

OUR ENGLISH



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НАША АНГЛІЙСЬКА

**Підручник для 7 класу
загальноосвітніх навчальних закладів
(6-й рік навчання)**

Рекомендовано Міністерством освіти і науки України

*За науковою редакцією професора,
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ВИДАНО ЗА РАХУНОК ДЕРЖАВНИХ КОШТІВ. ПРОДАЖ ЗАБОРОНЕНО

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Цей підручник є складовою навчально-методичного комплексу «Наша англійська» для 7 класу загальноосвітніх навчальних закладів (6-й рік навчання). До комплексу входять також робочий зошит, книжка для вчителя та аудіозапис текстів для аудіювання, начитаних носіями мови.


Навчання за цим комплектом базується на системі комунікативно орієнтованого викладання англійської мови як мови міжнародного спілкування.

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Dear friends,

The more things for yourself you discover in this unique space of texts and tasks the easier it will be for you to communicate in English in real life. It will be easier for you to use English to behave tactfully and wisely while speaking and writing, and to understand people's thoughts and ideas better while listening and reading. It will be easier for you to use English to persuade others in your arguments, to explain to others your viewpoints, to describe your problems and achievements, your plans and wishes.

Look at yourself as travellers and explorers on a spaceship where you can find most precious things you need, and exercise your braveness and patience, imagination and creativity, thought and will.

We hope you all know this wonderful English proverb: ***Where there is a will, there is a way.*** We have no doubt that you will gladly follow the way of learning English in this textbook. Be always positive and optimistic in overcoming difficulties. We wish you good luck and much success.

Your authors

1

1. Before going to space, the children from the space training school went on holidays. a) Listen to their conversation, copy the table and match the words in different columns.

Name	Where?	How?	How long?
Ali	Australia	bike	4 hours
Lin	Australia	car	7 days
Megan	Canada	coach	10 hours
Ron	France	plane	13 hours
Sara	Mongolia	train	21 hours
Vira	Turkey	ship	30 hours

b) Answer the questions.

- Who travelled the farthest?/ the closest?
- Who travelled the longest?/ the shortest?
- Whose trip was the most comfortable?/ the most exciting?

2. a) How did you spend your summer holidays? Work in fours. Choose one question each and find out the answers in your group. Make a graph and report the results to the class.

- Did you go anywhere during your summer holidays? Where did you go?
- What kind of transportation did you use?
- How long was your trip?
- How long did you stay there?

b) Compare the results. Discuss the following questions:

- Who travelled the most/ the least?
- Who travelled the farthest/ the closest?
- Whose trip was the longest/the shortest?
- What kind of transportation was the most/the least popular?
- Who stayed there the longest/the shortest?

3: Choose a word from the list and describe your holidays. Give arguments.

great	adventurous	dull	nice
funny	interesting	useful	awful
boring	educational	wonderful	normal
exciting	terrible	bad	so-so
unforgettable	fantastic	short	

4. Read the story and answer the questions.

You know, when I was going to Paris I met someone on the train. Can you imagine?! I was going to the dining car to get something to drink when I suddenly ran into him. At first I couldn't believe my own eyes. I had just finished reading the last chapter of my favourite *Harry Potter* book and there he was — Harry Potter himself! Of course, you understand it was not Harry Potter but the actor who played him in the film — Daniel Radcliff. At first I didn't know what to do, I couldn't say a word. I had dreamt of meeting him and wanted to ask him so many questions. Then I saw he was a nice person, easy-going and sociable. I asked him how they made the scenes of the Quiddich game, how they made the three-headed dog and other magical things in the films. He told me about everything and I asked the waiter to take a picture of us. Daniel signed it for me. I was so happy!

1. Who do you think told this story? How did you guess?
2. Did you meet anyone famous during your summer holidays?
3. Who would you like to meet? Why?
4. What would you like to ask that person?

5. Match the descriptions with the pictures of some famous people.

serious, disciplined, sociable, easy-going, reliable, generous, bad-tempered, mean, honest, forgetful, selfish, talkative, energetic, tolerant, polite, optimistic, shy, neat, aggressive, active, untidy, clever, adventurous, emotional, friendly, helpful, kind, brave, lazy, boring, stupid, hard-working, nervous, tidy, responsible

1



2



3



4



5



6



1. Put the adjectives in the right order to describe different clothes.
(See Grammar Reference, § 1.)

E. g. a. *A smart red polka-dotted silk dress*

- | | |
|---------------------|-----------------------------------|
| a. <i>a dress:</i> | polka-dotted, red, silk, smart |
| b. <i>a belt:</i> | black, expensive, leather |
| c. <i>a jumper:</i> | bright, warm, woolen |
| d. <i>a shirt:</i> | checked, cotton, light |
| e. <i>overalls:</i> | casual, cotton, dark |
| f. <i>a shirt:</i> | bright, flowery, silk |
| g. <i>a suit:</i> | dark, striped, woolen |
| h. <i>a skirt:</i> | casual, cotton, patterned |
| i. <i>a blouse:</i> | plain, silk, smart, white |
| j. <i>pants:</i> | bright, checked, yellow and green |

2. Match the pictures with the descriptions from Ex. 1.



3. Read the descriptions of people and match them with the descriptions of clothes (see Ex. 1) which suit them most. Explain your choice.

1. Lesia is a sociable and easy-going person. She has a lot of friends, she likes to spend time with them. Her friends think she is a romantic. Lesia is an optimistic girl, you can never see her bad-tempered. Sometimes she can be a bit shy.
2. Tetiana is very active and emotional. Sometimes she can be aggressive. Her hobby is martial arts. Her friends say she is talkative and sometimes lazy.
3. Oleksii is always neat. He is kind and friendly. But his friends think he is adventurous, sometimes selfish and unreliable.
4. Oleh is untidy and irresponsible. He is often forgetful but in general he is an optimistic and sociable person. He is never mean.

4. Discuss the questions.

1. What clothes do you usually wear when you travel?
2. What and where do you eat when you have a long trip?
3. When you go to some other village, town or country, what food do you eat there — home-made or ready-made?
4. Can you name at least one dish that is traditional for a place you visited in the summer? Do you know its recipe?
5. Is this dish healthy food? Are there proteins, vitamins, fats and carbohydrates in it? Is it the right balance?
6. Did you eat a lot of fruit and vegetables in the summer? What are your favourite fruit and vegetables?

5. In your copybook, put the phrases in the dialogue in the correct order. Act it out.

- a. — Anything else?
- b. — Could I have a pepperoni and cheese pizza, please?
- c. — Would you like anything to drink?
- d. — Standard, please.
- e. — Could I have a cheese and tomato pizza and a glass of orange juice, please?
- f. — Yes, I'll have a glass of orange juice too, please.
- g. — No, thank you.
- h. — That will be £9.60, please.
- i. — So, that's one cheese and tomato pizza and one pepperoni and cheese pizza and two glasses of orange juice. Do you want a large or standard orange juice?
- j. — And for you?

6. Listen to the conversation, look at the pictures and choose the right one.



3 1. Match the signs with the names of places and their descriptions given on p. 8.

a museum, b art gallery, c theatre, d park, e church, f monument



- A. People come there to enjoy nature.
- B. People come there to look at pictures and sculptures.
- C. People come there to look at historical things.
- D. People come there to listen to music or watch a play.
- E. People come there to pray to God.
- F. People come there to remember some famous person.

2. Listen to a guide and say which of these sights he described in the tour.



3. Discuss the questions.

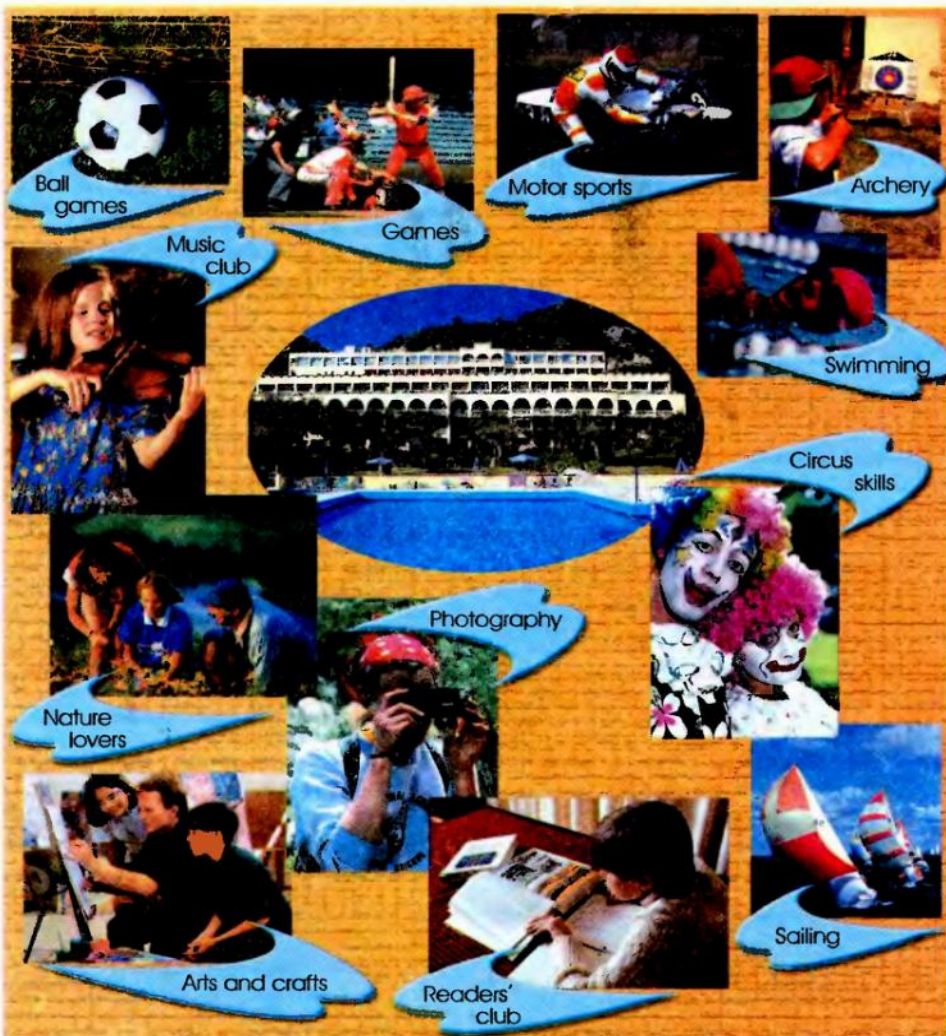
1. What places of interest did you see on your trips?
2. Did you go there alone or with a group?
3. Did you have a guide?
4. What did you learn about that place?
5. Did you buy any souvenirs there?
6. What did you do in your free time during the trip?

4. Read the advertisement of a summer camp and say who of these children will find clubs for their hobbies there.

Andrii — collecting butterflies
 Ivan — modelling
 Olha — knitting
 Artem — flying kites
 Svitlana — science fiction
 Oksana — painting

Pavlo — riding a bike
 Olena — doing tricks
 Oleh — basketball
 Bohdan — taking pictures
 Sashko — water polo
 Iryna — boat racing

HOPE Summer Camp



Our camp is situated in the heart of the country – in Poltava region. Here, you can find all the possibilities for a good rest – a green forest, a beautiful pond, fresh air and warm summer sun. Most campers have twin rooms, others share three-person rooms.

The facilities here are outstanding. As well as an indoor swimming pool, there is a large sports hall, a theatre, two hard tennis courts, an all-weather football pitch, playing fields, a modern lab for photography, an arts and crafts room, a big library, a motor sports track and an archery range.

As well as a stimulating programme of sports and activities, campers also have the chance to sightsee with day trips to Poltava and Chyhyryn.

1. Discuss the following questions.

- Are you glad to come back to school after your summer holidays? Why?
- Did you meet your school friends in the summer? If not, did you miss them?
- Have your friends changed since you saw them last time? Have you yourself changed? If yes, what has changed?
- Did you have time for your hobby in the summer?

2. Look through the description of a favourite pastime and guess what hobby it is. Read the text once more and fill in the blanks. Then answer the questions.

This hobby is very popular all over the world. People in China made ... 3,000 years ago. Egyptians and Japanese also ... many years ago. Children in Europe played with ... 1,000 years ago. A ... is made of wood and paper, cloth or plastic. It flies in the wind on a long string. There are ... festivals in many countries of the world. There you can see different kinds of them: Chinese ... made of bamboo and paper, mostly dragon-shaped; flat ... — the oldest ones, they are usually diamond-shaped and have got tails; box ... made of wood; double ... made of two ... together. There are ... made in the shape of animals or other things. They are fun ...; they are always bright. These festivals attract crowds of people. Many families come with children.

- Do you have friends who go in for this hobby?
- Have you ever been to such a festival?
- Who does this hobby suit more, girls or boys? Why?

3. a) Read the questionnaire and in your copybook, answer the questions by writing *Boys* or *Girls*. If you think there isn't a single answer, write a dash (—).

Attitudes

- ... like to argue.
- ... don't like to apologize.
- ... have strong opinions.
- ... like to work hard in class.
- ... like to talk about other people.

Behaviour

- ... usually do their homework.
- ... don't help with the housework.
- ... often forget things.
- ... don't make noise in class.
- ... often help other students with their work.

Likes and dislikes

- ... like working with their hands.
- ... don't like using computers.
- ... like doing mental arithmetic.
- ... like cooking.
- ... don't like sport.

Survival in school

- ... sometimes get into trouble.
- ... don't get into fights.
- ... sometimes break school rules.
- ... get a lot of attention from the teacher.
- ... support their friends.

b) Sit next to another boy or another girl and agree a common answer.

c) Sit in the all-boy or all-girl group. Agree an answer to each question. Then on two large sheets of paper, colour the 20 boxes according to your answers: boys — green, girls — yellow, both — half green and half yellow.

1 —		3 —		5 —		7 —	
2 —		4 —		6 —		8 —	

9 —		12 —		15 —		18 —	
10 —		13 —		16 —		19 —	
11 —		14 —		17 —		20 —	

d) Put both coloured lists on the wall. Are they the same or different? Are any squares all green or all yellow? Why?

4. Form four groups: parents, teachers, children who like sports and children who like humanities. Read the texts and decide which school is better.

School A. All pupils study mathematics, science and a foreign language. Some choose English, some French and some German. Pupils get a lot of homework every day, but not at weekends. Children have an hour and a half for lunch, and during that time they can study in the library or join a music club — there is a very good music teacher at school. The school is in the centre of the city, and unfortunately there is nowhere to play sport — in games lessons students have to go to a sports centre by bus. The school is near the traffic and pupils can't come to school on bicycles and motorbikes.

School B. The school has excellent sports facilities — basketball courts, tennis courts, a modern gymnasium and football and hockey fields. Children in the school are aged from 6 to 16 years old. Only those pupils over 11 get homework. Everybody in the school takes maths, English and science. Children can eat lunch in the school and one of the teachers organizes a lunchtime discotheque in the hall. There is no library or music room in the school. The school is open on Saturdays for sports activities. It organizes school buses and nobody can come to school by bicycle.

5. Fill in the gaps in the poster, using the words from the box.

a newspapers, b buy, c paper, d collect, e water

We are pupils from Class A. Please help us recycle things.

1. Please save plastic bottles, cans and glass. If you bring them to school we will ... them for recycling.
2. Do you ... lots of magazines and ...? When you have finished reading them, please give them to us. If we recycle all our ... we will help save the forests.
3. Please save electricity and... Always turn off the lights and water taps when you leave a room.

1

1. Read the newspaper headlines and guess what the articles are about.

Alien spaceship found

Young Astronauts

Meeting the Unknown

Lost in Space

MYSTERY CLEARED UP

2. Read one of the articles and choose the headline that suits it best.

In our last report we told you about the international group of children who **were sent** to space a year ago. They **were trained** by our most experienced astronaut Mr Rich Spaceman at the special school in Starcity. When we learned about the children's meeting with the alien spaceship, we asked Mr Spaceman to comment on this event.

J. C.: Did the children manage to contact the aliens?

R. S.: At first, when we got signals from that spaceship we hoped we found life in the space. The children were ready for communication with our neighbours in the Galaxy. But when they docked¹ the spaceship, there was nobody there. Now their task is to decode the notes in the log-book² that **was found** at the control desk. The notes **are made** in an unknown language. But we hope that the mystery **will soon be cleared up**.

We wish the team good luck and promise to inform our readers of everything connected with this traveller lost in space.

John Curious

¹ to dock /dɒk/ — стикувати (космічні кораблі)

² log-book /'lɒgbʊk/ — бортовий журнал

3. Discuss the following questions.

1. What signals could the children get from the alien spaceship?
2. What language could the children use to communicate with the aliens?
3. How could the children decode the notes in an unknown language?

4. Compare the pairs of sentences. Explain the difference between them. Answer the questions.

- A. a. The children **were trained** by Mr Rich Spaceman.
b. Mr Rich Spaceman **trained** the children.
- B. a. The notes **are made** in an unknown language.
b. Somebody **makes** notes in an unknown language.
- C. a. The mystery **will be cleared up**.
b. The children **will clear up** the mystery.

1. Is there any difference in stating the doer of the action? (The doer can be: stated in the sentence, clear from the context or unknown.)
2. What is the time of the action in each pair?
3. What is the form of the verb in each sentence?

(See Grammar Reference, § 2.)

5. Which picture goes with which sentence?

- a. Annie loves all cats.
b. Annie is loved by all cats.
c. The car hit the tree.
d. The car was hit by the tree.
e. The policeman was helped by the man.
f. The policeman helped the man.
g. The President will be photographed by the tourists.
h. The President will photograph the tourists.



1. Linguists from all over the world were invited to the Mission Control for a conference. Their task is to help the children decode the unknown language. Look at some figures presented at the conference and guess what they mean. Match the parts of three sentences.



1. Twenty-three languages...
2. About 6,000 languages...
3. More than 200 languages...
 - a. ...are spoken in the world today.
 - b. ...are used by a million or more speakers.
 - c. ...are used by 50 mln or more speakers each.

2. Listen to a report from the conference, discuss the questions below, read the text *Multicultural English* and answer the questions after it.

1. How many sounds are there in Ukrainian? Are they different from English sounds?
2. Are there similar words in Ukrainian and English?
3. Is the word order in Ukrainian strict?
4. Do the endings of words have any meanings in Ukrainian? What are they?

Multicultural English

English is more multicultural than any other language. For centuries it has taken words from other languages, and today's international communication means that new words are appearing every day in this language. As a matter of fact, English contains words from more than 350 other languages. We know that *algebra* comes from Arabic, *goulash* from Hungarian, *garage* from French, *sputnik* from Russian. Sometimes English even takes the whole phrases. We use *c'est la vie* from French and *feng shui* from Chinese.



International communication has also created specialized English such as Internet English or text message English for mobile phones. New words such as *e-mail* and *homepage* are added to the language when they are needed. Instead of *for you* we write *4 you* in the mobile phone message. We are very creative when we are limited by space or anything else.

1. Why is English a *multicultural language*?
2. How many languages have given words to English?
3. How has international communication influenced English?

3. John Curious was present at the conference in the Mission Control. He took notes of what was said there, but his notes are not complete. a) Help John restore his notes.

E. g. 1. *Sounds were made by pre-human creatures.*

1. Sounds (*make*) pre-human creatures.
2. Communication (*make*) more complex.
3. First words (*write*) millions of years ago.
4. Some changes (*explain*) by scientists.
5. Words (*add*) to a vocabulary.
6. Words (*bring*) from one language to another.
7. A standard form of a language (*use*) on radio and television.
8. A language (*call*) dead when nobody speaks it.

b) Listen to the recording and check your notes.

c) Discuss the statements and questions John Curious has restored:

1. We must save small languages now.
2. Seven languages a year are destroyed by earthquakes and volcanos.
3. Do you care what is happening to small languages?
4. Can languages with only ten speakers survive?

4. Work in pairs to answer four questions. Use the dictionary if necessary.

1. What countries are the closest neighbours to your country?
2. What nationalities are the people who live in these countries?



3. What nationalities are the people who live in the countries given below?

the United States of America, the United Kingdom, Australia, China, Egypt, Russia, Poland, Canada, Austria, Brazil, Italy, Ukraine, Germany, Switzerland, Greece

4. What language is spoken in each country? Choose from those given in the box.

Chinese, Arabic, French, English, Spanish, Italian, Ukrainian, Russian, German, Polish, Greek

3

1. Discuss the following questions.

- How can people, who speak different languages, understand each other?
- Have you ever heard of the universal language Esperanto? What do you know about it?
- Which of these statements do you agree with? Why?
 - Learning a foreign language makes your field of communication bigger. For example, if you speak only English, you can communicate with over 400 million other people. If you also learn Spanish, you can speak to any of the 371 million Spanish-speaking people in Latin America, Spain and other parts of the world.
 - A foreign language can help you develop the knowledge of your own language. For example, by studying Latin, you can understand many English words that have Latin origin.
 - Learning a foreign language helps you know more about the world. If you learn English, you will be able to read books that are written in English on almost any subject you may wish to study.
- Are there any other reasons for learning a foreign language? What are they?

2. Look at the pictures and explain how the things in them can help you learn a foreign language.



3. Anyone who understands how a language works can identify that language even if most of the words are nonsense. Try the experiment. Read the following group of words and answer the questions below.

The plomic basinkers pirked the lampix at the simter ciptically.

1. Is it a sentence? How do you know?
2. How many nouns are there in it? How do you know? Are they singular or plural?
3. How many adjectives are there here? How do you know?
4. Is there a verb in the sentence? How do you know? What tense is it?
5. Are there any adverbs in the sentence? What are they? How do you know?

4. Read the descriptions of different types of learners and match them with the names of these types. What type of learner are you?

thinker, feeler, player, worker

A. This type of learners likes organization and planning. The people who belong to this type enjoy doing exercises and drills. Such people have good study habits, are punctual and good at homework. They like doing tests and being corrected and prefer writing to discussion or drama. These people dislike doing project work, playing games or working in small groups.

B. This type of learners likes being with people and enjoys change. The people who belong to this type prefer listening and speaking to reading and writing, playing games and working in groups to writing exercises and homework. They like doing long projects and enjoy participating and performing. Such people hate doing the same things lesson after lesson.

C. This type of learners likes to know why and always looks for rules and principles. The people who belong to this type work independently and learn from individual study. They enjoy listening to lectures and doing project and long written work. They are very hard-working and always want to get things right. They prefer reading to participating in discussions. Sometimes they don't complete work and are often not satisfied with it.

D. This type of learners enjoys learning languages and is good at it. The people who belong to this type love interacting and group and pair work. They are interested in talking about emotions and personal topics, enjoy being with people and learn through cooperation. Such people prefer taking part in discussions to doing exercises and studying rules. They like reading, role-play and drama, are very sensitive to criticism and prefer speaking to writing.

4

1. a) Read the statements. Which of them do you think are true?

1. The year 2000 celebrated 1,000 years of spoken English.
2. English is the second most widely used language in the world.
3. There are about 370 mln native speakers of English.

4. 80% of the world's population use English in their lives.
5. 50% of the world's computer information is in English.
6. An Italian pilot in an Italian airplane speaks to an Italian airport in English.
7. 75% of the world's letters and postcards are in English.
8. Over half the world's 10,000 newspapers are in English.

b) Listen to the recording and check your guesses. What can this information mean for the future of English?

2. Though English is called one of the most widely used languages in the world, people in different parts of the world speak different variants of English. a) Read about the differences between British and American English.

The British and Americans speak and write different English. There are differences in spelling, pronunciation and vocabulary. Here are some of them:

	British English	American English
Differences in Spelling	colour, neighbour, labour	color, neighbor, labor
	centre, theatre	center, theater
	traveller, dialling	traveler, dialing
	programme, dialogue	program, dialog
Differences in Pronunciation	part /pɑ:t/, first /fɜ:st/, corner /'kɔ:nə/	part /pɑ:t/, first /fɜ:rst/, corner /'kɔ:rnər/
	ask /ɑ:sk/, France /frɑ:ns/, dance /dɑ:ns/	ask /æsk/, France /fræns/, dance /dæns/
	shop /ʃɒp/, hot /hɒt/, problem /'prɒbləm/	shop /ʃʌp/, hot /'hʌt/, problem /'prɒbləm/
	tune /tju:n/, news /nju:z/	tune /tu:n/, news /nu:z/
	neither /'naɪðə/, tomato /tə'mɑ:təʊ/	neither /'ni:ðər/, tomato /tə'metəʊ/

b) Match the British words with their American equivalents.

British English

American English

1. autumn
2. car
3. flat
4. form (at school)
5. Goodbye!
6. lift
7. lorry
8. pavement
9. petrol
10. post
11. shop
12. taxi
13. toilet
14. underground

- a. apartment
- b. automobile
- c. cab
- d. elevator
- e. fall
- f. gasoline /gas
- g. grade
- h. mail
- i. restroom / bathroom
- j. sidewalk
- k. So long!
- l. store
- m. subway
- n. truck

3. British English is also changing. New words are borrowed from other languages, e.g. *Caffé latte* (= hot milky coffee), new words are formed by adding parts of two words, e.g. *motel* (= motor + hotel), new meanings are given to old words, e.g. *plain vanilla software* (= the version without any extra features). Are there such changes in the Ukrainian language? Can you give examples?

4. a) Rank in order of importance the following reasons for learning English:

- to go to an English-speaking country
- to become an English teacher
- to work as a translator
- to be able to talk to English-speaking people
- to understand the words of pop songs
- to understand what English-speaking actors say in films
- to get a better job
- to use the Internet
- to read books, newspapers and magazines in the original
- to watch satellite programmes

b) Do a class survey. Find out the rankings of your classmates and draw a graph. Which reason is the most popular? Which are the top three reasons? Which reason is the least popular? How can you explain such choices?

5

1. Reading is basic to learning and one of the most important skills in everyday life. a) Match the types of reading with their definitions.

- | | |
|-------------------------|---|
| 1. Reading for fun | a. People use it to perform different useful activities. |
| 2. Survival reading | b. People use it for amusement. |
| 3. Reading for learning | c. People use it to learn more about their special interests, to understand others or to share the experiences of other people. |
| 4. Workplace reading | d. People use it to read the written materials necessary for doing a job. |

b) Sort out into the above groups the examples of what people read. Explain your choice.

street signs, maps, recipes, labels, books, newspapers, magazines, letters, traffic directions, billboards, the printing on television advertisements, forms, charts, graphs, tables, manuals on how to operate computers or other technical devices

c) As television becomes an important part of modern life, some experts predict that people will not need or want to read as much as before. Some other experts believe the information from TV and other technologies have opened new ideas and interests to people and so have created additional reasons to read. Which of these points of view do you support? Give reasons.

2. People use different strategies that help them understand what they read.

a) Read the descriptions of these strategies.

1. A reader who does not know the meaning of some word may try to get help from the context. It can be useful to connect the word with other information or illustrations in the material. Comparisons, definitions, descriptions, and the place of new words near familiar words can help, too.

2. A reader may also analyse the word's position and grammatical use in the text. For example, deciding if a word is a noun, verb, adjective or adverb can help a reader figure out its meaning.







3. A reader also uses the word itself to guess what it means: the meanings of prefixes, suffixes, compound words, and endings such as *-ed* and *-ing*, and how they are combined.



b) Use one or all of these strategies to understand the descriptions below. Then answer the questions.

MAIN BODY OF THE PHONE



Keypad Description

Key	Description	Key	Description
 <p>① Soft Left Key/Soft Right Key Performs the function indicated by the text on the <i>display</i>.</p>	 <p>④ End/Power Key Used to end or reject a call. Also used as <i>Power Key</i> by pressing this key for a few seconds.</p>		
 <p>② Navigation Keys Used to <i>scroll</i> through name, phone numbers and <i>menus</i>.</p>	 <p>⑤ Numeric Keys Are used mainly to dial in <i>standby mode</i> and enter numbers in <i>editing mode</i>, when you press these keys for a long time.</p>		
 <p>③ Vibration Key You can activate the vibration by holding down this key.</p>	 <p>⑥ You can <i>delete</i> the characters and go back to the menu.</p>		

Key	Description	Key	Description
⑦ 	Message Key You can go to Message menu (<i>Voice mail, Scheduler or Alarm</i>) directly without scrolling.	⑧ 	Send Key You can dial a phone number and answer a call. If you press this key without entering a number, your phone shows the most recently dialed, received and missed numbers.

- Did you understand the meanings of the words in italics¹?
- What parts of speech are they?
- What strategies did you use to understand each of the words and word combinations?

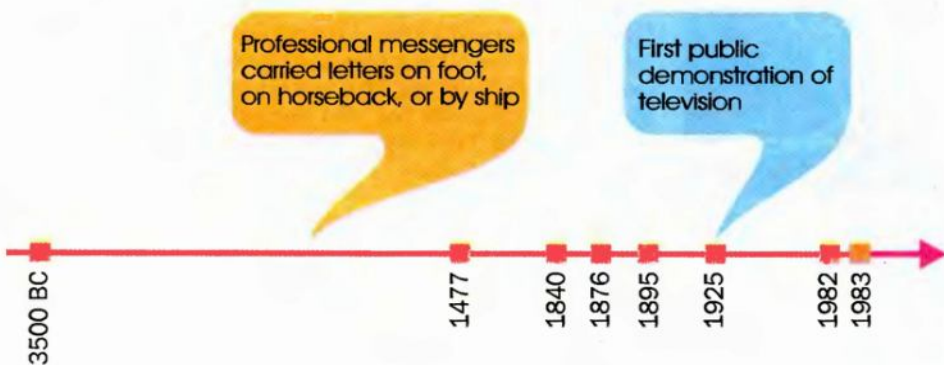
6 1. Discuss the following questions and do the task.

1. Communication is sharing of information with one person or a few people. How do people exchange information, ideas and emotions? What means of communication can you name?
2. Which of them are used at home, at school, in business?
3. What means of mass communication can you name?
4. How do artists communicate their ideas and emotions to the public?
5. Read the list of different means of communication. Say where each of them can be used, how and what for.

book, newspaper, magazine, radio, television, computer, telephone, fax machine, clock radio, note, lecture, discussion, textbook, poster, audio recording, video cassette

6. People say that communication makes the world grow smaller. Do you agree with this? Why?

2. a) Look through and try to match the descriptions on p. 22 with the dates on this timeline.



¹ in italics — виділені курсивом

- | | |
|--------------------------------------|-------------------------|
| a. mobile phones
and the Internet | d. start of printing |
| b. Morse telegraph | e. pictographic writing |
| c. first CD players | f. first telephone |
| | g. first radio |

b) Listen to the recording and check your guesses.

3. Read the texts about computers and choose the best title for each of them.

Dangerous Habit; Great Invention; Ruiners of Lives; Problem Makers

A. Many parents are worried about computer games. They are afraid that because of computers their children will grow up and not be able to speak to real people in the real world. However according to doctor Margaret Shotton parents do not need to worry. "The school children I interviewed five years ago now have top jobs in the computer industry." Parents also do not need to worry that computers will make their children unfriendly and unable to communicate with people. In fact, what they know about computers make their social lives better. They become experts and others come to them for help and advice. According to doctor Shotton, for most children computer games are a craze. Like any other craze such as skateboarding, the craze is short. It gives harmless fun. Margaret says of those that continue, "If we didn't have them we wouldn't have modern technology. They are the inventors of tomorrow."

B. I am very worried. My children play computer games too often. They eat their meals while they are playing. And they don't do enough homework. Yesterday my son Billy arrived home at 4 pm, turned on his computer and started to play. He played for half an hour. Then his sister came home and they played computer games together for another hour. I told them to go out and ride their bikes but they didn't. They played on the computer until 10 pm. I know computers are useful but Billy and Sara don't talk to me or play with their friends. They are always playing computer games.



C. Teenagers now do so much texting and e-mailing that their thumbs are getting bigger. Unfortunately, they are also forgetting how to spell. One American schoolgirl wrote her essay *My summer holidays* in text language. It began like this: "B4 we used 2go2 NY 2C my bro, his GF & thr r kids. ILNY, it's a GR8 plc." Or for you and me: "Before we used to go to New York to see my brother, his girlfriend and their three kids. I love New York. It's a great place."

4. Discuss the following questions.

1. Do the authors have the same attitude to computers? If not, what is the difference between them?
2. What are the advantages of computers? What are their disadvantages?
3. Do you have a computer? If yes, what do you use it for? How long do you sit in front of it?

1. a) Read the text and from the list below choose the sentence that best expresses the idea of each paragraph.

1. A popular electronic device.
2. Computers: from the past to the present.
3. Huge calculators.
4. Machines that can work wonders.
5. People's "helping hands".
6. What can we expect in the future?



A. The first calculating machine was invented by Charles Babbage, a professor of Mathematics at Cambridge University, in 1912. This machine could do complicated calculations faster than a human mathematician. The first computers were very big, because there were thousands of tubes in them. Those machines cost millions of dollars and only few huge companies had them. But they were not used for a long time, as scientists invented first transistors instead of tubes and then microdiagrammes. Computers became smaller, and now they can stand on a writing desk in a flat, but do calculations much faster. Now a computer can do one million sums in one second. No human can do that.

B. Today computers have changed the way we live — the Information Age has jumped on the Information Super-highway. Computers are used widely. They can calculate the orbits of sputniks and spaceships, control machines in factories, work out tomorrow's weather, reserve seats on plane, pay wages, play chess, write poetry or compose music. Computers can also make a translation from one language into another. They are a great help to a student, a doctor, a teacher, a librarian, a composer, a designer, an agronomist. They are ready to help people at any moment. In fact, they can do many of the things we do, but faster and better.

C. Many people believe that in the next few years we will be able to sit at the computer and see high quality video sent from any place on Earth. They predict we will also have a wallet-size personal computer. With it we will be able to store photographs, get the news, send messages, see movies and even travel around the world.

b) Discuss the following questions.

1. What are your predictions about the development of computers in the future? How will people use them?
2. What do you think a computer will look like in the future?

2. Listen to the texts about great inventions of the past and say if the statements are true or false.

1. The first alphabet had symbols for syllables.
2. The first alphabet was invented by the Greeks.
3. The first books were not made of paper.

4. Tablets couldn't keep a lot of information.
5. People put the tablets in order using numbers.
6. The first pages were first made by Julius Caesar.
7. Books with wooden pages were used till 1380.
8. Books with pages were called codexes.
9. The first codexes are kept in the British Museum.
10. The first newspaper was printed by Julius Caesar in 59 BC.

3. Read the sentences which describe one of the inventions that people use to communicate with each other. Guess what invention it is.

- It was started in 1969 by a psychologist.
- It appeared as a system for computers to "talk" to each other.
- It became official in 1983.
- It is a huge collection of documents from all over the world.
- It consists of millions of pages of data about every possible subject.
- It contains a mixture of texts, images and sounds and is very user-friendly.
- It is the biggest source of information on the planet.

4. a) Look through the list of inventions and put them in order of importance for the humanity.

book, newspaper, television, telephone, radio, computer, fax machine, mobile phone, the Internet, writing, cassette recorder, videocassette recorder, telegraph, printing, CD player, DVD player

b) Work in fours. Compare your ratings. Give arguments for your choices.

c) Make a class graph of the inventions according to their popularity. Discuss their use for the people. What are their advantages? What are their disadvantages?

8

School and After-school Communication

1. Read the text and discuss the questions after it.

English is my favourite subject at school. That's why I learn it not only in the lesson but after school, too. We have an English Speaking Club at our school and my English teacher is the head of it. There are many interests groups in the Club: Drama Group, Reciting Group, Translators' Group, Country Study Group, Pen Pals' Group, Literature Group and others. Every group meets twice a month. The pupils in the Drama Group read and perform plays by English writers. The members of the Reciting Group discuss English poetry, learn and recite poems. Translators practice their skills in oral and written translation of classical and modern works. They translate from English into their native language and from their native language into English. Pen pals communicate with children who speak English in other countries of the world. They exchange letters, e-mails, audio and video recordings with them. The pupils in the Literature Group read and discuss English literature and try their hand at writing, too. I am a member of the Country Study Group. I think it is the most interesting group in our Club. In it we learn about English-speaking countries, their customs and traditions. I think it is very useful and interesting. Once a year our Club organizes an English Week at school. Every group produces a newspaper. We have different contests and

concerts during the week. Every pupil of the school takes part in it. And the final event — English Party — is the most exciting event of the week. Every group presents the results of its work at this party. It usually starts with the pupils reciting poems. Then there is a play in English. The members of the Drama Group prepare the costumes, the decorations and the programmes themselves. The members of the Translators' Group translate everything to the parents. The second part of the party includes songs, jokes, riddles and funny contests. The winners usually get prizes. Everyone is excited.

1. Is there such a club at your school?
2. Are you a member of any group?
3. Are there English weeks at your school?
4. What usually happens during these weeks?
5. Is there a pen pals' group at your school?
6. Does anyone in your class have pen pals in other countries?

2. In your copybook, put the lines in the correct order. Act out the dialogues.

- A**
- a. Bye.
 - b. Hello!
 - c. Hello! 234567.
 - d. Hello! Could I talk to David, please?
 - e. Hi, David. It's Sara. How are you?
 - f. Hi, Sara. I'm fine, thank you. And you?
 - g. Hold on a second, I'll call him.
 - h. I'm fine, too. Do you know our homework in Maths?
 - i. It's Sara, his classmate.
 - j. Thanks a lot. See you tomorrow.
 - k. Who is speaking?
 - l. Yes, let me see... It's Ex. 35 on p. 97.
- B**
- a. Could you take a message, please?
 - b. Hello! 987654.
 - c. Hello! Can I speak to Megan, please?
 - d. I'm sorry but she is not at home now.
 - e. OK. I'll tell her when she gets back home. Bye.
 - f. Please, ask her to call Sara back. My number is 675849.
 - g. Sure.
 - h. Thank you. Bye.

3. a) Match each exclamation from A with a sentence from B.

- | | | | |
|----------|------------|----------|-------------------------------|
| A | 1. Ah! | B | a. How disgusting! |
| | 2. Mmm! | | b. I've dropped it. |
| | 3. Whoops! | | c. I've just cut my finger. |
| | 4. Ouch! | | d. It's absolutely delicious. |
| | 5. Yuk! | | e. What a shame! |

b) Choose the next line for each of the dialogues you've made in Ex. 3a.

- | | |
|----------------------------|--|
| A. You must be so sad! | D. I don't think it's very deep but |
| B. Just the way I like it. | I'd better put a sticking plaster on it. |
| C. Did you eat any of it? | E. Don't worry. I'll help you. |

c) Listen to the dialogues and check your guesses.

d) Make up similar dialogues of your own and act them out.

- When Americans meet and speak, there is about a 2—4 feet distance between them. However, if you watch a Japanese speaking to an American you will see him moving towards the American, which makes the American move backwards. So, Asians and Americans sometimes misunderstand each other, the Americans thinking of the Asians as “too familiar” and the Asians thinking that the Americans are “too cold”, “too formal”.
- The great topic of conversation in Britain is the weather. In America the main topic between strangers is trying to find the geographical link.
- The British people like to speak about their home, children, family, pets, hobbies, holidays, sports, the English language.
- It is not considered good manners to talk about money in Britain and the USA. You never tell anyone how much you earn or will earn.



➤ Choose one of the projects from the list or think of your own project. You can:

- 1) produce a class newspaper;
- 2) invent a means of communication for the future;
- 3) invent your own language.

➤ Decide how you are going to do the project: alone, with a partner or in a group.

➤ Do the project and then present it to the class.

➤ Discuss the presentations.

Useful information

1. If you have chosen the first project, think of the following:

- Who is your newspaper for?
- What kind of news stories will there be in it?
- How are you going to decide what to put in it?
- What different jobs will people have to do?
- Who will decide who does which job?

Find helpful examples in your Workbook.

2. If you have chosen the second project, think of the following:

- What will this device be for? How will it be useful for people?
- What will it look like?
- What will it consist of? How will it work?
- Who will be using this device?

Draw your device or make a model of it.

3. If you have chosen the third project, think of the following:

- What parts of speech will there be in the language? What will their forms be?
- How will this language be pronounced? written?
- What will the language be based on — syntax or morphology?
- Who will be able to use this language and what for?

If you have chosen to do your own project, you can ask your teacher for advice when you have any problems. Good luck!

1. Look at the pictures and the prompts and make sentences as in the example.

E.g. 1. *Volkswagen cars are made in Germany.*



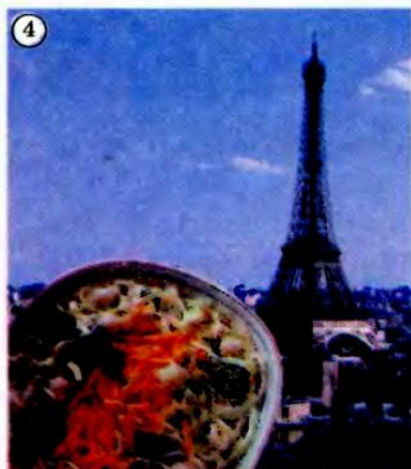
1 Volkswagen cars (*make*)
Germany



2 a lot of rice (*eat*) India



3 Coca-Cola
(*produce*) USA



4 frogs (*eat*) France



5 tea (*produce*)
China



6 coffee (*grow*) Brazil

2. Match column A with column B. Make sentences in the Passive Voice.

A

1. *Oliver Twist* (write)
2. The *Mona Lisa* (paint)
3. The Eiffel Tower (build)
4. *Carmen* (compose)
5. Alexandria (found)
6. America (discover)

B

- a. Leonardo da Vinci
- b. Alexander the Great
- c. Charles Dickens
- d. Georges Bizet
- e. Gustave Eiffel
- f. Christopher Columbus

3. Choose the correct variant.

E.g. *English is spoken in Canada.*

1. English *speaks / spoken / is spoken* in Canada.
2. I *studied / was studied / French* for three years at school.
3. We *spent / was spent* too much money on holidays.
4. This window *broke / was broken* by the little boy.
5. Her clothes *made / are made* in Paris.
6. This book *written / was written* by my aunt.

7. The new university *will open / will opened / will be opened* next year.
8. He *was driving/ was driven* fast and *stopped/ was stopped* by the police.

4. Put the verbs in brackets into the correct form.

E. g. *Do you think Mars will be colonized by humans one day?*

Do you think Mars (*colonize*) by humans one day? The planet Mars (*know*) as the “*red planet*”. The soil there is red and its surface (*cover*) in volcanoes. Until recently, it (*believe*) that nothing could live on Mars, but during a space mission, tests (*carry out*) and now it (*think*) that life on Mars might be possible one day. During the space mission, special equipment (*use*) to examine the planet. No form of the life (*find*) yet, and so far, the planet (*consider*) unsuitable for inhabitation. However, we (*tell*) by scientists that by 2020 humans (*send*) to Mars and that one day special cities (*build*) so that we can live there. It (*hope*) that by 2150 Mars will be a wonderful place to live. Would you like to live there?

5. In the dialogue, put the verbs in brackets into the appropriate form.

A: Did you visit many places when you were on holiday?

B: Well, on the first day we (*take*) on a tour of the historic monuments by our guide.

A: Oh, did you *go* everywhere with him?

B: No, we also (*go*) to some places by ourselves.

A: How did you manage to travel to the other places?

B: We (*advise*) to hire a car but we (*choose*) to travel on public transport because it is much cheaper.

A: How did you know which buses and trains to catch?

B: We (*ask*) at the tourist information centre and we (*give*) an excellent book which (*tell*) us everything we needed to know.

A: So, you enjoyed it then?

B: Oh, yes. We had a really great time.

11

Test Yourself!

Read the text and choose the sentence that best reflects its contents. Get 5 points for the correct answer.

1. The changes that have happened to the humanity in the last 400,000 years.
2. The changes that will happen to the humanity in the next 10,000 years.
3. The changes that can happen to the humanity in 10,000 years.

Since people first walked on Earth 400,000 years ago, they have changed a lot. They look different physically, and have higher foreheads and longer necks. They have learned to use tools and to make beautiful things. They have learnt to use language and — for many languages — to write that language down. They have learnt to grow food and to cook it in lots of different ways. But what about the future? What changes will there be in the next 10,000 years? Here are some thoughts on the subject.

The world is getting smaller and people are learning more about one another through television and radio. There is much wider communication. Is it possible that in 10,000 years everyone in the world will speak and write

the same language? And if so, what language will it be? Will it be any of today's languages? Or will there be a new one?

As more people travel to other countries and learn to enjoy the food of those countries, will all food become international? Already in a place like New York you can get real Italian pasta, Chinese Chow Mein, French cheeses, etc.

As machines take over more and more of our lives, will there be anything handmade in the world in 10,000 years? Or will we lose the ability to paint, make clay pots, weave cloth and carve wood?



MAGNETICALLY
LEVITATED TRAIN

NEW WING
PROJECT FROM NASA

TOP TECH
CAR

12

Reading Corner

Read the story and do the tasks in the Workbook.

How the Alphabet Was Made

(after Rudyard Kipling)

1. One day a little girl Taffy (this name means Best Beloved) went carp-fishing with her Daddy Tegumai. Presently she began to *giggle*, and her Daddy said, "Don't be *silly*, child." Taffy sat mousy-quiet for ten whole minutes. Then she said, "Daddy, I've thought of a secret surprise. You make a noise—any sort of *noise*."

"Ah!" said Tegumai. "*Will that do* to begin with?"

"Yes," said Taffy. "You look just like a carp-fish with its mouth open. Do say *ah*, Daddy, and keep your mouth open at the end. I'm going to draw a carp-fish's mouth wide-open."

"What for?" said her Daddy.

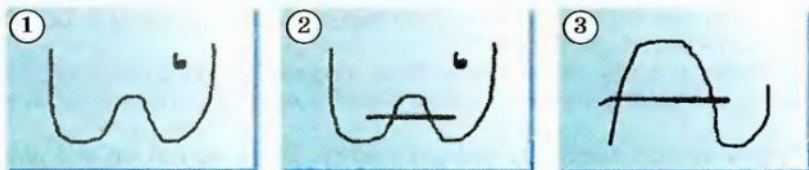
"Don't you see?" said Taffy, *scratching* away on the bark. "That will be our little secret surprise. When I draw a carp-fish with his mouth open it will *remind* you of that *ah*-noise."

"Really?" said her Daddy, in the voice that *grown-ups* use when they are truly attending. "Go on, Taffy."

"I can't draw all of a carp-fish, but I can draw something that means a carp-fish's mouth. Well, here's a pretence carp-fish. Here's just his mouth, and that means *ah*." And she drew this. (1)

2. "That's not bad," said Tegumai, "but you've forgotten the feeler that hangs across his mouth." And he drew this. (2)

"Now I'll copy it," said Taffy. "Will you understand this when you see it?" And she drew this. (3)



"Perfectly," said her Daddy.

"Now, make another noise," said Taffy, very proud.

"Yah!" said her Daddy very loud.

"H'm," said Taffy. "That's a mixy noise. The end part is a carp-fish mouth; but what can we do about the front part? *Yer-yer-yer* and *ah! Yah!*"

"It's very like the carp-fish-mouth noise. Let's draw another bit of the carp-fish and join them," said her Daddy.

"No. If they're joined, I'll forget. Draw it separate. Draw his tail," said Taffy.

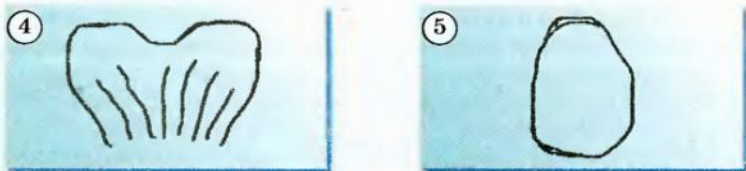
"A good *notion*," said Tegumai. "Here's a carp-fish tail of the *yer*-noise." And he drew this. (4)

"That's beautiful," she said. "Now, make another noise, Daddy."

"Oh!" said her Daddy, very loud.

"That's quite easy," said Taffy. "You make your mouth all round like an egg or a stone. So an egg or a stone will do for that."

"You can't always find eggs or stones. We'll have to scratch a round something like one." And he drew this. (5)



3. "My gracious!" said Taffy, "what a lot of noise-pictures we've made,— carp-mouth, carp-tail, and egg! Now, make another noise, Daddy."

"Ssh!" said her Daddy, and frowned to himself.

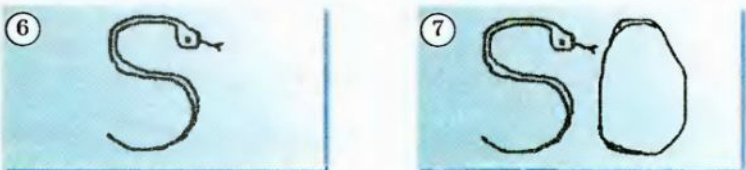
"That's quite easy," she said, scratching on the bark. "It's the noise a snake makes, Daddy. Let's make the *ssh*-noise — a snake. Will this do?" And she drew this. (6)

"There," she said. "That's another surprise-secret."

"Perfectly true," said Tegumai. "I believe we've found out the big secret of the world."

"Why?" said Taffy, and her eyes shone.

"I'll show," said her Daddy. And he drew this. (7)



“Try if you can make out what that means in the Tegumai language. If you can, we’ve found the Secret.”

“Yes. Snake and egg,” said Taffy. *So* is food cooked on the fire, isn’t it?”

“Of course,” said her Daddy. “And I told you it without saying a word, didn’t I?”

Taffy got up and danced round her Daddy. Tegumai got up and danced. (Daddies didn’t *mind* doing those things in those days.)

4. “And we’re the first people in all the world who’ve ever tried to do it, Taffimai!”

“That’s enough for to-day,” said Tegumai. “Besides, you’re getting tired, Taffy. Never mind, dear. We’ll finish it all tomorrow, and then we’ll be remembered for years and years after the biggest trees you can see are all chopped up for firewood.”

So they went home, and all that evening Tegumai sat on one side of the fire and Taffy on the other, drawing *ya*’s and *yo*’s in the smoke on the wall and giggling together till her Mummy said, “Really, Tegumai, you’re worse than my Taffy.”

“Please don’t mind,” said Taffy. “It’s only our secret-surprise, Mummy dear, and we’ll tell you all about it the very minute it’s done; but please don’t ask me what it is now, or else I’ll have to tell.”

So her Mummy most carefully didn’t; and bright and early next morning Tegumai went down to the river to think about new sound-pictures, and when Taffy got up she ran down to the river and pulled her Daddy’s left ear — the one that *belonged* to her to pull when she was good.

“Now come along and we’ll draw all the left-over sound-pictures,” said her Daddy, and they had a most funny day of it, and a beautiful lunch in the middle and so on till they had done and drawn all the sound-pictures that they wanted, and there was the Alphabet, all complete.

And after thousands and thousands and thousands of years, the fine old easy, understandable Alphabet — A, B, C, D, E, and the rest of them — got into its proper shape again for all Best Beloveds to learn when they are old enough.



1. Read the newspaper headlines and guess what the articles are about.

Sensation!
Strange Objects Found!
What did the aliens eat?
New Wonders!

2. Read one of the articles now and choose the headline that suits it best.

We've just got new information from the Mission Control. The notes in the log-book haven't been decoded yet. A group of experienced scientists is working on them now. But the young astronauts got into the space flight kitchen of the alien spaceship and found some strange objects. They think they are the food which the aliens ate. The astronauts took samples of that food for detailed analysis. They say it is absolutely different from the food we eat and they don't know what it is made from.

John Curious

3. Discuss the following questions.

1. Is the food that we eat natural?
2. What is it made from?
3. Do you think the aliens' food is made from the same things?

4. Read the encyclopedia article about sources of food. Some sentences have been taken out from the text. Put each sentence in the right place.

Plants give most of the food that people eat. In many African, Asian, and Latin-American countries, plants give more than two-thirds of food. (1) But even in these areas, over half the diet consists of food from plants. The most important foods from plants are **grains** and fruits and vegetables. (2) Rice or a grain product, particularly bread, is the main food in many cultures. People also make breakfast cereals from grains.

Popular fruits include apples, bananas, cherries, melons, oranges, peaches, pineapples and strawberries. (3) Favourite vegetables include cabbage, carrots, onions, peas, potatoes and sweet corn. Vegetables are usually eaten during the main part of a meal. They may be served **raw** in a salad, cooked and served with a sauce or added to a soup.

Other foods from plants include nuts, **spices** and drinks. (4) Nuts are popular snacks and can be used in other foods. (5) Food industry uses plant materials to make cooking **oils**, sugar and **syrops**.

- A. Coffee, cocoa, tea and many other drinks are made from plants.
- B. Cooks use spices while cooking foods.
- C. In Australia, Europe, North America and parts of South America, people eat much meat.
- D. Most fruits are eaten as snacks or in a salad or dessert.
- E. The human diet has been based on grains for thousands of years.

5. Listen to the second part of the article and say if these statements are true, false or the information is not given in the text.

- 1. Meat, eggs and dairy products are very expensive.
- 2. Heating meat kills microbes which can cause illness.
- 3. Meat is usually eaten three times a day.
- 4. People like to eat fried chicken eggs for breakfast.
- 5. People in other parts of the world eat the eggs of other birds.
- 6. Milk products can be bought only at the market.
- 7. Sour cream, yoghurt and butter are popular milk products.

6. Discuss the following questions.

- 1. What kind of food do you prefer: plant or animal food? What kind of food do you eat most often?
- 2. Which food is healthier: plant or animal food? Why?
- 3. Which food is healthier: raw or cooked? Why?

2

1. a) Read and guess the meanings of the words in bold type.

People buy and eat some basic foods in their natural form. But most of the food, especially milk and meat, is **processed** so that we could keep it for a long time. Processing includes **canning**, **drying**, **freezing** and **pickling**. Vegetables and fruits can be dried, frozen, canned or pickled. Meat and fish are mostly frozen or canned. The food that is processed and can be prepared very quickly and easily is called **convenience food**.

b) Match the word combinations with their Ukrainian equivalents.

- | | |
|-------------------------|----------------------------|
| 1. canned pineapple | a. заморожене м'ясо |
| 2. convenience food | b. консервовані ананаси |
| 3. dried apricots | c. мариновані огірки |
| 4. frozen meat | d. напівфабрикати |
| 5. pickled cucumbers | e. перероблені овочі |
| 6. processed vegetables | f. сушені абрикоси, курага |

c) Discuss the following questions.

