



## Unit 1

# My Friends and Me

**In this unit you will learn how:**

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



# Unit One: My Friends and Me

## 1.1. Making Friends

### Word Bank

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

### Phrase Bank

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

### Communication Box

- So far...

### I. Now for it!

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

BrE colour  
AmE color



white

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



red

You have strong feelings and a quick temper.



black

You are intelligent and love to discuss serious things.



yellow

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



blue

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



brown

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



green

You care about the environment and love animals.



pink

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



purple

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

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

## II. Reading

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

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

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

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

**Alice:** Oh, I really like it.

**Annie:** Yeah, me too so far.

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

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

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

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

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

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

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

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

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

**Annie:** See you.



Mall

## Across Cultures: the USA

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

### III. Language Track

#### Phonetics in Context

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

**Pattern:**

'Are you *new*?

A: Are you in Grade 8?

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

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

#### Words and Phrases in Context

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

**Mind!**

**to demand** – to ask for something.

**Example:** *My teacher demanded an explanation.*

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

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

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

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

**Example:** *Very pretty and attractive → cute*

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

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



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

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

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

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

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

### Grammar in Context

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

Go to your **First Aid Kit** on p. 232 for more information



3. Using the text you've read say:

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

Go to your **WB** for more exercises

## IV. Communication Track

### 1. Speaking

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

**How often** you make friends?

**What** helps you to make friends?

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

**When** is it the best time for making friends?

**Where** can you make friends?



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

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



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

*People meet but mountains never greet.*

*Between friends all is common.*

*Company in distress makes sorrows less.*

### 2. Listening

a) Before you listen

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

b) While you listen

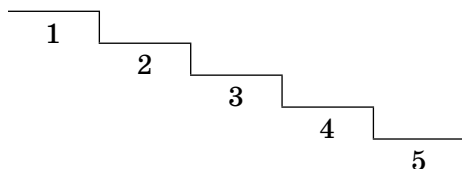
Listen to the dialogue and match the questions to the answers.

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



### c) After you listen

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



## 3. Writing

### a) Before you write

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

### b) While you write

#### How to write an advice-seeking letter

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

Go to p. 258 for a sample of an advice-seeking letter



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

## 1.2. A Friend in Need...

### Word Bank

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

### Phrase Bank

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

### Communication Box

- Vice versa, ...

### I. Now For it!

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



**No man is useless while he has a friend.**

*Robert Louis Stevenson*

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

*Aristotel*



**My best friend is the one who brings out the best in me.**

*Henry Ford*

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



## II. Reading

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

### PART I

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



David



Sally

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

### PART II

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

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



Kate



Andrew

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

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

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



Ann

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

## III. Language Track

### Phonetics in Context

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

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

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

### Words and Phrases in Context

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

#### Mind!

**strange** – not known, not even seen before.

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

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

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

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

**Example:** *to support – supportive*

*My friends are very supportive.*

*I appreciate my friend who is very supportive and helpful.*

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



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

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

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

Grammar in Context

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

un-	?	?	?	?
unreliable				

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

Go to your **First Aid Kit** for more information on p. 243

3. Complete the instructions.

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

Go to your WB for more exercises

## IV. Communication Track

### 1. Speaking

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

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

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

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



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

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

### 2. Listening

- a) Before you listen

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

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

- b) While you listen

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

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

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



### c) After you listen

Comment on the Miller's ideas of friendship.

"Real friends should have everything in common".

"True friendship is free from selfishness".

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

## 3. Writing

### a) Before you write

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

### b) While you write

#### How to write an informal opinion essay

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



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

Go to p. 258 for a sample opinion essay

## 1.3. News from Pen-Friends

**Word Bank**

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

**Phrase Bank**

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

**Communicative Box**

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

**I. Now for it!**

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



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

**II. Reading**

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

Dear Oksana,

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

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

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



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

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

Yours,  
Barbara

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

Dear Roman,

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

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



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



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

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

Yours,  
Sam.

### Across Cultures: The UK



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



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



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

### III. Language Track

#### Phonetics in Context

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







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

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

#### Words and Phrases in Context



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

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

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

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

*We made a firm decision to study biology.*

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

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



### 3. Complete the sentences.

#### Speaking about your pen-friends.

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

#### Grammar in Context

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

Go to your **First Aid Kit** p. 232 for more information



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

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

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

**Friends:** Did anybody meet you at the airport?



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

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

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

\_\_\_\_\_ very comfortable there.  
(to feel)

*Friends:* And what were you doing all days long?

*You:* We \_\_\_\_\_, \_\_\_\_\_ our opinions on  
(to socialize) (to exchange)

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

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

all kinds.

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

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

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

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

club here I would do it without delay.

*Friends:* It's so tempting!

Go to your WB for more exercises

## IV. Communication Track

### 1. Speaking

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

What's your pen-friend's name?

How often do you write  
letters to each other?

Where does she/he live?

What have you in common?

When did you become  
acquainted with him/her?



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

A: \_\_\_\_\_?

B: Sure. We are like-minded people and we share our interests.

A: \_\_\_\_\_?

B: Of course we want to know everything there is to know about...

A: \_\_\_\_\_?

B: Yes, it's incredible! Furthermore, we made a firm decision to continue our research.

A: \_\_\_\_\_?

B: I was thrilled at this prospect, wouldn't you?

A: \_\_\_\_\_?

B: Luckily, there is the Internet and we can write each other as often as we want.



## 3. In the whole class dispute over the statement

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

### 2. Listening

#### a) Before you listen

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

Reporter:

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

#### b) While you listen

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

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



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



**c) After you listen**

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

**3. Writing**

**a) Before you write**

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

**b) While you write**

**How to write a personal letter**

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

Go to your p. 258 for a sample of a personal letter



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

## 1.4. Being Together

### Word Bank

- latecomers
- to admit
- stuntman

### Phrase Bank

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

### Communication Box:

#### How to express preferences spending time together

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

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

### I. Now for it!

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

Are you a great admirer of music?

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



You enjoy humour, don't you?  
Fun Quiz!

Tonight 6.30 p.m.  
Town Assembly Hall  
Free entrance  
(Late comers will not be admitted, so be on time)



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

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

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

## II. Reading

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



### Planning your Leisure Time

**Helen:** Hello!

**Peter:** Hello, Peter speaking.

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

**Peter:** This is Peter Glibko.

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

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

**Helen:** No, why?

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

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

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

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

### III. Language Track

#### Phonetics in Context

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

*Pattern:*

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

**Practise saying them in your own sentences.**

#### Words and Phrases in Context

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



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

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

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

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

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



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

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



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

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

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

### Grammar in Context

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

2. Complete the instructions.

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

Go to your **First Aid Kit** p. 233 for more information



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

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

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

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

Go to your WB for more exercises

## IV. Communication Track

### 1. Speaking

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

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

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

1) – Does \_\_\_\_\_ appeal to you?

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

disco



2) – Is \_\_\_\_\_ on your list of likes?

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

an outing



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

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

scuba diving



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

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

football



5) –What is your preference: \_\_\_\_\_ or theatre?

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

circus



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

horse racing



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

*Everyone is dragged by their favourite pleasure (Virgil)*

## 2. Listening

### a) Before you listen

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

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

### b) While you listen

Listen to teenagers and fill in the chart.

Name	Favourite activities	Reason	



### c) After you listen

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

## 3. Writing

### a) Before you write

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

### b) While you write

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

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

Go to p. 259 for a sample story



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

1.5. YOUR TEST FILES

A. Use of English

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

The American National Folk Dance

When I was a small girl, my parents used \_\_\_1\_\_\_ me with them when they were going to square dancing. I was \_\_\_2\_\_\_ young to take part in the squares, but I enjoyed looking \_\_\_3\_\_\_ them.

Fifteen years later I \_\_\_4\_\_\_ to attend square dancing parties. In the 1980-s square dancing \_\_\_5\_\_\_ in the United States and spread \_\_\_6\_\_\_ several foreign countries such as Germany, Japan, Australia and Canada. \_\_\_7\_\_\_ square dancing may have reached its peak in the United States, it is \_\_\_8\_\_\_ that it will die out completely. Something as American as this medium will survive as it had gone in the past through many ups and downs in its history President Reagan \_\_\_9\_\_\_ an act of congress in 1982 that designated square dancing as the ‘official national folk dance’.

For me it is the best form of entertainment and socialization. It \_\_\_10\_\_\_ meeting new friends, aerobic exercise and keeping time to music all in one delightful activity.

1.	A taking	B taken	C to take	D take
2.	A enough	B too	C not	D such
3.	A into	B forward	C for	D at
4.	A had been allowed	B was allowed	C am allowed	D have been allowed

5.	A	flourished	B	originated	C	appeared	D	popularized
6.	A	on	B	into	C	to	D	for
7.	A	although	B	meanwhile	C	besides	D	somehow
8.	A	likely	B	unlikely	C	surprising	D	decidedly
9.	A	wrote	B	published	C	gave	D	signed
10.	A	consists	B	combines	C	includes	D	contains

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

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

**B. Reading**

Read the story and mark true/false statements.

**The Star-Child**

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

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

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

Often the old priest sent for him, and taught him the love of living things, saying to him, 'The fly is your brother'. Do it no harm. The wild birds that live in the forest have their freedom. Catch them not for your pleasure. God made the blind worm and the mole, and each has its place. Who are you to bring pain into God's world?

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

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

## C. Listening

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

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

## D. Writing

Write a letter to your pen-friend and:

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



## Unit 2

# Live and Learn

**In this unit you will learn how:**

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





## Unit 2: Live and Learn

## 2.1. Similar or Different?

## Word Bank

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

## Phrase Bank

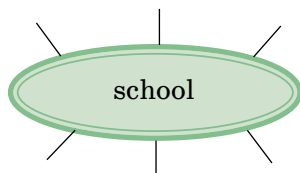
- to pay fees
- to get used to sth
- to attend school
- to aim for
- to have equal opportunities at the start
- from inside
- to see everything with one's own eyes
- to come as a surprise
- to take exams
- to upgrade one's knowledge
- to provide somebody with

## Communication Box

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

## I. Now for it!

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



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

## II. Reading

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

## Similar or Different?

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



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

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



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

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

## Across Cultures: Great Britain

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

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

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



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



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



**Winchester** – the first public school established in 1382.

## III. Language Track

### Phonetics in Context

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

**Example:** /dʒ/ – *aged*

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

### Words and Phrases in Context

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



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

**Example:** *Little John has learned the poem.*

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

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

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

**Example:** *primary.*

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

*Ukrainian children spend four years in primary school.*

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

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



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

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

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

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

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

- Oksana had to get used to \_\_\_\_\_
- British children used to \_\_\_\_\_

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

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

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

Go to your **First Aid Kit** on p. 233 for more information

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

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

Go to your WB for more exercises

## IV. Communication Track

### 1. Speaking

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



### Public schooling in Britain

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

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

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

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

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



### Public schooling in the USA

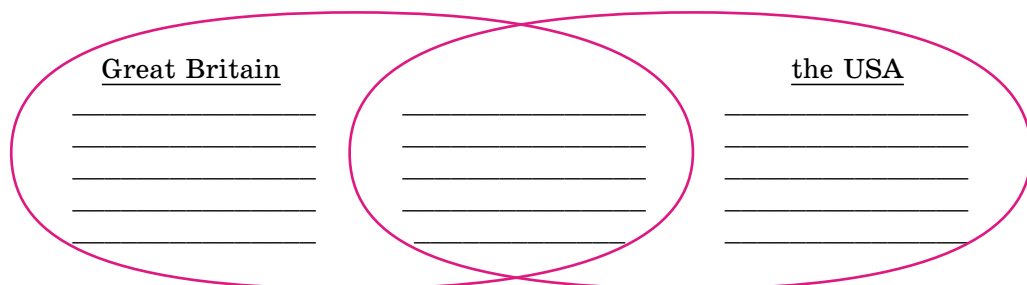
In the US a public school is a school run by the government. Schools that students have to pay to attend are called private schools. Some private schools in the USA are also boarding schools (like Phillips Exeter Academy) and very similar to Britain's public schools.

