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ENGLISH

АНГЛІЙСЬКА
МОВА

Student's
Book

8



Oksana Karpyuk

ENGLISH

Year 8

A textbook for the eighth form of secondary schools

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АНГЛІЙСЬКА МОВА

(8-й рік навчання)

**Підручник для 8-го класу
закладів загальної середньої освіти**

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STARTING UP

VOCABULARY & READING

1 Look at the list of holiday expressions.
Recall their meanings.



go sightseeing

book
accommodation

read
guidebooks

pack your
suitcase

go on day trips

make plans

try local dishes

buy
souvenirs



2 Do the quiz. Choose the right answer.

1 What's the best type of holidays for you?

- a) abroad b) at the seaside c) in the mountains

- 2 Where does the money for your holidays come from?**
a) *your parents pay for everything*
b) *your parents pay for most of the things, but you save up some pocket money*
c) *you get a job and make some money for your holidays*
- 3 The most important thing on holidays for you is:**
a) *to see new places*
b) *to have a lot of fun*
c) *to get a good rest*
- 4 Which of these activities do you like best when you're on holidays?**
a) *sightseeing*
b) *lying on the beach*
c) *walking and swimming*
- 5 Which of these is number one for you?**
a) *good weather* b) *friendly people* c) *beautiful countryside*
- 6 Where do you enjoy spending time?**
a) *at museums and art galleries* b) *in discos* c) *outdoors*
- 7 How do you relax on holidays?**
a) *you go to the cinema or theatre*
b) *you play cards*
c) *you read a book*
- 8 If you have some extra money, you like to spend it on:**
a) *a good guidebook*
b) *shopping*
c) *postcards and souvenirs*
- 9 Your ideal type of holidays would be:**
a) *with your family*
b) *with a group of friends*
c) *with your best friend*
- 10 Which of these would you choose for your next holidays?**
a) *a language course in England*
b) *a summer camp for teenagers at the seaside*
c) *a stay in the country with your family*



3 Look at your answers and find out what kind of person you are.

Most A answers:

You like travelling and learning about new places. You think holidays shouldn't be just fun but also a time to learn about new places and people.

Most B answers:

You believe holidays should be fun and nothing but fun. You like going out and spending time with your friends.

Most C answers:

You like to get a good rest on your holiday. You don't like crowded places. You prefer peace and quiet and natural beauties.

4 Match the words with their definitions.

- 1 accommodation
- 2 book
- 3 local dishes
- 4 sightseeing

- a typical food eaten in some place or in a certain region
- b place to stay (hotel, campsite, youth hostel, bed and breakfast place ...)
- c visiting places of interest as a tourist
- d reserve accommodation, a ticket, etc.



5 Look at the quiz and find the words for:

- 1 something you buy to remind you of a place where you spent your holiday S.....
- 2 places away from your own country a.....
- 3 visiting places of interest as a tourist S.....

6 Look at the words below. Check with a friend if you understand what they mean. Ask your teacher for help if you have a problem.

water skiing swimming dancing fishing

a big city windsurfing camping visiting museums

sunbathing the mountains hiking photographing

the countryside cycling volleyball the beach

tennis diving a seaside resort writing postcards

7 Sort out the words from task 6 in your notebook.

TYPE OF PLACE	ACTIVITIES



GRAMMAR



PRESENT TENSES

1 a) Match the sentences to the tenses below.

Are you **doing** anything at the moment?

Jim **has** already **done** lots of work today.

Bill never **does** anything.

Present Simple

Present Continuous

Present Perfect

b) Complete the rules with the words from the box.

present, regularly, at the moment

- We use the Present Continuous Tense for something that is happening
- We use the Present Simple Tense for something that happens
- We use the Present Perfect Tense for something in the past which tells us something about the

c) Make up your own sentences using the tense forms above.

2 Copy the table and identify different forms of English present tenses. Fill in the gaps.

English present tenses	Questions	Positive answers	Negative answers
Present ...	Is he still watching <i>Titanic</i> ?	Yes, he is.	No, he isn't.
Present ...	Do you sometimes go to the cinema?	Yes, I do.	No, I don't.

Present ...	Have you already seen <i>Titanic</i> ?	Oh yes, I have. And I'm quite impressed by it.	No, I haven't.
--------------------	----------------------------------------	---------------------------------------------------	----------------

3 Revise the English grammar rules you learnt in English lessons last year. Check your knowledge by doing the following Grammar Quiz.

1	Which of the present tenses do English speakers usually use when they describe an activity which is in progress at the present moment?	a) <i>Present Simple</i> b) <i>Present Continuous</i> c) <i>Present Perfect</i>
2	Which of the present tenses is used to describe a regularly repeated action?	a) <i>Present Simple</i> b) <i>Present Continuous</i> c) <i>Present Perfect</i>
3	Which of the present tenses describes an action that happened at an indefinite time before the present?	a) <i>Present Simple</i> b) <i>Present Continuous</i> c) <i>Present Perfect</i>
4	Which of the present tenses is used to describe something that is generally true?	a) <i>Present Simple</i> b) <i>Present Continuous</i> c) <i>Present Perfect</i>
5	Which of the tenses should be used to describe thoughts and states with the focus on them and not on the activities?	a) <i>Present Simple</i> b) <i>Present Continuous</i> c) <i>Present Perfect</i>
6	Which of the tenses is usually used with such adverbs as 'so far', 'up to now', 'already', 'yet', 'just'?	a) <i>Present Simple</i> b) <i>Present Continuous</i> c) <i>Present Perfect</i>

LEARNING TIP

When you learn a language, you have to learn different tenses.

While revising or learning a tense form try to think about:

- a three basic forms of any tense: positive (розповідна), negative (заперечна) and interrogative (питальна);
- b two other important questions:
 - Is the tense form the same for all persons (I, you, he, we, etc)?
 - Are there any irregular verbs?

PAST TENSES

4 a) Match these sentences to the tenses below.

Pete **put** his books away on the bookshelf.

She **had put** the medicine on its place before Tim asked her for it.

Past Simple

Past Perfect

b) Complete these rules.

definite, past

- We use the Past Simple for a ... action.
- We use the Past Perfect for an action which happened before a ... time in the past.

c) Make up your own sentences using the tense forms above.

5 Group up the sentences into the following columns.

Past Perfect Tense / Past Simple Tense

- 1 I had read the book before she came.
- 2 He never did it.
- 3 My family went to the seaside last summer.

- 4 She didn't put her hat on.
- 5 Had he arrived before the show began?
- 6 When did you feed the parrot?

6 Complete the text with the Past Simple of the verbs in brackets.

a) *What did Jack do yesterday morning?*

Jack ... (*sleep*) until 6.30 am. He ... (*get*) up at 7. First, he ... (*read*) his school timetable and ... (*put*) his books in the bag. Then he ... (*drink*) a glass of warm milk and ... (*eat*) some toast with jam and butter. After that, he ... (*cut*) two slices of bread and ... (*make*) a sandwich. Before he ... (*leave*) the house, he had fed his dog. He ... (*meet*) his friend Larry at the bus stop. They ... (*go*) to school together.

b) *What did he do after school yesterday?*

He ... (*come*) home at 4 pm. He ... (*throw*) his books in the corner and ... (*go*) to the kitchen. He ... (*find*) some pizza in the fridge and ... (*eat*) it. Then he ... (*take*) his dog to the park. They ... (*run*) around for a while. They ... (*see*) some other kids and dogs in the park. They ... (*have*) fun. On the way home, Jack ... (*buy*) some dog food in the pet shop.

7 Read and say which action was the first and which one was the second.

- 1 Nick found the key that I had lost last week.
- 2 They had spoken to him before they went home.
- 3 After he had sold his car, he bought a new one.
- 4 She showed us the pictures she had taken.
- 5 The house was very quiet because everybody had gone to sleep.
- 6 After she had brushed her teeth, she went to bed.

8 Tell the class what you had done by 9 o'clock yesterday morning.

SPEAKING



1 Discuss with a partner.

WHY DO PEOPLE ...?

- Why do people go on holidays?
- Why do some people pack loads of things when they go on holidays?
- Why do some people like camping?
- Why do some people never travel by plane?
- Why do some people enjoy going on holiday alone?



2 Tell your friend about your summer holidays.

- Where were you?
- Who were you with?
- How long were you there?
- What did you do?

Did you go swimming / fishing / diving / dancing / hiking / windsurfing.
Did you play tennis / football / volleyball / cards?
Did you take photographs / long walks?
Did you sunbathe / visit any museums / write postcards / meet anybody?

- Did anything unusual happen to you?



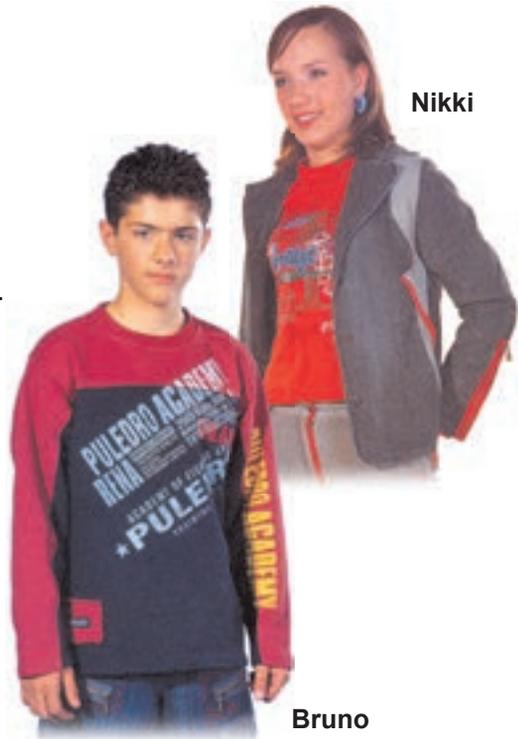
3 Report back to the class on what you remember about your friend's holidays.

LISTENING

- 1 Listen to the stories and say if the statements below are true or false.**

TWO HOLIDAYS

- 1 Nikki stayed at a hotel.
- 2 Bruno expected a great holiday.
- 3 Nikki wanted to stay with Sandra before.
- 4 Nikki liked Sandra's parents.
- 5 Bruno fell in love.
- 6 Bruno's English was no problem at all.
- 7 Nikki enjoyed water skiing.
- 8 Nikki fell in love too.
- 9 Bruno is going to work on his English.
- 10 Nikki is going to spend more time at Sandra's home this year.



- 2 Listen to the stories again and answer the questions.**

THE BIG BROTHER

- 1 Did Nikki stay at the hotel?
- 2 What did Nikki try once? Did she like it?
- 3 Where did Nikki go with her friends in the evenings?
- 4 What does Steve look like?
- 5 What is Nikki going to do?

A SURPRISE FROM SWEDEN

- 1 Where did Bruno spend his holiday?
- 2 Was the weather nice?
- 3 Did he meet anyone?
- 4 Why was Bruno's English a problem?
- 5 Is he going to work on his English this year?

3 Match the expressions with their definitions.

- | | |
|---------------------------|-------------------------------------------------|
| a keep in touch | <input type="checkbox"/> great |
| b It's not my cup of tea. | <input type="checkbox"/> talk in a friendly way |
| c hang out | <input type="checkbox"/> write, communicate |
| d cool | <input type="checkbox"/> I don't like it. |
| e chat | <input type="checkbox"/> spend a lot of time |

WRITING



- 1 *Imagine that you have decided to study English at a language school during your summer holidays. Copy and complete the application form below.*

PERSONAL INFORMATION

Family name

First name

Nationality

Native language

Date of birth

Place of birth

Occupation

Home address

Please write 4-5 sentences
about yourself, your interests
and activities

ACADEMIC INFORMATION

- Current level of English:
 very good medium beginner
 good weak
- Where do you study English?
- How long have you studied English?
.....
- How many lessons a week?
- Do you have any special reasons for learning English?
.....
- Why do you want to improve your English?
.....
- Have you ever been to a language school before?
 Yes No
- If yes, name the school
Dates

**2 Write a paragraph on your success in learning English.
Use some of the phrases below.**

- The hardest thing for me is ...
- I don't have any problems with ...
- I spend a lot of time ...ing.
- I try very hard with ...
- I'm getting good at ...
- I'm OK with ...
- I like ...ing.
- I like ... best because ...

3 Design a poster on English language skills development.

**FILE FOR
PROJECT**

My Further English Study



- a Divide into groups and brainstorm the ideas about:
 - how you can improve your reading, writing or conversation skills, and how you can improve your pronunciation
 - why you think a lot of attention should be paid to your pronunciation
 - what opportunities¹ for your English practice you have outside your classroom
- b Discuss your ideas and make the list of the best ones.
- c Classify and present your ideas on a poster.

¹an opportunity [ˌɒpəˈtjuːnəti] — можливість

Unit 1

IT'S YOUR LIFE

- Family and Friends
- A Healthy Lifestyle

Pre-reading questions

- Do your family members have hobbies?
- How much time do you spend with your friends?
- What does your best friend look like?
- What is he / she like?
- What do you know about healthy habits?
- What helps to provide a healthy lifestyle?

FAMILY AND FRIENDS

VOCABULARY



1 Look at these words. What do they mean?

RELIABLE UNDERSTANDING SOCIABLE
AMBITIOUS HONEST LAZY STRICT FRIENDLY
COMPLAINING FAIR AMUSING KIND HELPFUL
OVERPROTECTIVE JEALOUS PESSIMISTIC



2 Say which of these words are positive and which are negative.

3 Fill in the definitions below. Write in your notebook.

A person who

- doesn't like working hard is l...
- never lets you down is r...
- always tells the truth is h...
- often believes bad things will happen is p...
- is always happy to give more than usual is h...
- is never happy with what he or she gets is c...
- always likes to be in the company of other people is s...
- usually treats everybody the same is f...
- wants to be successful is a...
- usually tells jokes is a...

Lesson 1

4 Look at the adjectives describing someone's character and find the right ending.

A person who is...

- | | |
|----------------------------------------|----------------------------------------------|
| <input type="checkbox"/> 1 helpful | a likes talking to people. |
| <input type="checkbox"/> 2 trustworthy | b doesn't like meeting new people. |
| <input type="checkbox"/> 3 shy | c always gives his / her opinion. |
| <input type="checkbox"/> 4 outgoing | d is ready to help. |
| <input type="checkbox"/> 5 chatty | e doesn't forget to do things |
| <input type="checkbox"/> 6 honest | f is friendly and likes parties. |
| <input type="checkbox"/> 7 responsible | g doesn't tell your secrets to other people. |
| <input type="checkbox"/> 8 caring | h thinks about what others need. |

LISTENING



1 Listen to the four dialogues and finish the sentences. Who are they talking about?

- 1 John and his mum are talking about ...
- 2 Gary and Lisa are talking about ...
- 3 Brenda and Sarah are talking about ...
- 4 Susan and Maria are talking about ...





2 Listen once more. Tick all the adjectives in task 1 (Vocabulary) that the teenagers mention in their conversation.

3 Do the quiz from a teen magazine. Think of your best friend.

QUIZ

- 1 Does your friend tell you his / her secrets?
a) *always* b) *rarely* c) *never*
- 2 Why does your friend like spending time with you? Because ...
a) *it's fun* b) *you have a lot in common*
c) *you are a nice person to know*
- 3 You have to pick up your friend to go out together, but you are late. What does your friend think?
a) *He / She is often late.* b) *I hope everything is OK.*
c) *I'll never wait for him / her again.*
- 4 You are cheating in a test. Does your friend ...?
a) *tell you it's not a good idea because you can get into trouble*
b) *ask you for your cheat sheet to copy it*
c) *report you to the teacher*
- 5 Does your friend know about ... ?
a) *your happy moments* b) *your sad moments*
c) *your happy and sad moments*
- 6 Your friend is jealous of one of your new friends.
What does he / she do?
a) *asks you to stop seeing that friend*
b) *gets to know your new friend better* c) *stops seeing you*
- 7 You've a new hairstyle / haircut. Your friend doesn't like it. What does he / she say?
a) *You look awful!*
b) *It's OK, but I prefer your old hairstyle.*
c) *It's great!*



Lesson 1

- 8 You have a difficult test in Maths and you have to work hard. Your friend, who is good at maths, phones you to go out. Does he / she ...?
- come over to your place and help you with studying*
 - talk you into going out*
 - go out without you*

4 **Ask your friend if you are right about the answers.**



- 5 **Listen to Emma's answers to the quiz above. Tick her answers. There are two questions she didn't answer. Which ones?**

SPEAKING



1 **Guess the missing words in the poem.**

WHAT DOES A TRUE FRIEND DO?

What does a true friend do?

He's/She's there for y...

When you are happy,

But when you are s..., too.

How does true friendship show itself?

It begins with a short 'H...!'

And then with time and care

It starts to g... and g...

What does a true friend say?

'Don't worry. You'll be O...'

And with an understanding s...

Your problems seem to go away.

Think and say.

- When do you feel happy?
- When do you feel sad?
- When do you feel worried?
- How does a friendship grow?

2 a) Look at these expressions and say when you use them.

- How are things?
- Good for you!
- What's the matter?
- Oh, poor thing!
- How did it go?
- Oh, lucky you!

b) Make a four-line dialogue using the expressions from (a).

3 Work in pairs. Ask your partner.

- 1 What's your best friend like?
- 2 How do you get on with your parents? What are they like?
- 3 What would you like your teachers to be like? Say why.



4 Listen and read. Then answer the questions.

- What is Tara like?
- What is Emma like?
- What is your best friend like? How do you know?



Emma: Hi, it's me, Emma. How are things?

Tara: I'm bored!

Emma: Do you want to come round to my place? I've got new *Sims*.

Tara: Cool!

Emma: Yes, I'm designing a new character.

Tara: What does she look like?

Emma: It's a he. He's tall, a bit on the plump side. He's got shoulder-length straight hair. He's nice and understanding. He likes music, plays the guitar, is good at acting and...

Tara: Emma!!!

Emma: ...and he is madly in love with a pretty girl called Tara...

Tara: Get lost, Emma! That's Luke. I'll never tell you any of my secrets again!

Emma: Sorry, Tara. I'm just teasing you.



Lesson 1

Tara: Yes, I see. And I don't feel like coming to your place any more.

Emma: Come on, Tara!

Tara: Ok, then. See you in half an hour!

5 Match the questions and answers.

- | | |
|-----------------------------|----------------------------------------------|
| 1 What does Emma suggest? | a Music and acting. |
| 2 Why does Tara get angry? | b Caring and understanding. |
| 3 What does Luke look like? | c Because Emma is teasing her. |
| 4 What does he like? | d Coming over to her place to play The Sims. |
| 5 What is he like? | e Tall and plump, with long straight hair. |



6 Listen to and read the dialogue to find out if Luke has accepted Eve's invitation.

Eve: Hi, it's Eve here! Have you got any plans for the weekend?

Luke: No, why?

Eve: We're going to the Activity Centre. Would you like to come with us?

Luke: Us?

Eve: Yes, my friends Tara and Lee.

Luke: I don't know. You know I don't like meeting new people.

Eve: But you know them, I'm sure. They are in my class. Tara is tall and thin with long curly hair, often in a ponytail.

Luke: Oh, Tara from the acting group. I know her. She seems very nice.

Eve: Yes, she is. And Lee is short and thin, easy to talk to, he plays the violin. He likes music.

Luke: All right then.

Eve: Let's meet in front of the Activity Centre at 10.



7 First unscramble the questions. Then answer them.

- 1 at first doesn't Why Luke to want go the Centre Activity to?
- 2 like look What Tara does?
- 3 is like What she?
- 4 Lee What like does?

REMEMBER!

MAKING INVITATIONS



Do you want to
come over to my
place?

Yes, sure.
Yes, great.

No, I can't. I'm busy.
No, I can't. I have a
test tomorrow.

Would you like to
go to the Activity
Centre with us?

Yes, I'd love to.

I'm not sure
about that.

MAKING SUGGESTIONS

Let's meet in front of the Activity Centre.

OK. See you there.

8 Act out one of the dialogues (task 4 or 6). Use the sentences from the box above. Call your friend and invite him / her:

- to a birthday party
- to your place
- to a basketball match
- to an acting class
- to the cinema

More help:

- Hi, it's ... (your name) here.
- When?
- When does it start?
- What's on?



Lesson 1

GRAMMAR



REMEMBER!

- We use **as + adjective / adverb + as** to make comparisons when the things / people we are comparing are equal in some way:

*James is **as tall as** his older sister.*

*The world's biggest bull is **as big as** a small elephant.*

*The weather this summer is **as bad as** last year.*

- We use **not as / so ... as** to make comparisons between things / people that aren't equal:

*She is **not so good at cooking as** her mother.*

*Paris is **not as big as** Tokyo.*

1 Compare these people with the help of 'as ... as' or 'not as/so ... as'.

- 1 Ann has got eyes of the same colour as John's.
- 2 Rose is taller than Cathy.
- 3 Linda has got curly hair. Mary has got curly hair, too.
- 4 Bill and Tom are good pupils.
- 5 My grandparents are older than yours.
- 6 Brenda is better at skating than Lisa.

LEARNING TIP

If you would like to make a description more vivid and lively¹ use a **simile**². In a simile the two things that we compare, we usually join with the word **as**.

*For example: Liz is **as busy as** a bee.*

*George was **as quiet as** a sleeping cat.*

*Tim was **as scared as** a rabbit.*

Isn't such language more interesting?



¹vivid and lively ['vɪvɪd ənd 'laɪvli] — яскравий і жвавий

²a simile ['sɪməli] — порівняння

READING



1 Read the letter and name all the people in June's life.

Ann has just come from holidays. Before going away she sent her address to a youth magazine called 'Sugar'. When she got back home, she was very surprised to find a letter.

Sydney, 2nd September

Dear Ann,

While I was reading 'Sugar', I came across your address, so I decided to write to you because we seem to have a lot in common. At least we both like reading the same magazine.

I'm 15 years old and I live with my brother and parents in Sydney. You could say that I live with my parents but I don't see them very often.

My Mum works for an advertising agency. I think her job is much more interesting than my Dad's. I get on very well with her, but sometimes she worries too much.

My father is a bit of a workaholic. He works for a big publishing company. He works late hours, even weekends. He's nice, but when I go out, he wants me to be back by 10 o'clock.

I like drawing a lot, I'd like to be a designer or maybe illustrate children's books. I've taken up extra painting classes and it's a lot of fun. My brother thinks I'm not talented at all but that's my brother. He's a bit of a weirdo, anyway. He is 18, but still spends most of the time on his skateboard. He has a bunch of friends who are all crazy about it. They all think they are cool.

Lesson 1

He hopes to become a famous musician. He spends hours practising, the rest of the time he teases me. He's taking exams at the moment. He pretends to be studying, but he is playing computer games or watching videos.

My best mate is called Eve. She's a real friend. She never lets me down. We go to the same school. When school is over, we go to the beach to watch windsurfers. I like one of the boys there a lot. Eve says he is a real joker. His name is Pete, but he doesn't even notice me.

This weekend I'm going birdwatching with my parents. We will go into the bush with binoculars¹, sleep in tents and have a lot of fun. Eve's coming with us and we have to catch up with all the news. That's all for now! I hope to hear from you soon.

Love,

June

¹binoculars [bɪ'nɒkjələz] — бінокль

VOCABULARY BOX

a bunch [bʌntʃ]

a weirdo ['wiədəʊ]

a workaholic [wɜ:kə'hɒlɪk]

to pretend [prɪ'tend]

to tease [ti:z]

● **to catch up (with)**

● **to come across**

● **to get on well (with)**

● **to have sth in
common**



2 Find in the letter the words that mean the following and write them in your notebook.

- 1 a person who can't stop working hard – w...
- 2 a strange person – w...
- 3 a group of friends – a b ... of friends
- 4 an area of wild land in Australia – the b...
- 5 these make objects that are far away seem nearer – b...

3 Find the missing word.

- 1 You come ... someone's address or an old photo.
- 2 You take ... painting classes or some hobby.
- 3 You catch ... with the gossip¹ or with others after missing a week at school.

4 Find all the sentences where June talks about the important people in her life. Then use some adjectives (прикметники) from task 1 to describe what they are like.

5 Choose one person from June's life and write 5 things he or she does every day. The others in the class should guess who the person is. What tense would you use?

6 Discuss in groups.

- What do you like about June's life?
- Do you have anything in common with her or her brother?



¹gossip ['gɒsɪp] — плітки

Lesson 1

WRITING



REMEMBER!

AN INFORMAL LETTER

An informal letter is a letter you write to a friend.

You start it with *Dear Ann*,

You end it with *Yours / Love / Best wishes*

You use paragraphs to organise the information in the letter.

1 Look back at the information in June's letter.

Put the topics below in the proper order.

- Her family
- Reasons for writing a letter
- Her interests
- Her best friend
- Her plans for the weekend

*(notice that she uses
the Present Continuous
for plans in the future)*

2 Look at the expressions below. Which of them would you put at the beginning (B) and which at the end (E) of an informal letter? Group up the expressions into B and E columns in your notebook.

Write back soon.

I'm sorry I haven't written sooner.

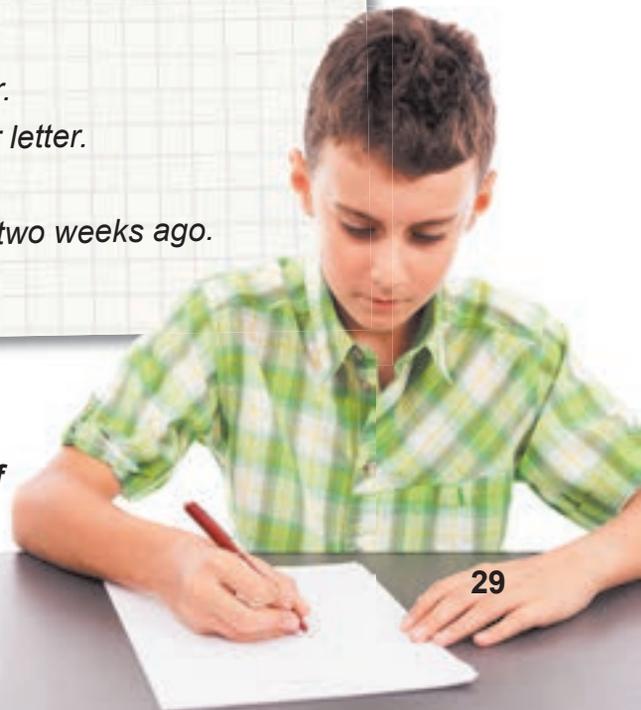
I was very happy to receive your letter.

Keep in touch.

Thanks a lot for your letter I got two weeks ago.

Give my love to your ...

3 You want a pen friend. Write a letter about yourself. Follow June's outline and use some of the expressions from task 2.



A HEALTHY LIFESTYLE

READING



1 *Work in pairs. Talk to your partner.*

- 1 How many hours' sleep do you need every night?
- 2 Do you fall asleep easily?
- 3 What helps you fall asleep?
- 4 Do you wake up during the night or do you sleep like a log?
- 5 Do you sometimes not sleep a wink? When does it happen?
- 6 Do you dream?
- 7 Do you remember your dreams in the morning?
- 8 Do you wake up easily in the morning?



2 *Listen to and read the text.*

Every person goes through five stages of sleep. To feel good we need to go through each stage every night.

During stages 1 and 2 you sleep lightly. It is easy for someone or something to wake you. During stages 3 and 4 you sleep deeply. It is not easy for anyone to wake you. You hear no sounds and see no lights.

Then comes the last stage of sleep. It is called REM (rapid eye movement). This is the stage in which you dream. You breathe more



Lesson 2

quickly than in the previous stages.

Your eyes move rapidly under your eyelids and you dream.

There are all kinds of dreams: good ones, bad ones and nightmares. You need your dreams. You dream more if you have a special problem. Dreams help you solve your problem and give you answers to some questions. Actually, you dream four to six times during the REM stage. Very often you don't remember what you have dreamt about.

If you have problems falling asleep, you should think about the following:

- a Chocolate, tea and *Coca-Cola* have caffeine and they keep you awake. Try not to have them in the evening.
- b Too much food makes it difficult for your body to relax. Think about how much you eat before you go to sleep.
- c Exercise wakes you up. Don't exercise before bedtime.
- d Your bed should be used for sleeping only. Eating, studying or watching TV shouldn't be done in bed.

3 Find in the text the words for:

quickly — r...

find and answer a problem — s...

a very frightening dream — n...

take and let out air — b...

a period or a step in a process — s...

VOCABULARY BOX

an eyelid ['aɪlɪd]

a nightmare ['naɪtmɛə]

a stage [steɪdʒ]

to relax [rɪ'læks]

previous ['pri:vɪəs]

rapid ['ræpɪd]

4 Say if the following statements are true or false.

- 1 We go through the 4 stages of sleep.
- 2 We dream in the last stage.
- 3 We dream only once.
- 4 REM means "remember everything in the morning".
- 5 Our body is more active in the REM stage.
- 6 Dreams are good for us.
- 7 Chocolate in the evening is a good idea.
- 8 Exercising before bedtime helps you fall asleep.



5 a) Explain the meanings of the following expressions.

sleep like a log

be fast asleep

not sleep a wink

b) Choose the expressions from (a) and complete the sentences below. Mind the correct tense forms.

The baby was crying all night and I did

I didn't hear any noise last night because I was

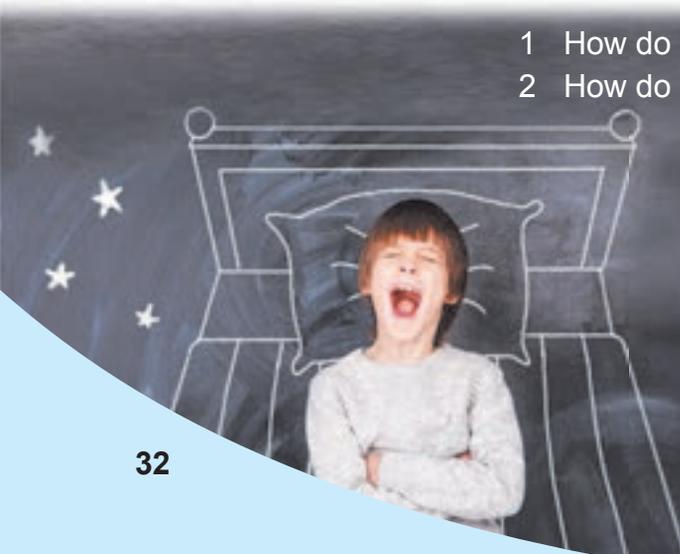
I didn't hear the phone this morning because I

6 Fill in the sentences with the adverbs of manner.

- 1 Some people can't fall asleep ... (*easy*).
- 2 I often dream that I'm running ... (*fast*).
- 3 "I didn't sleep a wink last night," she said ... (*nervous*).
- 4 "I slept like a log," he said ... (*happy*).

7 Answer the questions.

- 1 How do you sleep during stages 1 and 2?
- 2 How do you sleep during stages 3 and 4?
- 3 How do you breathe during stage 5?
- 4 How do your eyes move during stage 5?
- 5 What are nightmares?
- 6 What shouldn't you do if you have problems falling asleep?



Lesson 2

REMEMBER!

ARTICLES

- You use **a** in expressions like:
I slept like a log.
I didn't sleep a wink.
- You use **the** in expressions like:
In the first stages you sleep lightly.
In the last stage you dream.
- You use **no article** with nouns like:
Sleep is very important.
Some people often dream about money and love.
Chocolate, tea and Coca-Cola keep you awake.

LISTENING & VOCABULARY



1 Ask and answer in pairs.

- What's your favourite food?
- Is there any food you don't like?
- Do you regularly have breakfast? What do you have?
- What snacks do you usually have? (chocolate bars, crisps, sandwiches)
- Can you cook anything?

VOCABULARY BOX

- a flavour** ['fleɪvə]
- to depend (on)** [dɪ'pend]
- to overeat** [ˌəʊvə'ri:t]
- fizzy** ['fɪzi]
- **to be at risk**
- **to take one's time**



2 Find the wrong definition of the word DIET. Explain your choice.

- 1 a drink with sugar
- 2 the food that you eat every day
- 3 the food that you eat when you want to get thinner



3 Choose the sentences that are true for you in this questionnaire¹. If you have more happy faces than sad faces, you eat a healthy diet.

HOW HEALTHY IS YOUR DIET?

I always have breakfast on school days, usually a sandwich and a glass of orange juice.



I don't drink any milk.



I drink tea instead of coffee.



I don't eat much meat.



I eat a lot of bread and pasta.



I always have some vegetables for lunch.



I drink a lot of fizzy drinks.



I don't eat any junk food, such as hamburgers, pizzas or hot dogs.



I spend a lot of pocket money on snacks.



I eat an apple or a banana between meals.



I don't like any vegetables, especially tomatoes and cucumbers.



I love fruit, especially raspberries.



¹a questionnaire [ˌkwɛstʃəˈneɪ] —
анкета, опитування

Lesson 2

4 a) Look at the following statements, discuss them with your partner and decide if they are true or false.

- 1 It's very important to have a proper breakfast every morning.
- 2 It's enough to have two meals a day.
- 3 We need to drink at least two litres of water a day.
- 4 Portions have become much larger nowadays.
- 5 We should eat as much food as our body uses.
- 6 You can eat as much sugar and salt as you want.
- 7 Eat your food as fast as possible.

b) Listen and check if you were right.

5 Listen again and choose a, b or c.

- 1 People who don't eat breakfast regularly are more at risk ...
a) of becoming ill. b) of becoming fat.
c) of becoming smaller.
- 2 If you eat five to six times a day, you ...
a) won't get enough energy.
b) will get too hungry and overeat.
c) won't get too hungry and overeat.
- 3 How much water we should drink a day depends on ...
a) our physical activity and the weather.
b) the time of the day and the food we eat.
c) the other drinks we have and where we are.
- 4 We should eat our food ...
a) in a hurry. b) slowly. c) in front of the TV.



6 Choose the right meaning for the words in bold.

- 1 If you are **at risk** of something, you
 - a) are in danger of it.
 - b) aren't in danger of it.
- 2 If you **skip** something, you
 - a) do it fast.
 - b) don't do it.
- 3 The **flavour** of food is its
 - a) taste.
 - b) smell.
- 4 If you **take your time**, you
 - a) are in a hurry.
 - b) aren't in a hurry.
- 5 A **fizzy drink** is a drink
 - a) with bubbles.
 - b) without bubbles.
- 6 A **snack** is
 - a) a small amount of food.
 - b) a great amount of food.



7 Do a class survey¹. Find out if your classmates and you are healthy eaters. Follow the plan below.

FILE FOR PROJECT

Healthy Eaters

Step 1 Prepare a questionnaire. You are going to find out what pupils in your class usually eat during the day. You might use these questions:

- a) What do you have for breakfast?
- b) What kind of food do you eat at lunchtime?
- c) Do you have any snacks during the day?

Step 2 Interview as many people as possible.

Step 3 Present your results on a poster.



	Oksana	Victor
What do you have for breakfast?	tea	hot chocolate
What does your usual lunch consist of?	a toast	a sandwich

¹a survey ['sɜ:veɪ] — дослідження

Lesson 2

GRAMMAR



FUTURE TENSES

REMEMBER!

To talk about things that have been planned and arranged, or are already known we use the **Present Continuous Tense**.

*We **are playing** tennis next week.*

(We have a plan to play tennis.)

*We **are eating** at a restaurant tonight.*

(We have made a plan to eat in a restaurant.)

*She **isn't coming** next week.*

(We already know that she will not arrive next week.)

Note. We use the **Present Simple** to talk about timetables, programmes, scheduled events, trains, planes or buses.

Their plane leaves Heathrow at 12:35 on Sunday.

The opera begins at 19:00 on Thursday.

Our class meets from 13:00 to 14:30 on Tuesdays.

1 Compare to see the difference between general facts written in the Present Simple, and future plans written in the Present Continuous.

1 I **play** tennis.

1 I **am playing** tennis tomorrow at ten.

2 I **travel** to Scotland every summer.

2 I **am travelling** to Scotland in the summer.

3 She **works** everyday until five.

3 She **is working** until seven tomorrow.

2 Use the Present Continuous in these sentences.

1 We ... for Kyiv next week. (*leave*)

2 She ... a new project next week. (*start*)

3 I ... at my granny's when I get to Kharkiv. (*stay*)

- 4 He ... until next week. (*not come*)
- 5 We ... shopping our first day there. (*go*)
- 6 I ... home and ... tonight. (*stay, read*)

3 Write six sentences about what you are doing the next few days.

4 Make questions. All the sentences are about the future.

Example: you / go / out tonight? Are you going out tonight?

- 1 what time / Bob and Sue / come?
- 2 you / work / next week?
- 3 when / Liz / go / on holiday?
- 4 what / you / do / tomorrow evening? .

5 Use the words to make sentences about the future.

Use the Present Continuous or Present Simple.

- 1 I / meet / my friends this evening
- 2 I / not / go out / tonight
- 3 the concert / start / at 8.15
- 4 Tom / not / come / to the party / on Thursday
- 5 The English course / finish / on 7 May
- 6 I / not / go / to London tomorrow
- 7 my sister / get married / next December
- 8 my train / leave / at 8.45

6 Fill in the gaps using the Present Simple or Present Continuous.

- 1 Peter ... (*work*) in his studio every day.
- 2 He ... (*paint*) his greatest work at the moment.
- 3 We ... (*travel*) to Rome to see the painter's opening night.
- 4 On Thursday, our train ... (*depart*) at 11 am and ... (*arrive*) at 7 pm.
- 5 Peter ... (*finish*) three different pieces for the exhibition.
- 6 His manager ... (*pick*) up the finished work on Wednesday.
- 7 The show ... (*begin*) promptly at 9 pm on Thursday.

Lesson 2

REMEMBER!

- We use the **Future Simple** to say what you think will happen in the future.
- We use the **Future Simple** to make promises.
I'll try to come, but I won't make it by 7 pm.
I'll definitely come to your party.

7 Complete the following sentences using the right future tense of the verbs in brackets.

- 1 The plane ...*(arrive)* at 6 pm.
- 2 My cousin ...*(have)* a birthday party this Friday.
- 3 I ... probably ...*(come)*, but I'm not sure.
- 4 I think you ...*(like)* Scotland.
- 5 Adrian ...*(not come)* to Amy's party because he is grounded.

SPEAKING



- 1 a) *Do the quiz in pairs. Find out if your partner likes to spend his / her free time outdoors or indoors. Pupil A asks, pupil B answers. Then take turns.*

QUIZ: ARE YOU AN INDOOR OR AN OUTDOOR PERSON?

- 1 **You want to see a good film but the nearest cinema is 5 km from your house. You decide to:**
 - a) wait for a bus
 - b) watch an old film on TV instead
 - c) walk to the cinema
- 2 **On your summer holiday at the seaside you:**
 - a) go to a local disco in the evenings
 - b) go for long walks on the beach
 - c) sit and play chess/cards with your family

3 Your class at school wants to organise an outing¹.

You want to:

- a) climb a mountain
- b) visit a local factory
- c) visit a local farm

4 It's Sunday afternoon. It's raining.

There's nothing interesting on TV. You decide to:

- a) go to your room and read a book
- b) put on a coat and go for a walk
- c) run to your friend's house and listen to music

5 In summer you:

- a) sleep with your bedroom window closed
- b) sleep with your bedroom window open
- c) sleep on the balcony

YOUR SCORE:

- | | | | |
|---|-------|-------|-------|
| 1 | a) 5 | b) 0 | c) 10 |
| 2 | a) 5 | b) 10 | c) 10 |
| 3 | a) 10 | b) 0 | c) 5 |
| 4 | a) 0 | b) 10 | c) 5 |
| 5 | a) 0 | b) 5 | c) 10 |

RESULTS:

0-15 points:

You're a real indoor type person!
You can't stand fresh air. You only go outside when you have to! In your free time try to go out of doors.
You will see that it is more pleasant to spend your time in such a way!

16-30 points:

You like to spend your free time outside but not too much. You're pretty normal.

31-50 points:

You're an outdoor type, maybe a fresh-air fanatic!

b) Find out your score and express your attitude to it (agree or disagree).

¹an outing ['aʊtɪŋ] — екскурсія

Lesson 2

2 a) **Before listening to the radio programme, read the statement, then agree or disagree with it.**

If you have chosen a hobby according to your character and taste, you are lucky because your life becomes more interesting.



b) **Listen to the extract of the radio programme and note some things which you consider to be important for a teenager.**



c) **Share your notes with your class.**

3 **Match the words to their definitions.**

- | | |
|--------------|-----------------------------------------------|
| 1 an entry | a to show, to be seen, to make known |
| 2 a range | b to achieve something important |
| 3 a specimen | c the right or opportunity to enter a place |
| 4 absorbing | d a single typical thing or example |
| 5 to gain | e a set of different objects of the same kind |
| 6 to reveal | f interesting, holding somebody's attention |



4 Listen again and complete the sentences.

- 1 The advice for a long healthy life is ...
- 2 Stamp collecting is our entry into ...
- 3 Stamps celebrate ...
- 4 The philatelist can ...
- 5 Another hobby with international links is ...
- 6 Through your letter exchange ...
- 7 In the process you gain a ...
- 8 Both pen friendship and stamp collecting will give you a good amount of ...

5 a) Look at the photos and name the free-time activities you can see.



b) Work in pairs. Say which of the following activities you enjoy / don't enjoy and which you do in your free time.

- | | |
|----------------------|-------------------------------|
| fishing | rollerblading |
| swimming in the pool | watching a film at the cinema |
| reading a book | watching TV |
| visiting a museum | listening to music |
| playing football | taking photos |
| skateboarding | surfing the internet |

Lesson 2

6 Read to answer the questions on page 44.



Brian is tired of going to the same place every summer and he's dreaming of going to a holiday camp this year. He is surfing the internet and has found one.

Hi, my name is George. I'm staying at Kids' Camp in Ireland. It's a really fun place to be. The scenery is beautiful and the atmosphere is friendly. I'm sharing a room with a boy who is the oldest in our group. He is Irish and he speaks with a funny accent. He is also the best swimmer. Every day we get up at seven. I hate getting up early, but here I don't mind it so much because I enjoy having breakfast with all the other kids. In the morning we play water polo for two hours which is great. We do different things every afternoon — we play tennis, we go hiking, horse riding or we just hang around the camp. I love going hiking in the woods, especially when we have a treasure hunt. That is the best! We spend the evenings in the camp. There is one boy, Sam, who is very good at playing the guitar, so we sometimes listen to him and sing. I don't mind singing but I prefer playing cards or *Monopoly*. The other day we went on a day trip. We visited Dublin. We went sightseeing and shopping. I would like to stay in the camp for as long as I can.

VOCABULARY BOX

an atmosphere ['ætməsfiə]
a treasure hunt [treʒə hʌnt]
hiking [haɪkɪŋ]
scenery ['si:nəri]



7 a) Work in pairs. Ask and answer the questions.

- 1 Why is Brian dreaming of visiting a holiday camp?
- 2 Who wrote the text?
- 3 Where is the camp?
- 4 What's its name?
- 5 When do the children get up there?
- 6 What does George think about getting up early?
- 7 What do the children do in the morning?
- 8 Which activity does George like best?
- 9 How do they spend the evenings?
- 10 What is Sam good at?

b) Make true sentences about yourself.

You can use some of the expressions below.

dancing, getting up early,
eating fast food, swimming
in the pool, surfing the
internet, listening to loud
music, lying on a sunny
beach, reading novels,
travelling to new places,
watching sports on TV,
doing housework, taking
my dog for a walk

I love ...
I enjoy ...
I'm good at ...
I'm interested in ...
I'm tired of ...
I can't stand ...
I'm bad at ...

8 Read and check which three things Brian would like to do.

I've never been to a holiday camp and I would really like to visit this one. I would like to try horse riding and I'd like to go on a treasure hunt. But most of all I'd like to play as much water polo as I can. I like playing water polo!

Lesson 2

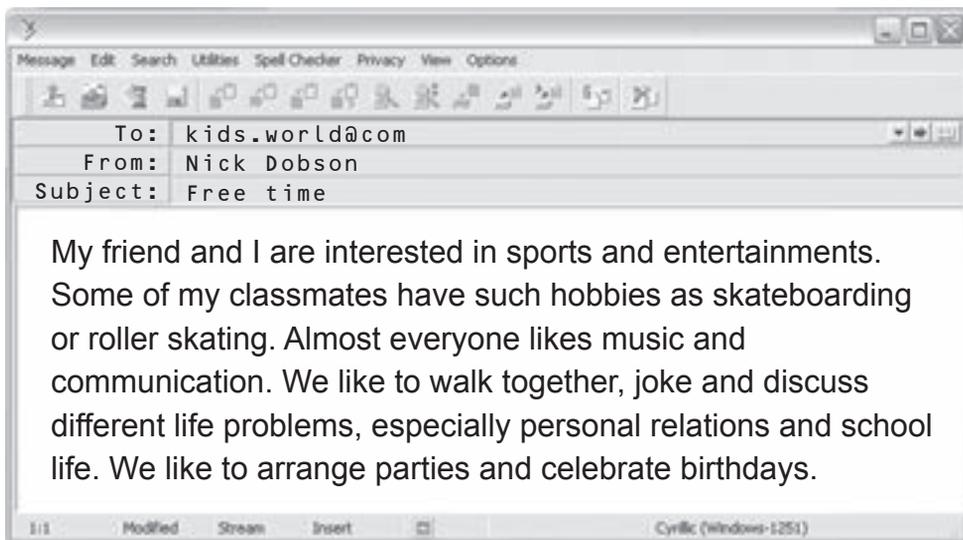
9 Discuss in a group.

- How do you usually spend your holidays?
- How would you like to spend your ideal holidays?
- Have you ever been to a holiday camp? Would you like to spend your holidays in a camp such as Kids' Camp?
- Have you ever tried horse riding? Would you like to try it?
- Would you like to go on a treasure hunt?
- What other things would you like to do?

WRITING



1 Read the e-mail and write a similar one about free-time activities you and your friends and you do.



- 2 **Work in pairs. Think about a healthy lifestyle. Note the points that are important to live a healthy, happy and long life. Make a list of 'The Rules of a Healthy Lifestyle' and present it in class.**
- 3 **Write about your dream holidays. Think about where you would like to go to, what you would like to do there and who you would like to spend your holidays with.**

LOOK BACK!

- 1 **Work in pairs. Ask and answer about your partner's plans.**
You / Your partner have / has some ideas.

get away, some shoes, this evening,
Spain, fish, to a restaurant, tomorrow

Where are you going for your holidays next year?
Where are you going tonight?
When will you see Ann again?
What are you going to buy when you go shopping?
What are you doing at the weekend?
When are you going to phone John?
What are you going to have for dinner tonight?

I am going out ...



- 2 **Match the words to make up a simile.**
Use them in sentences of your own.

as like as
as silent as
as hungry as
as busy as
as clear as
as white as
as old as
as good as

a bee
the grave (могила)
two peas
the day
snow
the hills
gold
a bear



Lessons 1-2

3 Read the words and say what kind of people make good (true) friends.

faithful, selfish, attentive, friendly, honest, devoted, thoughtful of others, boastful, heartless, kind-hearted, unselfish, brave, good-looking, hard-working, cheerful, lazy, untruthful, pessimistic, reliable, understanding, jealous¹, fair, complaining, amusing

4 Do the questionnaire and test yourself to find out if it is easy to be a good friend.

CAN YOU BE A REAL FRIEND?

- 1 Your friend wants to borrow your new computer game but you don't want to give your CD to anyone. What do you say?
 - a) *Sorry, but I don't like to give my CDs to anyone.*
 - b) *Yes, of course.*
 - c) *Buy your own CD!*
- 2 Your friend made a new acquaintance and tries to introduce his/her new friend to you. You'll ...
 - a) *do it easily*
 - b) *pretend you feel good, but feel jealous*
 - c) *say you don't want to make the acquaintance*
- 3 You are at home and feel tired. Your friend phones and asks you to go out. You'll ...
 - a) *go out easily*
 - b) *explain that you're tired and say 'no'*
 - c) *explain you're tired and invite him to come to your place*



WHAT IS YOUR SCORE?

- | | | | |
|---|------|------|------|
| 1 | a) 1 | b) 2 | c) 0 |
| 2 | a) 2 | b) 1 | c) 0 |
| 3 | a) 0 | b) 2 | c) 1 |
| 4 | a) 2 | b) 1 | c) 0 |

¹jealous ['dʒeləs] — ревнивий, заздрісний

- 4 You are very busy at the moment. Your friend phones and tells he/she needs your help. You'll
- hurry up to your friend*
 - explain that you're busy but in an hour or two you'll visit him*
 - make an excuse¹ and explain that you don't like when someone interrupts² you at work when is important to you*

RESULTS:

- 6-8** You're a real friend. You are kind and helpful.
- 3-5** You can be a good friend, but try to be less selfish.
- 0-2** Oh, no ... You're too selfish! Friends are important in everyone's life. If you want to have a real friend, you should be more helpful and kind to others.

5 Speak on the theme 'Friendship as I See It'. Work in groups. The following questions will help you.

- How does a friend differ from an acquaintance?
- Do you have a true friend?
- Do you think a man can have only one or many true friends? What about you?
- What do you have in common with your friend: views, interests, tastes, way of thinking or way of life?
- In what way do you differ from your friend?
- Do you think your friend will come to help you when you are in trouble?
- What kind of a boy / girl is your friend? Describe him / her.
- How long have you been friends?
- What does friendship mean to you?
- What can you advise a person who has no friends and feels lonely?

¹to make an excuse [ɪk'skju:z] — вибачати

²to interrupt [ɪntə'rʌpt] — перебивати

Lessons 1-2

6 Write sentences about some of your family members.

My sister Tina is serious and hard-working. She always does well at school. My brother Ted is shy, but he's also very clever. My friend Paul is very popular. He's got a lot of friends.