- 1. What kind of food do you eat in your family: natural or processed?
- 2. Which of them has more vitamins?

3. Which vegetables taste good when they are pickled?

4. Which fruits are most often dried?

5. What dishes can be cooked of convenience food?

2. a) Look through and try to match the descriptions with the dates on the timeline.



a. boiling food in leather, wood baskets and shells

b. electric cookers became popular

c. gas cookers began to be used in cities

d. iron cookstoves burning wood became popular

e. microwaves were introduced

f. roasting meat over open fires; the wealthy had ovens in their homes

b) Listen to the recording and check your guesses.

3. Read the description of each method of cooking and match it with its name.

baking, roasting, grilling, frying, boiling, simmering, steaming

A. Food is cooked in an oven. Such foods include breads, cakes and cookies. A few vegetables and fruits can also be cooked this way.

B. Food is cooked in boiling water. Potatoes and other vegetables are often cooked this way.

C. Food is cooked in fat, such as butter or vegetable oil. Chicken, eggs, fish, and red meat are cooked this way.

D. Food is cooked in steam. It is used mostly to cook vegetables. It takes longer than boiling.

E. Food is cooked in water that is just below the boiling point. Such foods as eggs and meats are prepared this way.

F. Food is cooked on direct heat. It lies directly over the heat. This method is used for cooking meat, fish, vegetables and sometimes sandwiches.

G. Food is cooked uncovered in an oven. This method of cooking is used for meat and sometimes fish.

4. a) Look at the pictures of cooking *utensils* and match them with the methods of cooking in which they can be used.



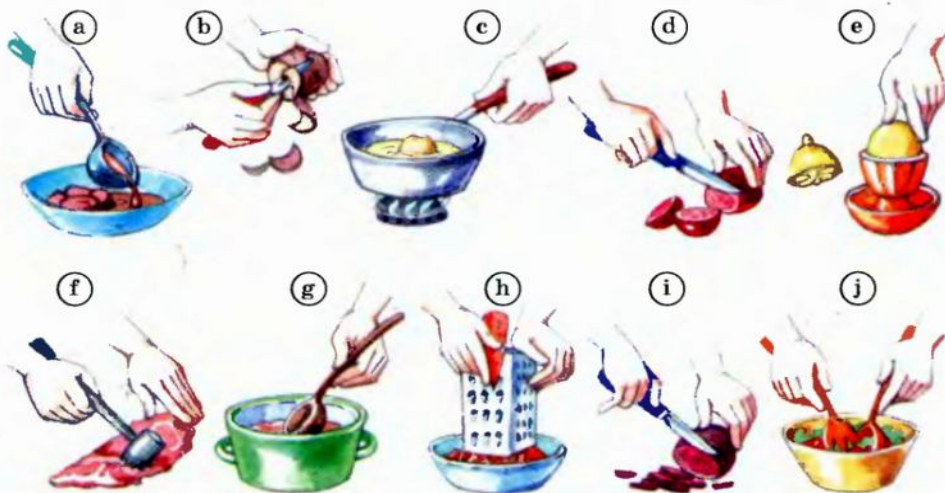
b) Discuss the following questions.

1. Which of those utensils do you have in your kitchen?
2. What kind of dishes do you cook with each of them?
3. Are there other utensils that you use? What are they?

3

1. Most people can prepare a simple salad without written directions. But many foods are prepared according to a recipe. You can find lots of recipes in different cookbooks and magazines. The following words are often used in them. Match the words with the pictures.

beat, chop, grate, melt, mix, peel, pour, slice, squeeze, stir



2. Now match the verbs with the phrases.

- | | |
|---------------|--|
| 1. to beat | a. the mixture with a wooden spatula |
| 2. to chop | b. the potatoes and boil in a saucepan |
| 3. to grate | c. the cheese and add to the sauce |
| 4. to melt | d. the sauce over the meat and serve |
| 5. to mix | e. the ham as thinly as possible |
| 6. to peel | f. the eggs until light and fluffy |
| 7. to pour | g. a lemon over the fish |
| 8. to slice | h. a little butter in a frying pan |
| 9. to squeeze | i. the vegetables into small pieces |
| 10. to stir | j. all the ingredients together |

3. Look through the recipes and listen. Two girls want to cook something. What is it? Can they make it? What can they make?

Pancakes¹

Mix 2 cups of flour, 1 cup of milk, 1 cup of water and 1 egg. Put some of the liquid into a frying pan. Cook the pancakes on both sides. Delicious with lemon and sugar.

Shortbread biscuits²

Mix 350g of flour, 225g of butter, 100g of sugar and some salt. Put into a shallow pan. Put it into the oven at 170 C° for 1 hour. Cut into pieces. Delicious with a glass of milk.

4. Match the instructions (1—9) on p. 38 with the pictures below and get the recipe of cooking cottage pie.

Cottage Pie

Ingredients: 300g of minced³ meat, 500g of potatoes, 1 onion, 2 carrots, grated cheese, water, salt, pepper



¹ pancake /'pæŋkək/ — млинець, оладок

² shortbread biscuits /'ʃɔ:tbred'biskits/ — печиво із пісочного тіста

³ minced /mɪnst/ — січений

1. Peel and slice the onion and the carrots.
2. Put the dish in the oven until the cheese is brown.
3. Peel and slice the potatoes.
4. Fry the meat, onion and the carrots until the meat is brown and the onions are soft.
5. Cover the potato with grated cheese.
6. Add a bit of water, salt, pepper and a few herbs.
7. Put the potatoes in a saucepan with some water and a bit of salt. Boil them for 20 min and then mash.
8. Spread the mashed potato over the meat and vegetable mixture.
9. Put the meat and vegetable mixture into a shallow pan.

4

1. a) Read the sentences, look at the pictures and guess the meanings of the words in bold type.

1. Lemons are **sour**.
2. Pepper is **bitter**.
3. Ketchup is **spicy**.
4. Sea water is **salty**.
5. Sugar is **sweet**.

b) Match the above adjectives with their Ukrainian equivalents.

a солодкий, *b* гіркий, *c* кислий,
d солоний, *e* гострий

c) Which of the adjectives can you use with the following words and word combinations?

fish, meat, juice, chips, nuts, apple, chocolate, orange, banana, cutlet, soup, porridge, potatoes, chicken, hot dog, sausage, spaghetti, pear, ice cream

2. a) Read the definitions and match them with the words that describe textures¹ of different foods.

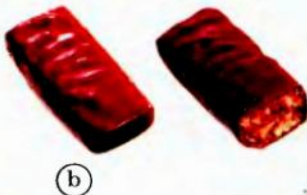
- a. cooked with too much oil
- b. firm, making a sharp sound when you bite
- c. needs to be chewed a lot
- d. pleasantly hard and dry, firm and fresh (about fruits and vegetables)
- e. thick and smooth like cream

¹ *texture* /'tekstʃə/ — текстура; характер структури, консистенція (продукту харчування)



1. chewy
2. creamy
3. crisp/crispy
4. crunchy
5. greasy

b) Match the pictures with the words denoting texture.



c) Look through the menu. Say which of the foods are:

spicy, sweet, salty, healthy, fattening, creamy, juicy, delicious, disgusting, tasty, hot, good, bad, chewy, crunchy, crisp, bitter, sour, greasy, tasteless

Starters	Main Courses	Desserts
Chicken soup Green salad	Steak and chips Curry Roast beef and potatoes Fish and chips	Ice cream Fresh fruit salad Chocolate cake Oranges

3. Read the story and discuss the questions after it.

Don't ask this man to dinner! He can eat more than you offer him. Once in a restaurant in France he ate everything on the table — the knives, forks and the plates, the glasses and bottles, the tablecloth and napkins. "It was difficult eating the tablecloth," he said.

His real name is Michael Lotito but he is called *Monsieur Mangetout* which means *Mister Eat Everything* in French. Monsieur Mangetout has

been eating metal and glass things since 1959. In the Guinness Book of records, he is described as *the world's greatest omnivore*¹.

He ate his first bicycle in 1977. Since then he has eaten six more bikes, four supermarket trolleys, seven television sets, five computers, a vacuum cleaner, two beds, a pair of skis, three children's scooters and a 114 kg robot. But it was in 1978 that Monsieur Mangetout started on his biggest project. He began eating an airplane, a Cessna 150. It took him two years to finish that meal.

Michael Lotito has appeared on TV regularly since he started his strange diet. However he doesn't eat as hard as he used to. "In the old days my suitcase was always packed. — I was ready to go anywhere." Now the greatest omnivore on Earth would like to have a quiet life. "I've been living in an apartment in the mountains in Grenoble for years," he says, "but I'd really like a house in the forest. That is my dream. I want to have a dog and I would fish but I wouldn't hunt. I don't like cruelty to animals."

1. Do you think this story is true?
2. What do you think the taste of glass, metal, tablecloth is?
3. What is the texture of his foods?
4. Why did Monsieur Mangetout become the world's greatest omnivore?



4. Listen to the story of the chocolate-chip cookie² and match the instructions with the textures of cookies.

- | | |
|-----------------|--|
| 1. crispy | a. add brown sugar and milk |
| 2. chewy | b. add nuts |
| 3. crunchy | c. use bread flour and less eggs |
| 4. soft (cakey) | d. use cake flour, baking soda and margarine |

5

1. Read the text and answer the questions.

A. Scientists say that we eat half a ton of food a year — not counting drink! Some people eat even more. Every year people in the world are becoming fatter. The two words that people associate with food, which is not good for people, are **fast food** and **junk food**.

B. Fast food is part of modern-day life. You usually buy a hamburger with French fries³ and a drink to eat in or take away. **Finger food** makes most fast food, and can be eaten without forks and knives. This food is usually served in cartons or bags or in a plastic wrapping. Fastfood places often have a *drive-through* service which lets people order and pick up food from their cars.

¹ omnivore /'ɒmnɪvɔː/ — всеїдна істота (тварина або людина)

² chocolate-chip cookie — печиво з шоколадною стружкою

³ French fries /'frentʃ'fraɪz/ — амер. картопляна стружка (обсмажена в олії), чіпси

C. Fast food is often highly processed and prepared in an industrial way: with standard ingredients and standard cooking methods. It is often high in fat and sugar and low in vitamins and minerals. Another bad thing is that people eat fast food in a hurry. They eat more when they are in a hurry. That is why they are **overweight** which is bad for their health.

D. Junk food is any food that is unhealthy. Examples of junk food include hamburgers, pizza, candy, soda and salty foods like potato chips and French fries. Junk food still remains popular because it is cheap and convenient to eat. It usually has lots of empty calories. They are very low on proteins, vitamins and fibre. Since junk food is high in fats and sugars, it leads to obesity /əʊ'bi:səti/ (being extremely fat), dental problems, heart diseases, etc.

E. A person needs minerals, proteins, vitamins and certain fats to regulate body functions. Proteins, fats and carbohydrates give energy and heat. Normal diet, or balanced diet, contains all the food elements needed to keep us healthy, varied food, and minimal amounts of sugar, fat and salt.

1. What does a human body need?
2. What can junk food lead to?
3. What makes people fat?
4. What makes the food fast?
5. How much do we eat?

2. Discuss the questions about your eating habits.

1. Do you often eat food at fastfood places? What do you eat there?
2. How often do you eat junk food? What junk food do you eat?
3. How often do you eat healthy natural food?
4. Is your diet balanced? How much sugar, fat and salt do you eat?
5. How can you make your diet healthier?



3. a) Look through the table with a teenage diet below and on p. 42. What do you think of it? Is it healthy? What would you recommend?

	Breakfast	Lunch	Tea	In between	Supper
Saturday	rice flakes and toast	chicken soup, crisps, Mars bar	macaroni and meat, chips and garlic bread	two Kit Kats	packet of crisps, toast
Sunday	porridge, toast and jam	two bread rolls with sausages, candy	roast beef, broccoli ¹ , potatoes, sweetcorn, apple pie	sandwich, Kit Kat	cornflakes, cheese and onion crisps

¹ broccoli /'brɒkəli/ — брoкoлi, спapжeвa кaпyстa

	Breakfast	Lunch	Tea	In between	Supper
Monday	porridge and toast	chicken soup, apple	ham salad, pasta ¹ and roast potatoes	crisps	crunchy nut cornflakes
Tuesday	porridge	tomato soup and bread, four biscuits	Scotch pie, chips and beans	ice cream, chocolate	crunchy nut cornflakes
Wednesday	porridge	ham sandwich, two biscuits	spaghetti and garlic bread, ice cream and fruit	candy	crunchy nut cornflakes with milk

b) Listen to the comments of a dietitian and decide whose diet is presented in the above table.

4. a) Listen to the text and choose the right variant.

1. Peanut butter is...

a a thick, creamy paste.

b jelly in a jar.

c a sandwich.

2. The peanut is...

a a nut.

b a pea.

c a kind of steak.

3. Peanut butter started...

a in South America.

b underground.

c in 1890, in St Louis.

5. Discuss the following questions with your classmates.

1. What is the favourite children's food in your country?

2. What five foods are good for you?

3. What five foods are bad for you?

6

1. People in different parts of the world eat different foods and cook them in different ways. a) What food do you think is popular in these countries? Match the foods with the countries where they are eaten.

1. Africa

a. corn, rice, other grains

2. Britain

b. fish, onions, garlic

3. China

c. rice, curry²

4. Italy

d. rice, spicy fried foods with noodles³

5. France

e. rice, vegetables, raw or cooked fish

6. Germany

f. roast beef, Yorkshire pudding

7. India

g. sauces

¹ p a s t a /'pæstə/ — італ. страва з макаронів (із помідорами, сиром тощо)

² c u r r y /'kʌrɪ/ — карі; страва, приправлена гострим соусом (подається з рисом)

³ n o o d l e /'nu:dl/ — звич. рл локшина

8. Japan h. sausages, potatoes, cabbage, beer
9. Spain i. spaghetti, macaroni, sauces

b) Listen and check your guesses.

c) Read the second part of the text. Fill in the gaps with the names of the countries or nationalities from the box.

British, China, French, Japan, Japanese, Sweden

In some cultures, the way food is served is almost as important as how it is prepared. For example, ...(1) and ...(2) cooks carefully arrange food to make each dish look beautiful. In ...(3), smorgasbord /'smɔ:gəs'bɔ:d/ is a popular way to serve guests. Smorgasbord consists of a long table set with a selection of breads, cheeses, fish, salads and hot and cold meats.

Customs also can affect the times when people eat. In most Western cultures, for example, people commonly eat three meals a day. These meals are breakfast, lunch and dinner. The ...(4) add a light, extra meal called tea late in the afternoon. At this meal, they serve strong tea and such foods as biscuits, cakes or sandwiches.

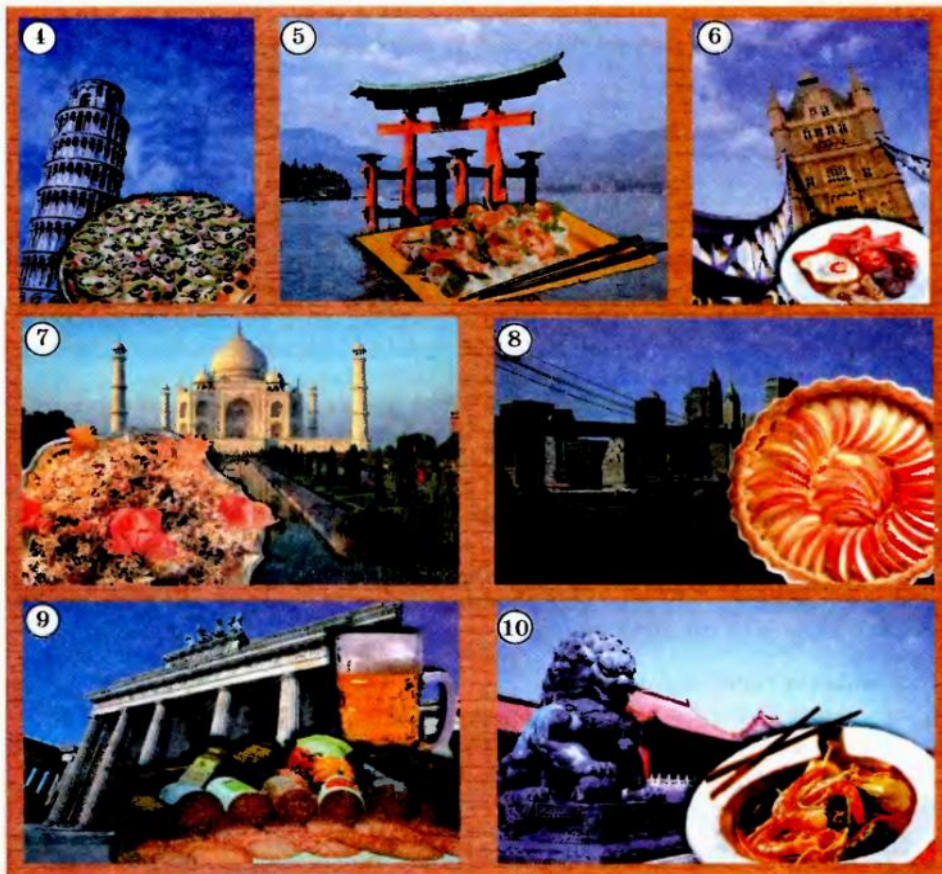
In most Western cultures, people eat from individual plates and use knives, forks and spoons. In ...(5) and ...(6), the people use chopsticks. In many societies, people eat from a common serving dish and use few utensils. Some people pick up their food with bread or with their fingers.

2. Discuss the following questions.

1. What kinds of food is Ukraine famous for?
2. How do the Ukrainians serve their food?
3. What are eating customs and traditions in Ukraine?
4. What are eating habits in your family?

3. Look at the pictures below and on p. 44 and say what countries these foods come from.





4. Put the sentences in the right order to read a story about an Englishman in a Paris restaurant.

A) An English tourist who was staying at a hotel in Paris came to the hotel restaurant to have dinner. B) And the waiter brought him a package of toothpicks. C) He ate the soup and when the waiter came up to the table again pointed to the fifth line on the menu card. D) He couldn't speak French but he didn't want to show it to the people. E) He sat down to table. F) He walked away and soon returned bringing the Englishman a plate of fish soup. G) In despair, the Englishman pointed to the last line on the menu card. H) The Englishman didn't want to show the waiter that he didn't know French so he ate the fish soup. I) The Englishman was very pleased with himself. J) The waiter looked a little surprised but didn't say a word. K) The waiter nodded and walked away. L) Then he pointed to a line in the middle of the menu card hoping that he would get some second course at last. M) This time the waiter brought him a plate of chicken broth. N) Very soon he returned and put a plate of mushroom soup on the table. O) When the waiter came up to his table the Englishman took the menu card and pointed to the first line.

1. a) Read and guess the meanings of the words in bold type.

In the United States, popular meats include **beef** from cows, **pork** from pigs and **lamb** and **mutton** from sheep. Favourite fish include **cod**, **salmon**, **trout** and **tuna**. The most popular kinds of **poultry** are chicken, duck, goose and turkey.

b) Match the words with their Ukrainian equivalents.

- | | |
|------------|-----------------------------------|
| 1. beef | a. баранина |
| 2. pork | b. лосось |
| 3. lamb | c. птиця |
| 4. mutton | d. свинина |
| 5. poultry | e. тріска |
| 6. cod | f. тунець |
| 7. salmon | g. форель |
| 8. trout | h. ягня; м'ясо молодого баранчика |
| 9. tuna | i. яловичина |

c) Say which words from the list above can be used with the following ones.

chop, cutlet, roast, tinned, smoked, fillet, red, rainbow, steak, fried

2. Read the text and count the countries and places that participated in creating the hamburger.

You may probably think that the hamburger is a typical American food. But do you know that the favourite American *fast food* actually comes from many different countries? The hamburger is made of beef, not ham. The idea of chopping meat into very small pieces comes from Turkey. The name hamburger comes from the town Hamburg in Germany. The pickle, or pickled cucumber, comes from Eastern Europe. It is popular in Poland, Russia and Ukraine. The word *ketchup* came from China. *Ke-tsiap* is the Chinese name for a sauce made of pickled fish and spices. The bun is a kind of bread. It comes from an English recipe; the sesame¹ seeds on top have come from the Middle East. So, the "American" hamburger is a truly international meal.



3. Listen, then read the text and find five wrong facts in it.

Pizza

Pizza has a long history. The ancient Romans first had the idea of putting vegetables on large flat pieces of bread and pizza ovens have been found in the ruins of Roman cities. But for centuries one important ingredient was missing — the first potatoes were brought to Europe only in the 16th century from South America. In the 19th century, Rafaele Esposito, a baker

¹ s e s a m e /'sesəmi/ — кунжут



from Naples, began to sell the first modern pizzas. He was asked to bake a special pizza for a visit by the British King and Queen in 1889, and so the first pizza Margarita was created, named after the Queen.

Pizza became a favourite dish in Italy, but only after the First World War, when thousands of American soldiers went home from Europe, pizza really became an international dish. Soon there were pizzerias all over the USA, and American chains

like Pizza Hut, spread the idea around the world. Today the average Italian eats over 10 kg of pizza a year and the world's largest pizza (measuring 30 m across) was baked not in Italy but in Havana, Cuba!

4. a) Read the facts from the history of ice cream and match the sentences with the dates.

- | | |
|---|-------------------|
| 1. Cafes specializing in ice cream appeared all over Europe. But it was very expensive and only rich people could buy it. | a. 2,000 BC |
| 2. People in China were eating ice cream, invented there. | b. 4th century BC |
| 3. The first frozen desserts are known from the time of Alexander the Great. | c. 1700 |
| 4. The invention of the refrigerator brought ice cream into the lives of ordinary people. | d. 1803 |

b) Listen to the text and check your guesses.

8

Food in School and after School

1. Read the posters made by children from different clubs and discuss the questions after them.

How to Plan Attractive Meals

1. The selection of vegetables and fruits can be especially important in adding colour to a meal. For example, a meal of sliced turkey, mashed potatoes, white bread and milk would look unappetizing. Green and orange vegetables would make it more colourful and attractive.
2. Cutting carrots, beets and other vegetables into contrasting shapes can also help create variety.
3. The textures of solid foods may differ from soft to firm, and a meal should include foods that differ in chewiness.
4. Most meals also should include at least one hot food and one cold dish.
5. In addition, it's good to serve foods that differ in flavour.

How to Plan Time-saving Meals

1. Convenience foods, which include canned foods, frozen dinners and pre-cooked meats, need little or no preparation.
2. Time can also be saved by serving uncooked fruits and vegetables.
3. Some foods can be prepared and frozen beforehand and then heated before being served.

How to Be Green

Takeaway foods are very popular. But on the next visit to a fastfood restaurant, take a look at all the empty cartons. These keep food warm when you take it home, but do we really need them in a restaurant? How many minutes is it from the moment you are given your food to the moment you throw away the carton? Not long, is it? Do you really need the carton? In addition to the cartons, we throw away paper cups, plastic forks and packets of ketchup, salt and pepper. Most fastfood restaurants create this rubbish because we don't like waiting for our food. Do we really need to eat in such a hurry? If you must go to fastfood restaurants, try not to take things that you will not use. You should also remember to put your litter in a bin.

1. In what clubs were these posters created? What do we learn in them?
 2. Are these bits of advice useful? Who are they useful for? Why?
 3. Do you often go to fastfood places? Do you agree with what is said in the posters? How can you help to produce less rubbish?
2. Read and match the names of places with the countries.

On weekends, when there are no classes at school, children in the USA like to go shopping very much. They especially like shopping malls with a great number of different shops under one roof. One of the reasons is that most shopping malls¹ have food courts. They are a wonderful idea. There are several takeaways around a central dining area. You can buy food from different places and then you can eat at the table in the middle of the food court. They often have food from different countries. Here is an example.

- | | |
|-----------------------------|------------------|
| 1. Burger World | a. American food |
| 2. Curry Corner | b. Chinese food |
| 3. Hong-Kong Takeaway | c. English food |
| 4. Parisian | d. French food |
| 5. The Acropolis | e. Greek food |
| 6. The Fish and Chip Palace | f. Indian food |
| 7. The Pizza Place | g. Italian food |
| 8. The Sushi Shop | h. Japanese food |

3. In your copybooks, number the paragraphs in the correct order.

A. Two men came into the restaurant and ordered a huge meal. They

¹ shopping mall /'ʃɒpɪŋmə:l, -mæl/ — амер. торговый пассаж

asked Mr Plainy to bring them the best of everything. They ordered the most expensive things on the menu and drank champagne /ʃæmˈpeɪn/ during the meal.

B. At last one of the men said, "I know we'll have a race. If you win, you can pay. If I win, I'll pay. They were both very happy. They asked Mr Plainy to be their referee and he agreed.

C. Mr Plainy brought them the bill. It came to more than \$200. The men began to argue about who was going to pay. Both of them wanted to pay. "You must let me pay," said the first man. "No, no," said the second man. "I'll pay." "No, it's only \$200. That's nothing, I want to pay," said the first man.

D. Mr Plainy, the proprietor of an expensive London restaurant, got a nasty surprise last week and it was an expensive one, too.

E. The three of them went outside. The first man said, "We'll race to the end of the street and back again." The men got down on their hands and knees. Mr Plainy shouted, "One, two, three, go!" Both men started running. He never saw them again.

9

Culture Corner



- A quarter of the world's population live in the developed countries — Europe, North America, Australia and Japan. These people eat half of all the world's food.
- People in the developed countries often eat too much food. 30% of all Americans are overweight. 15% of all food in the USA is thrown away.
- The average American eats 2,100 grams of food a day — the average Indian eats 600 grams.
- In some countries, nearly everyone is hungry. According to the United Nations, 250 000 young children in the non-developed world die every week from hunger and hunger-related diseases.
- The world's population is almost 6 billion. We produce enough grain to feed 6 billion people — but we give a quarter of the world's grain to our farm animals.
- In many countries, only rich people eat meat, because it's expensive. In India, an average person eats 1 kilogram of meat a year; in Nigeria — 6 kilograms, in the UK — 60 kilograms and in the USA — 100 kilos. A pet cat in Europe eats more meat every year than an average person in the non-developed world.



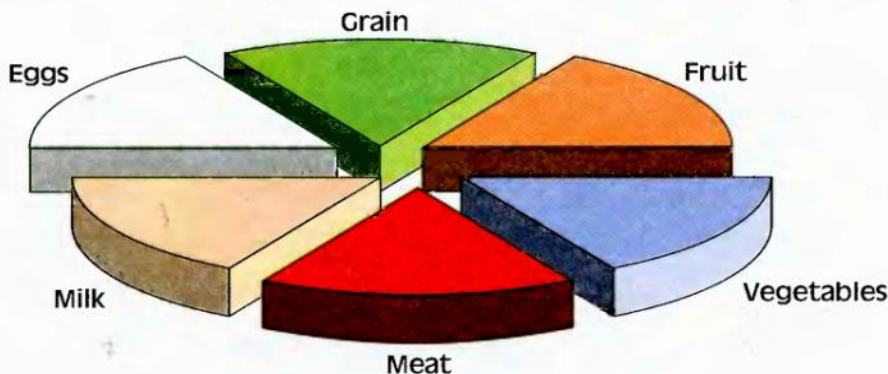
9-10

Project

- Choose one of the projects from the list or think of your own one. You can:
 - 1) do a class survey on the food you eat;
 - 2) analyse your family diet;
 - 3) invent a new dish.
- Decide how you are going to do the project: alone, with a partner or in a group.
- Do the project and then present it to the class.
- Discuss the presentations.

Useful information

1. If you have chosen the first project, do the following:
 - In your notebook, write all the food you ate yesterday.
 - Combine the information from the group:
breakfast: ... (3 — bread, 2 — cheese, 1 — jam, 1 — cereals...)
 - Present the information in the form of a graph on a poster.
 - Discuss the class's eating habits, using the results of your survey and then make conclusions.
2. If you have chosen the second project, do the following:
 - In your notebook, write all the food your family ate last week.
 - Combine the information. Put all the foods into 6 groups: meat, eggs, dairy products, grain, fruit, vegetables.
 - Present the information in the form of a pie chart, like this:



- Discuss your family's eating habits using the results of your survey and then make conclusions.
3. If you have chosen the third project, think of the following:
 - What are the ingredients of this dish?
 - How will this dish be cooked? What utensils are needed for that?
 - What taste and texture will the dish have?
 - Whom will you offer this food?

If you have chosen to do your own project, you can ask your teacher for advice in case you need it. Good luck!

1. Use *a* or *some*. (See Grammar Reference, §3.)

E.g. Number 1: — *some cherries*

①



②



③



④



⑤



⑥



⑦



⑧



⑨



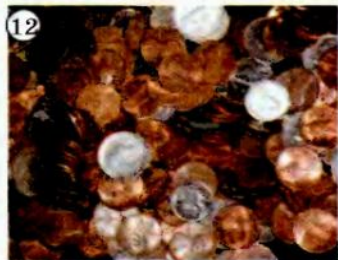
⑩



⑪



⑫



2. Choose an appropriate noun + *of* to indicate quantity.

E.g. some biscuits — *four packets of biscuits*

some bread — three...

some tea — two...

some soap — two...

some pie — three...

some meat — two...

some sugar — three...

some water — six...

some Coke — two...

3. Fill in the gaps with *how much* or *how many* and then answer the questions about yourself.

E.g. *How many* apples do you eat every day? — *About three.*

1. ...milk do you drink every day?
2. ...books do you buy every month?
3. ...pocket money do you get every week?
4. ...people did you meet on your last holiday?
5. ...sugar do you take in your tea?

4. Use *a few* or *a little* for each of the nouns.

E.g. *a few plates, a little coffee*

plates, coffee, honey, cars, cream, milk, women, sheep, water, cups, flour, forks, babies, juice, pepper, dolls, marmalade, dresses

5. Fill in *many*, *much* or *a lot of* / *lots of*.

1. A: Let's go shopping together.
B: Great. I've got *a lot of* spare time today.
2. A: Is there a cinema in this town?
B: There are ... of them.
3. A: The sun has melted the snow.
B: Yes. There isn't ... of it now.
4. A: The trees are beautiful in this garden, aren't they?
B: They are. Besides, there are ... flowers here.
5. A: It was a very hot day yesterday.
B: And how ... times did you have a shower?
6. A: I'm busy today.
B: Have you really got ... work?
7. A: The flowers are dying.
B: But there isn't ... water in the vase.
8. A: Why is Helen always alone?
B: She hasn't got ... friends.
9. A: The river near your village is wonderful.
B: It is. But there isn't ... fish in it.
10. A: Can you lend me some money?
B: Oh, sorry — I haven't got ... money with me.

6. Find mistakes and correct them.

1. Could you lend me any money, please?
2. How many time have we got left?
3. There aren't too much chocolates in the box.
4. I don't know nothing about chemistry.
5. Could you give me few sheets of paper?
6. There were lot of strawberries on the plate.
7. I need any help with my homework.

8. Did you catch some fish in the river?
 9. Is there some cheese in the fridge? — Yes, there is any.

11

Test Yourself!

1. Listen to the text and say if the statements are true or false. Get one point for each correct answer.

- Drinking tea was very popular in many European countries.
- A young sailor came back from India.
- He was the only son of an old woman.
- The sailor rarely brought his mother any presents.
- A box of tea was an unusual present.
- The old woman didn't like the smell of tea.
- The old woman treated her friends to cakes, fruit and the tea.
- The guests drank the tea with butter and salt.
- They liked the tea a lot.
- The woman threw the water away.

2. Put the sentences in the correct order. Get one point for each correct answer.

- A young sailor brought a box of tea leaves to his mother.
- She invited her friends to try the new food.
- The guests ate the tea leaves with butter and salt.
- The woman didn't know anything about tea.

3. Find 30 words in the letterbox and write them into your copybook. Get one point for each word.

b	e	e	f	s	a	l	t	y	r	b
m	r	e	c	i	p	e	m	p	u	i
a	s	s	l	i	c	e	a	l	o	t
l	a	v	l	n	a	p	e	a	s	t
y	u	l	i	o	b	s	t	t	e	e
h	c	y	r	f	c	p	s	e	l	r
c	e	y	g	r	a	i	n	e	k	c
n	p	e	j	a	n	c	n	g	c	h
u	a	l	a	w	b	y	u	p	i	e
r	n	a	e	t	w	e	t	s	p	w
c	m	i	c	r	o	w	a	v	e	y
g	r	e	a	s	y	p	o	r	k	z



Read the story and do the tasks in the Workbook.

The Strange Thanksgiving Guest

(after Frances B. Watts)

1. Miss Chipmunk invited her neighbour, Mr Woodchuck, to Thanksgiving dinner. He was new in the neighbourhood and she lived all alone. Sharing dinner would make a happy Thanksgiving for both of them.

Her corn casserole¹, squash soufflé² and parsley salad were all ready to serve. But Mr Woodchuck was early and Miss Chipmunk was still *in the midst of* baking an acorn cake when he arrived.



Miss Chipmunk invited her guest into the *parlour*. "Please have a chair, Mr Woodchuck," she said.

"Why³, thanks. That's kind of you, my dear," he said with a surprised smile.

"You are early," Miss Chipmunk said. "Dinner will be ready in a little while." She hurried out to the kitchen to chop acorns. In a little while she thought she heard the front door close. She looked into the parlour to see if her guest was still there. He was. Mr Woodchuck was standing in the middle of the room looking pleased.

¹ corn casserole — горщик кукурудзяної каші

² squash soufflé /skwɒʃsuːfleɪ/ — суфлє з гарбуза

³ why — тут для чого

Miss Chipmunk wondered why he didn't sit down. "Take a seat," she said. "Please take a seat, while you are waiting."

"Well, I don't mind if I do," Mr Woodchuck nodded happily. "You are very kind."

2. Miss Chipmunk went back to her cake *muttering* to herself: "He is a strange one. What's so kind about asking a visitor to take a seat?" Soon she heard the front door close again. Once more she looked into the parlour. There stood Mr Woodchuck *grinning* from ear to ear.

Miss Chipmunk simply couldn't understand why her neighbour didn't sit down. She decided that if he had something to read he might feel more at home. "Please *help yourself* to the books on the bookshelf, Mr Woodchuck," she said. "I'll finish soon."

"That's very kind of you," said Mr Woodchuck. "I'm very fond of books."



Miss Chipmunk hurried back to the kitchen. She put the acorn cake into the oven to have it after the main course of their Thanksgiving dinner. After setting out the food — corn casserole, squash soufflé and parsley salad — she stepped into the parlour.

"Thanksgiving dinner is served," she announced proudly.

3. Mr Woodchuck had disappeared. Then she noticed that some other things had disappeared, too. Her rocking chair, her love seat, and a whole shelf of books were gone. "Well!" cried Miss Chipmunk. "I believe Mr Woodchuck has run off with them. A fine neighbour! It's bad enough to be a *thief*, but a thief on Thanksgiving is absolutely unforgivable!"

Miss Chipmunk tied on her bonnet¹ and marched over to the house across

¹ b o n n e t /'bʌnɪt/ — жіночий капелюшок

the street. As she *was about to* knock, Mr Woodchuck opened his door. "Why, how do you do," he said. "I was just coming back to your house. Is dinner ready?"

"Yes, but you'll have nothing of it. I've just *withdrawn* my invitation!" said Miss Chipmunk coming into his house. There, in Mr Woodchuck's sitting room she saw her missing things.

4. "How dare you *steal* my belongings!" she shouted him. "You are the strangest and most *ungrateful* Thanksgiving guest I have ever invited to my house!"



Mr Woodchuck looked puzzled. "I don't understand," he said. "You gave those things to me. You told me to take a seat, have a chair, and help myself to some books. So I did."

Miss Chipmunk *blinked* her bright eyes. Then she began to laugh. "Oh, you did misunderstand! When I asked to have a chair and take a seat, I meant that you were to sit down. When I told you to help yourself to some books I expected you to look at them."

"Well, how about that," smiled Mr Woodchuck. "Where I come from, folks always ask you to sit down when they want you to sit, and when they ask you to take, have or help yourself to something they mean exactly that. We could have become enemies just because we didn't understand what the other one meant. Words can be very tricky and touchy things."

"Sure, they certainly can," Miss Chipmunk agreed.

Then the two neighbours carried Miss Chipmunk's belongings back to her parlour. When they had finished the job, Miss Chipmunk led Mr Woodchuck to their beautiful Thanksgiving meal.

She chose her words carefully. "Please, sit down and eat everything you wish."

"Don't mind if I do," nodded Mr Woodchuck. "And a happy Thanksgiving to you, Miss Chipmunk!"

"A happy Thanksgiving to you," she replied. Now that she understood him Miss Chipmunk decided he wasn't so strange at all.

1. Read the newspaper headlines and guess what the articles are about.

Scientists are Optimistic!

Do We Have Neighbours in Space?

A NEW DISCOVERY!

Wonders of Medicine!

2. Read one of the articles and choose the headline that suits it best.

We are happy to inform our readers of the latest news about the alien spaceship. Our scientists have proved that the mysterious findings in the space flight kitchen are really unknown food. Their analysis showed that the food comes from some unknown plants and animals. The scientists are still working but they are optimistic about the results. They try to prove that the aliens are probably the same type of living beings as we are.

Another discovery was made by our young astronauts yesterday. They got into one more unit of the alien spaceship. It looks like a medical unit. There are things there that look like medical instruments and medicines. These things are unknown to specialists but they will start their study immediately.

John Curious

3. Discuss the following questions.

1. Do you think there are other living beings in space?
2. Do they look like humans?
3. Do they eat the same types of food?
4. Do you think they have a more developed technology?

4. a) Read and try to guess the meanings of the words and word combinations in bold type.



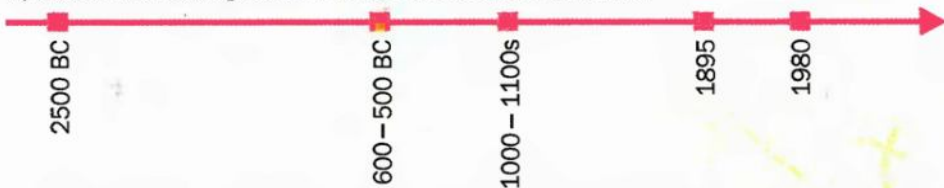
Health care (1) is a system for keeping people healthy. A healthy person not only feels good physically but also enjoys life. Sometimes people can get ill (**sick**) (2), they may feel **pain** (3), some part of their body may **hurt** (4), or they can get an **injury** (5). Then people go to a doctor and ask for help. The doctor tries to find out what **illness (disease)** (6) the person has and then starts the **treatment** (7). The patient can be **treated** (8) in different ways. One of them is taking **medicines (drugs)** (9). As a result the patient can be **cured** (10).

- b) Match the words and word combinations in bold type with their Ukrainian equivalents.

a біль, *b* захворіти, *c* вилікуватися, *d* ліки, *e* лікування, *f* лікуватися, *g* охорона здоров'я, *h* травма, *i* боліти, *j* хвороба

5. There are many things we don't know about medicine, for instance, how it started. Who was the first doctor? How do people catch a cold? Why do new diseases appear? The story of medicine you are going to listen to tells us about finding answers and the scientists who found them.

- a) Match the descriptions with the dates on the timeline.



- a. a textbook on how to treat diseases was produced by the Egyptian doctors;
 b. first medical schools and many hospitals appeared;
 c. first operations were performed and first drugs used in ancient India;
 d. people cured the sick by pleasing gods;
 e. study of genetics became the main medical problem;
 f. X-rays were discovered.

- b) Listen to the recording and check your guesses.

2

1. a) Listen to the description of a hospital and find all the units on the scheme given on p. 59.

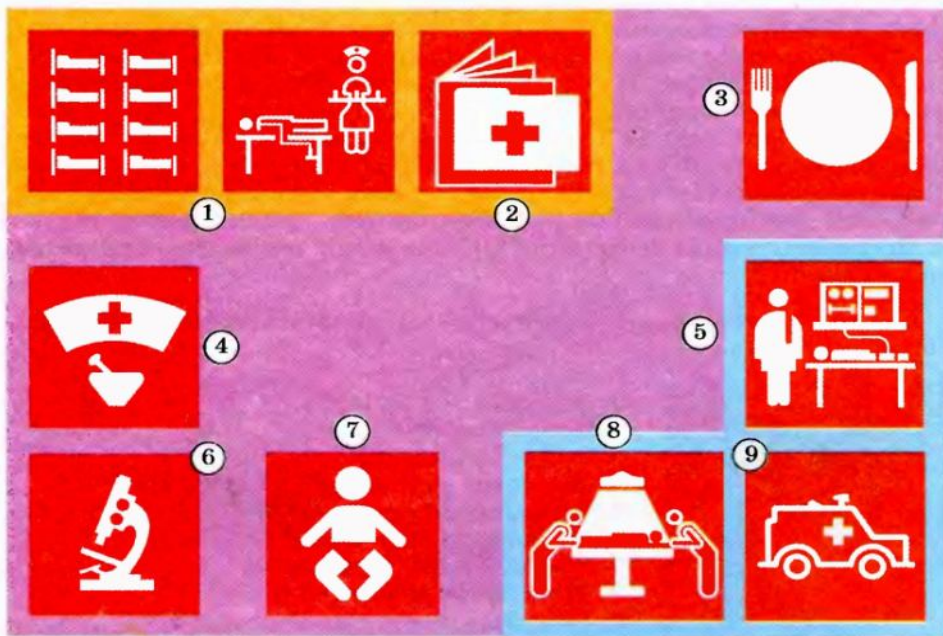
- b) Match the names of the units with their functions.

- A. emergency unit
 B. food service department
 C. intensive care unit
 D. intermediate care unit
 E. laboratories

- a. doing tests
 b. keeping records of patients
 c. making and selling drugs
 d. performing operations
 e. preparing meals

- F. medical records department
- G. pediatric unit
- H. pharmacy
- I. surgical unit

- f. treating all kinds of patients
- g. treating children
- h. treating critically ill patients
- i. treating those who have suddenly become ill



c) Match the names of the units with the numbers on the scheme.

2. Discuss the following questions.

1. Have you ever been in hospital for a long time? If yes, when was it? What hospital was it? Was it in one building or on campus?
2. What units were there in that hospital? What unit were you in?
3. Were there playrooms for children in that hospital?
4. Did you have to go to a laboratory?
5. Where did you have meals? Did you have to go to a different building?
6. Did you like being in hospital? Why? Why not?

3. Read the information about these people and decide what unit of the hospital they will get to.

John is 15. He was playing football and broke his right leg.

Barbara is 32. She has problems with her back.

Jerry is 8. He has a bad earache.

Thomas is 60. He suddenly felt pain in his heart.

Lillie is 12. She has a bad stomachache.

Janet is 24. She got into a car accident.

4. In your copybook, put the sentences in the correct order (1—17) and read about the physical examination.

A) During the checkup, the doctor learns much about your body. B) During the checkup, you have a chance to ask your doctor some questions. C) Knowing you better will make it easier for the doctor to help you stay healthy. D) Sometimes you go to the doctor when you are not sick. E) The changes also show if you are healthy. F) The doctor listens to your heart and lungs. G) The doctor looks for changes in your body that show how much you have grown. H) The doctor will ask you some questions. I) The doctor writes down all the facts about your checkup. J) These records help the doctor treat you when you are sick. K) You go to the doctor for a checkup. L) You may have questions about your body. M) You may want to know how to stay healthy. N) Your answers help the doctor learn more about you. O) Your eyes, ears, nose, mouth and throat are also checked. P) Your records are kept in the medical records department. Q) Your weight and height are checked and recorded.

5. Read the questions and say which of them the pediatrician or dentist can ask you during the checkup.



1. Are you a vegetarian?
2. Are you happy?
3. Do you like school?
4. How much sleep do you get each night?
5. How often do you exercise?
6. What exercises do you do?
7. What food do you eat?
8. What marks do you get at school?
9. How often do you brush your teeth?
10. What toothpaste do you usually use?

3

1. What kinds of doctors do you know? What illnesses do they treat? Match the medical problems with the kinds of doctors who treat them.

E.g. *When I have a stomachache I go to a pediatrician.*

- | | |
|--------------------------------|-----------------|
| 1. You can't hear well. | a. dentist |
| 2. You can't see well. | b. ear doctor |
| 3. You feel pain in the heart. | c. eye doctor |
| 4. You feel pain in the knee. | d. heart doctor |
| 5. You have a broken arm. | e. pediatrician |
| 6. You have a headache. | f. surgeon |
| 7. You have a sore throat. | |
| 8. You have a stomachache. | |
| 9. You have a toothache. | |

2. a) Look at the pictures and match them with the things doctors use to treat illnesses.



a drops, *b* sticking plaster, *c* mixture, *d* powder, *e* plaster,
f pills, *g* bandage, *h* injection, *i* stretcher

b) Answer the following questions. Choose from the above list.

1. What do you put on a cut finger?
2. What form of medicine do you use if your eyes hurt?
3. Where is the patient put if he can't move?
4. What is put on a broken leg or arm?
5. What are the main four forms of medicines?

3. a) Read the descriptions of the most common illnesses and their symptoms. From the box, find the Ukrainian equivalents for the words and word combinations in bold type.

One of the illnesses that doctors most often treat is a **common cold** (1). The symptoms of it are a **runny nose** (2) and **sneezing** /'sni:ziŋ/ (3). If you have **flu** /flu:/ (4), you can have a very high temperature and a bad headache. You can also start **coughing** /'kɒfɪŋ/ (5). If the temperature is not very high but it hurts when you cough, it may be **pneumonia** /nju:'mɔ:niə/ (6). Many people nowadays have **allergies** /'ælədʒi:z/ (7). They may have a **red rash** /ræʃ/ (8), **watery eyes** (9) or start sneezing.

a алергія, *b* пневмонія, *c* сльозотеча, *d* кашляти, *e* проста
 застуда, *f* висип, *g* нежить, *h* чхання, *i* грип

b) What forms of medicines are used for each of the illnesses described in the text?

4. Read the conversations and say who had which medicines.

A. — Hi, Mandy. Why weren't you at the disco yesterday?
— Oh hi, Jane. I had a headache.

B. — Good morning, Bill.
— Good morning, Mrs Jones. I am sorry I wasn't at school last week.
— That's all right. What was the matter?
— I had a sore throat and a temperature.
— Was it flu?
— No, I don't think so. Just a cold. But I'm all right now.

C. — What was the matter with you yesterday, Stewart?
— My eyes were sore.
— Yes, they are still a bit red.

D. — Hello, Ben.
— Hi, Jane. Why weren't you at the swimming pool on Sunday?
— I was ill. I had a stomachache.

E. — You weren't at school last week, Bessie. Were you ill?
— Yes, sir.
— What was the matter?
— I had a bad cough.
— Are you all right now?
— Yes, thank you.



4 1. In groups of 3—4, look at the posters and answer the questions.



Coughs and sneezes spread diseases.



Undrinkable water.

1. Who puts up posters and notices like those?
2. Why do they put them up?
3. Where can you see them?
4. Can you think of another message like those?

2. a) Match the halves and read some English proverbs about health.

- | | |
|-----------------------------------|---|
| 1. A sound mind | a. after supper walk a mile. |
| 2. After dinner sit a while, | b. but eat to live. |
| 3. An apple a day | c. have desperate cures. |
| 4. Desperate diseases must | d. in a sound body. |
| 5. Early to bed and early to rise | e. is above wealth. |
| 6. Good health | f. is the best medicine. |
| 7. Laughter | g. keeps the doctor away. |
| 8. Live not to eat | h. makes a man healthy, wealthy and wise. |

b) Match the English proverbs you've got with their Ukrainian equivalents.

- A. У здоровому тілі здоровий дух.
 B. Хто рано встає, тому Бог подає.
 C. Здоров'я дорожче за багатство.
 D. Після обіду посидь, а після вечері пройди.
 E. З'їдай в день по яблуку, і лікар тобі не знадобиться.
 F. Клин клином виганяють.
 G. Сміх — найкращі ліки.
 H. Живи не для того, щоб їсти, а їж для того, щоб жити.

3. Some people believe that regular visits to the doctor are the best way not to get ill. Do you agree with it? What are other ways not to get ill? Discuss these questions in small groups.

4. Listen to the interview and say if the statements below are true or false.

1. Germs are so small that can't be seen in the microscope.
2. Sneezing is one way of getting virus disease.
3. You can get ill if viruses get into your mouth, nose and eyes.
4. When you sneeze, drops from your nose travel at about 120 miles an hour.
5. Cleanliness controls germs.
6. Regular cold showers help you keep fit.
7. People should wash hands very often with soap and warm water to get rid of any germs.
8. You should always have a tissue with you.
9. You should regularly go to a physician and dentist for checkups.

5. Read the story and discuss it.

Healthy Henry

Henry works in an office in town. He wants to live to be a hundred, so health is very important to him. He gets up at five o'clock in the morning and does exercises for 30 minutes. For breakfast, he eats salad and a raw egg with garlic and chilly pepper. It tastes disgusting but he thinks it's good for him. Then he runs for an hour in the park even if the weather is bad. He never goes to work by bus or by train and he thinks that cars are very dangerous. At the office, he washes his hands 10 times a day. His lunch is 15



sunflower seeds and one onion. He is sure that the lunch which the firm gives isn't good for him. After work, he hurries home to water the plants. He has tens of plants because they clean the air. In the evening, he never watches television because it's bad for his eyes. On Monday, he goes to a yoga class and on Thursday he goes to a vegetarian cookery class. He rarely goes to the cinema or to the theatre — there are too many germs. In summer, he sleeps in a tent in the garden. At

the weekend, he goes camping in the country. But he never sits in the sun. On the first day of every month, he goes to the doctor's just to make sure that he isn't ill. After all, he doesn't want to find himself in hospital.

5

1. a) Look at the picture and guess what accidents all these people have had.



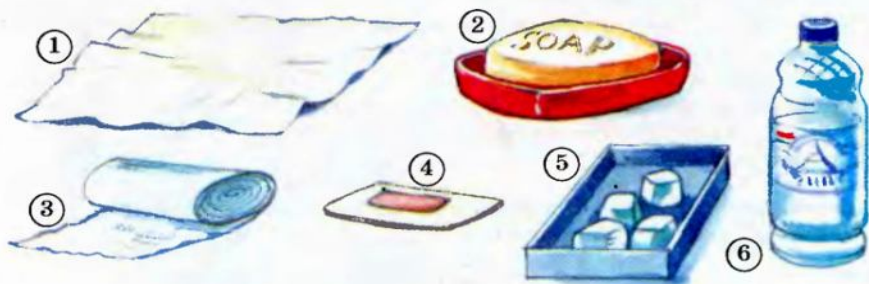
b) Listen to how they explain their accidents to the doctor and check your guesses. Find each child in the picture.

c) Match the words and one word combination with their Ukrainian equivalents.

1. a scald /skɔ:ld/
2. a burn
3. a scratch
4. food poisoning
5. a cut
6. to bleed
7. a bruise

- a. поріз
- b. опік від вогню або тепловий
- c. синяк
- d. опік від окропу чи пари
- e. кровоточити
- f. подряпина
- g. харчове отруєння

2. What do you usually do for those problems? What *first aid* (help) do you take? There are many things people use in such cases. They are called *home remedies* /remidiz/. How do you think the things in the picture can help?



3. a) Discuss the following questions.

1. What does the expression *to be safe* mean? Are you always safe? When do you feel that you are unsafe?
2. Can you feel safe at home? Are there any dangers at home? Can you have an accident at home?
3. Can you feel safe at school? Are there any dangers there?
4. Are you safe in the street and in other public places? What dangers can wait for you there? Can you do anything so that you don't have an accident?

b) Listen to the radio programme and take notes of kinds of accidents in different places and things you can do not to have them.

4. Read the safety rules that a group of schoolchildren developed and say which of them were discussed in the radio programme and which weren't.



1. a) Discuss the following questions.

1. What does the word *ability* mean?
2. What is the meaning of the prefix *dis-* in the words *disorder*, *disappear* and *discomfort*?
3. What does the word *disability* mean?
4. What kinds of disabilities do some people have?
5. Why do some people have disabilities?
6. Can disabilities be cured?

b) Listen to the interview with a physician and match the words on the left with their Ukrainian equivalents on the right.

- | | |
|--------------------|---|
| 1. blind | a. неспроможність робити щось |
| 2. deaf | b. глухий |
| 3. disability | c. людина з фізичними вадами |
| 4. disabled person | d. інвалідна коляска (для самотійного пересування інваліда) |
| 5. handicapped | e. який має вади |
| 6. mute | f. німий |
| 7. wheelchair | g. сліпий |

2. Try some experiments. Let several people take part in each of them. Then discuss how it feels to be disabled.

- a. Blindfold a person. Put some everyday objects on the table in front of them. Let them guess the objects by touching them.
- b. Blindfold a person. Drop some everyday object on the table. Let them guess the objects by the sounds they make when they fall on the table.
- c. Blindfold a person. Let them taste different foods and guess what they are just by taste.
- d. Blindfold a person. Let them guess several objects (foods etc.) by their smell.
- e. Make a person put their hands over their ears. Tell a story in a very low voice (whisper). Let the "deaf" person follow it.

3. Look at the list of activities in which disabled people may have problems. What disabilities may be reasons of such problems?

- | | |
|----------------------------------|-------------------------------|
| 1. getting dressed and undressed | 9. getting on and off the bus |
| 2. using the telephone | 10. reading books |
| 3. watching TV | 11. taking things |
| 4. getting to places | 12. writing |
| 5. going shopping | 13. remembering things |
| 6. cooking | 14. exercising |
| 7. communicating | 15. crossing the street |
| 8. studying | 16. listening to music |

4. Look at the picture and find all places where a disabled person may have problems.



5. Read what young disabled people say about their lives. Then discuss the questions.

A. "There are many things that make it difficult for a person in a wheelchair to shop. The first is the difficulty of getting there because pavements are so difficult to get up and down. If you get there, shops may have a step at the door or are too small for a wheelchair to get around. In some department stores there is no step and lots of room, but you can't get through the checkout." (David)

B. "The things I don't like about being handicapped is that other boys are always running and I can't do it with them." (Michael)

C. "I'm in a wheelchair. When I go shopping people look at me. I may be in a wheelchair but I am just like normal people. I get hurt like other people do. I laugh like other people do. And I get angry like other people do." (Margaret)

1. How do people with disabilities feel in the company of other people?
2. How do others treat people with disabilities?
3. How can the life of those people be made better?

