n*) /h'ju:mə/ гумор
hundred /'hʌndrəd/ сто
hunter (*n*) /'hʌntə/ мисливець
hurt (*v*) /hɜ:t/ вдаряти; боліти
hymn (*n*) /hɪm/ гімн
hypnotize (*v*) /'hɪpnətaɪz/ гіпнотизувати

Ii

identify (*v*) /aɪ'dentɪfaɪ/ визначати
idle (*adj*) /'aɪdl/ безпечний
illustrate (*v*) /'ɪləstreɪt/ ілюструвати
image (*n*) /'ɪmɪdʒ/ образ
imagine (*v*) /ɪ'mædʒɪn/ уявляти
immediately (*adv*) /ɪ'mi:dʒətli/ одразу
immortal (*adj*) /ɪ'mɔ:tl/ безсмертний
impatient (*adj*) /ɪm'peɪʃənt/ нетерплячий

impeccable (*adj*) /ɪmˈpekəbl/ бездоганний
importance (*n*) /ɪmˈpɔːtəns/ важливість
impossible (*adj*) /ɪmˈpɒsɪbl/ неможливий
impress (*v*) /ɪmˈpres/ вражати
improve (*v*) /ɪmˈpruːv/ покращувати
impulse (*n*) /ɪmˈpʌls/ імпульс
in addition на додаток
in advance заздалегідь
in return взамін
include (*v*) /ɪnˈkluːd/ містити
incomparable (*adj*) /ɪnˈkɒmpərəbl/ незрівнянний
incredible (*adj*) /ɪnˈkredɪbl/ неймовірний
independent (*adj*) /ɪnˈdɪpendənt/ незалежний
industrious (*adj*) /ɪnˈdʌstriəs/ працьовитий
influence (*v, n*) /ɪnˈfluəns/ впливати; вплив
influential (*adj*) /ɪnˈfluːəntʃəl/ впливовий
informative (*adj*) /ɪnˈfɔːmətɪv/ інформативний
injustice (*n*) /ɪnˈdʒʌstɪs/ несправедливість
inner world внутрішній світ
innocent (*adj*) /ɪˈnəsənt/ невинний
innovative (*adj*) /ɪˈnɒvətɪv/ інноваційний
inside /ɪnˈsaɪd/ всередині
insist (*v*) /ɪnˈsɪst/ наполягати
inspiration (*n*) /ɪnˈspɪrətʃən/ натхнення
inspire (*v*) /ɪnˈspaɪə/ надихати
instead /ɪnˈsted/ замість
instruction (*n*) /ɪnˈstrʌkʃən/ інструкція
instrument (*n*) /ɪnˈstrʊmənt/ інструмент
intellectual (*adj*) /ɪnˈtɛktʃʊəl/ інтелектуальний
intend (*v*) /ɪnˈtend/ мати намір
interdependent (*adj*) /ɪntəˈdɪpendənt/ взаємопов'язаний
interfere (*v*) /ɪntəˈfɪə/ втручатися
interpret (*v*) /ɪnˈtɜːprɪt/ інтерпретувати
intriguing (*adj*) /ɪnˈtriːɡɪŋ/ інтригуючий; захоплюючий
introduction (*n*) /ɪnˈtrɒdʌkʃən/ вступ
invent (*v*) /ɪnˈvent/ винаходити
invent (*v*) /ɪnˈvent/ винаходити
involve (*v*) /ɪnˈvɒlv/ включати, містити; залучати
iron (*n*) /ˈaɪən/ залізо
irresistible (*adj*) /ɪrɪˈzɪstəbl/ нестримний; непереборний
irrespective of... незалежно від...

island (*n*) /ˈaɪlənd/ острів
issue (*n*) /ˈɪʃuː/ випуск; видання

Jj

jazz (*n*) /dʒæz/ джаз
jealous (*adj*) /ˈdʒeləs/ ревнивий
jeans (*n*) /dʒiːnz/ джинси
jewelry (*n*) /ˈdʒuːəlri/ коштовність
join (*v*) /dʒɔɪn/ долучатися
joke (*n*) /dʒɔk/ жарт
journalist (*n*) /ˈdʒɜːnəlɪst/ журналіст
journey (*n*) /ˈdʒɜːni/ подорож
joy (*n*) /dʒɔɪ/ радість
judge (*v, n*) /ˈdʒʌdʒ/ судити; суддя
judgment (*n*) /ˈdʒʌdʒmənt/ судження; думка
jump (*v*) /dʒʌmp/ стрибати
jumper (*n*) /ˈdʒʌmpə/ джемпер
jungle (*n*) /ˈdʒʌŋɡl/ джунглі
junior (*adj*) /ˈdʒuːnjə/ молодший
just the reverse як раз навпаки
justice (*n*) /ˈdʒʌstɪs/ справедливість