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

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

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

## Venn Diagram



Say if there are schools of such kind in Ukraine.

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

**Pattern:**

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



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

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

## 2. Listening

- a) Before you listen

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

- b) While you listen

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





### c) After you listen

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

## 3. Writing

### a) Before you write

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

### b) While you write

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

### How to write a letter to the editor

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

Go to p. 259 for a sample letter to the editor



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

2.2. The best Days of Your Life

Word Bank	Phrase Bank	Communication Box
<ul style="list-style-type: none"><li>• kindergarten</li><li>• record</li><li>• scholastic achievements</li><li>• failing</li><li>• unfavourable</li><li>• dropout</li></ul>	<ul style="list-style-type: none"><li>• to be privately run</li><li>• to be required by students</li><li>• to move on to something</li><li>• to refer to somebody/something</li><li>• to relate to somebody/something</li><li>• to be more specific about something</li><li>• to retake a class next grade</li><li>• to follow an individual schedule</li><li>• to graduate from high school</li><li>• in an attempt to do something</li><li>• school leaving exams</li></ul>	<ul style="list-style-type: none"><li>• That's pretty interesting!</li><li>• It's important to mention ...</li><li>• It's up to me to decide</li><li>• In a word, ...</li></ul>

I. Now for it!

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



Graduation cap



badge



basketball team



testing

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

II. Reading

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

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

Part One

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





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

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

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

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

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

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

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

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

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

## Part Two

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

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

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

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

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

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

### Across Cultures: The USA



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

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

## III. Language Track

### Phonetics in Context

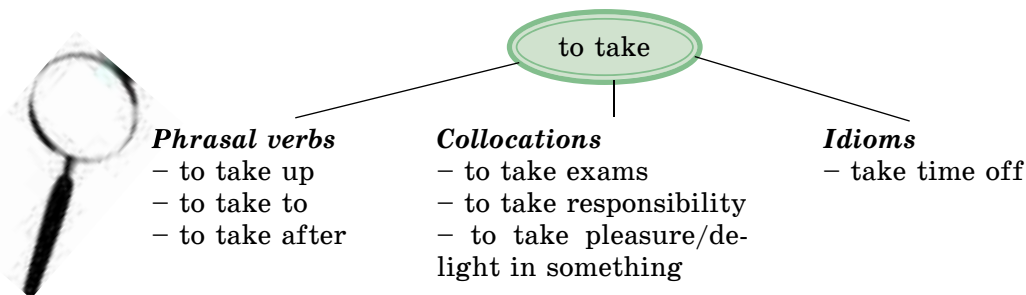
1. In the text of the interview, find the yes/no questions and wh-questions and reproduce them following the pattern. Practise asking your own questions.

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

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

### Words and Phrases in Context

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



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



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

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

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

### Grammar in Context

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

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

## Unit 2

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

Go to your **First Aid Kit** for more information

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

*traditional*      *early*      *usual*      *interesting*      *private*  
*general*      *important*      *individual*  
*harm*      *depend*

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

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

Go to your WB for more exercises

### V. Communication Track

#### 1. Speaking

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

#### Plan

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

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

### Culture Comparison Profile

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

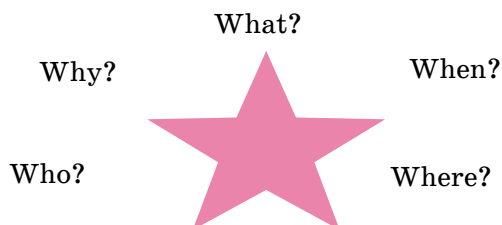
## 2. Listening

### a) Before you listen

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

### b) While you listen

In pairs, ask and answer the star questions.



### c) After you listen

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

## 3. Writing

## a) Before you write

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

## b) While you write

## How to write a class journal entry

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

Go to your p. 260 for a sample class journal entry



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

## 2.3. School Life: Here and There

### Word Bank

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

### Phrase Bank

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

### Communication Box

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

### I. Now for it

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



rugby



cheerleading



baseball



gymnastics

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

### II. Reading

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

### Getting Dressed for Big School

#### Part One

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

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

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



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

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

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

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

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

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

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

## Part Two

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

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

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

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

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

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

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

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

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

And curiously enough nobody was.

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

“I still feel stupid,” I said.

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

### *Across Cultures: Great Britain*

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



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



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



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



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



## Phonetics in Context

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

**Example:** /ju:/ uniform

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

## Words and Phrases in Context

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



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

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

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

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

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

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



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

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

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

Grammar in Context

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

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

Go to your **First Aid Kit** p. 234 for more information



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

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

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

---

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

---

3. If the education system improves, ...

---

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

---

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

---

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

---

## IV. Communication Track

### 1. Speaking

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



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

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

#### *Pattern*

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

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

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

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

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

## 2. Listening

### a) Before you listen

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

### b) While you listen

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

### a) Say which ways are used in Ukrainian schools.

detention

sticker chart

time out

suspension

removal of privileges

expulsion

increased  
responsibility

increased  
autonomy

house/reward points



### c) After you listen

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

## 3. Writing

### a) Before you write

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

### b) While you write

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

How to write a letter of complaint to your school counsellor

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

Go to p. 260 for a sample letter of complaint to the school counsellor



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

2.4. School Routine

Word Bank

- tolerance
- staff

Phrase Bank

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

Communication Box: How to ask for more information

- Do you happen to know...?
  - Could you get me...?
  - Have you a spare minute? I just wanted to ...
  - How about ... and then ...
  - It's just that ... is arousing interest
  - No one minds about that sort of thing.
  - I'm not sure about ... but...
  - There's no end to your questions. How about ...
  - Well, I'm not an expert, but ...
- What's that you are...?
  - Well, let's see what I can come up with ...
  - How cool is that? Your ... is great
  - Don't tell me you find it interesting!
  - I can't believe this ... you are ...
  - I'll try to do my best.



## I. Now for it!

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



Wendy

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

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



Andy



Peter

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

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



Ann

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

## I. Reading

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

### Talking about School Routine

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

**Helen:** What's that you are interested in?

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

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

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

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

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

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

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

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

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

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

**Ann:** And then another question arises...

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

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

**Helen:** Agreed, then.



### Across cultures: Great Britain, Ukraine

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



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



## III. Language Track

### Phonetics in Context

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

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

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

### Words and Phrases in Context

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



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

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

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

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

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

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

- first-hand information
- extra-curricular activities
- all the teachers of a school

- to be against something
- to go on doing something
- to have free time



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

## Grammar in Context

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

2. Complete the instructions and give your own examples.

Use embedded questions in...

Don't put a question mark when...

Go to your *First Aid Kit* for more information on p. 234



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



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

## IV. Communication Track

### 1. Speaking

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

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

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

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



behaviour code

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



curriculum

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



school traditions

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

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



bullying

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

– What's that you are interested in?



School museum



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

## 2. Listening

### a) Before you listen

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

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

### b) While you listen

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

### c) After you listen

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

## 3. Writing

### a) Before you write

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

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

## a) While you write

Follow the format of a notice.

### How to write a notice

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

Go to p. 261 for a sample notice



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

## 2.5. Your Test Files

### A. Use of English

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

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

#### II. Read the sentences and insert the propositions.

1. You sing so well, Ann, I advise you to take ... music.
2. Children should have equal opportunities ... the start.
3. The school aims ... training cooks, carpenters, locksmiths and other servicemen.



4. Many parents try to enroll their children ... prestigious schools.
5. I looked so funny in my new suit that the girls shrieked ... laughter.
6. Nobody took any notice ... me when I entered the classroom.
7. Compulsory education is required ... the state in my country.
8. The school rules refer ... all the students without exceptions.
9. We asked Helen to be more specific ... the school curriculum in her school.
10. A student can't advance ... the next grade if he has all Fs and Ds.

## B. Reading

Read the text and mark the true statements.

### Interview: Teenage Times

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

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

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

*Do you think it will be different?*

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

*And why do you think that'll be good?*

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

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

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

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

*So certain GCSE are compulsory?*

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

*Are there subjects that you should have been taught?*

*Jessy:* There are subjects I would have liked to have done but I couldn't 'cos of the choice I was making, like I would have liked to have done Music and Drama, but I choose to do Music and so I couldn't do Drama,

and now I want to do A-level in Theatre studies and I haven't had any of the back-up.

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

*Would you like to have gone to a private school?*

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

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

*Do you know University you want to go to?*

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



### Statements

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

### C. Listening

Listen to the text and choose the right variant.

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

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

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

## ***D. Writing***

**Write a letter to the editor about your school.**



## Unit 3

# Music to my Ears

**In this unit you will learn how:**

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



# Unit Three: Music to my Ears

## 3.1. Music Styles

### Word Bank

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

### Phrase Bank

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

### Communication Box

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

### I. Now for it!

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



rock music



classical music



folk music

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

### II. Reading

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

### Talking about Music Styles

#### Part One

**Bill:** Hey, Ted, where are you going?

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

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

*Ted:* Why? Who's playing?

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

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

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

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

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

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

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

*Ted:* Why not?



Metallica

## Part Two

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

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

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

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

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

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

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

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

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



Rolling Stones



## Across Cultures: the USA



**Metallica** – a US heavy metal group.



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



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



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

## III. Language Track

### Phonetics in Context

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

**Examples:** *Where are you going?*

*Ann, what music do you prefer?*

### Words and Phrases in Context

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



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

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

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

**Example:** *He conducts the London Symphony Orchestra.*



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

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

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



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

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

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

### Grammar in Context

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

# Unit 3

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

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

*this → that*

*is good → was good*

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

**Complete the instruction**

To report what a speaker said use...

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

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

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

Go to your **First Aid Kit** p. 235 for more information

Go to your WB for more exercises



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

Br E – hypnotise  
 Am E – hypnotize



Ann

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



Phil



Helen

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



Steve

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



Ray

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



Martha

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

#### IV. Communication Track

##### 1. Speaking

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

**What** is your favourite music style?

**Why** do you think you feel like this?

**What** emotions does it evoke in you?



**When** do you like to listen to it?

**Where** do you like to enjoy it?

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

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

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



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

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

(George Elliot)





“Music can be all things to all persons. It is like a great dynamic sun in the centre of a solar system which sends out its rays and inspiration in every direction. Music makes us feel that the heavens upon and a divine voice calls. Something in our souls responds and understands.”

(Leopold Stokowski)

2. Listening

a) Before you listen

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

b) While you listen

Listen and fill in the chart.

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



c) After you listen

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

3. Writing

a) Before you write

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

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

b) While you write

Follow the format of writing a descriptive paragraph.