7 Read the text and find the answers to the following questions. Use your dictionary.

- 1 Why is sleep important for teenagers?
- 2 What is typical of many teenagers?
- 3 What does the new research suggest?
- 4 What is melatonin?
- 5 When does the body of a teenager start producing melatonin? What's the result of that?
- 6 What have some schools in America decided to do? Why?

Many teenagers have the energy to play computer games until late at night but can't find the energy to get out of bed in time for school. Is it just laziness or is it something more? New research suggests that the reason for such behaviour may be the



hormonal changes of puberty. It could be the hormones that stop teenagers from going to bed early and make them sleepy in the morning. One thing is for certain - sleep is extremely important for teenagers

because it is while they are sleeping that they release a hormone that is essential for their growth. They need more sleep than both children and adults.

At night our body produces the 'darkness hormone' melatonin which helps us to fall asleep.

Most adults start to produce melatonin at about 10 pm. Research has shown that teenagers start to produce the hormone at 1 am. In other words, teenagers are being kept awake by their bodies and there is not much they can do about it. The fact that they play computer games and watch television late at night stimulates the brain even more and makes it harder for them to fall asleep.

Whatever the reason, most teenagers do not get enough sleep. This results in bad moods and sometimes depression. In America, some schools have decided to start their classes later in the morning to give their teenagers some extra time in bed. They noticed their students did much better in class when they did not have to get up early.

8 Ask your friend and report back to the class.

- 1 Do you usually go to bed late?
- 2 Is it hard for you to get out of bed in the morning?
- 3 Do you play computer games or watch TV late at night?
- 4 Are you often in a bad mood in the morning?
- 5 Do you think your classes start too early in the morning?
- 6 What would be a good time for you to start school? Why?

Lessons 1-2



9 Listen and read, then discuss in class.

Teacher: What's wrong, Alison?

Alison: I have a headache.

T: Did you have anything to eat before school?

A: I overslept and had no time for breakfast. I watched a late movie on TV last night.

T: You should eat something in the morning and you shouldn't stay up so late on a school night.

A: I know, I know, but my headache is getting worse.

T: Why don't you go to the canteen and have something to eat?

A: I can't really. I think I have a temperature too.

T: Well, you'd better call your parents then and go home. OK.



REMEMBER!

GIVING ADVICE

You should take an aspirin.

Why don't you eat something?

You'd better do physical exercises.

You shouldn't stay up so late.

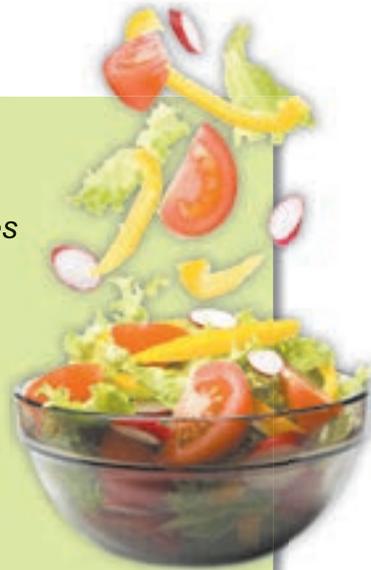
10 Do the quiz and find out how healthy you are.

QUIZ: FOOD AND HEALTH

- 1 How many portions of fruit and vegetables should you eat every day?
a) 2 b) 3 c) 4 d) 5 or more
- 2 Vitamin A helps us to see at night.
Which of these gives us a lot of vitamin A?
a) carrots b) potatoes c) oranges d) bread



- 3 Vitamin D is good for our skin. Which of these gives us a lot of vitamin D?
a) bread b) carrots c) eggs d) oranges
- 4 Which of these contains the most fat?
a) 50 g of hard cheese b) 50 g of chocolate
c) 50 g of chips d) 50 g of peanuts
- 5 How often should we exercise?
a) at least 20 min. once a week
b) at least 20 min. twice a week
c) at least 20 min. three times a week
- 6 Which activity burns up the most energy per minute?
a) swimming b) football c) walking quickly
- 7 Which of these is a vegetarian¹ allowed to eat?
a) meat b) eggs c) cheese d) nuts



Give yourself two points for each correct answer.

YOUR SCORE

- 12-14** Congratulations! You are an expert.
7-11 Good. Very good.
0-6 You should learn more about diet and health!

The correct answers:
 1 - d
 2 - a
 3 - c
 4 - d
 5 - c
 6 - a
 7 - d

11 Read the sentences below and decide if you agree or disagree. Discuss with your partner. Think of some examples to illustrate your opinion.

- 1 Teenagers eat too little fruit and vegetables.
- 2 They eat too many unhealthy snacks.
- 3 Parents are to blame when children eat too much fast food.
- 4 A lot of people eat their dinner and watch TV at the same time.
- 5 A lot of young people eat only some food, not all.
- 6 Not many people sit down together and eat as a family.
- 7 Cooking could be one of the school subjects.

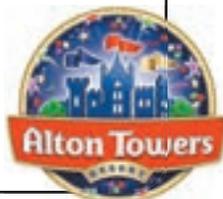
¹a vegetarian [ˌvedʒɪˈteəriən] — вегетарианец

Lessons 1-2

DO YOU KNOW?

Wildlife and adventure holidays are very popular in Britain. You can camp, ski, go on boats and climb mountains. There are other types of holidays, too. 'Theme parks' (like Disneyland) are very popular.

Every year, two million people visit Alton Towers, a theme park in England. It has got 40 rides!



12 You have decided to start a company offering a new type of adventure holiday. Design a brochure advertising your type of adventure holiday. Work in a group of four.

FILE FOR PROJECT

An Adventure Holiday

Step 1 Think and discuss, then list some of the possibilities.

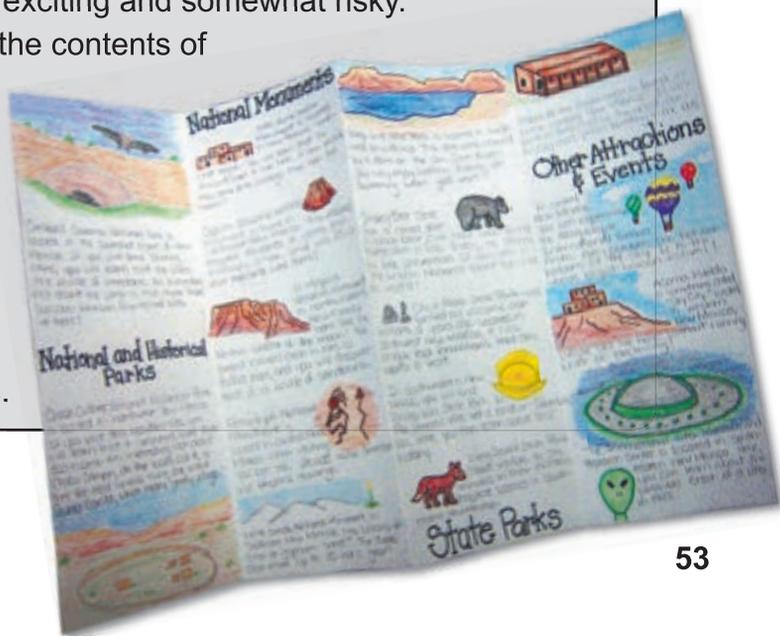
- Are there any mountains to climb?
- Are there any caves to explore?
- Where can you use skis or skateboards, rollerskates, etc?

Use your imagination and brainstorm the ideas for different activities that are exciting and somewhat risky.

Step 2 Think about the contents of

your brochure. Include photos or pictures for the activities you plan.

Step 3 Design the brochure and present it in class.





1 Listen to and read the story.

THE DEVOTED FRIEND

Adapted from 'The Devoted Friend' by O. Wilde

“Once upon a time,” said a Linnet¹, “there was an honest fellow named Hans.”

“Was he famous?” asked a Water Rat.

“No,” answered the Linnet, “I don’t think he was famous at all, but he had a kind heart and a funny, good-humoured round face. He lived in a small cottage all by himself², and every day he

worked in his garden. In all the country side there was no garden so lovely as his. Different flowers grew there, and they bloomed or blossomed, so that there were always beautiful things to look at.

Hans had many friends, but the most devoted friend of all was big Hugh [hju:], the Miller³. Indeed, so devoted was the rich Miller to Hans, that he would never go by his garden without filling his pockets with plums and apples if it was the fruit season.”

“Real friends should have everything in common,” the Miller used to say, and little Hans nodded and smiled, and felt very proud of having a friend with such noble⁴ ideas.

Sometimes, indeed, the neighbours thought it was strange that the rich Miller never gave little Hans anything in return⁵,



¹a linnet ['lɪnɪt] — коноплянка
(різновид пташки)

²all by himself — сам-один

³a miller ['mɪlə] — мельник

⁴noble ['nəʊbl] — благородний

⁵in return [ɪn rɪ'tɜ:n] — у відповідь

though he had a hundred sacks of flour in his mill, and six cows, and many sheep; but Hans never troubled his head about these things, and nothing gave him a greater pleasure than to listen to all the wonderful things the Miller said about the unselfishness of true friendship.

So little Hans worked away in his garden. During the spring, the summer, and the autumn he was very happy, but when the winter came, and he had neither fruit nor flowers to bring to the market, he suffered¹ a lot from cold and hunger, and often had to go to bed without any supper. In the winter, he was very lonely, as the Miller never came to see him.

“There is no good in my visits to Hans while there is snow,” the Miller said to his Wife, “because when people are in trouble, no visitor should bother them. This is my idea about friendship, and I am sure I am right. So I shall wait till the spring comes, and then I shall visit him, and he will be able to give me a large basket of roses, and that will make him so happy.”

“You are certainly very thoughtful about others,” answered the Wife, as she sat in her comfortable armchair by the fire, “very thoughtful indeed. It is quite a pleasure to hear you talk about friendship!”

VOCABULARY BOX

devoted [di'vəʊtɪd]

generous ['dʒenərəs]

greedy ['gri:di]

lonely ['ləʊnli]

to bother ['bɒðə]

to devote [di'vəʊt]

2 Read and choose the right word to fill in the gaps.

1 Hans was

- a) a famous person
- b) a miller
- c) an honest fellow

2 He lived in

- a) a garden
- b) a small cottage
- c) a palace

¹to suffer ['sʌfə] — страждати, потерпати

- 3 Every day he worked
a) *in his garden* b) *at his mill* c) *in his cottage*
- 4 Hans felt ... of having a friend with such noble ideas.
a) *very lonely* b) *very surprised* c) *very proud*
- 5 The rich Miller ... gave little Hans anything to help with food.
a) *always* b) *never* c) *sometimes*
- 6 In winter, little Hans
a) *got a great help from the Miller*
b) *asked the Miller to help*
c) *suffered from cold and hunger*
- 7 The Miller said: ...
a) *"There is no good in my visit to Hans."*
b) *"I should go to visit Hans."*
c) *"I have to help my friend when he is in trouble."*
- 8 The Miller's wife was ... her husband's words.
a) *unpleased with* b) *pleased with* c) *afraid of*

3 Speak on the Miller's words. Agree or disagree with him.

"...when people are in trouble, no visitor should bother them."

4 Discuss in groups.

- 1 Prove that Hans was a hard-working and kind-hearted man.
- 2 Do you agree that the most devoted friend was big Hugh, the Miller? Give your reasons.
- 3 "Real friends should have everything in common," the Miller used to say. Do you agree with these words?
- 4 "Actions speak louder than words." Comment on this proverb and say which of the two characters was a man of actions and which was a man of words.
- 5 Say which of the two characters proved to be a devoted friend. Give your opinion.
- 6 What is your idea of a true friend?

5 Comment on the proverbs.

- 1 If you want to have a friend — be one.
- 2 The way to your friend is never too long.
- 3 A friend in need is a friend indeed.

6 Speak about the episode described in the story 'The Devoted Friend' from the point of view:

- a of Hans
- b of one of the neighbours
- c of Hugh, the Miller

7 Give a character sketch¹ of Hans and the Miller. Say who is more sympathetic to you.

You may find the following words helpful when describing Hans:

kind-hearted
 unselfish
 generous
 devoted
 willing to help
 friendly
 open-hearted

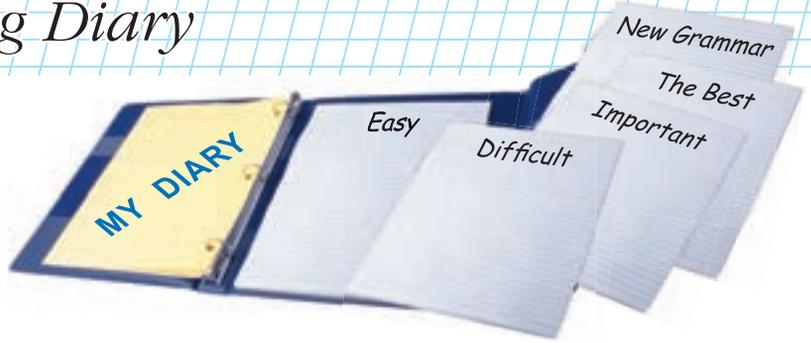
You may find the following words helpful when describing the Miller:

selfish
 unfriendly
 mean
 greedy
 unable to be thankful
 thoughtless

8 Work in groups. Discuss if selfish people can be true (devoted) friends. Explain why.

¹to give a character sketch — коротко змалювати образ (персонаж)

My Learning Diary



The topics of this unit are

I find this unit *very easy* / *quite easy* / *quite difficult* / *very difficult*.
(Underline what is true for you.)

I think that the most important thing I have learnt is

The most difficult thing for me was

The things that I enjoyed most in the Unit were

The things that I didn't enjoy were

The ways I used working with the Unit were

My favourite activities / tasks were

The new grammar I have learnt in the Unit is

The best lesson I had in my English class was

The things that are easy to read are

Lessons 1–2

The things that are easy to listen to

The things that are easy to talk about

The things that are easy to write about

The things that are difficult to read about

The things that are difficult to listen to

The things that are difficult to talk about

The things that are difficult to write about

Three things I would like to remember from this unit are

..... because

I would like to improve *my pronunciation / spelling / vocabulary / grammar / fluency*. (Underline what is true for you.)

The things that I would like to learn are

.....



You have finished the unit. Choose the adjectives that best describe how you feel about it.

- | | | | | |
|----------|-----------|------------|-----------|-------|
| happy | satisfied | frustrated | motivated | good |
| relieved | unhappy | excited | sorry | tired |

My Learning Diary

After the unit I can:

NOW I CAN			
● name qualities of a person			
● describe someone's character			
● compare things or people with 'as ... as', 'not so/s ... as'			
● share my ideas about what a true friend is			
● invite someone to somewhere			
● make suggestions about doing something			
● talk about things that have been planned / arranged			
● speak on free-time activities			
● give advice on how to be healthy			
● talk about healthy habits			
● listen to the radio and share the information I heard			
● read and understand articles about a healthy lifestyle			
● do quizzes from teen magazines and sites			
● do a class survey of healthy habits of my mates			
● make new e-mail friends			
● understand the difference between the articles 'a' and 'the'			
● understand and use the Present Continuous Tense in the meaning of future			
● write an informal letter about my life			
● write a list of rules of a healthy lifestyle			
● do a project on my dream holidays			
MY WORK			

Unit 2

YOUR SCHOOL TIME

- What's Your School Like?
- Are You a Good Team?

Pre-reading questions

- What kind of school do you go to?
What does your school building look like?
Are you good at school subjects?
How often do you take part in school parties
and festivals?
Do you always keep to school rules?
Are your teachers too strict?

WHAT'S YOUR SCHOOL LIKE?

LISTENING



1 Share your impressions of your first day at school this year.

Were you curious and excited as well as a little scared¹?



2 a) Listen to the letter Amelia wrote to Lilly and notice the expressions she used at the beginning and at the end of her letter.

b) Say if the statements are true or false.

- 1 Amelia has received Lilly's letter already.
- 2 She wrote that she had gone back to school on Monday.



- 3 Amelia wrote that she had got into trouble the day before because she had been late for school.
- 4 Her class teacher was very pleased with her.
- 5 Amelia likes her school uniform very much.

¹to be scared [skeəd] — бути наляканим

Lesson 1



3 Listen to Amelia's letter again and write a reply to her. Answer her questions and describe your first day at school.

Use the expressions below.

- Please write soon.
- It was really nice to hear from you.
- I am looking forward to hearing from you.
- Thanks for your letter.



4 Listen and read, then answer the questions.

- Who is good at History?
- Who has got a bad mark for the History test? Why?
- In what way does Chris cheer Mary up?
- When did they decide to visit Terry?

Lilly: That was an interesting lesson! I really like History — it's my favourite subject. After English, of course.

Mary: As for me, I don't like memorising the dates. I got a really bad mark for the History test.

Chris: Never mind, Mary. You might have a good mark next time. Anyway, you can ask your teacher to improve the situation.

Lilly: Well, we decided to visit Terry on Saturday, didn't we?

Chris: We did. Let's meet at four.

Mary: OK.



VOCABULARY BOX

a university [ˌjuːnɪˈvɜːsəti]

to decide [dɪˈsaɪd]

to improve [ɪmˈpruːv]

to memorise [ˈmeməraɪz]

● **to cheer** [tʃɪə] **smb up**

5 Act out the talk in a group of three.



MODAL VERBS

REMEMBER!

We use **should / shouldn't**:

- to ask for and to give advice or to express personal opinion:
 - **Should** I call him? **Should** I go to his house?
 - No, you **shouldn't**. You **should** wait.
 - I think you **shouldn't** spend all your money on make-up.*
 - You **should** stay in bed if you are sick.*
- when we hope for the better but don't know something for certain:
 - The weekend **should** be nice. (Our friends have done everything to make it nice.)*

1 Complete with 'should' or 'shouldn't'.

- 1 A: It's getting late.
B: Yes, we ... go back before it gets too dark to see.
- 2 A: You ... do things to hurt other people.
B: Yes, sometimes I ... think first.
- 3 A: ... we buy the tickets the day before the concert?
B: Yes, we We ... wait until the last minute.
- 4 A: You have everything you need. It ... be too hard to do your homework.
B: Yes, I ... start today.
- 5 A: You ... spend all your free time playing computer games.
B: I know I But I am crazy about them.
- 6 A: If you have a temperature, you ... stay in bed.
B: Yes. The doctor says that I ... go to school before Monday.
- 7 A: Parking near schools ... be allowed.
B: I agree. But where ... teachers and parents park then?
- 8 A: Why ... I walk if we have three cars?
B: You ... walk as much as possible. It's good for you.

Lesson 1

9 A: You ... lift this by yourself.

It's too heavy.

B: ... I ask someone to help me?

10 A: Teachers ... give so much reading for homework.

B: I agree. We ... read only five books every semester.

2 Read and compare.

1 I am playing football tomorrow. (*Sure*)

2 Tom is going to Italy next weekend. (*Sure*)

3 I am not going to school tomorrow. (*I am sure I won't go.*)

4 Sally won't eat rice. (*I am sure that she doesn't like it.*)

1 I **may** play football tomorrow. (*Possible*)

2 Tom **might** go to Italy next weekend. (*Possible, not sure*)

3 I **might not** go to school tomorrow. (*Perhaps I won't go, but I am not sure.*)

4 Sally **may not** eat rice. (*Perhaps she won't eat rice because I am not sure if she likes it.*)

REMEMBER!

- We use **may / might** to say what will possibly happen in the future.

*They **may / might** join us.*

- We use **may not / might not** to say that we are not sure some action will happen in the future.

*He **may not / might not** enjoy playing water polo.*

3 Put the words in the correct order.

1 to work / not / My mum / go / may

2 beat / might / He / at tennis / me

3 phone / might / me / Tom

4 may / our cousins / not / We / visit

5 might / actors / They / become

6 to the cinema / go / may / You

7 not / get up / I / early / might

4 Write sentences with may / might or may not / might not.

- 1 (Perhaps I will go to the picnic) — I ...
- 2 (Perhaps I will see Stella tomorrow) — I ...
- 3 (Perhaps Tom will be late) — Tom ...
- 4 (Perhaps it will rain today) — It ...
- 5 (Perhaps I will go swimming) — I ...
- 6 (Perhaps they will not come) — They ...
- 7 (Perhaps I will not go out tonight) — I ...

5 Write true sentences about what you are doing tomorrow.

Use: *I'm (not) -ing or I'm (not) going to ... or I may ... or I might*

Example: (watch television) *I am not going to watch television.*

- 1 (write a story)
- 2 (get up early)
- 3 (go to the party)
- 4 (have a shower)
- 5 (buy a dress)
- 6 (play volleyball)
- 7 (make a cake)
- 8 (do my homework)

6 Complete the dialogues with the phrases.

- 1 — What are you going to do tonight?
— I'm not sure. *I might go to the cinema.*
- 2 — Does Annie want the fish and chips?
— No. ... *(the chicken salad).*
- 3 — Will the film finish before nine?
— ... *(at about nine thirty).*
- 4 — How are you going to buy that new phone cover?
— ... *(my dad for some money).*



Lesson 1

- 5 — Is your mum going to change her job?
— ... *(to a different office)*.
- 6 — Is your dad going to come and meet you?
— ... *(if he finishes work early)*.
- 7 — Are they going to the concert?
— ... *(if they can get the tickets)*.
- 8 — Do you want an ice cream?
— No, but ... *(a drink)*.
- 9 — Is it going to rain today?
— We don't know. ... *(our umbrellas)*.
- 10 — Is your teacher going to give you a test?
— I don't think so. ... *(kind to us)*!

7 **Revise the model verb should / shouldn't and choose the correct answers.**

- 1 You **should** / **shouldn't** eat vegetables because they are healthy.
- 2 It's early. The shops **should** / **might not** be open yet.
- 3 That's a great poster. You **should** / **shouldn't** hang it on the wall.
- 4 Michael **should** / **shouldn't** eat so much ice cream. It isn't healthy.
- 5 I am very busy today. I **may not** / **should** have time to see you.
- 6 My room is a mess. I **should** / **shouldn't** clean it.
- 7 It is very cold. It **may not** / **might** snow tonight.
- 8 You **might not** / **shouldn't** listen to loud music. It can damage your hearing.
- 9 I can't meet you now, but I **may** / **shouldn't** have some time after lunch.
- 10 Children **should** / **shouldn't** sleep at least eight hours a night.
- 11 That dress looks small. It **shouldn't** / **might not** fit you.
- 12 This cake is delicious. You **shouldn't** / **should** try it!

READING & VOCABULARY



1 a) *Read the statements and say if they are true or false.*

- 1 British children start school when they are six.
- 2 They leave their primary school when they are 11.
- 3 When they are 13, they go to the 10th form.
- 4 They start a school day at 8 o'clock.
- 5 They usually have lunch at school.
- 6 They don't have lessons in the afternoon.
- 7 They go to school on Saturdays.

b) *Read the article to check your answers in (a).*

SCHOOLS IN BRITAIN

Ted and Mark go to a typical British school. When they were eleven, they left their primary school and went to the secondary school. Now they are thirteen and they are in year 8.

British schoolchildren study the same subjects and have the same lessons until they are thirteen. At thirteen they choose the subjects they want to do for the national GCSE (General Certificate of Secondary Education) exams. They take these exams in year 11 (at the age of sixteen). British children should take national exams in six subjects, although they might take more. Then they might stay at

VOCABULARY BOX

an education [ˌedʒʊ'keɪʃn]

a technology [tek'nɒlədʒi]

national ['næʃnəl]

primary ['praɪməri]

secondary ['sekəndəri]

typical ['tɪ pɪkəl]

● **to take an exam**

Lesson 1



school for two more years and study for two or more A-level¹ exams. But they might leave school after their GCSEs.

Ted and Mark are doing eight subjects. They have to study English and Maths, and they have chosen French, Physics, Biology, Chemistry, Art and Design, and Information Technology². Their classmates chose different subjects so they don't have many lessons together even though they are still in the same form. They're taking their GCSE exams in June. They also do PE³ but there isn't a PE exam.

Ted and Mark go to school from Monday to Friday. School starts at 9 o'clock. There is a 20-minute break at half past 10. They have lunch at one o'clock. A few people go home but most of them eat lunch in the canteen.

Afternoon lessons start at quarter to 2 and finish at quarter to 4. After school the boys do sport. In their school pupils can also join the music group or belong to a club. When they get home, they have to do their homework.

They like their school but Ted hates the uniform they have to wear.

After school the boys would like to go to a university but none of them has decided what they want to study yet.

¹A-level is the exam that English schoolchildren take when they're about 18.

²Information Technology [ˌɪnfə'meɪʃn tek'nɒlədʒi] — информатика

³PE (Physical Education) — фізкультура

2 Complete the sentences.

- 1 When British schoolchildren are eleven ...
- 2 At thirteen ...
- 3 They should take GCSEs in ...
- 4 They might leave school ...
- 5 If they decide to go to a university, they should ...
- 6 In the school pupils can also join ...

3 Answer the questions in your notebook.

Then discuss your answers in a small group.

- What do you think of life at Mark and Ted's school?
- What are the main differences between school life in Britain and in Ukraine?

LEARNING TIP

Groupwork Speaking Strategies

- Always try to speak English.
- Don't interrupt other people.
- Respect other people's ideas.
- Choose a secretary to make notes of group decisions.

Example:

We leave primary school when we're ten.

4 Ask and answer about your school. Work in pairs.

- 1 What school do you study at?
- 2 Where is it situated?
- 3 What is there behind the school building and in front of it?
- 4 When was the school built?
- 5 How do the classrooms look like?
- 6 Which floor is your classroom situated on?
- 7 What do you think of your form master (mistress)?
- 8 What subject does he/she teach?
- 9 How many lessons have you got a day?
- 10 What do the pupils use their daybooks for?
- 11 Are the pupils often called to the board in your school?
- 12 What happens if the pupils make mistakes?

Lesson 1

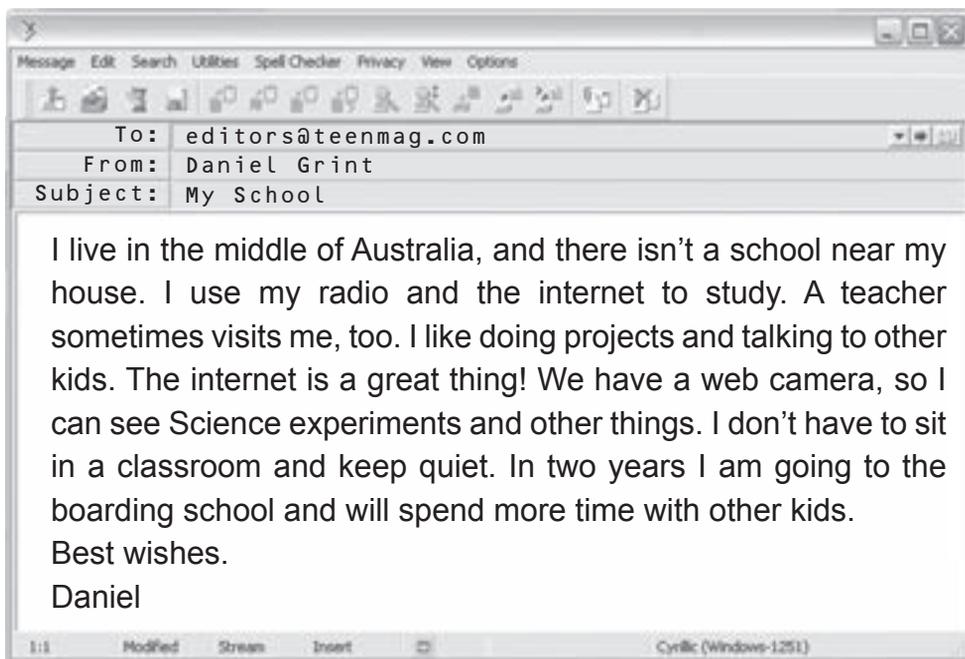
- 13 What do the teachers give you after every lesson?
- 14 What do you get at the end of each term?
- 15 What compulsory¹ subjects do you study at your school?
- 16 Are you good at all of them?
- 17 Do you realise² that a good knowledge of English is important nowadays? Prove it.

5 *Speak about different types of schools in Ukraine.*

Work in groups.

- In what way are specialised schools / lyceums [laɪ'si:əmz] / gymnasiums [dʒɪm'neɪziəmz] different from the ordinary³ ones?
- What are their advantages or disadvantages?
- What kind of school would you like to study in? Why?

6 *Work in groups. Read the schoolchildren's e-mails and talk about their schools.*



¹compulsory [kəm'pʌlsəri] —
обов'язковий (для всіх)

²to realise ['rɪəlaɪz] — усвідомлювати

³ordinary ['ɔ:dənəri] — звичайний

Message Edit Search Utilities Spell Checker Privacy View Options

To: editors@teenmag.com
 From: Steve Wonder
 Subject: My School

We do different subjects at my school: Maths and English, Music and Art, Science and Technology.

I love Literature, but I don't like Science much. We do Geography and History, too. We study Spanish because there are a lot of Latinos here — people from Latin America, like my friend Miguel [mi'gel].

We have no uniform and most kids wear T-shirts, jeans and sneakers¹. In American schools you have to get good grades, otherwise you can be 'left back'. That means you do the year again. It's pretty unusual.

Another thing — every morning we have the Pledge of Allegiance². Sometimes we all say it together, but usually we just stand up and listen to one kid saying it. If you talk during the Pledge, our teacher Mr. Schumacher gets really mad. I don't know why, but he really loves the Pledge. A lot of schools don't do the Pledge anymore.

P.S. Tomorrow we are going to the Air and Space Museum.

It's a great museum and I am looking forward to visiting it.

Bye, Steve



Modified Stream Insert Cyrillic (Windows-1251)

¹sneakers ['sni:kəz] — кеди; тенісні туфлі, кросівки

²the Pledge of Allegiance [ˌpledʒ əf ə'li:dʒəns] — клятва вірності; присяга

Lesson 1

7 Match these words with their meanings.

- | | |
|-----------|-------------------------------------------------------------------|
| 1 project | a special school clothes |
| 2 grade | b American word meaning 'angry' |
| 3 subject | c American word meaning both 'a school year' and 'an exam result' |
| 4 uniform | d a long piece of school work |
| 5 mad | e you study it at school, e.g. Science, Spanish, History |

8 Make a list of five differences between Steve's and Daniel's school situations. Which situation do you like more?

DO YOU KNOW?

Many British schools have a **charter** or **code** which students sign, promising to behave well. These are some typical rules:

- No student may go out of the school grounds during the day without a written request from a parent or guardian¹.
- No jewellery² is permitted with school uniform, with the exception of a watch.

SPEAKING



1 a) Read the children's opinions about their school lessons and say which of the subjects they like or don't like and why.

Today, in the middle of the boring Maths lesson I started yawning³. Miss Turner looked at me just at the moment. She told me to learn one page from our Maths book by heart! And I spent hours on that!



Henry

¹a guardian ['gɑ:diən] — опікун

²jewellery ['dʒu:əlri] — коштовності, ювелірні вироби

³to yawn [jɔ:n] — позіхати



Melinda

The last lessons of the day are History and Maths. History is really boring, lots of reading and writing, of course. Besides, I think that everything was discovered before us. It's no use to study History, but Maths is really great!

I'd like to be a pilot and work for an air-taxi firm. I study hard. I study History, Geography and Maths especially hard because of my future profession. I don't use only textbooks. I've read a lot of specialised magazines and history books, too.



George

b) Make up some sentences about the kids above.

Melinda	hates ...	
Henry	likes only ...	because ...
George	prefers ...	

2 Speak about what makes a school subject interesting and what makes it boring.

It is ... if

- the textbook is nice.
- there are a lot of experiments.
- it helps me with
- the homework is not very hard.
- there is a lot to memorise.
- it's useful for my future profession.
- the teacher is good.
- we read (learn) about
- we work with computers.
- we discover new things.

VOCABULARY BOX

equipment

[ɪ'kwɪpmənt]

a facility

[fə'sɪlɪti]

a workshop

['wɜ:kʃɒp]

● **to be**

well-equipped

Lesson 1

3 *Work in pairs. Give your ideas and discuss the questions.*

- How can illustrations, pictures, posters, schemes and tables be helpful in lessons?
- What do you think the classroom (the lab, the workshop) should look like? How should it be equipped to make it a good place to work?
- What are the advantages of well-equipped classrooms? Do you think the use of modern facilities is important only in your Science lessons?

4 *Speak about the facilities you've got in your school and talk about the activities pupils do there. Work in groups.*

- Arts and Crafts Room
- Assembly Hall
- Canteen
- Gymnasium
- Laboratory
- Computer Room
- Library
- Workshop

5 *Work in a group of five. Role-play the situation. Imagine you are taking foreign pupils around your school.*

A, you are a pupil of the school and you are going to show the Chemistry Lab. Use the following: Chemistry; a lab; to be well-equipped; tables and diagrams; to do experiments; to make observations.



B, you are a pupil of the school and you are going to show the Workshop. Use the following: modern equipment; to be taught; to use some tools and machines; to practise; to get skills.

C, you are going to show the Assembly Hall. Answer the guests' questions. Use the following: to be decorated with; to hold 200 people; to arrange a performance; a stage; to hold parties (concerts).



6 Read the suggestions made by some boys and girls. Say what each of them suggested, and if you are 'for' or 'against' these suggestions. Give reasons for your arguments.

More educational excursions should be arranged.

The school should invite a guest speaker every week.

A school orchestra should be formed.

Uniform should not be compulsory at school.

Lesson 1

7 a) Work in groups.

Give your opinion on the following.

- Which of the school rooms are best-equipped?
- Which of the traditions observed in your school do you consider to be the most interesting?
- What do you think about educational television programmes at school?

b) Discuss the ways to make your school life more interesting and work out the list of improvements for your school.

WRITING



1 Write to your pen friend about the school subjects you have. Use the words from the box.

dull, awful, boring, useful, interesting, exciting

- What school subjects do you like most? Why?
- What school subjects are boring to you? Why?

2 You are not satisfied with something at your school. Write into an 'Angry Column!' of your school.

Example:

ANGRY COLUMN!

There is nothing to do at lunchtime. Somebody should organise games because everybody likes sport.

There's nowhere to go after school! Somebody should organise a disco because everybody likes music and dancing.



3 Write a personal story telling about your school experience¹. Remember the most interesting or memorable day you ever had at school.

LEARNING TIP

WRITING A PERSONAL STORY

Use this plan to help you write your Personal Story.

I Planning

- a Begin by studying the features² of a Personal Story.
 - A personal story tells us about true or made-up events that happened to the author.
 - The author uses the words 'I', 'me' or 'my'.
 - It shows the writer's feelings about his/her experience.
- b Choose a topic. Be sure your topic is small enough to write about in one paragraph.

II Composing

Now it is time to write your first draft³.

- a Brainstorm your ideas with a classmate.
- b Begin your paragraph with a topic sentence.
This tells the main idea of your paragraph.
- c Add some details that help to learn more about the main idea.
 - Write your events in order.
 - Include the characters, time, and place of the experience you are writing about.
 - Say how you felt about what happened.

III Revising

If you have written your first draft, your next step is to check over your writing.

¹an experience [ˈɪkˈspɪəriəns] — досвід

²a feature [ˈfi:tʃə] — особливість, характерна риса

³a draft [dra:ft] — чернетка

Lesson 2

ARE YOU A GOOD TEAM?

VOCABULARY

1 a) Look at the adjectives below and say which ones you know.



b) Look the other words up in your dictionary.

2 a) Copy the nouns. Match the adjectives in task 1 with the nouns.

_____ teachers	_____ pupils
_____ people	_____ children
_____ marks	_____ school subjects
_____ lessons	_____ school holidays

b) Work in pairs. Compare your ideas with your partner's.



3 Read the sentences and complete them with the words from the box.

shout, aggressive, pet student, smart, strict, honest, patient, responsible

- 1 Nobody likes ... people because they often fight.
- 2 ... teachers don't let their pupils speak in class.
- 3 Mr Parker is never strict with Tom because Tom is his
- 4 People often ... when they are angry.
- 5 Jane is so She has no problems with school.
- 6 ... people don't tell lies¹.
- 7 My history teacher is very She waits till we think of a good answer. She never hurries us up.
- 8 My parents let me babysit my little brother because they know that I am

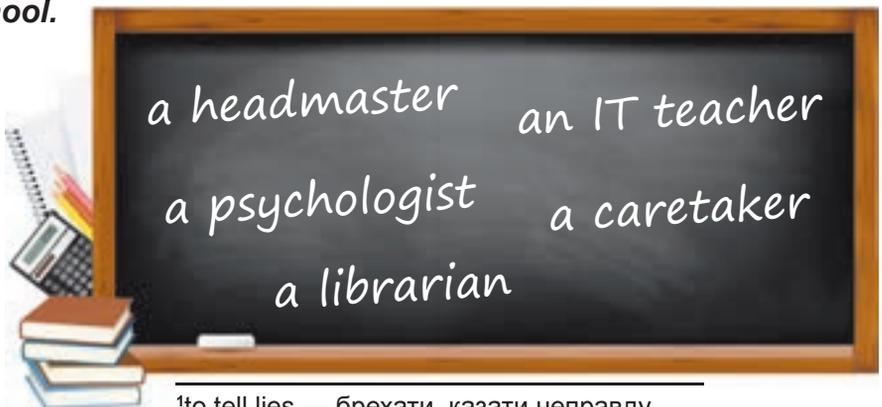
4 Sort out the adjectives from tasks 1 and 3 into two columns:

POSITIVE	NEGATIVE

READING



1 Say what these nouns mean and if these people work in your school.



¹to tell lies — брехати, казати неправду

Lesson 2

2 Look at the sentences below and say which of them you agree with.

A good IT teacher

has to be good at Maths
has to be young
mustn't be patient

A good headmaster

has to be good at
organising things
doesn't have to be
hard-working
mustn't be tense

A good librarian

has to love books
doesn't have to have
computer skills

A good psychologist

has to be good at
talking to people
doesn't have to be
a good listener

A good caretaker

has to be good with his/her
hands doesn't have to be
responsible

3 a) Say who you think says the sentences below and how you know this.

- a "I get very upset when children break things on purpose."
- b "What I like is that both students and teachers are interested in new technology."
- c "They borrow only books that are on their reading lists."
- d "The school council consists of pupils from each year group, teachers and parents."
- e "Some of the children have problems at home and some have problems in class."

b) Read the text and insert the sentences (task a) in the proper places.



Mrs Jones teaches IT. Children have IT twice a week and teachers have it once a week. They ask her a lot of questions. Mrs Jones helps them make the best use of computers and interactive whiteboards.

(1)..... When she doesn't have classes, she designs programmes. "I get a lot of ideas from my students every week," says Mrs Jones.

Mr Jenkins comes to school at 7 o'clock every day. In the morning he first unlocks the front gate. In winter he turns on the heating and in summer he opens the windows. "The children are kind to me. Well, most of them. (2).....," Mr Jenkins says. He fixes taps or paints the walls. At noon he has coffee in the canteen. In the afternoon he repairs broken chairs or tables in his workshop. From time to time children bring a broken bike to him. He is always happy to repair it. He is very friendly and often smiles.



Mr Goldring comes to school 3 times a week to talk with pupils about their problems. Children feel lonely. Their parents work until late and they don't have anyone to talk to. "Some pupils study several hours a day but they don't get good marks. They can't show what they really know. School pushes pupils to be successful and this is very stressful. (3)..... I'm very happy when they ask me for help."

In the morning Miss Havilland teaches English and in the afternoon she works in the library. She works there four hours a day. The library opens at 12. Some children come to the library every week. "Miss Havilland

Lesson 2



is great. She helps us out with our projects,” say pupils. “Some children come only once a month. (4)..... They rarely read anything else. They are more into computers but I still believe in a good read,” says Miss Havilland.

“It’s not easy, but I love it,” says Mr Rogers. He gets to school at 8. He first greets the teachers in the staff room. He makes a lot of telephone calls and sends a lot of e-mails. He meets the school council twice a month. (5)..... They discuss school outings, anti-bullying strategies or problems like skipping classes. To make school a good place for teaching and learning, it’s important that teachers, students and parents work things out together. I think we are a good team,” says Mr Rogers.



4 Match and copy the pairs in your notebook.

- | | |
|---------------|---------------|
| 1 interactive | a chairs |
| 2 front | b whiteboards |
| 3 broken | c calls |
| 4 good | d gate |
| 5 telephone | e list |
| 6 reading | f marks |

5 Choose the correct answer. Check in the text.

- 1 “She helps us out” means
a) she opens the door for us
b) she helps us when something is not easy
- 2 “They are into computers” means
a) they like computers
b) they break computers to see what’s inside
- 3 “Skipping classes” means
a) jumping in the classroom
b) not coming to school without a good reason

- 4 **“A good read”** means
a) a person who reads fast
b) a book that is interesting
- 5 **“Anti-bullying strategies”** means
a) ways of bullying
b) ways to stop bullying
- 6 **“School outings”** means
a) outside walls
b) day trips
- 7 **“We are a good team”** means
a) we play football together
b) we work well together

6 a) **Work in pairs. Choose one of the people from Ann’s school and practise talking about him / her.**

b) **Work in groups. Say what you know about people who do these jobs in your school. Talk about them.**

GRAMMAR

1 **Read paying attention to the words in bold.**

Mother: What **was** the teacher **doing** while you **were exchanging** text messages with your friend?

Jill: She **was reading** something. She didn’t see us.

- 1 While Jill **was exchanging** text messages with her friend yesterday, the other girls **were giggling**.
- 2 At the same time, some boys **were playing** with their mobile phones under their desks and some **were doing** their Maths homework.
- 3 The teacher **was sitting** at her desk.
- 4 She **wasn’t looking** at the pupils.

Lesson 2

REMEMBER!

The **Past Continuous Tense** is used to describe past actions that lasted for some time.

Use the **Past Continuous** to describe:

- an action that was taking place at a specific time in the past
*At 10 pm last night Jill **was telling** her mother about her day at school.*
*Around 11 pm she **was getting** ready for bed. At 12 pm she **was sleeping**.*
- a background scene of a story
*It **was snowing** outside and everyone in the house **was sleeping**.*
*The sun **was shining**, but the wind **was blowing**. The kids **were listening** to the teacher. Suddenly ...*
- actions that were taking place at the same time in the past
*While the teacher **was reading**, the students **were sending** text messages to each other.*
*While I **was talking**, the others **were listening**.*
*While their dad **was driving**, the children **were sleeping** in the back seat.*

We form the Past Continuous Tense with the **Past Simple** of the verb 'to be' (**was / were**) + the **-ing form** of the verb.

2 Write these verbs in the Past Continuous form.

- | | |
|----------------------------------------|---------------|
| 1 (we) shop — <i>We were shopping.</i> | 5 (you) phone |
| 2 (I) play | 6 (it) rain |
| 3 (they) listen | 7 (we) eat |
| 4 (he) swim | 8 (she) wait |

3 Change these sentences from the Past Simple Tense to the Past Continuous Tense.

- | | |
|--------------------------|-----------------------|
| 1 They played yesterday. | 4 I baked some bread. |
| 2 We shopped all day. | 5 She slept. |
| 3 It snowed in Hawaii. | |

REMEMBER!

Adverbs used with the Past Continuous:

- at / around 6 am / noon / midnight / dinner time
- from 5 to 6 pm
- between 5 and 7 pm
- from Monday to / till Friday
- from morning till evening
- all morning / day / night / last week
- while

Examples: *At 5 am I was sleeping.*

From 5 to 7 pm we were watching a football game.

*They were working hard **between** Monday **and** Friday.*

*I was cleaning my room **all morning** yesterday.*

***While** I was doing my homework, my brothers were playing football.*

*What were you doing **around** 6 am?*

4 Complete with was or were.

It was Sunday yesterday. All afternoon ...

- ... Harry ... helping his friend with homework.
- ... Harry's brothers ... playing football in the garden.
- ... his mother ... reading a book.
- ... his father and grandfather ... repairing the car.
- ... his grandmother ... watching TV.
- ... his dog and cat ... sleeping in their baskets.

5 Complete with the Past Continuous of the verbs in brackets.

Around 9 pm last Saturday ...

- ... Jill's friend ... *(cut)* her hair in a bathroom.
- ... Jill's mum ... *(put)* stamps on a lot of letters.
- ... Jill's dad ... *(study)* some brochures on computers.
- ... Jill's cousin ... *(write)* a book report.
- ... Jill's grandparents ... *(fly)* to Paris.
- ... their next-door neighbours ... *(jog)* in the park.

Lesson 2

6 Make sentences with while.

Last night

- a ... Harry / do homework / his brother / watch TV
- b ... Bob / brush his teeth / his father / listen to music
- c ... Mary / read a book / her friends / walk around the shopping centre
- d ... Veronica and Pat / exchange text messages / their parents / play cards
- e ... I / talk on the phone / my pets / fight in the garden
- f ... the teacher / wait for the bus / the traffic / move slowly

LISTENING



1 a) Read the letter and answer the questions below.

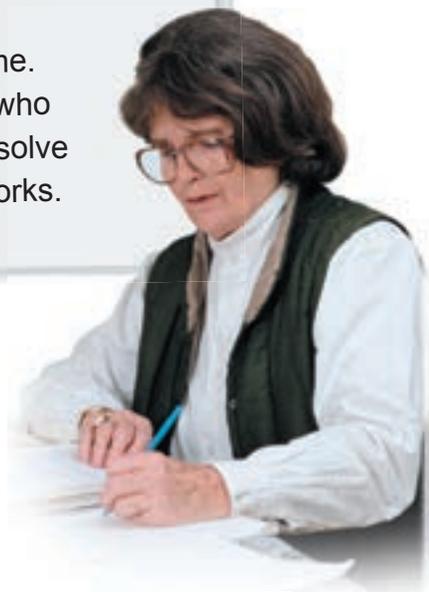
It's so hard to be a good teacher. I have to teach my subject well and take good care of my pupils. I mean, I should help them become good and responsible people.

Still I like it very much. Most children are so warm, smart and interesting.

Well, I have some problems from time to time. Mostly with those kids who are aggressive or who aren't interested in anything. The best way to solve the problem is to keep them busy. It always works.

Mrs Rolland

- 1 Why does Mrs Rolland think that it is hard to be a good teacher?
- 2 How does Mrs Rolland feel about her job?
- 3 Why does she like her job?
- 4 Who is hard to teach?
- 5 How does she solve the problem?

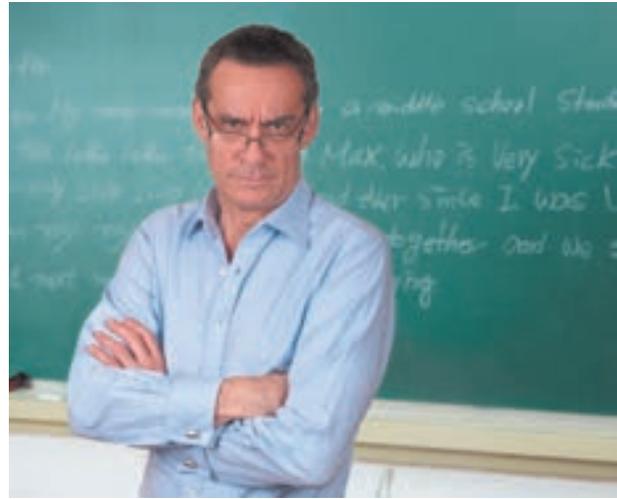


b) Give your opinion on the following questions.

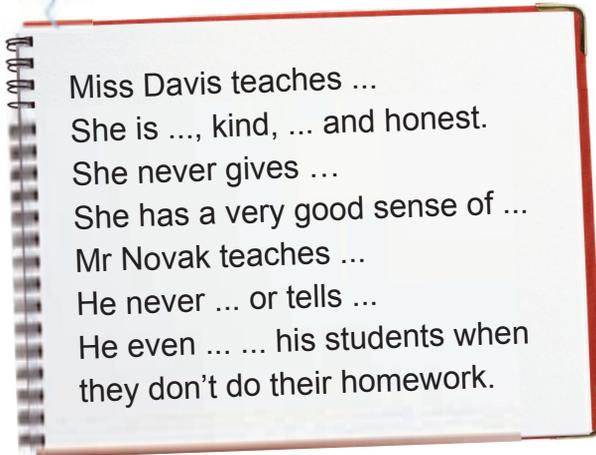
- 1 Do you think it's hard to be a teacher? Why? / Why not?
- 2 Do teachers like their jobs?



2 Listen and find out what the two pupils think about their teachers.



3 Listen again and complete the sentences in your notebook.



VOCABULARY BOX

- coffin** ['kɒfɪn]
- comparison** [kəm'pærɪsn]
- fame** [feɪm]
- funeral** ['fju:nərəl]
- novelist** ['nɒvəlɪst]
- pressure** ['preʃə]
- to contribute** [kən'trɪbjʊ:t]
- to inspire** [ɪn'spaɪə]
- to punish** ['pʌnɪʃ]
- creative** [kri'eɪtɪv]
- powerful** ['paʊəfəl]
- incredibly** [ɪn'kredəbli]
- instead** [ɪn'sted]

4 Look the words in the Vocabulary Box up in the dictionary and make up a sentence with each of them.

Lesson 2



5 Listen to the radio show and choose the right answer.

- All the children are:
- a) thirteen
 - b) fourteen
 - c) between thirteen and fourteen

6 Copy the grid. Listen once again and fill in the grid with the sentences below.

Name	Subject / Teacher	Why they like(d) him/her
a) Bruce		
b) Kim		
c) Matej		
d) Hana		

- 1 Class master.
- 2 English literature teacher.
- 3 PE teacher.
- 4 School psychologist.
- 5 She is so creative.
- 6 He makes us talk about life.
- 7 He was a great coach.
- 8 She treats us as human beings.