Kk

keepsake (*n*) /ˈkiːpsɛk/ сувенір на згадку
key events ключові події
kindergarden (*n*) /ˈkændəˈgaːdn/ дитячий садок
king (*n*) /kɪŋ/ король
knee-deep до коліна
knight (*n*) /naɪt/ лицар
knitting (*n*) /ˈnɪtɪŋ/ в'язання
knock (*v, n*) /nɒk/ стукати; стук
knowledge (*n*) /ˈnɒlɪdʒ/ знання

Ll

labour (*n*) /ˈleɪbə/ праця
lace shoes зашнуровувати черевики
lamenting (*adj*) /ləˈmentɪŋ/ жалібний; сумний
landmark (*n*) /ˈlændmɑːk/ віха
latecomer (*n*) /ˈleɪtˈkʌmə/ той, хто спізнився
latitude (*n*) /ˈlætɪtjuːd/ широта
laugh (*v, n*) /lɑːf/ сміятися; сміх
launch (*v*) /lɔːnʃ/ запускати
lazy (*adj*) /ˈleɪzi/ лінивий
leader (*n*) /ˈliːdə/ лідер
leaflet (*n*) /ˈliːflɪt/ листівка
leave alone залишати у спокої
leek (*n*) /liːk/ цибуля-порей
left (*adj*) /left/ лівий

legend (n) /'ledʒənd/ легенда
leisure time дозвілля
level (n) /'levl/ рівень
librarian (n) /laɪ'breəriən/ бібліотекар
library (n) /'laɪbrəri/ бібліотека
life-like (adj) /'laɪflaɪk/ життєвий
lifetime dream мрія усього життя
like-minded (adj) /'laɪk'maɪndɪd/ одноду-
 мець
limerick (n) /'lɪməɪk/ лімерик; жартів-
 ливий вірш
line (n) /laɪn/ рядок
link (v, n) /lɪnk/ з'єднувати; ланка
literacy (n) /'lɪtərəsi/ письменність; гра-
 мотність
literature (n) /'lɪtərɪʃə/ література
local (adj) /'ləʊkəl/ місцевий
loss (n) /lɒs/ втрата
low (adj) /ləʊ/ низький
luckily (adv) /'lʌkɪli/ на щастя
lyrical (adj) /'lɪrɪkəl/ ліричний
lyrics (n) /'lɪrɪks/ текст пісні

Mm

magazine (n) /'mæɡə'ziːn/ журнал
magic (adj) /'mædʒɪk/ магічний
major (adj) /'meɪdʒə/ основний; голо-
 вний
majority (n) /mə'dʒɔrɪti/ більшість
mankind (n) /'mæn'kaɪnd/ людство
manuscript (n) /'mænʃuskrɪpt/ рукопис
marble (n, adj) /'mɑːbl/ мармур; марму-
 ровий
mascot (n) /'mæskət/ талісман
masterpiece (n) /'mɑːstəpiːs/ шедевр
mature (adj) /mə'tjʊə/ зрілий
meadow (n) /'medəʊ/ луг
meaning (n) /'miːnɪŋ/ значення
means of transport транспортні засоби
medicine (n) /'medsɪn/ ліки
melodious (adj) /mə'ləʊdiəs/ мелодійний
member (n) /'membə/ член
membership (n) /'membəʃɪp/ членство
memorable (adj) /'memərəbl/ незабутній
mental (adj) /'mentl/ ментальний; розу-
 мовий
mention (v) /'menʃ(ə)n/ згадувати; за-
 значати
mercy (n) /'mɜːsi/ пощада
merit (n) /'merɪt/ заслуга
message (n) /'mesɪdʒ/ повідомлення; по-
 слання

middle ages Середньовіччя
military (n, adj) /'mɪlɪtəri/ військовий;
 воєнний
mill (n) /mɪl/ млин
mineral resources корисні копалини
miracle (n) /'mɪrəkl/ диво
mischievous (adj) /'mɪʃɪvəs/ неслухня-
 ний
miss a chance втрачати можливість
miss sb badly дуже сумувати за кимось
mistake (n) /'mɪs'teɪk/ помилка
modern (adj) /'mɒdən/ сучасний
monastery (n) /'mɒnəstəri/ монастир
month (n) /mʌnθ/ місяць
mosquitoes (n) /mɒs'kiːtəʊz/ комари
motherland (n) /'mʌðələnd/ батьківщи-
 на
movement (n) /'muːvmənt/ рух
multicultural (adj) /ˌmʌltɪ'kʌltʃərəl/ бага-
 токультурний
murder (n, v) /'mɜːdə/ вбивство, вбивати
musician (n) /'mju(:)zɪʃən/ музикант
mutual (adj) /'mjuːtʃuəl/ спільний
mystery (n) /'mɪstəri/ таємниця