7

Things We Can't Live Without

1. Read the story and discuss the questions after it.

One day a poor Scottish farmer, whose name was Fleming, was trying to make a living for his family. Suddenly he heard a cry for help. It was coming from a boy nearby. He dropped his instruments and ran to the boy. The boy



ALEXANDER FLEMING

stuck in a swamp and only half of him was seen already. He was struggling to free himself but he couldn't. He was in panic and screamed loudly. Farmer Fleming saved the boy from a slow death.

The next day a rich carriage came up to the Scotsman's place. An elegantly dressed man got out and introduced himself as the father of the boy who Fleming had saved.

"I want to repay you," said the man. "You saved my son's life."

"No, I can't take payment for what I did," the Scottish farmer replied. At that moment the farmer's own son came to the door of the family house.

"Is that your son?" the man asked.

"Yes," the farmer replied proudly.

"I'll do the following then. Let me take him and give him a good education. If the boy is like his father he'll grow to a man you can be proud of."

And he did that. In time, Fleming's son graduated from St Mary's Hospital Medical School in London, and became known throughout the world as Sir Alexander Fleming, the discoverer of penicillin /pen'isilin/.

Years later that man's son was close to death from pneumonia. He was saved by penicillin. His name was Sir Winston Churchill.

1. Do you know what penicillin is?
2. Why was it a great discovery?
3. Who was Sir Winston Churchill? Why was he famous?
4. What do you think of the characters of the four people described in the story?

2. Listen to the text and say if the statements are true or false.

1. The doctor couldn't hear his patients' hearts because he had problems with hearing.
2. The wooden tube made the sounds of the body louder.
3. Those sounds were always the same.
4. Doctors today use the same kind of tube. It is called stethoscope.

3. Read the text about a famous nurse. Some sentences have been taken out of the text. Put them in the right places.

Florence Nightingale was named for Florence, Italy, where she was born on May 12, 1820, when her rich British parents lived there. At the age of 16, Florence realized that she had a special mission in life: helping other people. ...**(1)** But Florence entered a school for training nurses in Germany. She later studied in Paris. At 33, she became the head of a women's hospital in London.

During the war in the Crimea in 1854, Florence Nightingale sailed for the Crimea with 38 nurses. ...**(2)** The bleeding soldiers lay on floors. There were not enough bandages, soap or towels. Nightingale found a few men who could clean the place, and she put them to work at once. At night, she walked the miles of corridors with her lamp and soldiers called her the *Lady with the Lamp*. ...**(3)** By the end of the war, Nightingale had saved many lives and had brought reforms in hospital administration and in nursing.

England greeted her arrival in 1856 with big celebrations. Instead of attending them, Nightingale went quietly home to her family, and then moved to London. ...**(4)** Nightingale became a semi-invalid and seldom left her rooms. The world came to her. Ministers and politicians came to ask her advice. In 1860, Nightingale founded the Nightingale Training School for Nurses at St Thomas's Hospital in London on charity money. ...**(5)**

- A. Nightingale was the first woman who was given the British Order of Merit.
- B. Her family didn't like it.
- C. The hard work and illness in the Crimea had injured her health.
- D. The hospital was an old Turkish barrack full of rats and dirty.
- E. When the hospital was in order, she started classes to teach soldiers to read and write.

4. Think of the medicine in the future. Discuss the following questions.

- 1. Will people get ill in the future? Why? Why not?
- 2. Will there be doctors in the future or will people be treated by robots?
- 3. Will people be able to cure all the diseases?
- 4. Will it be able to produce parts of the body?
- 5. Will it help disabled people? Will there be disabled people in the future?
- 6. Will people have electronic devices in their bodies?

8

Medicine in School and after School

1. Read a page from a school booklet and discuss the questions.

SCHOOL HEALTH IN ST MATTHEWS PRIMARY SCHOOL

School doctor Dr Lane,
School Nurse Mrs C. Ray

For almost 100 years the School health service has been working with children, their parents and teachers to find out health problems and help children develop a healthy lifestyle.

The school nurse works closely with teachers to help with health education in the classroom and gives advice on good health. She can also visit at home.

Children have regular eyesight, hearing and growth checkups during the primary school years. At 5-6 years of age, children will have their first medical examination, when parents are invited to come and discuss their child's health and progress with the school nurse and doctor.

Pediatricians and other specialists give parents advice if their children have any health problems.

Children, parents, teachers and health professionals work as a team if there are any special needs for children with disabilities.

- 1. Is there a doctor or a nurse in your school? Where can you find them?
- 2. Have you been to the medical room in your school? Why did you go there? What is there in the medical room?
- 3. Do you have medical checkups at school? What do the doctors check?

2. Make up a story using the pictures.



3. Read the text and fill in the table in the Workbook.

Biorhythms

Are there periods in your life when everything goes wrong? Are there other periods when you can move the mountains? How can you explain this?

Sometimes we feel good, sometimes — bad without a definite reason. Some people believe that there are cycles in our lives. These cycles are called biorhythms. They control our lives. There are three biorhythms cycles: the physical cycle which has 23 days, the emotional cycle which has 28 days and the intellectual cycle which has 33 days. Each cycle has a positive and negative phase.

When you are in a positive physical phase, you feel very healthy and fit, full of energy, and you can't get ill. When you are in a negative physical phase, you feel lazy, you get tired easily and you can become ill.

In the positive emotional phase, you feel happy and cheerful, friendly and optimistic. In the negative emotional phase, you feel moody, you get depressed easily and you can get angry or cry.

The intellectual phase is very important for school. In the positive phase, you are able to learn things easily and you can think clearly. This is a good time for exams and tests. The negative intellectual phase is the worst time for exams. In this phase, you are not able to concentrate easily.

The most dangerous days are when the cycle moves from one phase to the other. They are known as critical days. Some research in Switzerland showed that 60% of all accidents happen on critical days. Some airlines use biorhythms charts. Pilots are not allowed to fly on critical days.

4. Match the beginnings and ends of jokes.

- | | |
|---|---|
| 1. Doctor, doctor, I've got amnesia ¹ . I can't remember anything. | a. Wait there. I'll be with you in a minute. |
| 2. Doctor, doctor, nobody ever listens to me when I am speaking. | b. Sorry, what exactly do you mean? |
| 3. Doctor, doctor, nobody ever notices me. | c. I am terribly sorry, what did you say? |
| 4. Doctor, doctor, nobody understands me. | d. Hm-hm-hmn. How long have you had this problem? — What problem? |
| 5. Doctor, doctor, I'm going to die in thirty seconds. | e. Next, please. |

¹ a m n e s i a /æm'ni:ziə/ — мед. амнезия, потеря памяти

- One of the most famous international associations is the World Health Organization, the health agency of the United Nations. It believes that health is one of the main human rights for all people. The agency operates many programmes for giving the best possible health care for everyone, especially citizens of developing countries.
- In the mid-1900s, most people did not live more than 50 years. Today, people live for about 65 years on average, according to the World Health Organization.
- The oldest hospital still working is the Hotel Dieu in Paris founded during the AD 600s.
- There are about 35 million disabled people in the United States.
- In the United States, over 90,000 people die every year as a result of accidents. About one-third of all accidental injuries happen in the home. Home accidents are second only after road accidents in which people die.



- Choose one of the projects from the list or think of your own one. You can:
- 1) do a class survey on *home remedies*;
 - 2) produce a poster on safety rules in school;
 - 3) study your school area for possibilities for disabled people.
- Decide how you are going to do the project: alone, with a partner or in a group.
- Do the project and then present it to the class.
- Discuss the presentations.

Useful information

1. If you have chosen the first project, do the following:
 - In your notebook, write *home remedies* that are used for common illnesses in your family.
 - Collect the information from the group.
 - Analyse the information and present it in the form of a graph or poster.
2. If you have chosen the second project, do the following:
 - Walk around your school paying attention to the places that can be dangerous.
 - Think of the activities which you do at school. Which of them can be dangerous?
 - Develop safety rules for your school and present the information on a poster.
3. If you have chosen the third project, do the following:
 - On your way to school and back home, pay attention to the road, the doors of the buildings, the steps in them, the pavements and other things that can become a problem for disabled people.
 - What can you and your classmates do to change such things, so that they could become convenient for people with disabilities?
 - Present your plan of actions on a poster.

If you have chosen to do your own project you can ask your teacher for advice when you have any problems. Good luck!

1. Analyse the following sentences and answer the questions.

- A. If this medicine **doesn't help**, I'**ll** try a different one.
- B. When I **come** to the doctor, I **will ask** him how to stay healthy.
- C. If you **feel** better tomorrow, you **can go out** for a walk.
- D. When you **come** home in the evening, **call** me, please.

1. What tense form of the verb is used in the first part of every sentence — present or future? What action does each of them denote — present or future?
2. What tense form of the verb is used in the second part of sentences A and B? in sentence D? What form of the verb is used in sentence C?
3. What do the words *if* and *when* mean?
4. Can you formulate a rule about the use of verb tenses in the sentences with *if* and *when*?

(See Grammar Reference, § 4.)

2. Match column A with column B to make up sentences expressing advice.

E.g. *If you are tired, go to bed. (If you are tired, you can go to bed.)*

A	B
tired	make a sandwich
hungry	take off your jacket
bored	get something to drink
thirsty	put on a sweater
seasick	go to bed
cold	take one of these pills
hot	read a good book
wet through	make it a rule to go to bed earlier
a heavy sleeper	change your clothes
a fast walker	go out later

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

E.g. *If you have a toothache, go to the dentist.*

1. If Peter (*do*) lots of exercise, he (*be*) fit and healthy.
2. Please call me if you (*need*) any help.
3. ... Sara ... (*be*) angry if we (*not to come*) to her party?
4. If it (*not to rain*), we (*go*) for a walk.
5. If you (*work*) hard, you (*pass*) your exam.
6. ...you ... (*give*) me a call if you (*have*) time tomorrow?
7. If you (*not to do*) your homework, I (*not to let*) you watch TV.
8. Mary (*not to go*) to Australia if she (*not to get*) tickets.
9. If he (*come*) on time, we (*have*) dinner before we go out.
10. If you (*eat*) so many sweets, you (*have*) problems with your teeth.

4. a) Make sentences with *if* or *when* to get a chain story.

E. g. go to the doctor — *If I fall ill, I will go to the doctor.*
 examine me — *When I go to the doctor, he will examine me.*

make a diagnosis	get better soon
write out a prescription	go on an excursion with my class
take it to the pharmacy	see many interesting places
give me the necessary drugs	know more about my town
take the drugs	tell my friends

b) Think of your own starting sentences and make up a chain story.

5. Analyse the sentences in the box and answer the questions.

Both exercise **and** diet are important for keeping fit.
Neither too much salt, **nor** too much sugar is good for you.
 If you are coughing take **either** cough pills **or** cough syrup.

- Which of the expressions in bold type put two ideas together?
- Which of them separates two ideas?
- When do we use *neither ... nor*, *either ... or* and *both ... and*? Try to formulate a rule.

(See Grammar Reference, §5.)

6. Look through the table and make up sentences.

E. g. *Both pills and powder can cure a headache.*

Neither injection nor pills can cure a broken arm.

	Pills	Drops	Mixture	Injection	Bandage	Sticking plaster	Plaster	Powder
headache	✓	×	✓	✓	×	×	×	✓
stomachache	✓	×	✓	✓	×	×	×	✓
earache	✓	✓	×	✓	×	×	×	×
backache	✓	×	×	✓	×	×	×	×
sore throat	✓	×	✓	×	×	×	×	×
sore eye	×	✓	×	×	×	×	×	×
broken arm	×	×	×	×	×	×	✓	×
cut finger	×	×	×	×	✓	✓	×	×

11

Test Yourself!

Read the text. There's a mistake in every line. Find the mistake and correct it (in your copybook). Get one point for each correct answer.

Why Did the Little Dog Die?

Once Mrs Reed decided to invite her friends for dinner and a game 1
 of cards. She was thinking what special dish to prepare for dinner, when 2
 her servant said that there was a man at the back door selling mushrooms. 3
 The lady, followed by the little terrier, came down to the kitchen and found 4
 there a stranger with a basket over his arm. The lady payed the money at 5
 wonce. While the servant was emptying the basket, she dropped a mush- 6
 room and the terrier eat it. 7



The guests arrived and were served a dish of mushrooms they liked 8
very much. When they began to play cards, the lady noticed that the 9
servant's eyes were red with tears. Mrs Reed asked her why she was cry- 10
ing. The girl said that the dog had died. The lady understood everything. She 11
told the guests that the mushrooms she had offered them were poisonous. 12
They all rang to the nearest hospital. The nurses were surprised when they 13
saw a group of patients in evening dresses. 14

When they arrived home, the lady asked where the terrier's body was. 15
"The gardener has buried it and we didn't have time to put down the num- 16
ber of the car that ran over the poor pet," said the servant still crying. 17

12

Reading Corner

Read the story and do the tasks in the Workbook.

The Adventures of Tom Sawyer

(after Mark Twain)

1. Monday morning found Tom Sawyer *miserable*. Monday morning always found him so — because it began another week's *suffering* in school.

Tom lay thinking. Suddenly it came to his mind that he wanted to be sick; then he could stay home from school. Here was a weak possibility. He studied his system. No disorder was found. He *investigated* again. This time he thought he could detect colicky symptoms¹, and he began to support them with great hope. But they soon became weak, and finally died away. He thought further. Suddenly he discovered something. One of his upper front teeth was *loose*. He was about to begin to *groan*, as a "starter," as he called it,

¹ colicky symptoms /'kɒlɪki'sɪmptəmz/ — тут щось схоже на коліки (в животі)

when he understood that if he came to his aunt with that argument, she would pull it out, and that would hurt. So he thought he would keep the tooth in reserve for the present, and looked further. He remembered that the doctor was telling about something that kept a patient in bed for two or three weeks and there was a danger that he could lose a finger. So the boy gladly put out his toe from under the sheet. It seemed good to use a chance, so he started groaning with great enthusiasm. But Sid slept on, not knowing anything.

2. Tom groaned louder, and imagined that he began to feel pain in the toe. No result from Sid.

Tom shook him. This move worked well, and Tom began to groan again. Sid *yawned*, stretched and began to look at Tom. Tom went on groaning. Sid said: "Tom! Say, Tom!" (No response.) "Here, Tom! What's the matter, Tom?"

Tom groaned out:

"Oh, don't, Sid. Don't push me."

"Why, what's the matter, Tom? I must call auntie."

"No — never mind. It'll be over soon, maybe. Don't call anybody."

"I must! Don't groan so, Tom, it's awful. How long have you been this way?"

"Hours. Ouch! Oh, don't touch me, Sid, you'll kill me."

"Tom, why didn't you wake me sooner? Oh, Tom!"

3. "I *forgive* you everything, Sid. (Groan.) Everything you've ever done to me. When I'm gone —"

"Oh, Tom, you aren't dying, are you? Don't, Tom — oh, don't. Maybe..."

"I forgive everybody, Sid. (Groan.) Tell them so, Sid. And Sid, you give my cat with one eye to that new girl that's come to town, and tell her —"

But Sid was gone. Tom was suffering in reality now, so nicely was his imagination working, and so his groans became quite natural.

Sid ran downstairs and said:

"Oh, Aunt Polly, come! Tom's dying!"

"Dying! Rubbish! I don't believe it!"

But she ran upstairs, nevertheless, with Sid and Mary behind her. And



her face became white, too, and her lip *trembled*. When she got to the bedside she cried out:

“You, Tom! Tom, what’s the matter with you?”

“Oh, auntie, I’m —”

“What’s the matter with you — what is the matter with you, child?”

“Oh, auntie, my sore toe is dead!”

4. The old lady sat down into a chair and laughed a little, then cried a little, then did both together. This restored her and she said:

“Tom, what a worry you did give me. Now you shut up that nonsense and get out of this.”

The groans stopped and the pain disappeared from the toe. The boy felt a little foolish, and he said:

“Aunt Polly, it seemed dead, and it hurt so that I never noticed my tooth at all.”

“Your tooth, indeed! What’s the matter with your tooth?”

“One of them is loose, and it aches perfectly awful.”

“There, there, now, don’t begin that groaning again. Open your mouth. Well — your tooth is loose, but you’re not going to die about that. Mary, get me a silk *thread*, and some fire out of the kitchen.”

Tom said:

“Oh, please, auntie, don’t pull it out. It doesn’t hurt any more. Please don’t, auntie. I don’t want to stay home from school.”

“Oh, you don’t, don’t you? So all this trouble was because you wanted to stay home from school and go fishing? Tom, Tom, I love you so, and you seem to try every way you can to break my old heart with your behaviour.” By this time the dental instruments were ready. The old lady *tied* one end of the silk thread to Tom’s tooth and tied the other to the bedpost. Then she took the fire and suddenly put it almost into the boy’s face. The tooth hung by the bedpost, now...



13

1. Read the newspaper headlines and guess what the articles are about.

Scientists Working on the Puzzle!
 What is it?
 NEW MYSTERIES! Alien Gym?

2. Read one of the above articles and choose the headline that suits it best. Then look at the pictures and answer the question.

We continue our series of reports about the alien spaceship. More and more scientists (linguists, dietitians, doctors and other specialists) work on solving the puzzle, but every new day brings new discoveries and new mysteries. Yesterday the young astronauts got into one more section of the alien spaceship. They think the aliens used that room as a gym — there is some sports equipment there. You can see the pictures below. I wonder what for those things were used.

John Curious



How do you think the aliens used this equipment?

3. Look through the list of sports and discuss the questions after it.

hockey, skating, skiing, sledging, figure skating, ski jumping, swimming, boating, cycling, football, cricket, volleyball, basketball, badminton, boxing, gymnastics, track and field events, aerobics, martial arts, karate, billiards, table tennis, chess, baseball, golf, handball, jogging, ballooning, camping, car racing, dominoes, horse racing, running, water polo, mountain climbing, body building, windsurfing, fishing, scuba /'sk(j)u:bə/ diving, rafting

1. Which of these activities can you call sports? Why?
2. Which of them can you call games, exercises, entertainment? Why?
3. What does a sport need to have: people taking part, competition, exercise, rules, equipment? Anything else?
4. Why do people go in for sports?
5. Which of the following skills and qualities are needed for the sports from the above list?

fit, patient, imaginative, courageous, good sense of balance, cooperative, strong, determined, well-trained, adventurous

6. Can you add any other skills or qualities?

4. a) Read the information and decide what sport would be best/worst for each person. Give reasons.

E. g. I think the best sport for Jim would be boating because you have to be fit and cooperative. I think fishing would be the worst sport for him because he isn't patient.

1. Jim likes adventure a lot and is in excellent physical condition. He works well with others but he is impatient.
2. Anthony is a very active person and quite fit. But he can't afford to buy expensive equipment.
3. Peter is a very energetic person who enjoys taking risks. He loves anything to do with the sea.
4. David is very adventurous. He loves being close to nature, especially in the mountains.

b) Think of one of your groupmates. Describe his/her skills and qualities and choose a sport for him/her.

5. Rate the sports from the list in Ex. 3 using the expressions: "I like/enjoy...", "I'm interested in...", "I don't mind...", "I can't stand...", "I hate..." Compare your rating with others in the group. Which five sports are the most popular? Which are the least popular?

2 1. Work in small groups. Which of these statements do you agree with? Why?

- a. Being fit is an advantage.
- b. Regular exercise is important for health and happiness.
- c. All kinds of exercises have the same effect on the body.
- d. It is impossible to overexercise.
- e. Sport and exercise are boring and if you do them you have to give up other things you enjoy.
- f. There's no gain without pain.

2. a) Listen to a radio interview and say if the statements below are true or false.

1. Fitness is the ability to fight diseases.
2. Regular exercises and a healthy diet help people keep fit.
3. At school, children have exercises every day.
4. Energetic exercises are best for schoolchildren.
5. Doing keep-fit exercises takes a lot of time.
6. You should do exercises very energetically from the very beginning.

b) From the pictures below, choose those that illustrate exercises recommended by Dr Brown.



3. Read the text. Which of the underlined expressions mean *fit and healthy* and which *not fit*?

My Mum's in really good shape. She goes to the gym twice a week and plays tennis on Sunday. My Dad, on the other hand, is really unfit. He spends all day in front of the TV — he gets out of breath if he has to get up to answer the phone. My sister's a swimming instructor. As you can imagine, she's as fit as a fiddle, but my brother, who used to play rugby every weekend, is now out of condition — he must have put on 20 kilos in the last two years. Finally, there's my granddad. He's nearly eighty but he's got lots of energy. He plays golf three times a week and jogs around the park on the other days!

4. Read the description of two types of exercise and say which of the sports below are more anaerobic or aerobic.

badminton, cycling, walking, fishing, golf, gymnastics, boating, jogging, windsurfing, martial arts, skiing, basketball, horse racing, ballooning

There are two types of exercise: *anaerobic* and *aerobic*. Football and squash are anaerobic exercises. In anaerobic exercises, you move suddenly and quickly. They make your muscles stronger but they don't help your heart very much. Swimming and running are aerobic exercises. In aerobic exercises, you move all the time and breathe more oxygen. The oxygen goes into your blood and then to your heart which works hard sending your blood around your body. Aerobic exercises make your heart stronger.

5. Read. In your copybooks, fill in the table. How much energy do you need for each sport? Do they make you strong and flexible? Put 1 tick (✓ — a little), 2 ticks (✓ ✓), or 3 ticks (✓ ✓ ✓ — a lot). Compare your ideas with the rest of the class.

Swimming is an excellent way to keep fit. It makes your body very flexible and strong. Energy level 2.

Squash is now a very popular game. It is also a very good way to become strong and flexible. But you need a lot of energy. Energy level 3.

Football is popular all over the world. You need a lot of energy to play football well. But anybody can start playing. It makes your legs and your body very strong. It also helps to make your body flexible. Energy level 2.

Running is a good way to keep fit. Anyone can do it. Running can help to make you strong. It is very good for your legs, for your heart and for your lungs. It also helps to make your body flexible. Energy level 2.

Sport	Energy level	Does it make you	
		strong?	flexible?
Badminton	2	✓ ✓	✓ ✓ ✓
Cycling	2	✓ ✓ ✓	✓
Football			
Golf	2	✓ ✓	✓ ✓
Running			
Squash			
Swimming			
Table tennis	1	✓	✓ ✓
Walking	2	✓	✓

3 1. Listen to the commentaries from some competitions and match them with the kinds of sports from the list below.

gymnastics, running, jumping, car races, basketball, swimming, boxing

2. Match the words or word combinations in bold type with their Ukrainian equivalents.

- I think he's going to **lose**.
- Sweden **beat** Portugal 2:0.
- He is a very difficult **opponent**.
- It's a five-day **tournament**.
- She lost in the **semi-final**.
- It's his first **trophy**.
- What was the final **score**?
- The match ended in a **draw**.

- внічию
- нагорода
- розгромити, перемогти
- півфінал
- програти
- рахунок
- суперник
- турнір

3. Read an article from a newspaper sports page. What kind of sports competition is it about?

Yesterday night there were very few people out in the streets. All of us were in front of our TVs supporting the national team. It was an important match for the semi-final in the tournament. Our team had a very difficult opponent. We lost our previous match with them. This time we could either end in a draw or win. And we won! It was the result of a wonderful play of our forwards and the goalkeeper. Ukraine beat the opponent with the score 2:1. Now our aim is the trophy of the tournament. Let's all support our team and hope they will get it.

Victoria Winner

4. The Olympic Games are the most important international athletic competition in the world. What do you know about the Olympics? Reconstruct the questions. Then match them with the answers given after the questions.

1. Olympic, are, the, Games, Why, called, they?
2. Summer, long, do, How, Games, last, the?
3. Winter, 'There, aren't, Games, are, there, too?
4. What, the, represent, do, flag, on, the, circles, Olympic, five?
5. tradition, When, begin, did, the, Olympic, the, flame, of?
6. What, at, happens, the, Ceremony, Opening?
7. made, the, Are, really, gold, medals, silver, of, bronze, and?
8. Olympic, What's, of, motto, the, movement, the?

a. Sixteen days.

b. There was always a flame at the ancient Games. It was used in the modern Olympic Games in 1928 (in Amsterdam). It is lit at Olympia from the rays of the sun. Then it's carried to the Games by thousands of runners. It burns in the stadium from start to finish at every Olympics.

c. Because they were first held at a place called Olympia in Ancient Greece. There have been two Olympic eras — ancient and modern. The modern era began in 1896 when a French man called Baron Pierre de Coubertin revived the Games.

d. *Citius, altius, fortius* which is Latin for *Faster, higher, stronger*.

e. They stand for five colours. Each circle is in different colour: blue, black, red, yellow and green (all against a white background). Every national flag in the world contains one or more of these five colours.

f. Silver and bronze medals are, but gold medals aren't. They are made of silver covered with gold.

g. There's a huge display of song, dance and music by people from the host country.

h. Yes, there are. The first Winter Olympic Games took place in 1924.



5. How much do you know about a marathon? a) Choose the right answer.

- Where does the name *marathon* come from?
a a famous athlete *b* a town in Egypt *c* a plain in Greece
- When was the first marathon?
a 490 BC *b* 1492 AD *c* 1896 AD
- A marathon is ... long.
a 42 km *b* 25 km *c* 18 km
- Who can enter a marathon?
a only Olympic runners *b* only non-professional runners *c* anyone
- Which of these are not allowed during a marathon?
a drinking water *b* talking to the TV cameras *c* getting a lift

b) Discuss the following questions.

- Have you ever taken part in any marathon or watched it on TV? How many people took part in it?
- Why do people take part in marathons? How many people can win a marathon?
- What is more important — participating in a marathon or winning it? Why? Explain your point of view.

4

1. a) Match the qualities with their descriptions.

- | | |
|-----------------------------|---|
| 1. to be aggressive | a. to be able to continue doing something for a long time without getting tired |
| 2. to be competitive | b. to behave in an angry way |
| 3. to be dedicated | c. to have courage to do something difficult or unpleasant |
| 4. to have guts | d. to try very hard to be more successful than other people |
| 5. to have stamina | e. to work very hard at what one does |

b) Say which of the above qualities are described in the sentences.

- He can keep running all day.
- He sometimes gets into trouble with the referee.
- He always wants to win.
- He trains every day in wind, rain or snow.
- He's not afraid of anything.

c) Which of these qualities are important for a sportsman to become a champion? Why? Are there any other qualities? What are they?

2. a) Listen to a radio programme and say if the following statements are true or false.

- The participants of the Sahara Marathon have to run 320 km across the desert in six days.
- Their rucksacks mustn't weigh more than 12 kg.
- They have to carry all their food, clothes and water in a rucksack.

4. They can only have 1,5 litres of water a day.
5. Very few people take part in the Marathon.
6. Olena Yurkovska lost courage after a serious illness.
7. The girl played table tennis at the age of five.
8. Olena got four medals at her first Paralympics.
9. The organizers of the Torino Winter Games declared Olena Yurkovska the best sports-woman of the Paralympics.

b) Discuss the following questions.

1. How can you characterize the people described in the radio programme? What qualities do they have?
2. Can we call such people as Olena Yurkovska heroes? Why?



3. Read some ads about sports clubs. Choose the best club for each person. More than one club can be chosen.

Which club or clubs would you recommend for someone who:

1. wants to use weights?
2. likes moving to music?
3. wants to improve their concentration in daily life?
4. needs to improve their performance in another sport?
5. is interested in sports from the Far East?
6. wants to become much stronger?

A. Supercircuits

Supercircuits is a new kind of sports training which quickly develops strength and fitness. It includes doing intensive work on weight machines and intensive aerobics for 45 seconds in turn. Supercircuits is designed for sportspeople who need more exercise. This is an extremely difficult training programme. For timetables and consultation with our staff just come to the Sports Centre between 1 pm and 10 pm Monday to Friday.

B. Aqua-aerobics

Getting fit is fun at Aqua-aerobics Club. Aqua-aerobics is basically aerobics done in the shallow end of a swimming pool. Its gentle and completely safe, the music makes it fun and relaxing, and it's all you need to keep you looking good and feeling fit. Sessions are 11 am to 12.30 pm Monday to Saturday and 7 pm to 8.30 pm Monday, Wednesday and Friday.

C. T'ai Chi

If you have a stressful life maybe T'ai Chi is for you. In learning T'ai Chi, you will learn to concentrate your mind in a kind of moving meditation. It will develop your general level of strength and fitness, your health will also get better because you will learn to control stress more effectively. For details telephone Margaret on 783402, evenings.

D. Ice Skating

If you like dancing and enjoy moving fast, ice skating is the sport for you. It's a fantastically expressive way of getting fit and our team of instructors at the ice rink will help you quickly build up the skill you need to dance on ice. For details of classes and public hours just come along to the Centre Ice Rink between 8 am and 10 pm Monday to Saturday and 9 am to 6 pm Sundays.

5

1. Match the pictures with the names of sports and discuss the questions.

boating, scuba diving, parachuting, mountain climbing



1. What other kinds of sports can be called extreme? Why do people call them extreme sports?
2. Why do people do extreme sports?
3. Would you like to try an extreme sport? What sport would you like to try?
4. Are extreme sports dangerous? Are there any other dangerous sports?
5. What qualities do people need to do extreme sports?

2. Read the text and compare your answers to the questions above with those of a person who does extreme sports.

I first became interested in extreme sports about two years ago. I was on holiday with some friends in Greece. At the beach, some people were parasailing (flying with the parachute which is connected to the car) and it looked really exciting. So I decided to try it.

At first I was a bit scared, I admit. But it was fantastic experience. I just loved the feeling of freedom. When I got home to England, I joined a parachuting club and six months later I did my first jump from an airplane. I wasn't frightened — in fact it was the most exciting moment in my life. I still really enjoy parasailing and parachuting.

There are lots of other sports I'd like to try as well. Water rafting looks great, but there aren't many places you can do it in this country. Motoracing is another sport I'd like to do. But it's so expensive.

Why do I enjoy dangerous sports? Well, it's not really the danger that interests me. I mean I never take unnecessary risks. I suppose it's the excitement really. Also, I think dangerous sports help me to be a stronger and more independent person.

3. a) Listen to an interview. In your copybooks, fill in the missing information.

Sport	Equipment	Positive	Negative	Qualities and skills
windsurfing	board, wet-suit	keeps fit, ...	expensive	courageous, ... sense of balance
parachuting	parachute	exciting	..., expensive	courageous, good training, fit

b) Discuss the following questions.

1. Do people often get injuries in sports? In what kinds of sports do people get injuries more often?
2. What can people do not to get injuries while doing sports?

4. Match the injuries people can get in different situations with the bits of advice how to be safe.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. People get broken bones and other injuries while skiing. | <ol style="list-style-type: none"> a. Never stay alone. If you don't have enough experience, stay in shallow water and use an inner tube, water wings or other device. |
|---|---|

2. Several thousand people drown every year while they are swimming or boating.

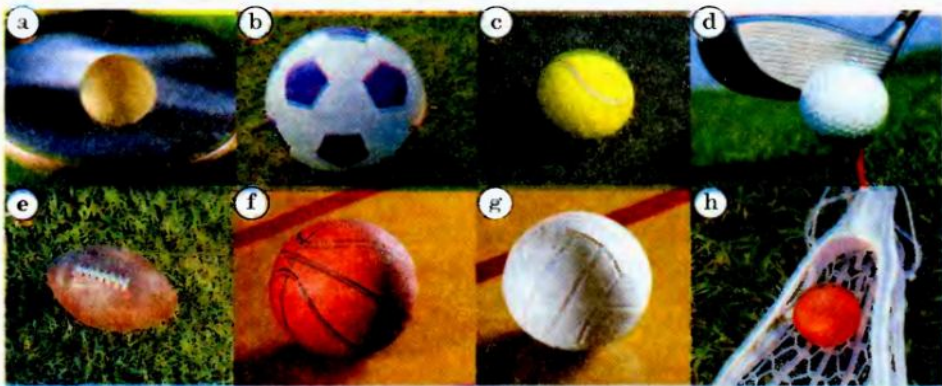
3. People can get different injuries while sledding.

b. Choose carefully a place where you can do it. Do not do it on streets, where there can be cars. Steep hills are dangerous because you can go too fast and be unable to stop. The ideal spot is a broad, gentle slope that is free of trees and far from any road.

c. Use the proper equipment, including well-fitted boots, and keep it in good shape. If you are a beginner, get expert instruction. Stay with other people. Go on difficult slopes only if you have enough experience.

6 Things We Can't Live Without

1. A ball is the oldest piece of sports equipment known to people. Listen to some descriptions of different balls and match them with the pictures.



2. a) Sort out the sentences into groups, read about three inventions and name them.

1. Sled is a vehicle that has parallel runners instead of wheels, so that it can move easily over snow or ice. 2. In the Far North, where snow and ice cover the ground for many months of the year, sleds are the chief means of transportation. 3. As people in the northern part of the planet started to live closer to the Arctic, they had to learn how to move in deep snow. 4. Skis started out as something more like snow shoes: short, wide wooden frames covered in leather. 5. You may expect ice skates to come from somewhere with plenty of ice, and it seems that skating began in Scandinavia about

3,000 years ago. 6. People in parts of Alaska and Canada's Yukon Territory travel on sleds pulled by huskies (dogs). 7. In early times, people made sledges from logs tied together. 8. In time, they became longer, more like something that we know today. 9. Metals were very expensive there, so the first ice skates were made from bones of animals such as deer or horses. 10. Later, people found that the sled would move more easily and quickly if wooden runners were put under the logs. 11. The oldest known skis that were found in Finland and Sweden date from about 2,500 BC. 12. At first skating was a practical necessity but later it became a sport. 13. A Norwegian rock carving from about the same date clearly shows people using skis. 14. The canals of the Netherlands gave ideal ice rinks from Medieval times. 15. Then people started to use metal to make runners and put light boxes on top of them. 16. Specially designed bobsleds¹ of steel and fiberglass² are used for racing in winter sports events now.

b) Discuss the following questions.

1. What inventions are described in the text?
2. What is common between them? What is different?
3. When and where do people use them? What for?
4. What other inventions that are used in sports do you know? Do you know their history?
5. How do inventions influence the development of sports?
6. What new kinds of sports can appear in the future with the development of modern technologies?

3. You are going to read a magazine article about skiing in Japan. Five sentences have been removed from the article. Choose them from A — F. There is one extra sentence you don't need to use.

The World's Largest Refrigerator Snow Skiing

When it's summer in Japan, you can go skiing indoors. The world's largest indoor ski centre opens this week in Funabashi, Chiba Prefecture, a town 30 minutes east of Tokyo by train. ... (1)

The ski building is actually a \$364 million refrigerator. ... (2) The building's snow-making system is unique: a mix of compressed air and misty water is sprayed from the ceiling. ... (3)

The ski building has two slopes — one for beginners and the other, slightly steeper — for experienced skiers. ... (4) Two high-speed chair lifts will take skiers back up to the top after they have completed a run.

Visitors to the new ski hall have to pay \$54 for two hours of skiing. To avoid overcrowding, only 2,000 people will be allowed in at one time. ... (5)

- A. Those who are waiting can eat, watch TV, swim or sit in a sauna /'saʊnə, 'sɔ:nə/ until their numbers are called.
- B. The building also includes a race track.
- C. The water crystallizes into snow under low temperature.
- D. From the outside, the building looks like a giant piece of cheese.
- E. Inside, the temperature is minus two degrees Celsius.
- F. As may be expected, the slopes are short — only 500 metres long.

¹ b o b s l e d /'bɒbslɛd/ — спорт. бобслей

² f i b e r g l a s s /'faɪbəʊglɑ:s/ — стеклопластик

7 Sports in School and after School

1. a) You are going to read sports reports from the Tremuline High School magazine. What sort of information do you expect to find in this type of report? Who do you think are the authors of reports in school magazines?

b) Read the reports and say if the statements after them are true or false.

It was a busy summer for athletics competition. The District Sports Competition with six other schools was a day to remember. Dan Brown competed in the Under-16 400 metres. As usual, he seemed to go slowly at the start but ran like the wind in the last 60 metres to get 2nd place. Donna Shaldon ran very well to reach 4th place in the Junior 800 metres. Our Junior running team tried very hard in the 4x100 metres. This year they beat everyone else but were unable to beat Hershwood School, whose team were the clear winners. Tamara Hendrix did well in the High Jump and Ronaldo Edmonds surprised everyone by coming first in the Intermediate Long Jump. Our congratulations to all the competitors! Our Head says that taking part is more important than winning, but we look forward to even better results next year.

S. Howard, 5th year

* * *

Our Under-15 tennis team ended last season in 5th place out of eight, so could we do better this time? In our first round, the Under-15s beat Bedford School in the doubles¹ and won three out of the four singles² matches. This was a good start to the season as last year Bedford won everything, including the final. We reached the semi-finals of the Regional Interschools Cup. We won some of the matches but lost to Karbridge School who went on to win the final. In the end, we were third. Better luck next year, team! We need more people to try out for the tennis teams. Remember: the school can lend you a racquet³ if you don't have one and we have lots of (oldish) balls!

A. Gatby, 3rd year

1. The school came second in Under-16 400 metres run.
2. The school Junior running team won 4x100 metres race.
3. Tamara Hendrix won the Intermediate Long Jump.
4. The school Under-15 tennis team won the competition.

c) Discuss the following questions.

1. Do you have a school magazine or newspaper? What information can you read there?
2. Do you have sports teams at your school? What are they? Have they taken part in any competitions? Did they win?
3. Is it important for you to win? Why? Why not?

¹ double — *pl спорт.* парна гра (*тенис*)

² single — *pl спорт.* одиночний розряд

³ racquet /'rækit/ = racket

2. Schools in Britain teach PE to students under 16. In some districts, schools have introduced competitive and non-competitive games. a) Listen to a head teacher's talk to parents.

b) Say which of these activities are mentioned in the talk.

athletics, tennis, football, hockey, cricket, volleyball

c) Here are some opinions about games. Which ones did you hear in the listening? Which ones do you agree/disagree with? Why?

1. Pupils who don't enjoy sport won't do any sport when they finish school.
2. Boys enjoy competitive games. Girls don't.
3. Traditional games are too competitive.
4. Children enjoy competition.
5. It's better to spend less time on sport and more on studying.
6. It's always the same people who lose.
7. Children should learn to cooperate.

3. Look at the pictures and make up a story of a school trip. Use the expressions from the box.

to hire skis, poles and boots; ski instructor; to walk uphill in skis; to go down the slope; a nursery slope; a steeper slope; to fall over; to ski faster

①



②



③



④



- Hunting, horseback riding, fishing and shooting are popular in the English countryside. Fox hunting is a traditional English sport.
- The Scots probably developed the modern game of golf and it is still one of their favourite games.
- Popular winter sports in Scotland include skiing and curling. Curling is a game in which the players slide heavy stones across a sheet of ice toward a target.
- Millions of Americans enjoy watching such sports events as automobile races, baseball and basketball. Many children and young people play baseball, basketball and football. People of most ages participate in such sports as bicycle riding, boating, bowling, fishing, golf, hiking, hunting, running, skiing, softball, swimming and tennis.
- Chinese martial arts are called kung fu in the West. Kung fu, a general term for hundreds of Chinese martial arts, means *skill* or *ability*. Kung fu represents systems created for combat, health and exercise, or dance.
- Outdoor sports are extremely popular in Australia. Many people enjoy skin diving, surfing, swimming or boating. Many also play golf and tennis. Team sports are a national pastime. Australians begin to play team sports in elementary school and many continue to play them throughout life. One of the most popular team sports in Australia is cricket.



➤ Choose one of the projects from the list or think of your own one. You can:

- 1) write a report for your school newspaper about a sports competition, school match or something you saw on television;
 - 2) produce a poster on safety rules for some kind of sport;
 - 3) develop an ad of a sports club.
- Decide how you are going to do the project: alone, with a partner or in a group.
- Do the project and then present it to the class.
- Discuss the presentations.

Useful information

1. If you have chosen the first project, do the following:
 - Find out what kind of competition it was, when it took place, who participated in it, how the events developed, what the result was, how it compared with the previous results.
 - Systemize the information and present it in a way interesting for the reader.
2. If you have chosen the second project, do the following:
 - Find out as much as possible about the kind of sport you have chosen: rules, equipments, where and how it is done or played.
 - Think of the dangers connected with participating in this kind of sport.
 - Develop safety rules for this sport and present the information on a poster.
3. If you have chosen the third project, do the following:
 - Think of what people need to know about the club: how this sport can help develop their body, what skills and qualities are important for it, what equipment they need, times when the club meets, who they can ask questions, etc.
 - Choose an attractive way of presenting your information.
 - Present your ad on a poster.

If you have chosen to do your own project, you can ask your teacher for advice when you have any problems. Good luck!

1. Analyse the following sentences and answer the questions.

- A. In football, you need to run **quickly**.
- B. In fishing, you need to wait **quietly**.
- C. In anaerobic sports, you move **suddenly**.
- D. In car racing, they sometimes drive **dangerously**.

1. What do the words in bold type describe in each sentence?
2. What part of speech are they?
3. What words are they formed from?
4. Can you formulate a rule about the use of adverbs?

(See Grammar Reference, § 6).

2. Complete the following sentences by forming adverbs from adjectives.

1. He is a racing driver, so he drives very... (*quick*).
2. The group are good singers. They sing very ... (*sweet*).
3. I can easily understand this foreigner because he speaks very ... (*slow*).
4. The boxer is in good form. He trains ... (*regular*).

3. What do these notes say? Use the words from the box.

carefully, not loudly, quietly, quickly, slowly



- 4. Choose a phrase and mime it to the class. They have to guess what you are doing.**
- walk slowly, recite happily, open carefully, drive fast, drive dangerously, read slowly, take out thoroughly, watch attentively, draw carefully, talk quietly, walk quickly, close slowly, work hard, write slowly

5. Read the story. Choose the correct word.

One day a teacher read an (*interesting/ interestingly*) story to the class. It was a story of a man who (*easy/easily*) swam a river three times before break-

fast. All the pupils listened to the story (*attentive/attentively*), but nobody asked any questions and nobody said anything about it. But Johnny, one of the pupils, thought a little and smiled (*quiet/quietly*). The teacher thought to himself, "Something is wrong with my story."

Then he (*sudden/suddenly*) decided to ask Johnny a question. "Do you think that a (*good/well*) swimmer could not do that?" asked the teacher. "Well," answered Johnny (*quick/quickly*). "I think many (*strong/strongly*) people could do that. But why didn't he make it four times? Why didn't he get back to the side where his clothes were? He swam away from his clothes, didn't he?" "Well," answered the teacher (*slow/slowly*). "The story tells only about a man who swam a (*wide/widely*) river three times. It doesn't say anything about his clothes."

Then the teacher said to the class: "You see, children, Johnny showed us that it's very (*good/well*) to think (*careful/carefully*) about what you have read or heard."

6. Read the text. Use the words in brackets in the right form.

Linda was getting ready for a competition in triathlon. Triathlon is one of the most (*difficult*) competitions in sports. It consists of a 1.5-kilometre swim, a 40-kilometre bicycle race, and a 10-kilometre run which are done without a break. Linda got up (*early*) every morning and trained (*hard*) as she wanted to be the best. First she went to the pool. She jumped (*high*) into the air and then (*deep*) into the water. She swam very (*fast*) and her trainer noted the time (*nervous*). After the pool, she went (*straight*) to the stadium and practiced riding her bicycle. The last step was running. Linda could do it (*easy*), so she didn't train (*long*). She came home very (*late*) and fell asleep really (*quick*).

Finally, the day of the competition came. Everyone was sure that Linda could do everything (*right*). Her friends supported her (*loud*) and she did her task very (*good*). All her family and friends smiled (*happy*) when Linda became the winner.

10

Test Yourself!

Match the paragraphs with the topics. Get one point for each correct answer.

To the Centre of the Earth... by Bike!

1. The "Centre of the Earth" is in the Dzungarian Desert in Northwest China — it is as far away from the sea as it can be on earth. To get there you have to cross the Himalayan Mountains and thousands of kilometres of desert. It must be one of the craziest journeys to try on a bike, but Nick Crane and his cousin Richard decided to ride there to raise money for charity.
2. When they first packed their bags, their bikes were too heavy, so they had to pack their bags again more carefully. They didn't take a tent, any extra clothes or any food — they bought them on the way. They cut the edges off their maps and the labels off their underwear. In the end, their bikes and their bags weighed only 18 kilograms.

3. There wasn't much time to complete the journey. They found out they couldn't travel across the Himalayan Mountains before the snow melted in April, but by June the Dzungarian Desert is too hot to ride in. So they had to finish the incredible 5,301 kilometres journey in just 50 days.

4. On the trip, they travelled through rain, ice, snow and dust storms. It was freezing cold in the mountains but the temperature in the desert was as high as 46 degrees C. They had to cycle more slowly than they had planned because there wasn't much oxygen.

5. They finally reached the centre of the earth in an amazing 58 days. They didn't ride back again — they caught a plane home. So they were not completely mad.



- A. Things they took with them.
- B. How much time they had.
- C. A crazy journey.
- D. Getting home again.
- E. Problems on the trip.

11

Reading Corner

Read the story and do the tasks in the Workbook.

Silver Skates

(after Mary Dodge)

1. Holland is not a very large country but it has a lot of canals. Many years ago the canals were like roads for the Dutch country people. When they wanted to go to the market, to the center of the town or even to some other



town, they used the canals. In summer they went along the canals in boats, in winter they skated on them.

On a cold December morning, two poorly dressed children were on the canal in a small Dutch town. The two children who were brother and sister wanted to skate a little before school. They were so poor that they only had wooden skates which they *tied* to their feet with *strings*.

2. "Come quick, Gretel!" cried her brother who was already on the ice. "We haven't much time to skate."

"Oh, Hans. I can't tie this string. It's too short," cried the little girl.

Hans, who was a good brother, ran back to his sister and helped her.

They skated well but the wooden skates were not good and first Gretel and then Hans fell down. They didn't skate any more and went home.

* * *

3. School was over and there were many children on the ice of the canal. They wore nice clothes and had good *steel* skates on their feet. Hans and Gretel were, there, too, with their wooden skates. Some boys and girls began to laugh at them.

"They are good children, but they are poor. Their father is very ill and he can't work. You mustn't laugh at them," said Hilda, a big girl. Then Hilda went up to the brother and sister.

"Do you know that there will be a skating race at the end of the month?" asked Hilda. "You skate well, so you can take part in it. The prize is a pair of silver skates with little bells on them."

"But we only have wooden skates. We can't take part in the race," said Hans sadly.

4. Hilda smiled. "Here is some money for one pair of skates. Buy them and decide yourselves which of you will take part in the race."

"Thank you very much, Miss Hilda," said Hans. "But we can't take the money. We haven't *earned* it."

Hilda thought a little and then she said, "Gretel has a nice wooden *necklace*. Did you make it, Hans?"



“Yes,” said Hans.

“Can you make one for me?” asked Hilda.

“Yes, I can. I’ll do it with pleasure, Miss Hilda,” answered Hans.

“Very well,” said Hilda. “And the money that I have given you will be for your work.”

* * *

5. Next morning Peter, a boy from Hilda’s class, asked Hans to make a wooden necklace for his sister. Now Hans had money for a second pair of skates. After school he skated to Amsterdam on his old wooden skates and bought two pairs of good steel skates.

At last the day of the race came. Many men, women and children put on their best warm clothes and came to the canal to watch the races.

There were forty skaters, twenty boys and twenty girls. The boys and girls had to skate *in turn* until one girl and one boy won two races. They stood in a long line at the start.

6. When the signal was given, the girls began to race. Hilda and Gretel with three other girls were soon in front, but Gretel won the first race. When the boys ran, Karl won the first race. Then the girls ran again. Hilda won the second race. Peter won the boys’ second race. When the girls started the third race, they all ran fast. But little Gretel was the fastest again. So she won two races. Now the boys were in a line at the start of their third race. But Peter couldn’t put on his skates; the *strap* on one of the skates was broken.

Hans ran up to Peter and said, “Take my strap. I will not skate this time.”

“No, Hans,” cried Peter. “Thank you very much, but I can’t do that.”

“If you call me a friend,” said Hans, “you just take my strap. Be quick.”

So Peter took the strap. They all ran very fast. Peter was the first. So Peter, like Gretel, won two races.

He and Gretel became the King and Queen of the Young Skaters of their town. All the people clapped their hands when Peter and Gretel got the silver skates.



1

1. Read the newspaper headlines and guess what the articles are about.

Still More Surprises!
 They Look Just Like Us
 A Magic Lantern?
 Moving Pictures!

2. a) Read one of the above articles now and choose the headline that suits it best.

Sensational news from space! Our young astronauts made another discovery yesterday. In one of the sections of the alien spaceship, they found some equipment which, as they believe, was used for watching films. We haven't got the pictures of that equipment yet, but according to the astronauts' report, it is very different from what we have on our planet. They are trying to find out how that equipment worked. The children hope they will be able to watch the films that the aliens watched. We seem to be close to finding out what kind of beings the aliens are, whether they look just like us or differently.

John Curious

b) Discuss the following questions.

1. What kind of films could the aliens watch on the spaceship?
2. What equipment could they use to watch films?
3. Do people often watch films nowadays? What kind of films do they watch? Where and when do they watch them?
4. How will cinema develop on Earth in the future?

3. a) Match the words and one word combination with their definitions.

1. **animated cartoon**

2. **commercial** /kə'mɜːʃl/

3. **documentary** /ˌdɒkjʊ'mentəri/

4. **feature film**

5. **trailer**

- a. a film that gives a detailed information about a definite subject
- b. a film that is made by photographing a series of drawings
- c. a full-length film that has a story and is acted by professional actors
- d. an advertisement for a new film
- e. an advertisement on television or radio

b) Discuss the following questions and do the task.

1. When and where can you see commercials? How long are they? What can you usually see in them? Do you like watching commercials?
2. Where and when can you watch a trailer? How long is it? What do they usually show in a trailer?
3. Do you like watching animated cartoons? What cartoons have you recently seen? Do you have a favourite animated cartoon? If yes, what is it?
4. Have you ever seen a documentary? What was it about? Did you like it?
5. Say which of the following words are genres /'ʒnɜːz/ of feature films.

adventure film, comedy, detective, diary, drama, historical, horror, melodrama, myth, poem, science fiction, sonnet, thriller, western

c) Look at the pictures and define what film genres they represent.



4. Do a class survey. In groups of 4—5, find out how popular different genres of films are. Which genre is the most popular? Which is the least popular? Is there any difference between boys and girls? Draw graphs and compare.

1. a) Cinema is a modern art. It appeared in the 19th century but became very popular and developed very quickly. How did it happen? Try to match the dates on the timeline with the events below.



- | | |
|--|--|
| <p>a. the first animated sound film was made;</p> <p>b. special effects created by computer graphics were introduced;</p> <p>c. successful photographs of movement were made;</p> <p>d. the first sound film was produced;</p> | <p>e. IMAX theatres appeared;</p> <p>f. Hollywood was started;</p> <p>g. the kinetoscope was introduced by Thomas Edison;</p> <p>h. the first theatre for showing films was built.</p> |
|--|--|
- b) Listen to the recording and check your guesses.

2. What is necessary to make a film? Who takes part in making it? a) In your copy-book, put the paragraphs in the right order (1—8). Pay attention to the words and word combinations in bold type. Try to guess their meanings from the context.

A. All feature films begin with an idea for a story. The idea may come from a newspaper article, from someone's imagination, or from a book or play. It may be 30 pages or a sentence.

B. During the editing, the **composer** (1) and **sound editor** (2) join the other filmmakers. As the composer prepares and records the music, the sound editor adds sound effects, background noises¹ and additional dialogue.

C. The director works with the producers to find the **cast** (3). He or she sometimes meets tens of actors and actresses for each main role in a film. Their names are given in **credits** (4).

D. The idea is brought to life and recorded. The director and actors go onto the **set** (5) and rehearse² in front of the camera operator. Then a scene is recorded. Usually, there are several versions of each scene.

E. The material is **edited** (6). Editing is the process of putting a film together in a final form. Every aspect of the film is analysed during editing.

F. The **producer** (7) or director finds a **screenwriter/scriptwriter** (8) who will turn that idea into a story that will work as a film. The screenwriter's job is to create the **screenplay** (9).

G. When the filmmakers think their work is finished, they first show the picture for a small group of outside audience. As a result some changes can be made.

H. Working closely with the producers, the director chooses the **director of photography** (10) who is responsible for the best possible visual look for the film, the **art director** (11) who is responsible for designing and creating the **sets** (12), and **costume designers** (13).

¹ background noises — фон, шумове оформлення (театр, кінематограф)

² to rehearse /rɪˈhɜːs/ — репетирувати

b) Match the words and word combinations in bold type with their Ukrainian equivalents.

a декорації, *b* знімальний майданчик, *c* звукорежисер, *d* композитор, *e* художник по костюмах, *f* монтувати, *g* оператор-постановник, *h* режисер, *i* склад виконавців, *j* сценарій, *k* сценарист, *l* художник-постановник, *m* титри з переліком учасників постановки фільму

3. Use the words and word combinations in the sentences.

a art director, *b* screen, *c* cast, *d* set(s), *e* trailers, *f* editor, *g* director of photography, *h* screenplay, *i* credits, *j* costume designer, *k* producer

1. Let's sit at the back. I don't like being too near the
2. I like seeing all the ... for the new films that are coming out.
3. I usually stay up to the end to read the ... because I like to know who some of the less important actors were.
4. The ... of this film is remarkable. It has gathered all the stars.
5. After reading the ... the director discussed his understanding of it with the ... and
6. The ... is responsible for the costumes to match the colours and lighting used on the ...
7. The ... puts all parts of the film together.
8. The ... directs the work of different cameras and lighting equipment.

4. Discuss the following questions.

1. How long can it take to make a film?
2. How many people can take part in making a film?
3. Does the audience know the names of all the people who take part in making a film? Where can you find all these names?
4. Whose names do we usually know? Why?
5. What profession in the film industry do you think is the most interesting/ responsible/ creative? Which one is the least interesting? Why?