7 Say whose story you like best. Explain why.

**8 Read and say whose teacher is talking:
Bruce's, Kim's, Matej's or Hana's.**

- 1 You have looked sad and absent-minded for days, Amy. Can we help? Is there a problem you are ready to share with us? You know, we have all experienced injustice¹, disappointments, fears ... Or would you rather talk to me alone after class?
- 2 Don't cheat, Alex. Who do you think you are fooling? Only yourself. That's how it all starts. ... By breaking school rules, sports rules and little by little all the other rules. If you start doing it now, you might end up behind bars one day, believe me.
- 3 The world would be a better place without certain rude words. For instance: fool, idiot, moron, dirty words, swear words, etc. We sometimes use them carelessly when we have nothing better to say. Can you promise not to use them at least for a week? Yes? Cross your heart.²
- 4 Do you know what Mozart did? As a child, he learnt to play all the instruments one by one. He composed about twenty operas, for instance the mega-famous *The Magic Flute*. And what did Gloria Glitter do? She put on make-up, had a photo session for a fashion magazine and went out with a football star a couple of times. Big deal. But she is a celebrity for our media.

9 Work in pairs. Speak on whose teacher you like best and why.

¹injustice [ɪn'dʒʌstɪs] — несправедливість

²Cross your heart. — Заприсягнися.



Lesson 2

SPEAKING



1 *Work in pairs. Do the quiz to find out what sort of pupil you are.*

- 1 **Do you feel bored at school?**
a) *sometimes* b) *never* c) *often*
- 2 **Do you study hard for school?**
a) *always* b) *usually* c) *never*
- 3 **Do you take notes in class?**
a) *usually not* b) *always*
c) *sometimes*
- 4 **Do you do your homework?**
a) *always* b) *sometimes*
c) *rarely*
- 5 **Do you talk in class?**
a) *never* b) *sometimes* c) *usually*
- 6 **Do you forget your PE kit?**
a) *sometimes* b) *never*
c) *almost always*
- 7 **Do you cheat¹ at the tests?**
a) *never* b) *always*
c) *only sometimes*
- 8 **Do you argue with the teachers?**
a) *sometimes* b) *very often*
c) *never*
- 9 **Are you absent from school?**
a) *never* b) *sometimes* c) *often*
- 10 **Are you late for school?**
a) *sometimes* b) *never* c) *often*

READ THE SCORE. DO YOU AGREE?

Mostly 'a'

You like going to school. It's interesting. You are a very curious and hard-working boy / girl. There is a bright future ahead² of you. Well done!

Mostly 'b'

You don't mind going to school. However, you prefer doing sports, watching TV or just being with your friends, don't you? You can do much better, that's for sure. Be more serious about it and the results will be better.

Mostly 'c'

You have a problem. That's too bad. You have to change or you can expect very little from your life. Wake up! Be more serious!

Nearly equal 'a', 'b', 'c'

You can be rather serious as well as light-headed. So, set your goals and make your plans. Keep to the plans and soon you'll become the master of your mood. It'll help in your study and life.

¹to cheat [tʃi:t] — шахраювати, обманювати

²ahead [ə'hed] — попереду

**2 Discuss in class the questions below.
Explain why the answer is YES or NO.**

What about children in your class or at your school?

- Do they
- study several hours a day?
 - arrive at school at 8.30?
 - always get good marks if they study hard?
 - think that tests or exams are stressful?
 - worry about doing well at school?
 - have problems with their parents?
 - have problems with their teachers?
 - read only books that are on the reading list?
 - show great interest in computers?
 - sometimes feel lonely?
 - greet teachers when they meet them?



1 Most of my classmates have mobile phones. I myself don't have one. They bring their phones to school. They cannot use the phones during the class, but they sometimes send and get messages, so they cannot concentrate on the lesson. When the teachers notice this, they get very upset, they send them to the headmaster, they

confiscate the phone and they give all of us lectures. What a waste of time and energy! The worst thing is when a phone rings! What do you think?

2 We have a new boy in our class. He is quiet and okay but some people are horrible to him, especially this one boy who is



Lesson 2

3 a) Look at the pages of 'Buzz', a school newspaper. Find a letter about each of the topics below (1-3).

PARENT PRESSURE BULLYING
 MOBILE PHONES IN SCHOOL

b) Read the letters and say if you agree with what they say.

What do you think?

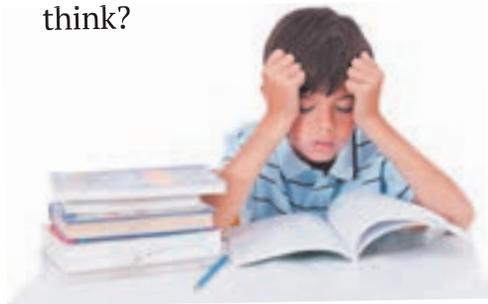
BUZZ

15 October

really arrogant and full of himself. The new boy has to defend himself all the time. My dad says bullies can be boys or girls. They pick on kids who are new or who are different for some reason. Maybe they are talented and this makes some people jealous! I think all this is horrible. Can kids solve problems like these themselves or should they tell their parents and their teachers? What do you think?

3 This is what I hear at home: "You only enjoy yourself! How can you get into a good school or get a good job one day if you don't study hard? Look at your cousin Robert! He studies all

the time and he has all A's." I'm sick and tired of hearing it. And I'm sick and tired of my cousin! In my opinion, parents put too much pressure on their children to have all A's at school. The bad thing is that they are only interested in grades, not in how much their children know or how much they learn. We study for ourselves and not for our parents! What do you think?





4 Listen to the three dialogues and say which letter from 'Buzz' the two friends are discussing in each of them.

5 a) Read the dialogues and answer the questions.

- In which dialogues do the two girls agree?
- In which do they disagree?
- Do you agree more with Celia or with Sarah?

1

Sarah: I always leave my mobile phone at home. I think school's not a place for mobile phones.

Celia: I don't think so. What if we have to call our parents during the break?

Sarah: We can use the public phone. If we have our mobiles, we forget ourselves and start sending messages.

2

Sarah: I agree with this. I get good marks at school but it's because I want it myself, not because my parents want it.

Celia: I don't agree. I believe parents are right to push their children. Kids are lazy.

Sarah: Speak for yourself!

3

Celia: In my opinion, this is very serious. This new boy really has a hard time. He can't solve this problem by himself. They have to speak to their teacher.

Sarah: You're right. I think they also have to speak to this stupid bully.

Celia: Of course, but I'm not sure he wants to listen.



Lesson 2

b) Work in pairs. Choose one of the dialogues and act it out in class.

6 Work in groups. Speak on the following questions.

- 1 Do your teachers sometimes confiscate something during the class?
- 2 Who sometimes gives you lectures?
- 3 What are you sick and tired of?
- 4 How do you enjoy yourself at the weekend?
- 5 Can you defend yourself?
- 6 Do you have a feeling that somebody picks on you?

REMEMBER!

Saying what you think: I think ... I believe ... In my opinion, ...

Agreeing: I agree (with you). You're right. Of course.

Disagreeing: I don't agree. I don't think so.

7 Work in groups. Agree or disagree with the statements below. Give your reasons.

- You make an opinion about a person based on the way they look and the clothes they wear.
- School uniforms are a good idea.
- Girls are never bullies.
- Life without a mobile phone is difficult.
- Teachers must be strict.
- School grades are more important than how much you know.



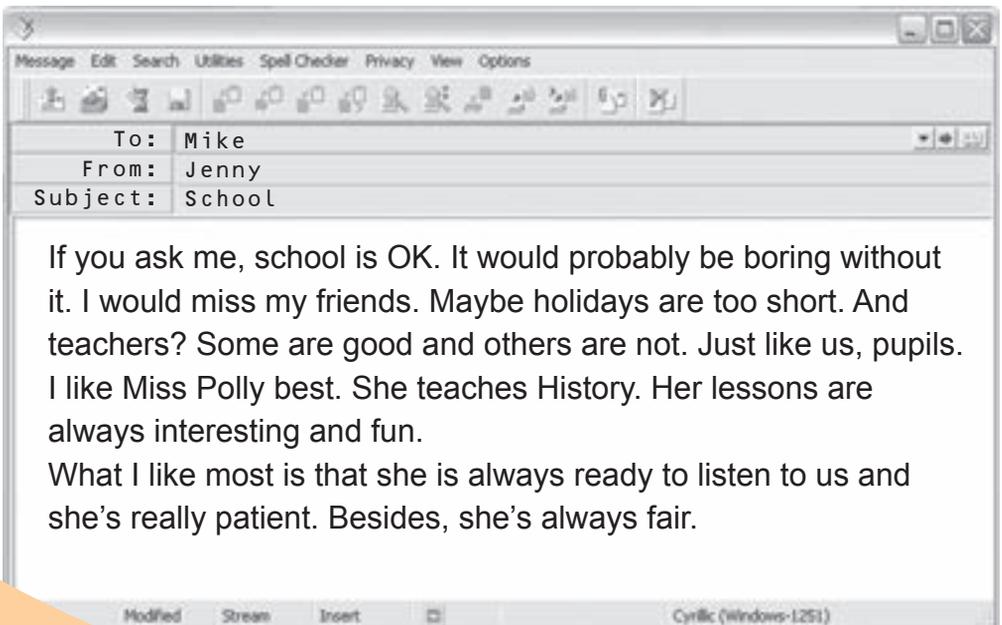
8 Read some of the qualities teachers have. Which qualities do you think are important? Compare your ideas with your partner's.

- a teach their subject well
- b are strict
- c tell jokes
- d often laugh
- e are friendly and kind
- f are patient
- g are firm with students but not too strict
- h are fair and honest
- i have pet students
- j shout in class
- k are young
- l give too much homework
- m give low marks

REMEMBER!

- What do you think about geography?
- **Well, I think** it's very interesting.
- Do children hate school?
- **If you ask me, I believe** they don't.

9 a) Read the e-mail and answer the questions.



The screenshot shows an email client window with the following details:

- To:** Mike
- From:** Jenny
- Subject:** School

The body of the email contains the following text:

If you ask me, school is OK. It would probably be boring without it. I would miss my friends. Maybe holidays are too short. And teachers? Some are good and others are not. Just like us, pupils. I like Miss Polly best. She teaches History. Her lessons are always interesting and fun.

What I like most is that she is always ready to listen to us and she's really patient. Besides, she's always fair.

Lesson 2

- 1 What does Jenny think about school?
- 2 What does she say about holidays?
- 3 Who is her favourite teacher?
- 4 Why does she like Miss Polly best?
- 5 What does she think about teachers?

b) Work in pairs. Compare your opinion with Jenny's.

LEARNING TIP

When you give your opinion about something or somebody, say why you think so. To do this, use **because**.

Example: *I like school because I have a lot of friends there.*

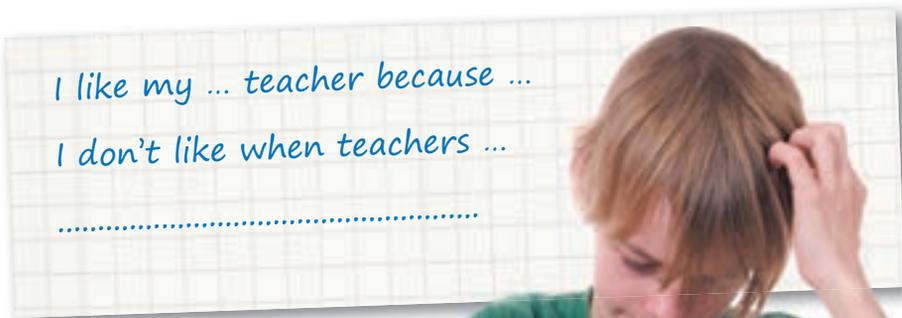
10 Work in groups. Share your opinions on the following.

- What do / don't you like about school? Why?
- What kind of teachers do / don't you like? Why?

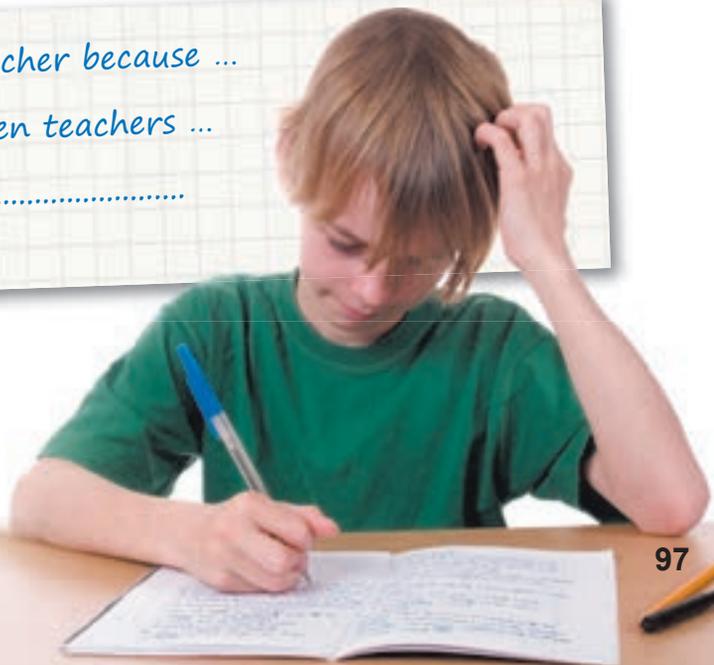
WRITING



1 Write about some of your teachers.



2 Choose one of the letters you read in this unit and answer it.



Lessons 1-2

PREFECTS

In some schools, older students are given some authority¹ to help control younger pupils outside classes. They are called 'prefects' and they wear prefect's badges.



PUNISHMENTS

Teachers are not allowed to hit pupils. But teachers can make students stand outside or move them to sit on their own. Some schools have a system of marks for behaviour. If you do something serious, like a broken window, you can be excluded². If students are excluded from a state school, the authorities have to find them another one.



b) Compare the things you have read about with the rules in your school. What is similar? What is different? Which things are you eager to adopt³ in your school? Work in pairs.

¹authority [ə:'θɒrəti] — *тут* влада, повноваження

²to be excluded [ɪk'sklu:dɪd] — *бути* виключеним

³to adopt [ə'dɒpt] — *переймати*

4 a) *Work in groups. Read the charter on the right. Write down the charter for your 'perfect school'.*

b) *Present your charter along with your mates and arrange a 'Gallery Walk'.*

c) *Observe all the charters and vote for the best one. Explain your choice.*

5 a) *Do the questionnaire. Work out your score.*

BEAUMONT GRAMMAR SCHOOL CHARTER

FRIENDLINESS

I will try to be kind to others.

I will try to include¹ new or lonely people.

I will consider other people's feelings at all times.

BULLYING²

I will not hurt others by my behaviour.

RESPECT

for other people's property³

I will not move, borrow or take other people's property.

ARE YOU GOOD AT SCHOOL?

1 WHAT DO YOU LIKE ABOUT SCHOOL?

- a) interesting lessons
- b) vacation time
- c) meeting with schoolmates

2 IMAGINE YOU'VE GOT A LOT OF HOMEWORK FOR TOMORROW. WHAT ARE YOU GOING TO DO?

- a) do only the things which you will likely be asked
- b) try to do everything
- c) take it easy and throw the schoolbooks away

¹to include [ɪn'klu:d] — тут брати до уваги чиїсь потреби

²bullying ['bʊliŋ] — цькування

³property ['prɒpəti] — особисті речі, власність

Lessons 1-2

3 IMAGINE YOU ARE LATE

FOR SCHOOL. WHAT ARE YOU GOING TO DO?

- a) apologise to the teacher and take a seat
- b) not to worry about it and take your seat
- c) go back home with the hope that next time you'll be on time

4 YOU ARE GOING TO CHOOSE A FOREIGN LANGUAGE TO STUDY AT SCHOOL. YOU'LL PREFER THE ONE WHICH ...

- a) you think is the easiest
- b) is with the nicest teacher
- c) you think is the most useful in your future

5 WHAT DO YOU THINK ABOUT THE IMPORTANCE OF YOUR STUDIES AT SCHOOL?

- a) Study develops your mind, and the knowledge you are getting will be useful in the future.
- b) It's important to study quite a few things at school which will help in your future life.
- c) School studies are not so important because they're not useful in your real life as an adult after school.

6 WHAT PLACE DO YOU USUALLY TAKE IN THE CLASSROOM?

- a) the place where you can see and listen to your teacher clearly
- b) somewhere where you'll have a possibility not to be seen by your teacher
- c) any place will do

YOUR SCORE:

1	a) 2	b) 0	c) 1
2	a) 1	b) 2	c) 0
3	a) 2	b) 1	c) 0
4	a) 0	b) 1	c) 2
5	a) 2	b) 1	c) 0
6	a) 2	b) 0	c) 1

RESULTS:

Less than 3

SOS! You have problems!
You have to change your attitude to school, or you'll be at the back of your class. Ask for help and try your best.

More than 3 but less than 9

Your school success depends upon your efforts at study and other school activities. You're one of 'so-so' pupils.

More than 9

Wow! You are a real top-class pupil. You've got a chance to go far in your future. Don't stop. Go on!

b) Now compare your scores in a small group. Do you agree with your score?

Why (Why not)? Start like this:

I agree with my score.

I got thirteen and I ...

I don't agree with my score.

I got only five points but I ...

c) Work in your group. What do you think is necessary to do to make your school life more exciting (to make your lessons more interesting)? Compare your ideas with the rest of the class.

6 a) Read the information about the two schools.

All pupils study Maths, Science and a Foreign Language — some choose English, others French or German. Pupils get a lot of homework every day, but not at weekends. The school is also closed at weekends. Children have an hour and a half for lunch, and during this 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, but, unfortunately, there is nowhere to do sport and pupils have to go to a sports centre by bus. The school is near a public transport station, so pupils don't have to come to school by bicycle or motorbike.



Lessons 1–2

The school has excellent sports facilities — basketball and tennis courts, a modern gymnasium¹, football and hockey fields. The children in the school are from 6 to 16 years old. Only those pupils over 11 get homework. Everybody takes Maths, English and Science. Children can eat lunch in the school and one of the teachers organises a lunchtime disco in the hall. There is no library or music room. The school is open on Saturdays for sports activities. The school organises school buses, and nobody can come to school by bicycle.



b) Work in a group of three. Role-play the situation.

Task for pupils A, B

Imagine you are head teachers of two different schools like the one described above. Read the information and then answer your partner's questions.

Task for pupil C

Imagine you are a parent who wants to send his / her child to school. You visit two schools and have talks with their head teachers. Ask them (first pupil A, then B) questions about the schools they represent.

Example: Does everybody learn a foreign language?

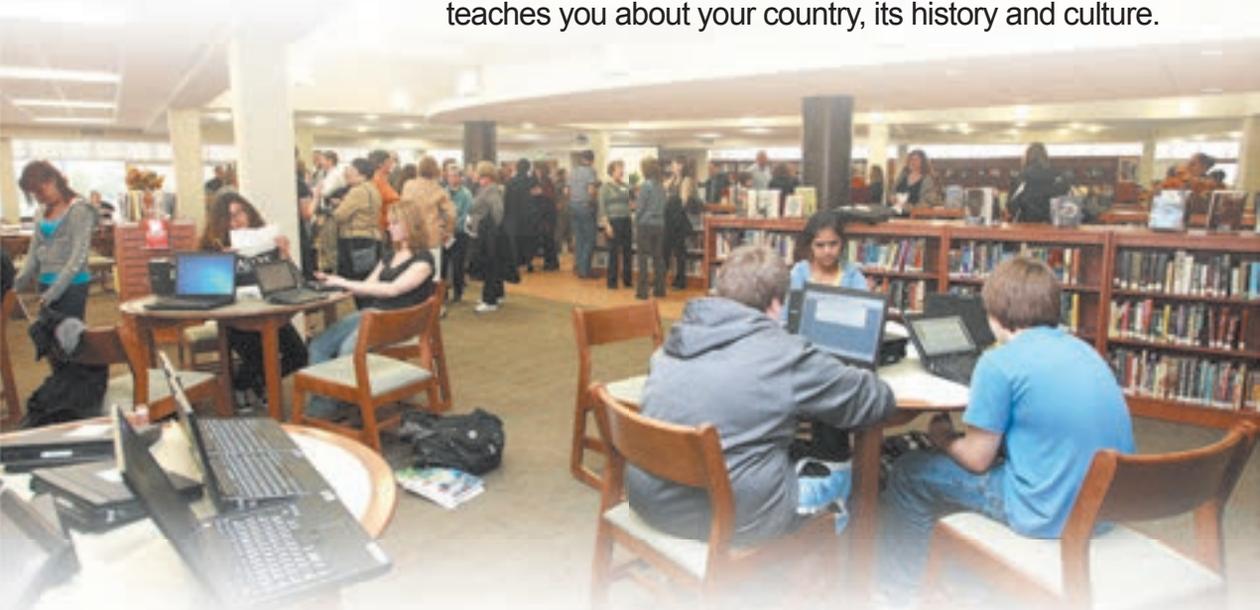
- everybody / learn a foreign language?
- anybody / teach Computer Studies?
- anywhere / to do private study?
- anything / to do at lunchtime?
- anybody / teach Music?
- everybody / study Science?

¹gymnasium [dʒɪm'neɪziəm] — спортзал

7 Agree or disagree with the reasons why children go to school.

School

- introduces you to different sorts of people.
- helps you make your own decisions.
- helps you understand yourself better.
- makes you polite and well-behaved.
- introduces you to new science ideas.
- helps you use your free time sensibly.
- trains you for a future job.
- teaches you moral values.
- teaches you about your country, its history and culture.



**8 Work in pairs. Speak on the topic 'School in My Life'.
Then write 12-15 sentences to express your thoughts.
Use the following questions.**

- 1 Can you say that school is your second home? Give your reasons.
- 2 What does school give you?
- 3 Do you have a favourite teacher?
- 4 What is an ideal teacher (pupil), in your opinion?
- 5 Why do some students hate school? What does it depend on?
- 6 What is your idea of a modern school?
- 7 Give your own idea of the school in the future.

Lessons 1-2

9 *Make a poster of the school of your dreams.*

**FILE FOR
PROJECT**

My Perfect School

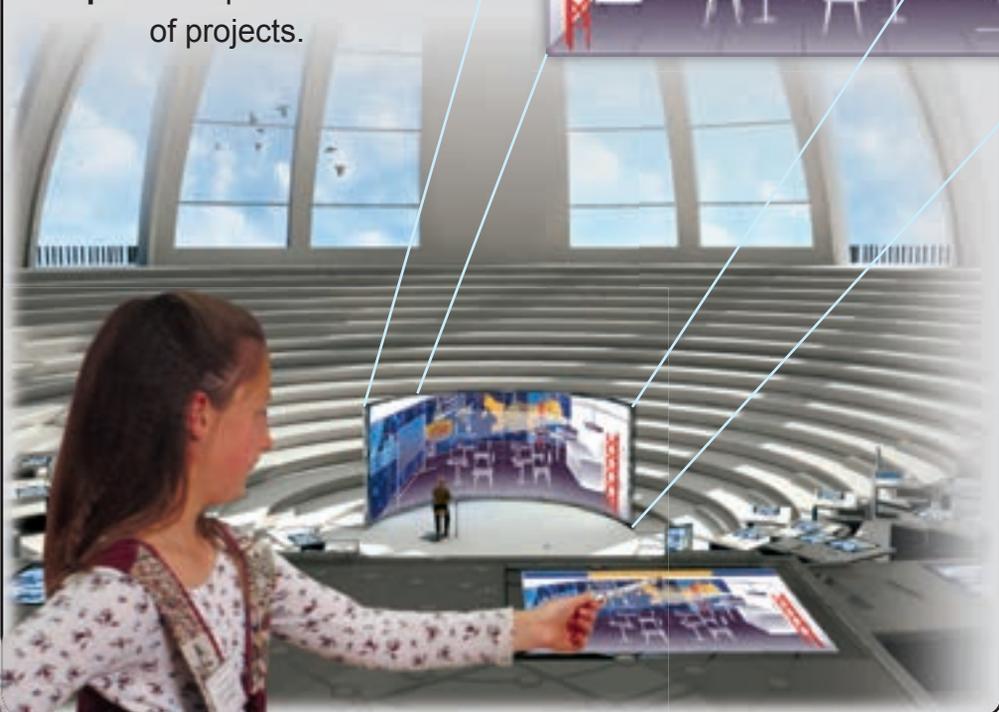
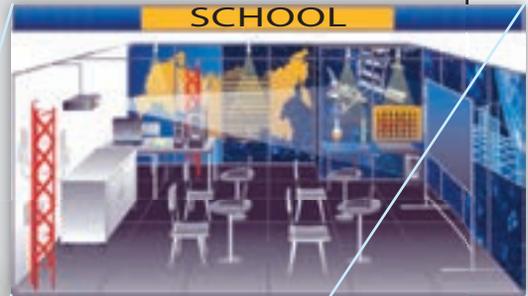
Step 1 Split into groups of three-four and brainstorm your ideas according to the items:

- the building: classrooms and facilities;
- the timetable: subjects and time;
- clubs and activities;
- school rules for pupils;
- school rules for teachers, etc.

Step 2 Make the poster:

- draw your school;
- make a timetable;
- advertise various clubs;
- make the 'Table of Rules'.

Step 3 Take part in the contest of projects.





- 1 **Listen to read the story. Say where the story takes place and who the main characters are.**

GOOD MORNING, MISS DOVE

(after Frances Gray Patton)

Miss Dove ['mɪs ,dɒv] was a strict teacher. If a pupil wanted to leave the classroom to get a drink of water, Miss Dove just looked at him and said nothing. They were afraid of that look and they called her 'the terrible Miss Dove', though she never shouted at them or scolded them.

On that day, forty children were sitting in her class in the Geography lesson. They heard the bell, but they did not move, they did not talk, they all waited in silence and looked at Miss Dove. Only after she had told them to close their books and go, they left the classroom quietly without shouting or running. A boy who had talked during the lesson was left in the room and had to write twenty times "I must not talk during the lessons."

The next lesson began. The pupils came into the classroom and took their places. Miss Dove gave them written work to do, because it was Tuesday, and on Tuesdays they always had some written work.

One of the boys pushed the girl who was sitting next to him. Miss Dove looked at him, and he stopped moving, though she did not scold him. Miss Dove looked at the boy but she did not see him. Instead of him she saw his elder brother, Thomas Baker ['tɒməs 'beɪkə], who had sat in that place some six or seven years before. The war brought the children she had taught to different parts of the world. One was in Germany, another — in the jungle¹ of New Guinea [nju: 'ɡɪni], a third one — somewhere in Africa. She did not know where all of them were. Though all of them had finished school many years before, she now saw them as they had been at seven, at ten or at twelve.

The pupil she thought about most often was Thomas Baker.

¹jungle [dʒʌŋɡl] — джунглі

The German planes had bombed his ship, and for many days he had lain on a raft¹ without anything to eat and very little to drink. When they found him, he was almost dying. The newspapers wrote much about him in those days.

Randy ['rændi] Baker put his hand up.

“Yes, Baker?” Miss Dove asked.

“I got a letter from Tom yesterday,” the boy explained. “May I read it to the class?”

“Yes, certainly.”

“But it’s a long one.”

“I’m sure it will be useful for everyone to hear the letter of such a brave man,” explained the teacher.

Randy looked around and began to read. Tom told his younger brother what he had seen from the plane in which he was brought back to England. He wrote that the land below looked like the map they had used in the Geography lessons at school. Then he wrote how he had suffered on the raft with almost no water to drink. “Do

VOCABULARY BOX

a penalty ['penlti]

to bomb [bɒm]

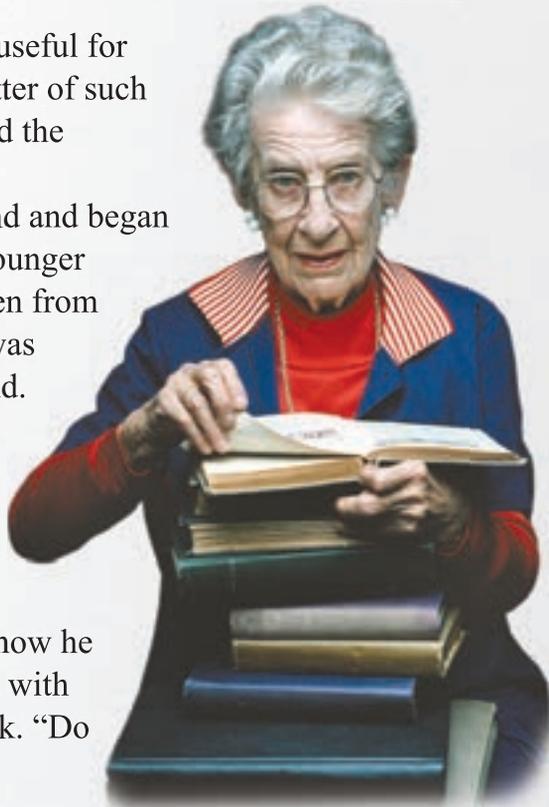
to scold [skəʊld]

strict [strikt]

terrible ['terəbl]

● **to depend** [di'pend] **on/upon**

● **instead (of)** [in'sted]



¹a raft [rɑ:ft] — пли́т

you know who I was thinking about then? It wasn't a boy or a girl," he explained. "I was thinking about Miss Dove, and out there in the open ocean I played a game. No, I am not joking. And it helped me to stay alive¹. I imagined that I was back again in the Geography class; I remembered the look Miss Dove gave us when we wanted to leave the classroom for a drink of water. So I imagined that I was in her lesson and kept thinking² all the time, "The bell will go in a few minutes. You can wait a little longer. You must wait for the bell." And it made everything easier. It was almost as difficult there in the ocean as it had been at school. Tell that to the boys, will you?"

Randy stopped suddenly.

"Is that all?" Miss Dove asked.

"No," said Randy. His face became very red. "It says here, "Please thank Miss Dove and give her a kiss for me³."

Miss Dove went up to the boy.

"Well, Randy," she said. "I'm waiting." In the silence that followed little Randy kissed "the terrible Miss Dove". Nobody in the class laughed or even joked about it; everybody was silent except one girl who suddenly spoke.

"It's like a medal," she said. "It's just like a medal he has given to Miss Dove."

2 *Answer the questions.*

- 1 How do we know that Miss Dove was a strict teacher?
- 2 How did the children call their teacher?
- 3 Describe the way the lessons usually ended.
- 4 What methods did Miss Dove use as a penalty?
- 5 What did the teacher sometimes remember when she looked at her pupils?
- 6 Did she allow Randy Baker to read his brother's letter? Why?

¹to stay alive [ə'laɪv] — ВИЖИТИ

²to keep thinking — безперервно думати

³... give her a kiss for me — ... поцілуй її за мене

- 7 What happened to Thomas Baker once?
- 8 Define the main content of the letter.
- 9 Why did Randy's face become very red?
- 10 What was that kiss compared with? Do you agree? Why?

3 Discuss the text in groups of four.

- 1 Do you agree with the statement "Miss Dove was too strict and cruel with her pupils"?
- 2 What would you do in Thomas Baker's place at the time when he was alone on the raft in the open ocean?
- 3 Can human beings be born brave?
- 4 Is it important to be self-disciplined in order to be brave?
- 5 What had helped Thomas to stay alive?
- 6 Can you prove that Miss Dove loved her pupils?
- 7 Did she think of the future of her pupils? What makes you think so?
- 8 Can you name the main thing Miss Dove taught her children?
- 9 Was Miss Dove a good teacher?
- 10 Do you like her as a person? Why (Why not)?
- 11 What do you think the 'medal' for Miss Dove was?
- 12 Do you want to be a teacher? Why (Why not)?
- 13 What is your idea of a good teacher?

4 Describe Miss Dove's thoughts when she looked at the boy who pushed the girl next to him.

5 Role-play the situations.

a) Imagine Thomas and Miss Dove meet.

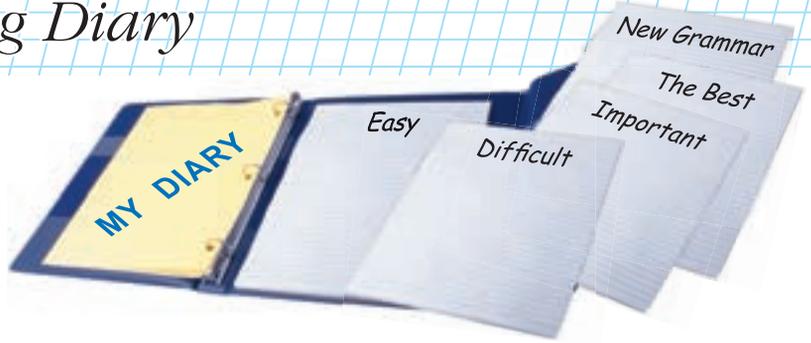
Dramatise the dialogue between them. Work in pairs.

b) A new pupil has appeared in Miss Dove's class.

Work in groups of four.

He asks questions about the school and the teacher. The children answer him and give him some pieces of advice.

My Learning Diary



The topics of this unit are

I find this unit *very easy* / *quite easy* / *quite difficult* / *very difficult*.
(Underline what is true for you.)

I think that the most important thing I have learnt is

The most difficult thing for me was

The things that I enjoyed most in the Unit were

The things that I didn't enjoy were

The ways I used working with the Unit were

My favourite activities / tasks were

The new grammar I have learnt in the Unit is

The best lesson I had in my English class was

The things that are easy to read are

Lessons 1-2

The things that are easy to listen to

The things that are easy to talk about

The things that are easy to write about

The things that are difficult to read about

The things that are difficult to listen to

The things that are difficult to talk about

The things that are difficult to write about

Three things I would like to remember from this unit are

..... because

I would like to improve *my pronunciation / spelling / vocabulary / grammar / fluency*. (Underline what is true for you.)

The things that I would like to learn are



You have finished the unit. Choose the adjectives that best describe how you feel about it.

- | | | | | |
|----------|-----------|------------|-----------|-------|
| happy | satisfied | frustrated | motivated | good |
| relieved | unhappy | excited | sorry | tired |

My Learning Diary

After the unit I can:

NOW I CAN			
● name jobs that people do at school			
● describe responsibilities of people who work at school			
● express my impressions of a school day / lesson			
● read and understand articles about education and school life			
● read a school newspaper and understand problems of schooling			
● understand different ways of teaching			
● share the information I heard or read about different types of school			
● exchange ideas about what makes a school subject interesting / boring			
● discuss ways of making school life more interesting			
● express agreement or disagreement			
● give reasons for my opinion			
● ask for and give some advice with 'should / shouldn't'			
● express the probability of actions in the future with 'may / may not / might / mightn't'			
● describe past actions that lasted for some time with the Past Continuous Tense			
● answer my e-mail friends about school life			
● write some suggestions to my school newspaper			
● write a school charter			
● write a personal story about my school experience			
● write about my favourite teacher			
● do a project to present the school of my dreams			
MY WORK			

Unit 3

YOUR PREFERENCES

- Do You Need a Book?
- Music Is Heard Everywhere

Pre-reading questions

What was your favourite fairy tale in childhood?

Do you like reading? Why?

What do you know about your favourite writer?

What music do you prefer?

What's your favourite band or singer?

Do you play any musical instrument?

DO YOU NEED A BOOK?

VOCABULARY & READING

1 Read and complete the sentences after the text.

OUR FRIENDS AND TEACHERS

“Books and friends should be few but good,” says an English proverb.

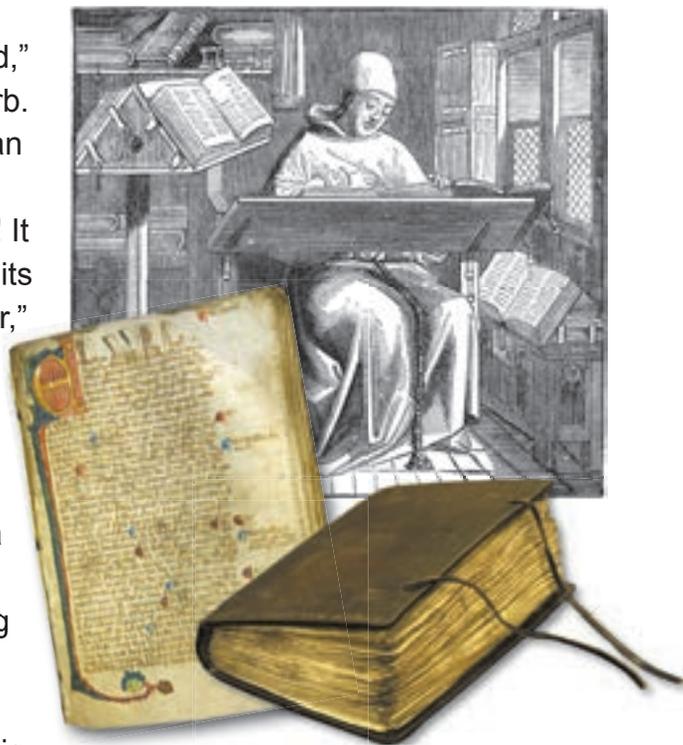
“Except¹ a living man there is nothing more wonderful than a book! It teaches us and opens its heart to us as a brother,”

wrote Charles Kingsley, an English writer of the 19th century. The book is certainly a friend and a teacher. We learn many things by reading books. Books teach people to live. After reading some books it is

easy to understand what should be done and what must not be done. There are books which help pupils with their lessons.

In general, books can be divided into two main groups: fiction and non-fiction. Fiction books contain made-up stories, non-fiction books are books that give facts.

In ancient times books were written by hand and few copies were made. Sometimes several men were needed to copy a book



¹except [ɪk'sept] — окрім, за винятком

Lesson 1

as the work was slow. For many years the number of books in the world was very small. Only a few people had copies of them to read and study.

The invention of printing changed a lot in history. Printing played a very important role in the development of culture, science and literature.

Today, there are many thousands of public libraries in Ukraine.

Librarians are always ready to help

people to find a book on any subject if those do not know the title of the book they want. Those who know how to use the catalogue can find a book and needn't consult the librarian.

Conferences, exhibitions and other events take place in libraries. Thematic selections of books are prepared beforehand¹ to help the visitors develop their reading preferences.

Many libraries have reading rooms and the rooms equipped with computers to give the opportunity to work with the internet. Some libraries have a room where students learning a foreign language can have practice in speaking and listening.

- 1 By reading books we ...
- 2 There are books which ...
- 3 In general, books can be divided into ...
- 4 In ancient times ...
- 5 Printing played ...
- 6 A librarian is always ...
- 7 Those who know how to use the catalogue ...
- 8 New interests can be ...
- 9 Many libraries have ...

VOCABULARY BOX

a catalogue ['kætələg]

fiction ['fɪkʃn]

non-fiction [ˌnɒn 'fɪkʃn]

a title ['taɪtl]

to consult [kən'sʌlt]

to contain [kən'teɪn]

● **made-up stories**

● **in general**

¹beforehand [bɪ'fɔ:hænd] — заздалегідь



2 *Make up sentences using the tables.*

a)

Books about
great people
Books about
famous
travellers
Books on history
Books about
children

teach us

to be kind and clever.
to be noble.
to be brave and honest.
to be a true friend.
to be hard-working.
to help old people and
younger ones.
to understand other people.
to love our motherland.
to be polite, to have good
manners.

b)

Stories about
birds and
animals
Fairy tales
Fables
Poems

can teach us

to understand the beauty
of nature.
to love nature and to take
care of it.
to help animals and birds.
to be kind and clever.
to understand what is right
and what is wrong.
not to be lazy and naughty.
not to boast.

3 *Read and guess the meaning of the words in bold.*

contents ['kɒntents] the contents of a book. Have you discussed the contents of the play?

a table of contents The table of contents shows the order in which the topics in the book are discussed; it gives the title of each chapter and the page on which it begins.

to publish ['pʌblɪʃ] to publish a book; to publish news/information. When was the book first published? Was the article published in yesterday's newspaper?

Lesson 1

an atmosphere ['ætməʃiə] a warm atmosphere of understanding; in the atmosphere of love. This atmosphere created a special feeling.

4 Describe a book as an edition.

a) **Take any book you like. Examine its cover, the title page and the table of contents. Say what information they tell you:**

- the author of the book
- the publisher
- the year it was published
- the topics the book covers

b) **Give your opinion if this information is valuable to the reader.**

5 Read the letter and speak about the genre Julia likes in the literature. Explain why.

Literature is my favourite subject at school. Ukrainian is my mother tongue, so I understand its beauty very well. That's why I'm fond of the world of Ukrainian poetry. It's the poetry of love for people and the native land. Every Ukrainian should read such famous authors as Taras Shevchenko, Ivan Franko or Lesia Ukrainka. They described the real life of Ukrainian people in the past. Their books are very truthful and interesting. Among the modern Ukrainian poets I like Lina Kostenko most of all. I study English at school. I hope that time will come and I'll be

VOCABULARY BOX

an author ['ɔ:θə]
a genre ['ʒɒnrə]
an emotion [i'məʊʃn]
a pattern ['pætɪn]
a poet ['pəʊt]
poetry ['pəʊtri]
a novel ['nɒvl]
a novelist ['nɒvlɪst]
drama ['drɑ:mə]
a dramatist ['dræmətɪst]
amusing [ə'mju:zɪŋ]
emotional [i'məʊʃnəl]



able to read the poetry of famous English poets like William Shakespeare, Robert Burns and George Gordon Byron in the original. I'm trying to do this now, but mostly I've read their Ukrainian and Russian translations. I think these poets opened their great and generous hearts to us.

Here's my favourite poem by R. Burns, a Scottish national poet. And I am proud to show my own translation of this beautiful poem.

Julia Afanasyeva

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



Robert Burns
(1759-1796)



Між гір моє серце,
душа моя там,
Полюю на оленя й кіз,
ніби пан,
Стрілою лякаю
їх диєне життя.
Вершини — то моє
найвище буття.

Lesson 1

6 Read and match the names of the famous writers to the paragraphs about them.



Agatha Christie



Walter Scott



William Shakespeare



Sir Arthur Conan Doyle

1 He was English. He was born in 1564. He was a dramatist, a poet and an actor. He died in 1616.

2 He was born in 1859. He was a writer of detective stories. The main character of his stories is Sherlock Holmes.

3 She was born in 1890. She wrote 66 detective novels. She died in 1976.

4 He was fond of Scottish folk songs and ballads. He is considered to be the founder¹ of a historical novel.

7 Get acquainted with some of the famous English and American authors.

Lewis Carroll is a pen name of Charles Dodgson, the man who wrote such famous books for children as *Alice's Adventures in Wonderland* and *Through the Looking-Glass*. Lewis Carroll was a wonderful children's writer. He understood children and he could enter the world of children's imagination.



Samuel Langhorne Clemens wrote under the name **Mark Twain**. Clemens was well-known as the author of *The Adventures of Tom Sawyer* [ˌtɒm 'sɔːjə] and *Huckleberry Finn* and other novels about growing up in a small town on the Mississippi River in the USA.

¹a founder ['faʊndə] — засновник

Walter Scott [ˌwɔːltə 'skɒt] is the creator of a historical novel in English literature. He was born in Edinburgh, Scotland. He loved his native land deeply and was greatly interested in its past. In his youth he made a good collection of the old Scottish ballads¹. Walter Scott first became known as a poet. In 1814 his first novel *Waverley* ['weɪvəli] appeared. During the next few years Scott published many novels among which are *Rob Roy*, *Ivanhoe* ['aɪvənheɪ], and he became the most famous novelist of his days.



John Ronald Reuel Tolkien, a professor of Literature and English at Oxford and a storyteller, became famous with his trilogy *The Lord of the Rings* (1954-1955). It is especially loved by young people. Tolkien's epic world is populated by elves, magicians, dwarves and monsters. Since the publication of *The Lord of the Rings*, a whole industry of fantasy literature, computer games, and other products has been created by worldwide Tolkien's fans to continue his work.

REMEMBER!

HISTORIC or HISTORICAL?

a historic battle
a historic place
a historic building
a historic meeting
a historic change

('historic' means
'important in history')

historical novel
historical drama
historical museum

('historical' means 'based on history'; 'happening in the past'; 'dealing with real or imaginary people and events in the past'; 'helpful in studying the past')

¹a ballad ['bæləd] — балада

Lesson 1

8 a) Read the names of the book characters. Complete the following sentences.

- 1 Friday and ...
- 2 Father Wolf, Mother Wolf, Baloo, the bear ...
- 3 Tom, Becky and ...
- 4 Ron, Hermione and ...
- 5 Jane, Michael and ...
- 6 Christopher Robin, his Teddy Bear and ...

are the characters in ...

b) Guess and write about the characters as in the example.

- Who are they?
- What are they famous for?

... is famous for

her adventures in Wonderland.
his adventures at school and at home.
his adventures in seas and in strange lands.
his adventures in the jungle.

Example: *Mary Poppins is famous for her magic.*

9 Read the poem and answer the questions below.

- Books need much care, don't they?
- In which way must we treat books?
- Why do we use bookmarks?
- Why mustn't we turn an open book upon its face?

BOOKS ARE OUR FRIENDS

*Since books are friends,
They need much care.
When you're reading them,
Be good to them and fair.
Use bookmarks,
To hold your place,
And don't turn a book
Upon its clear face.*

B. Walker

REMEMBER!

Active and Passive Voices (Активний і пасивний стан)

The tense forms of the verbs can be used in **Active Voice**:

*We **divide** books into two main groups.* (Present Simple Active)

or in **Passive Voice**:

*Books **are divided** into two main groups.* (Present Simple Passive).

- We often prefer the Passive Form when it is not so important who or what does the action:

*Millions of books **are published** every year.*

- When you want to say who does the action or what causes the action, use **by** in Passive Voice:

*Fairy tales are read **by** children with pleasure.*

*The website is visited **by** lots of people.*

For **Present Simple Passive** use the correct form of **'to be' (am/is/are) + 3rd form** of the verb: **am done, is done, are done.**

1 Make up sentences.

Many books	is are	published	by children in the library.
The country		cooked	in the competition.
This dinner		looked after	every month.
The prize		washed	by the sea.
The newspaper		read	by their mums.
The children		won	every week.

2 Complete with the Present Simple Passive forms of the verbs in brackets.

Example: *Secrets ... (never, tell).*

Secrets are never told.

Lesson 1

- 1 Ukrainian ... (*speak*) in Ukraine.
- 2 Many people ... (*usually, meet*) during summer holidays.
- 3 Teen magazines ... (*usually, read*) by young people.
- 4 He ... (*know*) as a polite person.
- 5 The headmaster ... (*always, inform*) about all the important events in school.
- 6 We ... (*rarely, invite*) to join some sports clubs.
- 7 His music ... (*love*) by many.
- 8 She ... (*give*) some pocket money every week.

3 Read and compare.

- | | | |
|---------------------------------------------------|---|---------------------------------------------------|
| 1 A lot of books are published every year. | → | 1 These books were published last year. |
| 2 Are these books sold here? | → | 2 Were these books sold yesterday? |
| 3 This doll is not made in Ukraine. | → | 3 This doll wasn't made in Ukraine. |
| 4 Where are these comics printed ? | → | 4 Where were these comics printed ? |

4 Choose the correct answers, active or passive.

- 1 English and Arabic (*teach / are taught*) at our school.
- 2 What name (*writes / is written*) at the top of the page?
- 3 They (*play / are played*) tennis twice a week.
- 4 Chocolate (*makes / is made*) from cocoa beans.
- 5 Why (*do your dogs leave / are your dogs left*) alone all day?
- 6 We (*do / are done*) the dishes every evening.
- 7 The Olympic Games (*hold / are held*) every four years.
- 8 Thousands of people (*visit / are visited*) the museum every day.
- 9 In this hotel, meals (*don't serve / aren't served*) in guests' rooms.
- 10 This programme (*watches / is watched*) by millions of people.
- 11 I (*allow / am allowed*) to stay out late at weekends.
- 12 They (*wear / are worn*) sandals in the summer.

5 Complete the sentences with the correct forms of the verbs in brackets. Use the Present Simple Passive.

- 1 Milkshakes are made with milk and ice cream. (*make*)
- 2 Hundreds of e-mails ... every second. (*send*)
- 3 The old newspapers ... every Monday. (*collect*)
- 4 The internet ... by millions of people. (*use*)
- 5 What kind of food ... in that restaurant? (*serve*)
- 6 Spanish ... in Argentina. (*speak*)
- 7 The computers ... early in the morning. (*turn on*)
- 8 All Lana's friends ... to the party. (*invite*)
- 9 French and English ... in this school. (*teach*)
- 10 Our class ... every afternoon. (*clean*)

6 Complete the dialogue with the correct form of the verbs in brackets. Use the Present Simple, active or passive.

Sharon: Good morning. I'd like some information about the Seaview cruise, please. What do we do (*do*) on the ship every day?

Travel agent: Well, you ... (*take*) to a different island every day, for example, Santorini or Rhodes.

Sharon: That ... (*sound*) like fun. ... we ... (*allow*) to leave the boat?

Travel agent: Of course. Guests usually ... (*have*) a few hours to walk around the islands.

Sharon: And what activities ... (*offer*) on the ship?

Travel agent: During the day, activities ... (*organise*) near the pool and in the evenings, films ... (*show*). And children ... (*not forget*)! There are lots of activities for them.

Sharon: Great! Now, what about meals?



Lesson 1

Travel agent: Breakfast ...

(serve) in the dining room, but lunch and dinner ... (eat)
in a restaurant. All the food ... (prepare) by top chefs.

Sharon: Great. Thank you.

7 Rewrite the sentences in the passive.

1 Someone cleans this office every day.

This office is cleaned every day.

2 They grow bananas in the country. Bananas ...

3 Smoking causes terrible illnesses. Terrible illnesses ...

4 They play rugby in schools in Britain. Rugby ...

5 They don't paint the school every year. The school ...

6 They sell newspapers at this supermarket. Newspapers ...

LISTENING



1 Read the sentences below carefully.

Then listen to the girl and choose the correct word.

1 She (*sometimes / rarely*) goes to the school library.

2 She (*rarely / never*) reads anything that is not
on the reading list.

3 She (*always / never*) hands in book reports.

4 She (*usually / often*) surfs the Net.

5 She (*always / usually*) looks up some information online.





2 a) Listen to the boy and read what he says.