Nn

narrative (n, adj) /'nærətɪv/ оповідання;
 оповідальний
nation (n) /'neɪʃ(ə)n/ нація
native (n, adj) /'neɪtɪv/ рідний; уродже-
 нець
nature (n) /'neɪʃə/ природа
naughty (adj) /'nɔːti/ неслухняний
necessity (n) /'nɪ'sesɪti/ необхідність
need (v, n) /niːd/ мати потребу; відчу-
 вати необхідність
negative (adj) /'negətɪv/ негативний
neglect (v) /'nɪ'glekt/ нехтувати
neighbour (n) /'neɪbə/ сусід
nervous (adj) /'nɜːvəs/ нервовий
never (adv) /'nevə/ ніколи
nevertheless /nevəðə'les/ тим не менш
newcomer (n) /'njuːkʌmə/ новачок
newspaper (n) /'njuːzpeɪpə/ газета
next (adj) /nekst/ наступний
night (n) /naɪt/ ніч
noble (adj) /'nəʊbl/ благородний
novel (n) /'nɒvəl/ роман
novelty (n) /'nɒvəlti/ - новизна
nowadays /'naʊədeɪz/ в наш час
number one номер один
numerous (adj) /'njuːmərəs/ численний

Oo

obey (*v*) /ə'bei/ підкорятися; слухати
object to... (*v*) /'ɒbdʒekt/ заперечувати проти...
observe (*v*) /əb'zɜ:v/ спостерігати
obsession (*n*) /əb'seɪʃ(ə)n/ нав'язлива ідея
obvious (*adj*) /'ɒvviəs/ вірогідний
occupy (*v*) /'ɒkjupaɪ/ займати
ocean (*n*) /'eɪʃ(ə)n/ океан
oil (*n*) /ɔɪl/ нафта
omelet (*n*) /'ɒmlɪt/ омлет
once (*adv*) /wʌns/ одного разу
open-hearted (*adj*) /'əʊpən'hɑ:tɪd/ від-критий душею
opera (*n*) /'ɒpərə/ опера
opinion (*n*) /ə'pɪnjən/ думка; погляд
opposite (*adj*) /'ɒpəzɪt/ протилежний
oppressive (*adj*) /ə'presɪv/ гнітючий
orchestra (*n*) /'ɔ:kɪstrə/ оркестр
original (*adj*) /ə'rɪdʒɪn(ə)l/ оригінальний
originate from... походити від...
orphan (*n*) /'ɔ:fən/ сирота
otherwise (*adv*) /'lðəwaɪz/ інакше
outing (*n*) /'aʊtɪŋ/ прогулянка за межі міста
outline (*v, n*) / 'aʊtlam/ складати план; план
outstanding (*adj*) /aʊt'stændɪŋ/ визнач-ний
outwit (*v*) /aʊt'wɪt/ перехитрити; обду-рити
overcome (*adj*) /əʊvə'klam/ подолати
overwhelming (*adj*) /əʊvə'welmlɪŋ/ пере-важний; безмежний

Pp

page by page сторінка за сторінкою
pail (*adj*) /peɪl/ відро
palace (*n*) /'pælɪs/ палац
parent (*n*) /'peərənt/ батько, мати
participate (*v*) /pɑ:'tɪsɪpeɪt/ брати участь
passenger (*n*) /'pæsɪndʒə/ пасажир
passion (*n*) /'pæʃən/ пристрасть
pasture (*n*) /'pɑ:sʃə/ пасовище
patron (*n*) /'peɪtrən/ покровитель
patron saint святий покровитель
pauper (*n*) /'pɔ:pə/ жебрак
pave the wave прокладати дорогу
pay tribute віддавати належне
peaceful (*adj*) /'pi:sfʊl/ мирний
peace-loving (*adj*) /'pi:s,lʌvɪŋ/ миролюб-ний