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



Go to your p. 261 for a sample of a descriptive paragraph



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

## 3.2. Parade of Fame

### Word Bank

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

### Phrase Bank

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

### Communication Box

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

### I. Now for it!

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



Wolfgang Amadeus  
Mozart



Elvis Presley



Justin Bieber



Elton John

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

## II. Reading

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

## Parade of Fame

## Part One



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

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

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

## Part Two

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

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



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

### Part III

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



### *Across Cultures: the USA*

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



**Elvis Presley** – a US singer and a guitar player, who first became popular as a rock-n-roll singer in the mid-1950-s



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



**Liverpool** – a city in the northwest of England

## III. Language Track

### Phonetics in Context

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

**Example:** /ɔ:/ – *immortal*.

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

### Words and Phrases in Context

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

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

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

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



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



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

## JESUS CHRIST SUPERSTAR

LYRICS  
MUSIC BY

TIM RICE  
ANDREW LLOYD WEBBER

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



Box Office 0113 222 6 222

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

Tuesday 10 November – Saturday 28

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Monday-Saturday evenings 7.30 p.m.

Thursday and Saturday matinees 2.30 p. m.

The Grand Theatre Leeds 46 New Briggate Leeds LS1 6NZ



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

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

## Grammar in Context

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

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

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

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

**Formulate the instruction.**

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

Go to your *First Aid Kit* p. 235 for more information



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

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

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

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

Go to your WB for more exercises

## IV. Communication Track

### 1. Speaking

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

#### Question Plan

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

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

#### Pattern:

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



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

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

## 2. Listening

### a) Before you listen

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



David Oistrakh



Sviatoslav Richter



Wolfgang Amadeus Mozart

### b) While you listen

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

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



### c) After you listen

Say what composer you know you may call ‘A Great Romantic’.

## 3. Writing

### a) Before you write

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

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

Go to p. 261 for a sample of biosketch

b) While you write

### How to write a biosketch

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

Go to your WB for more exercises



**At Home:** Write a biosketch of your favourite musician.

## 3.3. At the Concert Hall

### Word Bank

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

### Phrase Bank

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

### Communication Box

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

### I. Now for it!

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



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

## II. Reading

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



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

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

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

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



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

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

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

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

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

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



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

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

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

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



### ***Across Cultures: Great Britain***

**Royal Albert Hall** – a large 19<sup>th</sup> century building in London where concerts take place.

## **III. Language Track**

### **Phonetics in Context**

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

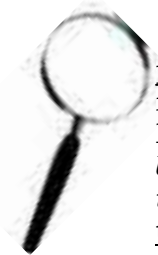
**Pattern:** *Incredible!* I think, it shows joy.

*Incredible! I'll listen to the harp!*

### **Words and Phrases in Context**



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



**possibility** – is smth which is simply possible.

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

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

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

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






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

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





—————> a) electric guitar

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

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



	f) drums
	g) violin



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

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

### Grammar in Context

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

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

Go to your **First aid Kit** p. 234 for more information



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




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

Go to your WB for more exercises

## IV. Communication Track

### 1. Speaking

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

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

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

**Pattern:**

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



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

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

### 2. Listening

a) Before you listen

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

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

b) While you listen

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

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





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



### c) After you listen

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

## 3. Writing

### a) Before you write

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

### b) While you write

### A Concert Programme

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

Go to p. 262 for a sample concert programme



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

## 3.4. Matter of Taste

**Word Bank**

- ugly
- to vary
- vulgar
- rendering
- dreamlike

**Phrase Bank**

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

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

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

**I. Now For it!**

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



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

## II. Reading

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

### Talking about Music Tastes

- Ann:** How wonderfully Alex sings! I’m a great admirer of his talent. He has a good ear for music and never conforms to the tastes of others.
- Mike:** Me too. His voice has an unusual range from high to low. I can’t wait to listen to his renditions of popular folk songs. **I asked him what songs he was going to perform** but he said it was a secret.
- Ann:** I see you are so traditional when it comes to music. And how do you find pop music, I wonder?
- Mike:** It’s boring to me. New styles as heavy metal or hard rock are too loud, unmusical, angry and ugly, even pessimistic.
- Ann:** But I like that sort of things and I don’t find this music ugly or angry as you do. Just the reverse, it calms me down.
- Mike:** Don’t be angry! **You asked me how I felt about pop music** and I gave you a fair answer. But I am glad that you are so romantic at heart!
- Ann:** Yes, I am and nevertheless, I can listen to disco music. It simply carries me away.
- Mike:** But disco music is different, it’s not that vulgar.
- Ann:** It varies: sometimes it’s deafening and uplifting, sometimes it’s simply rhythmic. My preferences are with the second kind.
- Mike:** **I don’t ask you why you like rhythmic music.** You adore dancing, right?
- Ann:** Exactly.
- Mike:** I also like to dance to rhythmic music. By the way, are you going to the school disco party on Saturday?
- Ann:** Sure. I never miss such a chance! **I asked Alex if he would sing there.**
- Mike:** What did he say?
- Ann:** Surprise! Come with me and you’ll see.

## III. Language Track

### Phonetics in Context

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

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

### Words and Phrases in Context

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

**Example:** *usual → unusual*

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

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

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

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



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

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

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

## Grammar in Context

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

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

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

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

Go to your **First Aid Kit** p. 236 for more information



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

**Example:**

**Ann:** Are you an admirer of rap, Val?

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

**Ann:** What music carries you away?

**Val:** Disco.

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

Go to your WB for more exercises

## IV. Communication Track

### 1. Speaking

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

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

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

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



Classical music

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



Rock music

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



Folk music

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



Lady Gaga



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



techno

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



Lama

Go your WB for more exercises

## 2. Listening

### a) Before you listen

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

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

### b) While you listen

Listen to the text and mark the true statements.

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



### c) After you listen

Say how much this information is attributable to Ukraine.

## 3. Writing

### a) Before you write

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

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

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

**b) While you write**

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

Go to p. 262 for a sample e-mail

Go your WB for more exercises



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

## 3.5. Your Test Files

### A. Use of English

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

#### Listening to Pop

I'm a great admirer of music and I never miss a chance of \_\_\_O - B\_\_\_ to it. But \_\_\_1\_\_\_ one of the best ways to get the real feeling of pop music is going to a live concert. The one I want to \_\_\_2\_\_\_ in a big concert hall. My friend \_\_\_3\_\_\_ it and said that it was worth seeing. And it was really so.

You \_\_\_4\_\_\_ in the dark. You \_\_\_5\_\_\_ for a long time. You can't see anything. It's hot. The place is crowded \_\_\_6\_\_\_ people. But it's exciting. And then a loud voice said, that it \_\_\_7\_\_\_ time to begin. Suddenly the lights are \_\_\_8\_\_\_ and the place is full \_\_\_9\_\_\_ sound. The band begins to play. The noise is loud. Some people in the crowd are jumping up and down. The music gets louder and louder and it sounds \_\_\_10\_\_\_. Coloured lights move fast round the stage and across the crowd. Now everyone is dancing.

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

## II. Complete the sentences using the words in bold.

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

**said**

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

**if**

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

**that**

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

**would**

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

**asked**

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

**not**

- Helen \_\_\_\_\_ to this awful stuff.

7. 'Why are you late for the concert, Ann?', Bill asked.

**wondered**

Bill \_\_\_\_\_ late for the concert.

8. 'You shouldn't judge Mark's music, Helen', Boris said.

**advised**

Boris \_\_\_\_\_ Mark's music.

9. 'Stop that deafening music', my dad said to me.

**ordered**

My dad \_\_\_\_\_ that deafening music.

10. 'Can you play the guitar, John?', Bob asked.

**whether**

Bob asked \_\_\_\_\_ play the guitar.

## B. Reading

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

### Classic Style of Music

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

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

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

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

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

1. Which of the following is true about classical music?
  - a) it is associated with old times;
  - b) it deals with sad music;
  - c) it describes the tradition of serious music;
  - d) it is typical of special instruments.
2. Where did the first European classical music come from?
  - a) Catholic church;
  - b) Christian church;
  - c) Moslem church;
  - d) Buddhist church.
3. How is polyphonic music characterized?
  - a) as one-voiced music;
  - b) as one-instrument music;
  - c) as two-instrument music
  - d) as many-voiced music.
4. What is Baroque music famous for?
  - a) it linked early and later styles;
  - b) it continued the styles of the previous epoch;
  - c) it broke off with all old traditions;
  - d) it didn't perform anything new.
5. When did a new classical period in European music begin?
  - a) in early 20s;
  - b) in late 30s;
  - c) in the 60s;
  - d) in the 40s.
6. Why did a new wave of classical music appear?
  - a) baroque music seemed to be very complicated;
  - b) early styles became old-fashioned;
  - c) people wanted a new style of music;
  - d) early music was banned.

### **C. Listening**

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

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

### **D. Writing**

Write an essay about your preferences in music.



## Unit 4

# In the World of Mass Media

**In this unit you will learn how:**

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



# Unit 4: In the World of Mass Media

## 4.1. Are You a Newspaper or Magazine Reader?

### Word Bank

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

### Phrase Bank

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

### Communication Box

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

### I. Now for it!

In groups, look at the pictures and say what these people are reading in different places. How much true is it about you?



**Example:** *Some of these people are reading newspapers, others are reading books or magazines. I prefer to read about the news on the Internet.*



## II. Reading

Read the dialogue “Magazines or Newspapers?” in which the teenagers are discussing their preferences in the press and speak about their tastes.

### Magazines or Newspapers?

#### Part One

*John:* I say, Paul, do you like to read magazines?

*Paul:* Sure. They provide me with lots of interesting and up-to-date information. I can hardly do without them.

*John:* And what are your favourite magazines, I wonder?

*Paul:* As I'm interested in politics, I prefer to read the “Current”.

*John:* The “Current”? What information does it publish? I've never seen it.

*Paul:* That's a pity. This is a magazine for young grown-ups that specialises in writing about world news, politics and social life in different countries. Its correspondents describe world news and other events in the language, which any teenager can comprehend. If you read it, you'll see for yourself.

*John:* Don't be ridiculous! If I were you, I would rather turn to newspapers than to youth magazines. Newspapers always give a wide coverage of events.

*Paul:* And you? Are you much of a newspaper reader?

*John:* Not really, though I like to read Sunday newspapers, especially comic strips because they are funny, look at the numerous drawings and do the puzzles. But my elder brother always buys the evening papers like the Evening News which pays special attention to sport news.

*Paul:* My parents want to know about domestic and foreign news so they read “The Guardian”. As you see – to each his own.

*John:* British quality papers are so thick with lots of information in politics, finance, and business.

*Paul:* True, true. A man with “The Times” has become a symbol of a typical British person.



#### Part Two

*Martha:* Hey, Bob, what are you reading now?  
You seem to be surrounded by information from the time you wake up in the morning until the time you sleep at night. You are a typical American.

*Bob:* Take it for granted, I can hardly imagine my life without the press.



It's crucial for me to stay current with the news. And this is the latest issue of the Saturday Evening Post, if you like.

*Martha:* No, but I like being in the know, for instance, comparing prices or reading funny comics about some of them.

*Bob:* I also like reading supermarket tabloids. They look like newspapers but pay much attention to celebrities' lives, children, pets, diet and health tips!

*Martha:* What's your favourite?

*Bob:* It's the National Enquirer.

*Martha:* My dad says this tabloid has the biggest circulation.

*Bob:* That's right, about more than 4 million copies.

*Martha:* That means we are not the only readers of that stuff.

*Bob:* I thought you were reading the New York Times. Is there anything worth reading?

*Martha:* As a rule, they publish interesting information for leisure reading and, besides, there are quite a lot of adverts.