3 1. Listen to the interview about the actor's profession and say if the following statements are true or false.

1. Analysing a character's appearance is important in the profession of an actor.
2. An actor's body and voice should be flexible, controlled and expressive.
3. To develop the voice actors learn how to breathe.
4. The qualities of a good actor can't be learned.
5. The habit of observation is very important for the actor's profession.
6. An actor can learn a lot from other people.
7. It's important for an actor to concentrate on the situation and not to notice what's going on.

2. Discuss the following questions.

1. Why is the profession of an actor so popular?
2. What do you think of the actor's profession? Is it easy?
3. Can anyone become a good actor?
4. What skills and qualities are necessary to be a good actor?
5. Can a person be taught these skills and qualities?
6. How long can a person learn to become a good actor?
7. In what other professions are these skills and qualities important, too?
8. How does the profession of an actor differ from other professions?
9. Who are your favourite actors and why?

3. In your copybook, put the sentences in the correct order (1—11) and read the article about one of the greatest actors.



A. Chaplin also wrote and directed nearly all his films, and he composed the music for all his sound pictures. B. Chaplin wore an old hat, a coat which was too small for him, and pants which were much too large. C. Charlie Chaplin (1889—1977) was born into a poor London family. D. During the era of silent comedies, he was often called “the funniest man in the world.” E. He became a music hall performer and began travelling the United States in 1910. F. He lived in the United States for more than 40 years. G. He soon became one of the most famous stars in film history. H. He walked in a manner that showed that he had never worn a pair of shoes his own size. I. In 1914, he first appeared as the Little Fellow. J. In 1952, Chaplin travelled to Europe and settled with his family in Switzerland. K. In 1975, Queen Elizabeth II declared him a knight.

4. The work that a critic writes about a film is called a review. a) Read the film review and fill in the gaps with the words and word combinations from the list. What tenses do we usually use when we write a film review?

a decides, b become, c plays, d finds out, e teach, f is set,
g develops, h meets

Free Willy, directed by Simon Wincer, is an exciting adventure. It ... (1) on the west coast of North America. The film is about the relationship between a boy and a whale, called Willy. Jason James Richter ... (2) Jesse, a young street child who ... (3) the meaning of love and friendship. Jesse first ... (4) Willy in the sea park where the whale is kept. They ... (5) good friends. As the story ... (6), Jesse becomes so fond of Willy that he ... (7) to try and free him. All the actors, especially Lori Petty and Michael Madsen, are excellent. The scenes with Jesse and Willy ... (8) us how close animals and human beings can be to each other. This is a wonderful film for the whole family. Don't miss it as it will change the way you see life and relationships.

b) Answer the following questions.

1. What is the title of the film? What type of film is it?
2. Who is the director of the film? Who stars in the film?

- Where is the film set? Who are the main characters?
- What is the plot? What comments are made about the film?
- Is the film recommended or not?

5. Match each heading to the information. Then speak about the film.

- | | |
|---------------------------|---|
| 1. cast | a. <i>The Pretender</i> , directed by Fred Keller |
| 2. plot summary | b. Michael T. Weiss: Jarod
Andrea Parker: Miss Parker
Patrick Bauchau: Sydney |
| 3. type of film | c. ★★★★★★☆☆ (833 votes) |
| 4. user rating | d. Jarod is the Pretender — a genius who can become anyone. He was taken from his parents at an early age by the Centre and spent many years there. His talent was not always used for the good of humanity. When Jarod learns about that, he runs away. He is searching for his family and giving help to those who need it. |
| 5. title and main details | e. Adventure and science fiction |

4 1. a) Match the periods in the history of theatre with their descriptions.

- | | |
|-------------------------------|--|
| 1. Ancient Greek theatre | a. a platform on wheels used as a stage |
| | b. much of the plays were pantomimed |
| 2. Roman theatre | c. non-professional actors, mostly men, using their own costumes |
| | d. not more than three actors, all of whom were men in masks |
| 3. Theatre of the Middle Ages | e. romantic plays and the classics were performed |
| | f. sets with perspective and coloured lighting were introduced |
| 4. 19th-century theatre | g. the audience was often loud and rude, always shouting |

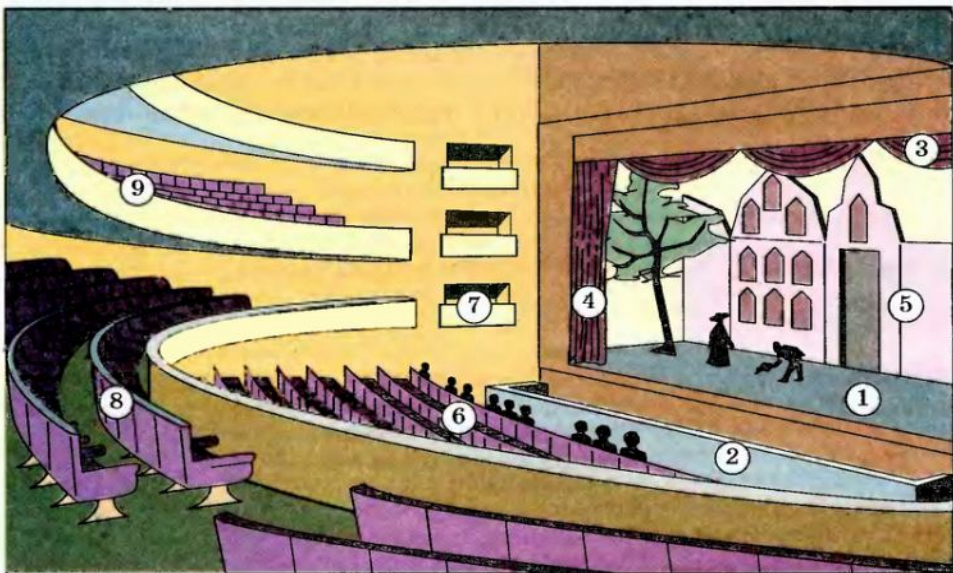
b) Listen to the interview and check your guesses. Listen one more time and fill in the table in the WB.

c) Compare different periods in the history of theatre. Use the headings of the table and your notes as a plan.

2. Look at the picture on p. 104, read the text and match the words in bold type with the numbers in the picture.

Most modern theatre buildings have the auditorium and the **stage** (a). The auditorium is where the audience sits. The auditorium allows every person in the audience to see and hear without problems. The seats on the ground floor are called the **stalls** (b). The raised part of the ground floor is the gallery, with the small compartments nearer the stage called the **boxes** (c). Then go the **dress circle** (d) and the **balcony** (e).

The auditorium is separated from the stage by the **orchestra pit** (f). At the sides of the stage are the **wings** (g). A **curtain** (h) covers the stage. When



the performance starts, the curtain rises. The curtain goes down for the change of *scenery* (i) and at the end of the act or performance.

3. Describe your visit to the theatre. Use the following questions as a plan.

1. Have you ever been to the theatre? When and where did you go there? Who did you go with?
2. What play did you see? What was it: drama, comedy, opera, ballet or something else?
3. What story was performed there? Give its summary.
4. Who starred in the performance? Who was the director?
5. Did you have good seats? Where were they? Could you see and hear the performance well?
6. What do you think of the actors' play? Did you enjoy it?
7. What do you think of the director's work?
8. What do you think of the music, scenery and lighting?
9. How many acts were there in the play? What did you do during the break?
10. Did you enjoy your visit to the theatre? Why?

4. Read the dialogue and act it out using your own information.

At the Box-office

A: Good evening. Can I help you?

B: I am a guest in your city. I have a free evening and would like to see some performance. Could you recommend anything?

A: What kinds of performances do you like? Tonight a ballet, a rock opera and a musical comedy are on.

B: I like ballet. What play is it? Can I have a ticket, please?

A: It's *The Sleeping Beauty* at the Opera and Ballet Theatre. Where would you like to sit?

B: The stalls, please.

A: Here's your ticket and here's your change. Enjoy the performance!

5

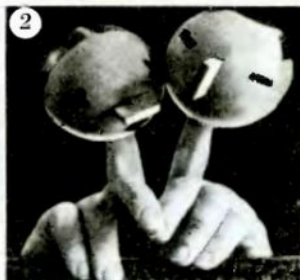
1. Discuss the following questions.

1. Have you ever been to a puppet theatre?
2. What performance did you see there?
3. What puppets performed that show?
4. Some people think that puppet shows are for little children. Do you agree with it?

2. a) Try to guess the meanings of the following words:

1. string, 2. rod, 3. shadow, 4. puppeteer /pʌp'itiə/,
5. marionette /,mæriə'net/

b) Listen to the guide in the museum, look at the pictures and choose the puppets that the guide talks about.



c) Match these Ukrainian words with the English words above.

a ляльковик, b тінь, c мотузка, d маріонетка, e паличка

d) Are the following statements true or false?

1. Puppets are the invention of modern times.
2. Shadow puppets are operated by rods.

3. Marionettes are controlled by one or more puppeteers above the stage.
4. The most popular type of puppets is a marionette.
5. Finger puppets have no moving parts.

3. Read the interview with a puppeteer and compare his profession with the profession of an actor. What do they have the same? What is different?

Reporter: Mr Rawlinson, when did you become a puppeteer, how did it happen?

Mr Rawlinson: I tried as an actor first and I got involved with puppetry¹ by accident about 12 years ago. Now I understand that the puppeteer is like an actor but much more.

Reporter: Could you explain this in more detail, please?

Mr Rawlinson: As a puppeteer you can have a cast of thousands in your puppet booth. For example, you can play the romantic part even if you are too short, or an old woman, or if you are a man. In my show now, I am playing a young girl. As a 36-year-old man with a beard I could never do that on television. That's what I like most about the job.

Reporter: What is necessary to become a puppeteer?

Mr Rawlinson: An important part of the job is being able to understand movement, to bring the puppets to life. To do that you have to watch people very carefully.

Reporter: Is there anything that you dislike about your job?

Mr. Rawlinson: The worst thing about the job is that you have to put yourself in some uncomfortable physical positions when you operate the puppets. It's quite normal for puppeteers to have bad backs and pay regular visits to doctors.

4. Look at the pictures and make up a story.



¹ to get involved /m'vəʊlvd/ with puppetry /'pʊpɪtri/ — прилучитися до мистецтва ляльковика

1. a) Read. In your copybook, put the paragraphs in the correct order (1—6).

- A. In 1990s, VCRs started to be replaced with DVD players. They play back films, concerts and other things recorded on special discs. This new technology gives a much better picture and sound.
- B. A person watched through a hole in the box as the film moved inside.
- C. Videocassette recorders (VCRs) were first used during the 1970s. They recorded visual images and sound on magnetic tape and played them back on television sets.
- D. Kinetoscopes were soon replaced by projection machines that showed enlarged pictures on a screen. With these new machines many people could watch a film at the same time.
- E. At first VCRs were mostly used in schools. But later they were used to watch movies in every home.
- F. In 1893, Edison's company presented the first commercial motion-picture machine. They called this machine the kinetoscope. It was a box showing black-and-white films running about 90 seconds.

b) Look at the pictures and say which of these machines are mentioned in the above text. Answer the questions.

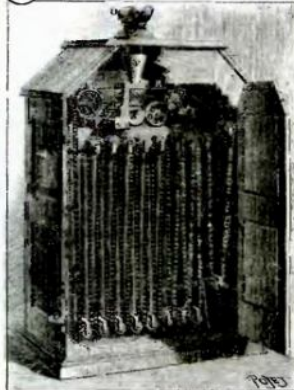
①



②



③



④



⑤



⑥



1. Which of these machines have you seen? Where did you see them?
2. Which of them do you have at home?
3. Which of them is better for a big group of people?

2. Listen and say if the following statements are true or false.

1. The word DVD means digital video disc.
2. A DVD can keep as much information as a CD.
3. A DVD can keep video and audio information.
4. There are several types of DVDs.



3. There is a TV programme in many countries called *Candid Camera*. The authors create funny situations and film people's reactions with a camera which those people can't see. Use the pictures below and make up a story.



7 Cinema and Theatre in School and after School

1. a) Look at the picture of a classroom and find the following things in it:

television, puppets, slide projector, screen, masks, VCR and DVD player



b) Discuss the following questions.

1. How can each of these things be used in the English lessons?
2. Can any of these things be used in other lessons? Which lessons? What for?
3. Do you have any of these things in your classrooms? Which of them do you use in the lessons? What for?
4. What equipment do you think schoolchildren will use in their lessons in the future?

2. Listen and say if the following statements are true or false.

1. The schoolchildren use puppets in the English and Natural Science lessons.
2. The schoolchildren write their own plays for puppet shows.
3. Feature films and animated cartoons help children learn English.
4. Their teacher of Natural Science shows the students documentaries about plants and animals.

5. Their Physics teacher often shows them slides in the lessons.
6. Films, slides and puppets make their studying interesting.

3. a) Try to guess the meaning of the words in the left-hand column. Match the words with their definitions.

- | | |
|----------------------------------|---|
| 1. amateur /'æmətɔ:/ | a. a play or film produced for the public or a process of producing it |
| 2. composition | b. a piece of writing or music |
| 3. playwright /'pleɪraɪt/ | c. non-professional; someone who does an activity just for pleasure, not as a job |
| 4. production | d. someone who writes plays |

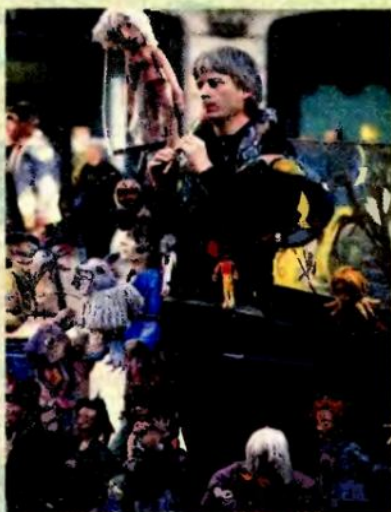
b) Read the text and discuss the questions after it.

School plays have a long historical tradition. In St Petersburg, for example, as early as in 1721, it was ordered that the students of all public schools "should play comedies twice in a year". The plays included translations from the works of foreign **playwrights**. The teachers at the cadet school actively used theatre for teaching foreign languages and literature. As a result, the students of that school formed an **amateur** literary group. They met once a week and read their original **compositions** to each other. There was one student there whose works were so good that the president of the group showed them to the school administration and the administration paid money to publish them. That pupil later became famous as the founder of the Russian theatre.

Nowadays, almost all modern US high schools and colleges have some kind of theatre **production** programmes. Their role is educational. Such theatres usually present the classics as well as modern plays. Many theatres also produce their own original plays. Sometimes a professional actor may appear in a play, but all-student casts are more usual. The plays are shown not only to students and teachers of the school but also to their parents and those who live in the town. In this way schools become centres of culture.

1. Is there an amateur theatre club in your school?
2. Who are the actors in it? Who directs it?
3. How often do they perform? Who they perform for?
4. If there is no such club in your school, would you like to have one? Why?
5. What would you like to do in that club: write plays, direct, perform, design costumes, do the music or something else?
6. How often should an amateur theatre meet for rehearsals?
7. Is it important to have a professional in an amateur theatre?
8. Is it easy to write a play? What should a playwright think of when writing it?
9. What play would you like to give in your amateur theatre? Why?
10. Whom of your classmates could you choose for leading roles in that play? Why?
11. How would you like the idea of performing that play in the English language?

- Japan has a well-known form of puppet show called bunraku (doll theatre). The puppets are about 120 cm tall. They look realistic, with movable eyes, mouth and eyebrows. Three puppeteers dressed in black operate them with rods from behind. The men who control the puppets, train all their lives to become master puppeteers. Many important Japanese dramatists of 1700s wrote plays especially for the doll theatre.
- During the 1700s, pantomime plays were popular in England and France. Early English pantomimes always used a servant clown called Harlequin /'hɑ:lɪkwɪn/, a lovable father called Pantaloon and a lively daughter called Columbine /'kɒləmbaɪn/. In the early 1800s, English pantomimes added a new character called Clown. Those shows combined music and songs, dancing and acrobatic acts and had wonderful sets. Today, Christmas entertainment in Britain includes pantomimes, called pantos, that follow this practice.
- The best-known centre of professional theatre in the United States is New York City, though Chicago /ʃi'kɑ:gəʊ/, Seattle /sɪ'ætl/, and Los Angeles have become important centres as well. The theatres on and near Broadway have long been the most important in the United States.



- Choose one of the projects from the list or think of your own one. You can:
- 1) produce a commercial;
 - 2) act out a puppet show;
 - 3) produce a film review magazine.
- Decide how you are going to do the project: alone, with a partner or in a group.
- Do the project and then present it to the class.
- Discuss the presentations.

Useful information

1. If you have chosen the first project, think of the following:
 - What is this commercial about? Who is it for?
 - What is the best way to present this commercial?
 - What do you need to produce the commercial?
 - How to distribute the roles of a scriptwriter, director, actors, etc?
2. If you have chosen the second project, think of the following:
 - What is the show about?
 - What kind of puppets are you going to use? What materials do you need to make them?
 - Do you need any sets? What are they going to be? What do you need to make them?
 - How to distribute the roles of a scriptwriter, director, puppeteers, stage engineers, etc?
3. If you have chosen the third project, collect the reviews from your classmates and sort them out. Then think of the following:
 - What format is this magazine going to be?
 - What kinds of illustration are you going to use — draw your own pictures or use pictures from magazines?
 - Who is this magazine for?

If you have chosen to do your own project, you can ask your teacher for advice when you have any problems. Good luck!

1. a) Read the conversations. Pay attention to the sentences in bold type.

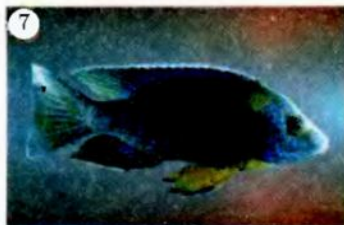
- A. — Have you seen the last episode of *Charmed*? I liked it a lot.
— **So did I.**
- B. — There's a new film with Bohdan Stupka out. I am a fan of this actor.
— **So am I.**
- C. — I would like to go to a Broadway show. I have never seen one.
— **Neither have I.**
- D. — My brother doesn't like melodramas.
— **Neither does mine.**

b) Discuss the questions and do the task.

1. Does the structure **So did I** show that the preceding statement is also true about another person?
2. Does the structure **Neither have I** show that the preceding statement is also true about another person?
3. What verb and in what tense form is used after the words **so** and **neither** in these structures?
4. Formulate a rule about the use of **So do I** and **Neither do I**.
(See Grammar Reference, §7.)

2. Look at the pictures and make up sentences about pairs of things using the structures *So ...* and *Neither...*

E.g. *A usual bike has got two wheels, and so has a motorbike.*
A frog can't fly, and neither can a dog.



3. Work with a partner. Find 10 things that you have in common. Make up sentences.

E. g. *I like comedies. — So do I.*

I have never seen Star Wars. — Neither have I.

4. a) Compare the pairs of sentences. Pay attention to the verb forms.

A. **Have** you **seen** Bob **recently**? — I **saw** him **yesterday**.

B. You **have** **already** **been** there, haven't you? — I **was** there **last week**.

b) Discuss the following questions and do the task.

1. What time words or word combinations are used in each sentence?
2. Does each of them denote finished or unfinished time?
3. What verb form is used with each group of time words?
4. Formulate the rule about the difference in the use of Present Perfect and Past Simple.

(See Grammar Reference, § 8.)

5. Read the statements and answer the questions.

1. Ann has lived in Spain for five years. (Does Ann still live in Spain?)
Bill lived in Italy for one year. (Does Bill still live in Italy?)
2. Joe worked with me for two years. (Does Joe still work with me?)
She has worked with me for two years. (Does she still work with me?)
4. He's had a headache all day. (Has he got a headache?)
He had a headache all day. (Has he got a headache?)

6. Use Present Perfect or Past Simple of the verbs in brackets.

1. You (*be*) a wonderful baby.
2. I (*not read*) her latest book.
3. ...you (*visit*) India?
4. Who (*give*) Shakespeare his first job?
5. you (*hear*) the thunder? — No, nothing wakes me up.
6. I always (*like*) sport.
7. I (*spend*) three days in hospital last month.
8. How long you (*live*) in this town?
9. I (*want*) to be a doctor until I was fifteen.
10. I (*work*) very hard when I was at school.
11. Shakespeare (*write*) poems as well as plays.

10

Test Yourself!

1. Listen to the text and say if the statements are true or false. Get one point for each correct answer.

1. Pauline wanted to be a film star.
2. When she was seventeen, she told her parents about her wish.
3. She became an actress.
4. The director telephoned and offered her a big part.
5. Pauline played the part of a telephonist.

6. She had to wait for three hours before they came to her scene.
7. The star was a famous British actor.
8. Pauline had to say a few words.
9. The director liked the way she did it.
10. Pauline talked to the director before the film started.
11. Pauline's scene was cut out of the film.

2. Mary Kate and Ashley Olsen are the most successful twins in the world. Read the fact file below and choose the correct verb form. Get one point for each correct answer.

1. The twins (*were/have been*) born in Oakwood, California, on 13th June, 1986.
2. They (*were/have been*) TV stars all their lives. They (*appeared/have appeared*) in their first YTV show, the popular American sitcom¹ *Full House* at the age of just nine months!
3. At the age of six, they (*started/ have started*) their own production company, becoming the youngest Hollywood producers in history.
4. They (*appeared/have appeared*) in *Full House* for eight years. The show finally (*ended/has finally ended*) in 1995.
5. Since 1995, the twins (*become/ have become*) famous worldwide and have fan websites on dozens of languages.
6. They (*published/have published*) their first book about twelve years ago: so far, their books (*sold/have sold*) more than 30 million copies and (*make/ have made*) more than \$130 million.
7. The twins also (*produced/have also produced*) their own clothing jewelry, make-up and perfume ranges².
8. So far, the twins (*built up/have built up*) a fortune³ of at least \$150 million each and in 2003 they (*were/have been*) the world's highest-paid TV stars.

Pinocchio

(after Carlo Lorenzini)

1. There was once a kind old man named Geppetto. He lived in a little house with his goldfish, Cleo, and his cat, Figaro. Another friend, Jiminy Cricket, lived in the house, too. Geppetto could make wonderful things out of wood. One day, he made a puppet that looked just like a boy. He called the puppet Pinocchio. "How I wish Pinocchio was a real boy," he said. "It would be fun to have son." A good fairy heard Geppetto's wish. That night she came to his house when everyone was sleeping. She touched Pinocchio with her wand.

¹ *s i t c o m* /'sɪtkəm/ — (скор. від situation comedy) розм. комедійний серіал (кінематограф, телебачення)

² *r a n g e* /reɪndʒ/ — тут асортимент (товарів)

³ *f o r t u n e* /'fɔ:ʃən/ — тут майно, власність



Suddenly the little wooden puppet came to life. And what did Pinocchio do first? He tried to take Cleo out of the goldfish bowl. “No, no, Pinocchio!” cried Jiminy Cricket. “Put the fish right back!”

The noise woke up Geppetto. He couldn’t believe his eyes. There was his wooden puppet — singing and dancing! The old man was so happy. He hugged Pinocchio. “My son!” he said. “My own little wooden son!” He decided to cook breakfast for Pinocchio. But there was nothing in the house. “Let me go out and buy some food, father,” said Pinocchio. “My, my! What a good boy you are!” said Geppetto. The old man gave Pinocchio some money and a list of things to buy. Jiminy Cricket wasn’t so sure that Pinocchio was a good boy. “I will just follow him and see,” he said to himself.

2. Pinocchio walked happily down the street. It was fun to be out in the big world by himself. A boy named Lampwick was also out by himself. Lampwick wasn’t a good boy. He told stories that were not true. He even *stole* things. When Lampwick saw Pinocchio, he said, “Aha! I bet I can trick that wooden head.”

“Hi, friend!” said Lampwick. “What do you have there?”

“Money,” said Pinocchio. “I am going to buy food.”

“Why not buy candy?” said Lampwick. “It tastes better.”

“No, no, Pinocchio. Don’t listen!” called Jiminy Cricket. Pinocchio paid no attention. He followed Lampwick to a candy store.

“Where did you get so much money?” asked the lady in the candy store. “My father gave it to me,” said Pinocchio. “To buy candy?” asked the lady. “Yes, to buy candy.” That wasn’t true. Suddenly Pinocchio’s nose started to grow longer. He took his candy out of the store as fast as he could.

“Let me hold the bag,” said Lampwick. “It will be safer with me. I am bigger.” Pinocchio held out the bag of candy. To his surprise, Lampwick *grabbed* it and ran away. That was the end of the candy!

3. “What happened?” asked Jiminy. “Where is all your father’s money?” “I lost it,” said Pinocchio. Right away his nose grew still longer. “You didn’t lose the money,” said Jiminy. “You used it for candy. Well, at least take what is left and buy a little food for Geppetto.”

As he walked towards home, Pinocchio held the bag of food in front of his face. He didn’t want anyone to see his long nose. A sly old fox and a hungry



cat were hiding by a bridge. “Look at the little wooden head,” said the hungry cat. “He has a *sack* of food.”

“Hello, my fine lad,” said the fox. “You look just like the sort of boy who might want to see a puppet show.” “A puppet show!” cried Pinocchio. “Oh, yes! I certainly would. How can I get in?” “I have a ticket,” said the fox. “If you give us your food, I will give you my ticket. That is your sack of food, isn’t it?” “Oh, yes!” said Pinocchio. Another lie! His nose grew longer yet. But he did not care. He had his ticket.

4. A line of people was waiting to get into the puppet show. They got mad at Pinocchio, when he *bumped* them with his long nose. “Better not tell any more lies,” said Jiminy Cricket. “You already have too much of a nose for a puppet your size.” “Step up! Step up!” called the man waiting at the ticket stand. Pinocchio stepped up. He gave the man his ticket. “This is no ticket,” said the man. “It’s just a piece of paper. Go away, little boy, and take your long nose with you!”

Poor Pinocchio! He had no money, no food, no ticket. He sat down on a box and began to cry. Just then a man *peeped* out of the tent. The man was Stromboli, the puppet master. “My, my!” said Stromboli. “A puppet without any strings! Can you do anything but cry, little puppet?” “I can dance and sing,” said Pinocchio. “Show me,” said Stromboli. Pinocchio danced, he sang, he turned cartwheels¹. He even stood on his head.

Then Stromboli showed his puppets to Pinocchio. He pulled their strings and the puppets kicked their feet. “You don’t need any strings,” said Stromboli. “Come with us. You’ll be the star of our show.” “Don’t listen, Pinocchio. Go home to Geppetto,” said Jiminy. But Pinocchio didn’t want to go home. He wanted to be a star.

5. The show started and Pinocchio began to dance. “Look, no string!” he called. Everybody cheered. But the other puppets had strings. Pinocchio’s long nose got caught in those strings. He crashed to the floor. Everybody started to laugh. Suddenly Pinocchio was very unhappy. He didn’t like to have people laugh at him.

“I’m not such a great star after all. I want to go home to Geppetto,” he

¹ cartwheel /'kɑ:twi:l/ — переверт «колесом» (гимнастика)

said. "Oh, no! You are not going home," said Stromboli. "You belong to me now. This birdcage will be your home, my little long-nosed friend."

"Help!" called Pinocchio from inside the cage. "Let me out!" But Jiminy couldn't help. He was too small. But Jiminy could get help. He ran quickly to Geppetto's house. "Geppetto!" he called. "You must come and save Pinocchio. Stromboli, the puppet master, has put him in a cage."

The old man followed Jiminy down the dark street. He was carrying a lantern in one hand. They found Pinocchio in his cage in Stromboli's tent. "Don't worry, my son," said Geppetto. "I will help you." He opened the cage and lifted Pinocchio out. Suddenly Stromboli came running. "*Thieves!*" he cried. "That is my puppet!"

6. "Run, Pinocchio!" shouted Geppetto. Pinocchio ran. Geppetto ran, too. But the old man didn't see the open *trunk*. He fell into it. "Aha, now I have you," shouted Stromboli in a terrible voice. "I will save you, father!" called Pinocchio. Quickly, he went up a ladder to the place where the puppets were hanging. Pinocchio *dropped* the puppets — strings and all — onto Stromboli. The puppet master couldn't move. Geppetto was safe!



Fast as they could, Geppetto, Pinocchio and Jiminy ran off home. As soon as they were safe home, Geppetto took a good look at Pinocchio. "What happened to your nose?" he cried. "Tell him the truth now," said Jiminy. This time Pinocchio did tell the truth. He told Geppetto about everything — just as it had happened. While he talked, his nose got shorter and shorter. Finally, it was just the way Geppetto had made it. "Never again," Pinocchio decided, "would I tell another lie."

1. Read the newspaper headlines and guess what the articles are about.

Robots or Aliens?
How Does It Work?
Scientists still puzzled
New reports are coming

2. Read one of the above articles and choose the headline that suits it best.

We continue getting reports from the alien spaceship. You already know that every day brings new facts: the young astronauts found the log-book, took samples of the food and medicines they found there, sent pictures of the equipment from the spaceship to the scientists (something that looks like sports equipment and things for watching films). Hundreds of scientists from all over the world are working on the materials now. They are trying to solve the puzzles.

But today we got a new one: something that looks like a robot was found in one of the sections. The astronauts are trying to understand how it works. What if it is not a robot but an alien? And we here are waiting for more news from space.

John Curious

3. a) Read the words and try to match them with their definitions.

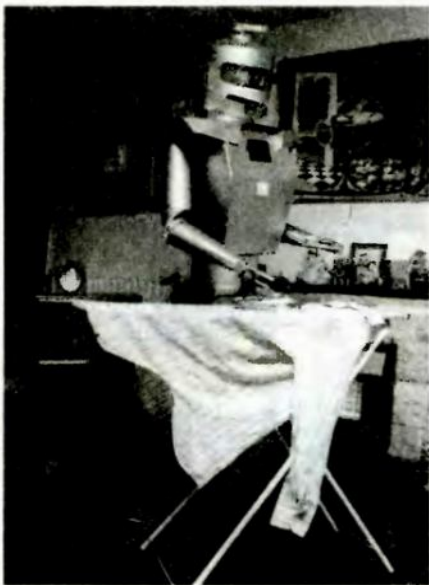
- | | |
|---------------------------------------|--|
| 1. intelligence /ɪn'telɪdʒəns/ | a. a small job that you have to do regularly, especially about the house |
| 2. artificial /ɑ:tɪ'fɪʃl/ | b. not natural or real; specially made to look like real |
| 3. chore /tʃɔ:/ | c. the ability to learn, understand and know |

b) Read the article and think of a title for it.

How soon will robots be able to do jobs which at the moment only human beings can do, such as teaching language or looking after patients in hospitals? Some experts believe this will happen within twenty years while others disagree.

One London company has already developed machines that can be used as "home helpers" for old people, who can't look after themselves and who are living in the special homes. These machines can now do such things as cook eggs and clean the floor, and the company says that future models will understand simple voice instructions and will be controlled by a "brain" that is the latest IBM¹ microcomputer. Some specialists believe that in the next five or ten years companies will begin selling new forms of these machines into homes. They will be able to do different household chores, such as preparing meals, washing dishes, cleaning the house and so on.

But scientists who study artificial intelligence think that it's a long way before we can develop really intelligent machines. Preparing an omelette looks easy but let's imagine one of the eggs has gone bad. Even the most "intelligent" robot would probably still use it. If something unusual needs doing — something that needs even a little bit of human imagination, a robot is useless. They need programming for even the simplest of tasks. And teaching a robot how to recognize a bad egg is far more difficult than teaching it just to prepare an omelette using these eggs.



4. Discuss the following questions and do the task.

1. Would you like to have a robot like this in your home?
2. Do you think a robot can do all the household chores? What jobs about the house do you think a robot will not cope with? Why?
3. There's a point of view that only lazy people would like to have robots doing all the work about the house instead of them. Do you agree with it?
4. Make a list of things you would like your robot to do about the house instead of you.

2

1. A household robot is the idea of the future. But in modern houses, you can find a lot of other machines that make our everyday life easier. a) Match the machines with their functions.

¹ I B M — *скор. від International Business Machines (назва корпорації)*

- | | |
|---------------------------|--|
| 1. camera | a. to wash the dishes |
| 2. microwave oven | b. to take photographs |
| 3. VCR | c. to cook, defrost or reheat pre-prepared food |
| 4. TV set | d. to do everyday cleaning tasks from vacuuming to shampooing carpets |
| 5. vacuum cleaner | e. to wake up people and tell the time |
| 6. talking alarm clock | f. to watch pre-recorded videos |
| 7. computer | g. to record a programme even when watching another programme on a different channel |
| 8. calculator | h. to operate a TV set from a distance |
| 9. TV remote control unit | i. to write programmes, play games, find news information, etc |
| 10. dishwasher | j. to do calculations |

b) What other machines can you add to this list? What are their functions?

2. a) Individually, rate the machines from the above list according to their importance for people.

b) Work in pairs. Compare your ratings. Come to an agreement on the first five items on the list.

c) Work in fours. Discuss your ratings and decide on the first five again.

d) Discuss the lists as a whole group. Explain your choices.

3. Listen to the descriptions of some household machines, read the following text and say what statements in it are false.

Microwave oven is a device that heats food with short radio waves. Microwave cooking takes much more time than cooking with electric or gas ovens. Meats and vegetables cooked in a microwave oven have more natural juices than when cooked by other methods. Microwaves pass through glass, paper and most kinds of plastics. That's why most containers made of these materials may not be used in microwave ovens. Microwave ovens were introduced for home use in the 1950s. They became really popular in the mid-1970s.

Vacuum cleaner is an electric device that removes dirt from carpets, rugs and bare floors. It may also be used to remove dust and dirt from furniture, woodwork, curtains and other above-the-floor items. The first vacuum cleaning devices were developed about 1890.

Washing machine is a machine that quickly washes clothes and other things. Before its invention, people spent hours doing it by hand. Most washing machines don't work automatically. The operator simply sets the controls. One of the first mechanical washers was made in 1960. An electric washer was invented in 1910, and an automatic washing machine was introduced in 1937.

4. A gadget /'gædʒɪt/ is a small, useful and cleverly designed machine. A lot of new gadgets are advertised in newspapers and on TV every day. a) Read the ad on p. 122 and answer the following questions:

- | | |
|--------------------------------|-----------------------------|
| 1. What is this gadget called? | 5. What is it made of? |
| 2. How big is it? | 6. What are its advantages? |
| 3. What can you use it for? | 7. How much does it cost? |
| 4. Where can you use it? | 8. Where can you get it? |

Interested in photography? Fujiko have produced an amazing new mini-camera — the advanced 1001x. It is no bigger than a telephone card! You can carry it with you everywhere. It is convenient and very reliable. It is really easy to use, too. It has an automatic focus plus flash, so you don't have to worry about anything. It's also made of titanium — an attractive and strong material. The minicamera is not expensive either! Cost: \$199.99. Call 8-800-345-6750 to get it now.

b) Find the linking words *also*, *either*, *plus*, *too* in the above ad. What is their function in the sentence?

c) According to the example, make up two sentences about each of the gadgets.

E.g. *Pocket calculators are small and convenient. They are very useful, too.*

1. Pocket calculators — small and convenient — useful (*too*)
2. Electric toothbrushes — expensive — not very practical (*also*)
3. Mobile phones — small and useful — cheaper than before (*plus*)
4. Laptop computers — very expensive — not very reliable (*either*)
5. Radio alarm clocks — helpful to get up in the morning — very cheap (*too*)

d) Using the questions from Ex. 4a as a plan, describe one of the gadgets you have at home. Don't forget about the linking words.

3

1. What do we use to do household chores? Match the pictures with the words and word combinations.



①



②



③



④



⑤



⑥



⑦



⑧

a dishcloth, b mop, c detergent /dɪ'tɜ:dʒənt/, d broom /brʊ:m/, e iron, f scrubbing brush, g polish, h shoe polish

2. Discuss the following questions.

1. How often do you tidy up your room/ house/ flat?
2. Do you dust the furniture every day or only when you see the dust on the surface?
3. Do you sweep or Hoover the floor?

4. Some people say that spiders bring happiness to homes. Do you sweep cobwebs in your house?
5. Do you wash clothes by hand or use a washing machine?
6. Do you do the dishes by hand or use a dishwasher?
7. Do you dry the dishes with a dishcloth/dishtowel or leave them on the drying board?
8. Is it necessary to scrub the floor in your house/ flat?
9. Does each member of your family polish his/her own shoes or is there one person responsible for it?
10. Do you prefer to beat the carpets or Hoover them?
11. Some people enjoy cleaning the windows. Do you? Why? Why not?
12. Do you mop the floor or clean it without a mop?

3. Read the story and discuss the questions after it.

Who Needs a Clean House?

My neighbours, Mr and Mrs Smith, both hated housework. They were very untidy people who never put things away in their places. When they went to bed, for example, they always left their clothes in a mess on the floor. Their kitchen was in great disorder, too. Even though they had a dishwasher, they always left the dirty dishes in the kitchen sink, and only did the washing-up when there was not a single plate in the house. It was just the same with their clothes. They never put them into the washing machine until there was nothing else left to wear. Their living room didn't look better! There was thick dust on every piece of furniture and the carpets hadn't been cleaned for weeks. And the bathroom!

So the day came when Mr Smith couldn't find one of his socks and Mrs Smith couldn't see her face in the bathroom mirror. They looked around and decided that it was time to get the house cleaned. And they found Marie, a foreign student at a local university who needed some extra money.

Marie came to their house and worked all day long. She washed, dried and ironed all the clothes and put them away where they belonged — into the wardrobe and chest of drawers. She swept the floor with a large broom. She took a wet cloth and wiped the dust off the furniture, and polished it until it was shining. She cleaned all the carpets with a vacuum cleaner. In the kitchen, the floors were too dirty to wash with a mop, so Marie got on her hands and knees and scrubbed the dirt off with a scrubbing brush. Finally, she made the beds. Now the house looked spotless.

When Mr and Mrs Smith came home that evening, everything was clean, neat and tidy. "Well, what do you think?" Mrs Smith asked her husband. "It looks very nice," he said. "But how are we ever going to find anything?"

1. Where is it easier to find things — in a clean room or in a dirty one?
2. Can you easily find some things you need in your room?
3. Do your parents and friends think you are a tidy person?
4. What kind of housework do you most hate doing?
5. What kind of housework do you least mind doing?
6. Do you share housework with all the other members of your family? Who usually does what?
7. Who does most of the housework in your house?

4. Listen to a conversation and say if the statements are true or false.

1. Diana was late.
2. Steve dislikes doing the washing-up after breakfast.
3. Steve doesn't live with his parents.
4. Diana doesn't mind helping her mother about the house.
5. Diana's mother stays at home on weekends.
6. Diana doesn't have time for anything.
7. Diana thought she had lost the tickets for the concert.

4

1. a) Read and say which group of the statements given after the talk is correct.

Kevin: Come on, Tim. Let's have a game. I have to go home soon.

Tim: Why? It's only eight o'clock.

Kevin: My parents **make me come** home at nine. They don't **let me stay out** late on a weekday.

Tim: Why not?

Polly: Because we've got school. My parents are the same. I **am not allowed to stay out** late on weekdays either.

Tim: Oh... good. What about going to a concert on Saturday?

Bob: Yeah. A friend of mine is performing in Green Theatre.

Polly: Really? What is he doing?

Tim: He is a puppeteer. His show starts at nine. Can you come?

Polly: Maybe. My parents don't usually **let me go into town**¹ in the evening.

Kevin: They may **let you go**. They let you go to the TV studio last week.

Polly: OK. I'll ask them.

- A. Bob's friend is going to perform in Green Theatre. Tim is going to see him. But Bob isn't.
- B. Polly and Kevin have to go home soon. They are going to see Bob's friend on Saturday.
- C. Tim and Bob are going to see Bob's friend on Saturday. Polly and Kevin may go, too, but maybe they won't go.

b) Read the sentences with the expressions in bold type once more, discuss the following questions and do the task.

1. What does the expression **to make smb do smth** mean? Do we use *to* after *make*?
2. What does the expression **let smb do smth** mean? Do we use *to* after *let*?
3. What does the expression **to be allowed to do smth** mean? Do we use *to* after *allow*?
4. Try to formulate a rule about the use of *to* after *let*, *allow* and *make*.

(See Grammar Reference, § 9.)

¹ to go into town — їхати/іти в центр (міста)

2. Make up sentences beginning with *Her parents let her...* or *They make her...* . Can you change the sentences with *let* and use *allow* in them?

- | | |
|-------------------------|------------------------|
| 1. stay up late | 5. do her homework |
| 2. do the washing-up | 6. clean up the room |
| 3. read what she likes | 7. have parties |
| 4. iron her own clothes | 8. play computer games |

3. Everyone is different, and everyone's home differs, too. What are the rules in your house? a) Answer the questions and find out how easy-going your parents are.

Do they let you:

- | | |
|------------------------------|-------------------------------|
| 1) go into town on your own? | 7) choose your own hairstyle? |
| 2) go to discos? | 8) decorate your own room? |
| 3) go to bed at any time? | 9) have a TV in your room? |
| 4) come home at any time? | 10) wear make-up? |
| 5) get up at any time? | 11) have pierced ears? |
| 6) choose your own clothes? | 12) dye your hair? |

b) Write four more questions for the questionnaire and ask your partner: "Do your parents let you...?" "Are you allowed to...?"

c) Compare your results with another pair. Which things do your parents let you do? Which things are you not allowed to do?

4. Read, then discuss the questions.

In the UK, different parents have different rules. Some parents let their children go to discos when they are 12. Some don't let them do this until they are 16. Parents often have stricter rules for girls than for boys.

1. Is this the same in your country?
2. What do you think about it?
3. Should the rules for boys and girls be different or not?

5. a) Listen to a radio programme in which teenagers advise on relationships between parents and children.

b) Agree or disagree with the statements and discuss them.

1. Parents have no right to make their children do any work about the house.
2. Children should be responsible for doing some chores around the house since the age of 3—4.
3. Children should be paid by their parents for doing household chores.
4. Parents shouldn't make their children clean their rooms because most teenagers like their rooms being untidy.
5. There is no sense in children's doing chores as they do them badly all the same. Parents can do them much better.
6. At home, children learn to behave in their adult life.



1. Families with children often go to amusement parks. There are a lot of rides there. But every ride has its rules. a) Listen to an announcement and put down the statements from it that mean the following:

1. You are not allowed to put your arms or legs outside the car.
2. You are not allowed to leave your seats at any time.
3. Definitely not allowed.
4. You are not allowed to leave the car until it has stopped completely.

b) Discuss the rules of the ride. The following questions may be helpful to you.

- What are you allowed to do during the ride?
- What are you not allowed to do?
- What should you remember to do before leaving the ride?
- Do you think these rules are fair? Why? Why not?

2. The Pickard family have come to the amusement park. They all want to have a ride. a) Look at the warning signs. Formulate the rules of the ride.



b) Who of the Pickard family is allowed to go on the ride? Why?

3. a) Match the ages with the things you think young people are allowed to do in the United Kingdom at these ages.

E.g. *You are allowed to become a member of Parliament at 21.*

- 13 a. to become a member of Parliament
 16 b. to do a part-time job for money
 17 c. to drive a car
 18 d. to leave school and get a job; to join the Army, Navy or Airforce;
 to buy cigarettes
 21 e. to vote in elections; to buy alcohol

b) Compare these age rules with the age rules in your country. Which ones are the same/different? Do you agree with the age rules in Britain and in your country? Do you think they should be different? How?

4. Look at the pictures and say what the Martian /mɑ:fn / did wrong in each situation. Use the expression *to be not allowed to do smth.*



6 Things We Can't Live Without

1. Read the text and discuss the questions after it.

In the USA, there is a company called *American Girl*. It produces dolls that came to life from books. There are eight dolls in the collection representing a definite period and region of US history and dressed in clothing of



the time, place and social background of the character. Each doll comes with a set of books. The books teach their readers lessons about “doing good for others”. In the back of every book, there’s the *Looking Back* section that tells us about the historical period the characters lived in. The birthday stories tell us about childhood and growing up, etc. The books and the dolls bring history alive for millions of children.

In 2006, the company was celebrating its 20th anniversary. They have learned that many young women do not only still have their original dolls but they have also kept each character’s lessons of love, friendship and courage. Here is what one of them is saying.

Nicole M.: I remember when and how I was first introduced to American Girl. It was the summer before first grade and my best friend read the first chapter of *Meet Samantha* to me. I visited our school library almost daily and quickly read all the books. My favourite character was Felicity. I wanted to have her courage. When I was 11, the ONLY thing I asked for at Christmas was a Felicity doll. My parents kept telling me I was too old for dolls, but I didn’t hear. You cannot imagine the joy I felt on Christmas morning that year, when I tore the paper off a long box and saw my dream come true. Thanks to American Girl I took interest in history and became a school history teacher. I still have my books and I also use some of the stories in my classroom! American Girl taught me to be independent and to stand up for what I believe in. I learned that what you look like is not as important as inner beauty and doing good for others. After all, “Actions speak louder than words”.

1. Is it important to have a role model¹?
2. Do you have a role model? Who is it? Why is he/she your role model?
3. Can a book character become a role model? Does anyone in your group have a role model who is a book character?

2. Look at the pictures of some toys and discuss the questions.



¹ role model — зразок для наслідування (про людину)



1. Why do children play with toys?
2. Can a toy teach a child anything? Does every toy do that?
3. What are the toys in the pictures for?
4. Do you have a favourite toy? Why is it your favourite?

3. a) Listen to what some adults say about things they would hate to be without. Complete the table in the WB.

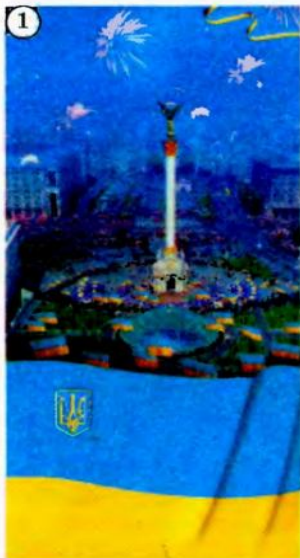
b) Discuss the following questions.

1. Why do people like some things more than others?
2. Is the price of the thing important?
3. Is it important how old the thing is?
4. What makes those things special?

4. Make your own list of five things you'd hate to be without (for example, furniture and ornaments, machines and technology, things of sentimental value, useful everyday objects, CDs or books, photos, clothes, jewelry). Describe them. Mention some or all of the following:

- what the object is
- where/how/when you got it
- what you can say about its colour, size, etc.
- what you use it for
- why it is important to you
- what stories or memories are associated with it

1. a) Look at the pictures and name the holidays.



b) Match the holidays with their dates.

a May 9, b January 7, c March 8,
d February 14, e August 24,
f January 1

c) What other holidays do you know? Continue the list. Classify the holidays into:

- religious/non-religious or political
- holidays on which we have days off / those when we work
- holidays celebrated in the family / those that are not
- Ukrainian/foreign holidays

d) In small groups, find out which holiday is the most/least popular. Explain why. Discuss the results.

2. A tradition is a way of doing something that has existed for a long time. Name some traditions that exist in Ukrainian culture. Think of the following:

1. clothes (everyday clothes or holidays clothes, other things used)
2. food (connected with holidays or most often cooked)
3. activities (rituals done on holidays)
4. number of people (celebrating at home with the family or in big groups)

3. Read about a family tradition and discuss the questions after the text.



Our Family Tradition

Many people enjoy making and collecting model cars. Some hobbyists collect many different types of model cars. Others collect only cars from a certain period or specialize in models of racing cars, antique cars or cars of historic value.

It has become a tradition in our family to collect model cars. My granddad started the tradition when he was a little boy. At that time, model cars were very rare. Some models in our collection are unique. They are handcrafted cars made of clay or wood.

My father continued the tradition. He brought model cars from every place he went to. They are of different sizes and most of them are metal. We have little models that are absolutely identical with the originals. They have every little detail of a real car. It's so interesting to look at them and wonder how such things can be created by a man.

I got interested in cars from my early childhood. I saw them on the shelves and my dad told me about them. I learned a lot about cars from him — the makes, the differences between them, their history. And of course, I started adding cars to the collection, too. But most of them are not just models. I made them myself. Today a popular type of model is made of plastic and sold as a kit¹. They produce kits of very detailed models. Many types of vehicles, including sports cars, trucks, racing cars and unusual show cars, can be found in model kits. The kits include step-by-step instructions on how to assemble the models and need such everyday tools as a sharp knife, a small drill, glue and other simple things. I enjoy spending my free time making these little wonders.

1. Are there any traditions in your family? What are they?
2. Do you know who started them? When did they start?
3. What was the reason to start the tradition?
4. Are you going to keep that tradition when you start your own family? Why? Why not?

8

Culture Corner

- The American family has changed considerably in recent decades. It's more mobile than in many other societies. It's common to move from one region of the country to another for education, employment or simply a change of climate. Some people may move 15 times or more during a lifetime.
- Because both parents often work outside the home, some Americans are less likely to sit down as a family to eat once



¹ k i t — конструктор (игрушковый)

the children are older and able to prepare some food and serve themselves.

- In general, most American families spend a large amount of their leisure time socializing or watching television. They also enjoy spending time in the “great outdoors”, camping or hiking.

• **It's useful to know**

When you share meals with the family, get involved in family events, activities and celebrations, you are more likely to have good mental health.



- Choose one of the projects from the list or think of your own one. You can:
 - 1) write an advertisement (serious or humorous) for a gadget;
 - 2) prepare the *Family Treasures* show;
 - 3) produce the *Family Traditions* poster.
- Decide how you are going to do the project: alone, with a partner or in a group.
- Do the project and then present it to the class.
- Discuss the presentations.

Useful information

1. If you have chosen the first project, think of the following:
 - What is this ad about?
 - Who is it for?
 - What is the best way of presenting the gadget?
2. If you have chosen the second project, think of the following:
 - What things would your family members hate to live without? Why? (Talk to your family members and find out about the history of those things or anything else connected with them.)
 - How are you going to show the treasures (bring things, their photos or drawings)?
 - How are you going to present the treasures (in the form of an interview, a guided tour or something else)?
3. If you have chosen the third project, think of the following:
 - What kind of tradition is the poster going to be about?
 - Collect some information from your classmates and sort it out. What format is the poster going to be?
 - What kinds of illustration are you going to use — draw your own pictures or use pictures from magazines?

If you have chosen to do your own project, ask your teacher for advice if necessary. Good luck!

1. Read the sentences and compare them. Then answer the questions and do the task.

- A. Robots **will travel** into space in the next century.
- B. I **am going to walk** five kilometres every day.
- C. Look, those cars **are going to crash!**
- D. I **am leaving** at 5 tomorrow morning.

1. Which of these sentences describes fixed plans with a definite time?
2. Which of these sentences describes plans and intentions?
3. Which of these sentences describes something that is certain to happen or even can't be avoided?
4. Which of these sentences describes a prediction?
5. Try to formulate the rule for talking about the future in English.

(See Grammar Reference, § 10.)

2. a) Read the text and find forms expressing predictions. Explain their use.

How Computers and the Internet Are Going to Affect Our Lives

In the last thirty years, the Internet has grown greatly. In 1983, there were only 200 computers connected to the Internet. Now there are around 50 million and this growth is clearly going to continue.

Some experts are pessimistic about the future. One worry is the activities of cybercriminals. Even now young hackers can get into the computers of banks and governments.

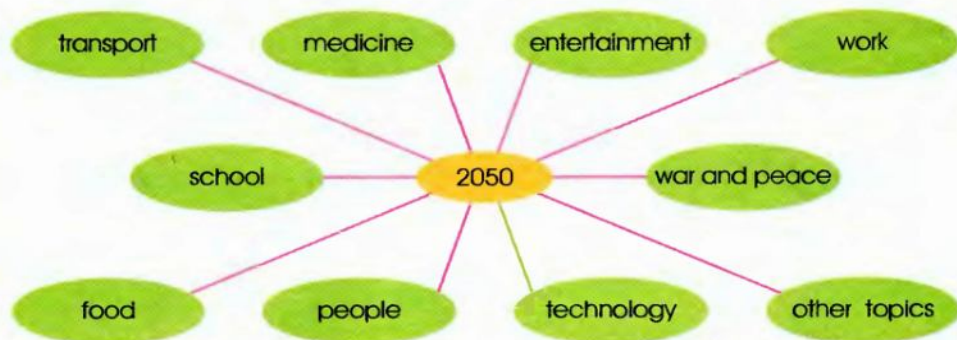
However, many people are optimistic about the future of the Internet. Already, users can buy books, find out about holidays, book tickets and get all sorts of information from the Internet.

"In the next few years", says the American expert Ann Marsie, "it is clear that we are going to see a lot of shopping on the Internet." She also believes that in the future we will get entertainment from the Net and the television will probably disappear. The postal service may also disappear with the growing use of e-mail.

Some specialists see our future in virtual reality — the use of computers with sounds and images that make you feel as if you are in a real situation. "Personally I think virtual reality will become part of modern life," says the Australian expert Peter Wojciechowski. "I see people living and working in a virtual world. We will work in virtual offices, shop in virtual supermarkets and we will even study in virtual schools."

b) Discuss the text. Do you agree with the predictions? Why? Why not?

3. In the year 2050, how old will you be? What will life be like then? Use the following chart to talk about the future.



4. Complete the sentences with your own ideas about the future.

1. Many people ... (*have*) enough to eat.
2. We ... (*eat*) the same things that we eat now.
3. The Earth ... (*be*) very different.
4. There ... (*be*) a world government.
5. People ... (*live*) on another planet.
6. There ... (*be*) only one language in the world.

5. Look through these sentences. Decide if they are predictions, plans or things certain to happen. Then complete each sentence.

1. I ... (*see*) a film tomorrow night.
2. I think I ... (*pass*) the English test tomorrow.
3. Alma ... (*study*) medicine when she leaves school.
4. Try this cake. You ... (*like*) it.
5. Many scientists say the climate (*change*) a lot in the next hundred years.
6. Look up! The baby bird ... (*fall down*) from the nest.