peer (*n*) /pɪə/ одноліток
peninsula (*n*) /pɪ'nɪnsjʊlə/ півострів
pen-name псевдонім
perish (*v*) /'perɪʃ/ зникати
permit (*v*) /pə'mɪt/ дозволяти
persistence (*n*) /pə'sɪstəns/ наполегли-вість
persuade (*v*) /pə'sweɪd/ переконувати
pessimistic (*adj*) /pɛsɪ'mɪstɪk/ песиміс-тичний
phantom (*n*) /'fæntəm/ привид
philosopher (*n*) /fɪ'lɒsəfə/ філософ
picturesque (*adj*) /'pɪktʃə'resk/ мальовни-чий
plain (*adj*) /pleɪn/ простий
plead (*v*) /pli:d/ благати
pleasure (*n*) /'pleɪzə/ задоволення
plum (*n*) /pləm/ слива
pneumonia (*n*) /nju(:)'meɪnjə/ пневмонія
pocket (*n*) /'pɒkɪt/ кишеня
polite (*adj*) /pə'laɪt/ ввічливий
popular (*adj*) /'pɒpjʊlə/ популярний
population (*n*) /pɒpjʊ'leɪʃ(ə)n/ населення
populous (*adj*) /'pɒpjʊləs/ густонаселений
positive (*adj*) /'pɒzətɪv/ позитивний
postman (*n*) /'pəʊstmən/ поштар
powerful (*adj*) /'paʊəfʊl/ сильний
precious (*adj*) /'preʃəs/ цінний
precise (*adj*) /pri'saɪz/ точний
predict (*v*) /prɪ'dɪkt/ прогнозувати
prefer (*v*) /prɪ'fɜ:/ надавати перевагу
preference (*n*) /pre'fərəns/ вподобання
pre-school education дошкільне нав-чання
preserve (*v*) /prɪ'zɜ:v/ зберігати
prestigious (*adj*) /pre'stɪdʒəs/ престиж-ний
prevent (*v*) /prɪ'vent/ запобігати; попе-реджати
previous (*adj*) /'pri:vɪəs/ попередній
pride (*n,v*) /praɪd/ гордість; пишатися
priest (*n*) /pri:st/ священник
primary education початкове навчання
private (*adj*) /'praɪvɪt/ приватний
probably (*adv*) /'prɒbəbli/ вірогідно
prominent (*adj*) /'prɒmɪnənt/ видатний
promising (*adj*) /'prɒmɪʃɪŋ/ багатообіця-ючий; перспективний
prompt (*n*) /prɒmpt/ підказка
proper (*adj*) /'prɒpə/ властивий
prose (*n*) /prəʊz/ проза
protect (*v*) /prə'tekt/ захищати
proud (*adj*) /praʊd/ гордий

proximity (*n*) /prɒk'simɪti/ приблизність
publish (*v*) /'pʌblɪʃ/ публікувати
punctual (*adj*) /'pʌŋktʃuəl/ пунктуальний
purpose (*n*) /'pɜ:pəs/ ціль
puzzle (*v, n*) /'pʌzl/ спантеличувати; за-
 гадка

Qq

quality (*n*) /'kwɒlɪti/ якість
quality time вільний час
question (*n, v*) /'kwesʃən/ питання, ста-
 вити питання
quote (*v, n*) /kwəʊt/ цитувати; цитата
quiet (*adj*) /'kwaɪət/ тихий
queen (*n*) /kwi:n/ королева
quarrel (*n*) /'kwɒrəl/ сварка
qualification (*n*) /'kwɒlɪfɪ'keɪʃ(ə)n/ квалі-
 фікація
queue (*n*) /kju:/ черга
quiz show (*n*) /kwɪz ʃəʊ/ вікторина
quality paper якісна газета

Rr

rack one's brains напружувати мізки
radio station радіо станція
rag(s) (*n*) /rægz/ лахміття
range (*n*) /reɪndʒ/ різноманітність
ranger (*n*) /'reɪndʒə/ лісник
rank (*v*) /ræŋk/ розподіляти
rapid (*adj*) /'ræpɪd/ стрімкий; швидкий
rather (*adv*) /'rɑ:ðə/ скоріше; радше
ray (*n*) /reɪ/ промінь
read at a gulp 'проковтнути' книгу
reading room читальна зала
realm (*n*) /reɪlm/ королівство; царство
reason (*n*) /'ri:zən/ причина
reassure (*v*) /,ri:ʃʊə/ переконувати
rebel (*v*) /rɪ'bel/ повставати
receive (*v*) /rɪ'si:v/ отримувати
recently (*adv*) /'ri:s(ə)ntli/ нещодавно
recently (*adv*) /'ri:s(ə)ntli/ нещодавно
recognize (*v*) /'rekəɡnaɪz/ впізнавати
record (*n*) /'rɪkɔ:d/ запис (звук, зобра-
 ження)
reference book довідник
reflection (*n*) /rɪ'flekʃ(ə)n/ відображення
refuge (*n*) /'refju:dʒ/ схованка; притулок
refuse (*v*) /rɪ:'fju:z/ відмовляти
regret (*v*) /rɪ'ɡret/ жалкувати
regular reader постійний читач
regularly (*adv*) /'regjʊləli/ регулярно
reign (*v*) /reɪn/ правити