*Bob:* Is there anything you want to buy?..

### Part Three

*Lesya:* Hey, Oksana, have you bought today's issue of your favourite magazine?

*Oksana:* You mean "Round the World"? Here it is. There is a continuation of the story about Australian fauna. If you were interested in wild life, you would like it. If I'm not mistaken, you have green fingers. So, why don't you read it? I also like reading about interesting discoveries or historical findings.

*Lesya:* You are lucky. There are a few magazines for teenagers in Ukraine, like "Discoveries and Hypotheses". They are extremely popular, especially with boys. My brother reads it on a regular basis. He has even subscribed to it for another year. He is keen on modelling ships and the magazine publishes material about different ancient and modern ships and gives instructions how to make their models. Taras has already made 10 model ships.

*Oksana:* Quite a big collection, I should say. Can I borrow some magazines to look through?



### *Across Cultures: Great Britain/the USA*



**Melody Maker** – a British weekly magazine about rock and pop music.



**Jackie Jackie** – a British weekly magazines for teenage girls.



**Hello** – a popular magazine published each week in Britain, which contains photographs of and articles about famous people.



**The Times, The Guardian** – British national newspapers.



**The Saturday Evening Post** – a popular US family magazine which contains news, short stories, humorous cartoons and reviews.



**tabloid** – a newspaper which contains many pictures and short accounts of the main points of the news.



**The National Enquirer** – a US weekly tabloid newspaper known for its strange unbelievable articles about supernatural events and famous people.

## III. Language Track

## Phonetics in Context

1. In the text “Magazines or Newspapers?”, find at least 6 words with *-or* which conveys the sounds /ɒ/, /ɔ:/ and /ə:/. Reproduce them in context. Practise saying some of them in your own sentences.

**Example:** /ɒ/ – borrow

*Can I borrow some magazines to look through?*

## Words and Phrases in Context

1. Study the difference in meaning. In the text ‘Magazines or Newspapers?’ find the sentences with ‘funny and ‘ridiculous’, ‘hard’ and ‘hardly’ and interpret their meanings in contexts. Make up your sentences by analogy.



**funny** –

causing laughter.

**Example:** *The paper has all sorts of funny ideas.*

**hard** –

using a lot of energy or effort.

**Example:** *She has worked hard all her life*

**ridiculous** –

very silly or unreasonable

**Example:** *You can read about ridiculous things there.*

**hardly** –


almost not.

**Example:** *I could hardly speak.*

2. Choose the right words and complete the sentences.

1. It was a funny/ridiculous story and we couldn't but laugh.
2. Look! It's raining hard/hardly.
3. Sorry, but I can hard/hardly believe your words.
4. You look funny/ridiculous in this yellow hat.
5. If you see this programme, you will like it, because it is so funny/ridiculous.
6. The pain was so sharp that I could hard/hardly move.
7. I can hard/hardly breathe in this stuffy room.
8. Don't be funny/ridiculous, nobody will believe you.

3. Look at the most popular American, British and Ukrainian newspapers and magazines and match them to the sayings about them. Say which of them you've seen or read.

	<p>The New York Times</p>	<p>a) It is an early reading and has a more general readership, because it runs comic strips, humorous drawings and has a women's page and readers' letters.</p>
---	---------------------------	--

	The Daily Telegraph	b) It's a newspaper for readers of all ages and professions with different interests, tastes and hobbies.
	ФАКТЫ	c) It's a serious quality paper for those who want to know more about important happenings everywhere, both domestic news and foreign news.
	Cosmopolitan	d) The publications of this newspaper deal with burning problems of our present life and at the same time contain amusing stories, crosswords and puzzles that can entertain you in your spare time.
	День	e) It caters for Americans leisure time and has lots of incredible stories and adverbs.
	The Daily Mail	f) It's a standard by which journalism is judged in the country.

## Grammar in Context

1. From the text above, read out sentences with an unreal condition and interpret their meaning in context.
2. Read the following examples of 2<sup>nd</sup> Conditional, make a table of changes and comment on them.

**Example:** *If I have free time, I will read this magazine from cover to cover.* →  
*If I had free time, I would read this magazine from cover to cover.*

have	→	had
will read	→	would read

- If all goes well, Ann will go to study abroad. →  
 If all went well, Ann would go to study abroad.
- If Peter becomes a good journalist, he will work for the Times. →  
 If Peter became a good journalist, he would work for the Times.

**Complete the instruction**

- To talk about an unreal situation, use...

**Example:** *If I were a regular reader of this magazine, I would subscribe to it.*

- To give advice, use...

**Example:** *If I were you, I would subscribe to this newspaper.*

Go to your **First Aid Kit** p. 237 for more information

Go to your WB for more exercises



**3. Say what newspapers or magazines you would read if:**

- you had more free time;
- you were interested in international affairs;
- you wanted to know more about Ukrainian society;
- if you wanted to stay current with the news.

**Example:** *If I had much free time, I would read my favourite magazine "Animals Around Us". I have some pets at home, I want to know more about them.*

Go to your WB p. \_\_\_\_ for more exercises



## IV. Communication Track

### 1. Speaking

- a) Read the information about the press in Britain and America and find similarities and differences. Fill in Venn diagram and comment on your findings.

#### The Press in Britain...

It's common knowledge that newspapers report the news. Published on a regular basis, usually daily or weekly, they also interpret events behind the news. In addition, newspapers give useful information, such as stock market prices, weather reports and television programmes.

They are also a popular source of reading for entertainment. People often buy newspapers for their feature articles on subjects of wide interest, such as travel and fashion, for their comics and crosswords, and for their regular columns on topics, such as gardening, eating out, show business and astrology.

The British are believed to be the greatest newspaper readers in the world. They read newspapers at breakfast, on the bus or on the train when they go to work and on the way back home.

British daily papers are published from Monday to Saturday. The series of quality papers such as *The Times*, *The Guardian*, *The Financial Times*, *The Independent* and *The Daily Telegraph* are for those who want to know about important happenings everywhere, both domestic news and foreign news. Compared with Ukrainian papers, British quality papers are very thick. They usually consist of separate sections such as *Politics*, *Finances*, *Business*, etc. It's not uncommon for a newspaper reader to use only one or two sections and throw the others away.

Popular papers or tabloids, such as *The Daily Mail*, *The Sun* or *The Daily Express* make a much easier reading and have a more general readership. Nearly all papers pay special attention to sports news. The evening papers, such as *The Evening News* are often bought because people want to know the winner of a race or the result of football pools.

The Sunday papers are not Sunday editions of the daily papers but separate weekly editions coming out on Sundays. In addition to the news, they usually provide interesting articles on arts, newly-published books, and gardening. Some of them, such as *The Sunday Times* have a very high reputation and the best critics and journalists write for them.



The Daily Telegraph



Daily Mail



The Sunday Times





The New York Times



The Miami Herald



The National Enquirer

... And Elsewhere

Americans can't imagine their lives without press.

*The New York Times* is considered to be the nation's most prestigious newspaper. It established itself a serious alternative to sensationalist journalism. The paper stressed coverage of important national and international events – a tradition which still continues. Today the *Times* is issued as a major reference tool by American libraries and is standard reading for diplomats, scholars and government officials.

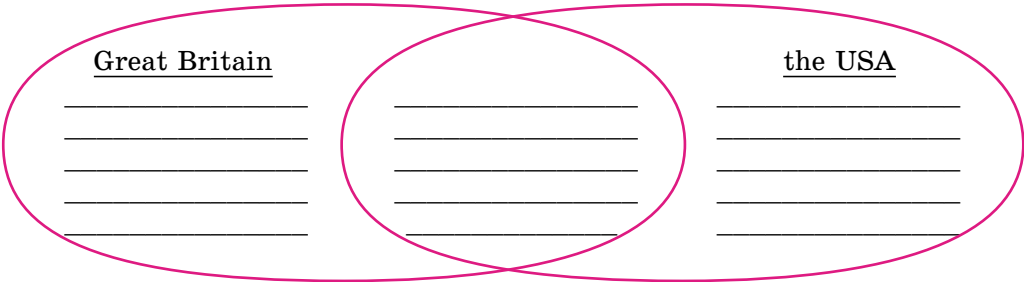
Among the most prominent are the *Washington Post*, the *Los Angeles Times*, the *Boston Globe*, and the *Christian Science Monitor*. *The Miami Herald*, for instance, responded to the needs of its city's influx of Spanish-speaking residents by presenting extensive coverage of Latin America and printing a separate Spanish edition.

But the largest readerships were won by magazines that catered for Americans' increasing leisure time and appetite for consumer goods, such as *Cosmopolitan*, *The Ladies Home Journal* and *The Saturday Evening Post*. Publishers were no longer just selling reading material: they were selling readers to advertisers.

Another popular phenomenon is the appearance of supermarket tabloids, sold mainly at grocery stores.

Now the total number of daily newspapers in the USA is declining. There are several reasons for this. The movement of people from cities to suburbs led to growing popularity of local weekly newspapers. Working husbands and wives found they had less time to read. But the most important reason was probably the growing popularity of television including TV news like, for example, CNN, and also the internet.

Venn Diagram



- b) Suppose you have a chance to talk with an English (American) teenager about the press in your countries. Discuss the newspapers and magazines popular with teenagers. Use the pattern.

**Pattern:**

- I say ..., what newspapers and magazines are ... in your country?
- It's ... and ... . We can hardly imagine our life without it. Are Ukrainians ... ?
- Exactly. There is a great variety of ... and ... in Ukraine, for all ages, ...., and ... . And what about teenagers? Are they ...?
- I think most of them ... but ..., are also extremely popular. Have you ever ...?
- Sure. Our English teacher ... and we ... . I think that newspapers in Ukraine and in ... have much in common. Firstly, ... . Secondly, ... . And finally, ... .
- Can't agree more. And where do your interests lie? Are you ... or ... ?
- My friends and I prefer ... because ... . We never miss a chance of ... . It is typical of ... ?
- In a way. Many teenagers are ... and that's why ... . I have ... about me. Would you like ... ?
- With pleasure. And I can ... if you want.
- I'll be delighted.



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

*"Reading newspapers can help everyone to be in the know."*

## 2. Listening

### a) Before you listen

You are going to listen to a newspaper joke. Make up a list of 3-5 ideas about what it can be about.

### b) While you listen

Listen to the newspaper joke and say how the newspaper taught their rivals a good lesson.



### c) After you listen

Say how the story inspires you to read the press.

## 3. Writing

### a) Before you write

- Brainstorm with your friends how you would describe your tastes in reading magazines.
- Make a list of words/phrases you'll use to write about them.

b) While you write

If you want to compare magazines or newspapers, write a comparative paragraph. Follow the format of the paragraph below.

How to write a comparative paragraph

Content Tips	Language Tips
<ul style="list-style-type: none"><li>• Introduce the magazines you are comparing</li><li>• State the criteria for your comparison</li><li>• Compare the target audience</li><li>• Illustrate your ideas with examples if necessary</li><li>• End with a concluding sentence</li></ul>	<ul style="list-style-type: none"><li>• I like reading ...</li><li>• In contrast with ...</li><li>• Especially it can help ...</li><li>• Every issue contains ...</li><li>• If I were you, ...</li><li>• So I strongly recommend...</li><li>• In closing I want to thank you for ...</li></ul>

Go to p. 263 for a sample comparative paragraph



**At Home:** In your WB, write a comparative paragraph about magazines for teenagers published in Ukraine.

4.2. What's on TV?

*Word Bank*

- watershed
- news show
- reality show
- day-time serial
- feature
- to exaggerate
- TV conductor
- peculiarity

*Phrase Bank*

- to change the channel
- to be invaded by television
- to set up activities and lifestyles
- to have a carefully worked out plot
- to triumph over something
- to be involved in something
- to raise one's spirits
- to conduct a programme
- to broaden one's outlook
- to see something on the box
- to watch something for hours on end
- magazine programme
- disco soap

*Communication Box*

- At the same time...
- Let alone...