I like reading. I often go to the school library after school. Sometimes I just flick through music magazines to find out about new CDs or concerts. I also borrow books that are on my reading list. Some of them are OK but some are boring. I read other stuff as well. I usually take out 2 to 3 books. I never take out more than 4, that's how many you can take, actually. I always ask Miss Havilland for advice. She helps me pick out one or two. I look at the cover first. I like fantasy novels like *The Hobbit* or *The Chronicles of Narnia*. I often take adventure books like *Robinson Crusoe*. I sometimes take non-fiction. For example, *Great Mysteries of the World* or the *Guinness Book of Records* or some books about animals. Do my parents read a lot? Well, I just live with my mum. She is always busy, but when she has time, she reads books about music or crime stories. She's fond of Agatha Christie.



Lesson 1

b) *In your notebook write the word(s) from below and those that follow them in the previous text.*

- flick through ...
- pick out ...
- look at ...
- find out ...
- borrow ...
- be fond of ...

3 *Sort the books the boy mentions into two groups. Add some more books to the list.*

FICTION	NON-FICTION

4 *Unscramble the words to make sentences. Write them in your notebook.*

- 1 often / Sarah / about / talks / books / her / friends / with
- 2 adventure / books / out / I / pick / usually
- 3 never / reads / She / novels / are / too long / that
- 4 reads / Emma / sometimes / fairy tales / her / to / sister / younger
- 5 mum / My / chooses / stories / detective / always
- 6 dad / My / rarely / reads / stories / horror

5 *Look back at your sentences and say how many types of books you can find in them.*

6 a) *Before listening, answer the questions:*

- What do you know about Alan Milne?
- Which of his books made him well-known?



b) *Listen and say what genre of literature the popular author created.*

c) *Listen again and write about A. Milne.*



7 Complete the sentences with a), b) or c) to speak about Alan Milne.

- 1 Alan Milne was an editor of ...
 - a) *the school newspaper*
 - b) *the university newspaper*
 - c) *the scientific newspaper*
- 2 During the war he wrote ...
 - a) *his first novel*
 - b) *his first detective story*
 - c) *his first play*
- 3 By 1919 Milne had become a well-known ...
 - a) *playwright*
 - b) *novelist*
 - c) *poet*
- 4 ... inspired him to write the poems and stories for children.
 - a) *English children*
 - b) *His wife and son*
 - c) *London's public*
- 5 The title of his only detective novel is ...
 - a) *The White House Mystery*
 - b) *The Red House Mystery*
 - c) *The Red House*
- 6 He published his ... in 1939.
 - a) *detective novel*
 - b) *collection of poems*
 - c) *autobiography*
- 7 A. Milne achieved the worldwide popularity due to ...
 - a) *his short stories and poems*
 - b) *his adventure stories about the Winnie-the-Pooh bear*
 - c) *his plays and essays*

VOCABULARY BOX

- an achievement** [ə'tʃi:vmənt]
- an essay** ['eseɪ]
- an inspiration** [ˌɪnspɪ'reɪʃn]
- a success** [sək'ses]
- to achieve** [ə'tʃi:v]
- to inspire** [ɪn'spaɪə]
- noble** ['nəʊbl]
- **due to sth**

REMEMBER!

- The writer of a **biography** [baɪ'ɒgrəfi] tells the story of another person's life.
- The writer of an **autobiography** [ˌɔ:təbaɪ'ɒgrəfi] tells the story of his or her own life.

Lesson 1

SPEAKING



1 a) Look at the pictures and say which of these book characters you like and why.



b) Speak about your favourite book characters and say why you like them.

c) Say what book characters you do not like and why.



2 Listen and read, then act out the dialogue in pairs.

Emma: Hello.

Miss Havilland: Can I help you?

Emma: Yes, I'd like to join the library.

Miss Havilland: You have already got a membership card, haven't you?

Emma: Yes, here is last year's card.



Miss Havilland: Thanks.

Can you fill in this form? There are some questions on the back. I'd really like you to answer them.

Emma: Sure. No problem.

3 a) Look at the questions Emma has to answer. Say what the questions are connected with.

Rarely
Sometimes
Often
Always

	Rarely	Sometimes	Often	Always
a How often do you borrow more than one book from the school library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b How do you choose a book?				
c How often do you read magazines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d What kinds of magazines do you read?				
e How often do you get a book as a present?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Who do you get them from?				
g How often do you give a book as a present?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h What kinds of books do you buy?				
i How often do you read comics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j What comics do you read?				
k How often does your mum or dad read books?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l What do they read?				
m How often do you surf the Net?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n What sites or pages do you visit?				

Lesson 1

b) Copy and answer the questions.
Then work in pairs. Ask your partner the questions above.

4 Work in pairs. Ask and answer.

- What helps you to make a choice — the pictures in the book, its cover, the table of contents, the advice of the librarian or one of your classmates?
- Do you find it easy to make a choice when you see a lot of new books in the library?
- What does a reader's card tell about the reader and his/her reading interests?
- Why is it useful to consult a library catalogue?
- What kinds of books are useful in your studies?

5 Work in pairs. Guess and say what book characters we can describe as:

- brave and strong, clever and honest, fond of nature, not afraid of wild animals, a true friend of his animal friends, ready to save his animal friends;
- lively and brave, naughty and lazy, a true friend, full of ideas, fond of adventures;
- lazy and naughty, dirty and untidy, does not want to go to school, wants to play all day long, likes to boast, silly but kind;
- beautiful and clever, tidy and clean, kind and hard-working, ready to help other people;
- strict and kind, fond of children, clever and full of wonderful ideas, can do magic things, can make children happy.

6 Comment on the joke.

A man entered a bookshop saying, "I'd like to have the book entitled *How To Become a Polyglot in Ten Days*." "Science fiction is in the next department, please," answered the shop assistant.



7 Work in pairs. Ask and answer.

What are you reading now?

- 1 Who wrote the book and when?
- 2 How many pages are there in the book?
- 3 Who are the characters in the story?
- 4 How old are they?
- 5 Do you like them?
- 6 Why do (don't) you like this book?



8 a) Listen to find out if the statements (1-8) are true or false.

- 1 Chris asked Mary to phone her.
- 2 Chris enjoyed both of the books she had read.
- 3 Chris told Mary both of the stories.
- 4 Mary has just finished one of the true-to-life stories.
- 5 Chris hopes Mary will like the book that she has read and enjoyed much.
- 6 Chris asks Mary to go to the library the next day.
- 7 Chris hasn't heard anything of Lilly.
- 8 The girls are going to visit Lilly after the library.

b) Read and act out the dialogue in pairs.

Mary: Hi, Chris! You asked me to phone you. What are you doing now?

Chris: Hello, Mary. I've just finished reading two books. They are so different from each other.

Mary: Really? And you enjoyed both of them, didn't you?

Chris: Oh, no! Only one of them. The other one makes unhappy reading. But I won't tell you the story. You may want to read it. Better tell me what you are reading or have read.



Lesson 1

Mary: Well, I usually prefer true-to-life stories, but this time I chose something different. I've just finished it.

Chris: An adventure story, eh?

Mary: Yes, and the author has a fine imagination. He holds your interest right to the end of the book. But you haven't told me anything about the other book you've just finished. The one you said you enjoyed.

Chris: Well, it is a book you could spend hours with. It's a very funny story. I laughed all the time while I was reading it. And, besides, the author has created very truthful characters.

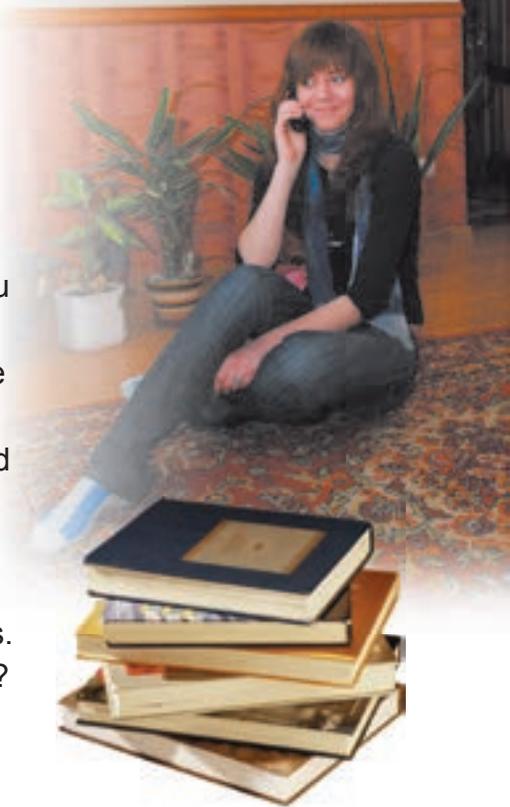
Mary: Do you think it would interest me?

Chris: I think so. Come with me to the library tomorrow, if you like.

Mary: That's an idea. Besides, my dad asked me to bring a detective story for him. By the way, have you heard of Lilly? She has been ill for the last week, as far as I know.

Chris: Yes, she has. She phoned me yesterday and told us to find some information about Alan Milne. She needs it for the article. That's why I asked you to phone me. We should go to the library tomorrow.

Mary: Fine! Let's do it right after the lessons. Then we can visit Lilly together.



VOCABULARY BOX

an imagination [ˌɪmædʒɪˈneɪʃn]

truthful ['truːθfəl]

true-to-life [ˌtruː tə 'laɪf]

● to hold sb's

attention

interest

● right after sth

9 a) Work in pairs. Ask your partner about the latest book he / she has read. Ask him / her the questions below.

- 1 Who was the book written by?
- 2 Where does the story take place?
- 3 What is the story about?
- 4 Who are the main characters?
- 5 What are the characters like?
- 6 How does the story end?
- 7 How did you like it?

b) Report back to the class on the book your friend has read.

10 Work in groups. Speak about reading books.

Make use of the questions.

- 1 Are you fond of reading?
- 2 What books do you prefer to read? (Fiction, detective stories, adventure books, travel books, science fiction or historical novels.)
- 3 What books do you read and study in your literature class?
- 4 What books have you read in English?
- 5 Is it difficult for you to read books in English?
- 6 What Ukrainian and foreign classics have you read?
- 7 What English and American writers do you know?
- 8 Is there a book that you've read several times?
- 9 Do people make you read books?
- 10 Do you put aside a book that seems dull to you?
- 11 Do you always read a book to the end?
- 12 Can you name a book which you read from the very beginning to the end (from cover to cover) without putting it down?
- 13 Who is your favourite writer?
- 14 What do you like in your favourite book characters?
- 15 What can we learn from different kinds of books?

Lesson 1

WRITING



1 Read the 'Learning Tip' and write a paragraph about the library you go to.

- What library do you go to?
- How often do you go there?
- When did you join the library?
- Why did you join this library?
- How do you choose books there?
- How can the librarian help you?

LEARNING TIP

PARAGRAPH WRITING

The paragraph is created in the following ways:

- showing the relationships¹ between the ideas with words like: **because, for example, and, also, besides;**
- using pronouns to replace² repeated nouns;
- leaving out the second subject³ when two verbs have the same subject.

Compare:

Separate sentences

- Red is a very powerful colour.
- Red creates an effect of excitement.
- Red is the most popular colour for sports cars.
- Red is used in warning⁴ signs to show danger.

Paragraph

Red is a very powerful colour because it creates an effect of excitement. It is the most popular colour for sports cars, for example, and is also used in warning signs to show danger.

¹a relationship [rɪ'leɪʃnʃɪp] — взаємозв'язок

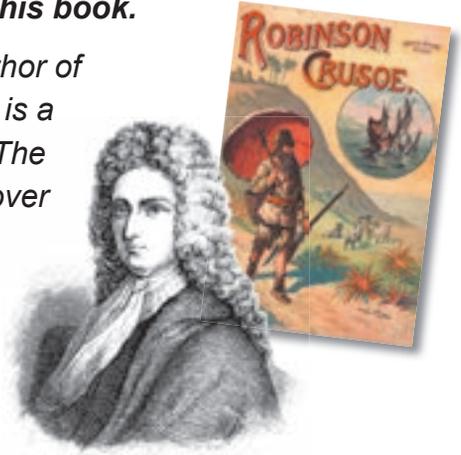
²to replace [rɪ'pleɪs] — замінити

³a subject ['sʌbdʒɪkt] — тут підмет

⁴warning ['wɔːnɪŋ] — попереджувальний

2 Write a paragraph about the author of a book you like and say what you know about this book.

Example: *Daniel Defoe is the author of "Robinson Crusoe". He is a famous English writer. The book is well-known all over the world and is one of my favourite books. It is about Robinson Crusoe and his strange adventures.*



3 Write a short review of your favourite book.

Use the prompts below to help you.

- 1 Who/What is the book about?
- 2 What is special about the main character?
- 3 Where does the action take place?
- 4 What is the plot about?
- 5 How does the book end?
- 6 I like the book because ...

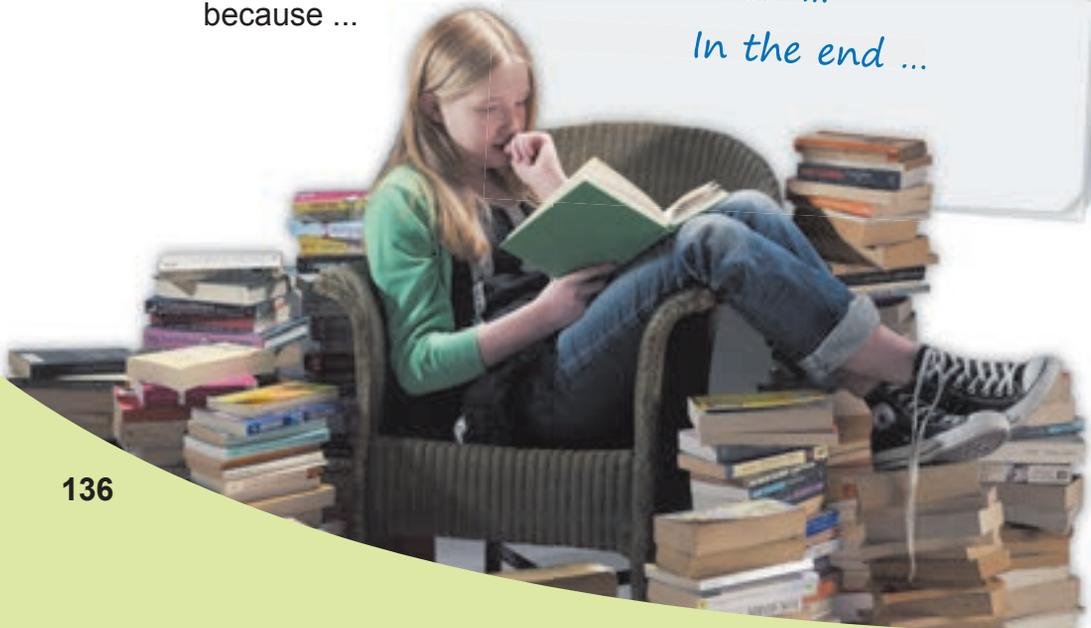
TITLE: ...

WRITER: ...

PLOT: First ...

Then ...

In the end ...



Lesson 2

MUSIC IS HEARD EVERYWHERE

VOCABULARY

1 a) Look and read paying attention to the words in bold.



A **concert** of classical music.



Sir Simon Rattle, **conductor** of the Berlin Philharmonic **Orchestra** (2002-2018).



Vanessa-Mae, **violinist**, playing a **violin** concerto **by** Mozart.



Pianist Sviatoslav Richter, playing one of Beethoven's **piano** sonatas.



Opera singer Cecilia Bartoli, **performing** *Così fan tutte*.



Cellist Yo-Yo Ma, playing a **cello** concerto **by** English **composer** Edward Elgar.

b) Cover the texts and look at the pictures.
Say what you can see in each one.



REMEMBER!

We say: a book **by** (Dickens),
a song **by** (Robbie Williams),
a symphony **by** (Mozart),
a painting **by** (Picasso),
a film **by** (Ivan Mykolaichuk),
etc.

c) Complete the sentences with the words from (a).

Example: Music by Bach, Brahms or Mozart is classical music.

- 1 A large group of people who play music together is called an ...
- 2 A person who stands in front of them is a ...
- 3 A person who plays the piano is a ...
- 4 A person who plays the violin is a ...
- 5 A person who plays the cello is a ...
- 6 A person who sings opera is an ...
- 7 A person who writes music is a ...
- 8 *Carmen* is an opera ... Bizet.
- 9 Last night we went to a classical music
Placido Domingo was ... with the London Symphony Orchestra. It was fantastic.

2 a) Look at these words. Do you know what they mean? Write out the new words and look them up in your dictionary.

violin flute saxophone guitar organ
harp **MUSICAL INSTRUMENTS** piano
drum trumpet accordion cello

Lesson 2



b) *Make a personal comment or name some examples of the words above. Add more words to the groups above if you can.*

c) *Think and say.*

- Where would you put a **waltz**, a **tango**, a **musical** or **jazz**? Into the classical or pop music bubble, or somewhere in between?
- How about **folk music** and the so-called **folk-pop music**?

3 *Consult the dictionary and complete the table in your notebook. Use the words from the box.*

INSTRUMENT	PERSON
<i>violin</i>	<i>violinist</i>

guitar, cellist, drum, piano, drummer, violin, guitarist, trumpet, cello, pianist, violinist, trumpeter



4 Listen to the soundtrack and write the three words you hear in each group.

5 Complete these sentences in your notebook.

About yourself:

- 1 I have never listened to ...
- 2 I have listened to ... several times but ...
- 3 I listen to ... all the time because ...
- 4 Maybe I will listen to ... some day.
- 5 I know I'll never listen to ... because ...

About your family and friends:

- 1 My ... has always been crazy about ...
- 2 My ... has never liked ...

6 a) Match and say.

- | | |
|---------------------|-----------------------------------------------------------------|
| 1 band | a copy music from the internet onto a computer, MP3 player, etc |
| 2 well-known | b a number of songs, usually about 10, on a CD |
| 3 be able to | c the most important singer |
| 4 download music | d one song on a CD |
| 5 single | e also group |
| 6 number one | f the list of pop music singles that sell most in one week |
| 7 the singles chart | g famous |
| 8 album | h the single that sells most in one week |
| 9 lead singer | i you can do it |

b) Complete the text with the words from (a).

Arctic Monkeys are a four-piece ... from Sheffield, England. They first became ... in 2004 when people were able to ... their music from the internet. Their first two ... went to number one in the UK ... in 2005-2006, and their first album, *Whatever People Say I Am, That's What I'm Not*, sold over 350,000 copies in its first week.

Lesson 2

The group are: Alex Turner, who is the and plays the guitar, Jamie Cook and Nick O'Malley, who both play the guitar, and Matthew Helders, who is the drummer and also sings.



c) Choose the correct word.

- 1 There are *four* / *five* people in the band.
- 2 They first became *well-known* / *important* in 2004.
- 3 People were *able* / *unable* to download music in 2004.
- 4 Their first two singles went to *number two* / *number one*.
- 5 Their first *single* / *album* sold over 350,000 copies in the first week.
- 6 Alex Turner is the *drummer* / *lead singer*.
- 7 Matthew Helders plays the *guitar* / *drums*.

7 Work in pairs. Ask and answer the questions.

- 1 Who's your favourite group?
- 2 Who's in the band, and what instruments do they play?
- 3 When did they first become well-known?
- 4 What's the name of one of their singles?
- 5 What's the name of one of their albums?
- 6 What's your favourite song by this band?

READING



1 a) Listen to and read the dialogue to choose the right answer (a, b or c).

The children are talking about

- a) *piano music* b) *rock music* c) *different tastes in music*



Linda: What's the best concert you've ever been to?

John: Maksim's concert a year ago. He's been my idol for years. Maksim's the absolute king of the piano. Actually, I haven't been to a concert since then.

Linda: A boring piano concert? And you call that music? It's just old-fashioned 'plink-plonk' on the keyboard! No electric guitars, no drum section, no hands in the air. You are so not IN.

John: I don't care about being IN. What's in today is out tomorrow. I don't care about trendy stuff, I care about top quality music. I've built this world of my own.

Linda: What world?

John: My own music world — no INS and no OUTS, just the best stuff from the past and the best from the present. My piano teacher gave me a few hints.

Linda: Come on. How can you be so snobbish? I bet you didn't go to the *U2* concert.

John: No, I didn't. I hate all this artificial hysteria the media created about it.

b) Read the dialogue again and match the sentence halves.

- | | |
|-------------------------------|----------------------------------------------------|
| 1 I don't care | <input type="checkbox"/> for years. |
| 2 I bet you didn't go | <input type="checkbox"/> since then. |
| 3 My piano teacher | <input type="checkbox"/> about being IN. |
| 4 I haven't been to a concert | <input type="checkbox"/> of my own. |
| 5 He's been my idol | <input type="checkbox"/> gave me a few hints. |
| 6 I've built this world | <input type="checkbox"/> to the <i>U2</i> concert. |

c) Agree or disagree.

- 1 John doesn't care about being popular.
- 2 He is stubborn.

Lesson 2

- 3 Linda likes electric guitars and having her hands in the air in concerts.
- 4 She likes the sound of the piano.
- 5 The media decides what or who is a 'must-see'.
- 6 The INS only follow public opinion.



2 a) Listen and read to the end of the dialogue.

Linda: There's nothing artificial about *U2*. There were a hundred thousand people at the stadium. And a giant stage. And giant loudspeakers.

John: Yes, I heard the music all right. I had to close the windows but those 'ka-booms' went through the walls all the same.

Linda: So you heard it after all? All those messages of love and peace ...

John: Come on. Chopin's music is about love and peace. And Mozart's. It has survived for centuries. It's romantic and soft like love itself.

Linda: Hello! That's the taste of a hundred years ago or so. You have to wake up! You should ... er ... no, you must listen to what all the young people are listening to today.

John: Should? Must? Come on! There are no 'shoulds' or 'shouldn'ts' or 'musts' and 'mustn'ts' in music. You know that as well as I do. Music is a matter of taste, it's your personal choice, like the friends you choose, beliefs, attitudes, colours and whatever ...

Linda: Oops! I got carried away. I haven't been myself since I heard *U2* live. Right. There's no point in arguing about matters of taste, of course! Sorry, mate.



b) Choose your answer.

- 1 There were ... people at the concert.
a) a thousand
b) ten thousand
c) a hundred thousand
- 2 John heard the music because it was
a) romantic and soft
b) loud
c) about love and peace
- 3 Music is a matter of personal choice like
a) peace
b) Mozart
c) the colours we choose



3 Join the words and phrases with their synonyms or definitions.

- | | |
|--------------------|---------------------------------------------------------------|
| 1 trendy stuff | <input type="checkbox"/> plan and organise extreme excitement |
| 2 artificial | <input type="checkbox"/> forget to stop |
| 3 create hysteria | <input type="checkbox"/> things that are considered modern |
| 4 get carried away | <input type="checkbox"/> fake, not natural |

4 a) Find the opposites.

- | | |
|--------------|---------------------------------------------------|
| 1 loud | <input type="checkbox"/> natural |
| 2 artificial | <input type="checkbox"/> soft |
| 3 snobbish | <input type="checkbox"/> ordinary, poor, inferior |
| 4 trendy | <input type="checkbox"/> old-fashioned |
| 5 quality | <input type="checkbox"/> modest |

b) Work in pairs. Write down a few nouns that can go with the adjectives above.

Lesson 2

5 **Work in pairs. One of you is A and the other is B. Read the dialogue in 2 a) again and say:**

A Who	B What
1 ... defends the media.	1 ... <i>U2</i> had at their concert.
2 ... has to wake up.	2 ... went through the walls.
3 ... got carried away.	3 ... has survived for centuries.
4 ... is sorry.	4 ... kind of messages music sends.

6 **Work in pairs. Read and identify your music style.**

You like nice, loud music — everything from *The Rolling Stones* to today's heavy metal (like *Guns N' Roses* or *Metallica*).
You have long hair and wear a leather¹ jacket.

**ROCK
'N' ROLL**

POP

You like pretty songs on the radio 24 hours a day and in supermarkets. English Ed Sheeran and Adele are your favourites these days. You look ... well, normal!

You like mostly black bands — with a heavy beat and lots of words. You wear dark glasses and athletics shoes.

RAP

DANCE

You like a non-stop beat. The music is more important than the words!

You like very new British bands — different, modern, interesting. You buy your clothes at street markets.

INDIE

¹leather ['liðə] — шкіра

7 Read and guess the meanings of the following words.

to release [rɪ'li:s] to release a film; to release a programme.

When is it the best moment to release the article in the newspaper? Eminem has released a new album of his songs.

a broadcast, to broadcast (broadcast, broadcast) ['brɔ:dkɑ:st]

to broadcast a programme; to broadcast music. They were encouraged to make these broadcasts. An interesting film was broadcast last night.

to produce [prə'dju:s] to produce goods. What does the farm produce? What kind of music do they produce?

to relax [rɪ'læks], **relaxing** When I am tired, I like to relax in a deep armchair. "We've done a lot of things today! Let's just have a rest and relax with some pleasant melody." "I don't like relaxing music, it is boring. I feel better when I listen to some lively and rhythmic sounds."

GRAMMAR



REMEMBER!

Past Simple Passive

is formed with **was/were** + **3rd form** of the verb:

*His music **was performed** at the concert yesterday.*

*All the albums **were recorded** in the 1960s.*

*This song **was written** by Paul McCartney.*

1 Put the verbs in brackets into the past passive form.

- 1 The myth about Loch Ness ... (*create*) by Scottish people.
- 2 The legends about Robin Hood ... (*pass*) from generation to generation.
- 3 *Peter Pan* ... (*write*) by Scottish novelist and playwright J.M. Barrie.

Lesson 2

- 4 This novel ... (*admire*)
by the audience in London.
- 5 The character of the film ... (*love*) by many.
- 6 The song ... (*sing*) by John Lennon.

2 Change the sentences using passive structures.

Example: The local orchestra performed the concert yesterday.

The concert was performed by the local orchestra.

- 1 S. Richter played piano sonatas at the concert.
- 2 Mozart composed this beautiful music.
- 3 You can hear music everywhere.
- 4 They consider Elvis Presley to be the king of rock'n'roll.
- 5 They decorated the stage in blue and pink.
- 6 They introduced the album in 1984.
- 7 They called the band *Take That*.
- 8 Someone helped them to record their first single.
- 9 They changed the band's name to *The Beatles*.
- 10 Many loved their lyrics.

3 Work in pairs. Ask and answer.

Was ... written by ...?

Yes, it was. / No, it wasn't.
It was written by ...

4 Complete the sentences with passive structures of the verbs in brackets.

- 1 The cinema ... (*invent*) in France.
- 2 St. Sophia Cathedral in Kyiv ... (*build*) in the 11th century.
- 3 The *Mona Lisa* ... (*paint*) by Leonardo da Vinci.
- 4 *David Copperfield* ... (*write*) by Charles Dickens.

5 Change the sentences using passive structures.

Example: Good books teach people to live.

People are taught to live by good books.

- 1 People wrote books by hand in ancient times.
- 2 The invention of printing changed a lot in history.
- 3 Librarians help people to find a book on any subject.
- 4 Thematic selections of books develop their visitors' reading preferences.
- 5 The author introduced his main characters only in the 2nd part of the story.
- 6 They discussed the topic two days ago.
- 7 They coloured the walls in green and yellow stripes.
- 8 They published the series of books last year.

6 Put the wh-questions to the following sentences.

Use the words in brackets.

Example: "The Lord of the Rings" was written in 1955. (When?)

When was "The Lord of the Rings" written?

- 1 Sherlock Holmes was created by Conan Doyle for his series of detective books. (Why?)
- 2 Walter Scott was known as a poet at the beginning of his career. (When?)
- 3 The legend was put into songs and plays. (What?)
- 4 It was published in 2012. (When?)
- 5 The reading room was locked by the librarian at 12:30. (What time?)
- 6 The reasons for the popularity of the book were mentioned in the report. (Where?)
- 7 The plot of the story was retold in six sentences. (How many?)
- 8 Agatha Christie was born in England. (Where?)
- 9 The topics of the book are shown in the table of contents. (What?)
- 10 A special feeling was created in the atmosphere of understanding. (Where?)

Lesson 2

LISTENING



1 Listen to the six pieces of music and identify¹ each type.

Music A	jazz
Music B	rock'n'roll
Music C	a violin solo
Music D	rap
Music E	a Scottish dance
Music F	an Irish folk song



2 Listen to the interview with a rock band

The Rats about their concert tonight.

Then complete the sentences below.

- 1 *The Rats'* new album is called ...
- 2 Pete's girlfriend is ... years old.
- 3 They are preparing a real ... for tonight's concert.
- 4 This is Toby's parents' ... town.



3 a) Listen again and answer the questions.

- Whose fans are excited today?
- Whose girlfriend is celebrating her birthday?
- Whose tattoos are new?
- Whose leather jacket has a skull on the back?
- Whose autobiography are they talking about?
- Whose home town is this?

b) Complete the sentences.

- The Rats* are having a ... tonight. The concert starts at
- They have a new The name of the ... is *Trouble*.
- Pete is playing a special The song is for his
- Billy Ugly has a new It has a ... on the back.
- Jack Dirty has a new It shows a
- Now they're having an The interview is for the radio.



¹to identify [aɪ'dentɪfaɪ] — визначати

**4 a) Say if you have ever heard about The Beatles. Do the quiz.
(Find appropriate information on the internet.)**

BEATLEMANIA

- 1 Where did *The Beatles* come from?
a) London b) Liverpool
c) Los Angeles
- 2 Who was not a Beatle?
a) George Harrison
b) Paul McCartney
c) Ringo Starr
d) Elvis Presley
e) John Lennon
- 3 When did *The Beatles* first become famous?
a) in the 1960s b) in the 1970s c) in the 1980s
- 4 What instrument did John Lennon play?
a) lead guitar b) rhythm guitar c) drums
- 5 Who wrote most of the songs?
a) Paul McCartney and Ringo Starr
b) Paul McCartney and John Lennon
c) Brian Epstein and George Harrison
- 6 How many albums had they recorded by 1970?
a) 7 b) 10 c) 12
- 7 Which of *The Beatles* films was a cartoon?
a) *A Hard Day's Night* b) *Help!*
c) *Yellow Submarine*
- 8 Which Beatle died a violent death?
a) Ringo Starr b) John Lennon



Lesson 2

b) *Before listening to the dialogue between the girl and her granny, check the meaning of these words in the dictionary.*

to bunk off school, to be devastated, to get over something, to sew, beat, lyrics, to argue, gardening tips, cranky

c) *Listen to and read the dialogue. Then answer the questions.*

- 1 Who went to *Quarry Bank High School*?
- 2 Who helped John to get to art college?
- 3 What helped John in getting over his tragic loss?

Stella: What was it like then?

Granny: Oh, nice. Or maybe it seemed nicer because I was so young then. Well, John Lennon went to my school. *Quarry Bank High School*. He played in a band called *The Quarrymen*. We were crazy about John.

Stella: Why did you like him so much?

Granny: I think he was very talented. He played the guitar, and boys with a guitar are always popular. He wasn't a good pupil, he used to bunk off school, but he was very good at writing and art, and our headmaster later helped him to get to art college.

Stella: Why did he bunk off?



Granny: I think he was very unhappy at that time. His mum died in an accident. She was crossing the street when a car hit her. John was devastated by it. His dad had left home earlier. He worked on a ship like a lot of men from Liverpool at that time. I think music helped him a lot in getting over it. John met Paul McCartney who joined *The Quarrymen* in 1957. They soon changed the band's name to *The Beatles*. They played in the *Cavern Club* in Liverpool every night and they soon became the most popular band in England. Your grandpa bought their first single *Love Me Do*.

Stella: Oh, I know, one of those funny black records.

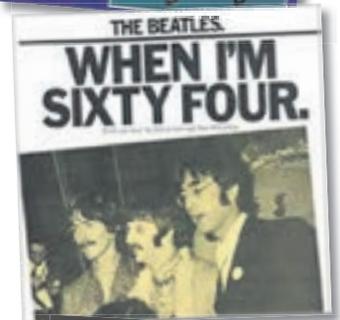
Granny: Yes, he still has it. It's a bit scratchy, though ...

Stella: What did you like about their music?

Granny: I liked the beat. I loved the lyrics and the sound of the electric guitars. But, I also loved their use of other classical musical instruments. Their look, with *The Beatles* jacket and hairstyle, was special, too. It was created by their manager, Brian Epstein.

Stella: What songs did you like best, granny?

Granny: Lots of them. *I Want to Hold Your Hand*, *With a Little Help from My Friends*, *She's Leaving Home* ... There are so many nice memories that come back with them. When your mum was a baby, and when she was cranky, I let her listen to *Blackbird* and *Octopus's Garden*. These were her favourites. Now I like *When I'm 64*. Oh, dear, it all seemed like ... *Yesterday* (starts singing). Let's have a cup of tea now!



Lesson 2

5 a) Complete the questions with the correct forms of the verbs in brackets. Then answer them.

- 1 Who ... *The Quarrymen* in 1957? (*join*)
- 2 Who ... to sea? (*go*)
- 3 Who ... their first single? (*buy*)
- 4 Who ... *The Beatles* look? (*create*)
- 5 Who ... to *Blackbird* and *Octopus's Garden*? (*listen*)
- 6 What events of John's life ... him unhappy? (*make*)

b) Go back to the talk and find the missing prepositions.

The girls at *Quarry Bank High School* were **crazy** ... John Lennon.
John Lennon was **good** ... writing and art.
He was **devastated** ... his mother's tragic death.

c) Write at least 4 sentences about yourself using the words in bold (adjectives) + prepositions.

6 Work in groups. Talk about The Beatles.

Explain what granny means by saying:

"Oh, maybe it seemed nicer because I was younger."

"Guys with guitars are always popular."

"Music helped him in getting over it."

"It all seemed like yesterday!"

7 a) Read the two articles.

Use your dictionary if necessary.

Ruslana Lyzhychko is a Ukrainian pop singer who won the *Eurovision Song Contest* in 2004 with her *Wild Dances*. She is never at rest; she is always on the move, meeting people, while she moves from place to place. This energetic woman with a sunny smile welcomes people, makes new friends and signs autographs, all at the same time. She is active in public life and



politics. Ruslana was the Deputy¹ of Ukraine and the UNICEF² Goodwill Ambassador³.

* * *

She is unique and enigmatic. Her voice range is four octaves. Her musical talents became evident when she was still a little girl. She studied piano playing and opera singing. She won many first prizes in different music contests and maybe it was her success at the *New Wave-2009* in Yurmala, Latvia, which was a great boost in her career as a pop singer. It's all about Jamala, whose real name is Susana Jamaladinova. Then there was her song *Smile* in 2011 which evoked positive emotions and could be called as an international tourist hymn. But she became a *Eurovision* winner in 2016 with a ballad about the 1944 deportation of the Crimean Tatars, a song that arises sadness and sorrow... She was sure that Europeans were “ready to hear about the pain of other people”.

Accepting her Eurovision trophy, she said: “I know that you sing a song about peace and love, but actually, I really want peace and love to everyone.” She then thrust the glass microphone prize and yelled: “Thank you, Europe — welcome to Ukraine!”

b) Work in pairs to role-play the situation.

A, you are the interviewer for *Music Magazine*. Interview Ruslana or Jamala (6-8 questions). Use one of the articles above.

B, imagine you are Ruslana / Jamala. Search for the information on the internet to answer A's questions.

¹a deputy ['depjuti] — депутат

²UNICEF (United Nations Children's Fund) — ЮНІСЕФ (Дитячий фонд ООН)

³a goodwill ambassador [ˌɡɒdwɪl æm'bæsədə] — посол доброї волі



Lesson 2

- 8 **Prepare your individual project on a musician or a rock group of your choice. Bring a poster or photos and report on it in class. You may use the plan below.**

FILE FOR PROJECT

- 1 The name of the group or the musician.
- 2 How it all began.
- 3 The first years.
- 4 The characteristics of their music.
- 5 Examples (the songs / albums / pieces of music that you like).
- 6 Their mission / message to the world.



SPEAKING



1 a) Listen and read the talk.

Terry: John and I went to a rock concert on Saturday. It was at the Central Stadium.

Chris: Who performed at the concert?

John: Okean Elzy, my favourite group.

Terry: It was only three o'clock in the afternoon when we got there, so we watched as they were setting up the speakers for the sound system. One of the men working there even asked me to help, so we ran over and gave him a hand.

Lilly: When did they start the concert?



John: At six o'clock, and since we had helped earlier, we were allowed to sit at the edge of the stage. We were close enough to touch the performers.

Terry: For me the best moment of the concert was when Sviatoslav Vakarchuk and his team appeared. I couldn't believe when I saw him walking out. I felt so excited to be near my favourite singer.

Chris: Did you speak to him?

John: Well, there were too many people. Everyone clapped. Sviatoslav stopped right in front of us, leaned over and said, "Enjoy the show!"

Lilly: What happened then?

Terry: He started singing all of his hits. We all joined him and danced to the music. The rest of the concert was wonderful, and everybody had a great time.

Chris: How did you feel after the concert?

John: As for me, I was happy because I had had the chance to see my favourite band and talk to Sviatoslav in front of five thousand people.

Lilly: And what about you, Terry?

Terry: I felt exhausted, but also delighted. I enjoyed the concert very much.

Chris: I see you really spent a great time at the weekend.

John: Yes, we were lucky.

VOCABULARY BOX

- to lean over
- to give a hand
- to walk out



Lesson 2

b) Read and choose the proper item.

- 1 John and Terry had a ... weekend.
a) *terrible* b) *wonderful* c) *so-so*
- 2 They went to the
a) *theatre* b) *cinema* c) *concert*
- 3 The performance started
at ... o'clock.
a) *six* b) *three* c) *nine*
- 4 The boys were allowed to
a) *sit at the stage*
b) *stand in front of the stage*
c) *sing with their favourite band*
- 5 The singer told the boys to
a) *enjoy the show*
b) *sing along* c) *dance*
- 6 John was happy because
a) *he watched the men who set up
the sound system*
b) *he had talked to his favourite singer*
c) *he talked to Lilly and Chris*

2 a) Answer the questions.

- 1 Did John and Terry have a really wonderful time on Saturday?
- 2 When did they arrive at the place?
- 3 What did they watch at three o'clock?
- 4 Where were the boys during the concert?
- 5 How did Terry feel at the concert? Why?
- 6 What did the singer tell the audience?
- 7 What was the concert like?
- 8 How did the boys feel after the concert?

b) Work in a group of four. Read again and role-play the talk above.

3 Ask and answer in pairs.

- 1 Have you ever been to a concert?
- 2 When and where was it?
- 3 What was it like? (the decorations, light, public, music, etc.)
- 4 How did you feel:
 - before the concert?
 - during the concert?
 - after the concert?

4 a) Match the words and their definitions.

hit
the charts
album
number one



- 1 a record, tape or CD that has a collection of songs on it;
- 2 a song that is very popular;
- 3 the list of the most popular pop songs at the moment;
- 4 a song that is at the top of the charts.

b) Work in pairs.

A, read the article.

B, ask questions to get the information about the 'Top 40' radio programme.



Lesson 2

For A:

Every Sunday afternoon at five o'clock the new singles chart is released on *Radio 1st* 'Top 40' programme. Radios in Britain and Europe are switched on to hear the latest news about pop music. The 'Top 40' is broadcast live on *Radio 1st* and it is Europe's most popular programme. The chart is produced by *Gallup Chart Services*. How is it done?

Well, first discs are recorded. They are released and each record is given a code number. Then copies of the records are sent to shops. When the records are bought, their code numbers are recorded in the shop's computer. Then this information is sent to the central computer. The information is sorted and the 'Top 40' chart is produced. Then the chart is sent to the radio station and the programme is written by the producer and the DJ. Finally the programme is broadcast on Sunday afternoon.

For B:

- What is the programme about?
- On which radio station is it broadcast?
- When is the broadcast?
- Who is the 'Top 40' produced by?
- What is the process of doing the chart? Describe it.

5 Work in pairs. Ask and answer the questions.

Use the words from the box.

- What song is number one in Ukraine at the moment?
- Which Ukrainian singers are at the top of the charts?
- What was the last year's biggest hit single?
- What's your favourite band's biggest hit single?
- What's your favourite album?
- Who's your favourite musician?
- What kind of music does he/she play?

exciting,
slow,
boring,
noisy, full
of emotion,
gentle,
relaxing,
with a nice
melody

6 Do a music survey among people of different ages.

You are going to compare the music tastes of different people. Interview some older people to find out what kind of music they like. Compare their tastes with those of your mates. Do you think they know much about modern music?

Step 1 Work in pairs. Make up a questionnaire with as many questions as you can.

Example: *Do you like pop music?*

Have you heard of 'a-ha'?

Step 2 Show your list to another pair to add some more questions.

Step 3 Interview as many older people as possible.

Try to use English.

Step 4 Write a short report on your interviews.

Step 5 Share the results with your class.

7 Do a mini-research project in your class. Find someone who:

- | | |
|-------------------------------|--------------------------|
| 1 plays a musical instrument; | 4 sings in a choir; |
| 2 plays in a band; | 5 takes music lessons; |
| 3 plays in an orchestra; | 6 listens to loud music. |

Example: — *Do you play a musical instrument?*

— *Yes, I do. / No, I don't.*

Make a table according to the items (1-6) and fill in the names of the pupils you'll find out.



8 Read the article below and point out:

- the number of people who don't play musical instruments
- the three things we need to be good musicians
- the reason why some children are better at music than others
- the number of hours that good musicians practise before they are 18

Lesson 2

HOW TO BE A GOOD MUSICIAN

A recent report by a British psychologist shows that practice is the key to musical success. Nine out of ten people don't play a musical instrument because they think they aren't musical. However, professor Sloboda believes we can all be good musicians. You need support and help from your family, a kind teacher and lots of practice.

Professor Sloboda thinks practice makes the difference between young people who are good at music and those who aren't.

Professor Sloboda spoke to 120 children in school. They all played musical instruments. The good musicians practised three to four times more than the others. In fact, the best musicians practise 5,000 to 10,000 hours before they are 18. And yes — even Mozart had to practise!



9 *Make up an article 'Music Stars' about some facts from private lives of musical talents at your school.*

FILE FOR PROJECT

Step 1 Make up your questionnaire. Use the following questions:

- a) How old were you when you started singing or playing the instrument?
- b) Are your parents musical?
- c) How often do you practise?
- d) What instrument do you prefer?

Step 2 Interview some musical people in your class / school. Imagine they are music stars.

Step 3 Write the article about them. (See example on page 162.)

Step 4 Present it in the Gallery of Your Group Works.



Jane plays the violin in her school orchestra. She practises every day now. She plays classical music, but she also likes pop music. Her favourite singer is Michael Jackson.

Harry plays the guitar in his school band. He started lessons when he was 9. His parents are very musical. His mother plays the piano and his father plays the trombone.



WRITING



- 1 **Read the text, then write a paragraph about the importance of music in your life. Make use of the questions below.**

MUSIC ... MUSIC ... MUSIC ...

We hear so much music in a week that we may not even notice some of it. Some days you may hear a school band, an orchestra or music in a church. You may hear music on *You Tube* or on the radio. You hear music during television shows and films ...

You should know music is a language. People use it to express moods and feelings. Some music is happy, and another¹ is sad. Some is serious, and another can make people laugh. Many popular songs are love songs.

¹another [ə'nʌðə] — інший, інакший, відмінний

Lesson 2

People make their own music, too. Whenever you hum or whistle¹ a tune, you are making music. Classes and choirs sing together. Many boys and girls study to become good musicians. They may take singing lessons or learn to play a musical instrument.

And what about you?

- Do you listen to music in your free time?
- Do you buy music on *YouTube* or a lot of CDs?
- Do you go to concerts?
- Do you talk to your friends a lot about music?

2 Write a description of a music event you attended.

If necessary, invent your own details. Make use of the 'Learning Tip'. Divide your description into paragraphs and be sure you answer all the questions.

LEARNING TIP

HOW TO WRITE AN ARTICLE ABOUT AN EVENT YOU ATTENDED

Paragraph 1

- What event did you attend? Where / When was the event?
- Was it inside or outside?
- What was the weather like?

Paragraph 2

- What were the preparations there before the event?

Paragraph 3

- What happened during the event?
- What group / orchestra / band was playing?
- What was the music like? (slow, fast, exciting)
- What were the people there wearing?
- What were they doing?

Paragraph 4

- How did you feel at the end of the event?

¹to whistle [ˈwɪsl] — свистіти; *мум* насвистувати

LOOK BACK!

1 Complete the sentences with the words from the box.

ending, cover, characters, setting, author, title, part, interesting

- 1 The last ... of the book was really exciting.
- 2 Although the book was written for children, it is ... for adults as well.
- 3 The ... was a happy one because the hero wins.
- 4 A picture of the author is on the
- 5 The ... in the story are very amusing.
- 6 The ... is the galaxy.
- 7 The ... of the book is Douglas Adams.
- 8 The ... of the second novel is *The Restaurant at the End of the Universe*.

2 a) Match the halves of the book titles (1-10) and write out the books you have heard about.

Charles Dickens	1 Great ...
Lewis Carroll	2 Alice's Adventures in ...
Sir Arthur Conan Doyle	3 The Adventures of ...
Jane Austen	4 Pride and ...
Jonathan Swift	5 Gulliver's ...
Daniel Defoe	6 Robinson ...
Mark Twain	7 The Adventures of ...
J.R.R. Tolkien	8 The Lord of the ...
H.G. Wells	9 The Time ...
Robert Louis Stevenson	10 Treasure ...

- | | |
|------------------------------------------|---------------------------------------|
| <input type="checkbox"/> Machine | <input type="checkbox"/> Expectations |
| <input type="checkbox"/> Sherlock Holmes | <input type="checkbox"/> Prejudice |
| <input type="checkbox"/> Crusoe | <input type="checkbox"/> Wonderland |
| <input type="checkbox"/> Tom Sawyer | <input type="checkbox"/> Travels |
| <input type="checkbox"/> Island | <input type="checkbox"/> Rings |

Lessons 1-2

b) Name the books that were made into films.

3 Work in groups.

Read and answer the questions.

Kindle is an attempt to create an electronic book. There is no paper, there are no bookshelves, you just press a button when you want to read a new page.

Science fiction? No, this is reality.

Look at the photo.

- Which one do you prefer: an e-book or a real book? Why?



4 a) Listen to Terry Tomlin who is doing a research on the reading habits of teenagers. Here's the interview with Gemma. Put the questions below in order as you hear them in the interview.

- 1 Do you buy books or do you borrow them from a library?
- 2 Do you like reading?
- 3 What's your favourite book?
- 4 What do you read?
- 5 What was it about?
- 6 When do you usually read?
- 7 Who's your favourite writer?
- 8 What was the last book you have read?



b) Listen again and answer the questions.

c) Copy the answers on strips of paper. Put them face down. Take turns to pick a strip. Read the answer and say what the question is.

5 Prepare a two-minute talk using the questions in task 4 a).

6 Role-play the situations.

a) Work in pairs.

A, you have read a very interesting book, which you took out from the library. On the way to the library to return the book you meet your friend who gets interested in the book. Tell him/her about your impressions of the book and invite him/her to go to the library with you and get this book.

B, express your interest in the book. Accept your friend's invitation gladly.

b) Work in a group of three.

A, B, you and your friend come to the library to get something interesting. You cannot choose a book and you ask the librarian to help you. After he/she has brought you some books, discuss with your friend which one to choose.

C, you are the librarian. You bring to **pupils A, B** some books and say a few words about them.

You may use the following:

- funny
- amusing
- exciting adventure
- emotional nature
- to have fun
- full of love (sorrow)
- to improve human nature
- to be able to love and hate
- good and bad
- to be friendly
- rich imagination
- to develop somebody's mind
- to bring up feelings and emotions



Lessons 1–2

7 Do a mini-research on what your classmates prefer to read and why.

a) Make up a questionnaire to interview your classmates about their reading preferences. Use this example. Think of other questions to ask.

1 Why do you read?

- a) for information
- b) for fun
- c) to while away the time

2 What kinds of books do you like to read?

- a) fiction
- b) non-fiction
- c) serious books
- d) detective stories
- e) science fiction
- f) biographies
- g) historical novels
- h) adventure stories

3 Do you think you can do without any library at all?

- a) I can. I've got a lot of books at home.
- b) I can't. My home library is not very rich in books.

4 Where do you get books?

- a) from the school library
- b) from the district library
- c) from a bookshop

b) Work in groups of four. Discuss the pupils' reading preferences and the reasons for the popularity of their favourite books.

c) Make a report on your research.

d) Present the results in class.



8 Choose the correct tense form, active or passive.

- 1 The book (*wrote / was written*) in 1989.
- 2 Thousands of people (*visit / are visited*) the museum every day.
- 3 What name (*writes / is written*) at the top of the page?
- 4 The letter (*didn't send / wasn't sent*) in time for the meeting.
- 5 English and Arabic (*teach / are taught*) at our school.
- 6 This programme (*watches / is watched*) by millions of people.
- 7 The children (*told / were told*) to be quiet in the library.
- 8 The dog (*didn't take / wasn't taken*) for a walk an hour ago.

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

- 1 They'll produce a single before their album ... (*be done*).
- 2 If I ... (*take part*) in the contest, I'll win the CD of my favourite rock singer.
- 3 When we ... (*make*) the programme of our band's development, we'll send it to the Producers' Centre.
- 4 Phone Tom after you ... (*come back*) from the concert.
- 5 They'll call me as soon as the radio programme ... (*finish*).

10 Guess and match the words with their definitions.

- | | |
|---------------|--------------------------------------------------------------|
| 1 band | a the ideas in the words of a song |
| 2 rap | b the rhythm or time of music |
| 3 message | c the most popular people/things in the history of something |
| 4 heavy metal | d a group of musicians |
| 5 beat | e modern rock'n'roll, very loud |
| 6 greats | f music with important words and a strong rhythm |

11 Complete the sentences.

Example: Paul McCartney plays the guitar.