relationship (*n*) /rɪ'leɪʃ(ə)nʃɪp/ відно-
 шення
relax (*v*) /rɪ'læks/ відпочивати; розсла-
 блятися
reliable (*v*) /rɪ'laɪəb(ə)l/ надійний
religion (*n*) /rɪ'lɪdʒən/ релігія
reluctance (*n*) /rɪ'lʌktəns/ небажання; опір
remarkable (*adj*) /rɪ'mɑ:kəbl/ визначний
remember (*v*) /rɪ'membə/ пам'ятати
remind (*v*) /rɪ'maɪnd/ нагадувати
render (*v*) /'rendə/ передавати (іншими
 словами)
renewed (*adj*) /rɪ'nju:d/ оновлений
renowned (*adj*) /rɪ'naʊnd/ прославлений
repertoire (*n*) /'rɪpə'twa:/ репертуар
reply (*n*) /rɪ'plai/ репліка; відповідь
reporter (*n*) /rɪ'pɔ:tə/ репортер
represent (*v*) /,rɛprɪ'zent/ представляти
 (у якому-небудь аспекті)
reproduce (*v*) /rɪ'prɒ'dju:s/ відтворювати
reputation (*n*) /,rɛpju(:)'teɪʃ(ə)n/ репутація
request (*v*) /rɪ'kwest/ прохання
require (*v*) /rɪ'kwaɪə/ вимагати
resemblance (*n*) /rɪ'zembləns/ поді-
 бність; схожість
resistance (*n*) /rɪ'zɪstəns/ опір; протидія
respect (*v, n*) /rɪ'spekt/ поважати; повага
responsible (*adj*) /rɪ'spɒnsɪbl/ відпові-
 дальний
rest home дім відпочинку
restore (*v*) /rɪ's'tɔ:/ відновлювати
restriction (*n*) /rɪ's'trɪkʃ(ə)n/ обмеження
retire (*v*) /rɪ'taɪə/ виходити у відставку
retired (*adj*) /rɪ'taɪəd/ відставний
revolutionize (*v*) /,rɪvə'lju:ʃ(ə)naɪz/ рево-
 люціонізувати
rhythmic (*adj*) /'rɪðmɪk/ ритмічний
right (*adj*) /raɪt/ правий
roam (*n*) /rəʊm/ блукати; мандрувати
roller coasters американські гірки
romantic (*adj*) /rəʊ'mæntɪk/ романтичний
rough sea неспокійне море
route (*n*) /ru:t/ маршрут
row (*n*) /rəʊ/ ряд
rule (*n*) /ru:l/ правило

Ss

shadow (*n*) /'ʃædəʊ/ тінь
suddenly (*adv*) /'sʌd(ə)nli/ раптом
successful (*adj*) /sək'sesfʊl/ успішний
style (*n*) /stɑɪl/ стиль

Vocabulary

- soul** (*n*) /səʊl/ душа
several /'sevrəl/ декілька
separate (*v*) /'sepəreɪt/ розділяти
spring to one's feet підхопитися на ноги
silver (*adj*) /'sɪlvə/ срібний
sound (*v, n*) /'saʊnd/ звучати; звук
special (*adj*) /'speʃ(ə)l/ особливий
silence (*n*) /'saɪləns/ мовчання
solar system сонячна система
serious (*adj*) /'sɪrɪəs/ серйозний
skill (*n*) /skɪl/ уміння
socialize (*v*) /'səʊʃəlaɪz/ спілкуватися
suitable (*adj*) /'sju:təbl/ підходящий
stupid (*adj*) /'stju:pɪd/ дурний
stick to principles дотримуватися принципів
sorrow (*n*) /'sɒrəʊ/ сум
supportive (*adj*) /sə'pɔ:tɪv/ підтримуючий
sincere (*adj*) /sɪn'sɪə/ відвертий
shy (*adj*) /ʃaɪ/ сором'язливий
shoulder to cry on “надійне плече”
statement (*n*) /'steɪtmənt/ твердження
sack (*n*) /sæk/ мішок
sheep (*n*) /ʃi:p/ вівця
selfish (*adj*) /'selfɪʃ/ egoїстичний
scientific (*adj*) /ˌsaɪən'tɪfɪk/ науковий
sightseeing tour тур визначними місцями
stream (*n*) /stri:m/ струмок
safe and sound цілий і неушкоджений
stuntman (*n*) /'stʌntmən/ гонщик; дублер
solution (*n*) /sə'lu:ʃ(ə)n/ вирішення
swallow (*v*) /'swɒləʊ/ ковтати
squander (*v*) /'skwɒndə/ витрачати
slavery (*n*) /'sleɪvəri/ рабство
summary (*n*) /'sʌməri/ короткий зміст
suggest (*v*) /sə'dʒest/ пропонувати
space (*n*) /speɪs/ простір; космос
strengthen (*v*) /'streŋθən/ підсилювати
steamboat (*n*) /'sti:mbəʊt/ пароплав
sympathetic (*adj*) /ˌsɪmpə'θetɪk/ співчуваючий
storyteller (*n*) /'stɔ:ri:telə/ оповідач
sailor (*n*) /'seɪlə/ моряк
survive (*v*) /sə'vaɪv/ виживати
share (*v, n*) /ʃeə/ ділити
speech (*n*) /spi:tʃ/ – мова; промова
satisfaction (*n*) /ˌsætɪs'fækʃ(ə)n/ задоволення
spoil (*v*) /spɔɪl/ псувати
struggle (*v, n*) /'strʌgl/ боротися; боротьба
specify (*v*) /'spesɪfaɪ/ уточнити
shade (*n*) /ʃeɪd/ тінь
sweet tooth пристрась до солодкого
souvenir (*n*) /'su:vənɪə/ сувенір
shriek (*v, n*) /'fri:k/ вищання; вереск
switch on вмикати
stage (*n*) /steɪdʒ/ сцена
spontaneous (*adj*) /spɒn'teɪnjəs/ спонтанний
spectator (*n*) /spɛk'teɪtə/ глядач
spot (*n*) /spɒt/ місце
sunbathe (*v*) /'sʌn.beɪð/ загоряти
scuba diving занурюватися з аквалангом
sight (*n*) /saɪt/ визначне місце
similarity (*n*) /ˌsɪmɪ'lærɪti/ подібність
seasick той, який страждає морською хворобою
species (*n*) /'spi:ʃi:z/ види
surround (*v*) /sə'raʊnd/ оточувати
soil (*n*) /sɔɪl/ ґрунт
scenery (*n*) /'si:nəri/ пейзаж
security (*n*) /sɪ'kjʊərɪti/ безпека
sidewalk singer вуличний співак
supernatural (*adj*) /ˌsju:pə'nætʃrəl/ надприродний
sample (*n*) /'sɑ:mpl/ приклад
seldom (*adv*) /'seldəm/ рідко
secondary education середня освіта
single-sex (*adj*) /'sɪŋɡlseks/ одностатевий
scholarship (*n*) /'skɒləʃɪp/ стипендія
suspension (*n*) /səs'penʃ(ə)n/ призупинення
staff (*n*) /stɑ:f/ персонал
subscribe to... /səb'skraɪb/ підписуватися на...
satellite TV супутникове телебачення
shamrock (*n*) /'ʃæmrɒk/ трилисник
shield (*n*) /ʃi:ld/ щит
sward (*n*) /swɔ:d/ меч
suburb (*n*) /'sʌbɜ:b/ передмістя