## I. Now for it!

In pairs, look at the pictures of the TV programmes and say which of them you would watch regularly and why.



**Example:** *I personally would watch the Discovery Channel as it gives ample opportunity to learn new striking facts about life on our planet.*

## II. Reading

Read what these teenagers think about TV in their countries and say what programmes they prefer and why.

### TV Customs

When I'm off school sick, I always watch TV. It helps me to pass the time. We have the normal 5 channels that everyone has. But I like to watch *BBC1*, *BBC2* and *ITV*. My morning usually starts with a magazine programme. That's what they call a programme with lots of different sections, such as: news, home, fashion, or politics. It's like a magazine, so they call it a magazine programme. This one is all about news and business.



Johanna

Then I watch a couple of docusoaps. This kind of programme is really popular right now, and they seem to be on television constantly. They are a mix between a documentary (a factual programme that gives you lots of information) and a soap opera (a fictional series following the lives of different people). Docusoaps follow the lives of real people going about their work, in

a hospital, or an airport. It gives a lot of useful information, but feels more personal and real than a boring documentary.

In the evening I have a holiday programme, a documentary and “*Eastenders*”. “*Eastenders*” is a soap opera that has been running for years. It’s set in London, and can be a little depressing at times, but my Mum really likes it. She won’t miss it for anything.

It’s now 9 o’clock, and time for my little sister to go to bed. After the 9 p.m. ‘watershed’, as it’s called, there are more adult programmes. I’m allowed to stay up and watch them, but my sister is only 10, and Mum and Dad don’t want her to watch TV after the watershed.

\*\*\*



Rob

American houses are simply invaded by television. People like to see ‘live’ shows in their living rooms. You won’t believe it but it has become a social ritual! Most Americans set up their activities and lifestyles around TV programme schedule.

There are five major TV networks, which we usually watch *CBS*, *WBC*, *Fox*, *the CW* and *ABC*. Every morning my dad switches on TV and he watches an early morning news show on TV during breakfast. Then there’ll be children’s programmes, especially cartoons, which are for really young kids who are too young to go to school. All of them are education-

al, not like the cartoons I used to watch as a kid. Many of them like “*Micky Mouse*”, “*Pluto*” and “*Goofy*” have carefully worked out plots and, as a rule, the innocence triumphs over the wicked world in them. All W. Disney’s cartoons preach a moral, giving a message of optimism and success.

In the afternoon, there are lots of documentaries. I think my granddad would have enjoyed them, but I find them really boring and I look forward to entertaining programmes. There will be the popular soap opera “*General Hospital*” which is quite tempting to teenagers. It’s a daytime serial when I come back from school to watch it. We like them because they feature teenagers in important roles, who are involved in some very adults’ problems like drugs, teenage pregnancy and romance. How can teenage viewers resist such thrillers? Besides, the TV characters are recognizable and teens would like to identify themselves with them. We see our lives not just mirrored, but exaggerated and glamorized. It provides an escape from routine of school, family life and homework.

\*\*\*

Ukrainians are great admirers of TV. Happily, there are TV programmes to every taste and age, because we have government-run TV companies, private TV, let alone satellite or cable TV.

The choice of any TV programme I’m going to see depends on my mood. If I want to raise my spirits I try to watch a cartoon, Ukrainian cartoons about “*Kozaks’ Adventures*” or “*There Lived an Old Dog*” have become many teenagers’ favourites, because in them we can find resemblance between the animal and the human world. They end happily, the characters are good-

humoured and cruelty, violence and tragedy are excluded. It gives those who watch them something easy and undemanding. My little sister can watch them for hours on end. I often warn her, 'You'll become a real coach potato if you don't watch out'. Sometimes it helps, but unfortunately not very often.



Natalia

There are also interesting cooking programmes conducted by Boris Burda or Dasha Malakhova. I love them because they teach to cook something delicious. I tried some of the recipes I had borrowed from them and my mum said it was a good try. While cooking, TV conductors give a lot of interesting information about the countries the dishes came from, the people who first cooked them, and the peculiarities of the dishes in other countries. Isn't it amazing?! You can get not only cookery skills but broaden your outlook.

### *Across Cultures: Great Britain/The USA*

**BBC1** – the oldest government controlled channel, providing entertainment, news and current affairs programmes for every age group.

**BBC2** – A sister channel to BBC1, traditionally serving an older age group. This is where most of the documentaries and more informative programmes are shown.

**ITV** – Independent Television; an independent channel, which tries to cater for the whole family.

**"Eastenders"** – a popular British television soap opera set in East End of London in the imaginary Albert Square.

**Watershed** – at 9 p.m. After this time, viewing is not recommended for children.

**CBS** – Columbia Broadcasting System – one of the television network.

**NBC** – National Broadcasting Company.

**ABC** – American Broadcasting Corporation – one of the main national networks in the USA.

**Fox** – American Broadcasting Company.



## III. Language Track

## Phonetics in Context

1. In the text, find 10 words in which 'w' or 'wh' is read as /w/ and reproduce them in context. Practise saying them in the sentences of your own.

**Example:** /w/ – *watershed*      *My sister is only 10, and Mum and Dad don't want her to watch TV after the watershed. I'm allowed to stay up and watch more adult programmes after 9pm.*

## Words and Phrases in Context

1. Study the difference in meaning. In the text "TV Customs", find the sentences with these words and interpret their meanings. Make up your own sentences by analogy.



**magazine** – a large thin book that contains news, stories, articles, photographs, etc.

**Example:** *She is the editor of a popular women's magazine.*

**spirit** – the qualities that make someone live the way they do; character.

**Example:** *She is strong and independent. She is my kindred spirit.*

**journal** – serious magazine produced for professional people or those with a particular interest.

**Example:** *He is a regular reader of the British Medical journal.*

**spirits** – the way someone feels at a particular time; mood.

**Example:** *He is in high spirits after winning the race.*

2. Choose the right words and complete the sentences.

- British housewives enjoy ... programmes.
- Martha is my kindred ... .
- My brother is in the best of ... these days – he got a promotion in his office.
- Our teacher of English has contributed an article to the Modern Teacher ... .
- His ... were so low that he refused to answer his phone.
- My family has subscribed to "*Correspondent*". It's a ... magazine.

3. Read the sentences and correct the ideas according to the text "TV Customs", p. 113.

- British people set up their activities and lifestyles around TV programme schedule.
- "*Neighbours*" is a popular American soap opera.
- American teenagers enjoy magazine programmes.
- Ukrainian teenagers like to watch cartoons and soap operas.
- British teens like to identify themselves with TV characters.



6. “*General Hospital*” is a popular comedy show in the USA.
7. “*Eastenders*” is one of the British talk shows.
8. Teenagers of all countries don’t spend much time at the TV screen.



4. In pairs, read what different people say about TV and decide which of them relates to the content of the text above. Say whose opinion you share and why.

Home is where television is.

It is easy to get addicted to television.

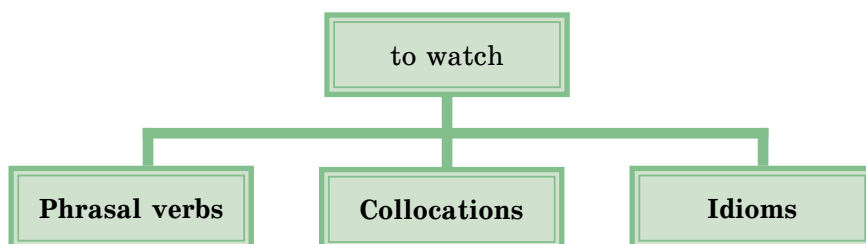
It’s a rare occasion when you can sit and finally watch a decent programme.

Television is the centre of a person’s universe.

Television is chewing gum for the eyes.

### Grammar in Context

1. In the text “TV Customs”, find the sentences with some of these phrasal verbs and collocations and translate them into Ukrainian.



1. to watch for;
2. to watch out;
3. to watch over.

1. to watch one’s tongue;
2. to watch the world go by;
3. to watch the clock.

A watched pot never boils.

**Complete the instructions:**

- If you want to translate a collocation or a phrasal verb, don’t translate directly from ... .
- Check ... dictionary.

Go to p. 237 of your *First Aid Kit* for more information

## 2. Match the phrasal verbs and collocations to their definitions.

1. to watch for;	a) to tell sth to be careful;
2. to watch out;	b) to be careful not to hurt or offend people by what you say;
3. to watch over;	c) to pay close attention to a particular situation because you avoid sth to happen or sth bad;
4. to watch one's tongue;	d) to relax outside by just looking at the people around you;
5. to watch the clock;	e) to protect someone so that they are not harmed;
6. to watch the world go by.	f) to keep looking at the time because you are worried or bored.



## 3. Illustrate the proverb “A watched pot never boils” with your own context.

Go to your WB p. \_\_\_\_ for more exercises

## IV. Communication Track

### 1. Speaking

a) Look through the part of a Ukrainian TV Guide and characterize different kinds of programmes you would like to see.

Inter	Chanel I
6.00, 7.00, 8.00, 12.00, 17.30 <i>News</i> 8.50 <i>Red Hard</i> 11.20 <i>Jack Show</i> 13.40 TV serial <i>Swearing School</i> – 4, 5 15.25 Weather forecast 17.00 Wait for me	6.10 <i>Round the world</i> 7.10 Good morning, Ukraine 8.40 TV Serial “Wedding Ring” 9.20 Cartoons 10.30 Meet a Celebrity 12.40 Sport 13.50 Granny's Lessons 14.10 In seat of the Truth

Channel K1	1+1	TRK Ukraine
7.00 <i>Tom and Jerry</i> 8.25 TV Serial <i>Sabrina – Teenage Witch</i> 9.30 N. Marvin's Adventures 10.40 The Greatest Air Battles 11.30 Ancient Olympiads 14.20 <i>One Day</i> (film) 15.30 Cartoons 16.10 <i>The Fast Warrior</i> (film)	7.00 Wild World 7.40 <i>Tasty</i> with Boris Burda 8.10 A family from A to Z 9.50-17.00 Love in Berlin 11.40 Square Metre 12.45 Sport Events 12.00 News 12.30 Woman's Magazine	7.00 Events 7.30 Club 700 8.20 <i>Paradise Lost</i> (film) Cartoons 9.40 Most Beautiful castles of Europe 11.45 The Cleverest 13.15 Cartoons 14.10 A silver orange

b) In pairs, discuss your plans for televiewing on Sunday. Use the pattern below.

**Pattern:**

A: I say, ..., what is on TV on Sunday?

B: A ... programme, and some documentary about ...

A: Really. As I'm interested in ... . I'd like to see that.

B: That's documentary is on for ... . How about watching ... on ... ?

A: I know you can't resist ... .

B: True, true. Such ... broaden my outlook and ... . And will you ... ? I know you are so found of ...

A: That's right. I never miss a chance of ... . Can you tell me the time?

B: If I'm not mistaken ...

A: And after it there will be ... and ... .