6. Which comment is better in each situation?

1. You are planning to buy a computer.
a I hope it will be cheap. *b* It is going to be cheap.
2. It's the last ten minutes of a football match between Italy and Germany.
The score is 3 : 1 to Italy.
a Germany will lose. *b* Germany is going to lose.
3. You are going on holiday to Italy.
a It probably won't rain. *b* It's not going to rain.

10

Test Yourself!

Read the text. Find a mistake in each line and correct it. Get one point for each correct answer.

Many dolls are the same through-
out the world. But costume dolls and
traditional dolls are different from
country to country. Costume dolls are
dressed in the national costumes of
different countries. Traditional dolls,
or folk dolls, may also be dressed in
regional costumes. But folk dolls are
made by local craftworkers using tra-
ditional handicraft skills.

Japan is one of the few countries
in which dolls were made in the
1500s. Traditional dolls include round
figures with rotating heads and fig-
ures of baby boys. Doll making is an

1
2
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10



art in Japan, and skilled doll makers teach it at schools throughout the country.	16
	17
The Japanese celebrate two yearly doll festivals, the Girls' Festival on March 3 and the Boys' Festival on May 5. During these celebrations, families display dolls that have been handed down for generations. Dolls for the Girls' Festival represent Japan's emperor and empress and members of their court. Dolls for the Boys' Festival include figures of heroes and warriors. Through the dolls, the children learn about their country's culture, history, and famous men and women.	18
	19
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Cinderella

1. Once upon a time there was a beautiful girl named Cinderella. She was so kind that even the mice and the birds were her friends. Every morning the birds woke her from her sweet dreams with their songs.

Cinderella lived with her cruel stepmother and her two stepsisters, Anastasia and Drizella. They *treated* her like a servant. Cinderella had to do all the cooking and sewing and washing and scrubbing. Her sisters never did any work.



One day a royal *messenger* came to the house. He brought a letter from the King. The stepmother read the letter. The King was giving a royal ball for the Prince that night. Every girl in the kingdom was invited.

“That means I can go!” Cinderella cried.

Her stepsisters laughed.

“Imagine Cinderella dancing with the Prince!” Drizella said.

“She can only dance with a broom,” added Anastasia.

“You may go if you get all your work done,” said the stepmother.

“Oh, thank you!” said Cinderella.

She quickly ran to her room. Just then her stepmother shouted.

“Cinderella!” Cinderella hurried downstairs.

“Cinderella, wash the floors!” her stepmother ordered.

“But I washed them yesterday,” Cinderella said.

“Well, wash them again!” cried the cruel woman, “and dust the curtains and clean the windows and finish the sewing.”

Then Cinderella helped her stepsisters with their *gowns*. Soon it was time to leave for the ball.

2. “Why, Cinderella! You are not ready? What a shame!” said the stepmother.

Drizella and Anastasia went to the ball with their mother. Cinderella ran into the garden. She tried to remember her sweet dreams.

“There’s nothing left to believe in, nothing!” Cinderella sobbed.

She didn’t notice the light that turned into a kind-looking woman. She *patted* Cinderella’s head and said, “Dry your tears.”

The woman was Cinderella’s fairy godmother. She waved her wand. “Bibbidi, boo!” Four mice became four white horses. A pumpkin turned into a beautiful coach. A cat became the coachman and a dog became the footman.

“Hop in, my dear. We can’t waste time. Good heavens, child! You can’t go like that!” said the fairy godmother. “Bibbidi, bibbidi, boo!” Suddenly Cinderella was wearing the gown of her dreams. And on her feet she wore glass slippers.

The fairy godmother said, “Like all dreams, my magic must end. At night the *spell* will be broken.” Cinderella promised to be home before midnight. Off she rode to the ball!

3. The ball had already begun. The King wasn’t very happy. He wanted his son to marry. The Prince had danced with all the girls at the ball. But he hadn’t fallen in love with any of them.

At that moment Cinderella made her entrance. The Prince stared in wonder. Here was the girl of his dreams! He asked Cinderella to dance. They danced around the ballroom. Everyone wondered about the beautiful girl.



When the dance ended, Cinderella and the Prince walked in the garden. They were falling in love. Suddenly the clock began to strike midnight!

"I must go!" cried Cinderella.

"Wait!" called the Prince. But Cinderella couldn't wait. As she ran, she lost one of her glass slippers.

The Prince showed the glass slipper to the duke¹. "Find the girl whose foot *fits* this slipper. I will marry her!" the Prince said.

4. Meanwhile Cinderella's dress had become *rags* again. And the coachman and footman had turned back into a cat and a dog. All Cinderella had left was one glass slipper.

The duke searched the entire kingdom for the girl whose foot fit the slipper. Soon everyone knew that the Prince would marry that girl.

When Cinderella heard that, she got a dreamy look in her eyes. The stepmother saw the dreamy look. She didn't want Cinderella to marry the Prince. So she locked her in her room. The stepmother put the key in her pocket and left.

But the two brave mice got the key from the stepmother's pocket and helped Cinderella get out of the room.

The duke had just arrived. The footman carried the glass slipper. Anastasia tried on the slipper. Her foot was much too big. Drizella tried next. She couldn't even fit her toes into the slipper.

"Are there any other ladies in the house?" asked the duke.

"There is no one else," the stepmother answered.

The duke was about to leave when... Cinderella came down the stairs!

"May I try on the slipper?" she asked.

Of course it fit perfectly!



Cinderella and the Prince were soon married. Cinderella's dream came true.

¹ d u k e /dju:k/ — ре́ктор

1. Read the newspaper headlines and guess what the articles are about.

It is a
robot!

Alien City Found!

Aliens are just
like people!

Problems in
Understanding!

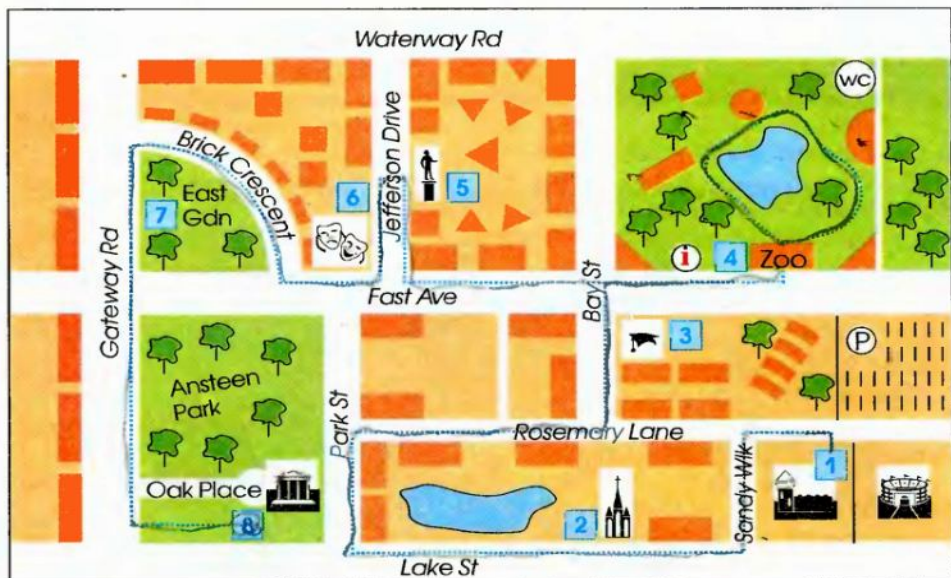
2. Read one of the above articles and choose the headline that suits it best.

Dear readers! Our hopes, expressed in the last publication, did not come true: the thing that was found on the alien spaceship was really a robot. But we have learned of a new discovery — a map of a city. Our specialists have already compared it with the maps of all the cities known on the planet Earth. It is not the map of any of them. That makes us believe that we have a map of an alien city. It doesn't look different from the maps of our cities: same roads, streets, parks and buildings. This fact lets us believe that the aliens who live in such cities must be similar to people on our planet. It makes us hopeful that if we meet them we will have no problems in understanding each other.

John Curious

3. a) Look at the map on p. 140 and match the words with their definitions.

- | | |
|-----------------------|---|
| 1. street | a. a curved street with a row of houses on it; |
| 2. avenue | b. a narrow street; |
| 3. crescent /'kresnt/ | c. a town or village road with houses on one side or both; |
| 4. lane | d. a point on a surface, area, short street or square; |
| 5. place | e. a wide straight road with trees on both sides or a wide street with buildings on one or both sides |



b) On the above map, find those abbreviations which mean the following:

road
street

gardens
walk

toilets
car park

information office

c) Which of these words are used for *street* on the map?

avenue, crescent, place, way, lane, drive, road

4. The above map comes from a book of walking tours. The tour starts at the castle. Then follows the dotted line through 1 to 8. Work in pairs. Give directions along the route. Say something about the places you pass on the way. Use these words or word combinations to help yourselves:

left, right, straight on, straight across, on your left/right, straight in front of you, go past/ along/ across/ by/ through, opposite, next to, near, close to

2

1. Discuss the following questions.

1. What do you know about the history of London?
2. What are the main parts of London?
3. What places of interest are the most popular in London?

2. a) Read the information about places to see in London taken from a tour guide.

Hyde Park

London's largest and most fashionable park. It was once a royal hunting forest. Restaurants and bars at each end of the lake. Swim or take a boat on the Serpentine.

Downing Street

Number 10 Downing Street has been the home of the British prime minister since 1735.

The Houses of Parliament

Its official name is the Palace of Westminster. Most of the building was built in 1840 after the fire in 1834 destroyed the old palace. At the north end of the building, by Westminster Bridge, is the famous clock tower, Big Ben. In fact, Big Ben is the name of the bell in the tower, not the clock.

The Tower of London

London's oldest building. Since it was built in the 11th century, this castle has been a royal palace, a prison, a zoo and an observatory /əb'zɜ:vətɪ/. Today it's a museum and houses the crown jewels. Gift shop. Open Monday — Saturday 9.30 am — 5.45 pm, Sundays 2 pm — 5.45 pm.

The Natural History Museum

Situated in Kensington. One of London's greatest museums. A huge collection of animals and plants, including a quarter of a million butterflies, a blue whale and the famous dinosaur skeletons. Cafeteria, gift shop and book shop. Open daily 10 am — 5.45 pm.

Madam Tussaud's, Marylebone Road

This famous waxworks¹ has models of famous people from pop stars to prime ministers. Displays of battles and Chamber of horrors. Gift shop. Open every day 10 am — 5.30 pm, except Christmas Day.

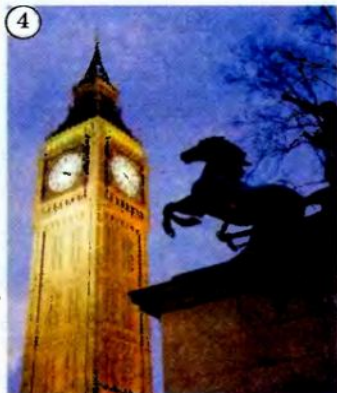
The Royal Observatory, Greenwich

Ten miles outside London on a hill above the River Thames. The Observatory contains telescopes and displays about astronomy, including Halley's Comet and Black Holes. The international meridian line lines through the Observatory. Video theatre and souvenir shop. Picnic in Greenwich Park. Take a river boat from Greenwich to Westminster Bridge. Open 10.30 am to 5.30 pm. Closed 25—28 December.

b) Match the pictures below and on p. 142 with the descriptions above.



¹ waxworks /wækswɜ:ks/ — галерея восковых фигур



c) The Petrenkos family have been to London for the day. Look at the list of things they have done. Which places have the Petrenkos visited? How do you know?

- They have seen the Queen's crown.
- They have had lunch with a brontosaurus /brɒntə'sɔ:ɾəs/.
- Father has taken photographs of Oleh and Natalia with the David Beckham and Michael Jackson.
- They have had a look at photos of the stars.

d) In pairs, look through the list of things to do in London given in Ex. 2a and suggest three places you'd like to visit.

- E.g. — *What shall we do tomorrow?*
 — *We can go to...*
 — *That's a good idea./ No, I don't really like that because...*

3. Listen and discuss the questions.

1. What was Covent Garden in the past?
2. When did it change?
3. What kind of people can you see there?
4. What kind of shops can you see there?
5. How much does it cost to see the performers?
6. What's the name of the central square?
7. Is there such a place in your town/village? If yes, what is its history?

3 1. a) Listen to the radio programme *The Other Side of London*. Match the scenes with their descriptions.

- A. Interview with a specialist.
- B. Introduction in the Studio.
- C. Main interview in the street.
- D. Opinion from a member of the public.

b) Choose a picture to match each scene.



2. Put the paragraphs in the correct order and read about a famous London stadium.

A. It was closed for reconstruction in 2000 and will be opened again in 2007. When it is finished, the new Wembley Stadium will be the largest roof-covered football stadium in Europe seating 90,000 people.

B. Since that time, the FA Cup Final was played there every year in May until 2000. It was also the place of many international football events, including 1948 Summer Olympics. The new Wembley is an important part of the plan for the 2012 Summer Olympics in London.

C. The first event at the stadium was the FA Cup Final on 28 April 1923. This is known as the White Horse Final. There were 127,000 seats at the stadium at that time. But the reports say that up to 240,000 people got inside and left tens of thousands still outside. People were everywhere and the match couldn't begin. Then the police on horses slowly pushed the audience back to the sides of the field and the match started 45 minutes late.

D. Wembley Stadium is one of the world's most famous football stadiums, it is England's national stadium for football. Pelé said of it: "Wembley is the church of football. It is the capital of football and it is the heart of football".

3. Listen and take notes. Then answer the questions.



LONDON EYE



TELECOM
TOWER

1. Why is London Eye special?
2. When was it opened?
3. How high is it?
4. How fast does it move?
5. How long does it take to go around in it?
6. When does it stop?

4. Which of the following statements are true and which are false? Try to guess, then listen and check.

1. It wasn't allowed in London to construct buildings over 30 metres in height until the early 1960s.
2. The Post Office (now BT) Tower is one of the most famous tall buildings in London.
3. London's first skyscraper was built in 1980.
4. The next few years will see no more skyscrapers appearing.
5. New skyscrapers will certainly change London's skyline.

4

1. Discuss the following questions.

1. What places are there to see in Kyiv?
2. Which of them are the most popular tourist places?
3. Do you know the history of any sight in Kyiv? What facts do you know?
4. Are there any tall buildings in Kyiv? Are there skyscrapers there?

2. a) Read the descriptions of some sights and match them with the pictures.

A. Khreschatyk Street

The main street of Kyiv. It is famous for its beautiful chestnut trees — *kash-tany*. Old buildings stand here next to modern shops and cafes shining in the evening with bright lights.

B. Kyiv National Opera Theatre

Classical Ukrainian operas are performed here. Its opera singers have obtained worldwide recognition.

C. The Golden Gate

The main entrance to Yaroslav city (11th century). Inside are the original ruins of the gates from the time of Yaroslav the Wise.

D. St Andrew's Church

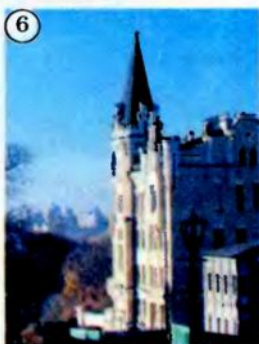
From the terraces of this beautiful church the famous writer Gogol looked down at the lower town of Podil.

E. Kyievo-Pecherska Lavra Monastery

Monks lived in caves under this monastery which still can be visited.

F. St Sophia Cathedral

The most unique 13-domed structure of ancient Rus' architecture. Kyivans say that if you didn't see it while here then you didn't see Kyiv. They believe that the cathedral and the Mother of God in the centre of it are protectors of the city.



b) Look at the map of Kyiv and discuss the following questions:

1. What is the shortest way from Khreschatyk to St Andrew's Church?
2. How can you get from St Sophia Cathedral to the Golden Gate?
3. Is the monastery Kyievo-Pecherska Lavra far from the National Opera Theatre? How can you get there?

c) Using the map, choose the best route to see all the sights given in Ex. 2a. Describe it. Compare with other people in the group.

d) Play the role of a guide. Imagine you are having a tour along your chosen route. Describe all places of interest you see on the way.

3. In your copybook, put the sentences in the correct order (1—8) and read about one more tourist attraction in Kyiv.



MUSEUM OF FOLK ARCHITECTURE AND EVERYDAY LIFE IN UKRAINE

- A. Founded in 1969, the Museum has over 300 pieces of folk architecture brought here from all parts of Ukraine.
- B. Modern Ukrainian craftsmen sell their goods dressed in old-style clothes and demonstrate the use of ancient everyday things to visitors.
- C. People lived on the territory of Pyrohiv at the times of the Bronze Age.
- D. People's homes and old wooden village churches have original things that represent the everyday life of Ukrainian people many years ago.
- E. Pyrohiv is a village close to Kyiv.
- F. Pyrohivka village was first mentioned in 1627.
- G. The hill with several windmills is the Museum's main attraction and the whole territory of the Museum is divided into sectors, each representing the folk architecture and life of a specific Ukrainian region.
- H. The territory of historic Pyrohiv is now the location of the outdoor Museum of Folk Architecture and Everyday Life in Ukraine.

1. a) Listen to the text and choose the titles for its parts from the list.

A. Further transformation.

B. Interesting facts from the history of the stadium.

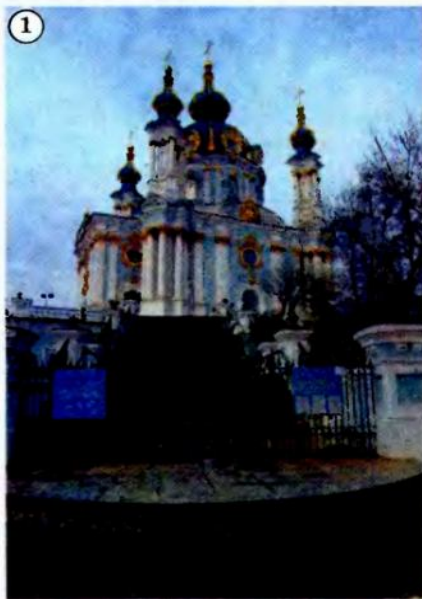
C. Modern use of the complex.

D. The main stadium in Ukraine.

b) Say if the statements are true or false. Then listen to the text again and correct the wrong statements.

1. The Central Stadium in Kyiv was first opened in 1920.
2. The opening ceremony didn't take place on June 22, 1941 because the war began.
3. In 1948 everyone who had tickets dated by 1941 could come to see the opening of the stadium after its reconstruction.
4. In the 1960s the stadium could seat 50,000 people.
5. The main events of the 1980 Olympics took place on the stadium in Kyiv.
6. The stadium became a sports complex in 1997.
7. The Olimpiyskyi National Sports Complex is used for international football matches now, too.

2. Read the text and discuss the questions after it.



Andriivskyy Uzviz

Andriivskyy Uzviz is one of the best known historic streets and a main tourist attraction in Kyiv. The street begins near St Andrew's Church (see picture 1), which gave the street its name, and goes down to the Podil district where it ends at Kontraktova Square. It is the shortest way from the historic

Old, or Upper Town, to the commercial Podil. The first buildings were put there in the 17th century.

During the 18th and 19th centuries, craftspeople lived in the street. Although they are long gone, the street is alive thanks to its architecture, rich history and many gift shops and small art galleries. This is one of the best areas to find traditional crafts and arts. Uzviz is one of the favourite places for Kyivans and tourists. It is known for many festivals, including art festivals and the Kyiv Day celebration on the last weekend of May.

The One Street Museum is another main attraction of Andriivskiy Uzviz with more than 6,500 exhibits. They include information about St Andrew's Church, the Castle of Richard the Lionheart, and many other buildings of the street.

Andriivskiy Uzviz also has a number of monuments. One of them is the monument to Pronia Prokopivna and Svyryd Holokhvastov (see picture 2) showing two characters from the play *Chasing Two Rabbits* by Mykhailo Starytskyi.

1. What is Andriivskiy Uzviz famous for?
2. Is it going up or down? Why?
3. What are the two tallest buildings in the street?
4. Why do people come to Uzviz?
5. Have you ever watched the film *Chasing Two Rabbits*?
6. Why do you think the monument to Pronia Prokopivna and Svyryd Holokhvastov was put in Andriivskiy Uzviz?
7. The Museum of One Street is an unusual museum. Do you know of any other unusual museums?

3. Look at the pictures from the traditional Flower Show that takes place every year on Independence Day in Kyiv. Name the compositions.

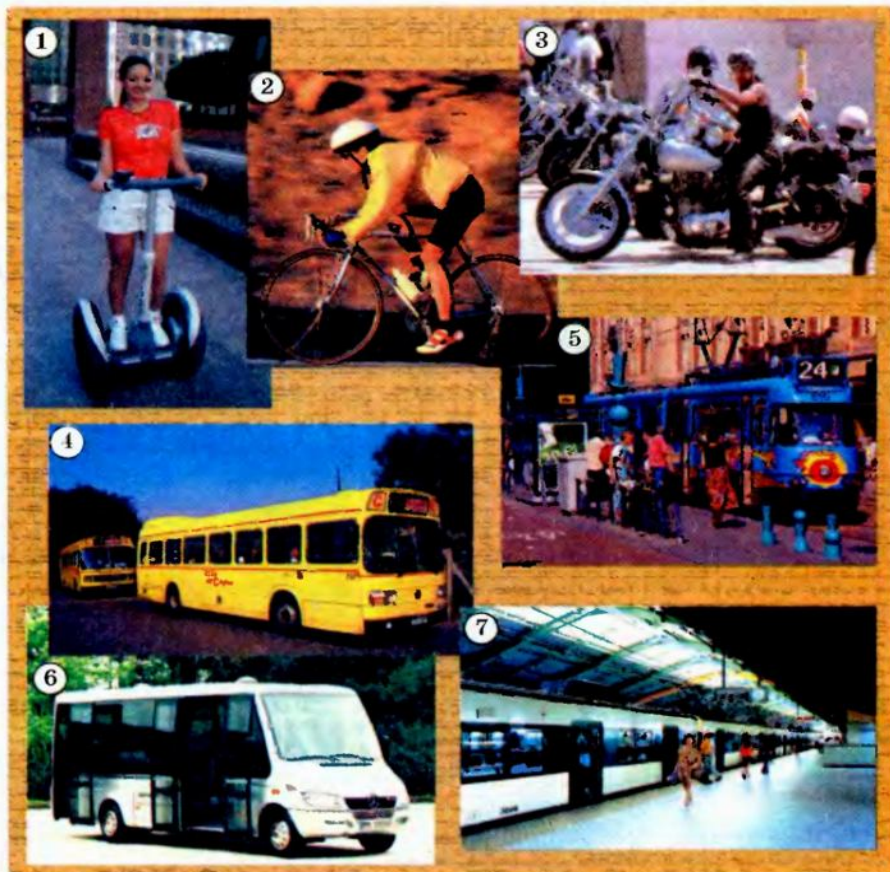


1. Discuss the questions and do the task.

1. How is a city different from a town and a village?
2. What can't you imagine a big city without?
3. Look at the list and put the words and word combinations in the order of importance for a big city. You can add other things to the list if you think they are important. Explain your choice.

shops	houses	educational institutions
theatres and cinemas	parks	hospitals
restaurants	roads	means of communication
stadiums	monuments	churches
transportation	historical places	

2. a) Look at the pictures and compare the means of transportation.



b) Which of the words and expressions below describe each of the means of transportation given on p. 149?

operated by computers, driven by electric motors, the fastest way of getting to a place in a city, economical, safe, old, dangerous, beautiful view, convenient, hilly roads, modern, pavements, stop at request, clean air, noisy, modern, cheap

c) Listen to the descriptions and answer the following questions.

1. Are the two means of transportation safe for nature?
2. Are they economical? Why do you think so?
3. Which of them can be used in business?
4. Which of them do you think is more comfortable?

3. Read the text and choose a title for each paragraph from the list below.

1. Disadvantages of the old double-decker.
2. History is alive.
3. Modernization of bus services.
4. The Routemaster — a traditional London bus.
5. The history of London buses.

A. The London Bus is one of London's main traditions. Until the 1950s, London designed its own vehicles. The last such bus specifically designed for London was a red double-decker called Routemaster which was designed in 1954. The bus was developed to replace the trolleybuses, which had themselves replaced trams. It was introduced in London on 8 February, 1956 and has become one of the famous icons of London.



B. The design became very popular with Londoners and tourists. It had an open platform at the back, a conductor to collect fares, and the isolated driver's cabin. The platform let many passengers get onboard quickly at stops, and at traffic lights and slow speeds. The conductor collected fares while the bus was travelling, which made waiting time at stops very short.

C. There were some inconveniences in the Routemaster buses. It wasn't very comfortable to stand on the lower floor as it wasn't high enough (it wasn't allowed to stand on the upper deck). There wasn't enough space for legs for those who were sitting. Also, because there was no door at the back, passengers were not well protected from cold or windy weather.

D. In the 1970s, many of London's bus routes started to use modern buses with no conductor. Each passenger paid the driver when they were entering the bus. It made the boarding time much longer. As a result, in central London bus tickets are now bought from street-side machines before boarding.

E. For many people, the Routemaster buses remind the past, and they started a campaign to save the bus. Two heritage routes have been introduced to keep the Routemaster alive in London. They operate on the central London sections of regular routes: Heritage route 9 and Heritage route 15. Both routes operate every 15 minutes from 9.30 am to 6.30 pm.

1. a) Look through the contents of the *Guide to London Zoo*, read short extracts from it and say what part of the guide each comes from.

- | | |
|---------------------------------------|-------------------------------------|
| 2 Finding your way out | 30 Children's Zoo |
| 4 Don't miss | 32 Pet Care Centre |
| 6 Make the most of your day | 44 Caring for animals |
| 7 Learning is fun | 46 Behind the scenes |
| 8 Eating and shopping | 50 The role of a good zoo |
| 10 Animals | 70 Famous animals |

A. About 60 men and women work in the Zoo as keepers — they look after 12,000 animals.

B. Each animal's diet is specially prepared by the vets, to keep them healthy. We buy fish and fruit and vegetables at the market for them.

C. Just how do you weight an elephant, check its teeth, or scrub its back? Join the elephants with their keepers... and stay around for bath-time.

D. Like all animals, each individual giraffe is unique, as you can see from the variations in hair colour and pattern.

E. Open all year round, our popular self-service restaurant offers a wide choice of hot and cold meals, salads, snacks, desserts, cakes and drinks.

F. Pets do not make good presents, especially at Christmas. It is important that the whole family decide of the want to have and care for a pet.

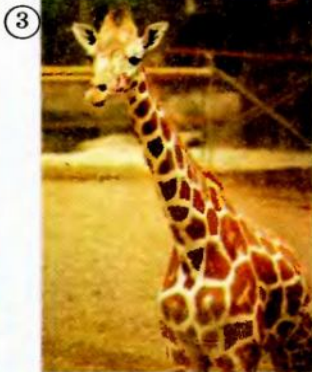
G. Take a break and join one of the animal-based craft activities in the Activity Den¹. Choose from brass rubbing, badge making and stained window² design.

H. The Zoo Education Centre welcomes more than 50,000 school children each year. Topic packs, "hands-on" sessions, illustrated talks are available.

I. Winnie was an American black bear who was given to the Zoo in 1914 by a Canadian officer. She was visited by A. A. Milne and his son Christopher and lives on in the stories of Winnie-the-Pooh and Christopher Robin.

J. Zoos have an important role in saving endangered animals.

b) Say which picture goes with which extract.



¹ den — тут жарт. барліг; клітка

² stained window — вікно або вітрина з вітражним склом

2. Discuss the following questions.

1. What can you see in a zoo?
2. What professions are necessary to organize all that?
3. What activities of a zoo can't a visitor see?
4. What professions are needed for those activities?
5. Is it easier to work with people or with animals?
6. Is the work of zoos necessary? Why? What for?
7. Is there anything negative about keeping animals in a zoo?
8. How can people make the life of animals in zoos comfortable?
9. How can schoolchildren cooperate with zoos?

3. a) Work in pairs. Read the ad. Think about and decide:

- what you can find on every level of the Centre;
- at what level you would like to spend time most of all;
- what level you would like to go together.



Welcome to the New Entertainment Centre!

Dyvosvit is a wonderful land, which has five levels of entertainment. Every level of the Centre opens the most interesting pages in the history of our planet and the fantastic world of the future. The first world is **Dino World** which makes dinosaurs absolutely real. The second is **Homo Sapiens World**. Get ready to meet unexpected wonders. The third level, **Hi Tech World**, is full of technomysteries. The fourth – **4D¹ World** – is full of supermodern technologies. And the fifth level is **Sky World**. It will open to you the wonders of the endless Universe.

b) Listen to the conversation and say what levels of the Centre the boys went to.

4. Discuss the following questions.

1. What do you call entertainment?

¹ 4D — скор. four-dimensional /fɔːdɑː'menʃnəl/ — чотирирівмірний

2. Where can children entertain themselves?
3. Are there such places in your town/village?
4. Is there an entertainment centre in your town/village?
5. Where do you and your friends spend time after school?

8

Culture Corner

- Westminster Cathedral, built between 1895 and 1903, is composed of red brick and grey Portland stone. More than 100 different kinds of marbles were used for its decoration.
- The eight Royal parks of London are former royal hunting grounds which are now open to the public.
- Until the 1970s, most of the national newspapers were concentrated in Fleet Street. In the 1980s, they moved to new places, but Fleet Street is still used as a term for the national press.
- London has the largest student population of any British city. The University of London, with over 125,000 students, is the largest university in the United Kingdom and in Europe. It includes over 50 colleges and institutes.
- In January 2005, *The Guardian* newspaper published a survey which stated that there were more than 300 languages spoken in London.
- Kyiv is known as a green city. It is said that one can walk from one end of Kyiv to the other in the summertime without leaving the shade of its many trees.
- The Centre of Kyiv (Independence Square and Khreschatyk Street) becomes a large outdoor party place at night during summer months, with thousands of people having good time in nearby clubs and outdoor cafes.



- Choose one of the projects from the list or think of your own one. You can:
 - 1) make a radio programme presenting the unknown page from the life of your town or village;
 - 2) present that part of your town or village where you live;
 - 3) make an ad of a real or imaginary entertainment centre in your town or village.
- Decide how you are going to do the project: alone, with a partner or in a group.
- Do the project and then present it to the class.
- Discuss the presentations.

Useful information

1. If you have chosen the first project, think of the following:
 - What will the subject of your presentation be: sport, wild life, evening activities or shopping areas?
 - Who will you interview?
 - What specialist will give his/her opinion?
 - How many people will you ask to give the opinion of the public?
 - What will you say in the introduction and conclusion?
 - How will you distribute the roles in the group?
2. If you have chosen the second project, think of the following:
 - What form of your presentation will you choose?
 - Where can you get information about the future of the place where you live? Can you make your own predictions?
3. If you have chosen the third project, think of the following:
 - What form will your advertisement be: a TV show, a radio show, a newspaper article or a poster?
 - Who will the centre be for? What can attract this group of people to come there?

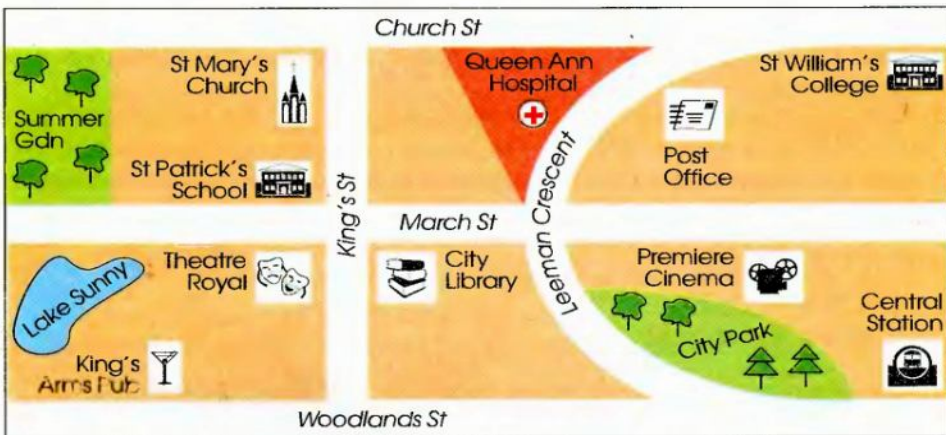
If you have chosen to do your own project, you can ask your teacher for advice when you have any problems. Good luck!

1. Read the sentences. Pay attention to the words in bold type. Then answer the questions and do the task.

1. **Kyiv** is the capital of **Ukraine**.
2. The main street in **Kyiv** is **Khreschatyk**.
3. **Ben Nevis** is the highest mountain in **the United Kingdom**.
4. **The Dnipro** flows into **the Black Sea**.

1. What do the words and word combinations, that are used with the definite article **the**, denote?
2. What do the words and word combinations, that are used without any article, denote?
3. Try to formulate the rule of the use of the article **the** with names of places.
(See Grammar Reference, §11.)

2. Work in pairs. Look at the map and ask and answer questions as in the example. Use the article where necessary.



E.g. *Where is the City Library? — The City Library is at/on the corner of King's Street and March Street.*

- | | |
|-------------------------|-------------------------|
| 1. City Library | 8. Theatre Royal |
| 2. St Mary's Church | 9. Queen Anne Hospital |
| 3. St William's College | 10. King's Arms Pub |
| 4. Premiere Cinema | 11. St Patrick's School |
| 5. Central Station | 12. Post Office |
| 6. Geographical Museum | 13. City Park |
| 7. Summer Garden | 14. Lake Sunny |

3. Which of the names given below and on p. 156 are used with the article? Which are used without it?

North Gate Station
Sudbury Park
British Museum
Dead Sea
Kensington Park
Press Photo Gallery
Slave River
Coral Sea
Split Station
Freedom Bridge
Devon Island
Lake Constance

Canterbury Cathedral
Asia
Blue Train Restaurant
Dominican Republic
Gobi Desert
Lake Michigan
Metropolitan Museum
Mississippi River
Mount Kenya
New York
North Sea
Paris

Cook Street
National Gallery of Modern Art
Central Museum
New Theatre
Jenner's Hotel

Regent Street
Rocky Mountains
Trafalgar Square
Egypt
Whitehall Theatre

4. Fill in the article where necessary.

1. Can you tell me the way to ... Woonsocket Hotel? — Of course. Turn left here and you'll find it on ... Maple Street.
2. We went to ... theatre yesterday. — Really? Did you go to ... Opera and Ballet Theatre?
3. Shall we go to ... village for the weekend? — Oh, yes. I'd like to have an active time off there.
4. Jane has gone to ... library to do some work. — Yeah. We have agreed with her to go to ... cinema after that.

5. Read the sentences and match them with their meanings. Then discuss the questions and do the task.

- | | |
|--|-----------------------|
| 1. <u>It's late</u> already. | a. natural phenomenon |
| 2. <u>It's far</u> from here to the hotel. | b. weather |
| 3. <u>It's raining</u> . | c. time |
| 4. <u>It's late spring</u> . | d. distance |

1. Does the predicate of each sentence refer to any person or thing?
2. Can you make up some sentences of this type in Ukrainian?
3. Try to formulate the rule of the use of *it* in such sentences.

(See Grammar Reference, § 12.)

6. Translate the following sentences into English.

1. Сьогодні тепліше, ніж було вчора.
2. Звідси далеко до твоєї школи?
3. Котра година? — Друга.
4. Весна. На деревах з'являються молоді листочки.
5. Відкрий, будь ласка, вікно. В автомобілі жарко.
6. У читальному залі дуже тихо — всі працюють.

10

Test Yourself!

Read the story and put its paragraphs in the correct order (1—7). Get one point for each correct answer.

Love of London

(after W. Saroyan)

A. During the First World War in 1918 I saw the opening of a huge building which was called Liberty Theatre. On the day when the theatre was opened to the public, I was selling *The Evening Herald* across the street on the Republican Corner. The film was called *While London Sleeps*. I could pay

ten cents for the ticket to the Liberty Theatre, but I was unwilling to do that. I was going to walk in.

B. From the south exit door, I walked directly to the north exit door and then up to the corner, around the Rowel Building to the alley and down the alley to the back of the theatre. The door was locked but using the wire that I found in the alley I opened it. It was so dark inside that I couldn't see my way. Soon my eyes got used to the dark and I saw a big auditorium and balcony full of people.

C. I came to a row of seats in which I saw a vacant seat, but when I came closer I saw that there was a small child there. So I went out into the lobby and found a man and woman on their way to the seats. I sat beside them and saw the whole show — on opening day, just as I had planned — free.

D. I walked directly to the north exit of the Liberty Theatre, looking at the same time at the girl in the ticket booth who in turn was looking at me. At that moment the door opened and I grabbed it to keep it open, so that I could walk into the theatre. But the door was opened by the man whose task was to see that nobody came in without a ticket. So I let the door go and began to move toward the south exit door. When I looked back, I saw the man in the uniform, he followed me. So I went to the entrance to the Sequoia Hotel.

E. I was always crazy about London, I guess.

F. Somebody called the man in the uniform and he ran back. From across the street I ran to the south exit again. The door opened and a family of four went out. I kept the door open and walked in but the man in the uniform was waiting for me there. He took me by the elbow and escorted into the street.

G. The following day after school, after I sold all the papers on my corner across the Liberty Theatre, I was going home thinking of a big supper in ten or fifteen minutes. But suddenly the south exit door opened and a young man and a young woman left the theatre. I went in and this time had no problems with finding a seat. There were seats all over the theatre, from the first row in the orchestra to the last row in the gallery.

The Wonderful Wizard of Oz

(after L. F. Baum)

1. Dorothy lived in the great Kansas *prairies* /'preəriəz/ with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. One day, they felt that a *cyclone* /'saɪklən/ was coming. Uncle Henry and Aunt Em hid in a *cellar* /'selə/ but Dorothy was looking for her dog Toto in some room. Suddenly the cyclone took their small house in the air and dropped it only many hours later in a beautiful country.

It was the Land of Oz. She was met there by four strangely dressed people who were about her size but looked like they were her Uncle Henry's age. Three of them were men and one — a woman. They told her that her house had killed the Wicked Witch of the East and now all the Munchkins who lived in that part of the country were free. They gave her the silver shoes



that belonged to the Wicked Witch of the East. They knew that there was some charm connected with them. But they never knew what it was.

2. Dorothy asked those people to help her get back home. But they didn't know how to help her. They told her that everywhere around the Land of Oz there was desert: in the south, in the east, in the west and in the north. They thought that the Great Wizard Oz, who lived in the City of *Emeralds* could help her. So the girl decided to go to the City of Emeralds. "The road to the City of Emeralds is *paved* with yellow brick," said the Witch of the North, "so you cannot miss it. When you get to Oz, do not be afraid of him, but tell your story and ask him to help you."

There were several roads nearby, but it did not take Dorothy long to find the road paved with yellow bricks. Within a short time, she was walking quickly toward the Emerald City.

Her trip there was longer than she expected. It lay through fields and forests and on the way Dorothy met a Scarecrow¹, the Tin Woodman², and a Cowardly Lion.

3. Dorothy met the Scarecrow in the field. He had a head which was a small sack *stuffed* with *straw*, with eyes, nose, and mouth painted on it to represent a face and the rest of the figure was a blue suit of old clothes, which had also been stuffed with straw. On the feet were some old boots. When he heard where Dorothy was going, he wanted to see the Wizard, too and ask him for brains. He didn't want to be stupid.

The Tin Woodman had all parts of the body made of *tin*. One day he got caught by rain in the forest, got *rusted* and couldn't move. Dorothy helped him by putting oil on his arms and legs and neck and when he could move

¹ Scarecrow /'skeəkrəʊ/ — Опудало

² Tin Woodman — Залізний Дроворуб



again the Tin Woodman asked her permission to go to the Wizard with them. He wanted to get a heart for himself.

The Cowardly Lion was big and strong and all the animals called him the King of the Beasts. But he himself was so scared of everything that he couldn't be happy. So he decided to ask the Great Wizard of Oz to give him some courage.

4. On the way to the City of Emeralds they had a lot of dangerous adventures in which they all helped each other to stay alive. The Scarecrow made up wonderful plans of action, the Tin Woodman did all the hard work and took care of his friends and the Cowardly Lion protected them from dangerous animals.

Finally, they saw a green light before them. In front of them, and at the end of the road of yellow brick, was a big gate, all covered with emeralds that shined so in the sun that even the painted eyes of the Scarecrow were *dazzled* by their brilliancy.

There was a bell beside the gate, and Dorothy pushed the button. Then the big gate slowly opened. Before them stood a man. He was clothed all in green, from his head to his feet, and even his skin was of a greenish colour. At his side was a large green box.

When he saw Dorothy and her companions the man asked, "What do you wish in the Emerald City?"

"We came here to see the Great Oz," said Dorothy.

"I am the Guardian of the Gates," said the green man, "and I must take you to his Palace. But first you must put on the glasses."

"Why?" asked Dorothy.

"Because if you do not wear glasses, the brightness of the Emerald City will blind you."

He opened the big box and put a pair on Dorothy, then locked them by a

little key that the Guardian of the Gates wore around his neck. Dorothy could not take them off. Then the man fitted glasses for the Scarecrow and the Tin Woodman and the Lion, and even on little Toto.

5. Then the Guardian of the Gates put on his own glasses and told them he was ready to show them to the Palace. The streets had beautiful houses that were all built of green *marble* and decorated everywhere with sparkling emeralds. They walked over a pavement of the same green marble. The window panes were of green glass; even the sky above the City had a green colour, and the rays of the sun were green.

There were many people — men, women, and children — walking about, and they were all dressed in green clothes and had greenish skins. Many shops stood in the street, and Dorothy saw that everything in them was green. Green candy and green popcorn, as well as green shoes, green hats, and green clothes of all sorts. At one place a man was selling green lemonade, and when the children bought it Dorothy could see that they paid for it with green pennies. Everyone seemed happy.



The Guardian of the Gates led them through the streets until they came to a big building, exactly in the middle of the City, which was the Palace of Oz, the Great Wizard. The friends were very happy. They believed that at last their dreams would come true.

1. Read the newspaper article and discuss the questions after it.

Dear readers! This is our last report about the discoveries on the alien spaceship. The group of young astronauts that met it in space, has already left it. They have explored all the sections of the spaceship. As we have already reported, they found a lot of interesting things there. Scientists from all over the world are working on their findings now. A lot of new discoveries have been made and we hope even more will be made in the future. But the travel in space has to continue.

We talked to Mr Rich Spaceman, the person who prepared the team of young astronauts for this mission. Here is what he said:

"This unexpected adventure has a great importance not only for the science of our planet, but also for the astronauts' trainer. Everything that happened there showed that each member of the international team is a professional now. They are very young yet but they demonstrated real courage, enthusiasm and strong will. They learned a lot during the trip and now I am sure they are ready to meet any other living beings in space. I know that they will represent our planet with honour. All the events also showed that the preparation programme developed in our centre is really effective and now we are planning to invite more schoolchildren from all over the world to participate in the tests which will help us choose the best of them for new missions."

John Curious

1. Would you like to participate in such a programme?
 2. What is necessary to become a participant of it?
 3. Do you think it's possible for astronauts from the Earth to meet aliens?
 4. When and how do you think it will happen?
- 2. To become a member of an international team, you should know English. Here are some opinions about learning English. Do you agree or disagree with them? Explain why.**
- It doesn't matter how many mistakes you make if people understand you.
 - You haven't learned English properly if you don't sound just like a native speaker.
 - If you want to learn English successfully, you have to know British or American culture.
- 3. Memory is very important in learning a foreign language. Listen to an interview with a specialist and put the bits of advice in the correct order (1—10).**
- | | |
|---------------------------|---------------------------------------|
| A. Drink coffee. | F. Organize your ideas. |
| B. Eat the right things. | G. Repeat things. |
| C. Form a mental picture. | H. Take an interest — make an effort. |
| D. Invent a story. | I. Take mental exercise. |
| E. Listen to Mozart. | J. Take physical exercise. |

4. One of the ways young people spend their time is cycling. Unfortunately, many cyclists are hurt in accidents every year. But if you cycle carefully and use these simple rules, you will be much safer on the road. Read the rules, look at the pictures and say what the children in them are doing wrong.

1. Always wear a cycle helmet so your head is protected.
2. Always look carefully before you start cycling. Look behind you as well as in front.
3. Always look out for parked cars: someone might open a door.
4. If there's no bicycle lane, you can cycle on the pavement but remember that the pavement is for pedestrians, so cycle with caution and use a bell.
5. At night always use your lights.
6. Wear clothes which are bright.
7. Never carry passengers. It is not safe.



2

1. a) Read the text and fill in the gaps. Choose the appropriate words from the list below.

- | | |
|--------------------------------|---|
| A) follow, listen, watch, hear | F) taken, sat, set, chosen |
| B) over, under, around, about | G) scene, scenery, display, screen |
| C) see, look, sight, watch | H) expressions, impressions, excitement, experience |
| D) listen, hear, watch, look | I) sensible, sensitive, insensible, insensitive |
| E) vision, look, view, sight | |

Cinema or Video?

I don't like going to the cinema very much myself, but my friends all love it, and so I often find myself sitting in the dark trying to ... (A) the conversation on the screen while sweet papers and crisp packets are being opened enthusiastically all ... (B) me.

It is this which makes me take a video and ... (C) it at home. Then there is no risk of getting angry because you ... (D) everything that is going on.

Another problem is that I always do my best to find a seat with a good ... (E) of the screen during the advertisement. Then, two minutes

before the main film to begin, the seat in front of me will be ... (F) by a heavy boxer who blocks out most of the ... (G) and by this time it's too late to move.

I know this isn't really the point. Cinema fans talk about the extra pleasure when their ... (H) and feelings are shared with others. I must admit there's often a very good atmosphere in the cinema, and I'm probably too ... (I) to these things: it only takes up one person making stupid comments to spoil the whole occasion. So, I think I'll stick to my video!

b) Agree or disagree with the statements. Give arguments.

1. The cinema has become expensive.
2. You can choose when you want to watch TV.
3. Not all TV programmes are good.
4. A cinema film is more impressive.
5. Staying at home can be boring.
6. You can eat and watch TV at the same time.
7. Good cinemas may be far away.
8. A cinema film is a public event.

2. Read the ad from a school brochure. Which of the activities mentioned in it can you find in the pictures?

King's College School, Cambridge

Sporting Chance.

Sports taught are Rugby, Football, Hockey, Netball, Squash, Cricket, Tennis, Athletics, Swimming and Cross-country¹. Pupils can also choose Dance, Fencing, Gymnastics and Canoeing /kə'nu:ɪŋ/ as extra-curricular subjects. There are many other activities to take up including Chess, Pottery, Scouts, Model making, Photography, Art, Drama, Magazines and Woodwork.



¹ cross-country — *снопм. кроос*

3. Work in pairs. One of you is phoning an adventure camp to get information about their courses. The other is the camp secretary. Ask and answer questions using the following words and word combinations.

Activities: swimming, walking, surfing, canoeing, horse riding, climbing, day trips, excursions.

Facilities: swimming pool, tennis courts, gym, squash courts, football pitch, equipment.

Accommodation: beds, bunk beds¹, dormitories, bedrooms.

E.g.

A: *Hello. I'd like some information about the camp.*

B: *Certainly. We offer courses in swimming, surfing, canoeing, climbing and many other sports.*

A: *Do you offer tennis?*

B: *No, we don't offer tennis or horse riding.*

A: *And do you have swimming instructors?*

B: *Of course. We have top class instructors for all the sports.*

A: *How much does it cost for a week in August?*

B: *A basic course usually costs \$149. Everything is included: instruction, equipment, food and accommodation.*

A: *Great! Do you think you could send me an application form?*

3

1. Read the description of a traditional English breakfast and find some of the products, mentioned in it, in the pictures.

What do you eat to get your body going at the start of each day? The French have the croissant /'krwɑ:smɒŋ/, Americans start the day with pancakes and waffles with maple syrup and a traditional Japanese breakfast includes rice, fish and pickled vegetables.

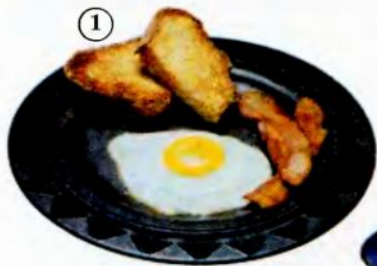
The English are extremely proud of their traditional breakfast. The basic ingredients of a traditional English breakfast are fried eggs and bacon. However, it can also include fried bread, buttered toast, bread and butter, sausages, mushrooms, chips, smoked fish, fried tomatoes, baked beans and, of course, tea or coffee.

There are also other English breakfast specialties. A bowl of Scottish porridge, which consists of oats mixed with hot milk, is a tasty start to the breakfast experience. Black pudding is another favourite: it is a black sausage made with pork fat and pig's blood. Bubble-and-squeak was traditionally made at breakfast time from mashed potato, onion and cabbage left over from the night before.

Up to the 1960s, more than half the British population ate a cooked breakfast. However, today most people either don't have the time to cook food in the morning or they have become more health-conscious and eat a lower-fat diet. American breakfast cereals and their continental breakfast of bread or croissants, jam and fruit juice have become popular alternatives.

But the English breakfast remains for many people an important part of their day. Thousands of cafes all over the UK specialize in the English breakfast and some serve it all day long. Some experts even claim that a cooked meal at the beginning of the day helps the mind and body work better.

¹ b u n k b e d — двух'ярусне ліжко



2. Listen and say if the following statements are true or false.

1. Lunch is eaten before noon.
2. It usually takes about 20 minutes for a person to have lunch.
3. The most popular lunches are hamburgers and salads.
4. You can buy a snack in a restaurant.
5. A typical snack is a sandwich.
6. Schoolchildren like to have chocolate and biscuits for lunch.

3. Read the descriptions and guess the sports.

- A. This is an outdoor game for two teams of eleven players. You need a ball, two goals and a referee.
- B. This is an indoor game for two or sometimes four players. You need a special table, a bat for each player and a small white ball made of plastic.
- C. You play this game in the swimming pool. You need a ball and two goals and you must also be a good swimmer.
- D. We can go in for this kind of sports everywhere where the water is: in the river, lake, swimming pool and the sea. You need a special cap, bathing slippers and glasses.

- E. In Ukraine it is a very popular kind of sports. Many objects are necessary. First of all, it is a gymnasium, wall bars, climbing rope, balance-beam¹, horizontal bar, mat, parallel bars.
- F. It is the main part of events of the Summer Olympic Games. Events consist of running, walking, throwing and jumping.

4. Listen and say if the following statements are true or false.



1. The London Marathon is a traditional race.
2. It was founded by a journalist.
3. It started in 1981 after the famous New York Marathon.
4. Serious athletes do not take part in it.
5. People collect money for charity during the Marathon.
6. More than 30,000 runners take part in it every year.

4

1. Read the text and discuss the questions below.

A Place to Live

Everyone needs somewhere to live and work. In cities it is cheaper to provide hospitals, schools and roads and there are more jobs. But as cities become larger, space and the high cost of land become a problem. The answer in most cities has been to build up rather than out. But tall buildings can be a problem in parts of the world where there are earthquakes. As a result, some architects are thinking of going down. There are plans for huge underground cities of 100,000 people with offices, theatres, libraries, hotels, sports centres and a complete transport system. The first city will be built in this century, the main problem is whether people can live without seeing the sun and sky. One idea is that people will live on the surface but travel down into the ground for their work and entertainment. However, there are other solutions. For example, in the USA there is a university building that goes 35 metres underground. People in the building get some sunlight and a "view from out of the window" thanks to a system of mirrors. Another solution may be to create weather. For example, in Tokyo there is a television station that is two metres below the ground. On a rainy night, a special shower creates the sound of rain in the studio as well.

1. Do you think the plans of living under the ground can be realistic? Why? Why not?
2. What problems can people have when they start building underground cities?
3. What problems can people have when they start living in underground cities?
4. Do you have any other ideas for solving the problem of big cities? If yes, what are they?

¹ balance-beam — спорт. гімнастична колода

2. Listen to the story and say if the statements below are true or false.

1. Giovanni was coming to London from Italy.
2. His friend said that he couldn't meet him at the airport.
3. Heathrow Airport is far from the centre of London.
4. Giovanni's friend had to get up at 3 o'clock in the morning.
5. There were very few people at the airport in such hour.
6. Students' flights usually came to Gatwick Airport.
7. Giovanni called his friend's cell phone.
8. They agreed to meet at Luton Airport.
9. Giovanni's friend didn't have time for breakfast.
10. The friends finally met at the underground station.

3. How many objects in the picture below can you name? a) Spend a few minutes memorizing the words. Then close your book and write as many words, as you can remember, in 3 min. Who remembered the most?



b) Match each phrase below to an object in the picture. Add your own words or word combinations.

1. It's made of glass/ silver/plastic...
2. It's sharp/valuable/tiny/easy to break/soft...
3. It's round/long and thin...
4. It's got a lid/ a handle/buttons/batteries...
5. It's used for cutting/sticking things together/carrying things...

4. Choose a mobile phone you like and make up an ad for this gadget.



QUIZES

Learning English after School

1. Why is English called a multicultural language?
2. What are your personal reasons for learning English?
3. What modern means of communication do you know?
4. How are computers used nowadays?
5. Who do we call pen pals?
6. What interest clubs or groups are there in your school?
7. Can you give examples of international words?
8. What birds did people use for carrying messages in ancient times?

Food

1. What are the most favourite fruits? the most popular vegetables?
2. What is convenience food?
3. How is grilled food cooked?
4. Could you give us your recipe of making white coffee?
5. What ice cream do you usually prefer to buy for yourself in summer?
6. Where do people use chopsticks when eating?
7. Where is the pickle popular?
8. Where was ice cream invented?

Medicine

1. What specialities of doctors can you name?
2. What forms of medicines do people use when they are ill?
3. How should we behave in the kitchen not to have an accident?
4. Where in the hospital are patients operated on?
5. How can you protect yourself from virus infections?
6. Why has study of genetics become the main medical problem?
7. What is the most dangerous period in the biorhythms cycle?
8. Do you exercise regularly? If yes, what exercises do you think are most helpful for being healthy?