Tt

- tabloid** (*n*) /'tæblɔɪd/ малоформатна, бульварна газета
tailcoat (*n*) /'teɪl'keɪt/ смокінг
talent (*n*) /'tælənt/ талант
talented (*adj*) /'tæləntɪd/ талановитий
tan (*n*) /tæn/ засмага
taste (*v, n*) /teɪst/ коштувати; смак
team (*n*) /ti:m/ команда

Uu

technology (*n*) /tek'nɒlədʒi/ технологія
teenager (*n*) /'tiːnɛɪdʒə/ підліток
temperate (*adj*) /'tempərɪt/ помірний
tempting (*adj*) /'temptɪŋ/ спокусливий
tender (*adj*) /'tendə/ ніжний
tense (*adj*) /tens/ напружений
tent (*n*) /tent/ палатка
testament (*n*) /'testəmənt/ заповіт
theater (*n*) /'θiətə/ театр
thereafter (*adv*) /ðeə'ɑːftə/ після цього
thirst (*n*) /θɜːst/ жага
thistle (*n*) /'θɪsl/ чортополох
thoroughly (*adv*) /'θʌrəli/ ретельно
thousand (*n*) /'θaʊzənd/ тисяча
thread (*n*) /θred/ нитка
thrilling (*adj*) /'θrɪlɪŋ/ хвилюючий
through /θruː/ через
ticket (*n*) /'tɪkɪt/ білет
tight (*adj*) /taɪt/ вузький
timid (*adj*) /'tɪmɪd/ сором'язливий
tiresome (*adj*) /'taɪəsəm/ втомлюючий
title (*n*) /'taɪtl/ заголовок
together /tə'geðə/ разом
tomorrow (*adv*) /tə'mɒrəʊ / завтра
torch (*n*) /tɔːʃ/ ліхтарик
tower (*n*) /'taʊə/ вежа
townspeople (*n*) /'taʊnzpiːpl/ місцеві жителі
trade (*v, n*) /treɪd/ торгувати; тогівля
tradition (*n*) /trə'dɪʃ(ə)n/ традиція
train (*n*) /treɪn/ потяг
transport (*v*) /'trænsɜːt/ транспорт
travelling (*n*) /'træv(ə)lɪŋ/ подорожування
treasure (*n*) /'treʒə/ скарб
treat (*n*) /tri:t/ задоволення
tremendous (*adj*) /tri'mendəs/ величезний
trendy clothes модний одяг
trident (*n*) /'traɪdənt/ тризубець
trinity (*n*) /'trɪnɪti/ триєдність
trip (*n*) /trip/ /trɪp/ подорож
triumph (*n*) /'traɪəmf/ тиумф
trouble (*n*) /'trʌbl/ неприємність; біда
trumpet (*n*) /'trʌmpɪt/ труба
trust (*v, n*) /trʌst/ довіряти; довіра
truth (*n*) /truːθ/ правда
turtle (*n*) /'tɜːtl/ черепаха
twice (*adv*) /twais/ два рази
type (*n*) /taɪp/ тип
typical (*adj*) /'tɪpɪk(ə)l/ типовий