B: Well, well, I'm not going ...

A: It's harmful for eyes.

B: But ... and ... .



c) In groups, look at the pictures of the TV programmes which are going to be on soon and try to predict what they may be about. Which of them would you like to see? Why?



“When the Stars Come Out”



“Flying Up”



“Challenge Yourself”



“Follow Me”

## 2. Listening

### a) Before you listen

You are going to listen to the descriptions of the TV programmes in the pictures below. Make up a list of 3-5 ideas about the formats of the programmes.



### b) While you listen

Listen to the descriptions and say to what pictures they refer. Give grounds for your choice and say what you think of these programmes.

### c) After you listen

Say what advice you would give to a foreign visitor to Ukraine about TV channels and TV programmes.

## 3. Writing

### a) Before you write

- Brainstorm with your friends what information should be included in a synopsis (summary) for television which can be published in a TV guide.
- Make a list of words/phrases you'll use to formulate it.

### b) While you write

If you want to draw other TV viewers' attention to your favourite TV programme, write a synopsis for television. Follow the format of the synopsis below.

## How to write a synopsis for television

Content Tips	Language Tips
<ul style="list-style-type: none"> <li>• Give the title and the format of a TV programme</li> <li>• Write what the TV programme is about</li> <li>• State what sort of characters/people are involved</li> <li>• Indicate where the action takes place</li> <li>• Suggest who would want to watch it.</li> <li>• End with a concluding remark</li> </ul>	<ul style="list-style-type: none"> <li>• The title of my favourite TV programme is ...</li> <li>• It is about ...</li> <li>• The major plot point of the story is ...</li> <li>• The characters are ...</li> <li>• The action takes place in ...</li> <li>• The target audience is ...</li> <li>• In closing I want to recommend you to...</li> </ul>

Go to p. 263 for a sample synopsis for television



**At Home:** In your WB, write a synopsis for your favourite series on Ukrainian television.

## 4.3. Internet Innovations

### Word Bank

- website
- instant message
- gorgeous
- fabulous

### Phrase Bank

- to talk online
- to access information through the Internet
- to get news by electronic media
- to download something from the Internet
- to log online
- technological advances
- electronic encyclopaedia

### Communication Box

- But along with ...

### I. Now for it!

In pairs, read what the Internet users think about this relatively new mass media and say with whom you agree.

I believe the electronic encyclopedia is very convenient. You can find a lot of information at the click of the mouse.

I often use the Internet to help me with my school work. Studying with the WEB is different from studying with books and I like it more.

I find it amazing that any Internet user has access to the best libraries of the world. Yet it's true that not every computer user can benefit from it.

In my opinion, students who rely on the Internet to do all their work are being cheated out of mind – expanding experience. They should jog their brain at learning fundamentals like math or reading.

You must be careful not to become a computer addict. Some students feel comfortable only when they get access to the Internet. So it's a serious problem.

**Example:** *I agree with the internet user who finds the electronic encyclopedia very convenient to use. I personally often refer to Wikipedia for information and even edit some of the entries there.*

## II. Reading

1. Read the following part of an Internet chat and say what Rosie was doing in Boston.

### Where Rainbows End

You have an instant message from: STEPH.

**Steph:** Hey, you, you're not answering your phone.

**Steph:** I know you're there, Rosie. I can see that you've logged on!

**Steph:** Ok, I'm going to stalk you until you reply.

**Steph:** Heloooo!

**Rosie:** Hi.

**Steph:** Well, hello there! Why do I get the feeling I'm being ignored?

**Rosie:** Sorry, I was too tired to speak to anyone.

**Steph:** I suppose I can forgive you. Everything OK? How was the trip to Boston? Was it as beautiful as it looks in the photos Alex sent us?

**Rosie:** Yeah, the place is really gorgeous. Alex showed me around everywhere. I hadn't a minute to spare while I was over there. He really took care of me.

**Steph:** As he should. So where did you go?

**Rosie:** He showed me around Boston College so I could see what it would have been like for me to study there if I had entered it, and it is so magical and beautiful, and the weather was just fabulous...

**Steph:** Wow, it sounds great. I take it you liked it then?

**Rosie:** Yeah, I liked it. It was even better than the photographs I saw of it when I was applying. It would have been a nice place to study if I had chosen it ...

**Steph:** I'm sure it would. Where did you stay?



**Rosie:** I stayed in Alex's parents' house. They live in a very posh area, not at all like around here. The house is really lovely: Alex's dad is obviously making loads of money at that job.

**Steph:** What else did you two do? I know there has to be some exciting story here! There's never a dull moment when you two are involved!

**Rosie:** Well, we went looking round the shops, he brought me to a Red Sox game in Fenway Park and I didn't have a clue what was going on but I had a nice hot dog, we went out to a few clubs...sorry I've nothing that interesting to tell you, Steph...

**Steph:** Hey, that's a lot more interesting than what I did all week, believe me!

Rosie has logged off.

(Adapted from *"Where Rainbows End"* by Cecelia Ahern)

### ***Across Cultures: The USA***



**Boston** – one of the oldest cities in the US which is situated on the Atlantic coast.



**Fenway Park** – is a baseball park near Kenmore Square in Boston, Massachusetts. Located at 4 Yawkey Way. It has served as the home ballpark of the Boston Red Sox baseball club since it opened in 1912, and is the oldest Major League Baseball stadium currently in use. It is the only one of the original standards ballparks that is still in use.



**Red Sox** – are a member of the Major League Baseball's American League Eastern Division. Since 1912, the Red Sox's home ballpark has been Fenway Park. The «Red Sox» name originates from the iconic uniform feature.



**Boston College** – is a private research university located in the village of Chestnut Hill, Massachusetts. Its name reflects its early history as a liberal arts college and preparatory school in Boston's South End. It is a member of the 568 Group and the Association of Jesuit Colleges and Universities. Its main campus is a historic district and features some of the earliest examples of collegiate gothic architecture in North America.



## III. Language Track

## Phonetics in Context

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

**Examples:** /ɒ/ *logged*      *I can see that you've logged on!*  
 /əʊ/ *phone*      *Hey, you, you're not answering your phone.*  
 /ɔ:/ *gorgeous*      *Yeah, the place is really gorgeous.*  
 /ʌ/ *lovely*      *The house is really lovely.*

## Words and Phrases in Context

1. Study the difference in meaning. Reproduce these words / phrases from the text in their context and interpret their meaning. Make up your own sentences by analogy.



**instant (before nouns)** – happening or produced immediately

**Example:** *The girls took an instant dislike to one another.*

**clue** – a piece of information that helps you understand the reasons why something happens

**Example:** *Your experience may provide a clue as to your behaviour.*

**instant** – food or coffee in the form of powder and prepared by adding hot water

**Example:** *I'd like a jar of instant coffee.*

**(not have) a clue** – not to have any idea answer to a question

**Example:** *I haven't got a clue what I was going to say.*

2. In the text above, find the sentences which have the same meanings as the ones suggested below.

1. They live in an expensive house.
2. His father earned much money.
3. I'll phone you until you answer.
4. Did you like your journey to Boston?
5. You are never bored when you are together.
6. I had no idea what was going on.
7. The place is really marvellous.
8. I hadn't free time while I was in Boston.



3. Read the sentences from the Internet chat and give them in full using standard English.

**Example:** *Anybody home? → Is there anybody home?*

1. I take you liked it then.
2. Anything else you two get up to?
3. Sorry, nothing that interesting to tell you.

## Grammar in Context

1. From the text above, read out sentences with a past condition and a result that never happened. Interpret their meaning in context.
2. Read the following examples of 3<sup>d</sup> Conditional, make a table of changes and comment on them.

**Example:** *If I apply for that University next year, I will enjoy a freshman's life there.* →  
*If I had applied for that university last year, I would have enjoyed a freshman's life there.*

<i>apply</i>	→	<i>had applied</i>
<i>will enjoy</i>	→	<i>would have enjoyed</i>

- If all goes well, Ann will go to study abroad. → If all had gone well then, Ann would have gone to study abroad.
- If Peter becomes a good journalist, he will work for the Times. → If Peter had become a good journalist, he would have worked for the Times right at the start of his career.

**Complete the instruction**

- To talk about a past condition and a result that never happened, use...

**Example:** *If the film had won an Oscar, it would have become famous at once.*

- To express regret about what happened or didn't happen in the past, use...

**Example:** *If I had known about this magazine before, I would have subscribed to it long ago.*

Go to your **First Aid Kit** p. 238 for more information

**3. Say what your early childhood would have been different if:**

- you hadn't watched cartoons;
- you hadn't used the Internet ...
- you hadn't had friends.

**Example:** *If I hadn't watched cartoons, my early childhood would have been colourless.*

Go to your WB for more exercises

## IV. Communication Track

### 1. Speaking

1. Look at the pictures and the plan suggested below and describe Rosie's visit to Boston. Say what you feel when going places.



### A Stay in Boston

1. Getting around Boston.
2. Visiting Boston College.
3. Staying in a posh house.
4. Doing the shopping.
5. Entertaining in Fenway Park.
6. Eating out.

2. In pairs, discuss your Internet preferences. Use the pattern below.

#### *Pattern:*

A: I say, ... are you ...?

B: Sure. I believe that the Internet ... and ... I can't imagine my life ...

A: Me too. Mum says I ... . But it is so ... .

B: Exactly. I find it amazing that ... .

A: Yet, it's true that ... . If you ask me, I ... and ... .

B: I'm not that positive about it. If you rely ... on the Internet ... , I'm afraid. You should ... .

A: But I really feel comfortable when ... .

B: So you do. But there is the other side of the medal. You must be careful ... or ... .

A: It's easier said than done. The Internet ... .

B: For every evil under the sun there is a remedy, you know. Try ... and ... .



3. In the whole class, have a questions-and-answers session about Internet innovations.

## 2. Listening

### a) Before you listen

You are going to listen to the definitions of 10 Internet terms. Read the following questions and try to answer them.

### Questions

1. What system allows computer users around the world to send and obtain information?
2. What is a special term which means 'to obtain' stored information from a computer's memory?
3. Where on the Internet can you look for information about products and services offered by a company or organization?
4. What is WWW?
5. What provides much faster and more reliable Internet connection and can do two Internet operations at the same time?
6. With the help of what can you download music and video to your mobile?
7. What can give you the freedom to use a laptop or notebook without connecting it to a phone line?
8. How do Internet messages travel?
9. With the help of what can you transmit images live over the Internet?
10. What do you call a live television programme?

### a) While you listen

Listen to the definitions and say to what questions they refer. Compare them to your answers.

### b) After you listen

Read the sentences and fill in the gaps with the words from the exercises.

**Example:** *I've learned about the University I'd like to enter from its web-site.*

1. Thanks to a \_\_\_\_\_, we could see and hear the famous professor from Kyiv in our town.
2. Internet mesges travel very quickly through \_\_\_\_\_.
3. It's so convenient to use \_\_\_\_\_ which stores all kinds of information.
4. If there is a \_\_\_\_\_ in my town, it'll broadcast concerts and films on the Internet.
5. I wanted to download a picture from the Internet with the help of \_\_\_\_\_.

## 3. Writing

### a) Before you write

If you want to send an instant note to a friend, write a text message.

- Brainstorm with your friends what information your text message can contain.
- Make up a list of net slang you'll use to attract readers' attention.

### b) While you write

Look at the net slang and compose your own text message.