- 1 Another word for a band is a
- 2 The most important singer is the ... singer.
- 3 Someone who plays the drum is the
- 4 A CD with one song on it is a

Lessons 1-2

- 5 A CD with about ten songs on it is an
- 6 The ... is the list of singles that sell most in a week.
- 7 *The Beatles* first became well-... in the 1960s.
- 8 You can ... music from the internet.

12 a) Look at the photos and say what they show. Read the texts below and match each text with the right picture.



- The tamburitza is a string instrument. It is an important instrument in traditional folk music in Croatia. A tamburitza orchestra has three to ten musicians. The tamburitza has three parts: a body, a neck and a head. There are different types of tamburitza, with different number of strings, four, five, six or even more.
- A philharmonic orchestra is a big group of musicians, about a hundred. It has different sections: a string section (the violin, the cello ...), a brass section (the trumpet, the trombone ...), a woodwind section (the flute, the clarinet ...) and a percussion section (the drums, the triangle ...). They play different music.
- There are usually five members in a rock band. The music they play is very loud with a lot of rhythm. The instruments are the electric guitar, the bass guitar, the drums and the keyboard. The fifth member in a rock band is the lead singer who sometimes also plays an instrument.

b) Answer the questions.

- 1 What kind of music do these three groups of musicians play?
- 2 What instruments do they play?
- 3 How many members are there in each group?



c) Listen to these three pieces of music and match them with the pictures in (a).

- The first piece
- The second piece
- The third piece

13 Work in pairs. Read, ask and answer.

Which of these opinions do you agree with? Why?

I'm a pop fan and I love dance music. It's the music of today.

Jazz is for me. I like the mixture of different types of music.

And I hate classical music. It's boring and the musicians wear old-fashioned clothes.

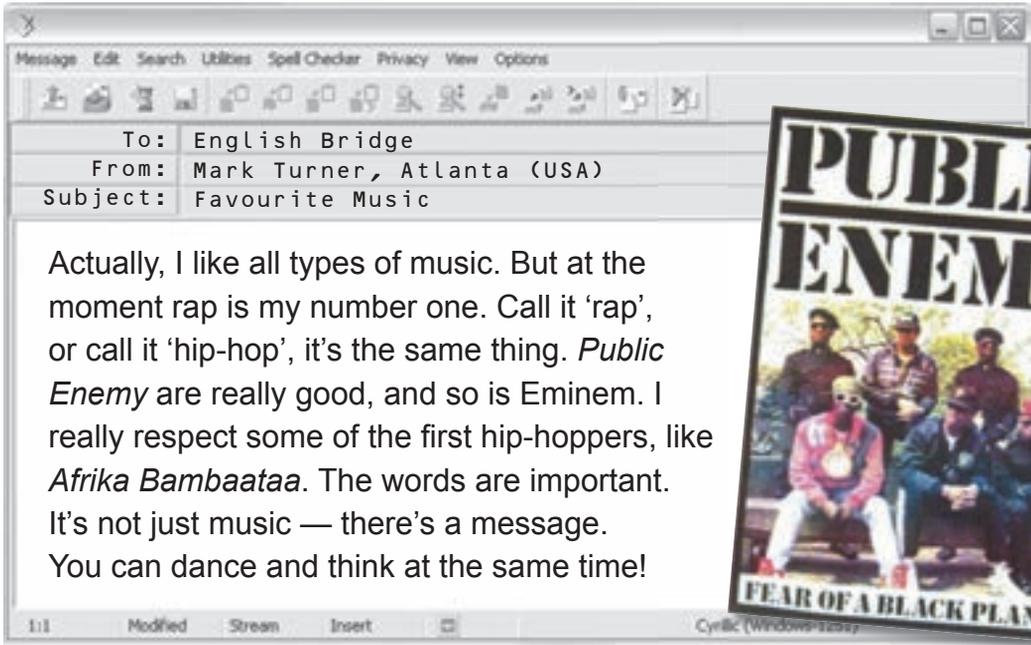
I love classical music. It's got feeling and emotion. Pop music is just noise.

I prefer folk. It's traditional: the music of the people.



Lessons 1-2

14 Read the e-mails and say what music preferences Mark and Maggie have.

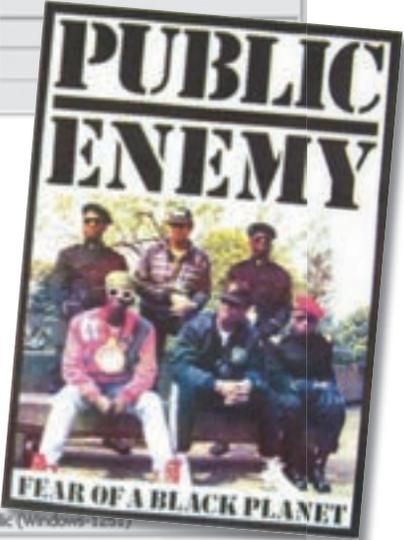


The screenshot shows an email client window with the following details:

- To: English Bridge
- From: Mark Turner, Atlanta (USA)
- Subject: Favourite Music

The email body contains the following text:

Actually, I like all types of music. But at the moment rap is my number one. Call it 'rap', or call it 'hip-hop', it's the same thing. *Public Enemy* are really good, and so is Eminem. I really respect some of the first hip-hoppers, like *Afrika Bambaataa*. The words are important. It's not just music — there's a message. You can dance and think at the same time!



The screenshot shows an email client window with the following details:

- To: English Bridge
- From: Maggie Fairfax, London (UK)
- Subject: Favourite Music

The email body contains the following text:

I haven't got pictures of *Selena Gomez* or *Justin Timberlake* on my bedroom walls. I don't like rap or indie groups either. I prefer my parents' record collection, and I know a lot about the history of rock.

My all-time greats are *Jimi Hendrix*, *Janis Joplin* and *The Beatles*.



15 Work in pairs. Ask and answer.

- 1 How often do you listen to music?
- 2 Who's your favourite composer? What do you know about him/her?
- 3 What's your favourite orchestra or pop group?
- 4 Do you play a musical instrument? Are you good at it? Did you take music lessons? How long?
- 5 Have you got any records? Are they expensive? What records do you collect?
- 6 Have you been to a concert recently? What was it like? Who were the performers?
- 7 In several words say whom you consider a real music fan.
- 8 Imagine that a friend of yours has just read a review of a concert in a newspaper. You want him to explain the gist¹ of the review. What questions would you ask him/her?
- 9 Give a short review of a concert you have been to. Say how you rated² it.

16 Discuss the following question.

If you argue with someone, for instance, about the colour they like, is that clever? Imagine the result of the argument.

Write a mini dialogue, for example:

A: Why do you like ...?

B: Because

17 a) Read the old saying and say if you agree with it. Why?

There is no arguing about matters of taste.

¹a gist [dʒɪst] — суть, сутність

²to rate [reɪt] — оцінювати

Lessons 1–2

b) Choose the words from the box which are matters of personal taste.

books, food, pets, sports, websites, ignoring people, make-up, clothes, study, personal hygiene, hobbies, cheating in tests, helping people in need, being polite to people

c) Work in groups. Discuss your choice.

**18 Work in a group of four.
Invent your own band.**

FILE FOR PROJECT

Step 1

Brainstorm the ideas about the name, music style, instruments, lead singer.

Step 2

Discuss the image of the band (appearance, atmosphere, spirit).

Step 3

List the useful ideas about the ways to make your band popular.

Step 4

Write a profile of your band (including the timetable and a programme of forthcoming tour around Ukraine).

Step 5

Choose a producer in your group to take part in the contest of producers to present your project.



1 Look at the words in the left column. Check the meaning in your dictionary. Match them with the definitions.

- | | |
|------------|-------------------------------------|
| 1 wealthy | a the capital of France |
| 2 involved | b a private teacher |
| 3 poison | c taking part in something |
| 4 Paris | d a story or play about crime |
| 5 tutor | e a substance that can make you die |
| 6 mystery | f rich |

2 Work in pairs. Ask and answer the following questions.

- 1 Do you know any books with a character called Hercule Poirot?
- 2 Have you ever read *Death on the Nile*?
Have you seen the film?
- 3 Have you seen any TV programmes about Hercule Poirot?
Can you describe him?
What does he look like?
- 4 Who created that character?



3 Look up some more words in the dictionary. Match them with the definitions in the right column.

- | | |
|-----------------|--------------------------------------------------------------------------------|
| 1 shy | <input type="checkbox"/> an invented story long enough to fill a complete book |
| 2 attend | <input type="checkbox"/> nervous and afraid to speak in the presence of others |
| 3 keep occupied | <input type="checkbox"/> the legal ending of a marriage |
| 4 divorce | <input type="checkbox"/> intelligence, cleverness |
| 5 background | <input type="checkbox"/> go regularly to a place |
| 6 mind | <input type="checkbox"/> the part of a picture behind the main objects |
| 7 screenplay | <input type="checkbox"/> the text (story) used in a film |
| 8 novel | <input type="checkbox"/> keep busy |

4 Read the text.

A BIOGRAPHY
OF AGATHA CHRISTIE

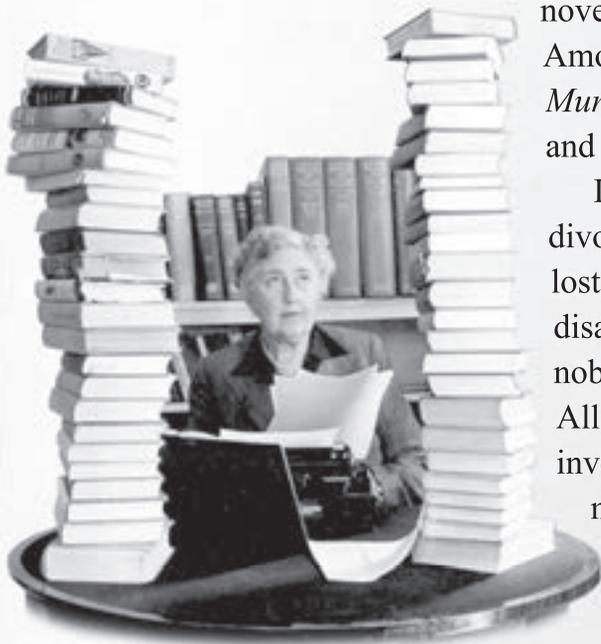
Agatha Christie was born in Devon, England, on the 15th of September, 1890, the youngest of three children in a wealthy family. As a child, she never attended school because her mother wanted her to be taught at home by a governess and tutors. She was a very shy child who learned very early to create games to keep herself occupied. She studied piano and music in Paris and later turned to writing.

In 1914, at the age of 24, she married Archie Christie, a World War I fighter pilot. During the First World War, Agatha worked as a nurse. It was while she was working in a hospital that Agatha Christie came up with the idea of writing a detective novel. In the hospital she learned a lot about drugs and poisons and she used this information in her novels. Her first novel was published in 1920 and the main character was a Belgian detective, Hercule Poirot. Christie wrote about 30

novels featuring Poirot.

Among the most popular were *Murder on the Orient Express* and *Death on the Nile*.

In 1926 Archie asked for a divorce and Agatha, feeling lost and upset, suddenly disappeared. For two weeks nobody knew where she was. All of England became involved in the case of the missing writer. Eventually, she was found in a small hotel, explaining



to the police that she had lost her memory. Even today nobody knows exactly what happened to her during those two weeks. Her second marriage was to Max Mallowan, a young archaeologist whom she met on a trip to Baghdad. They went home to England on the Orient Express and got married in 1930. Christie and her husband travelled to the Middle East many times. These journeys created the background for several of her novels, for example *Death on the Nile*.

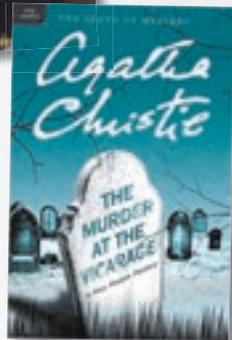
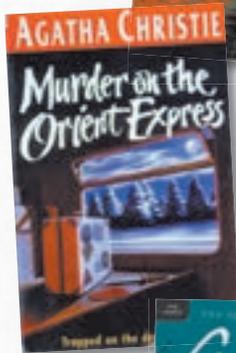
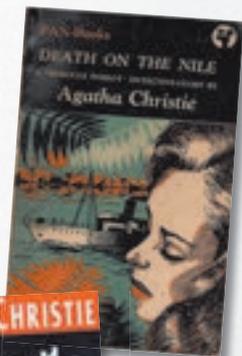
Another one of Christie's well-known characters was introduced in *The Murder at the Vicarage*. It was Miss Jane Marple, an old lady who solved mysteries with her sharp mind and intuition.

During her life, Christie wrote over 70 novels and a number of short stories, plays and screenplays. Some of her novels have been made into successful films. Her work has been translated into more than a hundred languages and she is the most popular mystery writer of all times. Agatha Christie died on the 12th January, 1976, at the age of 85.

5 **Work in pairs.**

Ask and answer the questions.

- 1 When was Agatha Christie born?
- 2 Was she an only child?
- 3 Did she attend school?
- 4 What was she like as a child?
- 5 What did she study in Paris?
- 6 Who was her first husband?
- 7 When did she start writing detective novels?
- 8 What happened in 1926?
- 9 How did she meet her second husband?
- 10 Where did she often travel?
- 11 Who were her most popular characters?
- 12 How old was she when she died?



6 *Say something about these names that are mentioned in the text.*

DEVON
 ARCHIE CHRISTIE
 PARIS
 HERCULE POIROT

MAX MALLOWAN
 THE ORIENT EXPRESS
 THE MIDDLE EAST
 MISS JANE MARPLE

7 *Fill in the factfile on Agatha Christie in your notebook.*

BORN:
 DIED:
 FAMILY:
 EDUCATION:
 JOBS:
 MARRIAGES:
 FAMOUS NOVELS:
 FAMOUS CHARACTERS:
 LITERARY WORK:

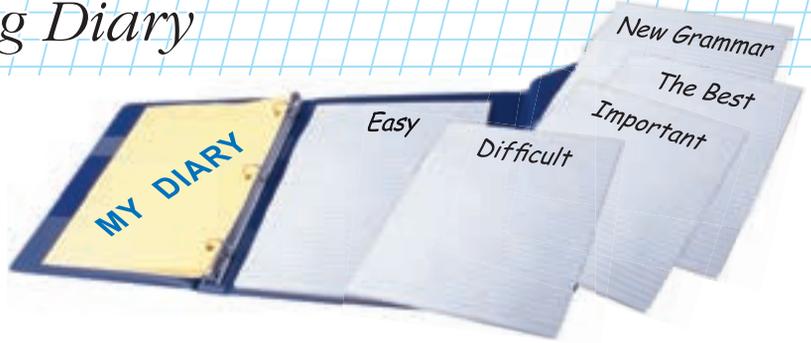


8 *Talk about Agatha Christie using the information from the factfile.*

9 *Work in pairs. Ask your partner and report back.*

- 1 Where were you born?
- 2 How many children are there in your family?
- 3 Are you shy?
- 4 What school do you attend?
- 5 Do you like mystery novels and films?
Who is your favourite character?
- 6 Have you ever left your country?
- 7 Where did you go?
- 8 Where would you like to travel?
- 9 Do you sometimes travel by train?
- 10 How do you keep yourself occupied when you travel somewhere?

My Learning Diary



The topics of this unit are

I find this unit *very easy* / *quite easy* / *quite difficult* / *very difficult*.
(Underline what is true for you.)

I think that the most important thing I have learnt is

The most difficult thing for me was

The things that I enjoyed most in the Unit were

The things that I didn't enjoy were

The ways I used working with the Unit were

My favourite activities / tasks were

The new grammar I have learnt in the Unit is

The best lesson I had in my English class was

The things that are easy to read are

Lessons 1–2

The things that are easy to listen to

The things that are easy to talk about

The things that are easy to write about

The things that are difficult to read about

The things that are difficult to listen to

The things that are difficult to talk about

The things that are difficult to write about

Three things I would like to remember from this unit are

..... because

I would like to improve *my pronunciation / spelling / vocabulary / grammar / fluency*. (Underline what is true for you.)

The things that I would like to learn are



You have finished the unit. Choose the adjectives that best describe how you feel about it.

- | | | | | |
|----------|-----------|------------|-----------|-------|
| happy | satisfied | frustrated | motivated | good |
| relieved | unhappy | excited | sorry | tired |

My Learning Diary

After the unit I can:

NOW I CAN			
● name different genres of books / styles of music / musical instruments			
● read and understand articles about books and their authors			
● read and understand news on music			
● listen to and understand music preferences			
● describe a character of a book			
● express my impressions of the book I have recently read			
● express my attitude to reading / music			
● describe the music I am listening to			
● talk to the librarian			
● tell someone about my favourite book / writer / singer / band			
● talk about popular bands or singers			
● interview a singer or a leader of a band			
● share impressions of visiting a concert			
● do a survey of my mates' music preferences			
● prove that there is no arguing about matters of taste			
● understand and use the Present and Past Simple Passive constructions			
● write a paragraph about the library I go to			
● write a short review of my favourite book			
● do a project on the invention of a new band			
● do a project on musical talents from my school / town			
MY WORK			

Unit 4

BROADEN YOUR MIND!

- A Daily, a Weekly, a Monthly...
- Geographical Outlook

Pre-reading questions

Have you ever read a newspaper?
How often do your parents read periodicals?
Is any magazine or newspaper made at your school?
How good are you at geography?
Where is Ukraine situated?
What is the climate in the UK like?

A DAILY, A WEEKLY, A MONTHLY ...

VOCABULARY



1 a) *Guess and match.*

- | | |
|-----------------------|-----------------------------------------------|
| 1 A reporter ... | a makes the newspaper pages. |
| 2 A driver ... | b types the messages. |
| 3 A correspondent ... | c chooses the best stories. |
| 4 A secretary ... | d interviews people. |
| 5 A compositor ... | e sends stories through the phone and e-mail. |
| 6 A news editor ... | f delivers newspapers to shops. |

b) *Read and check your answers in (a).*

MAKING A NEWSPAPER

Millions of people read different newspapers.

Who makes newspapers? Who sends them to newsagents and stations? Let's see.

A newspaper office gets information and different messages through the phone and the internet, from their readers and correspondents. Editors send out reporters and photographers to interview people.

Sometimes the reporters can't get back to the office on time. They telephone their stories. Secretaries type them. News editors choose the best stories. Compositors make the newspaper pages.



Lesson 1

People use machines to print a newspaper. Drivers deliver newspapers to the shops and stations.

So, to make a newspaper you need people, means of communication, machines and lots of paper.

VOCABULARY BOX

a compositor [kəm'pɒzɪtə]

a correspondent

[,kɒrɪ'spɒndənt]

a machine [mə'ʃi:n]

to deliver [dɪ'lɪvə]

to print [prɪnt]

● **means of communication**

2 Complete the sentences.

- 1 A newspaper office gets
- 2 Editors send out
- 3 Sometimes the reporters can't
- 4 People use machines to
- 5 To make a newspaper

3 Complete the sentences with the words from the box.

event, reporter, magazines, press,
advertisement, media, report

- 1 TV, radio, newspapers, magazines and the internet are called the
- 2 Printed newspapers and magazines are called
- 3 The person who gives information on the news is called a
- 4 You can buy ... every week or month, often with stories and coloured photos.
- 5 Journalists ... the news from all over the world.
- 6 An ... is something important that happens. It can be good or bad.
- 7 An ... is a text, picture or short film which tries to sell you something.

4 Match, then make sentences with the words in the left column.

- | | |
|--------------------|--------------------------------------------------------|
| 1 newspaper | a get information or facts |
| 2 find out | b a description of the weather for the next few days |
| 3 happen | c a description of an event |
| 4 article | d <i>The Times, Holos Ukrainy, The Washington Post</i> |
| 5 the news | e think that something is true |
| 6 nothing much | f a piece of writing in a paper or a magazine |
| 7 weather forecast | g nothing important |
| 8 believe | h take place |

REMEMBER!

- ‘**A daily**’, ‘**a weekly**’, ‘**a monthly**’ are the **nouns** which mean the periodicals (newspapers and magazines).
Different dailies, weeklies and monthlies are published in our country.
- ‘**Daily**’, ‘**weekly**’, ‘**monthly**’ can be **adjectives**.
*There are many daily newspapers in Ukraine.
My dad usually buys his favourite weekly newspaper ‘Dzerkalo Tyzhnya’.*

5 a) Write out the sentences with the same meaning.

- | | |
|------------------------------------|------------------------------------|
| 1 What’s your opinion of the news? | 1 What do you think of the news? |
| 2 It was a great event. | 2 It was a great advertisement. |
| 3 He is reporting from Kyiv. | 3 He is giving the news from Kyiv. |
| 4 I read it in an article. | 4 I read it in a letter. |

b) Work in pairs. Make up a short dialogue using the sentences you’ve written out from (a).

Lesson 1

READING



1 *Work in pairs. Ask and answer.*

- Do you read newspapers?
- Are there any newspapers or magazines for children?
- What is your favourite newspaper (magazine)?
- Why do you like it?
- Would you like to work in a newspaper office?
- Is there a newspaper (magazine) at your school?
- What do the schoolchildren need to make a school newspaper?
- What can you do in a school newspaper office?

2 *Read and find out:*

- the names of the first Ukrainian periodicals and the date of their first issues
- the names of the main national newspapers and digital media
- the names of popular magazines
- the number of publications in Ukraine

WHAT NEWSPAPERS AND MAGAZINES WE READ IN UKRAINE

Millions of people all over the world read newspapers and magazines. They play an important role in the life of any nation.

Among the first newspapers in Ukraine were the *Lviv Courier* (started in 1749) and *Kharkiv Weekly* (started in 1812). Since Ukraine became an independent state, the proportion of newspapers and magazines in the Ukrainian language has increased. A total of more than 1 200 newspapers are published in Ukraine, plus 1 700 magazines.



The main national newspapers are *Holos Ukrainy*, *Silski Visti*, *Ukraina Moloda*, *Den* and some others. They report national and international news thoroughly¹. Some popular online media include *Ukrainska Pravda*, *Suspilne*, *Dzerkalo Tyzhnia* and *Radio Svoboda*.

Among popular magazines are *Dilovyi Visnyk*, *Korespondent*, *Ukrainskyi Tyzhden* etc. There are magazines and periodicals for many trades, professions and interests. They can print interesting facts about anyone and anything: the army, officials, private ['praɪvɪt] individuals, politics and so on. There are many local editions, too. Newspapers can be of daily or weekly publication. Magazines are usually monthlies. They vary in contents, size and appeal to different kinds of readers.

Ukrainian periodicals are independent today. The state of Ukraine guarantees their economic independence. But in practice editors and journalists sometimes face different problems. In any democratic society press is a real 'fourth estate'² that provides the control of different aspects of the life of society.

VOCABULARY BOX

a journalist ['dʒɜːnəlɪst]

an official [ə'fɪʃl]

a periodical [ˌpɪəri'ɒdɪkəl]

press [pres]

society [sə'saɪəti]

a trade [treɪd]

to appeal [ə'piːl]

to guarantee [ˌɡærən'tiː]

to increase [ɪn'kriːs]

● **to subscribe to** (periodicals)



THE UKRAINIAN WEEK

¹thoroughly [ˈθɒrəʊli] — старанно, як належить

²fourth estate [i'steɪt] — преса, тут "четверта гілка влади"

(окрім законодавчої, виконавчої і судової)

Lesson 1

3 In the text above find the names of the newspapers and magazines matching them to their English translations.

- 1 *Rural News*
- 2 *The Weekly Mirror*
- 3 *The Voice of Ukraine*
- 4 *Ukrainian Truth*
- 5 *The Business Reporter*
- 6 *The Correspondent*
- 7 *The Day*



4 Choose and complete the sentences.

- 1 *Lviv Courier and Kharkiv Weekly ...*
 - a *are very popular newspapers nowadays.*
 - b *were among the first newspapers in Ukraine in the 18th-19th centuries.*
 - c *are well-known newspapers of independent Ukraine.*
- 2 The number of newspapers and magazines which are published in Ukrainian has increased ...
 - a *since Ukraine became an independent state.*
 - b *in the 18th-19th centuries.*
 - c *after World War II.*
- 3 National newspapers report ...
 - a *national news.*
 - b *on private individuals.*
 - c *national and international news.*
- 4 The army, top officials, private individuals ...
 - a *are those who the periodicals make their publications about.*
 - b *have increased in their number.*
 - c *are a real 'fourth estate'.*
- 5 Ukrainian newspapers are usually ...
 - a *monthlies.*
 - b *dailies.*
 - c *dailies and weeklies.*

- 6 Magazines and newspapers differ
- a *in size and contents.*
 - b *in their interests.*
 - c *in shops where they are sold.*
- 7 In any democratic society newspapers and magazines
- a *face different problems.*
 - b *are in the control of the life of society.*
 - c *are local.*

5 Work in groups. Speak on the following.

- 1 What daily and weekly newspapers do you know?
- 2 Which of them you / your parents / friends read regularly?
- 3 What periodicals does your family subscribe to?
- 4 What periodicals are you planning to subscribe to next year?
- 5 Do you think it is convenient to subscribe to newspapers and magazines?
- 6 Why do you think some people prefer to buy single issues?

6 Your e-mail friend is interested in newspapers and magazines which are published in Ukraine. Answer his / her letter.



Lesson 1

LISTENING



1 Listen to the text about British newspapers and magazines and name the two main groups they belong to.



VOCABULARY BOX

- finance ['faɪnæns]
- an item ['aɪtəm]
- a heading ['hedɪŋ]
- a headline ['hedlaɪn]
- quality ['kwɒləti]
- to cater ['keɪtə]
- to cover ['kʌvə]
- to catch the eye
- to provide material about (sth)
- to succeed in doing sth

2 Complete the sentences.

- 1 The papers in Britain are divided into ...
- 2 The quality papers are ...
- 3 The tabloids are ...
- 4 Sunday papers are ...
- 5 A number of papers produce colour magazines as ...
- 6 The British press provides reading material about ...
- 7 The bright covers of magazines for women are ...
- 8 There are magazines for ...

REMEMBER!

a / one million books
two million papers
five million magazines
BUT:
millions **s** of magazines
millions **s** of people



DO YOU KNOW?

In Britain over 15 million newspapers are read every day. Most of them are printed in Wapping ['wɒpɪŋ] in London. The papers are produced at night and then they are sent to newsagents, stations and airports.

3 Divide the newspapers into quality papers and tabloids according to their descriptions below. Fill in the table.

- The *Financial Times* is large in size and publishes articles on business and finance.
- The *Daily Express* is rather¹ small in size with a lot of pictures and all kinds of articles.
- *The Independent* is a serious paper with a lot of articles about national and international events.
- *The Sun* is a very popular paper, small in size, containing² a lot of articles about private life. It is the biggest-selling³ paper in the UK.
- *The Guardian* is large in size with a lot of articles on politics.
- *The Times* is the oldest paper in Britain, large in size, with many serious articles.
- *The Daily Mirror* is very popular, small in size, with a lot of short articles and pictures.

Quality Papers	Tabloids



4 a) Read the titles of some British magazines and guess what they are about.

There is a wide variety of magazines in Britain. Their titles show that they cater for all tastes and interests:

- Majesty Magazine
- Country Life
- Amateur Gardening
- Everything Horse Magazine
- Robotics & Innovation
- Men's Health

¹rather ['rɑ:ðə] — радше

²to contain [kən'teɪn] — містити

³biggest-selling — той, що найкраще продається; має найбільший попит

Lesson 1

- Good Housekeeping
- House & Garden
- Good Food

b) What magazine would you choose from this list? Why?

5 Work in groups. Do and discuss the following.

- 1 Make a list of the things you would expect to find in newspapers.
- 2 Which of the newspapers give information and which provide entertainment?
- 3 Which are, in your opinion, the most important newspapers in Ukraine? Describe two of them.
- 4 Do you like to read newspapers/magazines?
- 5 What sort of them do you prefer?
- 6 Are the Ukrainians such keen readers of newspapers as the British are? Why do you think so?

GRAMMAR



MIXED TENSES

1 Choose the correct form: 'will'/'shall', 'going to' or Present Continuous. Explain your choice.

- 1 We've got some great plans.
We (*'ll spend*) / (*'re going to spend*) the holidays in Italy.
- 2 I'm busy. I (*'ll talk*) / (*'m talking*) to you this afternoon.
- 3 A: This bag is heavy!
B: I (*'ll help*) / (*'m going to help*) you.
- 4 I promise I (*'m sending*) / (*'ll send*) you a postcard.
- 5 She's busy every afternoon this week.
On Monday she (*'ll go*) / (*'s going*) to the dentist.

2 Choose the correct tense form of the verb.

- 1 I ... to the North last summer.
a) *travel* b) *travelled* c) *have travelled*
- 2 We ... down the river at this time last July.
a) *sailed* b) *were sailing* c) *had sailed*
- 3 I ... some books about the North before I started travelling.
a) *was reading* b) *read* c) *had read*
- 4 We ... home by the 20th of August.
a) *have returned* b) *were returning* c) *had returned*
- 5 We ... already ... for the beginning of the new school year.
a) *prepare* b) *are preparing* c) *have prepared*
- 6 We ... books and copybooks already.
a) *bought* b) *are buying* c) *have bought*

3 Match these sentences with the tenses.

- | | |
|---------------------------------------------|----------------------|
| 1 In this photo I am playing the piano. | a Present Simple |
| 2 She was working hard when they came. | b Past Simple |
| 3 He does his morning exercises every day. | c Future Simple |
| 4 It was a nice birthday party. | d Present Continuous |
| 5 We'll invite some famous people for this. | e Past Continuous |

4 Choose the correct tense form.

- 1 The nurse **talks / is talking / will talk** to a patient right now.
- 2 I **write / wrote / am writing** an entry on Facebook a few minutes ago.
- 3 I **don't read / didn't read / am not reading** my e-mails every day.
- 4 Pam and her brother **visit / will visit / visited** family in the USA next month.
- 5 I **am going to call / called / call** my grandmother this evening.
- 6 We **watched / watch / are watching** TV every night.

Lesson 1

5 Choose the correct answer.

- 1 It's still dark outside. The sun hasn't risen ...
a) *yesterday* b) *yet*
- 2 I ... a headache yesterday.
a) *had* b) *have had*
- 3 Have you seen a good film ...?
a) *lately* b) *yesterday*
- 4 I have ... received an SMS, but I haven't read it yet.
a) *yesterday* b) *just*
- 5 Nick is a doctor. He ... medicine for many years.
a) *studied* b) *has studied*
- 6 Ben is still eating his breakfast. He ... to school yet.
a) *hasn't gone* b) *didn't go*
- 7 I ... some money in the street yesterday.
a) *have found* b) *found*

6 Choose the correct answer.

- 1 Keren and her family **have lived / lived** here for a long time. They **have moved / moved** to this neighbourhood seven years ago.
- 2 Mr Livne **hasn't taught / didn't teach** in this school in 1999. He **has started / started** teaching here six years ago.
- 3 Galia **has visited / visited** France and England last year. She **hasn't been / wasn't** to Italy yet.
- 4 I **have already spoken / already spoke** to the police about the robbery. I **have told / told** them about it a few hours ago.
- 5 The last time it **has rained / rained** was in April. We **haven't had / didn't have** any rain for a long time.

7 Complete the sentences with the correct form of the verbs in brackets. Use the Present Perfect Simple or the Past Simple.

- 1 I haven't seen (*not see*) Sigal since she moved to Haifa.
- 2 I ... (*not enjoy*) the judo class yesterday.
- 3 I ... (*not visit*) my grandparents for a long time.
- 4 It ... (*not rain*) at all last week.

Lesson 1

3 a) Read the teens' opinions about the newspapers and the topics they are interested in.

I don't read papers. They are too boring. I prefer to look through magazines about fashion. It is more interesting to me.

Mike,
15 years old

I'm interested in music and I read a lot of articles about my favourite groups and singers. I like to learn more about their private lives. I don't like to read about politics. It is dull and boring. Reading about music is more entertaining.

Sue,
17 years old

I am fond of computers, that's why I prefer playing computer games. Reading papers is a waste of time.

Rick,
16 years old

Liz,
13 years old

Most of all I like comics. They tell short funny stories and it's very entertaining to read them. My mother likes them, too.

b) Look through the opinions again and say what every person thinks about newspapers. Use the scheme below.

... is a young man (woman) of ...

He / She is interested in ..., and he/she ...

He / She doesn't like ... because he/she thinks that ...

He / She believes that ...

c) Say if you agree or disagree with their opinions.

4 a) Interview some of your classmates about their favourite teen magazines. Use the questions below.

- Why is it better than others?
- What is the most interesting (boring, useful ...) part of the magazine? Etc.

b) Make a short presentation of magazines you've learnt about.



Lesson 1

5 **Work in groups. Name a newspaper or a magazine which you and your family read regularly. Say:**

- if it is a daily, weekly or monthly publication;
- how large it is and how many pages it consists of;
- what it looks like;
- what kinds of readers may be interested in it;
- what reputation¹ this newspaper (or magazine) has.

VOCABULARY BOX

- **creativity** [ˌkri:ei'tɪvɪti]
- **a gadget** ['gædʒɪt]
- **amazing** [ə'meɪzɪŋ]
- **to encourage** [ɪn'kʌrɪdʒ]
- **to establish** [ɪ'stæblɪʃ]
- **to care about sb**

6 **Discuss why it is often difficult to make a choice which newspaper to buy or to subscribe to. Say what helps you to make this choice. You may use the following phrases:**

a great choice of; a great variety of; to appeal to; to raise an interest; in different newspapers and magazines; for all tastes; look attractive; a wide range of topics and problems; serious, entertaining reading.

7 a) **Read the advertisement.**

If you like fashion, pop music and TV stars, **THIS MAGAZINE IS FOR YOU!** You'll find horoscopes, love stories, cartoons, quizzes and a problem page. You can even cut out the photos to put on your bedroom walls!



b) **Work in groups. Give your own idea of the contents for a school magazine which may be interesting for pupils of your age. Advertise it as in the example above.**

¹a reputation [ˌrepjʊ'teɪʃn] — репутація

- 8 *Read one of the news from the school newspaper and write an interview with one of the heroes.*

TEEN HEROES

Sarah R. (13), Celia G. (13) and Brian B. (14) put their lives at risk while they were saving their friend Amy W. (14) from a fire yesterday.

Sarah was just leaving the school building when she heard a bang and then a loud scream. It was coming from the chemistry lab. She ran towards the lab, but there was already smoke in the hall. Her eyes were itching and she started coughing. She wanted to call 999, but her mobile phone went dead. While

she was shouting for help, the fire alarm went off.

Celia and Brian came running from the nearby playground. They didn't hesitate a moment. Amy had to be saved! The girls soaked their jackets in water, Brian took the fire extinguisher, and off they went. While they were running to the lab, Brian tripped over something. It was Amy! She was on the floor. She was lying unconscious. They carried her out of the building and Celia gave her mouth-to-mouth respiration. Her first aid gold medal finally paid off. Amy woke up. They were all coughing, crying and laughing at the same time when the fire brigade and the ambulance arrived.



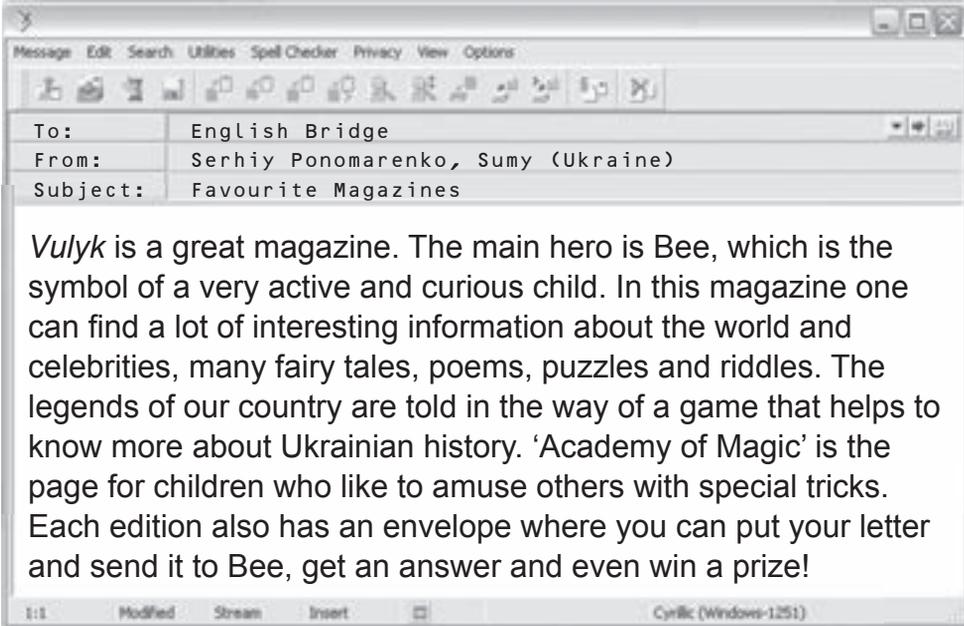
*When ...? What ...? Who ...? Where ...?
How ...? Why ...? How many ...?*

Lesson 1

WRITING



1 a) Read the e-mail and explain the boy's choice.



b) Write a short e-mail presentation of any magazine or paper you like.

2 Make an 'Information Page' for your magazine.

FILE FOR PROJECT

Step 1 Work in a group of three or four.

Find out about local newspapers in your town / region.

- How many newspapers are produced there?
- What are their titles?
- Where are they printed?
- Where are they sold in your town / village?
- Are there any national or foreign newspapers sold in your town?

Step 2 Prepare an *Information Page* for your magazine, using the facts you've learnt.

Step 3 Present it in class.

GEOGRAPHICAL OUTLOOK

VOCABULARY



- 1 a) Look at the words below and decide what they are: capital cities, countries or continents. Name the continents.**

Asia, Rome, France, North America, Washington, D.C., Italy, Africa, South America, Canberra, Kyiv, Australia, Germany, Paris, Europe

- b) Look at the map of the world. Label the continents. Use the words from (a).**

- 2 Check up how good you are at geography. Find the correct answers in the box on the next page.**

- 1 Which country lies between Mexico and Canada?
- 2 What's the capital of France?
- 3 Where is Edinburgh?
- 4 Do you know any states in America that start with the letter 'M'?
- 5 What's the longest river in Africa?
- 6 What's the largest continent?
- 7 What's the smallest continent?
- 8 What's the name of the sea between Italy and Croatia?
- 9 What's the name of the ocean between Africa and Australia?
- 10 What is the name of the mountain range in the west of North America?
- 11 Where is Dublin?
- 12 Where does a person who is Dutch come from?
- 13 What's the name of the river that flows through London?

Lesson 2

the Thames, Asia, Australia, the United States of America, Paris, the Nile, the Rocky Mountains, the Adriatic Sea, Montana, Michigan, the Netherlands, in Scotland, in Ireland, the Indian Ocean

REMEMBER!

Definite Article **THE** with Geographical Names

- We DO NOT USE the definite article THE with:

Towns / Cities: Oxford, London

Countries: Ireland, Germany (*BUT: the United Kingdom, the USA*)

Continents: Europe, Africa

Mountains: Ben Nevis (*BUT: the Rocky Mountains*)

Lakes: Lake Ontario (*BUT: the Great Lakes*)

Falls: Niagara Falls

Islands: Phillip Island, Kangaroo Island (*BUT: the British Isles*)

- We USE the definite article THE with:

Areas: **the** Northern Territory

Rivers: **the** St. Lawrence River

Seas: **the** Adriatic Sea, the Irish Sea

Oceans: **the** Atlantic Ocean

Unions: **the** European Union

Reefs: **the** Great Barrier Reef

3 Put in 'the' or nothing.

... London lies on ... River Thames.

... Danube is the second longest river in ... Europe.

... France is also in ... European Union.

... Switzerland has four official languages: French, German, Italian and Romansh.

...Odesa is a port city on ... Black Sea.

The ocean between ... Europe and ... America is ... Atlantic Ocean.

Many tourists visit ... Michigan every year.

4 Match the words with their meanings.

- | | |
|-------------------|---------------------------------------------|
| 1 capital | a distance from top to bottom |
| 2 inland | b large and important |
| 3 major | c many people like it |
| 4 famous | d distance from one end to the other |
| 5 popular | e very big |
| 6 enormous | f many people know about it |
| 7 kilometres long | g a city where a country has its government |
| 8 metres high | h not near the coast ¹ |

5 Complete the text with the words from the box.

inland, river, kilometres long, major, metres high, south, popular, enormous, highest mountain, famous

Brazil is The Atlantic coast is more than 7 000 ..., and in the north, ..., and west, there are borders² with ten different countries. The longest ... is the Amazon. Pico da Neblina is about 3 000 it's the ... in Brazil. The capital, Brasilia, is ..., but many of the ... cities are on the coast. The most ... is Rio de Janeiro, which has Sugar Loaf mountain, Corcovado and some great beaches. It is very ... with tourists.



¹a coast [kəʊst] — узбережжя

²a border ['bɔːdə] — кордон

Lesson 2

LISTENING



REMEMBER!

in the north (northwest)	to the north of	to the northwest of
in the south (southeast)	to the south of	to the southeast of
in the east (northeast)	to the east of	to the northeast of
in the west (southwest)	to the west of	to the southwest of

1 Look at the pictures and do the quiz about Ireland. Choose the correct answer.

- Ireland is situated in ... of Europe.
 - the northeast
 - the northwest
 - the south
- The colours of the flag of Ireland, from left to right, are ...
 - blue, white, red
 - green, white, orange
 - green, white, red
- The capital of the Republic of Ireland and its biggest city is ...
 - Cork
 - Limerick
 - Dublin
- The longest river in Ireland is ...
 - the River Shannon
 - the Sava
 - the River Liffey
- Which of these mountains is in Ireland?
 - Carrauntoohill
 - Mont Blanc
 - Mount Everest



6 Which of these lakes is in Ireland?

- a *Lake Superior*
- b *Loch Ness*
- c *Lough Corrib*

7 To the west of Ireland there is

- a *the Atlantic Ocean*
- b *the Pacific Ocean*
- c *the Arctic Ocean*

8 To the east of Ireland there is

- a *the Black Sea*
- b *the Irish Sea*
- c *the Mediterranean Sea*



9 The official language(s) in Ireland is / are

- a *Irish*
- b *English*
- c *both English and Irish*

10 The patron saint of Ireland is

- a *St Patrick*
- b *St George*
- c *St Andrew*



11 The symbol of Ireland is

- a *the rose*
- b *the shamrock¹*
- c *the thistle²*

12 In old Irish stories we find magic creatures called

- a *hobbits*
- b *dwarfs*
- c *leprechauns*

13 The climate in Ireland is

- a *hot and dry*
- b *warm and wet*
- c *hot and wet*



14 As the Republic of Ireland is the member of the European Union, the money used there is

- a *the American dollar*
- b *the Irish pound*
- c *the euro*

¹a shamrock ['ʃæmrɒk] — трилисник ²a thistle ['θɪsl] — будяк, чортополох

Lesson 2



2 Listen to Brian who is reading a book about Ireland. Check your answers in task 1.

3 a) Look back at the quiz and complete the gaps with 'the' if necessary.

- | | |
|----------------------|----------------------------|
| 1 ... Ireland | 7 ... Shannon |
| 2 ... Dublin | 8 ... Irish Sea |
| 3 ... Europe | 9 ... Atlantic Ocean |
| 4 ... Irish | 10 ... South |
| 5 ... Carrauntoohill | 11 ... Republic of Ireland |
| 6 ... Lough Corrib | 12 ... European Union |

b) Match the names from (a) with what they are.

- | | |
|-----------------------------------------------------------|-------------------------------------|
| <input type="checkbox"/> a mountain | <input type="checkbox"/> a language |
| <input type="checkbox"/> a lake | <input type="checkbox"/> a sea |
| <input type="checkbox"/> a river | <input type="checkbox"/> a union |
| <input type="checkbox"/> one of the points of the compass | <input type="checkbox"/> an ocean |
| <input type="checkbox"/> a country | <input type="checkbox"/> a city |
| <input type="checkbox"/> a continent | <input type="checkbox"/> a republic |

4 a) Talk about Ukraine using the questions in task 1.

b) Make a similar quiz about Ukraine.

5 Before listening, learn to read and pronounce the names of some British cities. Find them on the map.

Manchester ['mæntʃɪstə]

Liverpool ['lɪvəpu:l]

Bristol ['brɪstl]

Plymouth ['plɪməθ]

Portsmouth ['pɔ:tsməθ]

Birmingham ['bɜ:mɪŋəmə]

Stratford-upon-Avon

[,strætfəd əpən 'eɪvən]

Leeds [li:dz]



6 a) Listen to the lecture about the population of the UK and try to remember the nationalities of the inhabitants who live in different parts of the country.



Liverpool



Manchester



Bristol

VOCABULARY BOX

- a fisherman ['fɪʃəmən]
- an industry [ɪn'dəstri]
- an inhabitant [ɪn'hæbɪtənt]
- population [ˌpɒpjʊ'leɪʃn]
- a sailor ['seɪlə]
- to inhabit [ɪn'hæbɪt]
- industrial [ɪn'dʌstriəl]
- to be proud of
- to be buried

b) Copy and fill in the table with the names of people who inhabit the United Kingdom.

COUNTRY	CAPITAL	PEOPLE	LANGUAGE
The UK	London	the British	English
England	London	...	English
Scotland	Edinburgh	...	English, Gaelic
Wales	Cardiff ['kɑ:dɪf]	...	English, Welsh
Northern Ireland	Belfast [ˌbel'fɑ:st]	...	English, Irish

Lesson 2

LEARNING TIP

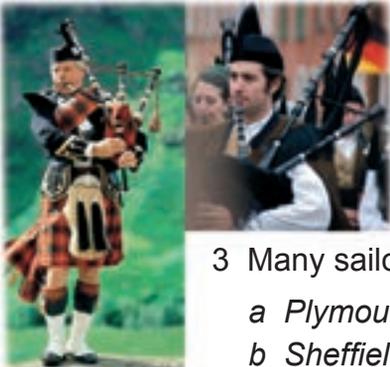
Listening for Specific Information

- Make sure you know what you have to do, e.g. *match, fill in gaps or complete a table.*
- Make notes as you listen.
- Use the sentences for filling in gaps or the topics from the table to help you while you are listening.
- If you miss some information, write a question mark to remind you to listen carefully the second time, e.g. *the people of Scotland?*

7 Listen again and complete the sentences choosing the right answers.

1 More than ... million people live in the UK.

- a 65 b 46 c 56

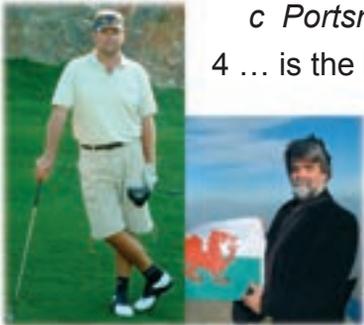


2 ... are the biggest industrial cities in the northwest of England.

- a *Manchester and Leeds*
b *Liverpool and Manchester*
c *Leeds and Birmingham*

3 Many sailors and fishermen live in Liverpool,

- a *Plymouth and Portsmouth*
b *Sheffield and Portsmouth*
c *Portsmouth and London*



4 ... is the birthplace of Shakespeare.

- a *Bristol* b *Manchester*
c *Stratford-upon-Avon*

5 In some parts of ... and Wales people speak other languages besides¹ English.

- a *England* b *Scotland* c *Britain*

6 Everyone in the UK speaks English

- a *clearly* b *in the same way* c *differently*

¹besides [bi'saɪdz] — окрім; крім того

- 8 a) Use the table you have copied
(see task 6 b) and name the capitals of:

England, Northern Ireland, Scotland, the UK, Wales

- What country has the same capital as the UK as a whole¹?

b) Work in pairs. Ask and answer about the people, the languages and the capitals of each part of the UK.

GRAMMAR

1 Compare the meanings of Simple Tense Passive forms.

Simple Present Passive	Simple Past Passive	Simple Future Passive
Great Britain is washed by seas on all sides.	Great Britain was known as England for many centuries.	Nick will be taken on a sea trip to England next summer.

REMEMBER!

Present Perfect Passive

(Теперішній перфектний час. Пасивний стан)

is used when the doer of the action is not known or not important.

Compare:

Active Voice

The President **has established** a new rule.
Bob **has finished** his geographical report.

Passive Voice

A new rule **has been established** recently.
The geographical report **has been finished** at last.

¹as a whole [həʊl] — загалом

Lesson 2

2 a) Read and compare the following.

is done

is surrounded

are situated

are washed

was done

was surrounded

were situated

were washed

has been done

has been surrounded

have been situated

have been washed

b) Fill in the missing parts of the forms.

1 to know

have been ...

... been known

2 to tell

have been ...

have ... told

3 to discover

has been ...

has ... discovered

4 to find

has ... found

... been found

NOTE!

Present Perfect

Passive is formed

with the help of

have/has been +

3rd form of the

action verb.

3 Put the verbs in brackets into Present Perfect Passive.

1 The issue of the school newspaper ... (*release*) already.

2 I am happy with the fact I ... (*choose*) to travel around Britain.

3 The topic ... (*cover*) by the editor.

4 The leading article ... already ... (*write*) by my sister.

5 The place ... (*visit*) by thousands of people lately.

6 A new bridge over the river ... (*build*) this year.

7 She was surprised by the building that ... (*construct*) recently.

8 The new construction of the museum ... (*finish*) already.

4 Make up interrogative and negative sentences from the following ones.

Example: A new library has been built in our street.

Has a new library been built in your street?

A new library has not been built in our street.