ugly (*adj*) /ʌgli/ страшний
unchallenged leader лідер, якому немає рівних
uncle (*n*) /ʌnkl/ дядько
underline (*v*) /'ʌndəlaɪn/ підкреслювати
understandable (*adj*) /ʌndə'stændəbl/ зрозумілий
unexpected (*adj*) /ʌnɪks'pektɪd/ неочікуваний
unfading (*adj*) /ʌn'feɪdɪŋ/ нев'янучий
unforgettable (*adj*) /ʌnfə'getəbl/ незабутній
uniform (*n*) /'juːnɪfɔːm/ форма
unique (*adj*) /juː'niːk/ унікальний
unity (*n*) /'juːnɪti/ єдність
universal (*adj*) /juːnɪ'vɜːsəl/ загальноприйнятний; універсальний
until /ən'tɪl/ доки
uplifting (*adj*) /ʌp'lɪftɪŋ/ такий, що покращує настрої
up-to-date (*adj*) /ʌptə'deɪt/ сучасний
urban (*adj*) /'zːbən/ місцевий
urgent (*adj*) /'zːdʒənt/ терміновий
useful (*adj*) /'juːsfʊl/ корисний
usual (*adj*) /'juːʒʊəl/ звичайний

Vv

vacant (*adj*) /'veɪkənt/ вільний
vague (*v*) /veɪg/ невизначений; неясний
valley (*n*) /'væli/ долина
value (*n*) /'væljuː/ цінність
variation (*n*) /ˌveəri'eɪʃən/ варіант
vary (*v*) /'veəri/ варіюватися
vegetables (*n*) /'vedʒɪtəblz/ овочі
verse (*n*) /vɜːs/ вірш
version (*n*) /'vɜːʃ(ə)n/ версія
victim (*n*) /'vɪktɪm/ жертва
viewpoint (*n*) /'vjʊːpɔɪnt/ точка зору
village (*n*) /'vɪlɪdʒ/ село
violence (*n*) /'vaɪələns/ жорстокість; насильство
violin (*n*) /ˌvaɪə'liːn/ скрипка
visit (*v*) /'vɪzɪt/ відвідувати
vocalist (*n*) /'vəʊkəlɪst/ вокаліст
voice (*n*) /vɔɪs/ голос
volume (*n*) /'vɒljʊm/ том
vote (*v*) /vəʊt/ голосувати
voyage (*n*) /'vɔɪdʒ/ морська подорож
vulgar (*adj*) /'vʌlgə/ грубий

Ww

waistcoat (*n*) /'weɪskəʊt/ жилет
wait (*v*) /weɪt/ чекати
wake up (*v*) /weɪk ʌp/ прокидатися
wall (*n*) /wɔːl/ стіна
war (*n*) /wɔː/ війна
waste (*v*) /weɪst/ витратити
watch (*v*) /wɒtʃ/ спостерігати
waterway /'wɔːtəweɪ/ водний шлях
wave (*n*) /weɪv/ хвиля
way (*n*) /weɪ/ шлях
weak point слабе місце
weaken (*v*) /'wiːk(ə)n/ послаблювати
wealth (*n*) /welθ/ багатство
wear (*v*) /weə/ носити
weather (*n*) /'weðə/ погода
weekly щотижнева газета
weight (*n*) /weɪt/ вага
welcome (*v*) /'welkəm/ вітати; привітно
 приймати
well-illustrated добре ілюстрований
well-known (*adj*) /wel'nəʊn/ добре відомий
well-loved (*adj*) /wel'lʌvd/ улюблений
well-read (*adj*) /wel'red/ начитаний
well-stocked (*adj*) /wel stɒkt/ добре
 укомплектований
wet (*adj*) /wet/ сирий; вологий
whatever you say щоб ти не казав
whole (*adj*) /həʊl/ цілий
whole-heartedly /'həʊl'haːtɪdli/ від усього
 серця
wide (*adj*) /waɪd/ широкий
wide-brimmed straw hat солом'яний ка-
 пелюх з широкими полями