**RL** – real life  
**lol** – laugh out loud  
**bbl** – be back later  
**n2m** – not too much  
**BTW** – by the way  
**SYS** – see you soon  
**IMHO** – in my humble opinion  
**LY** – love you  
**4u** – for you  
**wuzup** – what's up?  
**GF** – girlfriend  
**F2F** – face to face  
**ASAP** – as soon as possible  
**UR** – you are

**cu** – see you  
**tia** – thanks in advance  
**ty** – thank you  
**l8er** – later  
**net potato** – someone who spends a great deal of time surfing the net  
**newbie** – a new user of the Internet  
**puter** – computer  
**:-)** – smile  
**:-(** – crying, disappointed  
**:-O** – shocked  
**MSG** – message

Go to p. 263 for a sample text message



**At Home:** In your WB, write a text message to a friend.

## 4.4. Radio News

### Word Bank

- newscast

### Phrase Bank

- to break the news
- to welcome the news
- to hear on the news
- to put on the news
- a news broadcast
- news network
- a piece of news
- current events

**Communication Box:**  
**How to discuss the news**

- Do you like to keep up with the news ...?
- Are you currently following the news in ...
- If you want to be in the know ...
- I believe one of the good point about real news is that ...
- The good thing about ... is ...
- It is concerned with ..., isn't it?
- Have you heard the latest news ...?
- How can you account for ...?

- I use the news at 7 o'clock to finally wake me up.
- We'll put your favourite radio channel on.
- I think ... was the most important news story last year.
- I'll try to keep up to date.
- ... provides details of the local news.
- ... has many plus points, I believe.
- I think the downside of ... is ...
- ... is a highly controversial issue.
- No news is good news, as the English proverb goes.

### I. Now for it!

Look at the pictures and speak about these people's preferences in listening to the radio. Say which pattern is yours.



**Example:** *The boy in the picture is helping his mother and listening to the music on the radio. I do the same every now and then. I usually switch on my favourite FM station.*

**II. Reading**

- a) Read the conversation of two friends discussing the radio news and say if they have the same interests.

**Talking about the Radio News**

*Natalka:* Hi, Pete, have you heard the latest news over the radio?

*Pete:* No news is good news, as the English proverb goes.

*Natalka:* Come on. It has been broadcast on all radio stations.

*Pete:* That's the problem. I set the radio for an early hour in the morning to wake me up.

*Natalka:* It's you all over. You should be in the know of what is going on around you.

*Pete:* I'm not a "radio" person, you know. I learn the news from the Internet or TV.

*Natalka:* So you do. But it happens ... in the evening when you are back from school and then through with your home task. This is the downside of the Internet news, because you are in the dark all day long.

*Pete:* Don't come an elder sister over me, Natasha. Break your news.

*Natalka:* Our football team "Shakhtar" has won! Now the Ukrainian footballers are world famous and all over the sport reporters pay credit to them for their spectacular achievements.

*Pete:* That's a really good piece of news. All football fans welcome it, I suppose. Did you find out the score of the match?

*Natalka:* I was the first to know it. I've heard it on the news in the morning. There'll be a special issue of the news bulletin in a couple of minutes. Would you like to keep up with the news? I happen to have a small radio.

*Pete:* With pleasure. It may provide details about the match.

*Natalka:* No doubt. I think it's the most important news of the day, so far. It's not that bad to be in the know, is it?

*Natalka:* It isn't. Switch on your radio, or we'll miss it.

**III. Language Track****Phonetics in Context**

1. In the text above, find 5 words in which 'er', 'ear', 'or' and 'eir' give the sound /ɜ:/ and reproduce them in contexts. Practise saying them in your own context.



## Words and Phrases in Context

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



**to learn (verb)** – to hear news from someone else or read it

**Example:** *I learn the news from the Internet or TV.*

**to find out (verb)** – to get information, after trying to discover it or by chance.

**Example:** *Did you find out the score of the match?*

2. Explain what is meant by:

- a radio station;
- a radio person;
- a news bulletin;
- a special issue;
- a sport reporter;
- a news report.

2. In groups, present a news summary which may be based on the following headlines.

Internet going cheap to schools

'Leave us alone', say teenagers

*A boy's suicide: 'I blame the press, says mum*

*Violence on TV as a cause of teenage problems*

*Time is money*

Use the following plan:

Time → Place → People involved → Events → Cause → Consequences → Comments

## Grammar in Context

1. In the text above, find the sentences with the uncountable noun 'news' and translate them into Ukrainian.
2. Complete the instructions and give your own examples.
  - If you want to talk about the news, use ..., but don't use ...
  - If you want to 'count' the news, use ...

Go to your *First Aid Kit* for more information on p. 238

### 3. Fill in the articles if necessary.

1. \_\_\_ good news is that tomorrow it will be fine and sunny.
2. What's \_\_\_ latest news?
3. No news is \_\_\_ good news.
4. David has just told me \_\_\_ interesting piece of news.
5. Have you heard \_\_\_ news?
6. Let's watch \_\_\_ news report.

Go to your WB for more exercises

## IV. Communication Track

### 1. Speaking

1. In pairs, look at these news photos. Say what is happening. Discuss which news you find the most interesting and why.



2. Read and learn how to discuss the news. Look at the pictures and fill in the mini-dialogues and make up your own round one of them.

1) – Hey ... , have you heard the latest news about ...?

– Sure. I think it is the most important news.



flood in the Carpathian Mountains

2) – Are you currently following ... ?

– Yes. I'm trying to keep up to date.



world news

3) – If you want to be in the know about ... in Ukraine, you should put on a culture radio channel.

– They say it provides details of cultural news.



cultural events

4) – The Verkhovna Rada channel is concerned with highlighting ... , isn't it?

– Exactly. The good thing about it is a many-sided presentation of political events.



home news

5) – I believe one of the good points about the radio ... is that it is always up to the minute.

– It has many plus points, I believe.



sport news

6) – How do you account for ... in the Black Sea?

– It's terrible beyond words. It's the downside of the Environment Policy.



water pollution



3. In the whole class, discuss your attitudes to the radio news using the questionnaire suggested.

### Questionnaire

#### The News and Current Events

1. How much time do you spend learning about the news every day?
  - no time      • 10 minutes      • more than 30 minutes
2. How do you learn about the news?
  - radio      • TV      • newspapers/magazines      • Internet
3. Which news don't you miss for anything?
  - world news      • home news      • sport news      • music news
4. Which news do you never read/listen to/watch?
  - business news      • weather      • local news      • other
5. Which is your favourite radio station?
  - \_\_\_\_\_      • \_\_\_\_\_      • \_\_\_\_\_      • other

## 2. Listening

### a) Before you listen

You are going to listen to a joke about the press. Try to predict its content with the help of these words.

- suggestions;
- paper;
- interesting;
- wastepaper basket;
- to carry out;
- office boy.

### b) While you listen

Listen to the joke and say in what case '*to carry out*' is used as "виконувати". Try to guess the second meaning of this expression.

### c) After you listen

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

## 3. Writing

### a) Before you write

If you want to break the news, write a news report.

- Say where news reports can be found and if they are popular in your country.
- Say when and why you read, watch or listen to news reports.

### b) While you write

Follow the format of the notice.

## How to write a news report

Content Tips	Language Tips
<ul style="list-style-type: none"> <li>• News reports describe particular event on topic which is of interest to the readers.</li> <li>• It is written in formal style and gives accurate facts only, not chatting descriptions.</li> <li>• A good report should have short-eye catching headline, which introduces the subject of the report.</li> <li>• News reports consist of:  <b>an introduction</b>, which summarises the event giving information about the time, place and the people involved;  <b>a main body</b>, in which the event is developed in details;  <b>a conclusion</b> in which action to be taken or people's comments on the event are given.</li> </ul>	<ul style="list-style-type: none"> <li>• Today's main story is about...</li> <li>• According to...</li> <li>• Local residents who witnessed ... said that...</li> <li>• ... commented later...</li> <li>• It was announced yesterday that...</li> <li>• If you would like more information about ... , please contact...</li> </ul>



**At Home:** Listen to the radio news, watch TV news, read newspapers or search the Internet and, in your W/B, write a brief report about the latest news you've heard.

Go to p. 263 for a sample news report

## 4.5. Your Test Files

## A. Use of English

## I. Open the brackets.

1. If you \_\_\_\_\_ (*to read*) this article, you \_\_\_\_\_ (*to learn*) some new facts about the USA.
2. I \_\_\_\_\_ (*to join*) your discussion if/when I \_\_\_\_\_ (*to look*) through the newspapers.
3. We \_\_\_\_\_ (*to have*) the Internet Conference unless we (*to buy*) a webcam.
4. She \_\_\_\_\_ (*to feel*) better if she \_\_\_\_\_ (*not to know*) the news.
5. I \_\_\_\_\_ (*to surf*) the Internet unless I \_\_\_\_\_ (*to be*) busy.
6. When the news report \_\_\_\_\_ (*to be*) ready I \_\_\_\_\_ (*to comment*) on it.
7. I \_\_\_\_\_ (*to write*) about this event if my friend (*not to do*) it.
8. If you \_\_\_\_\_ (*to rely*) only on the Internet you \_\_\_\_\_ (*to love*) much.
9. Watch the news on TV unless I \_\_\_\_\_ (*to come*).
10. When she \_\_\_\_\_ (*to come*) I \_\_\_\_\_ (*to break*) the news.

## II. Paraphrase the sentences.

1. I often watch TV to make my mood better.
2. I switched on the news.
3. Nelly uses the Internet regularly.
4. This is a TV show about different dishes and recipes.
5. I like the way Mikola Veresen hosts a TV programme.
6. I bought a special camera which transmits images over the Internet.
7. My dad's company has a special place on the Internet that gives information about it.
8. We greeted the news warmly.
9. I watch TV regularly.
10. We've seen the film on TV.

## B. Reading

Read a piece of the Internet chat and correct the errors in the statements below.  
To Rosie from Alex

You have an instant message from: ALEX.

Alex: Have you a minute to chat?

Rosie: No, sorry, I'm busy licking stamps.



**Alex:** Oh, OK. Can I call you sometime later?

**Rosie:** I was only joking, Alex. Miss Big Nose Smelly Breath Casey has asked me to put together the year's first newsletter, so I'm on the school website trying to figure out what happened or is happening that's worth writing about. I'm thinking of putting the fact that I'm working here as the main story.

**Alex:** How's the job?

**Rosie:** It's OK. I've been here a few weeks now so I've settled in and it's going OK. Nothing to write home about.

**Alex:** Sorry I wasn't in touch sooner. I hadn't realised it had been so long. Time has been flying by once again.

**Rosie:** It's OK. I assumed you were busy. I've moved into my apartment now and everything.

**Alex:** Oh, gosh, that's right. How is it?

**Rosie:** It's OK. It was absolutely dire when we first moved in, but Brian the Whine was a really good help. He fixed all that was broken and cleaned what was dirty. Just like a regular little helper.

**Alex:** So are you and he getting along then?

**Rosie:** Better. I only have the urge to strangle him ten times a day now.

**Alex:** Well, it's a start. Any romance?

**Rosie:** What? With Brian the Whine? You need your head examined. The man was created for scraping mould and sanding floors only.

**Alex:** Oh. Anyone else in your life?

**Rosie:** Yes, actually. A thirteen-year-old daughter, a new job and a drawer stuffed with bills. My hands are pretty full at the moment...

Rosie has logged off.