Sports

1. What's the most popular sport in your class?
2. Why do aerobic exercises make your heart stronger?
3. Where and when are the next Olympics going to be held?
4. What's a marathon?
5. Which games do you prefer: competitive or non-competitive? Why?
6. What's a traditional English sport?
7. What do they call Chinese martial arts in the West?
8. Can you speak on your favourite sport?

Cinema and Theatre

1. Which do you like more, cinema or theatre? Why?
2. Who takes part in making a film?
3. What genre of feature films is your favourite?
4. Can you name the main parts of a theatre auditorium and stage?

5. What do we call a person who operates puppets?
6. What do you usually see in commercials?
7. Where do you prefer to see films? Why?
8. What is important in the profession of an actor?

Home Duties and Family Traditions

1. What household chores do you do regularly?
2. Can you name the most popular household machines?
3. Who usually does what in your family?
4. When do you usually sit down as a family to have a meal?
5. Why is it necessary to make children do some housework since the age of 3—4?
6. Who's a role model for you?
7. Why do children play with toys?
8. How is St Valentine's Day celebrated in your class?

London. Kyiv

1. What are the largest and most popular parks in London?
2. What's the official name of the Houses of Parliament?
3. What is the best known historic street in Kyiv?
4. What attractions are there in this street?
5. Where is the Museum of Folk Architecture and Everyday Life in Ukraine situated?
6. What is the largest observation wheel in the world?
7. What is the Segway?
8. Why is the work of zoos necessary?

§ 1. Order of adjectives

1. Прикметники можна розділити на «оціночні» та «фактичні». «Оціночні» прикметники виражають оцінку, яку людина дає істоті, явищу або предмету (*interesting, boring, beautiful*). «Фактичні» прикметники дають інформацію про вік, зріст, розмір, колір тощо (*young, tall, little, grey*).

2. Якщо іменник вживається з двома чи більше прикметниками, то першим іде «оціночний», а потім — «фактичний» прикметник (*a beautiful silk dress*).

3. «Фактичні» прикметники зазвичай ідуть у такій послідовності:

	size	age	shape	colour	origin	material	purpose	+ noun
a	small	old	round	white	Chinese	plastic	tennis	+ ball

NB Як правило, іменники вживаються з одним, двома або трьома прикметниками (*an expensive French silk scarf*).

§ 2. The Passive Voice

1. Пасивний стан дієслова вживають тоді, коли інформація про саму дію є важливішою, аніж інформація про те, хто її виконав. Виконавця дії не називають, якщо:

а) він невідомий:

This house was built last year.

б) інформація про виконавця дії не є важливою:

Coca-Cola is produced in the USA.

в) з контексту зрозуміло, хто виконує дію:

Children are taught mathematics at school.

2. Якщо інформація про те, хто виконав дію, є важливою, виконавець дії може бути названий, і в цьому випадку іменник або займенник, що його позначає, вживається з прийменником **by**:

America was discovered by Christopher Columbus.

These photos were taken by my elder sister.

Питальні речення про виконавця дії утворюються так: *Who/What ... by?*

Who was America discovered by?

What was the barge pulled by?

3. Іменник, що означає знаряддя виконання дії, вживається з прийменником **with**:

The desk was covered with papers.

Питальні речення про знаряддя виконання дії утворюються так: *What ... with?:*

What was the desk covered with?

4. Пасивний стан дієслова утворюється за допомогою допоміжного дієслова **to be** (am, is, are, was, were, have been, has been, will be) + 3-тя форма смислового дієслова:

The shop is closed at 9 o'clock every day. (Present Simple)

The window was broken yesterday. (Past Simple)

The stadium will be built next year. (Future Simple)

Megan has just been invited to the party. (Present Perfect)

5. Деякі дієслова утворюють пасивний стан двома способами. Це ті дієслова, що можуть мати два додатки (**ask, bring, tell, send, show, teach, promise, offer, give, pay, buy, throw, write, sell, allow, feed, pass, post, read, take** та деякі інші):

Ali was given the prize.

The prize was given to Ali.

§ 3. Countable/ Uncountable nouns

1. Іменники в англійській мові поділяються на злічувані та незлічувані. Злічувані іменники (**countable nouns**) — це назви істот, речей і предметів, які можна полічити. Злічувані іменники вживаються в однині і множині:

a student — two students, an apple — two apples

Незлічувані іменники (**uncountable nouns**) — це назви речовин або абстрактних понять, які не можна полічити. Незлічувані іменники не вживаються у множині:

rice, water, love, friendship, peace

Після незлічуваних іменників дієслово вживається в однині:

Milk is good for you.

Communication unites people.

2. Злічувані іменники вживаються з артиклем **a(an)** або з числівниками: *an orange, two bananas*

Незлічувані іменники зазвичай не вживаються ні з артиклем **a(an)**, ні з числівниками, але вживаються з прикметником **some** у значенні *деяка кількість, небагато*:

some meat, some sugar

Але: незлічувані іменники — назви страв і напоїв — можуть уживатися з **a(an)** або числівниками, якщо ідеться про кількість порцій:

Could we have two coffees and a tea, please?

Злічувані іменники також уживаються з **some** в однині у значенні *якийсь, якась, якесь* (*He was holding some tool in his hand*), а також у множині у значенні *кілька* (*Let's put some potatoes in the soup*).

3. **Some** зазвичай уживається в стверджувальних реченнях:

There is some meat in the refrigerator.

There are some carrots in the bag.

У питальних і заперечних реченнях зазвичай вживається **any**:

*Is there **any** meat in the fridge? — No, there isn't **any**.*

*Are there **any** carrots in the bag? — No, there aren't **any**.*

Але: у питальних реченнях вживається **some**, якщо щось пропонують або чогось просять:

*Would you like **some** tea?*

*Can I have **some** water, please?*

4. У питальних і заперечних реченнях злічувані і незлічувані іменники вживаються відповідно зі словами **many** і **much**, які означають *багато*:

*Have you got **many** eggs? — No, there aren't **many**.*

*Is there **much** milk in the fridge? — No, there isn't **much** milk left.*

У стверджувальних реченнях і злічувані, і незлічувані іменники зазвичай вживаються з **a lot of/lots of**, які теж означають *багато*:

*There is **a lot of** bread on the dish.*

*There are **a lot of** sweets in the vase.*

*There are **lots of** mushrooms on the table.*

*There's **lots of** snow on the ground.*

5. У всіх типах речень злічувані іменники вживаються зі словосполученням **a few** (*There are **a few** sandwiches on the dish*), а незлічувані — зі словосполученням **a little** (*There is **a little** water in the glass*). Словосполучення **a few/a little** мають позитивний відтінок значення і означають *кілька, небагато*.

6. У всіх типах речень злічувані іменники вживаються також із словом **few** (*There are **few** apples in the vase*), а незлічувані — із словом **little** (*There is **little** Coke in the bottle*). **Few** і **little** мають негативний відтінок значення і означають *мало, майже нічого*.

7. І злічувані, і незлічувані іменники можуть вживатися зі словами **jar, bottle, piece, loaf, cup, bar, glass, kilo, carton, bowl, can, jug, slice, tin, packet** разом з прийменником **of**:

*Don't forget to buy me **a jar of** olives.*

§ 4. When- and if- sentences

1. Для позначення майбутньої дії у реченнях після **when** та **if** вживається Present Simple. У головній частині речення вживається Future Simple:

When I go to London, I will visit Westminster Abbey.

If my friend goes to Egypt, he will go to see the Pyramid of Giza.

2. У головній частині речення замість **will** можуть вживатися модальні дієслова **can, may**:

If we have time, we can visit Robert.

When the homework is done, we may ride a bike.

3. У головній частині речення для вираження поради може також вживатися наказовий спосіб дієслова:

When you go to London, visit Westminster Abbey.

§ 5. Both, both ... and, either ... or, neither ... nor

1. **Both** вживається перед злічуваними іменниками у множині:

Both dishes were delicious.

Both Lotta's parents are journalists.

2. Якщо **both** вживається з займенниками, то після нього іде **of**:

Both of us enjoyed the apple pie.

I know both of you are good cooks.

3. **Both ... and** вживається, коли хочуть наголосити, що твердження стосується не лише однієї істоти, речі або ситуації, а й іншої:

Both she and her daughter enjoyed lying in the sun.

Immediately, they made both an injection and a bandage.

4. **Either ... or** вживається, коли починають перелік двох або більше можливих варіантів:

Apples are usually either green or red.

She seems to live either in Lviv or in Ivano-Frankivsk.

5. **Neither ... nor** вживається, коли обидві речі, події, обставини, деталі є неправильними, неможливими або не відповідають дійсності:

This dish is neither pleasant to eat nor good for you.

Malcolm remembered neither his friend's phone number nor his address.

§ 6. Adverbs with -ly

1. Більшість прислівників способу дії закінчуються на **-ly**. Вони утворюються від прикметників додаванням цього суфікса:

soft — softly

nice — nicely

quiet — quietly

active — actively

2. Якщо прикметник закінчується на **-y**, перед яким стоїть приголосний, то при утворенні прислівника **-y** змінюється на **-i**:

happy — happily

angry — angrily

easy — easily

dirty — dirtily

3. Якщо прикметник закінчується на **-l**, то при утворенні прислівника ця буква подвоюється:

careful — carefully

awful — awfully

usual — usually

beautiful — beautifully

4. Деякі прислівники збігаються за формою з прикметниками (**hard, fast, high, low, deep, early, late, long, near, straight, right, wrong**):

He is an early riser. — In summer, he usually gets up early.

This is a fast car. — He drives fast.

The sea is deep. — The ship lies deep.

Зверніть увагу на те, що прикметники описують стан чи риси істоти або якості предмета, а прислівники — спосіб дії. Прикметники відповідають на питання: *який?*, а прислівники — на питання *як?*

5. Прикметник **good** утворює прислівник зміною основи:

She is a very good driver. — She drives very well.

6. Не всі слова, що закінчуються на **-ly**, є прислівниками. Слова **friendly, likely, lively, lonely, lovely, silly, ugly** є прикметниками.

§ 7. So do I. Neither do I

1. Структури типу **So do I** і **Neither do I** вживаються в реченнях, які виражають реакцію на попереднє висловлювання. Ці структури вказують на поширення попереднього висловлювання на іншу особу або предмет. Якщо попереднє висловлювання стверджувальне, то структура починається з **so**, а якщо заперечне, то структура починається з **neither**:

He loves music. — So do I.

She doesn't like sport. — Neither do I.

2. У структурах цього типу після **so** і **neither** іде допоміжне дієслово тієї видо-часової форми, яку вжито в попередньому висловлюванні. Форма цього допоміжного дієслова залежить від числа, в якому вжито іменник-підмет, або від особи займенника-підмета цього речення:

My friend lives in Kyiv. (Present Simple) — So do my relatives. (Present Simple)

My elder sister didn't help me. (Past Simple) — Neither did your classmates. (Past Simple)

Her aunt has seen this film already. (Present Perfect) — So have I. (Present Perfect)

§ 8. Present Perfect and Past Simple

1. Present Perfect і Past Simple виражають дію, що відбулася. Вибір часової форми залежить від того, який період означає обставина часу. Якщо вона означає період часу, який ще не закінчився (**today, this morning, this evening, this week, this month, this year** тощо), то вживається Present Perfect:

We have produced the poster for the presentation today.

Якщо обставина часу означає період, який закінчився (**yesterday, last week, three years ago, last summer, the other day** тощо), то вживається Past Simple:

She studied Chinese when she lived in China.

2. Період часу, який закінчився або не закінчився, може матися на увазі, якщо обставини часу в реченні немає:

Did you see "Hamlet"? (It was on TV last night.)

Have you seen "Hamlet"? (Have you ever seen "Hamlet"?)

3. **Just now** (у значенні *a moment ago*) вживається з Past Simple:

She phoned just now. (Past Simple)

She has just phoned. (Present Perfect)

§9. To make smb do smth, to let smb do smth, to be allowed to do smth

1. Вираз **to make smb do smth** означає *примушувати або спонукати когось робити щось*. Після **make** інфінітив вживається без частки **to**:

My parents make me tidy up my room every day.

His story made us cry.

2. Вираз **to let smb do smth** означає *дозволяти або давати змогу комусь робити щось*. Інфінітив після **let** вживається без частки **to**:

Will you let me bike today?

The sum is rather difficult. Let me help you.

3. Дієсловами **know** і **hear** цей вираз означає *дати знати, повідомити, сповістити про щось*:

Let me know when you finish the task.

Let us hear the latest news, please.

3. Вираз **to be allowed to do smth** означає *мати дозвіл на щось*. Після **allow** інфінітив уживається з часткою **to**:

We are allowed to have some pocket money.

I am not allowed to come home late.

§10. Present Continuous for the future

1. Present Continuous вживається для вираження запланованої майбутньої дії, особливо з дієсловами, що означають рух (**to go, to leave, to arrive, to come, to fly, to sail, to ride** тощо). У цьому разі вживаються обставини часу чи місця:

We are going to Spain in June.

He is arriving tomorrow evening.

2. Present Continuous вживається для вираження планів або намірів також за допомогою структури **to be going to...**:

We are going to get a new car soon.

I am going to exercise every day.

3. Структура **to be going to** вживається також для вираження майбутньої дії, якщо є підстави вважати, що вона відбудеться з огляду на обставини:

Look at the sky. It is going to rain.

Look out! That dog is going to catch our cat!

4. Якщо ми лише висловлюємо припущення, що дія відбудеться в майбутньому, то вживаємо Future Simple:

Don't give her your keys. She will lose them.

In the nearest future, robots will do much housework for us.

§ 11. Use of the with proper names

Означений артикль **the** вживається:

1. з іменниками, що означають реалії, єдині в своєму роді:
the sun, the moon, the Earth

2. з назвами річок, морів, океанів:

the Nile, the Black Sea, the Indian Ocean

3. з назвами гірських хребтів і груп островів:

the Carpathians/the Carpathian Mountains, the Coast Mountains, the Canary Islands, the British Isles

4. з назвами пустель:

the Gobi (Desert), the Sahara /sə'ha:rə/ (Desert), the Indian Desert

5. з назвами країн, якщо в цих назвах є загальний іменник:

the United States, the United Kingdom, the Central African Republic

6. з назвами готелів, театрів, кінотеатрів, організацій, бібліотек, галерей, музеїв, журналів, газет:

the Sheraton Hotel, the Odeon Theatre, the United Nations Organization, the Art Gallery, the Louvre /'lu:və/, the Times

7. з назвами університетів, якщо назва не йде першою:

the University of Michigan, the University of Southern California

8. зі словами *station, cinema, pub, library, city, village*:

She went to the station to meet her friends.

Next weekend, our family are going to the village.

9. з назвами озер, якщо слово *lake* не передує назві:

the Svitiaz⁽¹⁾, the Great Bear Lake, the Constance Lake

Артикль не вживається:

1. з назвами країн, міст, вулиць, площ, парків, гірських вершин, залізничних станцій, мостів, окремих островів, континентів:

Egypt, London, Oxford Street, Hyde Park, Trafalgar Square, Everest, Euston Station, Tower Bridge, Stewart /'stjuət/ Island, Australia

2. з назвами клубів, магазинів, банків і готелів, що носять ім'я засновника:

Harrods, Lloyds Bank, Emma's Pub

3. з назвами озер, якщо слово *Lake* передує назві:

Lake Svitiaz⁽²⁾, Lake Huron

4. з назвами університетів, якщо назва йде першою:

Oxford University, Cambridge University

§ 12. Impersonal Sentences

Речення, присудок якого не відноситься ні до особи, ні до предмета, називається **безособовим (impersonal)**.

На відміну від українських безособових речень, які не мають підмета (*Вечоріє; Зовсім рано; Весь день дощило*), в англійських безособових реченнях є формальний підмет *it*, який ставиться на початку речення:

It gets dark early in winter.

It's a warm spring day.

If often rains in autumn.

It's stuffy in here.

It was wonderful in the forest.

У реченнях повідомляється про природні явища, погоду або особливості довкілля.

It's five o'clock.
 It was early morning.
 It's not far to the station.
 It's close at hand — we can walk there.

У реченнях повідомляється про час або відстань.

Irregular Verbs

be	was/were	been	бути
become	became	become	ставати
begin	began	begun	починати
break	broke	broken	розбивати
bring	brought	brought	приносити
build	built	built	будувати
burn	burnt, burned	burnt, burned	палити; горіти
buy	bought	bought	купувати
catch	caught	caught	ловити
choose	chose	chosen	вибирати
come	came	come	приходити
cost	cost	cost	коштувати
cut	cut	cut	різати
dig	dug	dug	копати
do	did	done	робити
draw	drew	drawn	малювати; тягти
dream	dreamed, dreamt	dreamed, dreamt	мріяти; бачити сни
drink	drank	drunk	пити
drive	drove	driven	їздити
eat	ate	eaten	їсти
fall	fell	fallen	падати
feed	fed	fed	годувати
feel	felt	felt	відчувати
fight	fought	fought	битися, боротися

find	found	found	знаходити
fly	flew	flown	літати
forget	forgot	forgotten	забувати
get	got	got	о д е р ж у в а т и , отримувати
give	gave	given	давати
go	went	gone	іти; їхати
grow	grew	grown	рости; вирощувати
hang	hung	hung	вішати; висіти
have	had	had	мати, володіти
hear	heard	heard	чути
hide	hid	hidden	ховати
hold	held	held	тримати
keep	kept	kept	зберігати
know	knew	known	знати
lead	led	led	вести, керувати
learn	learnt, learned	learnt, learned	вчити (щось)
leave	left	left	залишати, покидати
let	let	let	дозволяти
light	lighted, lit	lighted, lit	запалювати
lose	lost	lost	губити, втрачати
make	made	made	робити
mean	meant	meant	означати
meet	met	met	зустрічати
put	put	put	класти
read	read	read	читати
ride	rode	ridden	їздити верхи
rise	rose	risen	підніматися
run	ran	run	бігати
say	said	said	с к а з а т и , говорити
see	saw	seen	бачити
sell	sold	sold	продавати
send	sent	sent	посилати
set	set	set	п о м і щ а т и , ставити

shake	shook	shaken	трясти
shine	shone	shone	світити, сяяти
shut	shut	shut	зачиняти
sing	sang	sung	співати
sit	sat	sat	сидіти
sleep	slept	slept	спати
speak	spoke	spoken	говорити
spend	spent	spent	витрачати
stand	stood	stood	стояти
sweep	swept	swept	підмітати
swim	swam	swum	плавати
take	took	taken	брати
teach	taught	taught	навчати
tear	tore	torn	рвати
tell	told	told	розповідати
think	thought	thought	думати
throw	threw	thrown	кидати
understand	understood	understood	розуміти
wake	woke	woken	будити; прокидатися
wear	wore	worn	носити (одяг)
win	won	won	перемагати, вигравати
withdraw	withdrew	withdrawn	скасовувати
write	wrote	written	писати

TS 1

Vira: Hello, friends! I am so glad to see you again! I had great holidays in Australia, and what about you, Sara?

Sara: As you know, Vira, I planned to go to Spain but then my relatives from Canada invited me to visit them and I decided to take their invitation.

Vira: Did you get there by plane? I think it's the most comfortable way of travelling. I went to Australia by plane and enjoyed the trip a lot.

Sara: Oh, Canada is not so far and I wanted to see the countryside. So my father bought me a coach ticket. I started my journey at 6 am and at 4 pm I was in Winnipeg.

Lin: I visited my relatives, too. They live in Mongolia. And though the trip was long I enjoyed the countryside from the window of the car.

Megan: How long was your journey, Lin?

Lin: Oh, it was 30 hours. Your trip, Vira, was much shorter, of course.

Vira: Oh, yes. It was just 13 hours.

Ron: I didn't have to wait long when I changed trains in London and the whole trip from Edinburgh to Paris didn't take more than four hours. But I could also see the scenery from the window.

Megan: Wow! It looks like we all admire nature. I had a wonderful bike trip of my country. Australia is beautiful and it was a great week! Did you go anywhere, Ali?

Ali: Yes, the dream of my life came true! I had always dreamt of having a sea voyage. And I had an exciting time on board the sea liner that took me to Turkey. It's a pity the trip wasn't very long — just 21 hours but I enjoyed every minute of it.

TS 2

Waiter: What can I get you?

Person 1: What starters do you have?

Waiter: We have tomato salad, potato salad and tomato and cucumber salad.

Person 1: I'll have a tomato salad, please.

Person 2: And I will have a tomato and cucumber salad. What about the main course? What do you recommend?

Waiter: We have roast, grilled and stewed meat, fried fish and all kinds of potatoes: boiled, mashed, baked, fried and stewed.

Person 1: I'll have grilled meat and baked potatoes, please.

Waiter: And for you?

Person 2: Stewed meat and mashed potatoes, please.

Waiter: Anything to drink?

Person 1: Orange juice, please.

Person 2: Me too.

Waiter: So, we have a tomato salad and a tomato and cucumber salad, grilled meat with baked potatoes and stewed meat with mashed potatoes, and two orange juices. Anything else?

Person 2: No, thank you.

Waiter: That's \$47.70, please.

TS 3

Guide: Ladies and gentlemen, take your seats, please. Our route takes us first to Westminster where we find several historic buildings famous all over the world. ...

This is Westminster Abbey. It is one of the oldest buildings in London. It is not only a church but also the resting place of famous statesmen, scientists, poets and musicians. There are monuments here to William Shakespeare, Walter Scott and many others. ...

On the left you see the Houses of Parliament with the clock tower Big Ben. ...

Oh, we are approaching Trafalgar Square. Look, Tower Bridge is parting in the middle. And the two halves are moving upwards. A big steamer is passing underneath. It won't take longer than a minute and a half to restart the traffic. ...

Now we enter Fleet Street with its newspaper and printing offices. ...

TS 4a

All languages have certain things in common. These include (1) a sound-pattern, (2) words, and (3) grammatical structure.

A sound-pattern is a group of sounds that the human speech organs can pronounce. Most languages have from 20 to 60 of these sounds.

Words are sounds or sound-patterns that have a meaning. Words may stand for objects, actions or ideas.

Grammatical structure is the way in which elements of language are put together in forming larger units such as sentences. Grammatical structure is divided by linguists into syntax and morphology.

Syntax studies relations among elements of a sentence, including the order of words. The English sentence *I see Mary* illustrates a common word order in English. The word order *I Mary see* is not correct in English.

Morphology studies the forms of words. In the sentence *The teacher asked a question*, the verb *asked* has the ending *-ed* that signals past tense. The word *teacher* is made up of the verb *teach* and the element *-er* means that a teacher is one who teaches.

The roles of syntax and morphology are different in different languages. All languages have word order of some sort. In some languages, however, the word order is less strict than in others. Some languages, such as Chinese, use syntax only. Modern English uses a combination of syntax and morphology.

TS 4b

Development of Language

A language does not remain the same over long periods of time. Grammar, vocabulary and sound-patterns all change.

No one knows how language began. Most scholars believe that language developed very slowly from the sounds that were made by pre-human creatures. According to this view, a simple system of communication with time was made more complex. But no one knows when or how this process took place. The first real sign of language is writing. But scholars believe that first words were written thousands of years after the appearance of language. One of the earliest known written texts are Egyptian hieroglyphics that date from about 3000 BC.

No one knows all the reasons why languages change, but they continue to do so as long as people speak them. Some changes have been explained. For example, words are added to a vocabulary to denote new ideas or objects. Words are brought from one language to another by speakers of different languages.

Most language changes happen for unknown reasons. Languages do not become better or worse, only different. The change is very slow. A standard form of a language is used in educational systems and such communication systems as radio and television. However, language will probably never stop changing. Only when a language loses all its speakers it stops changing completely. A language that is no longer spoken is called a dead language.

TS 5

World Language

Did you know that the year 2000 celebrated 1,000 years of spoken English, a language born on a wet cold island off the coast of the European continent which is now the second most widely used language in the world?

The 20th century saw the enormous development in the learning of English as a foreign language. Today the English language is in a curious position. There are about 372 mln native speakers of English but nearly 20% of the world's population use English in their lives. So non-native speakers of English greatly outnumber the native speakers.

Did you know that:

- the year 2000 was announced the European year of languages?
- 80% of the world's computer information is in English?
- half the world's telephones ring in English-speaking countries?
- an Italian pilot in an Italian airplane speaks to an Italian airport in English?
- 157 countries use English for air traffic control?
- 75% of the world's letters and postcards are in English?
- over half the world's 10,000 newspapers are in English?

TS 6

The Development of Communication

Paintings and drawings were the first steps toward a written language. Prehistoric artists used a series of pictures to tell a story, such as the history of a good hunting trip. Gradually, people developed a system of small pictures that stood for most common objects and ideas. Such a system is known as pictographic writing. It was developed about 3500 BC.

During ancient times, the chief means of long-distance communication was writing. Professional messengers carried letters on foot, on horseback or by ship. Military leaders also used homing pigeons to carry messages.

The start of printing in the Western world happened during the Renaissance. It was learned by Europeans only in 1477. Printing quickly became the most important means of mass communication. Books, magazines and newspapers brought information to more and more readers.

Communication at today's speeds began with the invention of the electric telegraph. After years of experimenting, the American painter and inventor Samuel F. B. Morse and his partner, Alfred Vail, developed a simple telegraph. It sent messages in a code of dots and dashes known as Morse code. Morse patented his invention in 1840.

In 1876, Alexander Graham Bell, a Scottish-born teacher of the deaf, patented a kind of telephone.

In 1895, the Italian inventor Marconi combined the ideas of others to send signals through space. Marconi called his device the wireless telegraph. We call it radio.

Television, like many other inventions, originated from the research and thinking of many people. In 1925, John Logie Baird, a Scottish engineer, gave the first public demonstration of television.

Videotape recorders came into use during the 1950s. But videocassette recorders (VCR's), developed in the 1970s, made such recording cheap enough for home use. The development of the 1980s is the compact disc (CD). A CD records signals in digital form. A machine called a CD player uses a small laser to play the disc. CD's were introduced in Japan and Europe in 1982, and in the United States in 1983.

By the early 1980s, several companies had begun to sell cellular telephones.

Communication of the future may travel over an information superhighway. Computer users already communicate with one another through a huge network called the Internet. This system is made up of tens of thousands of smaller networks and millions of computers.

TS 7

Alphabet

An alphabet contains symbols for individual speech sounds. Early writers did not use the alphabet: their symbols stood for whole words or, later, syllables. An alphabet with symbols for consonants appeared in Syria or ancient Palestine in about 1600 BC. By about 900 BC, the Greeks had adapted this to their own language by adding vowels. This was the first alphabet that recorded speech accurately, and became the basis of several others, including the alphabet used for English.

Clay Tablet Books

The first books were not made of paper. Instead, their writers, working in Mesopotamia in about 2800 BC, used rectangles of soft clay called tablets. One tablet could contain quite a lot of information, but not enough to be called a book. To write something longer people did exactly what we do today. They used several tablets and numbered them to keep them in the right order.

Books with Pages

The first books had no pages — they were written on a continuous scroll. Roman emperor Julius Caesar was the first to fold the scroll into pages instead of rolling it. Both the ancient Greeks and the Romans had ring-bound notebooks with wooden pages but only in AD 380 the book with pages, or codex, became standard. The oldest book with pages is a Greek Bible written between AD 300 and 400. Another Bible, Codex Alexandrinus, was written a century later. Both are kept in the British Museum.

News Bulletin

There has always been a need for news. Without printing the only way to get it to people was to write it out and pin it up where everyone could see it. Acta Diurna (Daily Acts) was started by Julius Caesar in 59 BC as an official propaganda sheet. It quickly spread, and was soon offering the latest news on births, marriages, horoscopes and public executions.

TS 8

1.

— We went to dinner with some friends on Saturday evening. We had a lovely time but the meal was awful. We had frog's legs with potatoes and pineapple.

— Yuk! How disgusting! Did you eat any of it?

2.

— We intended to go on holiday to France next week. We were really looking forward to it but my brother's been quite ill. So we've had to give up this idea.

— Ah! What a shame! You must be so sad.

3.

— Careful with that knife. Don't cut yourself. It's very sharp.

— Ouch! I've just cut my finger. I don't think it's very deep but I'd better put a sticking plaster on it.

4.

— Be careful. That suitcase is really heavy.

— Whoops! I've dropped it.

— Don't worry. I'll help you.

5.

— How's your ice cream? Is it OK?

— Mmm! It's absolutely delicious! Just the way I like it.

TS 9

Food from animals includes meat, eggs, and dairy products. These foods cost more than foods from plants. As a result, foods from animals are eaten more in developed countries than in developing ones. Meat is usually heated before it is eaten. Heating makes it tastier and kills microbes that may cause illness. Meat is commonly eaten during the main part of a meal.

Chicken eggs are popular as a breakfast or supper dish, or they can be used in other cooked dishes. In some countries, people enjoy the eggs of such birds as emus, gulls, or penguins. People of various countries also eat the eggs of alligators, crocodiles or certain other reptiles.

Dairy products are important foods in many cultures. Cows give most of the milk used in the United States and Canada. But such animals as camels, goats, reindeer, and sheep give milk in other parts of the world. Milk and milk products get to the market in many forms. People can buy whole milk, low-fat milk, and condensed milk. Other products include butter, cheese, cream, ice cream, sour cream and yogurt.

TS 10

Cooking is the preparation of food for eating by using heat. Cooking makes food more appetizing and easier to eat. It also kills bacteria that can cause illness. People throughout history used different methods of cooking.

People roasted meat over small open fires. Boiling appeared later than other methods of cooking because it needed a container for the water. People boiled food in leather, wood baskets and shells before metal containers were developed.

The ancient Egyptians cooked their food mostly over open fires. They also baked bread in ovens heated with burning wood.

In Ancient Rome, people cooked on brick fireplaces. They put large kettles over the fire. They also baked bread in ovens.

During the Middle Ages, a period that lasted from the AD 400s to the 1500s, people in Europe used fireplaces for cooking. They heated food in a kettle and roasted meat over the fire. Only the wealthy had ovens in their homes.

Iron cookstoves, most of which burned wood, became popular in the early 1800s. Gas cookers began to be used in cities during the 1860s.

Electric cookers became popular in the 1930s.

Microwave ovens were introduced in the 1950s. As a result, cooking today is much easier and faster than ever.

TS 11

Pat: OK, let's see. What do we need? Have we got any flour?

Ann: Yes, we've got lots of flour. Here.

Pat: Good. We need some butter, too. Have we got any butter?

Ann: Some butter... butter... We've got a lot of milk. But butter... Ah, yes, here we are.

Pat: Excellent.

Ann: We've got six eggs. Do you want them?

Pat: Er... No. We don't need any eggs. Sugar?

Ann: Sugar... sugar... sugar. No! We haven't got any sugar.

Pat: Oh, no. I know. We can make...

TS 12

The chocolate-chip cookie was developed by the owner of a hotel in Massachusetts in 1937. He was making chocolate cookies but he didn't have regular baker's chocolate and used pieces of semi-sweet chocolate, thinking that it would mix into the batter. It did not, and the cookie with chips of chocolate was born. Today, half the cookies baked in American homes are chocolate-chip. Seven billion of them are eaten every year. Chocolate-chip cookies are made with sugar, flour, eggs, semi-sweet baker's chocolate and butter. The ingredients can be changed to give the cookies slightly different textures.

- For a thin, crisp cookie, add more baking soda, replace one of the eggs with milk, and use more brown sugar.
- For a soft, cakey cookie, use cake flour and margarine instead of butter.
- For a chewy cookie, use bread flour and less eggs.
- Sometimes a crunch is added by putting nuts in the cookies.

TS 13

1. Laura's diet is quite impressive. She has lots of fruit and vegetables and has three meals each day. Apart from the odd sweet Laura's pretty healthy.

2. Polina is pretty healthy — she usually eats the main meals although she is quite keen on sweets and crisps. If she tried eating a couple of pieces of fruit instead of sweets or crisps each day it could help her diet.

3. Lucy's main meals are OK but her snacks could become a bit healthier. She should cut down on peanut butter and chocolate spread. If Lucy started to eat breakfast and fruit her diet would be healthier.

TS 14

Peanut Butter

Americans love to eat peanut butter. But what is peanut butter? It is a thick creamy paste. You buy it in a jar at the grocery store. Manufacturers roast peanuts and take off the skin. Then they grind them into a thick paste — that's peanut butter.

The peanut is not really a nut but a pea. It is a strange pea because it grows underground. But peanut plants also have green vines with yellow flowers. These vines or stems grow above the ground. Peanuts are also healthy for you. They have more protein than a steak and they have many vitamins. The peanut comes from South America, but peanut butter is a food that is truly *American*. Peanut butter started in 1890 in St Louis. A doctor made some peanut butter. He gave it to patients who could not eat regular food. Later, peanut butter was popular as a health food. Peanut butter is very popular with American children.

TS 15

Many people consider France to be the world centre of fine foods.

French cooks are especially known for their sauces. The most famous English dish is roast beef and Yorkshire pudding, a batter pudding baked in beef juices. Italy is known for its spaghetti, macaroni and other pastas and for its sauces made with tomatoes, garlic and olive oil. Sausages, potatoes, cabbage and beer are common in the German diet. The Spanish eat much fish. They use lots of onions and garlic. Rice is the main dish of many people in Japan, China and India. Japanese meals include vegetables and raw or cooked fish. The Chinese enjoy spicy fried foods served with noodles. Indians enjoy curry. This dish is made of eggs, fish, meat or vegetables and cooked in a spicy sauce. Corn, rice and other grains are the basic foods of many people in Africa.

TS 16

Pizza

Pizza has a long history. The ancient Greeks first had the idea of putting vegetables on large flat pieces of bread and pizza ovens have been found in the ruins of Roman cities.

But for centuries one important ingredient was missing — the first tomatoes were brought to Europe only in the 16th century from South America. In the 19th century Rafaele Esposito, a baker from Naples, began to sell the first modern pizzas. He was asked to bake a special pizza for a visit by the Italian King and Queen in 1889, and so the first pizza Margarita was created, named after the Queen.

Pizza became a favourite dish in Italy, but only after the Second World War, when thousands of American soldiers went home from Europe, pizza really became an international dish. Soon there were pizzerias all over the USA, and American chains like Pizza Hut, spread the idea around the world. Today the average American eats over 10 kilograms of pizza a year and the world's largest pizza (measuring 30 metres! across) was baked not in Italy but in Havana, Cuba!

TS 17

Ice cream

The first frozen desserts are known from the time of Alexander the Great in the 4th century BC. Legend says that this famous leader enjoyed icy drinks. People in China were eating ice cream, invented there in about 2000 BC. It reached Europe in about 1300 when the Italian traveller Marco Polo returned with recipes from the Far East.

When Marco Polo returned to Europe from China in 1295 he told of exotic kings who enjoyed this strange frozen dessert. To prove that his stories were true he produced recipes. By the year 1500, cream had been added to the recipes, and rich Italians couldn't get enough *cream-ice*. *Cream-ice* was brought to France in 1533 with the help of Catherine de Medici of Italy.

By the 1700s, cafes specializing in ice cream had appeared all over Europe. But few regular citizens ever tasted ice cream for it was very expensive and only rich people could buy it. One invention brought ice cream into the lives of ordinary people: the refrigerator invented in 1803. Ice cream shops immediately spread across the country and soon ice cream could be bought every day. All could now enjoy what once was the food of the kings and presidents.

TS 18

The peanut butter and jelly sandwich (PBJ or PB&J) is a common sandwich in the United States and Canada.

The recipe is as simple as the name — one slice of bread is spread with peanut butter and another is spread with jelly, jam or marmalade. The two spread sides are then stuck together. The simplicity of preparation and eating makes the sandwich a popular choice for children.

A child's lunch is usually made in the morning before going off to school. While at school it will most likely sit in their lunchbox. This can lead to the jelly soaking through the bread. A popular way to avoid this is to spread peanut butter on both slices of bread and then jelly on top of the peanut butter. Another option is to spread butter or margarine before spreading the jelly on the bread.

PB&J sandwiches are also popular because they can be kept for long periods without refrigeration.

In 1998, a shop called Peanut Butter & Co opened in New York City — they serve nothing but peanut butter sandwiches, and make six different kinds of all natural peanut butter. Their peanut butter & jelly sandwich is called *The Lunchbox Special* and also includes a side of potato chips and carrot sticks.

TS 19

Tea Leaves

Many years ago tea was unknown in European countries. Many people didn't even know the word *tea*. But drinking tea was very popular in the East. Once, a young sailor came back from India. He was the only son of an old woman and every time he returned from a faraway country he brought his mother a present. Of course he tried to bring her something unusual that she could show to her friends. That time he

brought her a box of tea. The old woman didn't know anything about tea. But she liked the smell and invited all her friends to come and try it. When her guests arrived, she invited them to the dinner table. The old woman treated them to cakes and fruit and tea leaves. When the sailor entered the room and saw a big plate filled with tea leaves, he understood everything. He smiled when he saw his mother's friends eating tea leaves with butter and salt. They pretended they liked it. But it was clear they didn't enjoy eating tea leaves. "Where is the tea, mother?" the sailor asked. His mother pointed to the plate in the middle of the table. "No, these are only the leaves of the tea," the sailor said. "Where is the water?" "The water?" his mother asked. "I have thrown the water away, of course."

TS 20

In prehistoric times, people believed that angry gods brought disease. They cured the sick by pleasing the gods. People from church did it and became the first professional doctors.

By about 2500 BC, the Egyptian doctors produced a textbook on how to treat different disease's.

In ancient India, the practice of medicine became known as ayurveda. By 600 to 500 BC, they had developed great knowledge of drugs to treat illness. Indian doctors successfully performed many kinds of operations.

The civilization of Ancient Greece reached its peak during the 400s BC. At that time, the great Greek doctor Hippocrates began showing that disease was natural but not given by gods. He became the first known doctor who called medicine a science and art different from religion.

Avicenna, an Arab doctor of the late 900s and early 1000s, produced a big medical encyclopedia called *Canon of Medicine*. It summed up medical knowledge of the time and described many diseases. It was used in medical education for more than 600 years.

In Europe during the Middle Ages many hospitals and the first university medical schools were founded. They became the main centre of medical learning in Europe during the 1000s and 1100s.

In 1300 to the 1600s, the first truly scientific studies of the human body began. A work called *On the Structure of the Human Body* appeared in 1543.

A medical revolution began around 1900. Wilhelm Roentgen from Germany discovered X-rays in 1895. X-rays became the first of many technologies that helped doctors "see" inside the human body to diagnose illnesses and injuries.

At the end of the 20th century study of genetics became the main medical problem.

TS 21

The name *hospital* comes from Latin *hospes* (host), which is also the root for the words *hotel* and *hospitality*. During the Middle Ages the hospital was a house for the poor or a hostel for travellers. A hospital today is an institution for professional health care given by doctors, nurses and other professionals. Some hospitals serve as centres for medical education and research. They also try to prevent disease.

A hospital may be a single building or a campus. Most hospitals are divided into various **units**, each of which cares for certain groups of patients. Most general hospitals have several basic units. For example, children stay in a **pediatric unit**. Hospitals try to make pediatric units as pleasant as possible. These units have playrooms and special activities for children. **Intensive care units** serve critically ill patients. A hospital's **surgical unit** cares for patients waiting for an operation or after it. A hospital also has an **emergency unit** that gives care for people who have suddenly become ill. Most hospital units are **intermediate care units**, in which the professional staff gives care to different kinds of patients.

The hospital **pharmacy** provides medicines that doctors order for patients. The **food service department** prepares meals for patients and staff members. The hospital **laboratories** conduct tests that help doctors diagnose and treat illnesses. The **medical records department** keeps a record of every patient. If former patients return to the hospital, their medical record helps the doctor diagnose and treat their illness.

Other people also help a hospital bring back health to ill and injured patients. They are cooks, who prepare meals in the hospital kitchen, housekeepers, who keep the hospital clean, electricians, engineers and many others.

TS 22

Reporter: Hello, dear listeners. We continue the series of programmes about staying healthy. Our guest today is Dr Brown. Hello, Dr Brown. Today we have lots of questions from our listeners. As late autumn and winter are the seasons of cold many of our listeners want to know how we get this illness.

Dr Brown: We get it from viruses which are very small and can only be seen under an electron microscope. Sneezing is one way of getting virus disease. When somebody sneezes, thousands of drops from their nose travel at about 1200 miles an hour, thus getting into your mouth, nose and eyes. But there are some diseases which are caused by germs that live on dirty things.

Reporter: The next listener asks how we can protect ourselves from these diseases.

Dr Brown: Cleanliness controls germs. A regular bath or shower keeps the body free from dirt. The hair should also be washed regularly. Wash your hands very often with soap and warm water to get rid of any germs. Daily dental care is another important part of personal cleanliness. Brushing the teeth properly keeps them clean and healthy.

Reporter: Is there anything else we can do?

Dr Brown: Yes. A lot of things. Don't share drink glasses. Use a tissue when you sneeze and then throw it away. Eat lots of vegetables and fruits. This will keep your body strong and able to fight off any germs.

Reporter: Our listeners want to know if regular visits to the doctor can help us stay healthy.

Dr Brown: Certainly. Regular checkups by a physician and dentist play an important role in keeping healthy.

Reporter: Thank you very much, Dr Brown. I hope we'll see you in our studio again.

TS 23

1. I was playing football. My teammate pushed me; I fell and scratched my knee. It hurts a lot.
2. I was cooking in the kitchen. Suddenly the knife slipped out and I cut my finger. It's not deep but it is bleeding.
3. My son was playing in the kitchen while I was cooking. I didn't notice how he took the kettle with boiling water and poured it on himself.
4. I was fighting with another boy from my class. He hit me and now I have this awful bruise.
5. I was ironing clothes and I don't know how it happened but I touched the hot iron and got this burn.
6. I was hungry. I saw some sausage on the table. I didn't know it was staying there for a long time and was not good already. I ate it and now have a terrible stomachache. I think it's food poisoning.

TS 24

— Good evening, dear listeners! Today our programme is about safety. Do you feel safe at home, in your office, in the street? We invited a specialist who will tell us about the dangers we can meet and will give advice how not to get into accidents. Mr Richardson, good evening.

— Good evening, dear listeners. Though most people think their home is a safe place, it may be the most dangerous place of all. But if you follow simple rules in the kitchen and in the bathroom, your home can be safe and comfortable.

In many homes, the kitchen is the busiest room and one of the most dangerous. Never use a chair, table or pile of boxes if you need to get something from the upper shelf. Use a ladder and ask someone to hold it for you if possible. To prevent cuts, keep kitchen knives in a knife rack. Never pick up broken glass with your bare hands. Use a wet paper towel to pick up anything that is left. Always keep the floors dry, so that nobody falls down. Don't burn or scald yourself or others while cooking. Turn pot handles to the back of the cooker. If a handle sticks out, a child may take it.

Falls are one of the worst dangers in the bathroom. To prevent them, use a rubber mat. Keep soap in a holder. Medicine cabinets have many dangerous things. Keep drugs away from children. When you take a medicine, read the instructions carefully. Electric tools must be used carefully, too.

One of the most important safety activities is good housekeeping. Do not leave toys, shoes and other objects on the floor. Keep everything in its place.

TS 25

Reporter: Hello! This is the programme *Medicine in Our Lives* and our guest today is Dr Johnson. We are going to talk about people with disabilities. Who do we call disabled people, Dr Johnson?

Dr Johnson: Disabled people are people who can't use a part of the body completely or easily because of physical condition, illness or injury. It doesn't let them have a full, happy and productive life.

Reporter: What kinds of disabilities do people have?

Dr Johnson: Some disabilities are physical: people may be blind (they can't see), or deaf (they can't hear) or mute (they can't talk). It may happen that they can't move an arm or a leg, or don't have an arm or a leg. There are also people who have learning disabilities. They can't understand or remember things. People who have disabilities are sometimes called handicapped.

Reporter: Why do some people have disabilities?

Dr Johnson: Some people have disabilities since the time they were born, some — because of diseases, others — as a result of accidents.

Reporter: Can disabilities be cured?

Dr Johnson: Few disabilities can be cured. Surgery can help certain kinds of blindness, deafness and physical defects. Drugs may be used to treat depression. But most disabled people can learn to live with their disability and have a full and happy life. For example, a person who has lost both legs may learn how to drive a special car. Paralyzed people can move around in electric wheelchairs. A blind person may be taught to develop programmes for computers.

Reporter: Thank you, Dr Johnson. Dear audience, we are having a commercial now but will be back in five minutes. Stay with us.

TS 26

With motivation and special training, people with disabilities can change their lives. Many famous people have overcome physical disabilities. The English poet John Milton was blind when he wrote his masterpiece *Paradise Lost*. The great German composer Ludwig van Beethoven wrote much of his finest music after he became deaf. The American inventor Thomas Edison, perhaps the greatest inventor in history, was deaf much of his life. Franklin D. Roosevelt, paralyzed in both legs at the age of 39, became President of the United States. Helen Keller became blind, deaf and mute before she was two years old, but she learned to read, write and speak. She devoted her life to helping the deaf and the blind.

TS 27

Stethoscope

French doctor René Laënnec wanted to listen to his patients' lungs and hearts. But he was shy of putting his ear to their bodies. Instead, he listened through a wooden tube and found that it made the body sounds louder. He could tell of the medical conditions of his patients by these sounds. After he published his findings in 1819, other doctors changed his instrument and finally created the device which we can see today.

TS 28

Reporter: Hello, dear listeners. We continue the series of programmes about staying healthy. Today, as usual, Dr Brown is going to answer your questions. Hello, Dr Brown. Today's questions are all about keeping fit. What is being fit?

Dr Brown: Physical fitness is the ability to live daily life and not to get diseases. It makes it possible for people to do well in sports and other activities, and to look and feel their best. Fitness includes such qualities as aerobic power, flexibility, body fat and other factors.

Reporter: Many listeners, especially young people, want to know how to become fit.

Dr Brown: To achieve physical fitness, people should eat a balanced diet and exercise regularly. Physical education programmes in schools help children develop good fitness habits. Every school should have a period of at least 20 to 30 minutes of energetic exercise every day. An effective school programme also offers team sports, courses in health care and tests to measure students' progress in physical fitness.

Reporter: What exercises are best if a person wants to get fit?

Dr Brown: Any exercise is good for your heart — from athletics to yoga. The more energetic the exercise is, the better it is for you. Swimming hard is better for you than a walk in the park, but that is better than watching television.

Reporter: Could you recommend any special exercises? Who are they good for?

Dr Brown: Anybody can do keep-fit exercises. All you need is 10 minutes a day. If you like music put some on and listen while you exercise. Always start slowly and gently. If you follow these simple instructions you'll enjoy yourself. Try doing these exercises with a friend.

Reporter: Thank you very much, Dr Brown. And now here are two simple exercises that Dr Brown recommended.

1. Stand up straight, with both feet apart.
Bend one knee and pull it towards your chest with two hands. Do the same with the other knee. Repeat this ten times.
2. Stand up straight, with both feet apart. Bend down to touch your toes. If you can't touch your toes hold your ankles. Stand up straight and repeat ten times.

We hope these exercises will help you.

TS 29

1. What an amazing fight! Lewis has won with a knockout in the tenth round.
2. Schumacher is off the track. He was trying to pass Hill, then he lost control of the car. So the race's over for him.
3. The next big race is 800 metres in which Sarah Gates represents Great Britain.
4. And so Wescott wins the 100m freestyle to add to his victories in the breaststroke, backstroke and butterfly.
5. After his performance on the rings he'll be hoping for something better on the horse.

TS 30

1. *Reporter:* Good afternoon, dear listeners. Welcome to the Sports Channel. As usual at this time we present you stories about unusual events and unusual people in sports.

Our first story is called *Battle against the Desert*. It's about the annual April's Sahara marathon. The rules of the marathon are simple. Each person has to run 230 km across the Sahara Desert. They have to carry their own food and clothes in a rucksack weighing a maximum of 12 kilos. And they have to do it in six days. They don't have to carry water because the organizers give them 1,5 litres every 10 km — but they carry everything else! You might not believe it but this marathon is very popular. Last year 204 people took part in it. One participant, a 56-year-old butcher, has run in all ten marathons so far. Are these people mad or brave?

2. Our second story is about an amazing young sportswoman, "hero of Ukraine"—Olena Yurkovska. At the age of three Olena had a complication after a serious illness which affected her legs. As a result the girl lost both legs. But she didn't lose courage. Later Olena met a team of girls who had the same problem and started going in for sports with them. She wanted to prove to herself that she could do it. Olena played volleyball and table tennis for five years. And in 2000, at the age of 16, she took up winter sports: skiing and biathlon. In a year she participated in the Olympic Games for disabled people (Paralympics) in Salt Lake City where she got four medals for Ukraine. In March 2006 at the Winter Paralympics in Torino the Ukrainian team got 25 medals. Olena Yurkovska became the best sportswoman of the Paralympics: she got six medals. What a wonderful example of real heroism!

Well, this is all for today and we hope to meet you on Sports Channel same time next week. Goodbye.

TS 31

There are many people who participate in extreme sports. They leave their offices and businesses to spend their free time doing extremely dangerous things. Some of them fly jets across deserts or go diving in unexplored caves, while others explore African rivers. All of them want to experience something more than their normal lives can offer. They want adventure. One advantage of doing extreme sports is that you can completely forget about your everyday problems.

There is an element of risk in all extreme sports. But a little fear makes the brain work faster, as long as you don't let it turn into panic. Training and proper equipment help to make these sports safer. The difference between extreme sport and normal sport is that most extreme sports people are more interested in testing their own abilities than in winning prizes.

TS 32

Reporter: Good morning, dear listeners. Today, on our weekly sports programme, we have Linda Evans, a windsurfing instructor and Harry Main who runs his own parachuting school. Right, Linda. What kind of equipment is needed for windsurfing?

Linda: Well, a board, of course, a wetsuit would also be a good idea for anyone planning to windsurf in cold water.

Reporter: And what does this sport offer?

Linda: It's a great way to keep fit and I also find it very relaxing. On the other hand, however, windsurfing is an expensive sport — lessons and equipment cost a lot.

Reporter: M-m-m. So what talents or skills does one need?

Linda: Oh, the beginner has to be very courageous. As the beginner also has to learn to stand on his board, a sense of balance is needed.

Reporter: I see. Now Harry, what attracted you to parachuting? What do we need except a parachute? Would you call it a safe sport?

Harry: Actually, all you need is a parachute and you can be guaranteed the most exciting experience of your life. However, parachuting is in fact a risky sport. I don't have to tell you why. And because of the lessons it is also very expensive. What you need is to be courageous. And good training is absolutely important. Moreover, anyone interested in taking up the sport, should definitely be fit.

Reporter: Thank you very much for the interview. Hope to see you again.

TS 33

In American football the ball is oval. It is about 28 centimetres long and about 18 centimetres in diameter at the centre. Balls used in high school, college and professional games are made of four pieces of leather. Other footballs may be made of rubber or plastic. The ball weighs 397 to 425 grams. Leather laces help holding and passing the ball.

The soccer ball is made of leather or other material and is filled with air. A soccer ball used for adult games is about 22—23 centimetres in diameter and weighs 396 to 453 grams. Children generally use a ball of about 20 centimetres in diameter.

Tennis balls have nothing inside. They are made of rubber and covered with nylon and wool. A tennis ball must have a diameter of about 6.5 centimetres. It must weigh about 58 grams. Balls used in tournaments may be either white or yellow. There are also balls in other colours.

Basketball is played with a round brown or orange leather ball. The ball for boys' and men's games weighs 567 to 624 grams and is about 24 centimetres in diameter. Girls and women use a ball that weighs between 510 to 567 grams and is about 23 centimetres in diameter.

The volleyball is round and has a cover made of leather. It is about 21 centimetres in diameter and weighs about 270 grams.

A baseball is a small, hard, round ball. It is about 23 centimetres in diameter and weighs between 142 and 148.8 grams. A tiny cork ball forms the centre of the ball. Layers of rubber surround the cork. Two strips of white cowskin put together with thick red thread cover the ball.

The table tennis ball is round, has nothing inside and is made of celluloid. It is 38 millimetres in diameter and weighs 2.5 grams.

Golf balls used in competition throughout the world can weigh no less than 45.9 grams and must be at least 4.27 centimetres in diameter. The solid balls are made of rubber. The cover has many tiny holes called dimples.

TS 34

Non-competitive Games

Barbara Collins is the head teacher of a comprehensive school. She is talking to a meeting of parents and teachers.

Head teacher: Well, thank you all for coming here today. I want to tell you about our plans for PE in the next school year. As you know, this school has always placed great emphasis on sport. We have very successful hockey and cricket teams and we were first in the area athletics tournament last month. However a number of parents have complained to me that we concentrate too much on winning and not enough on enjoying physical activities. If our pupils don't enjoy sport in school they will stop taking part in sport as soon as they leave. We feel that it is our job to help children find a sport they enjoy. Some children don't enjoy traditional games because these games are too competitive. They feel that they are not good enough because they can't run fast enough or hit a ball hard enough. In traditional games there are always winners and losers. The trouble is that the same children win most of the time and the losers stand around watching. As a result of my discussions with parents and with our PE staff we have decided to try some non-competitive activities from the beginning of this term. Are there any comments? Yes?

Mr Stanhope: Er, hm-m-m. I don't see the point of having games without a winner. Life is all about winning and losing and kids may as well learn that now. Kids enjoy competing with each other. And I think they'd soon lose interest in sport if there weren't any winners.

Mrs Bakewell: I'm afraid I don't agree. Not all children love games. Football for example is much too aggressive. I think we should be teaching children to cooperate rather than compete.

Head teacher: Thank you, both of you...

TS 35

Cinematography is a relatively new art. It probably started in 1878 when a British photographer working in California took a series of photographs of a running horse. For his project, he set up a row of cameras with strings tied to them. When the horse ran by, it broke each string starting the cameras.

In 1893 Thomas Edison and his team developed the kinetoscope. It was a box showing black-and-white films running about 90 seconds. A person watched through a hole as the film moved inside. Soon kinetoscope rooms opened in a number of cities.

In 1895 the Lumiere brothers had the first public demonstration of projected motion pictures in a Paris cafe. In 1906 the first theatre for showing films was built in Pittsburg. A nickel (five cents) was charged for watching a film, and the theatre was called the nickelodeon. In 1914 a number of companies built studios in and around the Hollywood district and the name *Hollywood* started to mean American films. Films of that time were silent. But in most large theatres they were accompanied by music: either a piano or an orchestra.