widely recognized широко відомий; за-
 гально визнаний
wild (*adj*) /waɪld/ дикий
wildlife (*n*) /'waɪldlaɪf/ дика природа
willingly (*adv*) /'wɪlɪŋli/ охоче
win (*v*) /wɪn/ вигравати
windsurfing (*n*) /'wɪnd,sɜːfɪŋ/ віндсер-
 фінг
windy (*adj*) /'wɪndi/ вітряний
wing (*n*) /wɪŋ/ крило
wisdom (*n*) /'wɪzdəm/ мудрість
wish (*n,v*) /wɪʃ/ бажання; бажати
without (*adv*) /wɪ'ðaʊt/ без
wizard (*n*) /'wɪzəd/ чарівник
wood (*n*) /wud/ ліс
woodcutter (*n*) /'wud,kʌtə/ лісоруб
woodpecker (*n*) /'wud,pɛkə/ дятел
wool (*n*) /wul/ вовна
world (*n*) /wɜːld/ світ
worldwide (*adj*) /,wɜːld'waɪd/ світовий
worldwide reputation всесвітня слава
wrong (*adj*) /rʊŋ/ невірний

Yy

yacht (*n*) /jɒt/ яхта
yesterday (*adv*) /'jestədeɪ/ вчора
young (*adj*) /jʌŋ/ молодий
youth (*n*) /juːθ/ молодість

Zz

zero (*n*) /'ziərəʊ/ нуль
zits (*n*) /zɪts/ прищі
zone (*n*) /zəʊn/ зона

Keys to the Test Files

Unit 1.

A. Use of English

I. 1 c; 2 b; 3 d; 4 b; 5 a; 6 c; 7 a; 8 b; 9 d; 10 b.

II. 1. decisions; 2. unreliable; 3. supportive; 4. devoted; 5. discouraging; 6. insincere.

B. Reading

1 - ; 2 - ; 3 +; 4 +; 5 +; 6 - ; 7 + ; 8 - .

C. Listening

1 c; 2 b; 3 a; 4 b; 5 a; 6 c.

Unit 2.

A. Use of English

1. If/when I feel tired and exhausted, I won't work anymore.

2. If you don't come home at 10 p.m., Mum will close the door.

3. If you don't buy a dictionary, I will borrow one from the library.

4. If the traffic is too heavy in the morning, I won't go to work by car.

5. If he feels better tomorrow, he will take part in the competition.

6. If Ann has straight A's, she won't retake her exams.

7. If Helen works hard, she will be a top pupil.

8. If you switch on the TV set, it will be out of order.

9. If I do well on my test, I will get a high grade.

10. If Mike stays after classes, he will attend the meeting of the drama club.

II. 1. up; 2. at; 3. at; 4. into; 5. with; 6. of; 7. by; 8. to; 9. about; 10. to.

B. Reading

1 T; 2 T; 3 F; 4 T; 5 F; 6 F; 7 T; 8 T; 9 F; 10 F

C. Listening

1 a; 2 c; 3 b; 4 c; 5 b.

Unit 3.

A. Use of English

I. 1 C; 2 B; 3 D; 4 B; 5 A; 6 D; 7 B; 8 A; 9 D; 10 D.

II. 1. adventurous; 2. impression; 3. inventive; 4. imagination; 5. enjoyable; 6. collection.

B. Reading

1 C; 2 A; 3 G; 4 E; 5 F; 6 B.

C. Listening

2; 3; 4; 6; 7.

Unit 4

A. Use of English

I. 1. read/will learn; 2. will join/look through; 3. will have/buy; 4. will feel/doesn't know; 5. will surf/am; 6. is/will; 7. will/doesn't do; 8. rely/will lose; 9. come; 10. comes/will break.

II. 1. to raise spirits; 2. put on the news; 3. the Internet user; 4. a cookery show; 5. He is a good TV conductor. 6. webcam; 7. website; 8. welcome the news; 9. I am a regular televiewer. 10. on the box.

B. Reading 1. stamps; 2. to put together; 3. Alex wasn't in touch for a long time; 4. into a new apartment; 5. Her flat is absolutely dirty. 6. Brian the Whine helped Rosie to put everything in order. 7. Brian the Whine was created for scraping mould and sanding floors. 8. Rosie has a teenage daughter.

C. Listening

1 F; 2 T; 3 T; 4 T; 5 T; 6 T; 7 F; 9 T; 10 F.

Unit 5.

A. Use of English

I. 1 A; 2 B; 3 D; 4 B; 5 C; 6 C; 7 B; 8 A; 9 A; 10 B.

II. 1. John asked if I would listen to that piece of music. 2. He told me that I must switch on the tape-recorder first than listen to my favourite music piece. 3. She asked herself if she would see that singer again soon. 4. Ann asked her friends to go to the concert with her. 5. Helen told me not to listen to that awful stuff. 6. Bill wondered why Ann was late for the concert. 7. Boris advised Nelly not to judge Mark's music. 8. My dad ordered me to stop that deafening music. 9. Boris asked if John could play the guitar.

B. Reading

1 C; 2 B; 3 D; 4 A; 5 C; 6 A.

C. Listening

1 F; 2 T; 3 F; 4 T; 5 T; 6 F; 7 T; 8 F.