1 Many schools have been constructed this year.

2 The new project has been finished already.

3 Our library has been turned into a shopping centre.

- 4 The problem has been discussed already.
- 5 The letters have been posted.

5 Make these sentences passive.

- 1 They have published her new book recently.
- 2 The town council has just opened our local museum.
- 3 Their house looks very neat after they have painted it.
- 4 The room looks nice. Somebody has cleaned it.
- 5 My dress is clean. Someone has washed it.
- 6 Dinner is ready and hot. Someone has just cooked it.
- 7 They have opened a new theatre in the city.
- 8 There are no letters on the table. Somebody has posted them.

REMEMBER!

by + agent

*'Treasure Island' was written **by** R.L. Stevenson.*

with + tool / material / ingredient

*The way has been chosen **with** a compass.*

6 Rewrite the sentences in the passive.

Example: Jack has shown me his new car.

The new car has been shown to me by Jack.

- 1 Lisa has sent Tim an invitation.
- 2 Her mother has given Molly a new dress.
- 3 Fiona has cooked this tasty dish.
- 4 Simon has organised this party.
- 5 A dog has chased its owner.
- 6 The *British Council* has supported the English language programme.

7 Correct the mistakes.

- 1 Your homework must finished by Monday.
- 2 The house is been decorated recently.

Lesson 2

- 3 Mike has been tell about his new school.
- 4 The letters were being opened every morning in the office.
- 5 The woman seen taking the children to school.

8 *Turn the following questions into the passive.*

Example: Has anybody read the article?

Has the article been read by anybody?

- 1 Have you invited Mary?
- 2 Has she written any Christmas card?
- 3 Has Mike made the report already?
- 4 Have they done their shopping?
- 5 Has Ben repaired the door?

9 *Imagine you are an editor and want to know if the boys and girls have done everything to release the current issue of the paper. Ask as many questions as possible. Use the Present Perfect passive form.*

Phrases to help: to write articles; to make photos; to compose poems; to write jokes; to collect interesting materials from magazines; to draw pictures; to design pages; to finish the leading article; to make up a crossword; to choose questions for the quiz; to print the texts, etc.



READING



1 a) Read the information below and study the map of the UK.

Great Britain (also Britain) is a large island divided into England, Scotland and Wales. These three countries and Northern Ireland are the United Kingdom¹ of Great Britain and Northern Ireland.

b) Find the four parts of the country. Write their names down. Use the dictionary if necessary.

2 a) Read and pronounce the geographical names correctly:

Ben Nevis [ˌben 'neɪvɪs] — a mountain in Scotland

Loch Lomond [ˌlɒk 'ləʊmɒnd] — a lake in Scotland

the Gulf Stream ['gʌlf stri:m] — a warm current² which flows from the Gulf of Mexico towards Europe

Wales [weɪlz] — one of the countries of the UK

Northern Ireland [ˌnɔːðən 'aɪələnd] — one of the countries of the UK

the Thames [tɛmz] — a river London stands on

b) Read the article paying attention to the meaning of the words in bold.

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

Geography and Climate

The United Kingdom of Great Britain and Northern Ireland is situated on **islands**. **Northern Ireland** occupies the northeast part of Ireland. It is situated on a separate island. Great Britain **consists** of three parts. Their names are **England**, **Scotland** and **Wales**. Scotland is situated in the north of Great Britain, Wales — in the southwest, and England — in the southeast.

¹a kingdom ['kɪŋdəm] — королівство

²a current ['kʌrənt] — течія

Lesson 2

Great Britain is **surrounded** by seas on all sides and is **separated** from the continent by the North Sea and the English Channel. The rivers in Great Britain are not long, but many of them are deep. The capital of the UK, London, is situated on the **River Thames**. There are many mountains in the north of England and in Scotland, but they are not very high. The highest mountain in Great Britain is **Ben Nevis**. There are many lakes in Scotland. The most beautiful is **Loch Lomond**. There are many countries which are connected with the UK by sea.

Thanks to the **Gulf Stream** the climate of the UK is mild. The weather is often foggy and rainy. Summer is not very hot and winter is not very cold. Winter temperature seldom¹ falls below zero.

VOCABULARY BOX

- a climate ['klaɪmət]
- a compass ['kʌmpəs]
- an island ['aɪlənd]
- a strait [streɪt]
- a zero ['zɪərəʊ]
- mild [maɪld]
- to occupy ['ɒkjupaɪ]
- to separate ['sepəreɪt]
- to surround [sə'raʊnd]
- to be situated
- to be washed



¹seldom ['seldəm] — рідко

3 Work in pairs. Ask and answer the following questions.

- 1 What is an island?
- 2 Is the United Kingdom situated on an island or a continent?
- 3 What territory does Northern Ireland occupy?
- 4 How many parts does Great Britain consist of?
- 5 What are their names?
- 6 Where are they situated?
- 7 What is Great Britain surrounded by?
- 8 What can you say about the rivers in Great Britain?
- 9 Where are the mountains situated?
- 10 What do you know about London?
- 11 What do we say about the climate of a country where winters are not very cold and summers are not very hot?
- 12 Why do we say that the UK has a very good geographical position?
- 13 Which countries are separated from the UK by sea?
- 14 What makes the climate of the UK mild?
- 15 What can you say about the climate of the UK?

4 a) Before reading, try to pronounce the following geographical names correctly.

Russia ['rʌʃə]

Belarus [ˌbelə'ruːs]

Moldova [mɒl'dəʊvə]

Slovakia [slə'vækiə]

Hungary ['hʌŋgəri]

Poland ['pəʊlənd]

Romania [rəʊ'meɪniə]

the Carpathians [kɑ:'peɪθiənz]

or

the Carpathian Mountains

the Crimean [kraɪ'mi:ən] Mountains

the Dnieper ['dni:pə]

the Dniester ['dni:stə]

the Bug [bʊg]

the Donets ['dɒnets]

Czech [tʃek]

Jew [dʒu:]

Pole [pəʊl]

Bulgarian [bʌl'gɛəriən]

square [skweə]

kilometre ['kɪlə'mi:tə]

Lesson 2

b) Read the text using the map of Ukraine.

THE GEOGRAPHY AND CLIMATE OF UKRAINE

Ukraine is one of the largest countries in Eastern Europe. It covers an area of 603 700 square kilometres. Its territory stretches for 893 kilometres from the north to the south and for 1 316 kilometres from the east to the west. Ukraine borders Russia, Belarus, Moldova, Poland, Slovakia, Hungary and Romania. In the south it is washed by the Black Sea and the Sea of Azov. The major part of Ukraine is flat and only 5 % (per cent) of the whole territory is mountainous.

The two mountainous areas in Ukraine are the Carpathians and the Crimean Mountains, but they are not high. The main rivers are the Dnieper, the Dniester, the Bug, the Donets and others.

The climate is mild and soft in the west and in the centre, warm and dry in the east and hot in the south. The flora of Ukraine is rich in a great variety of plants which number up to 30 000. The animal life is also unusual and specific.

The population of Ukraine is 43 million inhabitants. Many nationalities inhabit our country: Ukrainians, Russians, Jews, Poles, Crimean Tatars, Armenians, Belarusians, Moldovans, Bulgarians, Hungarians, Czechs, Greeks, etc.



5 Complete the sentences.

- 1 Ukraine covers an area of ...
- 2 Its territory stretches for ...
- 3 Our country borders ...
- 4 Ukraine is washed by ...
- 5 The two mountainous areas are ...
- 6 The main rivers are ...
- 7 The climate is ...
- 8 The flora of Ukraine is ...
- 9 The fauna (animal life) is ...
- 10 The population of Ukraine is ...

VOCABULARY BOX

an area ['eəriə]

a border ['bɔ:də]

a territory ['terətəri]

flat [flæt]

major ['meɪdʒə]

mountainous ['maʊntɪnəs]

to border (on) ['bɔ:də]

to stretch [stretʃ]

6 Role-play the situation in pairs. You are in one of British schools. The British geography teacher wants his / her pupils to know more about Ukraine. Answer his / her questions.

- 1 Where is Ukraine situated?
- 2 What can you say about its geographical position?
- 3 What countries does it border?
- 4 What seas is Ukraine washed by?
- 5 What part of Ukraine is occupied by the mountains?
- 6 Is Ukraine visited by tourists?
- 7 What are tops of high mountains usually covered with?
- 8 What nationalities is your country inhabited by?
- 9 What sea is the southern part of Ukraine washed by?
- 10 What languages are spoken in Ukraine?

7 a) Use the information from the factfile below to complete the text.

- 1 The full name of the UK is ...
- 2 It is ... to the northwest of Europe.
- 3 It is washed by ...
- 4 Its ... is ...

Lesson 2

- 5 The capital city is ...
- 6 It is ... with a population of ...
- 7 ... is spoken here.

b) Make a geographical outline of the countries in a written form. The factfiles below will help you. Use the Passive Voice in your description.

THE UNITED KINGDOM

Full name: The United Kingdom of Great Britain and Northern Ireland

Capital: London

Area: 242 500 square kilometres

Population: 67 886 000

Climate: Temperate — not very hot, not very cold. A lot of rain in the west and in Scotland.

Highest mountain: Ben Nevis in Scotland (1 343 metres)

Official language: English

Other languages: Irish, Welsh, Gaelic ['geɪlɪk]

Money: pounds and pence



CANADA

Capital: Ottawa

Area: 9 984 670 sq km

Population: 38 219 000

Climate: Temperate in the south. The north is in the Arctic Circle; temperatures in winter go down to -45°C .

Highest mountain: Mount Logan (5 959 metres)

Official languages: English, French

Money: Canadian dollar



8 Before getting some more information about the climate of our country, read and guess the meaning of the following words.

an influence ['ɪnfluəns] (n): Computers have a strong influence on our life. We don't know everything about the influence of climate on people.

to influence (v): What has influenced your opinion?

REMEMBER!

to influence somebody/something
but
to have an influence on somebody/something

CLIMATE OF UKRAINE

Climate is the weather a certain¹ place has over a long period of time. Climate has a very important influence on plants, animals and people, and it varies in different parts of the world.

The climate of any country is determined² by its geographical position. Ukraine's territory is in the temperate zone. In general, the country's climate is moderately continental, subtropical only in the southern part of the Crimea. The differences in climate are caused³ by many factors: landscape, distance to seas and oceans The climate varies not only from north to south but also from northwest to southeast as the warm air masses are moving from the Atlantic Ocean.

The average⁴ temperature in Ukraine varies between +5, +7 °C in the north and +11, +13 °C in the south.

The coldest month is January with a record low of -42 °C. The warmest month is July with a record high of +42 °C. Rain and snow range⁵ from about 75 cm a year in the west to about 35 cm in the south. The highest rainfall is in the Carpathian and Crimean Mountains.

¹certain ['sɜ:tn] — певний

²to determine [dɪ'tɜ:mɪn] — визначати

³to be caused (by) — бути спричиненим

⁴average ['ævərɪdʒ] — середній

⁵to range [reɪndʒ] — коливатися в межах

Lesson 2

But recently the climate has changed a lot.

Some scientists think the weather is getting hotter. Winters have become warmer. Sometimes there is little snow in January, and there were winters when it rained on New Year's Eve in Ukraine.

Can these changes be dangerous for our country or even planet? The Earth is millions of years old. We know many of its secrets. Yet, there is still much to learn.



LEARNING TIP

Reading Strategies

- Before you start reading, look at the title. Are you familiar with the topic? What experience have you had with this subject? Now, as you read the text, you may find the material easier to understand.
- First read the text quickly for general understanding. This is called skimming. Try to summarise the situation in your mind, then start from the beginning, reading the text carefully this time. This method will help you to understand better what you read.
- Don't stop reading every time you don't understand a word. Continue reading and try to find out the main idea of the sentence. After you have read a paragraph, go back to unknown words. You may have enough information to guess their meaning now. Use a dictionary to check your guesses. Otherwise just enjoy reading what you do understand.
- To understand a long sentence, separate it into smaller parts. One way you can see the smaller parts is by noticing the commas (,). Commas often separate two different ideas, and they join these ideas in the sentence.

- 9 **Imagine you have got to give a lecture on the geographical position of Ukraine in one of American schools. Use the map. Point out the border, the bordering countries, seas, rivers and mountains of Ukraine. Speak about its climate and nature.**

SPEAKING



1 **Ask and answer in pairs.**

- 1 Do you like to imagine that you are travelling to some places?
- 2 What imaginary places do you travel to?
- 3 Who do you travel with?
- 4 How do you travel? Do you take a map and a compass or do you just imagine things?
- 5 Is it more interesting to travel when you have a map and a compass?



2 a) **Listen and say if the statements below are true or false.**

John: Did you have a nice evening?

Terry: Yes, I've been watching a documentary film on TV.

John: Really? What was it about?

Terry: About a sea trip to Great Britain.

John: A sea trip? I would prefer to fly there by airplane.

Lesson 2

Terry: Sure, it is the fastest way. But if you want to make your visit to Great Britain more exciting, you should choose the other way.

John: Well, what is it like?

Terry: First, you go to Calais ['kæleɪ] by train, and then cross the Strait of Dover on board the channel boat. The English Channel is rather narrow here — only twenty-one miles wide and the crossing takes only an hour and a quarter. Then you'll see the white cliffs of Dover.

John: Dover? What is it?

Terry: Dover is one of the most ancient ports. Right above the harbour¹ on a cliff stands Dover Castle called the 'Key of England'.

John: Really? It sounds interesting ...

Can you show me the way on the map?

- 1 Terry watched a documentary last evening.
- 2 The documentary was about a sea trip to Australia.
- 3 The fastest way to get to Great Britain is going there by train.
- 4 Sailing on board a ship is more interesting.
- 5 It takes three hours to cross the English Channel by ship.
- 6 Dover is a very ancient town.
- 7 Dover Castle stands at the bottom of the mountain.
- 8 Dover Castle is called the 'Key of England'.
- 9 What can you learn when you imagine that you are travelling?

b) Work in pairs. Act out the dialogue.



Dover Castle



White Cliffs of Dover

¹a harbour ['hɑ:bə] — гавань, порт

3 Work in a group of three. Role-play the situation.

You are all on board a ship which is sailing to Great Britain. Make up a short dialogue.



4 Imagine you've been to Great Britain. Now you are going to make a report on your trip. Get ready to do it in a written form. Make use of the 'Learning Tip' below.

LEARNING TIP

**HOW TO MAKE A REPORT
ON SOCIAL STUDIES**

- 1 Choose a topic.
- 2 Find the information you need.
- 3 Bring together the most important facts and ideas.
- 4 Choose words that will express the exact meaning of what you want to say in your report.
- 5 Show pictures or maps to illustrate your report.
- 6 Be interested yourself in what you say to your audience¹.
- 7 Look at your audience when you speak.

¹an audience [ˈɔːdiəns] — аудиторія; публіка

Lesson 2

WRITING



1 a) Read, answer the question and make a list.

When people think of a foreign country, they picture in their minds different things. What do you usually imagine when you think of the UK?

b) Compare your list with your partner's.

c) Make up a Word Map of the UK.

2 a) Read the e-mails about the impressions of some travellers.

The screenshot shows an email client window with the following details:

To:	my.world@com
From:	Olena Tatarчук
Subject:	Travelling

The email body contains the following text:

I was also impressed by beautiful gardens all over England. By the way, the symbol of England is the red rose and English people are crazy about gardening.

Some of the wildest and most beautiful countrysides in England are in the north. They are very popular with walkers, campers and climbers.

I went to the northeast near Newcastle and saw the famous Hadrian's Wall. Roman soldiers built it 2000 years ago.

Fantastic!

The email window also shows a status bar at the bottom with '111 Modified Stream'.





b) Share your impressions of a country or a place you've been to.



3 Read, then write a letter.

Imagine you've won a prize — a trip to any country you like. Write a letter to your e-mail friend and tell him / her about your choice. Explain why you'd like to visit this country. Share the information you've got, your thoughts and opinions.

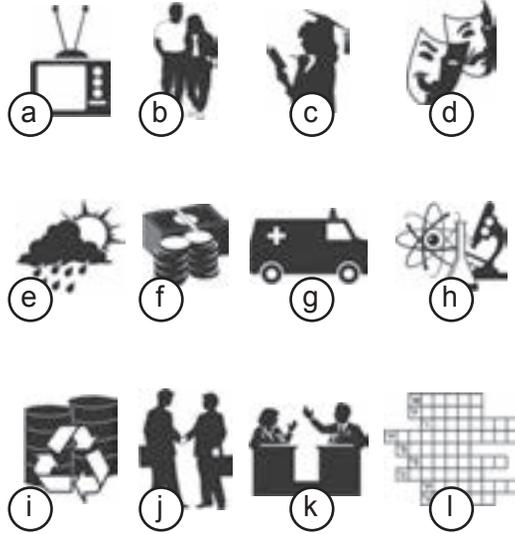
¹a harp [hɑ:p] — арфа

LOOK BACK!

Lessons 1-2

1 **These are the usual newspaper themes. Match them with the pictures.**

- politics
- economy & finance
- ecology
- education
- art & culture
- business
- science & technology
- health
- entertainment
- weather
- TV guide
- private life



- 2 **Work in pairs. Compare any two newspapers or magazines and say how they differ. Give your comments on the way different topics are covered.**
- 3 **Give an example of a newspaper or a magazine with a section which is extremely popular among the readers.**
- 4 a) **Look through the list of items (1-14) and the extracts from a school magazine (a-e). Find the right heading for each extract.**
- 1 Hockey Report
 - 2 Athletics Report

LOOK BACK!

- 3 Tennis Report
- 4 Public Speaking Competition
- 5 A Trip to Paris
- 6 The Spanish Trip
- 7 Our Impressions of Italy
- 8 Easter Cruise
- 9 Play On
- 10 Drama Festival
- 11 Memories of the School Concert
- 12 Thirteen Is ...
- 13 If Music Be ...
- 14 Orchestral and Choral Concerts

The School Concert was a nail-biting, knee-trembling day. The long wait between the end of school and the beginning of the concert at seven-thirty did not help! At seven pm the orchestra arrived and started tuning up in the Sixth Form Common Room and at seven-fifteen the other performers arrived making the room even more crowded and noisy.

Jim

(a)

When I arrived, everyone was panicking about something. "My clarinet's not in tune." "I'm losing my voice." "Where's my costume?" "Oh, no, this shield has snapped!"

Elizabeth

(b)

Once on stage, I tried to keep my eyes away from the audience. The lights were burning against my cheeks, and I felt them turn red. My first speech went fine, although when I saw how large the audience was, I almost stuttered!

Robert

(c)

I was not actually in the Concert which was rather disappointing. I helped to put out all the chairs. It was a very pleasant performance but next time I hope I'll be in the right place at the right time so I can see the Concert.

Anna

(d)

Joint Second Orchestra gives a concert at St Antony's. Chamber Concert "Ballads, Songs & Snatches" is in Powell Hall. Orchestra & Choral workshop is in Stuart Centre.

George

(e)

b) Work in pairs and speak on the following.

What aspects of the schoolchildren's life does the magazine deal with? Is the material offered on the pages of the magazine entertaining or informative?

Lessons 1-2

5 *Work in groups. Speak about British newspapers and magazines.*

- 1 What British newspapers and magazines do you know?
- 2 Are they easy to buy in your country?
- 3 Are they interesting to read?
- 4 What are your impressions?
- 5 What, in your opinion, are some advantages and disadvantages of having a wide choice of newspapers and magazines offered to readers?

6 *Write a report on the newspapers that are sold in your region. Use the questions below.*

- How many newspapers are produced there?
- What are their titles?
- Where are they printed?
- Where are they sold in your town / village?
- Are there any national or foreign newspapers sold in your town?

7 *Design Your Class Newspaper.*

FILE FOR PROJECT

- 1 Work in groups of three-four.
Read the instructions below. Discuss your ideas.
- 2 Follow the steps.

Step 1

Think about the name for your newspaper.

Step 3

Decide who will take each section.

Step 4

Find interesting information or a story.



Step 2

Choose the sections for your newspaper.

Examples:

School News
Factfile
Meet Our Guest
Time for Fun
Gallery of Our Works
Weather
Special Day for ...
Advice Bag
Comic Strip Section

LOOK BACK!

FILE FOR PROJECT

Step 5

Collect your classmates' ideas. Vote for the best ones. Decide who will write each article.

Step 7

Show your story to the others. They will check and correct it.

Step 10

Display your work.



Step 6

Write your story in English.

Step 8

Write the article correctly. Use a photo or a picture. Write a headline.

Step 9

Arrange articles and sections on a poster or a large piece of paper.

8 Read and say using passive structures.

John has been away from his home city for ten years. Now he is back to Mansfield and sees many changes. Say what John noticed.

- 1 They've built a new hospital.
- 2 They've rebuilt the old library.
- 3 They've turned the city centre into a real shopping area.
- 4 They've opened a theatre.
- 5 They've changed the names of some streets.
- 6 They've closed the city open market.
- 7 They've planted many trees.

Example: John sees that a new hospital has been built.

9 Give the corresponding words for the following definitions.

- 1 ... — to make up
- 2 ... — a person who lives in a town or country
- 3 ... — a line separating two countries
- 4 ... — a narrow passage of water connecting two seas
- 5 ... — a mountainous country
- 6 ... — a river which flows into another river
- 7 ... — a starting point of a river
- 8 ... — a chain of mountains

Lessons 1-2

10 Work in pairs. Look at the map of the world and say what countries Ukraine (the USA, France, the UK) borders.

11 Work in pairs. Ask and answer about the UK.



- 1 What countries are situated on the British Isles?
- 2 What languages are spoken in England, Wales, Scotland and Northern Ireland?
- 3 How many people live in the UK? Who are they?
- 4 What is the *Union Jack*?
- 5 What do you know about it? Who are the national patron saints? What are the colours of the British? Say what you know about them.

12 Work in pairs. Do the quiz.

SCOTLAND

- 1 What's the biggest Scottish city?
a Dundee
b Edinburgh
c Glasgow
d Aberdeen
- 2 What is Scotland famous for?
a sunny beaches
b a great number of lakes
c long rivers
d its warm sea



LOOK BACK!

- 3 What is a kilt?
a a knee-length skirt for men
b a long party skirt
c knee-length trousers
d a woollen cardigan
- 4 Who is Scotland's most famous poet?
a Edgar Allan Poe
b Robert Burns
c James Joyce
d Ian Fleming
- 5 Which of these actors is not Scottish?
a Hugh Jackman
b Ewan McGregor
c Sean Connery
d Gerard Butler



13 Look at the factfile and check your answers.

- Scotland is a country in the north of the United Kingdom.
- It occupies a third of Great Britain.
- The national flag of Scotland is blue with a white cross.
- The flag is known as St Andrew's cross.
- St Andrew is the patron saint of Scotland.
- There are more than five million inhabitants in Scotland.
- The capital is Edinburgh. It is Scotland's second largest city.
- The largest city is Glasgow.
- Scotland is surrounded by the Atlantic Ocean and the North Sea.
- Scotland's only land border, which it shares with England, is about 96 miles long.

Lessons 1–2

- There are about 30 000 smaller and bigger lakes in Scotland called lochs.
- There are almost 800 islands in Scotland.
- Tartan is a woollen material with crossed stripes of different colours. The particular pattern is the symbol of a clan or a family.
- Scotland's most famous poet is Robert Burns. His birthday is celebrated all over the world by the Scots wherever they are on 25 January. It is Burns Night.
- Some famous actors from Scotland are Sean Connery, Ewan McGregor, Gerard Butler, Billy Connolly, etc.

14 Work in pairs. Student A prepares questions A and student B prepares questions B in their notebooks. Now ask your partner questions with both your books shut.

A

- 1 ... geographical position?
- 2 ... size?
- 3 ... part of any kingdom?
- 4 ... colour of the Scottish flag?
- 5 ... St Andrew's cross?
- 6 ... inhabitants?

B

- 1 ... capital?
- 2 ... the largest city?
- 3 ... seas?
- 4 ... land border?
- 5 ... lochs?
- 6 ... islands?

15 Work in pairs. Role-play the situation.

Two passengers are on board a ship for Dover. They discuss the pleasure of travelling by sea, talk about the modern conveniences¹ on board the ship and about the UK. One of them who has never been there before asks his fellow passenger questions about the country he is going to see.



¹modern conveniences [kən'vi:niənsɪz] — сучасні зручності

LOOK BACK!

16 Work in groups. Arrange a quiz competition game.

Step 1 Decide if your quiz will be about all the English-speaking countries or about one of them. Think about some interesting information you know about it/them.

Step 2 Brainstorm your ideas about the questions in your quiz.

Step 3 Make up a quiz (20-25 questions).

Be sure you covered all of the main points: the geographical position, the landscape, the climate, the people, the cities, the flag, some customs and traditions, maybe some national character features ...

Step 4 Make up the rules of your competition.

Step 5 Conduct your quiz competition in class.

Make use of the phrases:

- What is the name for ...?
 - What is the largest / longest / highest ...?
 - How large / high / long is the ...?
 - Name the ...
 - What do they call ...?
 - How many ...?
 - Why is ... called ...?
 - What is the number of ...?
 - Where is the ...?
 - What language is spoken in ...?
 - What is the capital of ...?
- Etc.



1 a) Learn to pronounce the proper names in the box correctly.



b) Listen, then read the story. Think of its main idea.

Years ago, there were many things that women didn't do. But that didn't stop Nellie Bly. She even ventured to try things no one, not even men, could do at her time.

NELLIE BLY

after Jeanette Cook

For many years most women worked only at home. Their job was to cook food, clean house and take care of children. But in the late 1800s, a few women started looking for work outside the home. This made many people angry.

One day a Pittsburgh newspaper published a story that said that a woman should work only at home. Many people who read it wrote letters to the editor. Most of them agreed with the story.

But one well-written letter did not agree. It said that because America did not use the minds of its women, it was not as strong as it could be.

The name at the end of the letter was E. Cochrane.

The editor thought the letter was very good. In a newspaper story, he asked E. Cochrane to come and talk to him about a job. To his surprise, it was not a man, but a young woman, who came to see

Pittsburgh ['pɪtsbɜːg]

Elizabeth Cochrane

[ɪ'lɪzəbəθ 'kɒkreɪn]

Joseph Pulitzer

[dʒəʊzɪf 'pʊlɪtʒə]

Jules Verne ['dʒuːlz vɜːn]

the Suez Canal ['suːz kə'næl]

San Francisco [,sæn frən'sɪskəʊ]

New Jersey [,njuː 'dʒɜːzi]

Nellie Bly ['neli blai]



him. She said that her name was E. Cochrane ... Elizabeth Cochrane.

Elizabeth needed a job. She had to make a living for herself and her mother. Her family thought that she would be a nurse or a teacher. But Elizabeth wanted to be a reporter.

At first the editor was against the idea. He tried to say 'no' to Elizabeth. But after he heard her ideas for stories, he said that he would give her a chance.

Elizabeth began to write exciting stories. On each story she put the name Nellie Bly. This name soon became hers.

Women reporters for other newspapers wrote stories about flowers and dresses. But not Nellie. She wanted to help poor people. She sometimes went to dangerous places to get the stories she wanted.

At first many readers were upset. They said it was a man's job to write about poor people who had no homes. In the 1800s factories¹ were not safe. When Nellie wrote that factories were dangerous places to work, the owners of the factories became angry. At last she left Pittsburgh and began to look for a job as a reporter in New York City.

Many people in New York City heard of the woman reporter from Pittsburgh, but only one person wanted to give her a job. Joseph Pulitzer was happy to put Nellie to work on his newspaper, the World.

To get her stories, Nellie sometimes pretended to be someone else. She lived with poor people, worked in factories, and even had herself put in jail². This is why readers could believe the things she said in her stories.

Although Nellie wrote many stories that helped people, she became best known for her trip around the world. She

VOCABULARY BOX

a penalty ['penlti]

a mind [maɪnd]

a venture ['ventʃə]

mysterious [mɪ'stɪəriəs]

upset [ʌp'set]

to venture ['ventʃə]

● **to make a living**

● **to give a chance**

read Jules Verne's *Around the World in Eighty Days*, a make-believe story about a man's eighty-day trip around the world.

Going around the world in only eighty days sounded impossible, but Nellie thought that it could be done. Joseph Pulitzer agreed with her. He gave her money for the trip.

On November 14, 1889, at 9:40 a.m., Nellie left New Jersey on a steamship. The steamship sailed across the Atlantic Ocean and landed on the south shore of England.

From England, Nellie sailed to France. Jules Verne came to greet her and wish her luck. Then she went by train to Italy.

Nellie boarded another steamship to travel across the Mediterranean Sea, the Suez Canal, and the Red Sea. Then she went across the Indian Ocean to China and Japan.

All along the way she sent back stories about her trip. These stories were used in the *World*. Soon many people learnt of Nellie's race against time. Each day they looked in the *World* for a story by Nellie. Would Nellie make it?

In Japan, Nellie boarded a steamship to cross the Pacific Ocean. When the ship landed in San Francisco, thousands of people were there to greet Nellie. She was filled with joy.

Then Nellie crossed the United States by train. Each time the train stopped, hundreds of people were there to meet her. They wanted to see Nellie to believe her exciting stories about the trip.

On January 26, 1890, at 3:15 p.m., Nellie was back in New Jersey. She went around the world faster than any other person. It took her seventy-two days, six hours, and eleven minutes.

And it all started with Elizabeth Cochrane's letter to an editor.



2 Work in pairs. Speak on the following.

- In what period of history does this story take place?
- Mention the details that say how Elizabeth got a job.
- What details help you to understand that Nellie was an unusual person? Read them.
- Remember the details that describe Nellie's trip.
- What is the main idea of the story?
- How did you feel about the article?

3 Think about what you have read and answer the questions.

- 1 How did Nellie Bly prove that women should work outside the home?
- 2 How do you know that Nellie Bly thought differently from other women reporters?
- 3 How do you know that Nellie's way of exploring the world and collecting news for stories was dangerous?
- 4 Why do you think Nellie Bly wanted to prove that a person could go around the world in eighty days?

4 Answer the following questions about the story.

- What is the main idea of the story?
- What are the details?
- How do the main idea and details help you to pick out the most important things that happened to Nellie Bly?

5 Work in groups. Discuss the following items.

- Do you think Nellie Bly was a brave person?
- What do you think of her ventures?
- Share your opinion of Nellie Bly. Find facts to support your opinion. Listen as your classmates share their opinions.

6 *Suppose you were Nellie Bly. Write a short newspaper article describing an adventure you have had in a foreign country.*



LEARNING TIP

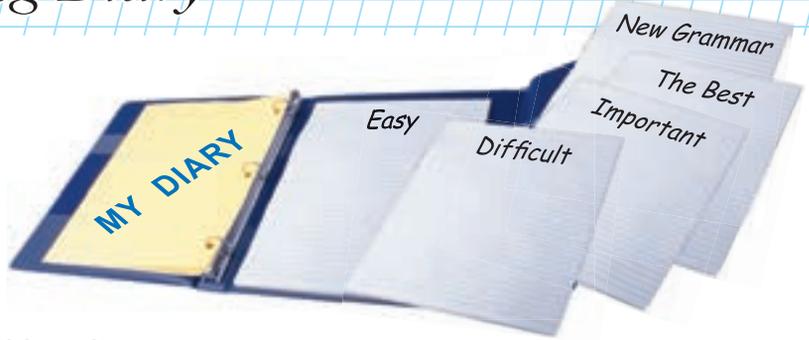
WRITING AN ARTICLE

- think of a good title for your article — you want to attract the reader's interest
- make sure that the first sentence of the article is linked¹ to the title and introduces the topic
- organise your ideas into paragraphs; each new point should start a new paragraph
- make sure that the last paragraph brings the article to a definite end; depending on the topic, the last paragraph can sum up the topic, reach a conclusion² or express your opinion on the topic

¹to be linked [lɪŋkt] (to) — бути у зв'язку з чимось

²a conclusion [kən'klu:ʒn] — висновок

My Learning Diary



The topics of this unit are

I find this unit *very easy* / *quite easy* / *quite difficult* / *very difficult*.
(Underline what is true for you.)

I think that the most important thing I have learnt is

The most difficult thing for me was

The things that I enjoyed most in the Unit were

The things that I didn't enjoy were

The ways I used working with the Unit were

My favourite activities / tasks were

The new grammar I have learnt in the Unit is

The best lesson I had in my English class was

The things that are easy to read are

Lessons 1–2

The things that are easy to listen to

The things that are easy to talk about

The things that are easy to write about

The things that are difficult to read about

The things that are difficult to listen to

The things that are difficult to talk about

The things that are difficult to write about

Three things I would like to remember from this unit are

..... because

I would like to improve *my pronunciation / spelling / vocabulary / grammar / fluency*. (Underline what is true for you.)

The things that I would like to learn are



You have finished the unit. Choose the adjectives that best describe how you feel about it.

Are there any things which you don't understand very well and would like to study again?

My Learning Diary

After the unit I can:

NOW I CAN			
● name the jobs of people who make a newspaper / magazine			
● name different types of periodicals			
● comment on magazine / newspaper contents			
● listen to and understand information about British newspapers and magazines			
● speak about the press in Ukraine			
● present my favourite teen magazine			
● interview people about the topics they are interested in			
● read and understand texts on geography and climate			
● use the definite article 'the' with geographical names			
● understand and use the Present Perfect Passive			
● speak on the geographical position of Ukraine and the UK			
● tell someone about the climate of Ukraine and the UK			
● make a geographical outline of a place / country			
● express my impressions of the country or place I visited			
● write an advertisement of a school newspaper / magazine			
● write some information for a school newspaper			
● write a factfile of a country			
● make a report on my real / imaginary trip			
● do a project on making a class newspaper			
● arrange a quiz competition game on geography			
MY WORK			

GRAMMAR

REFERENCE

(Граматичний словник)

ІМЕННИК

§ 1. Множина

Множина іменників утворюється за допомогою закінчення **-(e)s**, яке додається до основи іменника: *a cat – cats; a cow – cows; a monkey – monkeys*.

Запам'ятайте такі особливості утворення множини деяких іменників:

1. Якщо іменник закінчується на **шиплячий приголосний** або **-o**, додаємо закінчення **-es**: *a box – boxes; a boss – bosses; a bush – bushes; a potato – potatoes*.

Примітка: Деякі іменники на **-o** потребують для утворення множини закінчення **-s** (*photos; pianos; kilos*).

2. Деякі іменники, що закінчуються на **-f(e)**, змінюють **-f(e)** на **-v** і додають **-es**.

Це такі іменники: **calf, half, knife, leaf, life, loaf, shelf, thief, wife, wolf**: *knife – knives, wife – wives*.

Leaves are yellow in autumn. Two halves of the apple.

АЛЕ: *a roof – roofs; a safe – safes; a handkerchief – handkerchiefs*.

Вимова закінчення **-(e)s**:

після **глухих** приголосних: *cats* [s]; після **шиплячих** приголосних: *watches* [ɪz]; після **дзвінких** приголосних та **голосних**: *dogs; cows* [z].

3. Іменники на **-y** з **попереднім приголосним** при утворенні множини змінюють **y** на **i** і додають **-es**: *a fly – flies; a story – stories*.

Примітка: Запам'ятайте вимову слова **houses** ['haʊzɪz].

4. Запам'ятайте форми множини таких іменників:

Child – children, person – people, man [mæn] – **men** [men], **woman – women** ['wɪmɪn], **foot** [fɒt] – **feet** [fi:t], **tooth – teeth, goose – geese, deer – deer, fish – fish, mouse – mice, ox – oxen, sheep – sheep**.

Іменник **people** має два значення — *люди* (множина) та *народ* (однина): *a lot of people* — багато людей; *all peoples of the world* — усі народи світу.

5. Запам'ятайте іменники, що вживаються лише в множині: **trousers** (штани), **glasses** (окуляри), **headphones** (навушники), **thanks** (подяка), **stairs** (сходи), **scissors** (ножиці), **jeans** (джинси) і т. ін.

6. Так звані збірні іменники (**a family, a crew, a choir, a team, an army, a class**) можуть сполучатися з дієсловами та замінюватися особовими займенниками як в однині, так і в множині. Якщо ми сприймаємо таку спільноту або колектив як єдине ціле, вживаємо дієслова або займенники в однині.

Якщо ж маємо на увазі кожного члена спільноти зокрема, вживаємо множину: *Our family is very big.* — Наша сім'я дуже велика. *Our family have fair hair.* — Усі в нашій сім'ї світловолосі.

§ 2. Відмінки іменників

Відмінок — це форма іменника, що виражає його зв'язок з іншими словами в реченні.

Порівняймо українські речення *Я малюю олівцем* і *Я малюю олівець*. У першому реченні *олівець* є знаряддям дії (це виражено формою орудного відмінка), а в другому — об'єктом дії (на що вказує форма знахідного відмінка).

На відміну від української мови, де є сім відмінків іменника, в англійській мові їх лише два: **загальний (the Common Case)** і **присвійний (the Possessive Case)**.

Загальний відмінок не має спеціальних відмінкових закінчень. Зв'язок іменника в загальному відмінку з іншими словами виражається прийменниками, а також місцем, яке іменник займає в реченні. Так, англійським відповідником першого з наведених вище українських речень *Я малюю олівцем* є *I am drawing with a pencil*, а другого *Я малюю олівець* — *I am drawing a pencil*. Знаряддя дії виражено тут загальним відмінком з прийменником **with**, а об'єкт дії — загальним відмінком іменника (без прийменника), що стоїть після дієслова-присудка.

Іменник у загальному відмінку з прийменником **to** або **for** може відповідати українському іменнику в давальному відмінку:

<i>I gave the ticket to my sister.</i>	<i>Я віддав квиток сестрі.</i>
<i>He bought a ball for his son.</i>	<i>Він купив м'яч синові.</i>

Сполучення іменника в загальному відмінку з прийменником **of** здебільшого відповідає українському родовому відмінку:

<i>the back of the chair</i>	<i>спинка стільця</i>
<i>the answers of the pupils</i>	<i>відповіді учнів</i>

Загальний відмінок іменника з прийменниками **by** і **with** часто виражає такі відношення між словами, які в українській мові передаються орудним відмінком:

<i>America was discovered by Columbus.</i>	<i>Америка була відкрита Колумбом.</i>
<i>The letter was written with a pencil.</i>	<i>Лист був написаний олівцем.</i>

Отже, загальний відмінок іменників з різними прийменниками виражає відношення, які в українській мові передаються непрямыми відмінками з прийменниками і без них:

<i>Nick was a bit late for breakfast.</i>	<i>Нік трохи спізнився на сніданок.</i>
<i>Are you fond of presents?</i>	<i>Ви любите подарунки?</i>

§ 3. Присвійний відмінок

Присвійний відмінок утворюємо додаванням **'s** до основи іменника. Він означає **приналежність / власність** і вживається з назвами живих істот: *Tom's room* — кімната Тома, *my father's hat* — капелюх мого батька.

Якщо множина іменника закінчується на **-s**, то при утворенні присвійного відмінка додаємо лише **апостроф**: *the dogs' houses*, *the boys' parents*.

Appendix

Якщо ж множина іменника не має закінчення **-s**, у присвійному додаємо **'s**:
the children's toys.

Примітка: вимова **'s** збігається з вимовою закінчення **-(e)s** для множини іменників.

§ 4. Злічувані та незлічувані іменники

Злічувані іменники можна порахувати: *a boy, a bird, a flower, a day.*

Незлічувані іменники не можна порахувати: *air, hair, water, peace, poetry, progress.* Вони мають такі відмінності:

Злічувані іменники	Незлічувані іменники
1. Можуть вживатися з неозначеним артиклем : <i>This is a table.</i> <i>What a nice kitten!</i>	1. Не вживаються з неозначеним артиклем: <i>This is snow.</i> <i>What fine weather!</i>
2. Утворюють множину і вживаються з кількісними числівниками: <i>There are five books on the shelf.</i>	2. Не утворюють множини і не вживаються з кількісними числівниками.
3. Вживаються зі словом many , <i>There are many pencils in the box.</i>	3. Вживаються зі словом much , <i>There is much water in the pond.</i>
4. Запам'ятайте іменники, які в англійській мові є незлічуваними і тому вживаються в однині: news (новина/новини), advice (порада/поради), furniture (меблі), money (гроші), fruit (фрукти), cream (вершки).	

АРТИКЛЬ

В англійській мові є два артиклі — **неозначений (a/an)** та **означений (the)**. Артикль ніколи не вживається самостійно, він завжди стоїть перед іменником (**a / the** boy) або перед його означенням (**a / the** little boy).

Вимова артиклів:

Артикль	Під наголосом	Без наголосу і
a (перед приголосною)	[i]	[ə]
an (перед голосним)	[æn]	[ən]
the	[ði:]	[ðə] (перед приголосною) [ði] (перед голосним)

§ 1. Неозначений артикль

Неозначений артикль вживається перед **злічуваними** іменниками **в однині** у таких випадках:

1. Коли ми називаємо щось або когось вперше або позначаємо приналежність

об'єкту до певного класу предметів чи осіб. В цьому випадку значення артикля інколи можна передати словами «**якийсь / один**»: *This is an elephant. Once I saw a very big snake. There is a plate on the table. A woman crossed the road. (Якась жінка перейшла дорогу.)*

2. Якщо артикль можна замінити словом **any** (будь-який) та перед іменниками, що мають узагальнювальне значення: *Take an / any apple. A teacher is a person who teaches.*
3. Після слів *what* (в окличних реченнях): **What a clever child!**
4. Перед числівниками **hundred, thousand** та **million** та іменниками, які означають одиниці виміру, періоди часу і т. д., неозначений артикль може замінити числівник **one**: *a / one hundred* — сто; *a / one bottle of milk* — пляшка молока; *a / one thousand* — тисяча; *a / one hour later* — годиною пізніше.
5. В кількісних словосполученнях такого типу: *three times a week* — три рази на тиждень.
6. В сталих виразах (див. також розділ «Прийменник»): *to have a talk; a number of...* (низка/певна кількість).

§ 2. Означений артикль

1. Означений артикль може вживатися перед іменниками як **в однині**, так і **в множині**, коли відомо, про яку саме річ або особу йдеться, тобто коли:
 - про це вже згадували раніше: *He's got a dog and a cat. The cat is very funny.*
 - іменник має означення, що індивідуалізує його значення (прикметник; підрядне речення; *of* + іменник і т. ін.): **The water in the lake is very cold. The cake I ate for breakfast was very tasty. The winter of last year wasn't frosty.**
 - означенням іменника є порядковий числівник, найвищий ступінь прикметника або слова **following, next, last** (у значенні «останній»): **the first floor, the best pupil, the next day, the last month, the following task** АЛЕ: *last / next month (week, year)* з точки зору теперішнього часу: *We had a holiday last month.*
2. Означений артикль вживається також перед деякими категоріями іменників:
 1. Назви **унікальних предметів та явищ**, які існують в однині: **the Moon; the sky; the world;**
 2. Назви, вжиті в узагальнювальному значенні:
 - тварин та рослин: **The canary is a singing bird.**
 - явищ культури та наукових винаходів: *I don't listen to the radio. I go to the theatre.*
 - музичних інструментів: *to play the piano/guitar/violin;*
 - кліматичних та природних явищ: *Do you like the rain? We often go to the mountains. They live not far from the sea.*

- збірні іменники, утворені від прикметників: **the young** (молодь), **the rich** (багаті), **the English** (англійці), **the Ukrainians** (українці).
- Іменники **the north/south/east/west**: *to the north; in the south; the Far East; the West*.
 - Назви держав з позначенням державного устрою: **the United States of America**, **the United Kingdom**.
 - Назви кораблів, закладів культури, ресторанів та кафе, готелів: **the National Gallery**, **the Globe** (театр).
 - Прізвища людей в множині**, якщо вони позначають всю сім'ю або кількох її представників: **the Smiths** (Сміти/сім'я Смітів).

§ 3. Відсутність артикля

Артикль **не вживається**:

- Якщо перед іменником стоїть вказівний, присвійний, неозначений чи заперечний займенник, а також прикметники **many/much/every/each**: *this street; his hat; some/many apples; no/much snow; every day*
- Якщо перед іменником або після нього стоїть кількісний числівник: *five interesting books; day two of the trip*
- Перед множиною злічуваних іменників та незлічуваними іменниками, коли зміст потребує і неозначеного артикля (див. «Неозначений артикль», п. 1): *There are children in the yard. Do you have sugar?*
- Перед такими власними назвами:
 - імена та прізвища людей: *Do you know Jack Brown?*
 - назви континентів, країн та їхніх складових частин (штатів, графств), міст, сіл, вулиць: *South America*

§ 4. Вживання артикля з власними іменниками

- Прізвища та імена людей, а також клички тварин і птахів вживаються **без артикля**: *Tom Brown, John Smith, Viktor Pavlenko. Rag had the luck to escape next day. (Rag — кличка кролика) Регу пощастило наступного дня втекти.*

A minute or two later Silverspot would cry out, "A man with a gun." (Silverspot — прізвисько ворони)

За хвилину-другу Сілверспот вигукував: «Людина з рушницею».

- Прізвища та імена, а також клички тварин і птахів, **що мають означення**, вживаються **з означеним артиклем**:

the frightened Mary

злякана Мері

the timid John

несміливий Джон

the hungry Tom

голодний Том

ПРИМІТКА. **Без артикля** вживаються

імена з прикметниками: **young** молодий, **old** старий, **little** маленький, **poor** бідний, **dear** дорогий, **lazy** ледачий, **honest** чесний: little Tom, poor Jane, old James.

3. **Означений артикль** вживається, коли прізвище стоїть у множині і позначає сім'ю в цілому — **всіх членів сім'ї**:

*We will invite **the** Pavlenkos. Ми запросимо Павленків.*

ПРИКМЕТНИК

§ 1. Ступені порівняння

Звичайний	Вищий *	Найвищий **
1. Односкладові:		
short	shorter	(the) shortest
hot	hotter	(the) hottest
fine	finer	(the) finest
2. Двоскладові на -у з попереднім приголосним:		
happy	happier	(the) happiest
3. Двоскладові та багатоскладові:		
famous	more famous	(the) most famous
interesting	more interesting	(the) most interesting
4. Винятки:		
bad	worse	(the) worst
good	better	(the) best
far	farther, further	(the) farthest (відстань), (the) furthest
old	older, elder	(the) oldest, (the) eldest (сім'я)
little	less	(the) least
many/much	more	(the) most

* Вищий ступінь часто вживається зі сполучником **than**: *The Nile is longer **than** the Amazon.*

Найвищий ступінь часто вживається з прийменниками **in (для позначення місця) та **of**: *The Nile is the longest river **in** the world. The Nile is the longest **of** all rivers.*

5. Прикметники можуть утворювати ступені порівняння, що мають зменшувальне значення, за такою моделлю: **less/(the) least** + прикметник
less attractive — менш привабливий
(the) **least** attractive — найменш привабливий
less happy — менш щасливий
(the) **least** happy — найменш щасливий

less thick — менш густий

(the) **least** thick — найменш густий

6. Найвищий ступінь порівняння прикметників утворює таку граматичну конструкцію:

*Gold is one of **the most** expensive metals.* (Золото — один з найдорожчих металів.)

*You are one of my **best** friends.* (Ти один з моїх найкращих друзів.)

§ 2. Порядок прикметників

Якщо кілька прикметників стоять перед іменником і є його означеннями, то порядок цих прикметників залежить від їхніх значень.

1. Прикметники, які називають об'єктивні характеристики предмета вживаються у такому порядку:

1 розмір	2 форма	3 вік	4 колір	5 походження	6 матеріал
big	square				oak table
		old	brown		coat
large			blue	Indian	woolen carpet

2. Прикметники, що називають суб'єктивні характеристики предмета, стоять на першому місці:

*a **beautiful** young girl; a **nice** small glass vase; a **boring** old black-and-white film*

ПРИСЛІВНИК

§ 1. Утворення прислівників

Найчастіше прислівники утворюються від інших частин мови (здебільшого від прикметників) за допомогою суфікса **-ly**:

*quick швидкий — **quickly** швидко*

*year рік — **yearly** щороку*

Буква 'y' перед суфіксом **-ly** змінюється на i:

*happy щасливий — **happily** щасливо*

*gay веселий — **gaily** весело*

*day день — **daily** щодня*

Деякі прислівники в англійській мові збігаються за формою з прикметниками: **fast** швидкий, швидко; **early** ранній, рано; **loud** голосний, голосно. Їх легко відрізнити від прикметників, тому що прислівник, як правило, відноситься до дієслова, а прикметник — до іменника:

*They got up **early**.*

Вони встали рано.

*We grow **early** vegetables*

Ми вирощуємо ранні овочі.

§ 2. Ступені порівняння

Прислівники способу дії та деякі інші прислівники мають ступені порівняння. Вищий ступінь порівняння односкладових прислівників утворюється за допомогою закінчення **-er**, найвищий — закінчення **-est**:

late — *later* — *latest*

fast — *faster* — *fastest*

Ступені порівняння прислівників, що мають два і більше складів, утворюються за допомогою слів **more** (у вищому ступені) і **most** (у найвищому ступені):

quietly — **more** *quietly* — **most** *quietly*

carefully — **more** *carefully* — **most** *carefully*

Виняток: *early* — *earlier* — *earliest*

Ступені порівняння прислівників **well** добре і **badly** погано утворюються від інших коренів:

well — **better** — **best**

badly — **worse** — **worst**

§ 3. Категорії прислівників та їхнє місце у реченні

Категорії	Прислівники	Місце в реченні
Способу дії	badly, well fast, slowly, quickly, hard, kindly, etc	They spoke <i>quietly</i> . I dance <i>badly</i> .
Місця і напрямку	here, there, home, upstairs, outside, above, below, abroad, etc	I'll be waiting for you <i>there</i> .
Часу	today, tomorrow, yesterday, this year, now, then, etc	<i>Yesterday</i> I received a letter. I received a letter <i>yesterday</i> .
	already, yet, soon, recently, lately, now	He will <i>soon</i> come. He will come <i>soon</i> .
	just, still	I have <i>just</i> seen him.
	late, early, before	I went to bed <i>early</i> .
Частотності	always, never, seldom, rarely, often, sometimes, occasionally, etc	He <i>never</i> writes letters. She has <i>never</i> been to London.
Ступеню і кількості	much, (a) little, very, too, badly, almost, nearly, rather, quite, fairly, pretty, greatly, just, hardly, scarcely, really, etc	Перед прикметниками, прислівниками, іменниками: very well; quite good; just a child . Після допом. дієслова be : I'm <i>just</i> trying to help.
	enough	old <i>enough</i> , well <i>enough</i> ; <i>enough</i> time
	a lot, (very) much, (a) little	I don't like it <i>much</i> .