In 1927 *Jazz Singer*, the first successful talking picture appeared. It was mostly silent, but in a few scenes the popular American entertainer Al Jolson sang and spoke. In 1928 Walt Disney made the first animated sound film *Steamboat Willie* and in 1931 — horror films *Dracula* and *Frankenstein* were made.

During the 1990s, Hollywood introduced special effects created by computer graphics. Steven Spielberg made dinosaurs come to life in *Jurassic Park*. During the late 20th and early 21st centuries, IMAX theatres appeared. In these theatres there is a gigantic screen, a special projector and a huge sound system. By 2002 more than two hundred large-screen IMAX theatres were built in the world, many of them in the United States.

TS 36

Reporter: Good evening, dear listeners. Today our talk will be about the profession of an actor. We invited a world-known actor Bob Timothy to be our expert today. Well, Bob, how does an actor create his or her role? What is happening? Can you describe this process?

Bob: First we start with analysing the role. We analyse a character's appearance, profession, social and economic status and general personality. We try to understand the behaviour of a character and how this character is related to others in a play.

Reporter: Do you do it sitting alone in a room and reading the play?

Bob: Oh, no. Not only this. We work with the director and other actors in the cast.

Reporter: What else is important after you understand the character you are going to play?

Bob: Movement, gesture, voice. A lot of things.

Reporter: Could you please describe it in more detail?

Bob: First of all, an actor needs a flexible, disciplined and expressive body. He or she must be able to use their body to show different attitudes and reactions. The same characteristics of flexibility, control and expressiveness are important for the voice. Actors learn how to breathe properly, how to speak with different intonation and strength so that people could hear and understand them.

Reporter: Are good actors born with these qualities or can you develop them?

Bob: Well, dancing and fencing are useful for the body because they develop body control. Training in oral reading, relaxation and singing are important for the voice. It takes years of practice to change your voice.

Reporter: Is there anything else?

Bob: To play a role well, actors should know about human emotions and attitudes. They must be able to express them so that the audience could understand them. A good performer has the habit of observing others and remembering how they behave. If an actor takes the role of an old man, for example, he may prepare by observing how old men walk, stand and sit. An actor also learns how different people react to such emotions as happiness, grief and fear. Concentration is also very important. Actors must be able to put themselves in an imagined situation and forget about the real world.

Reporter: Well, thank you, Bob. Unfortunately, we are out of time already but I hope we'll meet again soon.

TS 37

Chris: Mom, can you tape something for me because I'm going out tonight?

Mom: What is it, dear?

Chris: *Batman Returns*.

Mom: *Batman Returns*? Isn't that the film starring Michael Keaton? I heard it's a very good film.

Chris: Yes, it is. Listen to what they say about it in the TV Guide. 'Michael Keaton stars in this adventure film, directed by Tim Burton. The film is set in an imaginary city in America where Batman, the action hero, fights the evil villain, Penguin and Cat Woman. Their acting is brilliant, especially Michelle Pfeiffer who plays the Cat Woman. The plot is a little complicated at times and hard to follow. But the costumes and the special effects are out-of-this-world and very imaginative. This is an excellent film not to be missed.' Sounds good, doesn't it? It starts at 9 o'clock.

Mom: M-m-m. I think I might watch it myself tonight.

TS 38

Reporter: Good evening, dear listeners. Today our guest is John Leary who's a theatre critic. Mr Leary, what is the topic of your today's talk?

J. L.: I'd like to talk about the history of theatre. And I am particularly interested in the past of the theatre: Ancient Greece, Rome, Middle Ages.

I will start from the beginning — Ancient Greece. Theatre there started as religious ceremonies, which took place only twice a year. During the festivals, plays were performed every day from morning till night at the foot of a hill. It was a contest of poets. Every Athenian came to see it. The drama was the middle part of a series of three performances, the events always ended with dance. No more than three actors, all of whom were men, played different roles wearing masks. There was also chorus on stage singing songs. The result of the contest was decided by a jury from the public.

Roman theatre was less religious. The performances were done on a platform with a street and three or four houses in the background. The audience was sitting around on the hill. People were so loud and rude that most of the performance was a pantomime and the actors, all of whom were men too, had to repeat things many times and wear special costumes: the colour of the hair or dress had some meaning: black hair meant a young man, red hair — a servant, yellow dress — a woman. There were more actors on the stage and the chorus gradually disappeared.

During the Middle Ages, theatre was part of religious life of the country. Plays were written in Latin. Their Bible stories were performed by church members. There were also mimes and street actors who performed one-act dramas in town squares or other parts of the city on a decorated platform on the wheels. In most cases the actors were men, but in some countries women performed, too. The actors had to wear their own costumes.

The 19th century brought the development of theatre architecture and stage equipment, sets with perspective and coloured lighting were introduced. Most

theatres of that time performed romantic plays and the classics. So it looked more like the modern theatre we know.

Reporter: Thank you, Mr Leary. Unfortunately, the time of our programme has run out. We will be glad to hear you again in our studio next week.

TS 39

Hello, dear friends! Welcome to the Puppet Museum. My name is Brian, I will be your guide today and show you the most interesting pieces in our museum. Look at this collection of puppets. They are all so different, yet they are all puppets.

A puppet is any figure whose movements are controlled by a person. Puppets can be moved by hand, by strings or rods. A figure may represent a person, an animal, a plant or an object. Puppets usually appear as characters in plays called puppet shows. A person who operates a puppet is called a puppeteer.

We are now in the hall of shadow puppets. They are probably the oldest puppets on the planet. They were found in ruins of Ancient Egypt, Greece and Rome. Shadow puppets are usually flat rod puppets. The puppeteer operates the puppet against a thin screen made of silk or cotton. A strong light shines on the screen from behind and above. The audience, which sits on the other side of the screen, sees only the moving shadows of the puppets. This puppet comes from Indonesia. It is operated by rods made of bamboo.

And here is the collection of marionettes. Marionettes are puppets controlled by strings. A marionette has a body with head, arms, hands, legs, and feet connected together with strips of cloth or other flexible material. Most marionettes have strings that run from the head, shoulders, hands, and knees to the control, a small wooden frame. One or more puppeteers above the stage operate the marionettes by moving the strings.

Rod puppets in this hall are operated by rods or sticks, usually from below the stage. They have rods or sticks connected to movable arms and hands. Rod puppets are often used to represent clouds, flowers, hats, trees or just simple shapes.

And in this hall, you can see our largest collection of hand puppets. They are the most common puppets. They are controlled by a hand which is put inside the puppet. The simplest kind of hand puppet is probably the finger puppet. You can see them on the shelves here. Finger puppets have no moving parts and consist primarily of a cylinder shape that covers the finger with the face over the fingernail. Sock puppets in this section are a very simple type of hand puppets made from a sock.

Well, this is probably all I wanted to show you today. If you have any questions, I will be glad to answer them.

TS 40

The word DVD is used for digital video disc. DVD is a round, flat platter on which motion pictures, computer programs or other pieces of information are kept. A DVD is the same size as a standard compact disc (CD) but it can keep much more information than a CD. There are several types of DVDs. DVD-Video (often simply called DVD) is for films and concert performances. The discs are played using a DVD player connected to a television set. DVD-Audio can be played on a DVD-Audio player and on some DVD-Video players. It keeps sound. DVD-ROM keeps programs for use with a computer.

TS 41

Teachers in our school always make our lessons interesting. For example, our History teacher brought these puppets to the lesson last week and we used them to act out the scene with the Zaporizhian Cossacks. We have different kinds of puppets in the English classroom, too — rod puppets, shadow puppets, hand puppets and finger puppets. We write our own plays in English and then we act them out with the puppets changing our voices. It's fun. Our English teacher often shows us parts of films or animated cartoons in English. We can watch them without sound and try to speak for

the characters, or we watch them to learn some new words and expressions. We often discuss what we have seen in English. We sometimes watch documentary films in Physics classes. They teach us different things. Our Natural Science teacher shows us documentaries about plants and animals, too. It's so exciting to watch how a plant grows, or a flower opens, or an animal runs in slow motion. We also have lots of slides in the Natural Science classroom and our teacher shows them to us on the screen.

TS 42

Film Star (after Piers Plowright)

Pauline wanted to be a film star. When she was twelve, she said to her parents, "I want to be a film star."

But it was not easy. She got into films — not as a star — she became an "extra" — one of the people in the crowd.

No director asked her to be a star, the telephone never rang for her to offer a big part.

One evening the man at the agency called her up and said, "There is a film for you tomorrow, Pauline. Come by eight o'clock. You are a telephonist."

Pauline came to the studio by a quarter to eight. She had to wait three hours before they came to the scene where she was in.

The assistant director showed her where to sit — there were two other girls with her.

"OK, Ben," said the director. "Are you ready?"

"Yes, Mr K.," said the assistant.

It was very short: the star, a famous American actor, came to the girls and stopped in front of where Pauline was sitting. Mr K. did not like it. "That's bad," he said, "Very bad. Put some dialogue in there."

The two men talked for a moment and then Mr K. said, "Hey, you at the end of the row there!"

Pauline jumped.

"Me?" she asked.

"Yes, you. I want a line from you here. I want you to look at Harry when he comes in and say, 'Mr Marlowe, there is a call for you!' Can you do that?"

Pauline said she could, and they ran the scene through. This time Mr K. was very pleased, and the star smiled at her. "That's great," Mr K. said, coming over to Pauline.

"What's your name?"

"Pauline Grant."

"I like that, Pauline," Mr K. said. "Thanks."

Pauline was very happy that evening.

Some weeks later she bought two tickets for the premier and went to see her film with her boyfriend Michael.

Before the film started she saw Mr K., only a few feet away from her.

It was a good film but there was no Pauline in it. Her scene together with many other unimportant scenes had been cut out.

TS 43

The word *robot* was first used in a play in the 1920s. The word comes from a Czech word meaning *forced work*. In the play, the robots were used for doing very boring work but at the end of the play the robots kill their human masters and take over the world.

Japan has the largest number of industrial robots in the world today. The robots are mainly used for boring repetitive jobs.

The future is more difficult to predict. Robots will become more mobile and we will see robots that do domestic jobs. But will they be all-purpose robots that do all the jobs like making drinks and cooking meals, or will we just have robotized vacuum cleaners?

Isaac Asimov is a well-known science fiction writer. In his robot stories, he imagines a world where robots can't be harmful to human beings because they obey the Laws of Robotics. These laws are built into their brain paths, but what will happen if this goes wrong...?

TS 44

Microwave oven is a device that heats food with short radio waves. Microwave cooking takes much less time than cooking with electric or gas ovens. Meats and vegetables cooked in a microwave oven have more natural juices than when cooked by other methods. Microwaves pass through glass, paper and most kinds of plastics. That's why most containers made of these materials may be used in microwave ovens. Microwave ovens were introduced for home use in the 1950s. They became really popular in the mid-1970s.

Vacuum cleaner is an electric device that removes dirt from carpets, rugs and bare floors. It may also be used to remove dust and dirt from furniture, woodwork, curtains and other above-the-floor items. The first vacuum cleaning devices were developed about 1900.

Washing machine is a device that quickly washes clothes and other things. Before its invention, people spent hours doing it by hand. Most washing machines work automatically. The operator simply sets the controls. The machine then operates automatically. One of the first mechanical washers was made in 1860. An electric washer was invented in 1910, and an automatic washing machine was introduced in 1937.

TS 45

1. You should switch off your mobile phone when you are in class or in a cinema.
2. You can plug in the vacuum cleaner over here.
3. Press this button to turn it on.
4. You can rewind or fastforward the tape using this button.
5. You should restart your computer if you are having problems.
6. I love this song. Turn up the volume, please.
7. You should always shut down your computer when you have finished work.
8. If you hold down this button it will restart your computer.
9. You can pause the tape while you fill in the gaps.
10. Can I use your mobile phone, please? Mine needs charging.
11. My Walkman batteries must need replacing. It's playing very slow.

TS 46

Whose Side Is He on?

S: Hi, Diana! Where have you been?

D: Oh, Steve, am I late? Sorry! I had to do some tidying up before I came out.

S: Yea, I know. I hate getting home and finding I've still got to wash up from breakfast.

D: It's not me. It's Mom. She told me to clean the room. How lucky you are to live without parents.

S: Well, your mother is right, isn't she?

D: I don't see why. It's my room, she doesn't have to tell me what to do.

S: Well, I guess if you don't mind the mess and it's just your room... Personally, I like to be able to find things in a hurry.

D: I can find things when I want to. What really makes me angry is that she makes me do all sorts of stupid chores round the house every Saturday.

S: Well, she can't do them all.

D: She isn't going anywhere. She's got all weekend to do them.

S: Oh, come on! Why should she do housework all weekend while you enjoy yourself?

D: She hasn't got exams next month. I haven't got time.

S: You have time to come and meet me.

D: That's different.

S: No, it isn't.

D: Whose side are you on here? Are you going to keep lecturing me all evening or are we going to see this concert?

S: Sure. Have you brought the tickets?

D: What tickets?

S: I got them on Thursday and gave them to you. Don't you remember? You put them in your jeans pocket.

D: Oh, no! Mom washed these jeans yesterday. I guess she never checked the pockets. Oh, I'll get very angry with her.

S: Well, have a look. Anyway I don't see why she should check your pockets.

D: OK. OK. Don't start that again. Oh, no! Wait a minute! This might be them. Do you think they are alright?..

TS 47

Susan: I would like to speak about helping in the house. I've got two sons, a fourteen-year-old boy and an eighteen-year-old boy. I have given up with the eighteen-year-old about his bedroom. I decided that he needs his space and if he wants to live in a rubbish bin then so be it. But I work full time and I need a little bit of help around the house. The usual response when I ask them is, either they are doing something else, or "why can't he do it?" meaning his brother. Or if they do it then it's not very well done — if it's washing-up they have water all over the floor. Any ideas what I could do about it?

Ted: Well, this sounds like more or less the same relationship that I had with my mom until she discussed it with me. I am sixteen and if my mom needs help round the house we have a sort of agreement that I clean up after myself. I do any other jobs, too, and I often repair things around the house. So if you maybe tell your children that they should clean up behind themselves and then do any other jobs that they feel they should do. That sounds to me like a fair agreement. And if you try that it may work.

Liz: Well, I am fifteen and I think your children really aren't children any more. They are old enough to realize that you are their mother and they really should be doing what you ask them to do because they live under your roof. I think all parents have a standard set of rules and one of the rules is that they should do something around the house. Because your sons, especially your older son, — they are going to be leaving home soon to go to university or something. And they are not going to have their mommy there to do the washing-up. They should start learning now that chores should be shared in the family.

TS 48

Welcome to the Ghost Train! For your safety, comfort and convenience at this time we ask you to keep your arms and legs inside the car and stay in your seats all the time. May we remind you that flash photography is strictly forbidden. For the health, comfort and convenience of your fellow passengers, please don't eat, drink or smoke during the ride. Please gather all personal belongings before leaving the ride. Please don't try to leave the car until it has come to a complete standstill.

TS 49

1. I couldn't live without my mobile phone. I've had this phone for about six months now and I use it to organize my life. I'm always sending texts and calling people when I am out and about. I'd be really lost without it.

2. One thing I couldn't live without is my alarm clock. I've had it for about 12 years now and it was given to me by a friend at University because I just couldn't get up in the morning. It's actually in the shape of a soldier that has a uniform and helmet. To turn the alarm off you have to press down his helmet which I think is fantastic. It's not valuable at all. But actually I couldn't live without it.

3. One thing I'd hate to be without is my guitar. I've had it for over 20 years. And I play it most days and sometimes when I go on holiday I don't take it with me and after about two days I start missing it. It's an acoustic guitar. It's old, but it's got a really good sound and I love it.

4. One thing I'd hate to be without is my computer. I have all information about my life on the computer, including my phone book, addresses, everything. I use the Internet quite a lot and I e-mail friends and family and I don't know if I could live without it.

5. Something I would hate to be without is my CD Walkman. I use it on the train because it blocks out all the sound of people on their mobile phones and children crying, so it's really important to me. It's grey. I've had it for about six years. I bought it when I was living in Japan.

6. One thing I'd hate to be without is my ring. It was given to me by my dad as a birthday present when I was 13 years old and I've never actually taken it off since. It's made of silver and it has a heart in the middle of it and two hands which are a kind of holder keeping the heart. It originates from Ireland and my grandmother came from Ireland. Unfortunately, I didn't really know her but it reminds me of her sometimes when I look at it.

TS 50

1.

A: Excuse me, could you tell me the way to the golf club?

B: Yes, of course. Turn left out of the bus station and go along City Road as far as Links Crescent. Turn right and cross the road. Then go immediately left into Golf Place, walk towards the sea and you'll see the golf club on your left. Don't worry. You can't miss it. If you get lost, ask anybody. They all know where it is.

A: Thank you.

B: You are welcome.

2.

A: Excuse me, is the cathedral anywhere near here?

B: Well, it's not too far. Go first right, then second left and walk all the way along that road until you get to it. You'll be able to see it. You really can't go wrong.

A: Thank you.

3.

A: Excuse me, I'm lost.

B: Where are you trying to get to?

A: I'm looking for the road to Crail. I've been driving round for ages. But I haven't seen a sign.

B: Yes, well, you are going the wrong way. Turn round... Oh, no. There's no need really... Just go left along City Road, and turn ... m-m-m... left... No, sorry, I mean right, along North Street. Just keep going and you'll get to Castle Street. If you turn right there, you'll see the sign to Crail.

4.

A: 'Scuse me, mate. Where's Murray Park?

B: Murray Park? Ahm now, that depends. You can go left here or you can go right. I'd go right myself. Then left into St Mary's Place. Carry on till you see Greyfriars Gardens on your left. If you go along there, you'll come to a crossroads. And Murray Park's on the other side. Yes, I think that's the best way.

A: Cheers!

5.

A: I wonder if you can help me. I am trying to find St Mary's College.

B: I'm sorry. Actually I'm a stranger here myself.

TS 51

Covent Garden

Covent Garden used to be London's biggest market. For 200 years, Londoners bought their fruit and vegetables there. But in 1974 the market moved to another part of London, and Covent Garden is now the best place in London for free performances. You can see magicians, jugglers, mime artists, singers and musicians — all for nothing. It's also a great place for shopping. Clothes shops, music stores, art and design — you can find it all in the Central Piazza or in the streets nearby. It's going to change soon however. The Royal Opera House is going to become much bigger and some shops will disappear. Will Covent Garden lose its character? We will soon find out.

TS 52

The Other Side of London

Scene 1. (Studio.)

Speaker: You probably don't ever see them. But they are close and have their own lives which we know nothing about.

Scene 2. (A London street.)

Reporter: We are talking about animals in London, and more particularly — about wild animals. Here, next to me, is John Brown. He states he saw a wild fox in this place last night. But none of his friends believes him.

John: I was going home after a concert. There was nobody in the street and suddenly I saw a dog. You know, at first I thought it was a dog. But it looked really strange. I paid attention to the tail and the ears and understood that it wasn't a dog at all — it was a fox. I came home and called the Zoo. I thought it had run away from them. But they said all their foxes were safe in their cages. Then I called you.

Scene 3. (Zoo.)

Reporter: We decided to ask a specialist in foxes from London Zoo, Mr Brian Smith. Do you think John really saw a wild fox? Is it possible in such a big city as London?

Brian Smith: Many people think London hasn't got any wild life because it's a big city. Well, that isn't true. Foxes are very common in London. They look like small brown dogs but they can hear better than any dog. They can hear the sound of an earthworm moving under the ground. Earthworms and small animals are their main food. Foxes can see better in the dark than most other animals — their eyes are specially adapted — so you usually find them in the evening or at night.

Scene 4. (A London street.)

Reporter: We asked people in the street what they think about having wild animals in such a city as London. Here's what they say.

Woman: I think it's great that they are still here. It means that London is a live city. It's not just all machines and electronics. I think we should be happy about it.

Scene 5. (Studio.)

Speaker: As you see, there is other life around us which we don't know anything about.

TS 53

London Eye

The British Airways London Eye, sometimes called the Millennium Wheel, is the first-built and largest observation wheel in the world since the end of 1999. It is 135 metres high. The wheel has 32 closed and air conditioned passenger capsules. It moves at about 0.9 km/h so that one round takes about 30 minutes. The wheel does not usually stop to take on passengers; the movement is so slow that passengers can easily walk on and off the moving capsules. But it is stopped to give disabled or elderly passengers time to get off safely. Since its opening, the Eye has become one of the main tourist attractions.

TS 54

Tall Buildings in London

Until the early 1960s, it wasn't allowed in London to construct buildings over 30 metres in height, although there were some exceptions to this rule. When the rule was changed, lots of tall buildings appeared. Most famous of them was the Post Office (now BT) Tower. London's first skyscraper was the NatWest Tower (now Tower 42) in 1980 which was 183 metres tall. After it, in 1991, appeared 1 Canada Square which was 235 metres. In the next 10 years, several new skyscrapers appeared on London's skyline. The next few years will see far more skyscrapers appearing. Around 30 skyscrapers over 150 metres will change the city's skyline.

TS 55

1. The Olimpiyskiy National Sports Complex (also known as Republican Stadium or Central Stadium) is the main sports facility in Ukraine and one of the world's largest.

2. The construction of the Stadium in Kyiv was a long process which started in the 1920s but then was stopped several times. Finally, on August 12, 1923 the first Ukrainian games took place there. In 1936 there was a plan to reconstruct the Stadium and it was ready to seat 50,000 people by June 1941. The opening ceremony was planned for June 22. All the tickets were sold. But on that very day the war started and the ceremony was "postponed till after the victory". In 1948 the Stadium was opened after the reconstruction and those who had tickets for the opening ceremony in 1941, could use them.

3. The Stadium developed in the 1960s. It was enlarged and could seat 100,000 people. Indoor tennis courts, two more football fields and a ski jumping ramp were added. It really became a complex. In 1980, after the reconstruction, it became the place for the Olympic Games. The grand opening ceremony in Kyiv and several football matches took place there.

4. In 1997–99 the Stadium was reconstructed again and now it can seat 83,160 people. It is used for football matches including international and important home games. The Stadium is an official home ground of the Ukrainian national football team.

TS 56

A. The Segway is a transportation device invented in 2001. Computers in the base keep the Segway upright at all times. Users lean forward to move forward, and back to move backwards. Segways are driven by electric motors at up to 20 km/h. They can be used on sidewalks and bicycle lanes.

A Segway can be used for personal transportation between home and office, for getting around the city centre, shopping, outdoor trips, etc. It is already used in some theme parks. Many companies organize guided group tours on Segways in the USA, France, Thailand and other countries. Several organizations have run tests on Segway business use, among them police departments and post offices.

B. The Kyiv funicular connects the historic Uppertown, and the lower part of Podil through the steep hill overseeing the Dnipro River.

The funicular was constructed during 1902–1905, and was first opened to the public on 7 May, 1905. The two cars of the Kyiv funicular have the Cyrillic letters *Л* and *П* which stand for *left* and *right*. The cars are powered by an electric motor which is situated inside the upper station. The travel time between the stations is about three minutes.

TS 57

— Hello!

— Hello, Dmytryk! It's Oleksii!

— Oh, hi! How are you? I called you yesterday but you were not at home.

— Yes, I went to the new entertainment centre not far from my house. It's called *Dyvosvit*. Have you been there?

— Oh, yes! It's wonderful! I went there last weekend with my mom and dad. I spent

almost the whole day playing 4D simulations and virtual attractions. There are so many of them there! And you get points for each game and at the end you can change them for a prize. I was most lucky with *Catch the Crab*. And you?

- Oh, I went there with my little brother Sashko. Our granny took us there. Sashko enjoyed the *Kid's City* with its numerous labyrinths. But my favourites were the ride, which takes you through forests and mountains where huge dinosaurs are hiding, and the *Craft Station*. There are so many attractions there and when you are making a pot or something else you understand how a monkey could change into a human being. Ha-ha-ha!
- Did you watch a film there?
- Yes, I think it was fantastic. It felt as if you were in the tropical forest with fog and rain, and those creatures seemed real, too. Even the chairs seemed alive there.
- And how did you like the food there? Did you try a cosmo box inside the intergalactic liner *Cosmo Port*?
- No, we had a snack at *Sckoder Club* and our pizza was really good. Look, Dmytryk. Why don't we go there next time together? What about next weekend?
- Great! I would like to play all those games with you. See you next week then.

TS 58

Reporter: Hello, dear listeners. Today the guest of our programme is a specialist in developing memory. What advice can you give us, Dr Brainy?

Dr Brainy: A good memory is often seen as something that comes naturally, and a bad memory — as something that can't be changed, but actually there is a lot you can do to improve your memory. There are 10 things that I would advise anyone who wants to have a good memory. First, we all remember the things we are interested in and forget the ones that bore us. Take an active interest in what you want to remember and focus on it. One way to "make" yourself more interested is to ask questions — the more the better. Second, repeating things is the best way to remember things for a short time, e.g. remembering a phone number for a few seconds. Third is to think about something visual associated with it. Form a mental picture, and the stranger the picture is, the better you will remember it! Four, to remember long lists, try inventing a story which includes all the things you want to remember. Five, if we organize what we know in a logical way, then, when we learn more about that subject we understand that better. Make well-organized notes. Be sure things are clear in your mind. If not, ask questions until you understand. Six, many experts believe that listening to classical music, especially Mozart, helps people organize their ideas more clearly and so improves their memory. Sadly, rock music doesn't have the same effect. Seven, if you do not want to lose your memory as you get older, you need to keep your brain fit, just like your body. Logic puzzles, crosswords and mental arithmetic are all good "mental aerobics". Eight, physical exercise is also important for your memory, because it sends more oxygen to your brain, and that makes your memory work better. Nine, the old saying that "eating fish makes you brainy" may be true. Scientists have discovered that the fats found in fish like tuna, sardines or salmon help improve the memory. Vitamins C and E (found in fruits like oranges, strawberries and red grapes) and vitamin B (found in lean meat and green vegetables) are all good "brain food", too. And finally, ten. Caffeine may be not too good for you, but a cup of coffee really does help you concentrate when you sit down to study. And if you don't like coffee, don't worry — experts believe that chewing gum has the same effect.

TS 59

Lunch is a high afternoon meal and is eaten at school or work. Lunch takes 30—40 minutes. Some offices have put microwave ovens for employees to use. Popular

lunches are: a salad or a sandwich, a baked potato, beans or toast. Sometimes when the English eat later and have their first meal at about 10 or 11 o'clock, they call it *brunch* (breakfast and lunch).

Snacks are very popular in Britain and many people eat snacks instead of meals. There are a lot of snack bars and cafes selling bread and meat and fish and all kinds of salads called *fillings* to go in the sandwich. Schools and workplaces may also sell snacks such as crisps, chocolate, sweets and biscuits. Instant snacks are the fastest growing sector of the food market.

TS 60

London Marathon

The London Marathon is a marathon race that has been held each year in London since 1981, usually in April. While it is run over the traditional distance of 42.195 km, it is not the traditional marathon it was intended to be; it has become a large sporting festival. The London Marathon was founded by former Olympic champion and renowned journalist Chris Brasher, who was influenced by the New York Marathon and wanted to start such a race.

The London Marathon came into existence on March 29, 1981, when nearly 7,500 athletes participated in the race. By the 25th event, the number of starters reached 35,680.

While it is a serious athletic event, with large prize money attracting elite athletes, public participation of the race is dominated by the fun runners. Sometimes in funny dress and often collecting money for charity, they make up more than 30,000 runners. On April 19, 2003 Michael Watson, a former boxer, who had been told he would never be able to walk again after a fight with Chris Eubank, made headlines by finishing the Marathon after six days of competing, becoming a national hero in England.

TS 61

Where Is London Airport?

Last summer I got a letter from my Italian friend Giovanni. He said he was coming to England, and he asked me to meet him at London airport on Friday, June 25th at 5.30 am.

I wrote and told him to look for me at the airport. London airport (at Heathrow) is quite a long way from the centre of London, but there are special buses which come and go between the air terminal in Central London and the airport outside London. But I live quite near the air terminal.

I went to bed at 9.30 on June 24th and I got up at 3 o'clock in the morning. I got dressed in a hurry and walked to the air terminal. I bought a ticket and got on the first bus to the airport.

The airport was very big. There were several different buildings and they were full of shops and airline offices and there were hundreds of people there, even early in the morning. I did not know where to go.

At last somebody took me to the Italian airline office. The young lady told me there were no flights from Italy. I showed her Giovanni's letter. She asked me, "Is your friend a student?"

"Yes," I said.

"Well," she said. "Students' flights usually go to Luton Airport."

"Oh, dear," I said. "It's a quarter to five now. Can I get to Luton before 5.30?"

"No," she said. "It's too far away."

I was very unhappy. I took the next bus back to the air terminal and went back home.

I got very hungry on the bus. I was having breakfast when the telephone rang. It was Giovanni.

It was a good thing I did not go to Luton Airport because Giovanni was phoning me from Gatwick Airport. We agreed to meet at the underground station.

УМОВНІ СКОРОЧЕННЯ

Українські

- амер.*— американізм
грам.— граматичний термін
збірн.— у збірному значенні
зменш.— зменшувальна форма
розм.— розмовне слово, розмовний вислів
спорт.— спортивний термін
театр.— театральний термін
тех.— технічний термін

Англійські

- a* — adjective — прикметник
adv — adverb — прислівник
conj — conjunction — сполучник
int — interjection — вигук
n — noun — іменник
num — numeral — числівник
phr v — phrasal verb — фразове дієслово
pl — plural — множина
prep — preposition — прийменник
pron — pronoun — займенник
v — verb — дієслово

А

- abbreviation** /əbrɪv'eɪʃn/ *n* абрєвіатура
ability /ə'bɪlɪti/ *n* здібність
accessory /ək'sesəri/ *n* аксесуар
accident /'æksɪdɪnt/ *n* нещасний випадок, аварія
accurate /'ækjʊrət/ *a* точний
ache /eɪk/ *n* біль; *v* боліти
acorn /'eɪkɔ:n/ *n* жолудь
ad /æd/ *скор. від* advertisement
add /æd/ *v* додавати
additional /ə'dɪʃənəl/ *a* додатковий
adjective /'ædʒɪktɪv/ *n* прикметник
adult /'ædʌlt/ *n* дорослий
advantage /əd'vɑ:ntɪdʒ/ *n* перевага
adventurous /əd'ventʃərəs/ *a* пригодницький
adverb /'ædvɜ:z/ *n* прислівник
advertisement /əd'vɜ:zɪsmənt/ *n* оголошення, реклама
advice /əd'vaɪs/ *n* порада
advise /əd'vaɪz/ *v* радити

- aerobic** /eə'reʊbɪk/ *a* аеробний
aerobics /eə'reʊbɪks/ *n* аеробіка
affect /ə'fekt/ *v* впливати (*на щось*), діяти
age /eɪdʒ/ *n* вік
aid /eɪd/ *n* допомога
alien /'eɪlɪən/ *n* чужоземець, іноземець
alike /ə'laɪk/ *a* подібний, схожий
alive /ə'laɪv/ *a* живий
allergy /'ælərdʒi/ *n* алергія
alley /'æli/ *n* алея
alone /ə'ləʊn/ *a* сам, самотній
alter /'ɔ:ltə/ *v* міняти
amateur /'æmətə/ *a* аматорський
ambitious /æm'bɪʃəs/ *a* амбіційний
ambulance /'æmbju:ləns/ *n* автомобіль швидкої медичної допомоги
amnesia /æm'nɪ:ziə/ *n* амнезія, втрата (ослаблення) пам'яті
amount /ə'maʊnt/ *n* кількість
amused /ə'mju:zd/ *a* задоволений

amusement park парк розваг
anaerobic /ˌænə'reʊbɪk/ *a* анаеробний
ancient /'eɪnʃənt/ *a* старовинний, давній
animated cartoon мультфільм
announce /ə'naʊns/ *v* оголошувати
anywhere /'eniweə/ *adv* скрізь, всюди; де-небудь; нікуди
apartment /ə'pɑːtmənt/ *n* амер. квартира
apologize /ə'pɒlədʒaɪz/ *v* вибачатися
appropriate /ə'prɒpəriət/ *a* відповідний, підходящий
apricot /'eɪprɪkɒt/ *n* абрикоса; абрикосове дерево
archery /'ɑːtʃəri/ *n* стрільба з лука
area /'eəriə/ *n* ділянка, район; площа
argue /'ɑːɡjuː/ *v* сперечатися
arrange /ə'reɪndʒ/ *v* влаштовувати
arrival /ə'reɪvl/ *n* 1. приїзд, прибуття; 2. новоприбулий
art director художній керівник; художник-постановник
art gallery художня галерея
article /'ɑːtɪkl/ *n* 1. стаття; 2. грам. артикль
artificial intelligence /ɑːtɪ'fɪʃlɪn'telɪdʒəns/ штучний інтелект
assemble /ə'sembəl/ *v* мех. монтувати, складати
association /ə'səʊsɪ'eɪʃn/ *n* асоціація
athlete /'æθlɪt/ *n* атлет; спортсмен
attend /ə'tend/ *v* відвідувати (лекції тощо)
attention /ə'tenʃn/ *n* увага
attitude /'ætɪtjʊd/ *n* ставлення
attract /ə'trækt/ *v* приваблювати
attractive /ə'træktɪv/ *a* привабливий
audience /'ɔːdiəns/ *n* аудиторія; публіка, слухачі
audio /'ɔːdiəv/ *a* звуковий
auditorium /ˌɔːdɪ'tɔːrɪəm/ *n* глядацька зала
auntie /'ɑːntiː/ *n* зменш. тітонька
avenue /'ævənjuː/ *n* авеню, проспект, широка вулиця
average /'ævərɪdʒ/ *a* середній
avoid /ə'vɔɪd/ *v* уникати

В

background /'bækgraʊnd/ *n* задній план; фон; шумове оформлення
backwards /'bækwədz/ *adv* назад
bad-tempered /'bæd'tempəd/ *a* злий, сердитий, роздратований

bake /beɪk/ *v* пекти
baker's /'beɪkəz/ *n* булочна
balanced /'bælənst/ *a* збалансований
ballooning /bə'lʊːnɪŋ/ *n* повітроплавання; запуск куль-зондів
bamboo /'bæm'buː/ *n* бамбук
band /bænd/ *n* оркестр
bandage /'bændɪdʒ/ *n* бинт, пов'язка
bar /bɑː/ *n* плитка (шоколаду); брикет; спорт. жердина; *pl* спорт. бруси
bare /beə/ *a* голий, оголений
bargain /'bɑːɡɪn/ *n* угода, договір
bark /bɑːk/ *n* кора
barrack /'bærək/ *n* барак; хатина, халупа
basic /'beɪsɪk/ *a* основний
bat /bæt/ *n* битка (в крикеті); ракетка (в тенісі)
beads /biːdz/ *n* бісер; буси; намисто (у разку)
bean /biːn/ *n* біб
beard /biəd/ *n* борода; борода і вуси
beast /biːst/ *n* тварина, звір
beat /biːt/ *v* бити, ударяти; відбивати; збивати (яйця)
bedpost /'bedpəʊst/ *n* ніжка ліжка
bedside /'bedsaɪd/ *n* місце біля ліжка
bedside table нічний столик; тумбочка при ліжку
beef /biːf/ *n* яловичина
beer /biə/ *n* пиво
beet /biːt/ *n* буряк
before /bɪ'fɔː/ *adv* раніше; *prep* перед, до
beforehand /bɪ'fɔːhænd/ *adv* заздалегідь
behaviour /bɪ'heɪvɪə/ *n* поведінка
belief /bɪ'liːf/ *n* віра
beloved /bɪ'lʌvd/ *a* улюблений
below /bɪ'ləʊ/ *adv* нижче
belt /belt/ *n* пасок, пояс; ремінь
berth /bɜːθ/ *n* полиця (у вагоні)
besides /bɪ'saɪdz/ *adv* крім того; *prep* крім, опріч
bike /baɪk/ *n* розм. велосипед
bill /bɪl/ *n* рахунок (за товар, послуги тощо)
billboard /'bɪlbɔːd/ *n* дошка для оголошень
billiards /'bɪlɪədz/ *n* *pl* більярд
bin /bɪn/ *n* корзина для сміття
biorhythm /'baɪə'pɪdəm/ *n* біоритм, біологічний ритм
bite /baɪt/ *v* кусати; кусатися
bitter /'bɪtə/ *a* гіркий
bleed /bliːd/ *v* кровоточити

blind /blaɪnd/ *a* сліпий
blindfold /'blaɪndfəʊld/ *v* зав'язувати очі
blink /blɪŋk/ *v* блимати, моргати
block /blɒk/ *n* блок; *v* перешкоджати
blood /blʌd/ *n* кров
blouse /blaʊz/ *n* блузка
boarding pass /'bɔ:diŋpɑ:s/ посадочний талон
boast /'bəʊst/ *v* 1. хвастати; 2. гордитися
boat racing /'bəʊtreɪsɪŋ/ змагання з веслування
boating /'bəʊtɪŋ/ *n* гребний (човнярський) спорт, веслування
bobsled /'bɒbsled/ *n спорт.* бобслей
boil /bɔɪl/ *v* кип'ятити(ся); варити(ся)
bonnet /'bɒnɪt/ *n* жіночий капелюшок
booth /bu:ð/ *n* кабіна, будка
bored /bɔ:d/ *a* нудьгуючий, знуджений
boring /'bɔ:ɪŋ/ *a* нудний; набридливий
borrow /'bɒrɔ:v/ *v* позичити
both /bəʊθ/ *a, pron* обидва
bottle /'bɒtl/ *n* пляшка
bowl /bɔ:l/ *n* миска; акваріум
boxing /'bɒksɪŋ/ *n спорт.* бокс
brain /breɪn/ *n* мозок; *pl* розум, розумові здібності
branch /brɑ:ntʃ/ *n* 1. гілка; 2. галузь
brass /brɑ:s/ *a* мідний
breathe /bri:ð/ *v* дихати
brick /brɪk/ *n* цеглина
brilliance /'brɪljəns/ *n* блиск; пишнота
broom /bru:m/ *n* віник, мітла
broth /brʊθ/ *n* м'ясний бульйон
bruise /bru:z/ *n* синець, гуля
bump /bʌmp/ *n* 1. глухий удар; 2. гуля
bun /bʌn/ *n* здобна булочка; кекс
burger /'bɜ:ɡə/ *n* гамбургер
butcher's /'bʊtʃəz/ *n* м'ясний магазин
butterfly /'bʌtəflaɪ/ *n* метелик
button /'bʌtn/ *n* гудзик

C

cab /kæb/ *n* таксі
cafeteria /kæfɪ'tɛrɪə/ *n* кав'ярня
caffeine /'kæfɪn/ *n* кофеїн
calculate /'kælkjʊleɪt/ *v* обчислювати, підраховувати
calculation /kælkjʊ'leɪʃn/ *n* обчислення, підрахунок
camera operator кінооператор
campus /'kæmpəs/ *n* кампус, територія університету, коледжу, лікарні тощо

canal /kə'næl/ *n* канал
cane /keɪn/ *n* 1. очерет, комиш; 2. ціпок, палиця
canning /'kænɪŋ/ *n* консервування
canteen /kæn'teɪn/ *n* їдальня
carbohydrate /kɑ:bəʊ'haɪdr(e)ɪt/ *n* вуглевод
carp /kɑ:p/ *n* короп
car racing автоперегони
carriage /'kærɪdʒ/ *n* вагон
carry out *phr v* виконувати
carton /'kɑ:tɒn/ *n* картонна коробка
cartoon /kɑ:'tu:n/ *n* мультфільм
cartwheel /'kɑ:twi:l/ *n спорт.* переверт «колесом»; *v спорт.* перевертатися «колесом»
carve /kɑ:v/ *v* різьбити, вирізувати
casserole /'kæsərəʊl/ *n* 1. каструлька з кераміки або жароміцного скла; 2. запіканка з рису або картоплі з овочами
cast /kɑ:st/ склад виконавців
casual /'kæʒjuəl/ *a* повсякденний (*про одяг*)
cathedral /kə'ti:drəl/ *n* собор
cause /kɔ:z/ *v* спричиняти
cave /keɪv/ *n* печера
ceiling /'si:lɪŋ/ *n* стеля
cellar /'selə/ *n* підвал
Celsius /'selsɪəs/ *n* 1. термометр Цельсія; 2. шкала Цельсія
cereal /'sɪəriəl/ *n pl* пластівці
chain /tʃeɪn/ *n* ланцюг
chamber /'tʃæmbə/ *n* кімната; зал
chance /tʃɑ:ns/ *n* шанс
chapter /'tʃæptə/ *n* розділ
charity /'tʃærɪti/ *n* благодійність
charm /tʃɑ:m/ *n* чарівність
chart /tʃɑ:t/ *n* таблиця
cheap /tʃi:p/ *a* дешевий
check in *phr v* реєструватися
checked /tʃekt/ *a* картатий (*про тканину*)
checkup *n* 1. перевірка (*стану*); 2. огляд (*медичний*)
cheer /tʃiə/ *v* підбадьорювати
cheerleader /'tʃiəri:li:də/ *n pl* група підтримки
chemistry /'kemɪstri/ *n* хімія
cherry /'tʃerɪ/ *n* вишня
chest of drawers /tʃestəv'drɔ:z/ комод
chew /tʃu:/ *v* жувати
chewy /'tʃu:ɪ/ *a* який слід довго жувати
chicken /'tʃɪkən/ *n* курча
chief /tʃi:f/ *a* головний; старший

chipmunk /'tʃɪpmʌŋk/ *n* бурундук
chop /tʃɒp/ *v* нарізувати; кришити, шаткувати; перекручувати на м'ясорубці
chopstick /tʃɒpstɪk/ *n* паличка для їди (*в Китаї, Японії*)
chore /tʃɔː/ *n pl* хатня робота, хатні обов'язки
church /tʃɜːtʃ/ *n* церква
circle /'sɜːkl/ *n* круг, коло; *v* обводити
citizen /'sɪtɪzən/ *n* громадянин
classify /'klæsɪfaɪ/ *v* класифікувати
clay /kleɪ/ *n* глина
clear up *phr v z'*ясовувати
client /'klaɪənt/ *n* клієнт, замовник
climate /'klaɪmət/ *n* клімат
climb /klaɪm/ *v* підніматися, вилазити, залазити
climber /'klaɪmə/ *n* альпініст
cloth /kloth/ *n* тканина
coach /kəʊtʃ/ *n* 1. тренер; 2. міжміський автобус
coachman /'kəʊtʃmən/ *n* кучер
cobweb /'kɒbweb/ *n* павутина
cocoa /'kəʊkəʊ/ *n* какао
cocoon /'kəʊkən/ *n* кокос, кокосовий горіх
cod /kɒd/ *n (pl без змін)* тріска
codex /'kəʊdeks/ *n* кодекс, старовинний рукопис
colicky /'kɒlɪki/ *a* який має характер колік
combat /'kɒmbæt/ *n* поєдинок
combine /kəm'baɪn/ *v* поєднувати
comment /'kɒment/ *v* коментувати
commercial /kə'mɜːʃl/ *n* реклама
common /'kɒmən/ *a* загальний; звичайний
commonly /'kɒmənli/ *adv* як правило; зазвичай
communication /kə'mjuːnɪ'keɪʃn/ *n* спілкування
compare /kəm'peə/ *v* порівнювати
comparison /kəm'pærɪsn/ *n* порівняння
compartment /kəm'pɑːtmənt/ *n* відділення, купе; відсік
competitive /kəm'petɪtɪv/ *a* змагальний, суперницький
competitor /kəm'petɪtə/ *n* учасник змагання; суперник
complete /kəm'plɪt/ *v* завершати
complex /'kɒmpleks/ *a* складний; комплексний
complicated /'kɒmplɪkeɪtɪd/ *a* 1. склад-

ний, заплутаний; 2. ускладнений (*чимсь*)
compose /kəm'pəʊz/ *v* складати, писати, створювати
composer /kəm'pəʊzə/ *n* композитор
composition /kəm'pəʊzɪʃn/ *n* твір
compound /'kɒmpaʊnd/ *a* складний; 2. *грам.* складений
compressed air стисле повітря
conclusion /kən'kluːʒn/ *n* висновок
conductor /kən'dʌktə/ *n* диригент
conference /'kɒnfərəns/ *n* конференція
connect /kə'nekt/ *v* з'єднувати
consist /kən'sɪst/ *v* складатися (*з чогось — of*)
contact /'kɒntækt/ *v* контактувати
contest /'kɒntest/ *n* змагання
context /'kɒntekst/ *n* контекст
continue /kən'tɪnjuː/ *v* продовжувати
control desk пульт управління
convenience /kən'viːniəns/ *n* зручність
convenience foods харчові напівфабрикати для швидкого приготування (*заморожені, консервовані тощо*)
conversation /kɒnvə'seɪʃn/ *n* розмова
cookbook /'kʊkbʊk/ *n* куховарська книга
cookery /'kʊkəri/ *n* кулінарія
cookie /'kʊki/ *n* печиво
cooperation /kəʊ'pɒrə'teɪʃn/ *n* співробітництво
cope /kəʊp/ *phr v* справлятися (*з чимсь — with*)
corn /kɔːn/ *n* зерно; зернина
cornflakes /'kɔːnflɛks/ *n pl* пластівці
cost /kɒst/ *v* коштувати
costume /'kɒstjʊm/ *n* костюм
costume designer *n* костюмер
cotton /'kɒtn/ *n* бавовна
coughing /'kɒfɪŋ/ *n* кашель
countable /'kaʊntəbl/ *a* злічуваний
court /kɔːt/ *n* корт, майданчик
cover /'kʌvə/ *v* покривати
cow /kaʊ/ *n* корова
cowardly /'kaʊədli/ *a* боязливий
craft /krɑːft/ *n* ремесло
crash /kræʃ/ *n* зіткнення, катастрофа
craze /kreɪz/ *n* манія; мода, загальне захоплення
crazy /'kreɪzi/ *a* божевільний; схилений (*на чомусь*)
creamy /'kriːmi/ *a* сметаноподібний, густий, м'який; жирний
create /kri'eɪt/ *v* створювати

creature /'kri:tʃə/ *n* створіння
crescent /'kresnt/ *n* півмісяць, дуга;
 2. щось, що має форму півмісяця
crisps /kri:spz/ *n pl* чіпси
crispy /'kri:spi/ *a* хрусткий, хрумкий
criticism /'kritisizm/ *n* критика
cross /kros/ *n* хрест; *v* переходити
crowd /kraud/ *n* натовп
crown /kraun/ *n* корона
cruelty /'kru:əlti/ *n* жорстокість
crumb /kram/ *n* крихта; кришка
 (хліба)
crunchy /'kranʃi/ *a* хрумкий
cupboard /'kʌbəd/ *n* шафа для посуду
cure /kjʊə/ *n* лікування; *v* вилікувати
curry /'kʌpi/ *n* 1. карі (гостра індійська приправа); 2. карі (страва)
curtain /'kɜ:tn/ *n* куліса
curved /kɜ:vəd/ *a* кривий; зігнутий
custom /'kʌstəm/ *n* звичай
cutlet /'kʌtlɪt/ *n* відбивна котлета
cybercriminal /'saibə'kri:mɪnəl/ *n* кіберзлочинець
cycle /'saɪkl/ *n* 1. цикл; 2. велосипед
cycling /'saɪklɪŋ/ *n* велоспорт
cyclone /'saɪklaʊn/ *n* циклон

D

daily /'deɪli/ *a* щоденний
dairy /'deəri/ *n* збірн. молочні продукти
dare /deə/ *v* сміти, наважуватися
data /'deɪtə/ *n* 1. *pl* від datum; 2. *вжив.* новини з дієсл. в одн. дані, факти; новини, інформація
datum /'deɪtəm/ *n* факт
dazzle /'dæzl/ *v* засліплювати
deaf /def/ *a* глухий
declare /dr'kleə/ *v* проголошувати
decode /di:'kəʊd/ *v* розшифровувати
decorate /'dekəreɪt/ *v* прикрашати
dedicated /'dedɪkeɪtɪd/ *a* відданий; 2. присвячений
deep /di:p/ *a* глибокий
deer /diə/ *n* (*pl* без змін) олень
define /dr'faɪn/ *v* визначати
definite /'defɪnɪt/ *a* певний
definition /dr'efɪ'nɪʃn/ *n* визначення
defrost /dr'frɒst/ *v* розморожувати
delicious /dr'lɪʃəs/ *a* дуже смачний
denote /dr'nəʊt/ *v* означати
dentist /'dentɪst/ *n* стоматолог
depart /dr'pɑ:t/ *v* від'їжджати

depressed /dr'prest/ *a* пригнічений; сумний
describe /dr'skraɪb/ *v* змальовувати
description /dr'skri:pʃn/ *n* опис
desert /'dezət/ *n* пустеля
despair /dr'speə/ *n* розпач, відчай
desperate /'despəreɪt/ *a* зневірений, доведений до розпачу
dessert /dr'zɜ:t/ *n* десерт
destination /,destɪ'neɪʃn/ *n* місце призначення
detail /'di:teɪl/ *n* деталь, подробиця
detect /dr'tekt/ *v* виявляти
detergent /dr'tɜ:ʃənt/ *n* пральний порошок; засіб для миття або чищення
determined /dr'tɜ:mɪnd/ *a* рішучий; непохитний
develop /dr'veləp/ *v* розвивати
developed /dr'veləpt/ *a* розвинений
device /dr'vaɪs/ *n* пристрій, прилад, механізм
diagnosis /,daɪə'gnəʊsɪs/ *n* діагноз
diamond /'daɪəmənd/ *n* алмаз, діамант
diary /'daɪəri/ *n* щоденник
die /daɪ/ *v* померати
diet /'daɪət/ *n* дієта; харчування
dietician /,daɪə'tɪʃjən/ *n* дієтолог
digital /'dɪʃɪtl/ *a* цифровий
direction /dr'rekʃn/ *n* напрям, напрямок
director of photography режисер-постановник
dirt /dɜ:t/ *n* бруд
disability /,dɪsə'bɪləti/ *n* неспроможність, нездатність
disabled /,dɪs'eɪbld/ *a* з фізичними вадами
disadvantage /,dɪsəd'vɑ:ntɪdʒ/ *n* недолік
disappear /,dɪsə'pɪə/ *v* зникати
discover /dr'skʌvə/ *v* робити відкриття; виявляти, знаходити
discoverer /dr'skʌvəɪ/ *n* першовідкривач; дослідник
discovery /dr'skʌvəri/ *n* відкриття, винахід
disease /dr'zi:z/ *n* хвороба
disgusting /dr'sɪ'gʌstɪŋ/ *a* відразливий, огидний; несмачний
dish /dɪʃ/ *n* 1. тарілка; миска; чашка; 2. страва
dishcloth /'dɪʃklʌθ/ *n* мочалка або рушничок для посуду
dock /dnk/ *v* стикувати (космічні кораблі)

documentary /ˈdɒkjʊ'mentəri/ *n* доку-
ментальний фільм
doer /dɔː/ *n* виконавець
dotted /'dɒtɪd/ *a* поцяткований
double /'dʌbl/ *a* подвійний; парний
drama /'drɑːmə/ *n* драма (*n'еса*)
draw /drɔː/ *n спорт.* нічия, гра внічию;
v 1. креслити; малювати; 2. *спорт.*
зводити внічию
dream /dri:m/ *v* бачити сон; мріяти
dress circle *n театр.* бельетаж
drill /dri:l/ *n* 1. свердел; дріль;
2. вправа, тренування
drop /drɒp/ *n* крапля
drown /draʊn/ *v* тонути
drug /drʌg/ *n* ліки, медикамент; засіб
dry /draɪ/ *v* сушити
duck /dʌk/ *n* качка
dull /dʌl/ *a* нудний
durable /'djʊərəbl/ *a* довготривалий
dust /dʌst/ *n* пил

E

ear doctor *n* отоларинголог
earache /'jʊreɪk/ *n* вушний біль
earn /z:n/ *v* заробляти
Earth /z:θ/ *n* Земля
easy-going /,i:zɪ'gəʊɪŋ/ *a* добродушно-
веселий; безжурний
edge /edʒ/ *n* край
edit /'edɪt/ *v* монтувати (*кінофільм*)
editor /'edɪtə/ *n* редактор; монтажер
education /,edʒu'keɪʃn/ *n* освіта
educational /,edʒu'keɪʃnəl/ *a* освітній
elbow /'elbəʊ/ *n* лікоть
election /ɪ'lekʃn/ *n* вибори
electricity /ɪ,lek'trɪsɪti/ *n* електрика
electronic /ɪ,lek'trɒnɪk/ *a* електронний
elegantly /'elɪgəntli/ *adv* елегантно
elevator /'elɪveɪtə/ *n* ліфт
else /els/ *adv* ще; крім; *pron* інший
e-mail /'i:meɪl/ *n* електронна пошта
emerald /'emərəld/ *n* смарагд; колір
смарагду
emergency unit прийомне відділення
emotional /ɪ'məʊʃnəl/ *a* емоційний
enclosure /ɪn'kləʊzə/ *n* 1. загорожа;
2. вкладення
endangered /ɪn'deɪndʒəd/ *a* якому за-
грожує небезпека; який вимирає
ending /'endɪŋ/ *n* закінчення
enjoy /ɪn'dʒɔɪ/ *v* насолоджуватися,
дівувати задоволення
enjoyment /ɪn'dʒɔɪmənt/ *n* задоволення

enough /ɪ'nʌf/ *adv* доволі, досить;
певною мірою
entertainment /entə'teɪnmənt/ *n* розвага
entire /ɪn'taɪə/ *a* повний, цілий, весь
entrance /'entɾəns/ *n* вхід
environment /ɪn'vaɪrənmənt/ *n* навко-
лишне середовище
equip /'kwɪp/ *v* обладнувати; осна-
щувати
equipment /'kwɪpmənt/ *n* обладнання,
оснащення
equivalent /'kwɪvələnt/ *n* еквівалент
essay /'eseɪ/ *n* есе, нарис, етюд
Europe /'jʊərəp/ *n* Європа
event /ɪ'vent/ *n* подія
eventually /ɪ'ventʃʊəli/ *adv* в результаті,
зрештою
exactly /ɪg'zæktli/ *adv* точно
exchange /ɪks'tʃeɪndʒ/ *v* обмінювати,
обмінюватися
exciting /ɪks'saɪtɪŋ/ *a* хвилюючий; за-
хоплюючий
exclamation /,eksklə'meɪʃn/ *n* вигук
exercise /'eksəsaɪz/ *n* вправа
exit /'eksɪt/ *n* вихід
expect /ɪks'pekt/ *v* очікувати
expence /ɪks'pens/ *n* витрата; кошт
expensive /ɪks'pensɪv/ *a* дорогий, кош-
товний
experience /ɪks'pɪəriəns/ *n* досвід
experienced /ɪks'pɪəriənst/ *a* досвід-
чений
expert /'ekspɜ:t/ *n* експерт, знавець;
фахівець
extra /'ekstrə/ *a* додатковий
extreme /ɪk'stri:m/ *a* екстремальний
eye doctor *n* окуліст