ЧИСЛІВНИК

§ 1. Кількісні та порядкові числівники

Кількісні числівники означають **кількість предметів** і відповідають на запитання *How many?* (Скільки?)

Порядкові числівники означають **порядок при лічбі** і відповідають на запитання *Which?* (Який по порядку?)

§ 2. Числівники в різних конструкціях та сполученнях

Вік I am fifteen (years old). — Мені 15 (років).

She is four (years old). — їй 4 (роки).

Час 5.00 — five (o'clock) (**a.m.**/ in the morning;**p.m.**/in the afternoon)

5.10 — ten (minutes) past five / five ten

5.15 — a quarter past five / five fifteen

5.30 — half past five / five thirty

5.45 — a quarter to six / five forty-five

5.50 — ten (minutes) to six / five fifty

Роки 1889 — eighteen eighty-nine

1900 — the year nineteen hundred

2000 — the year two thousand

Дати June, 15 — the fifteenth of June / June the fifteenth

Температура +10° — ten degrees above zero

-10° — ten degrees below zero

a hundred, three hundred, seven hundred

one thousand, four thousand, fifteen thousand

АЛЕ: hundreds of years — сотні років;

thousands of books — тисячі книжок;

millions of people — мільйони людей

Кількісні числівники		Порядкові числівники	
0	zero, nought, nil		
1	one	1st	first
2	two	2nd	second
3	three	3rd	third
4	four	4th	fourth
5	five	5th	fifth

6	six	6th	sixth
7	seven	7th	seventh
8	eight	8th	eighth
9	nine	9th	ninth
10	ten	10th	tenth
11	eleven	11th	eleventh
12	twelve	12th	twelfth
13	thirteen	13th	thirteenth
14	fourteen	14th	fourteenth
15	fifteen	15th	fifteenth
16	sixteen	16th	sixteenth
17	seventeen	17th	seventeenth
18	eighteen	18th	eighteenth
19	nineteen	19th	nineteenth
20	twenty	20th	twentieth
21	twenty-one	21st	twenty-first
22	twenty-two	22nd	twenty-second
23	twenty-three	23rd	twenty- third
24	twenty-four	24th	twenty- fourth
30	thirty	30th	thirtieth
31	thirty-one	31st	thirty-first
40	forty	40th	fortieth
50	fifty	50th	fiftieth
60	sixty	60th	sixtieth
70	seventy	70th	seventieth
80	eighty	80th	eightieth
90	ninety	90th	ninetieth
100	a/one hundred	100th	hundredth
101	a/one hundred and one	101st	hundred and first
152	hundred and fifty-two	152nd	hundred and fifty-second
200	two hundred	200th	two hundredth
1 000	a/one thousand	1 000th	thousandth
1 000 000	a/one million	1 000 000th	millionth
1 000 000 000	a/one billion	1 000 000 000th	billionth

ЗАЙМЕННИК

§ 1. Вказівні займенники

1. Вказівні займенники **this / these** (цей / ці) позначають щось наближене в просторі або часі, а **that / those** (той / ті) — щось віддалене.
2. Вони можуть стояти перед іменником і бути його означенням, а також вживатися замість іменника: *Who are these people? Give me this.*

§ 2. Особові займенники

Особа	Число	Особові	
		Називний відмінок	Об'єктний відмінок
1	Однина	I	me
	Множина	we	us
2	Множина	you	you
3	Однина	he	him
		she	her
		it	it
		they	them
	Множина		

3. Займенник **I** (я) завжди пишеться великою літерою.
4. Займенник другої особи **you** вживається при звертанні до однієї особи (ти/ви) та до багатьох осіб (ви).
5. Займенники третьої особи **he** (він) та **she** (вона) позначають людей та інколи тварин, а займенник **it** (він/ вона/воно) — неживі предмети та тварин. Займенник **they** (вони) позначає живих істот та неживі предмети:
Is Kate at home? — No, she is out.
Where is my umbrella? — It is in your bag.
Did you see my shoes? — They are under the bed.
6. Особові займенники в називному відмінку вживаються в реченні у функції підмета, а в об'єктному — у функції додатка:
He is my friend (підмет). *I know him* (прямий додаток). *Give him a pen* (непрямий додаток). *I'll talk to him* (прийменниковий додаток).
7. Присвійні займенники стоять перед іменником і є його означенням:
This is my book.
Your car is fast, but mine is faster (підмет).
I haven't got a pen. Give me your pen (додаток).
8. Український присвійний займенник «свій» перекладається англійською мовою **присвійним займенником** відповідної особи:
Вона взяла свої окуляри. — *She took her glasses.*

§ 3. Присвійні займенники

В англійській мові присвійні займенники мають дві форми: залежну (*conjoint*) і незалежну (*absolute*).

Залежна форма	Незалежна форма	Українські відповідники
my	mine	мій, моя, моє, мої
his	his	його (чоловічий рід)
her	hers	її (жіночий рід)
its	—	його (середній рід), її
our	ours	наш, наша, наше, наші
your	yours	ваш, ваша, ваше, ваші
		Твій, твоя, твоє, твої
their	theirs	їхній, їхня, їхнє, їхні

Присвійні займенники в залежній формі вживаються перед іменниками в ролі означення: *my address* моя адреса; *his name* – його ім'я; *its windows* – його вікна (напр., будинку); *our school* – наша школа; *your coat* – твоє (ваше) пальто; *their house* – їхній будинок.

Присвійні займенники в незалежній формі не вживаються перед іменниками; вони замінюють їх і виконують функції підмета, іменної частини присудка, додатка:

Where are all our toys?

Де всі наші іграшки? —

Mine are here.

Мої тут.

They are mine.

Вони мої.

У функції означення присвійний займенник у незалежній формі вживається з прийменником 'of' після означуваного іменника.

It's no business of mine.

Це не моє діло.

§ 4. Деякі неозначені займенники

1. Займенник **much** — багато, значна частина вживається з незлічуваними іменниками, а займенник **many** — багато із злічуваними іменниками в множині. Порівняйте: *much work*, *many days*.

— Займенники **some** і **any** (деяка кількість, кілька) вживаються як із злічуваними, так і з незлічуваними іменниками в однині і множині.

— Займенник **some** вживається, головним чином, у стверджувальних реченнях, де має значення «кілька, деяка кількість, деякі»: *give me some water, please. Some boys like playing hockey.*

— **Some** вживається також у запитаннях, які виражають прохання, пропозицію або передбачають з'ясування чогось. *Can I have some more milk? Where can I buy some sweets?*

— Займенник **any** вживається переважно у питальних реченнях, де він означає «будь-який, скільки-небудь» або просто підсилює питання, і

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в **заперечних** реченнях, де у сполученні із заперечною часткою він виражає просте або підсилене заперечення. *Is there **any** water in the jug? There isn't **any** milk in the bottle. Have you got **any** new books?*

— У **стверджувальних** реченнях займенник *any* має значення «будь-який, всякий». *You can take **any** book you like. Do you need a black pencil or a red pencil? — Oh, **any** will do.*

§ 5. Неозначені і заперечні займенники

Неозначені займенники		Заперечні займенники
some — якийсь / кілька somebody — хтось someone — хтось something — щось	any — якийсь anybody — хто-небудь anyone — хто-небудь anything — що-небудь	no — ніякий / жоден nobody — ніхто no one — ніхто nothing — ніщо none — ніхто / ніщо / жоден
1 В стверджувальних реченнях: <i>There is somebody there.</i> 2 В питаннях , які за змістом є пропозицією чи проханням або коли позитивна відповідь є очевидною: <i>Some tea?</i> <i>Is there somebody there? I hear some noise.</i>	1 В загальних питаннях : <i>Do you know anything?</i> 2 В заперечних реченнях (не в функції підмета) з дієсловом в заперечній формі: <i>I don't know anything.</i> 3 В стверджувальних реченнях в значенні « будь-який / будь-хто / будь-що »: <i>You can choose anything.</i>	В заперечних реченнях з дієсловом в стверджувальній формі: <i>I know nothing. None of us spoke Japanese.</i>
Неозначені та заперечні займенники, подібно до іменників, можуть вживатися в присвійному відмінку : <i>It's nobody's house.</i> (Це нічий дім.)		

§ 6. Неозначений займенник 'one'

Неозначений займенник **one** може замінити лише злі чувані іменники.

1 Він може позначати людей взагалі:

One should be careful crossing a busy street.

(Слід бути обережним, переходячи вулицю з поживавленим рухом).

One should remember one's duty. (Слід пам'ятати свій обов'язок).

- 2 Може замінити будь-який злічуваний іменник з означенням, щоб уникнути його повторення, при цьому *one* вживається з артиклями та має множину:
 Which boy is your brother? – The one with red hair. (... З рудим волоссям)
 What language would you like to study? – An easy one. (... – Просту)
 I like these shoes, the black ones. (... , чорні)

§ 7. Зворотні займенники

Зворотні займенники утворюються від особових або присвійних займенників та неозначеного займенника one за допомогою суфіксів -self (в однині) та -selves (в множині):			
1 особа	I	myself	1 Відповідають зворотному займеннику себе та частці -ся : Look at <i>yourself</i> ! (Подивись на себе!)
	we	ourselves	
2 особа	you	yourself (одна особа)	2 Виконують підсилювальну функцію, акцентуючи суб'єкт чи об'єкт дії (сам): I don't know this <i>myself</i> . (Я й сам не знаю цього.)
		yourselves (більше осіб)	
3 особа	he	himself	
	she	herself	
	it	itself	
	they	themselves	
Неознач. займеник	one	oneself	

Запам'ятайте:

- Дієслова **behave** (поводитися), **feel** (почуватися) та **afford** (дозволити собі) вживаються **без зворотних займенників**.
I *feel* well. — Я відчуваю добре.
He *behaves* as usual. — Він поводить як звичайно.
- В сучасній англійській мові дієслова **dress**, **wash**, **shave** інколи вживаються **без зворотних займенників**.
- Зворотні займенники з прийменником **by** мають два значення — «самостійно / без допомоги» та «один / самотньо»:
I'm sure I'll do it *by myself*. (самостійно)
Do you live *by yourself*? (один)
- Help yourself / yourselves (to...)**. — Пригощайтесь / беріть

Appendix

ПРИЙМЕНИК

§ 1. Деякі прийменники місця

Прийменник	Значення	Приклади
at	1) в / на (точці) 2) на / в (установі / закладі і т. п.) 3) за адресою 4) в якійсь частині цілого 5) в / на (кінцевий пункт руху) 6) на (якомусь заході)	1) at the crossroads 2) at the post-office / station 3) I live at 3, Baker St., London. 4) at the back / front / top / bottom of... 5) The lift stopped at the 3rd floor. 6) at the performance / concert / meeting
in	1) в (всередині) 2) в / на (країна / місто / село / вулиця / місцевість) 3) на (півдні / півночі / заході / сході)	1) in a room / pocket / an armchair; to swim in the river 2) in Spain / Poltava / a village / High Street / the mountains 3) in the South (of)
on	1) на (поверхні/ площині) 2) на (лінії)	1) on a table / chair / the Continent / the second floor 2) on the way home / from London to Oxford; Kyiv is on the river Dnieper.

§ 2. Деякі прийменники часу

Прийменник	Значення	Приклади
in	1) в (століття / роки / пори року / місяці / тижні); 2) через / за (якийсь час); 3) за (якийсь період)	1) in the 20th century / 1999 / winter / May / the following weeks 2) I'll be back in a week / 2 hours. 3) He swam 1 km in 15 minutes.
on	в (дні та дати)	on Monday/my birthday/the 5th of April
at	1) в/о (момент часу) 2) на (свята)	1) at half past three/ noon/that moment 2) at Easter/New Year
for	протягом (як довго?)	for 5 hours/three years; for hours; for the rest of his life
before	до	before the performance/noon
after	після	after midnight/the lesson
by	до (щось сталося / станеться не пізніше якогось моменту)	He'll be back by next Monday.

since	з (якогось моменту до теперішнього часу)	I've been waiting for you <i>since</i> 7 am.
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Примітка 1. Запам'ятайте такі сталі словосполучення з прийменниками часу:

1) **at present, in the past, in (the) future**

2) **in the morning, in the afternoon, in the evening, at night**

З цими словами вживається прийменник **on**, якщо вони мають якесь означення, тобто коли йдеться про конкретний ранок, вечір і т. ін.: **on Friday morning, on a warm summer evening, on the afternoon of September 23rd**

3) **at the weekend** — у вихідні дні (суботу та неділю)

Примітка 2.

Запам'ятайте сталі вирази з прийменниками **місця та напрямку** (зверніть увагу на відсутність артиклів!):

be	at school at college at university at home at work at breakfast / dinner etc at / in church in class in hospital in prison in bed	go	to / into hospital to school/college/university/ work/church/prison/bed Але: go/come home
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Якщо не йдеться про використання установи або місця за прямим призначенням, прийменники та артиклі вживаються як звичайно:

There was a big gym in the school.

(В *приміщенні школи* був великий спортивний зал.)

in/to town — в місті / в місто (про місто, у якому ми перебуваємо, або найближче місто в цій місцевості; діловий/торговельний центр міста)

in/to the town — в місті / в місто (про міста взагалі)

in/to the country — за містом, в селі/за місто, в село (а не в місто)

Примітка 3.

Зверніть увагу на різницю у значенні таких словосполучень з прийменниками часу:

on time — вчасно (точно на призначений час/за розкладом)

The plane landed *on time*.

in time (for) — вчасно (не спізнитися / встигнути)

He came *in time for* the dinner.

at the beginning (of) — на початку (року / уроку / зборів і т. ін.)

They bought a new car *at the beginning of* the year.

in the beginning = at first — спочатку

In the beginning / At first he wanted to leave school after the 9th form, but later he changed his mind.

at the end (of) — наприкінці / в кінці (тижня / року / концерту і т. ін.)

At the end (of the concert) she sang her best songs.

in the end = at last — нарешті / врешті-решт / кінець кінцем

At first he didn't want to go with us, but *in the end* he went.

СПОЛУЧНИК

Сполучники в англійській мові, як і в українській, вживаються для зв'язку членів речення і цілих речень у складному реченні. Вони виражають різні відношення між членами речення і між реченнями, але самі не є членами речення:

Наприклад, сполучник *and* (і, та) є сполучним:

Nick and Pete are students.

Микола і Петро — студенти.

Сполучник ***but*** (але) є протиставним:

I came here but you weren't in.

Я приходив сюди раніше, але вас не було вдома.

Сполучник ***because*** (тому що, оскільки) є причинним:

She explained me the rule again because I had made a lot of mistakes.

Вона пояснила мені правило знову, оскільки я зробив багато помилок.

ДІЄСЛОВО

§ 1. Present Simple Tense

1. The **Present Simple Tense** називає регулярну, повторювану дію або постійний стан в теперішньому часі. Цей час утворюється так:
V (основа дієслова в 3-й особі однини) + **-(e)s**
2. The **Present Simple** часто вживається з такими обставинами часу:
 - **every day / week / month / year; daily; weekly; on Sundays / Mondays / etc.; in the evening; in the morning; in the afternoon; in spring; etc.;**
 - **always; never; seldom; rarely; frequently; often; usually; sometimes** (прислівники, що з дієсловом в Present Simple звичайно стоять перед присудком, але після дієслова be): *We go to school every day. They often play tennis. He is never late.*

§ 2. Past Simple Tense

1. **The Past Simple Tense** вказує на дію, що регулярно або одноразово мала місце у минулому часі. Цей час утворюється так:
V(основа дієслова) + **-ed** (II форма дієслова)
2. При утворенні **Past Simple** у всіх особах однини та множини до основи дієслова додається суфікс **-ed** за такими моделями:
*work – work**ed**, phone – phon**ed**, drop – dropp**ed**, travel – travell**ed**, try – tri**ed***
3. Так звані **неправильні дієслова** утворюють Past Simple не за правилом і тому їх **треба запам'ятати** (див. таблицю неправильних дієслів **Irregular Verbs III** pages 286-287).
4. **Past Simple** означає:
 - а) **дію, що відбулась в минулому**
(обставина часу в такому реченні — це, як правило, минулий момент або завершений відтинок часу — **in 1964; yesterday; last week / month / year; at 5 o'clock; etc**):
*She **came** home at 3 o'clock. They **finished** school last year.*
 - б) стан або повторювану дію в минулому:
*He **lived** in Lviv when he **was** young. We **swam** in the river every day in summer.*
 - в) послідовні дії в минулому:
*She **stood up, came up to the window and opened it.***

§ 3. The Future Simple Tense

1. The Future Simple Tense вживається для вираження:
 - **передбачення**: *People **will live** on the Moon in future.*
(В майбутньому люди житимуть на Місяці.)
 - **обіцянки**: *I **'ll help** you.* (Я допоможу тобі.)
 - **відмови**: *I **won't go** there.* (Я не піду туди.) *I **shan't wash** the dishes.*
(Я не митиму посуд.)
 - **вірогідної дії** (в умовних реченнях та інколи після слів **I'm sure / I think / perhaps**):
*I think I **'ll buy** it.* (Думаю, я куплю це.)
*Perhaps I **'ll buy** it.* (Можливо, я куплю це.)
*I **'ll buy** it if I have money.* (... , якщо матиму гроші.)
 - **майбутньої дії, рішення про яку приймається в момент мовлення**:
*Which ice cream **will you eat**? — I **'ll take** strawberry ice cream.*
(Яке морозиво ти їстимеш? — Я візьму полуничне.)
2. З дієсловом **be** може означати **заплановану на майбутнє дію**:
*There **will be** 15 people at my birthday party.*
(У мене на іменинах буде п'ятнадцятеро гостей.)

§ 4. The Present Continuous Tense

1. **The Present Continuous Tense** утворюється так: **V**(основа дієслова) + **-ing**

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2. The Present Continuous Tense позначає :

- **безперервну дію або дію, що відбувається в даний момент:**
*Our planet **is orbiting** the Sun.* (Наша планета обертається навколо Сонця.)
*We **are working** now / at this moment / at the moment.* (Ми працюємо зараз / в даний момент.)
- **тимчасову дію, що відбувається в теперішньому часі:**
*He **is writing** a new book **now / nowadays.*** (Він пише нову книгу зараз.)
- **дію, яка здається безперервною** (здебільшого тому, що є набридливою):
*He **is always / constantly eating** something.* (Він завжди/постійно щось їсть.)
*They **are talking** all the time.* (Вони весь час розмовляють.)

Примітка. Додавання суфікса **-ing** призводить до змін в основі дієслів, які закінчуються на:

- 1) приголосну + наголошену голосну + приголосну: *stop – **stopping**; begin – beginning*
- 2) голосну + **l**: *travel - travelling*
- 3) **-ie**: *lie – lying; die – dying*
- 4) голосну + приголосну + **e**: *come – coming; take – taking*

§ 5. The Past Continuous Tense

Past Continuous утворюється так:			
Особа	+	-	?
I/he/she/it	was	was not	Was I/he/she/ it V-ing ?
we/you/ they	were	were not	Were we/you/ they V-ing ?

Наприклад: She **was reading** a book.

The children **were not/weren't sleeping**.

Were you playing the piano? — Yes, I **was**./No, I **wasn't**.

Значення **Past Continuous**:

1. Цей час позначає дію, що **відбувалась в якийсь момент або протягом певного відтинку часу в минулому** (в тому числі і кілька дій, що відбувались одночасно). Минулий момент може позначатися як відповідною обставиною часу, так і іншою дією в Past Simple:
*I **was watching** TV **all evening yesterday**.*
*He **was having** breakfast **at 8 o'clock**.*
***When I came**, they **were waiting** for Harry.*
While she **was playing*, we **were listening**.*
2. Він може також вживатися для позначення **повторюваної дії, яка здавалась безперервною**:

He **was always talking**. They **were making** noise all the time.

3. Тимчасовий стан або дію в минулому також може бути виражено цим часом:

We **were living** in the country **at that time**.

He **was taking** driving lessons.

§ 6. The Present Perfect Tense

1. **The Present Perfect Tense** (теперішній перфектний час) утворюється за такою формулою: **have + V3** (Participle II)

2. **The Present Perfect Tense** вживається:

- а) Якщо дія відбулась в минулому, а її результат якимось чином відчувається зараз. В цьому випадку в стверджувальних реченнях (та інколи в питальних) часто вживається прислівник **already** (вже), який стоїть після дієслова **have**, а в заперечних та питальних реченнях — прислівник **yet** (ще не), який стоїть в кінці речення:

*We **have already done** the work and can go home. We **have not done** the work **yet**. **Have you done** the work **yet**?*

- б) Коли йдеться про **попередній досвід людини** (до теперішнього моменту). В цьому випадку можуть вживатися прислівники *seldom / often / always / never / ever / etc*, які стоять після дієслова **have**:

*I **have never been** to Spain.*

*This writer **has written** many interesting books.*

***Have you ever heard** this song?*

- в) Коли в реченні є обставина часу, що означає незавершений проміжок часу: (*today / this week / this month / this year*), а дія, про яку йдеться, вже відбулася:

*We **have had** three lessons **today**.*

- г) Якщо обставиною часу є прислівник **just** (щойно), який ставиться після дієслова **have**, або **recently / lately** (нещодавно):

*He **has just left**.*

*I **'ve met** him **recently**.*

Примітка: якщо обставиною є сповсполучення *just now*, вживається Past Simple:
*I **did it just now**.* (Я зробив це щойно.)

Запам'ятайте: Present Perfect **ніколи не вживається з обставиною часу, яка вказує на конкретний момент або проміжок часу в минулому** (*in 1988 / at 5 o'clock / yesterday / a week ago / etc*). Саме тому цей час **ніколи не вживається в питальних реченнях, що починаються питальним словом *When***.

§ 7. The Past Perfect Tense

1. **The Past Perfect Tense** (минулий перфектний час) **означає дію, яка відбулася або відбувалася до певного моменту часу в минулому**. Цей момент

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може бути позначений обставиною часу (як правило з прийменником **by**) або іншою минулою дією в Past Simple:

They **had finished** the project *by the end of May*. When I met him, he **had** already **lived** here for 10 years.

2. На відміну від *Present Perfect*, **Past Perfect** може вживатися з обставиною, яка позначає конкретний момент або проміжок часу в минулому:

I knew that he **had arrived** *on Monday*.

3. Для дій, що відбувались послідовно або одночасно в минулому, вживається час *Past Simple*. Порівняйте такі речення:

He saw light in the window and *understood* that mother was at home.

He saw the dinner on the table and *understood* that mother **had been** at home.

§ 8. Пасивний стан.

Утворення пасивного стану

Пасивний стан дієслова утворюється за такою формулою:

be + V3 (III форма дієслова)

Щоб утворити пасивний стан від якогось часу, необхідно допоміжне дієслово **be** в наведеній вище формулі поставити в цьому часі, як це наведено в таблиці (зважте, що не всі часи утворюють пасивний стан):

Indefinite:	Present Past Future	am/is/are was/were shall/will be	+ V3	It is done . It was done . It will be done .
Perfect:	Present Past Future	have/has been had been shall/will have been		It has been done . It had been done . It will have been done .
Continu- ous:	Present Past	am/is/are being was/ were being		It is being done . It was being done .

Часто в реченнях з присудком в пасивному стані згадується виконавець дії (з прийменником **by**) або знаряддя дії (з прийменником **with**):

The letter **was written by** my friend / **with** a pencil.

Лист був написаний *моїм другом* / *олівцем*.

Особливості пасивних конструкцій в англійській мові

На відміну від української мови, в англійській мові в пасивний стан можна трансформувати присудок, який має непрямий (після дієслів **give; grant; offer; pay; promise; show; tell; etc**) або прийменниковий (після дієслів **agree on; depend on; insist on; laugh at; listen to; refer to; rely on; send for; speak to/about/of; take care of; etc**) додаток. Причому, якщо після дієслова є прийменник, він залишається після присудка в пасивному стані. Порівняйте можливості таких трансформацій в англійській та українській мовах:

Активний стан —————> Пасивний стан

He wrote the letter (прямий додаток) Він написав <i>лист</i> . They told her . (непрямий додаток) Вони сказали їй. We laughed at Paul . (прийменниковий додаток) Ми сміялися з <i>Пола</i> .	<i>The letter was written by him.</i> <i>Лист</i> був написаний ним. She was told. (Їй сказали.) — Paul was laughed at. (З Пола сміялись.) —
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§ 9. Позначення майбутньої дії за допомогою **be going to**

1. Структура **be going to + V** має значення:

а) Заздалегідь запланованої дії або наміру, як з обставиною часу, так і без неї:

We are going to buy a new flat next year. (Ми збираємось купити нову квартиру наступного року.)

He is not going to look for a new job. (Він не збирається шукати нову роботу.)

What are you going to do this evening? (Що ти збираєшся робити сьогодні ввечері?)

б) **Майбутньої дії, яку можна передбачити**, виходячи з певних ознак в теперішній ситуації:

Look at those clouds. It's going to rain. (Подивись на ті хмари. Схоже, буде дощ.)

Примітка: Дієслово **go** в цій конструкції, як правило, пропускають, залишаючи лише **be going**:

He is going to Spain next week. (Він збирається їхати / їде до Іспанії наступного тижня.)

§ 10. Present Continuous (майбутній час)

Заздалегідь запланована дія. Обов'язково з обставиною часу (на відміну від *be going to*):

We are visiting our friends tonight.

§ 11. Modal Verbs (модальні дієслова)

Більшість модальних дієслів має два значення, **перше** з яких можна вважати **первинним** або головним. За першим значенням модальні дієслова дуже відрізняються: вони виражають **обов'язок, дозвіл, вміння** і т. ін., тоді як у **другому** значенні всі вони означають різні ступені **ймовірності**.

1. **Can / Could** (здатність / вміння)

Головне значення дієслова **can** — фізична або розумова здатність до дії, вміння:

Appendix

She can swim. (Вона вміє плавати.)

He can speak English. (Він може говорити англійською.)

У цьому значенні дієслово **can** може належати тільки до теперішнього часу, **could** — тільки до минулого, а еквівалент **to be able / unable to V** може утворювати всі часи, крім часів *Continuous*:

She could swim when she was a little girl.

She is able to swim.

She will be able to swim soon.

Заперечна форма: *I cannot / can't dance. I could not / couldn't dance.*

I am not able to dance. / I am unable to dance.

Питальна форма: *Can you dance? — Yes, I can. / No, I can't.*

Could you dance? — Yes, I could. / No, I couldn't.

2. **May** (дозвіл)

Значення «дозвіл / прохання» можна передати модальним дієсловом **may**:

May I come in?

3. **Must** (обов'язок)

Модальне дієслово **must** означає **необхідність / обов'язок / наказ**. Воно має лише форму теперішнього часу, яка може належати як до **теперішнього**, так і до **майбутнього** часу:

I must go now. (Зараз я маю йти.)

I must be in Lviv tomorrow. (Завтра я повинен бути у Львові.)

Дієслово **must** має два еквіваленти:

— **to have to** (вживається в усіх часах, у тому числі в теперішньому; утворює заперечну та питальну форми за допомогою допоміжного дієслова **do**) —

вимушена дія:

He fell ill and had to stay at home. (Він захворів і змушений був залишитися вдома.)

Do you have to stay at home today? I don't have to stay at home.

— **to be to** (вживається в *Present Simple* та *Past Simple*, причому *Present Simple* належить до теперішнього або майбутнього часу) — **спланована дія / наказ**:

We are to write a dictation tomorrow.

(Завтра ми повинні писати диктант.)

You are not to do it. (Ти не повинен це робити.)

Запитання	Відповідь	Заперечна форма
Must we come?	Yes, you must.	You must not / mustn't
Need we come?	No, you needn't.	come (заборона). You don't need to / needn't come (відсутність необхідності / необов'язково).

4. **Have to / Had to**

Дієслово **have**, вжите як модальне, виражає **необхідність** чи **обов'язковість** дії, зумовленої обставинами або правилами.

На відміну від інших модальних дієслів, дієслово **have** має форми інфінітива, дієприкметника і герундія і може вживатися в часових формах, яких не мають інші модальні дієслова, зокрема в майбутньому часі. Дієслово **have**, вжите як модальне, має після себе частку **to**:

*I **have to get up** the next morning at seven.*

Завтра вранці я маю встати о сьомій годині.

*I **had to sell** my house.*

Я змушений був продати свій будинок.

*You'll **have to go** home now.*

Вам доведеться зараз піти додому.

Питальна й заперечна форми модального дієслова **have to** у *Present Simple* і *Past Simple* утворюються з допоміжним дієсловом **do**:

***Do we have to sleep** with him in here?*

Ми мусимо спати з ним тут?

*You **don't have to go** in.*

Вам не обов'язково заходити.

*You **did not have to think** about it.*

Вам не треба було думати про це.

5. **Will – Would / Won't – Wouldn't**

У питальних реченнях **will** і **would** вживаються у другій особі для вираження **ввічливого прохання, запрошення**, причому **would** надає проханню особливо ввічливого відтінку:

Will you have a cup of tea?

Випийте чашку чаю.

Won't you sit down?

Сідайте, будь ласка.

Would you help me?

Допоможіть мені, будь ласка.

Would you like some coffee?

Вип'єте кави?

У заперечних реченнях стосовно предметів **will** і **would** вказують на те, що предмет не виконує дії, позначеної інфінітивом основного дієслова:

Appendix

The knife **won't cut**.

The window **wouldn't open**.

— You **ought to lock your door**.

— I have tried. It **won't lock**.

Ніж не ріже.

Вікно не відчинялося.

Тобі слід би замкнути двері.

Я пробувала. Вони не замикаються.

6. Ought to / Should

Модальні дієслова **ought to/should** мають значення «(моральний) обов'язок / порада». Вони мають лише одну форму, яка може належати до теперішнього або майбутнього часу:

You *ought to/should* work harder. (Вам слід працювати наполегливіше.)

You *ought not/oughtn't* to be late. (Вам не слід спізнюватись.)

You *should not/shouldn't* be late.

Should we help them? (Нам слід допомогти їм?)

Ought we to help them?

ought to/should + перфектний інфінітив (have V3) — бажаність / небажаність дії, що (не) відбулася в минулому:

You *ought to/should have helped* her. Why didn't you? (Вам *слід було б* допомогти їй. Чому ви цього не зробили?)

I *shouldn't have eaten* so much. (Мені *не слід було* так багато їсти.)

7. Need

Дієслово **need** вживається як *модальне* в значенні «**чи треба? / чи повинен? / не треба / нема потреби / не повинен**». У цьому випадку воно вживається здебільшого в **заперечних та питальних реченнях**:

Need you go now? — Yes, I *must*. / No, I *needn't*. You *needn't* go now.

Якщо дієслово **need** означає «**потребувати (чогось)**», воно вживається як *звичайне* дієслово:

She *needs* our help. — *Does* she *need* our help? — She *doesn't need* our help. He *needed to see* a doctor. You *will need* an umbrella.

Примітка: **Need** як *звичайне* дієслово **не вживається** в часах **Continuous**.

8. May / Might

Значення «**дозвіл / прохання**» можуть передаватись модальними дієсловами **may / might / can / could** та їхнім еквівалентом **to be allowed to V**.

До **теперішнього та майбутнього** часу можуть належати: **may / might** (дуже ввічлива форма) / **can/could** (ввічлива форма):

May / Might / Can / Could I come later tomorrow?

До **минулого** часу можуть належати: **might** (в непрякій мові) / **could**.

He said I *might* come later the next day.

I *couldn't* read my father's books when I went to school.

Еквівалент **to be allowed to V** може утворювати **всі часи**.

You'll *be allowed* to sleep late on Sunday.

I *have always been allowed* to eat a lot of ice cream.

Прохання про дозвіл		Дозвіл/заборона	
Розмовна мова	$\left. \begin{array}{l} \text{Can} \\ \text{Could} \\ \text{May} \\ \text{Might} \end{array} \right\}$	I come in?	
Формальний стиль			
			Yes, you can .
			No, you can't .
		Yes, you may .	
		No, you may not .	

§ 12. Модальні дієслова в другому значенні

Модальні дієслова можуть виражати різний ступінь ймовірності - від найбільшого сумніву до цілковитої впевненості. В наведеній таблиці дієслова розташовані в порядку зростання впевненості. Зверніть увагу, що деякі стверджувальні, заперечні та питальні форми утворені від різних дієслів:

+	-	?	Приклади
may might could	<i>may not</i> <i>might not</i> / <i>mighn't</i>	$\left. \begin{array}{l} \text{Might} \\ \text{Could} \\ \text{Can} \end{array} \right\}$ he...?	He could be at home. He may not be at home. Might he be at home?
should ought to	<i>should not</i> / <i>shouldn't</i> <i>ought not to</i> / <i>oughtn't to</i>	<i>Should he ...?</i> <i>Ought he to...?</i>	He shouldn't have any problems.
must	<i>can't</i> <i>couldn't</i>	<i>Can he ...?</i> <i>Could he ...?</i>	He must be very old. He can't be that old.

Час модальних дієслів в другому значенні залежить не від форми самого дієслова, а від форми інфінітива, який стоїть після нього:

модальне дієслово + $\left\{ \begin{array}{l} \text{V/be Ving} \\ \text{have V3/} \\ \text{have been V3} \end{array} \right. \begin{array}{l} \text{— теперішній} \\ \text{— минулий} \end{array}$

She **might be** ill. - Можливо, вона *хвора*.

She **might have been** ill. - Можливо, вона *хворіла*.

He **must be reading** now. - Напевне, він зараз *читає*.

He **must have been reading** all night. - Безсумнівно, він *читав* всю ніч.

СИНТАКСИС

§ 1. Розповідні речення

Просте розповідне речення має фіксований порядок членів речення. В поданій нижче таблиці **жирним шрифтом** наведені ті члени речення, місце яких в реченні є незмінним, а *курсивом* — ті члени речення, місце яких може змінюватись (див. примітки):

Підмет	Присудок	Додаток		Обставина		
		<i>непрямий</i>	<i>прямий</i>	<i>способу дії</i>	<i>місця</i>	<i>часу</i>
Father	told	us	a story	happily	to work in town	yesterday.
Mother	bought	me	a dress			
She	smiled					
He	went					at 8 am.
I	saw	him				on Friday.
They	have worked			hard		for years.

Примітки:

1. Функцію обставин можуть виконувати **прислівники**. Про місце прислівників в реченні див. розділ “Прислівник”.
2. **Обставина** може стояти на початку речення, якщо необхідно зробити на ній акцент:
After breakfast, he went to work.
At home, she wears slippers.
3. **Означення** стоїть перед означуваним словом або після нього:
He showed me some book written by an unknown author.
4. Непрямий додаток може стояти після прямого додатка, але з прийменниками **to** (після дієслів **bring, give, lend, pay, show, write**) та **for** (після дієслів **buy, cook, do, fetch, find, get, make, order**):
Give me the apple. = *Give the apple to me.*
Buy her one/some. = *Buy one/some for her.*
Але: Якщо прямий додаток є особовим займенником, а непрямий — іменником, то непрямий додаток з наведеними вище прийменниками завжди стоїть після прямого додатка:
Give them to the boy. *Buy it for the girl.*
5. Є дієслова, після яких завжди стоїть прямий додаток, а після нього може стояти непрямий додаток з прийменником **to**. Ось деякі з них: **explain, announce, demonstrate, describe, introduce, mention, propose, prove, repeat, say**:
He explained everything to us.

§ 2. Заперечні речення

1. На відміну від української мови, в англійській мові заперечне речення може мати **лише один заперечний елемент**. Порівняйте:
Ніхто не хоче нічого робити. — **Nobody** wants to do anything.

2. Заперечне речення можна утворити за допомогою
- а) **заперечної форми дієслова:**
He *doesn't* speak Polish.
 - б) **заперечних займенників:**
Nobody speaks Polish here. I've got *no* time. He knows *nothing*.
 - в) **заперечних прислівників:**
I've *never* been to New York.
3. В заперечних реченнях, утворених за допомогою **заперечної форми дієслова** або заперечних прислівників, вживаються неозначений займенник **any** та його похідні (див. § 5. «Неозначені та заперечні займенники», стор. 253):
She didn't hear *anything*.
We won't go *anywhere*.
Але в функції підмета вживаються **заперечні займенники:**
Nobody came. *Nothing* was done.
Примітка: Не завжди заперечні речення, утворені різними способами, мають однакове значення. Порівняйте:
He *doesn't* play tennis.
He *never* plays tennis.

§ 3. Питальні речення

Про вживання **неозначених займенників** в питальних реченнях див. § 5. «Неозначені та заперечні займенники» на стор. 253.

1. Загальні питання

Це питання до присудка. Вони потребують відповіді «так» або «ні». Про утворення питальних форм дієслова в різних часах див. «Дієслово стор. 257-262». Узагальнювальне правило можна сформулювати так:

Щоб утворити загальне питання, необхідно перше дієслово присудка поставити перед підметом. В Present та Past Simple цю роль виконує дієслово *do* у відповідній формі.

В короткій відповіді на загальне питання використовується особовий займенник, що відповідає підмету, та стверджувальна або скорочена заперечна форма дієслова, яке стоїть перед підметом:

Paul *is* a student. — *Is* Paul a student? — Yes, *he is*. / No, *he isn't*.

You *can* help me. — *Can* you help me? — Yes, *I can*. / No, *I can't*.

Ruth *has* done it. — *Has* Ruth done it? — Yes, *she has*. / No, *she hasn't*.

People *know* him. — *Do* people know him? — Yes, *they do*. / No, *they don't*.

2. Спеціальні питання

Це питання до всіх членів речення, крім присудка.

Щоб утворити спеціальне питання, необхідно перед і загальним питанням поставити відповідне питальне слово — Who(m)?, What?, When?,

Where?, Why?, How?, Whose?, Which?, etc:

Where did you buy this book? — In the bookshop.

How do you like this performance? — I think it's good.

When were you born? — In 1980.

Who(m) did you meet at the station? — My brother.

Питання до підмета або його означення мають прямий порядок слів, тому що функцію підмета або його означення виконує відповідне питальне слово —

Who?, What?, Whose?, Which?:

Who wrote the letter? — Pete *did*.

What mountain is the highest in the world? — Everest.

Whose book is on the desk? — Mine.

Which coat is yours? — The red one.

Якщо питання ставиться до члена речення, перед яким є прийменник, то цей **прийменник**, як правило, стоїть **в кінці питання** (в українській мові такі питання починаються з прийменника):

Для чого ти це зробив? — What did you do it *for*?

3. Альтернативні питання

Це питання, які містять в собі вибір, що передається сполучником **or**:

Is it autumn *or* spring in the picture? — It's autumn.

Have you got a bad *or* a good mark today?

4. Розділові питання (Tag-questions)

Ці питання складаються з двох частин — **розповідного речення** та **короткого питання**, що відокремлюється комою. Друга частина (коротке питання) складається з **допоміжного дієслова**, що відповідає часу присудка першої частини, та **особового займенника**, що відповідає її підмету. Причому, якщо перша частина речення є стверджувальною, то друга — заперечною, і навпаки:

You *speak* English, *don't you*? — Yes, I do. / No, I don't.

Ви розмовляєте англійською, *чи не так*?

He *isn't* your brother, *is he*? — Yes, he is. / No, he isn't.

Він не ваш брат, *чи не так*?

Заперечна форма допоміжного дієслова, що утворює другу частину розділового питання, завжди має скорочену форму. Але оскільки **am not** не має скороченої форми, то для першої особи однини дієслова *be* використовується форма **aren't**:

I'm your friend, *aren't I*? — Я твій друг, *хіба ні*?

VOCABULARY

(Словник)

A

abroad [ə'brɔ:d] *adv.* за кордоном; за кордон

absent-minded [ˈæbsənt ˈmaɪndɪd] *adj.* неуважний

absorbing [əb'sɔ:brɪŋ] *adj.* захоплюючий

accept [æk'sept] *v.* приймати

accommodation [ə,kɒmə'deɪʃn] *n.* місце, приміщення; пристановище

according (to) [ə'kɔ:dn] *adv.* згідно (із), відповідно (до)

achieve [ə'tʃi:v] *v.* досягати

achievement [ə'tʃi:vmənt] *n.* досягнення

acquaintance [ə'kweɪntəns] *n.* знайомство; знайомий

across [ə'krɒs] *prep.* через

act [ækt] *v.* діяти, чинити

activity [æk'tɪvətɪ] *n.* діяльність

adjective [ˈædʒɪktɪv] *n.* прикметник

adventure [əd'ventʃə] *n.* пригода

adverb [ˈædvɜ:b] *n.* прислівник

advice [əd'vaɪs] *n.* порада

afford [ə'fɔ:d] *v.* спромогтися

after-school [ˈɑ:ftə sku:l] *adj.* позашкільний

against [ə'genst] *prep.* проти

agency [ˈeɪdʒənsɪ] *n.* агенція

allow [ə'laʊ] *n.* дозволяти

alone [ə'ləʊn] *pron.* сам, один; *adv.* самотньо

also [ˈɔ:lsoʊ] *adv.* також

although [ɔ:l'dəʊ] *conj.* хоча, незважаючи на

amazing [ə'meɪzɪŋ] *adj.* дивовижний, гідний подиву

ambitious [æm'bɪʃəs] *adj.* честолюбний; що прагне чогось

among [ə'mʌŋ] *prep.* серед

Прийняті позначення:

n. = **noun** (іменник)

v. = **verb** (дієслово)

adj. = **adjective** (прикметник)

adv. = **adverb** (прислівник)

prep. = **preposition** (прийменник)

pron. = **pronoun** (займенник)

conj. = **conjunction** (сполучник)

amount [ə'maʊnt] *n.* кількість

amusing [ə'mju:zɪŋ] *adj.* забавний, кумедний, цікавий

ancient [ˈeɪnʃənt] *adj.* давній

apologize [ə'pɒlədʒaɪz] *v.* вибачати(сь)

appear [ə'pɪə] *v.* з'являтися

application [ˌæplɪ'keɪʃn] *n.* заява, звернення, прохання

apply [ə'plai] *v.* звертатись; застосовувати

appropriate [ə'prɒpɪət] *adj.* відповідний

architect [ˈɑ:kɪtekt] *n.* архітектор

area [ˈeəriə] *n.* площа, простір

arrange [ə'reɪndʒ] *v.* організовувати, влаштовувати

arrive [ə'raɪv] *v.* прибути

arrogant [ˈærəɡənt] *adj.* зарозумілий, гордовитий, пихатий

article [ˈɑ:tɪkəl] *n.* 1) артикль; 2) стаття

artificial [ˌɑ:tɪ'fɪʃəl] *adj.* 1) штучний; 2) удаваний, неприродний

as...as — такий як

Asia [ˈeɪʃə] *n.* Азія

Assembly Hall [ə'sembli hɔ:l] *n.* актовий зал

attempt [ə'tempt] *n.* спроба, намагання; *v.* намагатись

attend [ə'tend] *v.* відвідувати

attendance [ə'tendəns] *n.* відвідування

attention [ə'tenʃən] *n.* увага

attitude [ˈætɪtju:d] *n.* ставлення

Appendix

attract [ə'trækt] *v.* приваблювати
attraction [ə'trækʃn] *n.* привабливість;
атракціон
audience [ˈɔ:diəns] *n.* публіка, глядачі,
аудиторія
authentic [ɔ:'θentɪk] *adj.* автентичний,
оригінальний
author [ˈɔ:θə] *n.* автор
avoid [ə'vɔɪd] *v.* уникати
awake [ə'weɪk] (*awoke; awoken*)
v. пробуджувати; прокидатись
award [ə'wɔ:d] *n.* нагорода;
v. нагороджувати
away [ə'weɪ] *adj.* віддалений;
adv. далеко, віддалік, здаля
awful [ˈɔ:fəl] *adj.* жахливий

B

background [ˈbækgraʊnd] *n.* 1) фон;
2) обстановка, місце дії; 3) музичний
супровід
ballet [ˈbæleɪ] *n.* балет
band [bænd] *n.* група музикантів
basic [ˈbeɪsɪk] *adj.* 1) основний,
головний; 2) початковий,
елементарний
behaviour [bi'heɪvjə] *n.* поведінка
Belgian [ˈbeldʒən] *n.* бельгієць;
adj. бельгійський
Belgium [ˈbeldʒəm] *n.* Бельгія
belong [bi'lɒŋ] *v.* належати
besides [bi'saɪdz] *prep.* крім, окрім
birthplace [ˈbɜ:θpleɪs] *n.* місце
народження
blame [bleɪm] *n.* провина;
v. звинувачувати
bloom [blu:m]) *n.* 1) цвітіння, 2) квітка,
3) розквіт; *v.* цвісти, розквітати
blossom [ˈblɒsəm] *n.* розквіт; *v.* 1) цвісти,
розквітати; 2) досягати успіху

boarding school [ˈbɔ:diŋ sku:l] *n.* школа-
інтернат, пансіон
boastful [ˈbəʊstfəl] *adj.* хвалькуватий
bold [bəʊld] *adj.* жирний (*про шрифт*)
in bold — виділений жирним
шрифтом
bomb [bɒm] *n.* бомба; *v.* бомбардувати
book [buk] *n.* книжка, книга;
v. реєструвати(сь), замовляти
(заздалегідь); приймати замовлення
border [ˈbɔ:də] *n.* кордон, межа;
v. межувати
borrow [ˈbɒrəʊ] *v.* позичати
bother [ˈbɒðə] *n.* турбота, клопіт;
v. набридати; надокучати;
турбувати(сь), непокоїти(сь)
brackets [ˈbrækɪts] *n.* дужки
brainstorm [ˈbreɪnstɔ:m] *v.* обмінюватись
ідеями, проводити мозкову атаку
brass [brɑ:s] *n.* мідні духові інструменти
(*також brasses*)
breath [breθ] *n.* дихання; *v.* дихати
broad up [brɔ:d ʌp] *v.* розширювати
broadcast [ˈbrɔ:dkɑ:st] *n.* радіомовлення;
програма, передача; *v.* передавати
по радіо або телебаченню
bullying [ˈbuliɪŋ] *n.* цькування,
знущання
bully [ˈbulɪ] *n.* хуліган, громило,
задирака
bunch [bʌntʃ] *n.* група, компанія
bury [ˈberɪ] *v.* ховати, хоронити

C

canteen [kæn'ti:n] *n.* їдальня
care [keə] *n.* турбота, піклування,
догляд; *v.* піклуватися, турбуватися;
цікавитися

carelessly [ˈkeəlsɪsli] *adv.* 1) небало, неухажно; 2) легковажно, безтурботно

caretaker [ˈkeətɪkə] *n.* прибиральник(-ця)

caring [ˈkeərɪŋ] *adj.* дбайливий

carry [ˈkæri] *v.* нести

case [keɪs] *n.* випадок

catch the eye — притягувати погляд

catch up (with) — надолужувати; підтягуватись (за)

catchy [ˈkætʃɪ] *adj.* яскравий, привабливий; причепливий, той, що легко запам'ятовується

cater [ˈkeɪtə] *v.* постачати продукти; забезпечувати продуктами

cave [keɪv] *n.* печера

cellist [ˈtʃelɪst] *n.* віоланчеліст

cello [ˈtʃeləʊ] *n.* віолончель

century [ˈsentʃəri] *n.* вік, століття

certain [ˈsɜːtn] *adj.* певний, конкретний

certificate [səˈtɪfɪkət] *n.* сертифікат

character [ˈkærəktə] *n.* герой, персонаж

charm [tʃɑːm] *n.* шарм, чари

chart [tʃɑːt] *n.* схема, таблиця, графік; *v.* складати схему (таблицю, графік)

charter [ˈtʃɑːtə] *n.* статут

chasing [ˈtʃeɪsɪŋ] *n.* переслідування, погоня

chat room [tʃæt ruːm] *n.* чат (в інтернеті), кімната для переговорів

chatty [ˈtʃæti] *adj.* балакучий, говіркий

cheat [tʃiːt] *n.* шахрайство, обман; *v.* шахраювати, дурити, обманювати

check [tʃek] *n.* перевірка; *v.* перевіряти

cheer [tʃiːə] *n.* схвальний вигук, оплески; *v.* аплодувати, схвалювати, підтримувати

childhood [ˈtʃaɪldhʊd] *n.* дитинство

choice [tʃɔɪs] *n.* вибір

choir [ˈkwaɪə] *n.* хор

chop [tʃɒp] *v.* дрібно нарізати, подрібнювати

chore [tʃɔː] *n.* хатня робота

do chores — виконувати хатню роботу

cliff [klɪf] *n.* круча, стрімка скеля

climate [ˈklaɪmət] *n.* клімат

close [kləʊs] *adj.* близький

close to — *adv.* близько до

clue [kluː] *n.* підказка

coach [kəʊtʃ] *n.* пасажирський вагон, туристський автобус; *v.* тренуватися, готуватися до змагань

coaching session [ˌkəʊtʃɪŋ ˈseʃn] *n.* тренувальні заняття

code [kəʊd] *n.* кодекс, звід правил (законів)

coffin [ˈkɒfɪn] *n.* труна

collapse [kəˈlæps] *n.* падіння, руйнування, катастрофа; *v.* руйнуватися, зазнати краху; виснажуватися

column [ˈkɒləm] *n.* стовпчик

come across [kʌm əˈkrɒs] *v.* зустрічати(сь)

come true [kʌm truː] здійснюватись

comedy [ˈkɒmədi] *n.* комедія

comma [ˈkɒmə] *n.* кома

commentary [ˈkɒmentəri] *n.* коментар

common [ˈkɒmən] *adj.* спільний

to have smth in common — мати щось спільне

compare [kəmˈpeə] *v.* порівнювати

comparison [kəmˈpærɪsən] *n.* порівняння

compass [ˈkʌmpəs] *n.* компас

complain [kəmˈpleɪn] *v.* жалітись

composer [kəmˈpɒzɪtə] *n.* 1) композитор; 2) верстальник (тексту)