F

facility /fə'sɪlɪti/ *n pl* обладнання,
устаткування
fairly /'feəli/ *adv* певною мірою
fairy /'feəri/ *n* фея
fall /fɔ:l/ *n* осінь; *v* падати
familiar /fə'mɪliə/ *a* 1. добре обізнаний;
2. давно знайомий
fare /feə/ *n*, плата за проїзд
farthest /'fɑːðɪst/ *a* найвіддаленіший
fashionable /'fæʃənəbl/ *a* модний
fast /fɑːst/ *a* швидкий
fat /fæt/ *n* жир; *a* товстий
fat-free /'fætfriː/ *a* знежирений
fax /fæks/ *n* 1. факс; 2. зв'язок через
факс

feature film художній фільм
feed /fi:d/ *v* годувати, давати їжу
feeler /'fi:lə/ *n* щупальце, вусик
female /'fi:meɪl/ *n* особа жіночої статі;
a жіночої статі
few /fju:/ *a* мало, небагато
fibreglass /'faɪbəglɑ:s/ *n* скловолокно;
 скловата
fiddle /'fɪdl/ *n* скрипка; \diamond as fit as a fiddle
 при доброму здоров'ї; у гарному
 настрої
figure /'fɪgə/ *n* цифра
figure skating фігурне катання
fillet /'fɪlət/ *n* філе(й)
final /'faɪnəl/ *a* останній, завершаль-
 ний
find /faɪnd/ *v* знаходити
find out *phr v z'*ясювати
fireplace /'faɪəpleɪs/ *n* камін
firework /'faɪəwɜ:k/ *n* *звич. pl* феєрверк
firm /fɜ:m/ *a* твердий, міцний
fit /fɪt/ *a* здоровий; бадьорий; у гарній
 формі; *v* підходити, бути до міри
fix /fɪks/ *v* закріплювати, прикрі-
 лювати
fixed /fɪkst/ *a* закріплений
flame /fleɪm/ *n* вогонь
flash /flæʃ/ *n* спалах
flashing light *n* ліхтар
flat /flæt/ *a* плоский, рівний; нерель-
 єфний
flavour /'fleɪvə/ *n* аромат; приймний
 запах (смак)
flexible /'fleksɪbl/ *a* гнучкий
flipper /'flɪpə/ *n* пантофля
flour /'flaʊə/ *n* мукá
flowery /'flaʊəri/ *a* квітчастий, бар-
 вистий
flue /flu:/ *n* грип
fluff /flʌf/ *n* пух; ворса
fluffy /'flʌfi/ *a* пухнастий, м'який;
 ворсистий
fly /flaɪ/ *v* літати
folk /fɔ:k/ *n* *збірн.* народ; населення
food poisoning харчове отруєння
foolish /'fu:liʃ/ *a* дурний, нерозсуд-
 ливий
football pitch футбольне поле
footman /'fʊtmən/ *n* лакей
footwear /'fʊtweə/ *n* 1. взуття; 2. панчо-
 хи та шкарпетки
forefather /'fɔ:fədə/ *n* предок, прабадько
forehead /'fɒrɪd/ *n* чоло, лоб
forgetful /fə'getfʊl/ *a* забудькуватий

forgive /fɔ:'gɪv/ *v* прощати
fork /fɔ:k/ *n* виделка
fortune /'fɔ:tʃən/ *n* багатство, достатки;
 майно
forward /'fɔ:wəd/ *n* форвард; *a* прогрес-
 ивний; крацій
found /faʊnd/ *v* засновувати
freeze /'fri:z/ *v* заморожувати
fresh /frefʃ/ *a* свіжий
fried /fraɪd/ *a* смажений
frown /fraʊn/ *v* 1. насуплюватися;
 2. висловлювати неохвалення
fry /fraɪ/ *v* смажити
frying pan *n* сковорідка
fun /fʌn/ *n* розвага, забава; веселоці
furniture /'fɜ:nɪʃə/ *n* меблі, обстановка

G

gadget /'gædʒɪt/ *n* пристрій, технічна
 новинка
garlic /'gɑ:lk/ *n* часник
gasoline /'gæsəlɪn/ *n* бензин
generation /dʒenə'reɪʃn/ *n* покоління
genetics /dʒə'netɪks/ *n* генетика
genre /'ʒɒnɜ:/ *n* жанр
gentle /'dʒentl/ *a* м'який, добрий;
 легкий; пологий
germ /dʒɜ:m/ *n* мікроб, бактерія
gift /gɪft/ *n* подарунок
giggle /'gɪgl/ *v* хихотіти, хихикати
glove /glʌv/ *n* рукавичка
glue /glu:/ *n* клей; *v* клеїти
goalkeeper /'gəʊlki:pə/ *n* воротар
God /gɒd/ *n* Бог
godmother /'gɒdmʌðə/ *n* хрещена мати
goggles /'gɒglz/ *n pl* захисні окуляри
 (для плавання тощо)
goose /gu:s/ *n* гуска; гусак
government /'gʌvənmənt/ *n* уряд
gown /gaʊn/ *n* сукня; просторий
 домашній одяг
grab /græb/ *v* хапати
gracious /'greɪʃəs/ *a* милосливий,
 милосердний; *int* Боже!; Му -! Боже
 мій!
grade /greɪd/ *n* 1. ступінь; 2. *амер.* клас
 (у школі)
graduate /'grædʒueɪt/ *v* закінчувати
 вищий навчальний заклад; *амер.*
 закінчувати будь-який навчальний
 заклад
grain /greɪn/ *n* зерно
grate /greɪt/ *v* терти (на тертушці)
greasy /'greɪzi/ *a* жирний; брудний

greengrocer's /'grɪŋgrəʊsəz/ *n* овочевий магазин
greet /grɪt/ *v* вітати
grill /grɪl/ *v* смажити на рашпері
grin /grɪn/ *v* шкірити зуби, посміхатися; скалитися
groan /grəʊn/ *v* стогнати
grocery store бакалійна крамниця
grow /grəʊ/ *v* вирощувати
grown-up /'grəʊn'ʌp/ *n* доросла людина
guardian /'gɑ:dɪən/ *n* охоронець; страж
guest /gest/ *n* гість
guide /gaɪd/ *n* гід, екскурсивод
guidebook /'gaɪdbʊk/ *n* путівник
gun /gʌn/ *n* рушниця
gut /gʌt/ *n pl* розм. мужність; характер; \diamond to have ~s мати силу волі
gym /dʒɪm/ *скор. від* gymnasium
gymnasium /dʒɪm'neɪzɪəm/ *n* гімнастичний зал
gymnastics /dʒɪm'næstɪks/ *n* гімнастика

Н

habit /'hæbɪt/ *n* звичка
hacker /'hækə/ *n* хакер
ham /hæm/ *n* шинка
hammer /'hæmə/ *n* молоток
handball /'hændbɔ:l/ *n* ручний м'яч, гандбол
handcrafted /'hændkrɑ:ftɪd/ *a* ручної роботи
handicapped /'hændɪkæpt/ *a* з фізичними вадами
handsome /'hæn(d)səm/ *a* гарний (звуч. про чоловіка)
hands-on /'hændz'ɒn/ *a* практичний; пов'язаний з життям
hang /hæŋ/ *v* вішати; висіти
happen /'hæpən/ *v* відбуватися; ставатися; траплятися
hard /hɑ:d/ *a* важкий, складний
hardly /'hɑ:dlɪ/ *adv* ледь, ледве
harm /hɑ:m/ *n* шкода, збиток
harmful /'hɑ:mful/ *a* шкідливий; згубний; небезпечний
harmless /'hɑ:mlɪs/ *a* нешкідливий; безпечний
hate /heɪt/ *v* ненавидіти
headache /'hedɪk/ *n* головний біль
headline /'hedlɑ:n/ *n* заголовок
health /helθ/ *n* здоров'я
heart doctor кардіолог
heat /hit/ *n* спека, жара

height /haɪt/ *n* висота, зріст
helicopter /'helɪkɒptə/ *n* вертоліт
helmet /'helmt/ *n* шолом
helpful /'helpfʊl/ *a* корисний
heritage /'herɪtɪdʒ/ *n* 1. спадок; 2. традиція
hide /haɪd/ *v* ховатися; приховувати
highway /'haɪweɪ/ *n* автомагістраль, автострада
hire /'haɪə/ *v* наймати
hit /hɪt/ *v* бити, ударити
hitch-hike /'hɪtʃ'haɪk/ *v* подорожувати автостопом
hold /həʊld/ *v* тримати; \diamond ~ on! стій! почекай!
hole /həʊl/ *n* дірка; отвір
home-made /'həʊm'meɪd/ *a* домашнього виготовлення, домашній
honey /'hʌni/ *n* мед
hook /hʊk/ *n* гачок
hoover /'hu:evə/ *n* розм. пылесос; *v* розм. пылесосити
hop /hɒp/ стрибати (скакати) на одній нозі; підстрибувати; перестрибувати
horn /hɔ:n/ *n* 1. ріжок
horror /'hɔ:rə/ *n* жах, страх
horseback /'hɔ:zbæk/ *adv* верхи
horse racing перегони, скачки
household /'haʊshəʊld/ *a* хатній, домашній
however /'haʊ'evə/ *adv* як би не; *conj* проте, однак, незважаючи на це
hug /hʌg/ *v* міцно обіймати; стискати в обіймах
huge /hju:dʒ/ *a* величезний, гігантський
human /'hju:mən/ *a* людський
humanities /'hju:mænɪtɪz/ *n* гуманітарні науки
humanity /'hju:mænɪtɪ/ *n* людство
hunt /hʌnt/ *v* полювати
hurry /'hʌp/ *v* поспішати
hurt /hɜ:t/ *v* 1. робити боляче; 2. порізати; поранити

I

icing /'aɪsɪŋ/ *n* цукрова глазур
image /'ɪmɪdʒ/ *m* зображення; уявний образ
imagination /ɪ'mædʒɪ'neɪʃn/ *n* уява
imaginative /ɪ'mædʒɪ'nətɪv/ *a* 1. наділений багатую уявою; 2. образний
imagine /ɪ'mædʒɪn/ *v* уявляти

IMAX (скор. від Image Maximum)

1. сучасна система для демонстрації кінофільмів, яка максимально збільшує зображення на екрані;
2. побудований за новітніми технологіями кінотеатр, у якому застосовують цю систему

immediately /'ɪmɪdiətli/ *adv* негайно, зараз же

impatient /ɪm'peɪʃnt/ *a* нетерплячий; неспокійний

include /ɪn'kluːd/ *v* містити в собі; включати до себе

incredible /ɪn'kredɪbl/ *a* неймовірний

independent /,ɪndɪ'pendənt/ *a* незалежний

independently /,ɪndɪ'pendəntli/ *adv* незалежно

indicate /'ɪndɪkeɪt/ *v* указувати; свідчити (про щось)

indoor /ɪn'dɔː/ *a* який відбувається в приміщенні

industry /'ɪndʌstri/ *n* промисловість

inform /ɪn'fɔːm/ *v* інформувати, повідомляти

ingredient /ɪn'grɪdiənt/ *n* компонент, складова частина

inhabitation /ɪn,hæbɪ'teɪʃn/ *n* місце проживання

injection /ɪn'ʃekʃn/ *n* ін'єкція

injury /ɪn'ʃʊəri/ *n* рана, поранення; забите місце; травма

inner /'ɪnə/ *a* внутрішній

inspection /ɪn'spekʃn/ *n* перевірка

instead /ɪn'stəd/ *adv* замість, натомість

intellectual /ɪntə'lektʃʊəl/ *a* розумовий

intelligence /ɪn'telɪdʒəns/ *n* розум

intensive care unit відділення реанімації

intention /ɪn'tenʃn/ *n* намір

interactive /,ɪntər'æktɪv/ *a* взаємодіючий; що впливають один на одного

interesting /'ɪntrəstɪŋ/ *a* цікавий

intermediate care unit терапевтичне відділення

invent /ɪn'vent/ *v* винаходити

invention /ɪn'venʃn/ *n* винахід

inventor /ɪn'ventə/ *n* винахідник

investigate /ɪn'vestɪgeɪt/ *v* досліджувати

irresponsible /ɪr'spɒnsɪbl/ *a* безвідповідальний

italics /ɪ'tælɪks/ *n pl* курсив

J

jacket /'ʃækt/ *n* жакет; куртка

jar /ʃɑː/ *n* банка; глек; кухоль

jelly /'ʃɛli/ *n* желе

jewel /'ʃuːəl/ *n* коштовність

jewelry /'ʃuːəlɪ/ *n* ювелірні вироби

jogging /'ʃɔːdʒɪŋ/ *n* біг підтюпцем

join /ʃɔɪn/ *v* приєднуватися

junk food неповноцінна їжа (в закусточних, автоматах тощо); готова кулінарна продукція (часто з харчових сурогатів)

just /ʃʌst/ *adv* щойно; якраз; саме

K

kettle /'ketl/ *n* чайник (для кип'ятіння води)

kick /kɪk/ *v* ударяти ногою; пробити (про м'яч)

kind /kaɪnd/ *n* вид, тип, сорт; *a* добрий, лагідний

kinetoscope /kɪ'netəskəʊp/ *n* фільмопроектор

kingdom /'kɪŋdəm/ *n* королівство

kit /kɪt/ *n* комплект, набір (речей, інструментів тощо)

kite /kaɪt/ *n* паперовий змій

knee /niː/ *n* коліно

knight /naɪt/ *n* лицар

knit /nɪt/ *v* в'язати, плести

L

lab /læb/ *n* лабораторія

label /'leɪbl/ *n* етикетка, ярлик

lad /læd/ *n* парубок, юнак

ladder /'lædə/ *n* драбина

ladle /'leɪdl/ *n* черпак, ківш; велика ложка

lamb /læm/ *n* ягня

lane /leɪn/ *n* вузька вуличка, провулок

lantern /'læntən/ *n* ліхтар

laptop /'læptɒp/ *n* ноутбук, портативний комп'ютер

last /lɑːst/ *n* останній

law /lɔː/ *n* закон

layer /'leɪə/ *n* шар, пласт

leaf /liːf/ *n* листок

lean /liːn/ *a* нежирний (про м'ясо)

least /liːst/ *a* найменший; *adv* найменше

leather /'leðə/ *n* шкіра

lend /lend/ *v* позичати

length /lenθ/ *n* довжина

less /les/ *a* менший; менш важливий;
adv менше

let /let/ *v* 1. дозволяти; надавати можливість; 2. випускати; випускати

lettuce /'letis/ *n* салат-латук

lie /lai/ *n* неправда, брехня

life jacket рятувальний жилет

lift /lift/ *v* піднімати

light /laɪt/ *n* світло, *a* світлий; *v* запалювати

lighting /'laɪtɪŋ/ *n* освітлення

linguist /'lɪŋgwɪst/ *n* лінгвіст

liquid /'lɪkwɪd/ *n* рідина

litter /'lɪtə/ *n* сміття

live /laɪv/ *a* який передається безпосередньо в ефір; прямий (*про передачу*)

lobby /'lɒbi/ фойє, хол, вестибюль

lock /lɒk/ *v* замикати(ся) на замок

log /lɒg/ *n* колода; деревина

log-book /'lɒgbʊk/ бортовий журнал польотів

loose /luːs/ *a* просторий; широкий; неприлягаючий (*про одяг*)

lorry /'lɒrɪ/ *n* вантажний автомобіль

lost /lɒst/ *a* загублений; втрачений; пропавий

lover /'lʌvə/ *n* улюбленець

lower /'ləʊə/ *v* спускати; знижувати(ся); зменшувати висоту

luck /lʌk/ *n* успіх

luggage /'lʌdʒɪ/ *n* багаж

lung /lʌŋ/ *n* легена

M

mad /mæd/ *a* божевільний; скажений

mail /meɪl/ *n* пошта

male /meɪl/ *n* чоловік; *a* чоловічої статі

manage /'mænɪdʒ/ *v* справитися; ухитритися

manual /'mænjʊəl/ *a* ручний

marathon /'mæɹəθɒn/ *n* марафон

marble /'mɑːbl/ *n* мармур

marionette /'mæɹɪə'net/ *n* маріонетка

market /'mɑːkɪt/ *n* базар, ринок

marmalade /'mɑːməleɪd/ *n* мармелад; джем; повидло

marry /'mæɹɪ/ одружуватися

martial art «мистецтво бою» (*спортивна боротьба типу карате, дзюдо і кунфу*)

masterpiece /'mɑːstəpiːs/ *n* шедевр

meal /miːl/ *n* їда, вживання їжі

mean /miːn/ *v* означати

meaning /'miːnɪŋ/ *n* значення

meanwhile /'miːnwaɪl/ *adv* тим часом

medical records department картотека медичних карток; архів (*де зберігаються історії хвороб*)

medicine /'medsɪn/ *n* 1. медицина; 2. медикамент

melon /'melɒn/ диня

melt /melt/ *v* 1. танути; 2. розтоплювати

memory /'meməri/ *n* пам'ять, згадка

mental /'mentəl/ *a* розумовий

messenger /'mesɪndʒə/ *n* посланець

microwave /'maɪkrəweɪv/ *n* мікрохвильова піч

midst /mɪdst/ *n* середина

minced /mɪnst/ *a* січений

mind /maɪnd/ *n* розум; *v* заперечувати

mint /mɪnt/ *n* м'ята

miserable /'mɪzərəbl/ *a* нещасний, бідолошний

miss /mɪs/ *v* 1. спізнитися, пропустити; 2. скучати

missing /'mɪsɪŋ/ *a* відсутній; якого не вистачає

mission /'mɪʃn/ *n* місія

mission control центр управління польотом

misty /'mɪsti/ *a* туманний; невиразний

misunderstand /mɪsʌndə'stænd/ *v* неправильно розуміти

mix /mɪks/ *v* змішувати; змішуватися

mixture /'mɪksʃə/ *n* суміш

monk /mɒŋk/ *n* монах, чернець

month /mɒnθ/ *n* місяць

monument /'mɒnjumənt/ *n* пам'ятник

mor /mɔːr/ *n* швабра

motorbike /'mɔːtəbaɪk/ *n* мопед

motto /'mɒtəʊ/ *n* лозунг, девіз

mount /maʊnt/ *n* гора

mousy-quiet /'maʊsɪkwaɪət/ *adv* тихо, як мишка

movie /'muːvi/ *n* амер. розм. кінокартина, кінофільм

munchkin /'mʌntʃkɪn/ *n* розм. чавкун

muscle /'mʌsl/ *n* м'яз

mushroom /'mʌʃrʊm/ *n* гриб

mute /mjuːt/ *a* німий

mutter /'mʌtə/ *v* мимрити, бубоніти

mutton /'mʌtn/ *n* баранина

mysterious /mɪ'stɪəriəs/ *a* таємничий

mystery /'mɪstəri/ *n* таємниця

myth /mɪθ/ *n* міф

N

napkin /'næpkɪn/ *n* серветка
narrow /'nærəʊ/ *n* вузький
nasty /'nɑːsti/ *a* мерзенний; брудний
native /'neɪtɪv/ *a* 1. рідний; 2. природний, природжений
natural /'nætʃrəl/ *a* природний; натуральний
navy /'neɪvɪ/ військово-морський флот; військово-морські сили
nearby /nɪə'baɪ/ *adv* поблизу
neat /ni:t/ *a* охайний, чистий, акуратний
necessity /nə'sesɪtɪ/ *n* необхідність
necklace /'neɪklɪs/ *n* намисто
need /ni:d/ *v* потребувати
needle /'ni:dl/ *n* голка
neighbour /'neɪbə/ *n* сусід
neighbourhood /'neɪbəhʊd/ *n* сусідство
nest /nest/ *n* гніздо
nevertheless /,nevəðə'les/ *adv* все-таки; *con*i проте, незважаючи на
nice /naɪs/ *a* гарний, милий, приемний
nickelodeon /,nɪklə'dəʊn/ *n* дешевий кінотеатр
nobleman /'nəʊblmən/ *n* вельможа, аристократ
nod /nɒd/ *v* кивати головою
nonsense /'nɒnsəns/ *n* дурниця, нісенітниця
noodle /'nu:dl/ *n* локшина
note /nəʊt/ *n* запис; замітка; записка; *v* занотовувати
notion /'nəʊʃn/ *n* поняття
nurse /nɜːs/ *n* медсестра
nursery /'nɜːsəri/ *n* дитяча кімната
nut /nʌt/ *n* горіх

O

object /'ɒbdʒɪkt/ *n* 1. предмет, річ; 2. мета
observation /,ɒbzɜː'veɪʃn/ *n* спостереження
occur /ə'kɜː/ *v* траплятися; відбуватися
omnivore /'ɒmnɪvɜː/ *n* всеїдна істота (*звір або людина*)
operation /,ɒpə'reɪʃn/ *n* операція
opinion /ə'pɪnɪən/ *n* думка
opponent /ə'pəʊnənt/ *n* суперник
orchestra pit оркестрова яма
ordinary /'ɔːdnəri/ *a* звичайний, звичний; ординарний
organ /'ɔːɡən/ *n* орган, частина тіла
organic /ɔː'ɡæɪnɪk/ *a* органічний

original /ə'ɒrɪdʒənəl/ *a* справжній; оригінальний
Ouch! /aʊtʃ/ *int* Ой!
oven /'ʌvən/ *n* піч
overall /əʊvə'ɔːl/ *n* робочий халат; *pl* комбінезон
overcome /əʊvə'kʌm/ *v* долати, перемогати
overcrowded /əʊvə'kraʊdɪd/ *a* переповнений
overweight /'əʊvəweɪt/ *n* зайва вага; *a* який має зайву вагу
own /əʊn/ *v* володіти
oxygen /'ɒksɪdʒən/ *n* кисень

P

package /'pækɪdʒ/ *n* упаковка; пакунок
paddle /'pædl/ *n* весло
pain /peɪn/ *n* біль
paint /peɪnt/ *n* фарба; *v* малювати фарбами
pair /peə/ *n* пара
pancake /'pæŋkeɪk/ *n* млинець; оладок
pants /pænts/ *n pl* штани
Paralympics /,pærə'lɪmpɪks/ *n* Параолімпійські ігри
paralysed /'pærələɪzd/ *a* паралізований
paramedic /,pærə'medɪk/ *n* амер. медпрацівник із середньою освітою; медсестра, фельдшер *тощо*
parlour /'pɑːlə/ *n* вітальня
parsley /'pɑːshl/ *n* петрушка
participant /pɑː'tɪsɪpənt/ *n* учасник
participate /pɑː'tɪsɪpeɪt/ *v* брати участь
part-time /,pɑːt'taɪm/ *a* не повністю зайнятий
pasta /'pæstə/ *n* 1. макаронний виріб; макаронні вироби, спагеті; 2. страви з макаронів (*з помідорами, сиром тощо*)
pastime /'pɑːstaɪm/ *n* розвага; гра
pat /pæt/ *v* поплескувати (*когось*); поглядати (*когось*)
patient /'peɪʃənt/ *n* пацієнт
pattern /'pætən/ *n* модель; зразок, взірець
patterned /'pætənd/ *a* прикрашений візерунком
pause /pəʊz/ *n* пауза
pave /peɪv/ *v* брукувати, вистилати
pavement /'peɪvmənt/ *n* тротуар
payment /'peɪmənt/ *n* плата; платіж; оплата
pea /piː/ *n* горох; горошина

peach /pi:tʃ/ *n* персик
pear /peə/ *n* груша
pediatric /,pi:di'ætrɪk/ *a* педіатричний
pediatrician /,pi:di'ætrɪʃn/ *n* педіатр
peel /pi:l/ *v* чистити (*овочі, фрукти*)
peer /piə/ *v* підглядати; заглядати
penicillin /,penɪ'sɪlɪn/ *n* пеніцилін
pen pal /'penpæl/ друг із листування
pepper /'pepə/ *n* перець
pepperoni /,pepə'ɔ:ni/ *n* пепероні
(*сорт італійської присмаченої спеціями сирокоченої ковбаси*)
perfectly /'pɜ:fɪktli/ *adv* 1. цілком, зовсім; 2. чудово, прекрасно
perform /pə'fɔ:m/ *v* виконувати; здійснювати
performance /pə'fɔ:məns/ *n* вистава
permission /pə'mɪʃn/ *n* дозвіл
personal /'pɜ:snəl/ *a* особистий; власний
petrol /'petrəl/ *n* бензин; моторне пальне
pharmacy /'fɑ:məsi/ *n* аптека
pick up *phr v* піднімати; збирати
pickle /'pɪkl/ *n* солоний або маринований огірок
pickling /'pɪklɪŋ/ *n* квашення; засолування; маринування
pierced /'pɪəs/ *a* проколотий
pill /pɪl/ *n* пілюля
pineapple /'paɪnæpl/ *n* ананас
pitch /pɪtʃ/ *n* смола; бітум
plain /pleɪn/ *a* ясний; явний, очевидний; простий, невігядливий
plant /plɑ:nt/ *n* рослина
plaster /'plæstə/ *n* гіпс
playwright /'pleɪraɪt/ *n* драматург
pleasing /'pli:zɪŋ/ *a* приємний; привабливий
plot /plɒt/ *n* сюжет
plug in *phr v* вмикати в мережу
plural /'plʊərəl/ *n* грам. множина
pneumonia /nju:'mɔ:niə/ *n* пневмонія, запалення легенів
pole /pəʊl/ *n* жердина; спорт. жердина для стрибків
pole-vault /'pəʊlvɔ:lt/ *v* спорт. стрибати з жердиною
polish /'pɒlɪʃ/ *v* полірувати; наводити лиск (глянс)
polka-dotted /'pɒlke'dɒtɪd/ *a* в горошок (*про тканину*)
pond /pɒnd/ *n* ставок, водойма
pool /pu:l/ *n* басейн

popular /'pɒpjələ/ *a* популярний, відомий
pork /pɔ:k/ *n* свинина
post /pəʊst/ *n* пошта
pot /pɒt/ *n* горщик; каструля
poultry /'pəʊltɪ/ *n* збірн. свійська птиця
pour /pɔ:/ *v* лити(ся); наливати
powder /'paʊdə/ *n* порошок
prairie /'preəri/ *n* прерія; степ
pray /preɪ/ *v* молитися
predict /prɪ'dɪkt/ *v* передрікати, провіщати; передбачати
prediction /prɪ'dɪkʃn/ *n* прогноз; прогноздо
prefer /prɪ'fɜ:/ *v* віддавати перевагу
pre-human /prɪ'hju:mən/ *a* який існував до появи людини
premier /'premiə/ *n* прем'єра
prescription /prɪ'skrɪpʃn/ *n* рецепт; прописані ліки
presently /'prezntli/ *adv* незабаром; через хвилину; тепер, зараз
press /pres/ *v* тиснути; пресувати; прасувати
pretence /prɪ'tens/ *n* 1. удавання; обман; 2. відмовка; привід
pretender /prɪ'tendə/ *n* обманщик, ошуканець
previous /'pri:vɪəs/ *a* попередній
principal /'prɪnsəpl/ *a* головний, основний
printing /'prɪntɪŋ/ *n* друкування; друкарська справа
prison /'prɪzn/ *n* в'язниця
prize /praɪz/ *n* нагорода
processed /'prəʊsɪst/ *a* оброблений
produce /prə'dju:s/ *v* виробляти, виготовляти
product /'prɒdʌkt/ *n* продукт; виріб
production /prə'dʌkʃn/ *n* продукція
promise /'prɒmɪs/ *v* обіцяти
prompt /'prɒmpt/ *n* підказка
pronoun /'prəʊnaʊn/ *n* грам. займенник
pronounce /'prəʊnaʊns/ *v* вимовляти
pronunciation /prə'nʌnsɪ'eɪʃn/ *n* вимова
proprietor /prə'praɪətə/ *n* власник
protect /prə'tekt/ *v* захищати
protein /'prəʊtɪ:n/ протеїн, білок
psychologist /saɪkə'lɒdʒɪst/ *n* психолог
pub /pʌb/ *n* пивниця; бар; закусошна; шинок
pull /pʊl/ *v* тягти; смикати; сіпати
pumpkin /'pʌmpkɪn/ *n* гарбуз
punctual /'pʌŋktʃʊəl/ *a* пунктуальний; точний

puppet /'pʌpɪt/ *n* маріонетка
puppeteer /'pʌpɪtiə/ *n* ляльковик
puppetry /'pʌpɪtri/ *n* 1. ляльки;
2. мистецтво ляльковика
push /puʃ/ *v* штовхати

Q

quantity /'kwɒntəti/ *n* кількість
questionnaire /'kwɛʃənə'neə/ *n* анкета;
запитальник
quiz /kwɪz/ *n* вікторина

R

race /reɪs/ *n* перегони
raft /rɑ:ft/ *n* пліт
rag /ræg/ *n* ганчірка; *pl* лахміття,
дрантя
rainbow trout райдужна форель
raincoat /'reɪnkəʊt/ *n* плащ
range /reɪndʒ/ *n* ряд, низка
rank /ræŋk/ *n* ряд; шеренга
rare /reə/ *a* рідкісний
rarely /'reəli/ *adv* нечасто, рідко
rash /ræʃ/ *n* висип
rate /reɪt/ *n* оцінка
raw /rɔ:/ *a* сирий
ray /reɪ/ *n* промінь
ready-made /'redɪmeɪd/ *a* готовий (*про*
одяг)
realize /'riəlaɪz/ *v* усвідомлювати
really /'riəli/ *adv* справді, насправді
reason /'ri:zn/ *n* причина
recently /'ri:snth/ *adv* недавно; цими
днями
recipe /'resɪpi/ *n* рецепт
recite /ri'saɪt/ *v* декламувати
record /rɪ'kɔ:d/ *v* записувати; запи-
сувати на плівку
recording /rɪ'kɔ:dɪŋ/ *n* запис; звуко-
запис
recreational /,rekri'eɪʃnəl/ *a* розва-
жальний
recycle /ri'saɪkl/ *v* рециркулювати,
переробляти
referee /,refə'reɪ/ *n* суддя
reference /'refrəns/ *n* довідник
reflect /rɪ'flekt/ *v* відображати
refrigerator /rɪ'frɪdʒɪreɪtə/ *n* холо-
дильник
region /'ri:ʃən/ *n* область
rehearse /rɪ'hɜ:s/ *v* репетирувати
reheat /ri:'hi:t/ *v* підігрівати
relation /rɪ'leɪʃn/ *n* відношення,
зв'язок, залежність

relax /rɪ'læks/ *v* розслаблятися; робити
передпшку
relaxed /rɪ'lækst/ *a* розслаблений
religion /rɪ'lɪdʒən/ *n* релігія
remarkable /rɪ'mɑ:kəbl/ *a* чудовий,
дивовижний; видатний
remedy /'remɪdi/ *n* лікувальний засіб
remind /rɪ'maɪnd/ *v* нагадувати
remote control unit *n* дистанційний
пульт управління
repair /pɪ'reə/ *v* ремонтувати
repay /rɪ'peɪ/ *v* відплачувати; віддя-
чувати
replace /rɪ'pleɪs/ *v* 1. ставити на місце;
2. повертати; 3. поповнювати;
4. міняти
reply /rɪ'plai/ *v* відповідати
represent /,reprɪ'zɛnt/ *v* представляти,
репрезентувати
reptile /'reptail/ *n* рептилія
research /rɪ'sɜ:s/ *n* дослідження
reserve /rɪ'zɜ:v/ *v* зберігати
resign /rɪ'zam/ *v* складати з себе
обов'язки; відмовлятися від посади
respect /rɪ'spekt/ *v* поважати
response /rɪ'spɒns/ *n* відповідь
restart /rɪ'stɑ:t/ *v* починати спочатку
restaurant /'restɒrənt/ *n* ресторан
restore /rɪ'stɔ:/ *v* відновлювати
review /rɪ'vju:/ *n* огляд; перегляд;
розгляд; перевірка
revision /rɪ'vɪʒn/ *n* повторення
revive /rɪ'vaɪv/ *v* відроджуватися;
відроджувати
rewind /rɪ'waɪnd/ *v* перемотувати
rhythm /'rɪðəm/ *n* ритм
ride /raɪd/ *n* атракціон; *v* їхати верхи;
їхати
rise /raɪz/ *v* підніматися; підвищу-
ватися
ritual /'rɪtʃuəl/ *n* ритуал
roast /rəʊst/ *v* смажити
rock /rɒk/ *n* скеля
rocking chair крісло-гойдалка
rod /rɒd/ *n* хворостина; хлист; прутик
role model /rəʊlmɒdl/ *n* взірець для
наслідування
roll /rəʊl/ *n* булочка
rollerblade /'rəʊləbleɪd/ *v* кататися на
роликових ковзанах
rolling pin /'rəʊlɪŋpɪn/ *n* качалка (для
розкачування тіста)
romantic /rəʊ'mæntɪk/ *n* романтик
roof /ru:f/ *n* дах, покрівля

rope /rəʊp/ *n* мотузка
rotating /rəʊ'teɪtɪŋ/ *a* який обертається
route /raʊt/ *n* маршрут
row /rəʊ/ *n* ряд; ряд (*у театрі тощо*);
розм. ряд будинків
royal /'rɔɪəl/ *a* королівський
rub /rʌb/ *n* тертя; стирання; *v* терти;
 тертися
rubbish /'rʌbɪʃ/ *n* сміття
rug /rʌg/ *n* килим, килимок
rust /rʌst/ *n* іржа; *v* іржавіти
rye /raɪ/ *n* жито

S

sack /sæk/ *n* мішок
safe /seɪf/ *a* безпечний
sail /seɪl/ *n* вітрило; *v* плисти
sailor /'seɪlə/ *n* моряк
saint /seɪnt/ *a* святий
salmon /'sælmən/ *n* лосось, сьомга
sample /'sɑ:mpl/ *n* зразок; взірець
satisfied /'sætɪsfɑɪd/ *a* задоволений
sauce /sɔ:s/ *n* соус
saucerpan /'sɔ:sprən/ *n* каstrуля
sausage /'sɔ:sɪdʒ/ *n* ковбаса
saw /sɔ:/ *n* пила, пилка
scald /'skɔ:ld/ *n* опік (*окропом, паром*); *v*
 обшпарити
scarecrow /'skeəkrəʊ/ *n* опудало (*на*
городі, в саду)
scared /'skeəd/ *a* зляканий,
 переляканий
scene /si:n/ *n* сцена
scenery /'si:nəri/ *n* (театральні)
 декорації
scholar /'skɒlə/ *n* учений
science fiction наукова фантастика
score /skɔ:/ *n* спорт. рахунок
scratch /skrætʃ/ *n* подряпина; *v* дряпати
scream /skri:m/ *v* пронизливо кричати,
 лементувати
screen /skri:n/ *n* екран
screenplay /'skri:npleɪ/ *n* сценарій
screenwriter /'skri:nraɪtə/ *n* сценарист
scrub /skrʌb/ *v* 1. чистити, скребти;
 2. терти, розтирати
scuba diving підводне плавання з
 аквалангом
sculpture /'skʌlptʃə/ *n* скульптура
search /sɜ:tʃ/ *n* пошук; *v* шукати
seasick /'si:sɪk/ *a* який страждає від
 морської хвороби
seat /si:t/ *n* місце (*для сидіння*);
 стілець, крісло

seed /si:d/ *n* 1. насіння; 2. збірн.
 насіння
segway /'segweɪ/ *n* самобалансувальний
 скутер на одну людину, який працює
 від акумулятора (*витрати на під-*
зарядку не перевищують 25 копійок
на день)
seldom /'seldəm/ *adv* рідко
selfish /'selfɪʃ/ *a* егоїстичний
semifinal /,semɪ'faɪnl/ *n* півфінал
sense /sens/ *n* 1. почуття, відчуття;
 2. сенс, значення, смисл
sensitive /'sensɪtv/ *a* чутливий;
 уразливий
sentence /'sentəns/ *n* речення
separate /'sepəreɪt/ *a* окремий; відокрем-
 лений; самостійний
serial /'sɪəriəl/ *n* серіал
servant /'sɜ:vənt/ *n* слуга; служниця
serve /sɜ:v/ *v* 1. слугувати; 2. служити,
 працювати
sesame /'sesəmi/ *n* кунжут
set /set/ *n* 1. декорація; 2. знімальний
 майданчик
sew /səʊ/ *v* шити; зашивати; при-
 шивати
shadow /'ʃædəʊ/ *n* тінь
shake /ʃeɪk/ *n* коктейль
shallow /'ʃæləʊ/ *a* мілкий
shame /ʃeɪm/ *n* сором
shape /ʃeɪp/ *n* 1. форма; 2. стан;
 3. спортивна форма; 4. зразок,
 шаблон
share /ʃeə/ *v* 1. ділити; 2. ділитися
sharp /ʃɑ:p/ *a* гострий, вигострений
sheep /ʃi:p/ *n* вівця
sheet /ʃi:t/ *n* 1. простирадло; 2. аркуш
 (*паперу*)
shell /ʃel/ *n* черепашка
shopping mall *амер.* торговельний
 пасаж
shot /ʃɒt/ *n* постріл
shout /ʃaʊt/ *v* кричати; вигукувати
sick /sɪk/ *a* хворий
sidewalk /'saɪdwɜ:k/ *n* тротуар
sight /saɪt/ *n* zip
sightsee /'saɪtsi:/ *v* оглядати визначні
 місця
sign /saɪn/ *n* знак; *v* підписувати;
 підписуватися
silly /'sɪli/ *a* дурний, нерозумний
similar /'sɪmələ/ *a* подібний
simmer /'sɪmə/ *v* кип'ятити на малому
 вогні

simplicity /sɪm'plɪsɪti/ *n* простота, нескладність
simulation /sɪmjə'leɪʃn/ *n* моделювання, імітація
since /sɪns/ *adv* з того часу; *prep* від
single /'sɪŋɡl/ *a* єдиний, один
singular /'sɪŋɡjələ/ *n* грам. одинина
situated /'sɪtʃu'eɪtɪd/ *a* розташований
skateboard /'skeɪtbɔ:d/ *n* скейтборд, дошка на роликах для катання на асфальті
skill /skɪl/ *n* навичка, уміння
skin /skɪn/ *n* 1. шкіра; 2. хутро тварини; 3. шкірка, шкурка, лупиння
skyscraper /'skaɪskreɪpə/ *n* хмарочос
sledging /'sleɪdʒɪŋ/ *n* катання на санчатах
sleepy /'sli:pi/ *a* сонний
slice /slaɪs/ *n* шматочок, скибочка
slightly /'slaɪtli/ *adv* злегка, трохи
slipper /'slɪpə/ *n* пап'юля, капець
slope /sleɪp/ *n* схил, похилість
smart /smɑ:t/ *a* 1. розумний; 2. гарний, нарядний
smell /smel/ *n* запах; *v* пахнути
smoke /sməʊk/ *v* палити, курити
smoked /'sməʊkt/ *a* копчений
smoking /'sməʊkɪŋ/ *n* паління, куріння
smooth /smu:ð/ *a* гладенький, рівний
smorgasbord /'smɔ:gəs'bɔ:d/ *n* «шведський стіл» (різноманітні закуски, сервіровані а-ля фуршет)
snack /snæk/ *n* легка закуска
snake /sneɪk/ *n* змія
sneeze /sni:z/ *v* чхати
soap /səʊp/ *n* мило
soap opera *розм.* «мильна опера», серіал
sob /sɒb/ *v* схлипувати; ридати
sociable /'səʊjəbl/ *a* товариський, компанійський
social /'səʊʃəl/ *a* суспільний; соціальний
society /sə'saɪətɪ/ *n* суспільство
soda /'səʊdə/ *n* содова вода; газована вода
software /'sɒftweə/ *n* програмне забезпечення (для комп'ютера)
soil /sɔɪl/ *n* ґрунт; земля
solid /'sɒlɪd/ *a* 1. твердий; 2. густий, щільний
solution /sə'lu:ʃn/ *n* рішення
sore /sɔ:/ *n* болючий; хворий; запалений; чутливий

sound /saʊnd/ *n* звук
sound editor звукорежисер
sour /'saʊə/ *a* кислий
sour cream сметана
source /sɔ:s/ *n* 1. джерело; 2. основа, початок
soy /sɔɪ/ *n* соя
space /speɪs/ *n* космос, космічний простір
spaceship /'speɪʃɪp/ *n* космічний корабель
spare /speə/ *a* вільний; зайвий
spatula /'spætjələ/ *n* лопаточка, шпатель
speech /spi:tʃ/ *n* мовлення, мова
speed /spi:d/ *n* швидкість
spend /spend/ *v* витратити, тратити
spice /speɪs/ *n* приправа, спеція, пряність
spicy /'speɪsi/ *a* присмачений спеціями, пряний
spider /'spaɪdə/ *n* павук
spray /spreɪ/ *v* розбризкувати, пульверизувати
spread /spred/ *v* поширювати
sprinter /'sprɪntə/ *n* спринтер
square /skweə/ *n* площа; *a* квадратний
squash soufflé /'skwɒʃ'su:flɛɪ/ гарбузова каша
squeeze /skwi:z/ *v* вижимати, видавлювати
staff /stɑ:f/ *n* збірн. штат, штати
stage /steɪdʒ/ *n* сцена
stalls /stɔ:lz/ *n* партер
stamina /'stæmɪnə/ *n* стійкість; життєві сили, життєздатність; to have ~ бути витривалим
stare /steə/ *v* пильно дивитися
stationery /'steɪʃənri/ *n* канцприладдя
steak /steɪk/ *n* біфштекс
steal /sti:l/ *v* 1. красти; 2. робити непомітно
steam /sti:m/ *n* (водяна) пара
steam engine паровий двигун
steamer /'sti:mə/ *n* пароварка
steel /sti:l/ *a* сталевий, сталевий
steep /sti:p/ *a* крутий, стрімкий
stepmother /'stepmɔ:ðə/ *n* мачуха
stepsister /'stepsɪstə/ *n* зведена сестра
stethoscope /'steθəskəʊp/ *n* стетоскоп
stewardess /'stju:ədɛs/ *n* стюардеса
stick /stɪk/ *n* палиця
sticking plaster лейкопластир
stimulate /'stɪmjəleɪt/ *v* стимулювати

stir /stɜː/ *v* мішати, розмішувати;
збовтувати
stomachache /'stʌməkɪk/ *n* біль у
шлункку
stone /stəʊn/ *n* камінь
stool /stuːl/ *n* табурет; ослінчик
store /stɔː/ *v* запасати, накопичувати
strap /stræp/ *n* ремінець, зав'язка
strategy /'strætɪdʒi/ *n* стратегія
straw /strɔː/ *n* солома; а солом'яний
strawberry /'strɔːbɛri/ *n* полуниця
stretch /stretʃ/ *v* витягувати; витягу-
ватися
stretcher /'stretʃə/ *n* носилки (для
хворих, поранених)
strict /strikt/ *a* суворий, вимогливий
string /striŋ/ *n* мотузка; зав'язка;
шнурок
strip /stri:p/ *n* смужка; стрічка
striped /'stript/ *a* смугастий, у смужку
stuff /stʌf/ *n* речі, майно
substance /'sʌbstəns/ *n* речовина
subway /'sʌbweɪ/ *n* амер. метро
succeed /sək'siːd/ *v* досягати успіху
suddenly /'sʌdənlɪ/ *adv* раптом,
зенацька
suffer /'sʌfə/ *v* страждати
suggest /sə'dʒest/ *v* пропонувати
suitcase /'sjuːtkɛs/ *n* валіза
summary /'sʌməri/ *n* резюме, короткий
виклад; зведення, конспект
sunflower /'sʌnflaʊə/ *n* соняшник
sunlight /'sʌnlaɪt/ *n* сонячне світло
surface /'sɜːfɪs/ *n* поверхня
surgeon /'sɜːdʒən/ *n* хірург
surgical unit хірургічне відділення
surprise /sə'praɪz/ *n* сюрприз
surround /sə'raʊnd/ *v* оточувати
survey /'sɜːveɪ/ *n* опитування
survival /sə'vaɪvl/ *n* виживання
swamp /'swɒmp/ *n* болото
sweep /swi:p/ *v*мести, підмітати
sweet /swi:t/ *a* 1. солодкий; 2. приєм-
ний; чарівний, гарний
switch off *phr* *v* вимикати
switch on *phr* *v* вмикати
syllable /'sɪləbl/ *n* 1. грам. склад;
2. деталь, найдрібніша частка
symptom /'sɪmptəm/ *n* симптом
syrup /'sɪrəp/ *n* сироп

T

tablecloth /'teɪblklɒθ/ *n* скатертина
taco /'tækəʊ/ *n* таргалека

tail /teɪl/ *n* хвіст
take away *phr* *v* забирати з собою
take off *phr* *v* знімати
take out *phr* *v* виймати
talkative /'tɔːkətɪv/ *a* балакучий,
просторікуватий
tap /tæp/ *n* кран (водопровідний тощо)
tape /teɪp/ *n* магнітофонна стрічка
target /'tɑːɡɪt/ *n* ціль
taste /teɪst/ *n* смак
tasteless /'teɪstləs/ *a* несмачний
tax /tæks/ *n* податок
tear /tɪə/ *n* сльоза
tear /tɪə/ *v* рвати, розривати
teenager /'tiːneɪdʒə/ *n* підліток; юнак
або дівчина
telly /'teli/ *n* розм. телевізор
tense /tens/ *n* грам. час
terminal /'tɜːmɪnl/ *n* вокзал
terrible /'terɪbl/ *a* жахливий, страш-
ний
texture /'tekstʃə/ *n* структура
thief /θiːf/ *n* злодій
thinker /'θɪŋkə/ *n* мислитель
thirsty /'θɜːsti/ *a* спраглий
though /θəʊ/ *adv* проте, однак, втім;
conj хоч, хоча, все ж, незважаючи на,
все-таки
thought /θɔːt/ *n* думка
thread /θred/ *n* нитка
thriller /'θrɪlə/ *n* трилер
throughout /θruː'ɔːt/ *adv* повністю,
абсолютно; *prep* 1. через; 2. весь час,
протягом усього часу
throw /θrəʊ/ *v* кидати, шпурляти
thumb /θʌm/ *n* палець
thunder /'θʌndə/ *n* гроза
tidy up *phr* *v* наводити порядок,
прибирати
tie /taɪ/ *v* прив'язувати
tight /taɪt/ *a* вузький, тісний; щільний
tights /taɪts/ *n* вжив. з дієсл. у множ.
колготки
tin /tɪn/ *n* консервна банка; *v*
консервувати
tinned /tɪnd/ *a* консервований
tiny /'taɪni/ *a* дуже маленький,
крихітний
tired /'taɪəd/ *a* утомлений, зморений
tissue /'tɪʃjuː/ *n* паперова серветка
toe /təʊ/ *n* палець на носі
tool /tuːl/ *n* інструмент, знаряддя
toothpick /'tuːθpɪk/ *n* зубочистка
topic /'tɒpɪk/ *n* тема; предмет дискусії
toss /tɒs/ *v* кидати; підкидати

touchy /'tʌtʃi/ *a* образливий; надто чутливий
tournament /'tuənəmənt/ *n* турнір
towards /tə'wɔ:dz/ *prep* 1. у напрямі до; 2. щодо, стосовно
towel /'taʊəl/ *n* рушник
track /træk/ *спорт.* бігова доріжка; трек
track and field events легка атлетика
traffic /'træfɪk/ *n* рух (*транспорт*)
trailer /'traɪlə/ *n* кіноафіша, анонс
transportation /,træns'pɔ:tʃən/ *n* транспортування; транспорт
treasure /'treɪzə/ *n* скарб
treat /tri:t/ *v* 1. ставитися; 2. лікувати; 3. пригощати
treatment /'tri:tmənt/ *n* 1. ставлення; 2. лікування; 3. пригощання
tremble /'treɪbl/ *v* тремтіти
triathlon /traɪ'æθlən/ триатлон
tricky /'trɪki/ *a* підступний, хитрий, ненадійний
trophy /'trɒfi/ *n* трофей; нагорода
trout /traʊt/ *n* форель
truck /trʌk/ *n* вантажний автомобіль
truly /'tru:li/ *adv* 1. щиро; 2. правильно; 3. справді
trunk /trʌŋk/ *n* валіза
truth /tru:θ/ *n* правда
tuna /'tju:nə/ *n* тунець
turkey /'tɜ:kɪ/ *n* індик; індичка
turn off *phr v* закривати (*кран*); вимикати, гасити
turn on *phr v* відкривати (*кран*); вмикати
twice /twais/ *adv* двічі
twin room кімната на двох
twinkle /'twɪŋkl/ *v* мерехтіти

U

unable /ʌn'eɪbl/ *a* нездатний, неспроможний
unappetizing /ʌn'æpɪtaɪzɪŋ/ *a* неапетитний
uncountable /ʌn'kaʊntəbl/ *a грам.* незлічуваний
underwear /'ʌndəweə/ *n* спідня білизна
uneven /ʌn'i:vən/ *a* нерівний; нерівноцінний
unforgivable /ʌnfɔ:'gɪvəbl/ *a* непростимий
unfortunately /ʌn'fɔ:ʃnɪtli/ *adv* на жаль
ungrateful /ʌn'grɛɪtful/ *a* невдячний
universal /ju:nɪ'vɜ:sl/ *a* загальний; *всесвітній*

Universe /'ju:nɪvɜ:s/ *n* світ, всесвіт
unreliable /ʌnri'laɪəbl/ *a* ненадійний
unsafe /ʌn'seɪf/ *a* небезпечний
unsuitable /ʌn'sju:təbl/ *a* невідповідний
untidy /ʌn'taɪdɪ/ *a* неохайний, нечепурний
unusual /ʌn'ju:ʒʊəl/ *a* незвичний; незвичайний
unwilling /ʌn'wɪlɪŋ/ *a* неохайний; який не бажає
upper /'ʌpə/ *a* верхній
utensil /ju:'tensɪl/ *n* *звич. pl* посуд; начиння

V

vacuum cleaner пилосос
value /'vælju:/ *n* цінність
van /væn/ *n* мікроавтобус
vehicle /'vi:kl/ *n* транспортний засіб
view /vju:/ *n* вид, пейзаж, краєвид
viewer /'vju:ə/ *n* глядач
viewpoint /'vju:ɔɪnt/ *n* точка зору
virtual reality віртуальна реальність
visual /'vɪʒʊəl/ *a* візуальний
voice /vɔɪs/ *n* голос
volume /'vɒljʊ:m/ *n* гучність
vote /vəʊt/ *v* голосувати

W

wage /weɪdʒ/ *n част. pl* заробітна плата (*робітників*)
wagon /'wæɡən/ *n* фургон, автофургон
waiter /'weɪtə/ *n* офіціант
walkman /'wɔ:kmæn/ *n* аудіоплеєр
wallet /'wɒlɪt/ *n* гаманець
wand /wɒnd/ *n* чарівна паличка
warn /wɔ:ɪn/ *v* попереджати
warrior /'wɔ:ɪnə/ *n* воїн
waste /weɪst/ *v* марнувати; гаяти (*час*)
water-wings *n pl* надувні подушки для плавання (*у формі крил*)
waterproof /'wɔ:təpru:f/ *a* водонепроникний
watery /'wɔ:təri/ *a* 1. рідкий; 2. водяний; 3. повний сліз (*про очі*)
wave /weɪv/ *n* хвиля; *v* колихатися
wax /wæks/ *n* віск
waxwork /'wækswɜ:k/ *n* 1. ліплення з воску; 2. воскова фігура; 3. *pl* паноптикум, галерея воскових фігур
wear /weə/ *v* носити (*одяг*)
weave /wi:v/ *v* прясти
weight /weɪt/ *n* вага; *v* важити

- western** /'westən/ *n* вестерн (ковбойський кінофільм)
- wet** /wet/ *a* вологий
- wet-suit** костюм для підводного плавання
- whale** /weɪl/ *n* кит
- wheel** /wi:l/ *n* колесо
- wheelchair** /'wi:lʃeə/ *n* інвалідна коляска (для самотійного переміщення інвалідів)
- whether** /'weðə/ *conj* чи
- while** /waɪl/ *conj* у той час як
- whoop** /wu:p/ *n* вигук (що виражає здивування, радість, захват тощо)
- wicked** /'wɪkɪd/ *a* злий, недобрий; небезпечний
- widespread** /'waɪdspred/ *a* широко розповсюджений, дуже поширений
- windmill** /'wɪndmɪl/ *n* вітряк
- windsurfing** /'wɪndzɜ:fɪŋ/ *n* віндсерфінг
- wing** /wɪŋg/ *n* куліса
- wipe** /waɪp/ *v* витирати, обтирати
- wire** /waɪə/ *n* дріт; провід
- wise** /waɪz/ *a* мудрий; розумний, розсудливий
- witch** /wɪtʃ/ *n* відьма
- withdraw** /wɪð'drɔ:/ *v* скасовувати; відмінити
- wizard** /'wɪzəd/ *n* чарівник
- wonder** /'wʌndə/ *n* диво; *v* цікавитися
- wood** /wud/ *n* част. *pl* ліс, гай; *a* дерев'яний
- woodchuck** /'wudʃʌk/ *n* лісовий бабак
- woodman** /'wudmən/ *n* лісоруб
- woolen** /'wʊlən/ *a* вовняний
- worst** /wɜ:st/ *a* найгірший

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