Appendix

compulsory [kəm'pʌlsəri] *n.*

adj. обов'язковий

concentrate ['kɒnsəntreɪt]

v. концентрувати(ся),
зосереджувати(ся)

condition [kən'diʃn] *n.* стан, умови

conductor [kən'dʌktə] *n.* диригент

confusing [kən'fju:zɪŋ] *adj.* такий, що
бентежить або соромить

congratulation [kən'grætju'leɪʃn]

n. поздоровлення

connect [kə'nekt] *v.* з'єднувати

consider [kən'sɪdə] *v.* розглядати,
вважати

consist (of) [kən'sɪst] *v.* складатись (із)

construction [kən'strʌkʃn] *n.* конструкція,
будівля

contain [kən'teɪn] *v.* містити, вміщати

contents ['kɒntents] *n.* зміст

contest ['kɒntest] *n.* змагання;
v. змагатись

contribute [kən'trɪbjʊ:t] *v.* вносити вклад

conversation [,kɒnvə'seɪʃn] *n.* розмова

convincing [kən'vɪnsɪŋ]

adj. переконливий

cook [kʊk] *v.* готувати їсти

corn [kɔ:n] *n.* зерно, збіжжя, пшениця

council ['kaʊnsəl] *n.* рада

countryside ['kʌntrɪsaɪd] *n.* сільська
місцевість

course [kɔ:s] *n.* 1) курс; 2) страва

main course — головна страва

cover ['klʌvə] *n.* кришка; *v.* покривати,
накривати

cozy ['kəʊzi] *adj.* затишний

cranky ['kræŋki] *adj.* примхливий

creative [kri'eɪtɪv] *adj.* творчий

creativity [,kri'eɪ'tɪvɪti] *n.* творчість

creator [kri'eɪtə] *n.* творець

creature ['kri:tʃə] *n.* творіння

crime [kraɪm] *n.* злочин

Croatia [kreʊ'eɪʃn] *n.* Хорватія

crossover ['krɒs,əʊvə] *n.* перехід з однієї
партії в іншу (*муз.*)

culture ['kʌltʃə] *n.* культура

curious ['kjʊərɪəs] *adj.* цікавий,
допитливий

current ['kʌrənt] *adj.* поточний

D

daily ['deɪli] *adj.* щоденний

a daily — *n.* щоденне періодичне
видання

dangerous ['deɪndʒərəs]

adj. небезпечний

Danube ['dænju:b] *n.* Дунай

darkness ['dɑ:knəs] *n.* темрява

daydream ['deɪdri:m] *n.* мрії, фантазії;
v. мріяти, фантазувати

decide [dɪ'saɪd] *v.* вирішувати

defend [dɪ'fend] *v.* захищати

defender [dɪ'fendə] *n.* захисник

definite ['defənət] *adj.* означений

definitely ['defənətli] *adv.* звісно,
безсумнівно

definition [,defə'nɪʃn] *n.* визначення

degree [dɪ'ɡri:] *n.* градус

delicious [dɪ'liʃəs] *adj.* смачний

delight [dɪ'laɪt] *n.* задоволення,
насолюда; *v.* захоплювати, тішити

deliver [dɪ'lvɪvə] *v.* розносити, доставляти

department [dɪ'pɑ:tment] *n.* відділ

depend on [dɪ'pend ɒn] *v.* залежати від

deserve [dɪ'zɜ:v] *v.* заслуговувати

design [dɪ'zain] *n.* дизайн, композиція,
ескіз, розробка; *v.* дизайнувати,
розробляти, планувати

dessert [dɪ'zɜ:t] *n.* десерт

destroy [dɪ'strɔɪ] *v.* руйнувати

devastated ['devəsteɪtɪd]

adj. спустошений

develop [dɪˈveləp] *v.* розвивати(ся),
удосконалювати(ся); створювати
development [dɪˈveləpmənt] *n.* розвиток,
удосконалення
devoted [dɪˈvəʊtɪd] *adj.* відданий
decision [dɪˈsɪʒən] *n.* рішення
diary [ˈdaɪəri] *n.* щоденник
dictionary [ˈdɪkʃənəri] *n.* словник
die [daɪ] *v.* вмирати
diet [ˈdaɪət] *n.* харчування, їжа; дієта
differ [ˈdɪfə] *v.* відрізнитись
difficult [ˈdɪfɪklt] *adj.* складний, важкий
dig [dɪg] *v.* копати
direction [daɪˈrekʃn] *n.* напрямок
dirty [ˈdɜːti] *adj.* брудний
disadvantage [ˌdɪsədˈvɑːntɪdʒ]
n. недолік; несприятливі умови,
невигода
disagree [ˌdɪsəˈɡriː] *v.* не погоджуватись,
сперечатися
disappear [ˌdɪsəˈpiə] *v.* зникати
disappointing [ˌdɪsəˈpɔɪntɪŋ]
adj. невтішний
disappointment [ˌdɪsəˈpɔɪntmənt]
n. розчарування; неприємність
discover [dɪˈskʌvə] *v.* робити відкриття;
виявляти, знаходити; досліджувати
disease [dɪˈziːz] *n.* хвороба,
захворювання
dish [dɪʃ] *n.* страва; тарілка
display [dɪˈspleɪ] *n.* показ, демонстрація;
v. демонструвати, показувати
distance [ˈdɪstəns] *n.* відстань
divide [dɪˈvaɪd] *v.* поділити
divorce [dɪˈvɔːs] *n.* розлучений (*про*
особу); *v.* розлучатися
download [ˈdaʊnləʊd] *v.* завантажувати
(*комп'ютерн.*)
drama [ˈdrɑːmə] *n.* драма, п'єса
dramatist [ˈdræmətɪst] *n.* драматург
draw [drɔː] *n.* нічия (*спорт.*)

Dutch [dʌtʃ] *n.* голландець;
adj. голландський
dwarf [dwɔːf] *n.* гном

E

each [iːtʃ] *adj.* кожний
each other — один одного
edge [edʒ] *n.* край
edition [ɪˈdɪʃn] *n.* видання
editor [ˈedɪtə] *n.* редактор
education [ˌedʒuˈkeɪʃn] *n.* освіта
effort [ˈefət] *n.* зусилля
emotion [ɪˈmeɪʃn] *n.* емоція
emotional [ɪˈmeɪʃnəl] *adj.* емоційний
encourage [ɪnˈkʌrɪdʒ] *v.* заохочувати
enormous [ɪˈnɔːməs] *adj.* величезний
enough [ɪˈnʌf] *adv.* достатньо
enter [ˈentə] *v.* входить, вступати
entertain [ˌentəˈteɪn] *v.* розважати
entertainment [ˌentəˈteɪnmənt]
n. розваги
entrance [ˈentrəns] *n.* вхід
entry [ˈentri] *n.* вхід, вступ; стаття (*про*
словник)
equipment [ɪˈkwɪpmənt] *n.* обладнання,
оснащення, устаткування,
спорядження
be well-equipped — бути добре
обладнаним (спорядженим,
оснащеним)
especially [ɪˈspeʃlɪ] *adv.* особливо
essay [ˈeseɪ] *n.* есе, твір
essential [ɪˈsenʃl] *adj.* суттєвий, істотний,
основний
establish [ɪˈstæblɪʃ] *v.* засновувати;
створювати; установлювати,
влаштовувати
Europe [ˌjʊərəˈp] *n.* Європа
event [ɪˈvent] *n.* подія; захід

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eventually [ɪˈventʃuəli] *adv.* 1) зрештою;

2) за певних обставин

every [ˈevri] *adj.* кожний

everybody [ˈevribdɒdi] *pron.* кожний, всі
(про людей)

everything [ˈevriθɪŋ] *pron.* все (про
неістоти)

everywhere [ˈevriweə] *pron.* всюди

evil [ˈiːvl] *n.* зло; *adj.* злий

exam [ɪgˈzæm] *n.* іспит

take an exam — складати іспит

exception [ɪkˈsepʃn] *n.* виняток

excited [ɪkˈsaɪtɪd] *adj.* захоплений,
збуджений

exciting [ɪkˈsaɪtɪŋ] *adj.* захоплюючий

exhausted [ɪgˈzɔːstɪd] *adj.* виснажений

exist [ɪgˈzɪst] *v.* існувати

expect [ɪkˈspekt] *v.* чекати, очікувати;
розраховувати, надіятися (на)

expensive [ɪkˈspensɪv] *adj.* дорогий,
коштовний

experience [ɪkˈspɪəriəns] *n.* досвід

explain [ɪkˈspleɪn] *v.* пояснювати

explanation [ˌekspləˈneɪʃn] *n.* пояснення

explore [ɪkˈsploː] *v.* досліджувати,
вивчати

expression [ɪkˈspreʃn] *n.* вираз

extra-class [ˈekstrə klaːs]

adj. позашкільний, позаурочний

extract [ˈekstrækt] *n.* уривок

extremely [ɪkˈstriːmlɪ] *adv.* вкрай

eyelid [ˈaɪlɪd] *n.* повіка

F

fable [ˈfeɪbl] *n.* байка

fabulous [ˈfæbjələs] *adj.* чарівний,
казковий

face [feɪs] *v.* 1) стояти (сидіти) обличчям
до; 2) дивитись у вічі; 3) зустрічати
сміливо

face-to-face — обличчям до
обличчя, сам на сам

facility [fəˈsɪləti] *n.* можливість, умови;
обладнання, пристосування

factory [ˈfæktəri] *n.* фабрика

fair [feə] *adj.* справедливий; *n.* ярмарок

fairy [ˈfeəri] *n.* казка; *adj.* казковий

faithful [ˈfeɪθfəl] *adj.* відданий

fake [feɪk] *n.* підробка

fall asleep — засинати

falls [fɔːlz] *n.* водоспад

fame [feɪm] *n.* слава

familiar [fəˈmɪliə] *adj.* близький,
знайомий

famous (for) [ˈfeɪməs] *adj.* знаменитий,
відомий (завдяки)

fascinating [ˈfæsɪneɪtɪŋ] *adj.* чарівний,
захопливий

fashionable [ˈfæʃənəbl] *adj.* модний

fault [fɔːlt] *n.* провина

fellow [ˈfeləʊ] *n.* парубок, хлопець

fiction [ˈfɪkʃn] *n.* художня література,
художня проза

finance [ˈfaɪnæns] *n.* фінанси, гроші

firm [fɜːm] *adj.* твердий

fisherman [ˈfɪʃmən] *n.* рибалка

fit [fɪt] *adj.* пристосований; такий, що
відповідає; *v.* підходити, відповідати
(чомусь)

keep fit — підтримувати хорошу
фізичну форму

fix [fɪks] *v.* ремонтувати

fizzy [ˈfɪzi] *adj.* шипучий, пінистий

flame [fleɪm] *n.* полум'я

flat [flæt] *n.* площа, плоска поверхня;
adj. плоский, рівний, гладкий

flavor [ˈfleɪvə] *n.* смак

flick [flɪk] *v.* змахувати, пурхати

flour [ˈflaʊə] *n.* борошно

flow [fləʊ] *v.* литись; плавно переходити (в)

flowerpot [ˈflaʊəpɒt] *n.* вазон
fluency [ˈfluːənsɪ] *n.* вільність, плавність, невимушеність (*про мову*)
flute [flu:t] *n.* флейта
follow [ˈfɒləʊ] *v.* йти за; слідкувати
following [ˈfɒləʊɪŋ] *adj.* наступний
foreign [ˈfɒrən] *adj.* закордонний
forever [fəˈrevə] *adv.* назавжди
forward [ˈfɔ:wəd] *adv.* вперед
look forward — очікувати
freedom [ˈfri:dəm] *n.* свобода
friendship [ˈfrendʃɪp] *n.* дружба
frighten [ˈfraɪn] *v.* лякати, жახати, страхати
frightening [ˈfraɪnɪŋ] *adj.* жахаючий
funeral [ˈfju:nərəl] *n.* похорон
further [ˈfɜ:ðə] *adj.* подальший, дальший

G

gadget [ˈgædʒɪt] *n.* гаджет, пристрій, технічна новинка
gain [geɪn] *n.* користь; заробіток;
v. одержувати, здобувати; заробляти
gap [gæp] проміжок, інтервал; пробіл, пропуск
garbage [ˈgɑ:bɪdʒ] *n.* сміття
gate [geɪt] *n.* ворота, хвіртка
gather [ˈgæðə] *v.* збирати(сь)
general [ˈdʒenrəl] *adj.* загальний
generation [ˌdʒenəˈreɪʃn] *n.* покоління
generous [ˈdʒenrəs] *adj.* щедрий
genre [ˈzɒnrə] *n.* жанр
gentle [ˈdʒentl] *adj.* м'який, ніжний
get married — одружуватись
get over smth — долати, проходити через
get well — одужувати
giant [ˈdʒaɪənt] *n.* гігант; величезний
give a chance — дати можливість
goal [gəʊl] *n.* гол (*спорт*); мета, ціль

governess [ˈglʌvnəs] *n.* гувернантка, вихователька
government [ˈglʌvnmənt] *n.* уряд
grade [ɡreɪd] *n.* клас (*амер.*)
grid [ɡrɪd] *n.* решітка
grill [ɡrɪl] *n.* гриль
gripping [ˈɡrɪpɪŋ] *adj.* схоплюючий, охоплюючий
growing up [ˈɡrəʊɪŋ ʌp] *n.* зростання
guarantee [ˌɡærənˈti:] *n.* гарантія
guide [ɡaɪd] *n.* гід, екскурсивод
gym [dʒɪm] *n.* спортивний зал

H

habit [ˈhæbɪt] *n.* звичка
hang around [hæŋ əˈraʊnd] *v.* вештатись навколо
hang out [ˈhæŋaʊt] (*сленг.*)
v. тусоватись
happen [ˈhæpən] *v.* траплятись
hard [hɑ:d] *adj.* важкий; старанний;
adv. важко; старанно, наполегливо
harm [hɑ:m] *n.* шкода, збиток
harp [hɑ:p] *n.* арфа
heading [ˈhedɪŋ] *n.* заголовок
headline [ˈhedlaɪn] *n.* заголовок
headmaster [ˌhedˈmɑ:stə] *n.* директор (*школи*)
heartless [ˈhɑ:tləs] *adj.* безсердечний
heavy [ˈhevi] *adj.* важкий (*про вагу*)
helpful [ˈhelpfəl] *adj.* корисний
hiking [ˈhaɪkɪŋ] *n.* пішохідна екскурсія; туризм
hold [həʊld] *v.* тримати
hold smb's attention — тримати чийсь увагу
honest [ˈɒnɪst] *adj.* чесний
hormone [ˈhɔ:məʊn] *n.* гормон
horrible [ˈhɒrəbl] *adj.* жахливий
horror [ˈhɒrə] *n.* жах

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hostel [ˈhɒstl] *n.* гуртожиток; готель

however [haʊˈevə] *conj.* але

huge [hjuːdʒ] *adj.* величезний

hum [hʌm] *n.* дзижчання, гудіння;

v. дзижчати, гудіти

human [ˈhju:mən] *adj.* людський

human being — людська істота

hunger [ˈhʌŋgə] *n.* голод

hurry [ˈhʌrɪ] *n.* поспіх, квапливість;

v. поспішати, квапитись

be in a hurry — поспішати

I

idea [aɪˈdiə] *n.* думка, ідея

identify [aɪˈdentɪfaɪ] *v.* ідентифікувати

ignore [ɪɡˈnɔː] *v.* ігнорувати

imagination [ɪˌmædʒɪˈneɪʃn] *n.* уява

imagine [ɪˈmædʒɪn] *v.* уявляти

immunity [ɪˈmjʊ:nəti] *n.* імунітет

important [ɪmˈpɔːtnt] *adj.* важливий

impossible [ɪmˈpɒsəbl] *adj.* неможливий

impression [ɪmˈpreʃn] *n.* враження

impressive [ɪmˈpresɪv] *n.* вражаючий

improve [ɪmˈpruːv] *v.* покращувати

improvement [ɪmˈpruːvmənt]

n. покращення

include [ɪnˈkluːd] *v.* включати

increase [ˈɪŋkriːs] *v.* збільшувати

incredibly [ɪnˈkredəblɪ] *adv.* неймовірно

independence [ˌɪndɪˈpendəns]

n. незалежність

industrial [ɪnˈdʌstriəl] *adj.* промисловий

industry [ˈɪndəstri] *n.* промисловість

infected [ɪnˈfektɪd] *adj.* інфікований

inferior [ɪnˈfɪəriə] *n.* підлеглий;

adj. нижчий (за рангом), гірший,

менший, поганий

influence [ˈɪnfluəns] *n.* вплив

informal [ɪnˈfɔːml] *adj.* неофіційний;

невимушений, простий

information [ˌɪnfəˈmeɪʃn] *n.* інформація

ingredient [ɪnˈɡriːdiənt] *n.* складник

inhabit [ɪnˈhæbɪt] *v.* населяти

inhabitant [ɪnˈhæbɪtənt] *n.* житель

injection [ɪnˈdʒekʃn] *n.* укол, ін'єкція

inside [ˌɪnˈsaɪd] *adv.* всередині

inspire [ɪnˈspaɪə] *v.* надихати

instead (of) [ɪnˈsted] *adv.* замість

(чогось)

intelligent [ɪnˈtelɪdʒənt] *adj.* розумний

interrupt [ˌɪntəˈrʌpt] *v.* перебивати,

переривати

introduce [ˌɪntroˈdjuːs] *v.* вводити;

представляти

invention [ɪnˈvenʃn] *n.* винахід

involved [ɪnˈvɒlvd] *adj.* задіяний,

залучений

irregular [ɪˈregjʊlə] *adj.* неправильний

island [ˈaɪlənd] *n.* острів

isolate [ˈaɪsəleɪt] *v.* ізолювати

IT [aɪˈti] *n.* інформаційні технології

item [ˈaɪtəm] *n.* пункт; питання; окремий

предмет

J

janitor [ˈdʒænɪtə] *n.* прибиральник(-ця)

(амер.)

jealous [ˈdʒeləs] *adj.* ревнивий,

заздрісний

jewellery [ˈdʒuːəlɪ] *n.* коштовності;

ювелірні вироби

join [dʒɔɪn] *v.* приєднуватись, вступати

(до)

junior [ˈdʒuːniə] *adj.* молодший (за

віком); юніор (спорт.)

just [dʒʌst] *adv.* щойно, тільки-що

justify [ˈdʒʌstɪfaɪ] *v.* виправдовувати

К

- keen on** [ki:nɒn] *adj.* вправний (у чомусь)
keyboard ['ki:bɔ:d] *n.* клавіатура
knit [nit] *n.* в'язка, плетіння; *v.* в'язати, плести; зв'язувати
knowledge ['nɒlɪdʒ] *n.* знання

L

- landscape** ['lændskeɪp] *n.* ландшафт
last [lɑ:st] *adj.* останній; *v.* тривати
laugh [lɑ:f] *n.* сміх; *v.* сміятись
laziness ['leɪznəs] *n.* лень
leaflet ['li:flət] *n.* буклет
lean [li:n] *v.* нахилити
lean over — перехилити(сь)
legal ['li:g] *adj.* законний
leisure ['leɪzə] *n.* дозвілля
have leisure — відпочивати, проводити дозвілля
length [leŋθ] *n.* довжина
leprechaun ['leprəkəʊn] *n.* леприкон (казковий персонаж)
level ['levəl] *n.* рівень
library ['laɪbrəri] *n.* бібліотека
life [laɪf] *n.* життя
lifestyle ['laɪfstɑɪl] *n.* спосіб життя
literature ['lɪtərətʃə] *n.* література
load [ləʊd] *n.* вантаж; *v.* вантажити, завантажити
local ['ləʊkəl] *adj.* місцевий
locker ['lɒkə] *n.* шафка, що закривається на замок
look round — *v.* оглядати
look through — *v.* проглядати
look well — гарно виглядати
loudspeaker [ˌlaʊdˈspi:kə] *n.* гучномовець
lovely ['lʌvli] *n.* гарний
luckily ['lʌkɪli] *adv.* на щастя

М

- machine** [mə'ʃi:n] *n.* машина
mad [mæd] *n.* божевільний
magazine [ˌmæɡə'zi:n] *n.* журнал
magnificent [ˌmæɡ'ɪfɪsənt] *n.* чудовий, неймовірний
main [meɪn] *n.* головний
major ['meɪdʒə] *adj.* більший, важливіший; головний, важливий
make a living — заробляти на прожиття
manner ['mænə] *n.* манера
marry ['mæri] *v.* одружувати(сь)
mash [mæʃ] *v.* розминати
master ['mɑ:stə] *n.* господар
class master — класний керівник
mean [mi:n] *v.* означати; мати на увазі
meaning ['mi:nɪŋ] *n.* значення
means of communication — засоби комунікації
member ['membə] *n.* член
membership ['membəʃɪp] *n.* членство
memorise ['meməraɪz] *v.* запам'ятати, запам'ятовувати
memorial [mə'mɔ:riəl] *n.* пам'ятник, меморіал
mention ['menʃn] *v.* згадувати
mess [mes] *n.* безлад
message ['mesɪdʒ] *n.* повідомлення
method ['meθəd] *n.* спосіб
middle ['mɪdl] *n.* середина; *adj.* середній
mild [maɪld] *adj.* м'який
miller ['mɪlə] *n.* мельник
mind [maɪnd] *n.* розум, пам'ять; *v.* бути уважним, запам'ятовувати
Never mind. Не зважайте.
miss [mɪs] *v.* пропускати; сумувати (за)
missing ['mɪsɪŋ] *adj.* пропущений
mistake [mɪ'steɪk] *n.* помилка
mix [mɪks] *n.* суміш; *v.* змішувати, перемішувати

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mixture [ˈmɪkstʃə] *n.* суміш; змішування;
мікстура

modern [ˈmɒdn] *adj.* сучасний

modest [ˈmɒdəst] *adj.* скромний

monthly [ˈmʌnθli] *adj.* щомісячний

a monthly — *n.* щомісячне
періодичне видання

mood [mu:d] *n.* настрої

motherland [ˈmʌðəlænd] *n.* батьківщина

mountainous [ˈmaʊntɪnəs] *adj.* гірський

movement [ˈmu:vmənt] *n.* рух

musician [ˈmjuzɪʃn] *n.* музикант

mysterious [mɪˈstɪəriəs] *adj.* таємничий,
містичний

mystery [ˈmɪstəri] *n.* таємниця, містика

N

naughty [ˈnɔ:ti] *adj.* неслухняний,
капризний

necessary [ˈnesəsəri] *adj.* необхідний

neighbour [ˈneɪbə] *n.* сусід

networking [ˈnetwɜ:kɪŋ] *n.* соціальні
мережі

news [nju:z] *n.* новини

nickname [ˈnɪkneɪm] *n.* прізвисько

nightmare [ˈnaɪtmɛə] *n.* кошмар, жах

Nile [naɪl] *n.* Нил (*річка в Єгипті*)

noble [ˈnəʊbl] *n.* дворянин;
adj. благородний

nod [nɒd] *v.* кивати

non-fiction [ˌnɒnˈfɪkʃn] *n.* документальна
література

Northern Ireland [ˈnɔ:ðənˈaɪələnd]
n. Північна Ірландія

notice [ˈnəʊtɪs] *v.* помічати

noun [naʊn] *n.* іменник

novel [ˈnɒvəl] *n.* роман

novelist [ˈnɒvəlɪst] *n.* письменник-
романіст

nowadays [ˈnaʊədəɪz] *adv.* наші дні,
сьогодення

numerous [ˈnju:mərəs] *adj.* чисельний

nurse [nɜ:s] *n.* медсестра; няня

nut [nʌt] *n.* горіх

O

observation [ˌɒbzəˈveɪʃn]

n. спостереження

make observations — вести
спостереження

observe [əbˈzɜ:v] *v.* спостерігати

occasion [əˈkeɪʒn] *n.* випадок

occupy [ˈɒkjupaɪ] *v.* займати

offer [ˈɒfə] *v.* пропонувати

official [əˈfɪʃəl] *adj.* офіційний

oil [ɔɪl] *n.* олія

once [wʌns] *adv.* одного разу

online [ˈɒnlaɪn] *adv.* в режимі онлайн

opinion [əˈpɪnjən] *n.* думка

orchestra [ˈɔ:kɪstrə] *n.* оркестр

order [ˈɔ:də] *n.* порядок; *v.* складати по
порядку; наказувати

in order to — для того, щоб

organize [ˈɔ:gənaɪz] *v.* організовувати

Orient [ˈɔ:riənt] *adj.* східний

otherwise [ˈlðəwaɪz] *adv.* інакше, по-
іншому

outgoing [ˌaʊtˈgəʊɪŋ] *adj.* що відходить
(відбуває, вирушає)

outlook [ˈaʊtlʊk] *n.* погляд, ракурс;
горизонт, кругозір

outside [ˌaʊtˈsaɪd] *adv.* зовні; на вулиці;
prep. поза, за (межами)

oven [ˈʌvən] *n.* піч

overeat [ˌəʊvəˈri:t] *v.* переїдати(сь)

overprotective [ˌəʊvəprəˈtektɪv]
n. з надмірним захистом (охороною,
заступництвом)

overproduce [ˌəʊvəprəˈdjuːs] *v.* надмірно виробляти (випускати)

oversleep [ˌəʊvəˈsliːp] *v.* пересипати

own [əʊn] *adj.* власний, свій особистий

P

pacific [rəˈsɪfɪk] *adj.* тихий, спокійний, мирний

Pacific Ocean — Тихий океан

package [ˈpækɪdʒ] *n.* упаковка

pancake [ˈpæŋkeɪk] *n.* млинець

paragraph [ˈpærəgrɑːf] *n.* абзац

parliament [ˈpɑːləmənt] *n.* парламент

part [pɑːt] *n.* частина

past [pɑːst] *adj.* минулий

(the) past — *n.* минуле

pasta [ˈpɑːstə] *n.* вермішель, спагеті

patient [ˈpeɪʃnt] *n.* пацієнт;

adj. терплячий

patron [ˈpeɪtrən] *n.* покровитель

pattern [ˈpætn] *n.* зразок, взірець,

приклад

penalty [ˈpenɪlti] *n.* покарання; пенальті

(*спорт.*)

pen name [ˈpen neɪm] *n.* псевдонім

percussion [rəˈkʌʃn] *n.* удар

percussion instrument — ударний

інструмент

perfect [ˈpɜːfɪkt] *adj.* досконалий,

чудовий

perform [rəˈfɔːm] *v.* представляти, грати

(*на сцені*)

performance [rəˈfɔːməns] *n.* вистава

arrange a performance —

влаштувати (організувати) виставу

perhaps [rəˈhæps] *adv.* можливо

periodical [ˌpɪərɪˈɒdɪkl] *n.* періодичне

видання

permit [ˈpɜːmɪt] *v.* дозволяти

personal [ˈpɜːsnəl] *adj.* особистий

pick out [pɪk aʊt] *v.* вибрати, обирати

pick up [pɪk ʌp] *v.* збирати, зривати;

вишукувати

pile [paɪl] *n.* купа

pilgrim [ˈpɪlgrɪm] *n.* пілігрим, подорожній

playwright [ˈpleɪraɪt] *n.* драматург

plot [plɒt] *n.* сюжет

plump [plʌmp] *adj.* повний, огрядний;

пухкий

poet [ˈpəʊɪt] *n.* поет

poetry [ˈpəʊətri] *n.* поезія

point [pɔɪnt] *n.* пункт, питання; очко

(*спорт.*)

point of view — погляд, точка зору

point out [pɔɪnt aʊt] *v.* вказувати

poison [ˈpɔɪzn] *n.* отрута

politics [ˈpɒlətɪks] *n.* політика

population [ˌpɒpjʊˈleɪʃn] *n.* населення

possibility [ˌpɒsəˈbɪləti] *n.* можливість

possible [ˈpɒsəbl] *adj.* можливий

pour [pɔː] *v.* лити, поливати, виливати

power [ˈpaʊə] *n.* сила

powerful [ˈpaʊəfʊl] *adj.* сильний; могутній

predictable [prɪˈdɪktəbl]

adj. передбачуваний

prefer [prɪˈfɜː] *v.* надавати перевагу

preference [ˈprefrəns] *n.* перевага,

відання переваги

prejudice [ˈpredʒʊdɪs] *n.* упередження;

забобон

pressure [ˈpreʃə] *n.* тиск

put pressure — здійснювати тиск

pretend [prɪˈtend] *v.* вдавати

previous [ˈpriːviəs] *adj.* попередній

primary [ˈpraɪməri] *adj.* початковий

produce [ˈprɒdjuːs] *v.* виробляти

production [prəˈdʌkʃn] *n.* виробництво

profile [ˈprəʊfaɪl] *n.* короткий

біографічний нарис

prompt [prɒmpt] *n.* підказка;

v. підказувати

Appendix

pronoun [ˈprəunaun] *n.* займенник
pronunciation [prəˌnʌnsiˈeɪʃn] *n.* вимова
proper [ˈprɒpə] *adj.* властивий;
правильний
proper name — власна назва
protein [ˈprəutiːn] *n.* протеїн, білки;
adj. білковий
proud [praʊd] *adj.* гордий, з почуттям
гідності
prove [pruːv] *v.* доводити, доказувати
proverb [ˈprɒvzːb] *n.* прислів'я
provide [prəˈvaɪd] *v.* постачати,
забезпечувати, надавати
puberty [ˈpjʊːbətɪ] *n.* статева зрілість,
зможність
publish [ˈpʌblɪʃ] *v.* публікувати
punish [ˈpʌnɪʃ] *v.* карати
push [puʃ] *v.* штовхати

Q

quality [ˈkwɒlətɪ] *n.* якість
question mark — знак питання
questionnaire [ˌkwɛstəˈneə] *n.* анкета,
перелік питань
quietly [ˈkwaɪətli] *adv.* тихо

R

rainfall [ˈreɪnfɔːl] *n.* опади, дощ
raise [reɪz] *n.* зростання, збільшення;
v. піднімати, підносити
raise an interest — збільшити
зацікавленість
range [reɪndʒ] *n.* ряд, низка
range of interests — коло інтересів
rapid [ˈræpɪd] *adj.* швидкий
rarely [ˈreəli] *adv.* рідко
rash [ræʃ] *adj.* жвавий, спритний,
моторний; невідкладний
have a rash — мати висипку (*мед.*)
reach [ri:tʃ] *v.* досягати

ready [ˈredɪ] *adj.* готовий
realise [ˈriːəlaɪz] *v.* усвідомлювати
reason [ˈriːzn] *n.* причина
receive [rɪˈsiːv] *v.* отримувати
recent [ˈriːsnt] *adj.* недавній, сучасний,
свіжий
recipe [ˈresəpɪ] *n.* рецепт
recommend [ˌrekəˈmend]
v. рекомендувати
record [ˈrekɔːd] *n.* запис
record [rɪˈkɔːd] *v.* записувати
recover [rɪˈkʌvə] *v.* одужувати
refer [rɪˈfɜː] *v.* відноситись (до),
стосуватись (чогось)
register [ˈredʒɪstə] *n.* журнал; запис;
реєстратор
regular [ˈregjʊlə] *adj.* регулярний,
постійний; нормальний, правильний
regularly [ˈregjʊləli] *adv.* регулярно,
постійно
relation [rɪˈleɪʃn] *n.* відношення; (*pl.*)
стосунки, взаємини, відносини
relax [rɪˈlæks] *v.* розслабляти(ся)
relaxing [rɪˈlæksɪŋ] *adj.* розслабляючий
release [rɪˈliːs] *n.* випуск нового (*фільму,*
книги, продукції); опублікування
reliable [rɪˈlaɪəbl] *adj.* надійний, на якого
можна покластися
relieved [rɪˈliːv] *adj.* полегшений,
заспокоєний
remain [rɪˈmeɪn] *v.* залишати(сь)
remind [rɪˈmaɪnd] *v.* нагадувати
repair [rɪˈpeə] *v.* ремонтувати
report [rɪˈpɔːt] *n.* доповідь,
повідомлення; *v.* доповідати;
повідомляти, передавати
reporter [rɪˈpɔːtə] *n.* репортер,
кореспондент
represent [ˌreprɪˈzent] *v.* представляти,
репрезентувати

request [rɪˈkwest] *n.* прохання; запит, заявка; *v.* просити; робити запит
research [rɪˈsɜːtʃ] *n.* дослідження; *v.* досліджувати
reserve [rɪˈzɜːv] *n.* запас; *v.* резервувати, замовляти заздалегідь
respect [rɪˈspekt] *v.* поважати
respiration [ˌrespəˈreɪʃn] *n.* дихання
responsible [rɪˈspɒnsəbl]
adj. відповідальний
reveal [rɪˈviːl] *n.* викриття, виявлення; *v.* відкривати, виявляти
review [rɪˈvjuː] *n.* огляд, ревію; *v.* робити огляд
revise [rɪˈvaɪz] *n.* перевірка, перегляд; *v.* переглядати, опрацьовувати; перевіряти, виправляти;
rich [rɪtʃ] *adj.* багатий
right after smth — відразу після чогось
be at risk — *v.* ризикувати
road [rəʊd] *n.* дорога
rocky [ˈrɒki] *adj.* скалистий
row [rəʊ] *n.* ряд
rowing [ˈrəʊɪŋ] *n.* гребля
ruin [ˈruːɪn] *n.* руїна; *v.* руйнувати
rule [ruːl] *n.* правило; *v.* правити

S

sack [sæk] *n.* мішок
safe [seɪf] *adj.* безпечний
safety [ˈseɪfti] *n.* безпека
sailing [ˈseɪlɪŋ] *n.* плавання, ходіння під парусом
sailor [ˈseɪlə] *n.* моряк
saint [seɪnt] *n.* святий
satisfied [ˈsætɪsfəɪd] *adj.* задоволений, задоволений
save [seɪv] *v.* рятувати
scenery [ˈsiːnəri] *n.* декорації для сцени

schedule [ˈfedjuːl] *n.* розклад, графік, план
scheduled [ˈfedjuːld] *adj.* запланований
science fiction [ˌsaɪəns ˈfɪkʃn] *n.* наукова фантастика
scientist [ˈsaɪəntɪst] *n.* науковець
scold [skəʊld] *v.* сварити(сь), лаяти(сь); бурчати
score [skɔː] *n.* рахунок, кількість набраних очок
scream [skriːm] *v.* скрикувати
screenplay [ˈskriːnpleɪ] *n.* екранна версія, екранізація; *v.* екранізувати
secondary [ˈsekəndəri] *adj.* середній
self-disciplined [self ˈdɪsɪplɪnd]
adj. самодисциплінований
selfish [ˈselfɪʃ] *adj.* егоїстичний, себелюбний
sensible [ˈsensəbl] *adj.* чутливий
separate [ˈsepəreɪt] *v.* відділяти;
adj. окремий
serve [sɜːv] *v.* слугувати, обслуговувати; подавати (їжу)
set [set] *n.* набір; *v.* встановлювати
setting [ˈsetɪŋ] *n.* навколишня остановка; художнє оформлення, постановка (фільму тощо); декорація
several [ˈsevrəl] *pron.* декілька
sew [seʊ] *v.* шити
shabby [ˈʃæbɪ] *adj.* темний
share [ʃeə] *v.* ділитись
sharp [ʃɑːp] *adj.* гострий
sheet [ʃiːt] *n.* аркуш; простирадло
shoot [ʃuːt] *v.* стріляти
shout [ʃaʊt] *v.* кричати
show around — показувати довкілля
shy [ʃaɪ] *adj.* сором'язливий
sick [sɪk] *adj.* кволий; той, якого нудить
be sick and tired of smth — якому надзвичайно набридло щось

Appendix

- sight** [saɪt] *n.* вид, місце
- sign** [saɪn] *n.* знак; *v.* зазначати
- silence** ['saɪləns] *n.* тиша
- silly** ['sɪlɪ] *adj.* нерозумний, дурненький
- silver** ['sɪlvə] *n.* срібло; *adj.* срібний
- similar** ['sɪmələ] *adj.* схожий
- situated** ['sɪtʃueɪtɪd] *adj.* розташований
- size** [saɪz] *n.* розмір
- skill** [skɪl] *n.* навичка, уміння
- skin** [skɪn] *n.* шкіра
- skip smth** — пропустити щось
- skyscraper** ['skaɪskreɪpə] *n.* хмарочос
- sleep like a log** — спати «без задніх ніг»
- slice** [slaɪs] *n.* скибка
- slow** [sləʊ] *adj.* повільний
- smart** [smɑ:t] *adj.* тямущий, кмітливий, здібний
- smell** [smel] *n.* запах; *v.* пахнути
- smoke** [sməʊk] *n.* дим; *v.* палити
- sneeze** [sni:z] *v.* чхати
- snobbery** ['snɒbərɪ] *n.* снобізм
- snobbish** ['snɒbɪʃ] *adj.* бундючний, чванливий
- so...as** — такий як
- soak** [səʊk] *v.* мочити, промочити, просочувати; усмоктуватися
- social** ['səʊʃəl] *adj.* товариський, компанійський; дружельюбний, дружній
- social** ['səʊʃl] *adj.* соціальний, суспільний
- society** [sə'saɪətɪ] *n.* суспільство
- solve** [sɒlv] *v.* розв'язувати
- soon** [su:n] *n.* скоро
- as soon as** — як тільки
- soul** [səʊl] *n.* душа
- sound** [saʊnd] *n.* звук; *v.* звучати
- soundtrack** ['saʊndtræk] *n.* звукова доріжка (муз.)
- space** [speɪs] *n.* місце, простір; космос
- spacious** ['speɪʃəs] *adj.* просторий
- sparrow** ['spærəʊ] *n.* горобець
- specimen** ['spesəmɪn] *n.* зразок, екземпляр
- spectacular** [spek'tækjʊlə] *adj.* видовищний
- spectator** [spek'teɪtə] *n.* глядач
- spirit** ['spɪrɪt] *n.* дух
- spread** [spred] *v.* поширювати(сь), простягати(сь)
- square** [skweə] *n.* площа; квадрат
- stage** [steɪdʒ] *n.* сцена
- state** [steɪt] *n.* стан; становище, положення
- statement** ['steɪtmənt] *n.* твердження
- stay** [steɪ] *n.* перебування; зупинка; *v.* залишатися, затримуватися; гостювати, перебувати
- steamship** ['sti:mʃɪp] *n.* пароплав
- still** [stɪl] *n.* ще, все ще
- strait** [streɪt] *n.* протока
- stretch** [stretʃ] *v.* простягатись
- strict** [strɪkt] *n.* строгий
- string** ['strɪŋ] *n.* струна
- strip** [strɪp] *n.* смужка, стрічка
- stubborn** ['stʌbən] *adj.* впертий
- stuff** [stʌf] *n.* речі, майно; кадровий склад
- stupid** ['stju:pɪd] *n.* дурень; *adj.* дурний, тупий, нетямущий; нудний, нецікавий
- stutter** ['stʌtə] *v.* заїкатися, затинатися; говорити невпевнено
- stutterer** ['stʌtərə] *n.* заїка
- subscribe** [sʌb'skraɪb] *v.* передплатувати (про пресу)
- substance** ['sʌbstəns] *n.* речовина
- succeed (in)** [sək'si:d] *v.* досягти мети (успіхів), добитися чогось
- success** [sək'ses] *n.* успіх

successful [sək'sesfl] *adj.* успішний, вдалий
suffer ['sʌfə] *v.* страждати
suggest [sə'dʒest] *v.* пропонувати
summarize ['sʌməraɪz] *v.* підсумовувати
suppose [sə'pəuz] *v.* припускати
surf the Net — блукати по інтернету
surround [sə'raʊnd] *v.* оточувати
surrounding [sə'raʊndɪŋ] *n.* оточення
survey ['sɜ:vɛɪ] *n.* дослідження, докладне вивчення чого-небудь
survival [sə'vaɪvl] *n.* виживання
Sweden [swi:dn] *n.* Швеція
switch on / off [swɪtʃ ɒn / ɒf] *v.* включати / виключати
Switzerland ['swɪtsələnd] *n.* Швейцарія

T

tablecloth ['teɪblkloθ] *n.* скатерка
take care of [teɪk keə ɒv] *v.* доглядати (за)
take part [teɪk pɑ:t] *v.* брати участь
take photo — *v.* фотографувати
take place — *v.* мати місце, проводити
tease [ti:z] *v.* дразнити, набридати
technology [tek'nɒlədʒɪ] *n.* технологія
temperate ['tempərət] *adj.* помірний (*про клімат*)
tense [tens] *n.* час (грам.); *adj.* натягнутий, напружений
terrible ['terəbl] *adj.* жахливий
territory ['terətəri] *n.* територія
theatre ['θɪətə] *n.* театр
theme [θi:m] *n.* тема
thirsty ['θɜ:stɪ] *adj.* спраглий
thought [θɔ:t] *n.* думка
thriller ['θrɪlə] *n.* трилер
throat [θrəʊt] *n.* горло
through [θru:] *prep.* крізь

throw [θrəʊ] (threw, thrown) *v.* кидати
on time — *adv.* вчасно
take one's time — не квапитись
tip [tɪp] *n.* підказка
tired ['taɪəd] *adj.* змучений
title ['taɪtl] *n.* назва
tongue [tʌŋ] *n.* язик
mother tongue — рідна мова
tonight — сьогодні увечері
top [tɒp] *n.* верх, верхівка
total ['təʊtl] *adj.* весь, цілий, загальний, сукупний
tragedy ['trædʒədɪ] *n.* трагедія
trait [treɪ] *n.* риса
translation [træns'leɪʃn] *n.* переклад
treasure ['trezə] *n.* скарб
treasure hunt — пошуки скарбів
trendy ['trendɪ] *adj.* модний
trouble ['trʌbl] *n.* проблема, турбота
get into trouble — потрапляти в халепу (біду)
true to life — реалістичний
trumpet ['trʌmpɪt] *n.* труба (муз.)
trustworthy ['trʌstwɜ:ðɪ] *adj.* надійний; правдивий
try out ['traɪ aʊt] *n.* репетиція, перевірка; змагання (*спорт.*); *v.* проводити репетицію; змагатись
turn off [tɜ:n ɒf] *v.* виключати
turn on [tɜ:n ɒn] *v.* включати
tutor ['tju:tə] *n.* наставник; керівник групи студентів
twice [twɑɪs] *adv.* двічі
twist [twɪst] *v.* скручувати, вигинати, викривляти
type [taɪp] *n.* тип; *v.* друкувати на клавіатурі

Appendix

U

unconscious [ʌnˈkɒnʃəs] *adj.* несвідомий (чогось); непритомний

unfortunately [ʌnˈfɔ:tʃənət] *adv.* на жаль

untruthful [ʌnˈtru:θfl] *adj.* неправдивий

unusual [ʌnˈju:ʒuəl] *adj.* незвичайний

upset [ʌpˈset] *adj.* розчарований, засмучений; *v.* засмучувати

get upset — засмучуватись

useful [ˈju:sfl] *adj.* корисний

V

value [ˈvælju:] *n.* цінність

variety [vəˈraɪətɪ] *n.* різновид; розмаїття

various [ˈvæərɪəs] *adj.* різноманітний

venture [ˈventʃə] *n.* ризикована, смілива справа; *v.* ставити на карту; наважуватись, насмілюватись

verb [vɜ:b] *n.* дієслово

view [vju:] *n.* вид, вигляд; огляд

viewpoint [ˈvju:pɔɪnt] *n.* точка зору, погляд

vinegar [ˈvɪnɪgə] *n.* оцет

violence [ˈvaɪələns] *n.* насилля

violent [ˈvaɪələnt] *adj.* насильницький

violin [ˌvaɪəˈlɪn] *n.* скрипка

violinist [ˌvaɪəˈlɪnɪst] *n.* скрипаль

voice [vɔɪs] *n.* голос

passive voice — пасивний стан

W

Wales [weɪlz] *n.* Уельс

walk out [wɔ:k aʊt] *v.* виходити; ушиватися (розм.)

wealthy [ˈwelθɪ] *adj.* заможний

waltz [wɔ:ls] *n.* вальс

wander [ˈwɒndə] *n.* мандрівка; *v.* блукати, мандрувати

waste of time — марна трата часу

weekly [ˈwi:kli] *adj.* щотижневий

a weekly — *n.* щотижневе періодичне видання

weirdo [ˈwiədəʊ] *n.* дивак

well-known [ˌwelˈnəʊn] *adj.* добре відомий

Welsh [welʃ] *adj.* уельський; *n.* житель Уельсу

whenever [wenˈevə] *adv.* коли ж (розм.) *conj.* кожного разу, щоразу

while [waɪl] *conj.* поки, коли; у той же час, тоді як

whisper [ˈwɪspə] *n.* шепіт; *v.* шепотіти

whistle [ˈwɪsl] *n.* свист; *v.* свистіти

whiteboard [waɪtbɔ:d] *n.* інтерактивна дошка

whole [həʊl] *adj.* весь, цілий

whose [hu:z] *pron.* чий, чия, чиє, чії

wide [waɪd] *adj.* широкий

wildlife [ˈwaɪldlaɪf] *n.* жива природа

wink [wɪŋk] кліпання; *v.* моргати

not sleep a wink — не зімкнути очей

workaholic [ˌwɜ:kəˈhɒlɪk] *n.* трудоголік

workshop [ˈwɜ:kʃɒp] *n.* майстерня; семінар, майстер-клас

world [wɜ:ld] *n.* світ

worldwide [ˌwɜ:ldˈwaɪd] *adj.* світовий, всесвітній

worry [ˈwɒrɪ] *v.* хвилювати(сь)

worth [wɜ:θ] *adj.* що заслуговує; що має цінність (важливість)

wrong [rɒŋ] *adj.* невірний, неправильний

Y

youth [ju:θ] *n.* молодь

Z

zero [ˈziərəʊ] *n.* нуль

IRREGULAR VERBS

I	II	III	
be [bi:]	was [wɒz] / were ['weə]	been [bi:n]	бути
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]	починати
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	ставати
blow [bləʊ]	blew [blə:]	blown [bləʊn]	дути
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	розбивати, рвати
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cost [kɒst]	cost [kɒst]	cost [kɒst]	коштувати
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
do [du:]	did [dɪd]	done [dʌn]	робити, виконувати
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	мріяти
drink [drɪnk]	drank [dræŋk]	drunk [drʌŋk]	пити
eat [i:t]	ate [eɪt]	eaten ['i:tən]	їсти
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падати
feel [fi:l]	felt [felt]	felt [felt]	відчувати
find [faɪnd]	found ['faʊnd]	found ['faʊnd]	знаходити
fly [flaɪ]	flew [flu:]	flown [fləʊn]	літати
forget [fə'get]	forgot [fə'gɒt]	forgotten [fɔ:gɒtən]	забувати
get [get]	got [gɒt]	got [gɒt]	отримувати
give [gɪv]	gave [geɪv]	given ['gɪvən]	давати
go [gəʊ]	went [went]	gone [gʌn]	ходити
grow [grəʊ]	grew [grɔ:]	grown [grəʊn]	рости
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вішати, висіти
have [hæv]	had [hæd]	had [hæd]	мати
hear [hɪə]	heard [hɛ:d]	heard [hɛ:d]	чути
hide [haɪd]	hid [hɪd]	hidden [hɪdn]	ховати
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	вдаряти, боліти
keep [ki:p]	kept [kept]	kept [kept]	тримати, зберігати

Appendix

(Неправильні дієслова)

I	II	III	
lead [li:d]	led [led]	led [led]	вести, прямувати
learn [lɛ:n]	learnt ['lɛ:nt]	learnt ['lɛ:nt]	вивчати
leave [li:v]	left [left]	left [left]	залишати, виїжджати
make [meɪk]	made [meɪd]	made [meɪd]	робити, виготовити
meet [mi:t]	met [met]	met [met]	зустрічати
put [pʊt]	put [pʊt]	put [pʊt]	класти
read [ri:d]	read [red]	read [red]	читати
rise [raɪz]	rose [rəʊz]	risen ['raɪzən]	піднімати(сь)
run [rʌn]	ran [rʌn]	run [rʌn]	бігати
see [si:]	saw [sɔ:]	seen [si:n]	бачити
sell [sel]	sold [səʊld]	sold [səʊld]	продавати
send [send]	sent [sent]	sent [sent]	надсилати
shine [ʃaɪn]	shone [ʃɔn]	shone [ʃɔn]	світити, сяяти
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закривати
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
sleep [sli:p]	slept [slept]	slept [slept]	спати
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]	розмовляти
spend [spend]	spent [spent]	spent [spent]	витрачати
stand [stænd]	stood [stʊ:d]	stood [stʊ:d]	стояти
swim [swɪm]	swam [swæm]	swum [swʌm]	плавати
take [teɪk]	took [tʊk]	taken [teɪkən]	брати, взяти
tell [tel]	told [təʊld]	told [təʊld]	розповідати
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	кидати
understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊ:d]	understood [ˌʌndə'stʊ:d]	розуміти
wake up [weɪk ʌp]	woke up [wəʊk ʌp]	woken up [wəʊkən ʌp]	прокидатись
wear [weə]	wore [wɔə]	worn [wɔ:n]	одягати, носити
win [wɪn]	won [wʌn]	won [wʌn]	перемагати
write [raɪt]	wrote [rəʊt]	written ['rɪtən]	писати