(from "Where Rainbows End" by Cecelia Ahern)

1. Rosie was licking envelopes.
2. Rosie was asked to paint for the year's first newsletter.
3. Alex writes Rosie very often.
4. Rosie moves into a new house.
5. Her new flat is in perfect order.
6. Brian the Whine helped Rosie to find a new flat.
7. Rosie found Brian the Whine very poetic and creative.
8. Rosie has a small daughter.



## C. Listening

Listen to the text about “Online Dating” and mark the *True* statements.

1. Patricia Costello tried Internet dating for only four months.
2. For meeting a husband, Patricia thinks the Internet is the best choice.
3. Most people go to online dating sites to find a casual relationship.
4. Most people on dating sites overstate their good characteristics.
5. David Collins and Sharon West are engaged to be married.
6. In 1975, most married couples found one another in school.
7. “*Find the Mate You Want Now*” is a book by Daniel Weston.
8. It can be difficult to tell if you like someone without meeting in person.
9. Even those who find a mate online feel they can find a better one.
10. It is easy to find a partner at an online dating site.

## D. Writing

Write a paragraph about your preferences in mass media.



## Unit 5

# The More You Read...

**In this unit you will learn how:**

- to discuss your reading choices;
- share your impressions of your favourite books and literary characters;
- talk about the writer/poet you like best;
- speak about your visit to the library;
- to check your knowledge and skills on the topic, getting ready for independent testing.



**5.1. Reading Choices****Word Bank**

- crucial
- particularly
- fiction
- solution
- plain
- well-read
- fable
- genre
- book worm

**Phrase Bank**

- to swallow a book
- to care for something
- (not) to mind doing something
- to keep sb in the know
- to squander one's time
- to familiarise oneself with something/somebody
- to turn to something
- to read page by page
- to meet the needs of the day

**Communication Box**

- ... is something I can't do without.
- Actually, ...
- I can't afford to ... .
- With me, it's just the other way round.
- Once in a while.
- There is nothing like ... .
- Oh no, that's not my idea of heaven.

**I. Now for it!**

Read the quotations about reading and illustrate them with your reading experience.



**Reading makes a full man.**

*Francis Bacon*



**All books are divisible into two classes: the books of the hour and the books of all time.**

*John Ruskin*



**If one cannot enjoy reading a book over and over again, there is no use reading it at all.**

*Oscar Wilde*

**Example:** *I agree with Francis Bacon. When I read much, I know much and can discuss my favourite books, writers, literary characters with friends. I can also express my opinion on the books I've read. Reading makes a person educated and well-read.*

## II. Reading

Two friends are talking about books. Read the dialogue and say whose side you would take. Why?

### Talking about Books

#### Part One

**Steve:** Are you ready for the break, Ann?

**Ann:** Actually, I can't wait to find out what is going to happen in my book. I had to stop reading at an absolutely crucial moment!

**Steve:** What? Swallowing another novel? Reading these books of crime and unhappiness? I can't afford to read fiction: I'm much too busy. Besides, I don't particularly care for it.

**Ann:** With me, it's just the other way round. I'm fond of fables and legends, poetry and science fiction. I even don't mind reading a detective novel once in a while just for relaxation.

**Steve:** I differ. I don't have my favourite literary genre, I prefer reading newspapers and magazines. They keep me in the know, see? Why squander your precious time on reading books? You **ought to** give yourself more time for sleeping, eating, socialising and watching TV.

**Ann:** You **may** think so, but there is nothing like a good book to me, such as: Daniel Defoe's *Robinson Crusoe*, Jack London's *White Fang* or J. Salinger's *The Catcher in the Rye*. Reading makes a full man, you know. But I agree – it does take time.



#### Part Two

**Steve:** Here is the solution: read the *Reader's Digest*. It is designed to meet the needs of the day. Life is fast. And time is money. So every month when you receive a magazine from your Book of the Month Club, you **may** familiarise yourself with the title and the table of contents.

Br E – familiarise  
Am E – familiarize

**Ann:** But what about the story itself? How do you know its content?

**Steve:** You **ought to** turn to the inside and read the summary of the book ... It's just about two hundred words! You get plain action, a brief account of characters and all that goes into the making of a work of good literature.

**Ann:** Oh no, that's not my idea of heaven. I would rather read a whole book page by page, and fill in my reading log in which I record the key events that impressed or puzzled me, put questions to the characters and write my own associations with something exciting I have read.

**Steve:** Wow, you are a true book-worm!

**Ann:** Exactly. Reading is definitely something I can't do without!

**Steve:** Tastes differ.

## Across cultures: the UK and the USA

**Reader's Digest** is a monthly family magazine popular in more than 70 countries, with 50 editions in 21 languages. It covers a variety of topics from pop culture to business, and it also publishes a regular book excerpt.

**The Book of the Month Club** is a business in the United States where you order books by mail. Members are offered a new book each month.

## III. Language Track

### Phonetics in Context

1. From the text, find out 8 words in which **-ng** is read as /ŋ/. Reproduce them in context. Practise saying them in your own sentences.

/ŋ/ going, reading...

**Example:** *I had to stop reading at an absolutely crucial moment. I'm fond of reading novels.*

### Words and Phrases in Context

1. Study the difference in meaning. Reproduce the sentences with them from the text and interpret their meaning in contexts. Make up your own sentences by analogy.



**content (n)** a subject that a book deals with or the story that it tells.

**Example:** *I like the content of the book but not the author's style.*

**contents (n)** the list of different chapters of a book.

**Example:** *Every book has a table of contents.*

2. From the text, reproduce the sentences which have the same meaning as the given ones.

**Example:** *Why waste your time on reading?* →

*Why squander your precious time on reading books?*

- I like to read books more than anything else in the world.
- If you read more, you know more.
- Read the short content of the book.
- I'd rather read all pages of the book.
- I personally can't live without books.
- You read one book after another.

Say which of the phrases characterize your reading choices.



3. Match the words and phrases from the text to their explanations. Make up your sentences.

1. reading log	a) a traditional short story, that teaches a moral lesson, especially a story about animals;
2. book-worm	b) a long written story in which the characters and events are usually imaginary;
3. a fable	c) a record of events in the book;
4. fiction	d) books and stories about imaginary people and events.
5. genre	e) someone who likes reading very much;
6. novel	f) a particular type of literature which has certain features which all examples of this type share.

### Grammar in Context

1. From the text, read out the sentences with elicited modal verbs and interpret their meaning in context. Complete the instructions:

- If you want to express future possibility, use ...
- If you want to give a mild suggestion, advice or opinion, use ...

Go to your **First Aid Kit** p. 238 for more information

2. Say what books your classmates ought to read at school and what books they may read in their free time.

**Example:** *I ought to read text-books on different subjects at school. In my free time, I prefer to read my favourite adventure books.*



3. Say what the following people may or ought to do.

**Example:** *A boy doesn't like reading.*

*You ought to read, because reading makes a full man.*

- your friend complains that he has no time for reading
- your classmate doesn't know what books to read

- you younger sister/brother reads only fairy tales
- your friend swallows the books and has no time for other activities
- your cousin prefers watching TV to reading.

Go to your WB p. \_\_\_\_ for more exercises

## IV. Communication Track

### 1. Speaking

a) Speak about your reading choices. Use a completion map.

#### Completion Map

**Example:** *I personally adore reading.*

- My reading choices depend on...
- Sometimes I turn to...
- But more often I...
- If the book is particularly interesting, I...
- I squander my time on reading...
- There is nothing like...
- I prefer to read...and...
- For me, reading is something ...

b) Pair up with your friend and strike a conversation round the beginning given.

- Swallowing another book? What is it about this time?
- As I'm a great admirer of detective stories, it's Agatha Christie's "The Mouse Trap". Have you read it?

...

Ann



There is nothing like a good book to me.

Bob



Reading is something I can't do without.

Helen



I don't care for reading. It takes so much time.



Mike



I don't squander my time on reading. I watch TV to keep me in the know.

Oksana



I share the truth of the old proverb "The more you read, the more you know". That's why I read a lot.



c) In the whole class, discuss children's ideas about reading.

## 2. Listening

### a) Before you listen

Read these words and phrases and predict what the story may be about.

history	the South
slavery	courageous
to express the opinion	to escape
to influence somebody	evil
black people	freedom

### b) While you listen

Listen to Paul's story and mark True/False statements.

1. Paul is fond of reading books about the war.
2. Paul's favourite literary genre is science fiction.
3. Paul is interested in literary characters' feelings.
4. Paul believes that a book can help to change history.
5. "Uncle Tom's Cabin" describes the hard life of black people in the North of the USA.
6. Paul admired a brave young woman Eliza.
7. He also approves of old slave Tom's doings.
8. The author of the book started a big war against slavery.



### c) After you listen

Say what books may influence you and why.

## 3. Writing

### a) Before you write

If you want to give a brief restatement of the main points of a book without giving details, write a summary.

- Brainstorm with your friends what makes your favourite books memorable.
- Make a list of words and phrases you can use to describe your favourite book.

b) While you write

Follow the summary of a book.

How to Write a Summary of a Book

<i>Content Tips</i>	<i>Language Tips</i>
<ul style="list-style-type: none"><li>• Briefly tell what the book is about</li><li>• Keep your description short</li><li>• Finish with a concluding thought of the book as a whole.</li></ul>	<ul style="list-style-type: none"><li>• The major topic is...</li><li>• The events that moved the story forward include...</li><li>• The unique thing about...seems to be...</li><li>• The book depicts...</li><li>• The central figure (idea) is...</li><li>• Throughout most of the book...</li><li>• In the final chapter...</li><li>• I would recommend it to others because...</li><li>• There is no question that...</li></ul>

Go to p. 264 for a sample book summary



**At Home:** In your WB, write a summary of the book you’ve recently read.

5.2. My Favourites

Word Bank

- enjoyable
- to encourage
- catching
- well-loved
- pen name
- mischievous
- fascinating
- intriguing
- amazing

Phrase Bank

- to view something sympathetically
- thirst for reading
- to read at a gulp
- to strengthen the impression
- to inspire somebody for something
- to find reflection in something
- to come alive
- to be overwhelmed with something
- to be thrilled
- to become a phototype of sb
- to win triumphantly
- to watch endlessly
- to endear a book to somebody
- colourful illustration

Communication Box

- You are sure to like it.
- Thereafter...

## I. Now for it!

Read what these children think about their favourite books and say whose literary tastes you share. Why?



Andrew

The *Jungle Book* is my favourite. I was so thrilled to read about Mowgli's life among wild animals in the jungle.

*Harry Potter* is the book to read! It's so catching and full of extraordinary events.



Taras



Ann

As for me, I like *Tom Sawyer* best of all. The book is full of funny jokes and exciting adventures.

I adore books about Irka-Khortitsia super witch. It's a set of fantastic stories about Ukrainian teenagers.



Oksana

**Example:** *I personally also enjoy reading 'The Jungle Book'. There are so many interesting episodes about wild life. I think animals often talk and act like people.*

## II. Reading

Read the story about Bill's favourite book and say why he liked it so much.

### Bill's Memorable Present

When I was a small child, my granny taught me to read and often read stories for me. I had a big **collection** of books and remember that at the age of five I could read fast and well. My parents were delighted to see my thirst for reading and encouraged it in any possible way. In my **childhood** I became a good **reader**.

One day, on my 13<sup>th</sup> birthday, Dad brought me a book of a beautiful design with many colourful **illustrations** and said, "Read it, you are sure to like it. It's about children." I read it at a gulp, it was so exciting. By now I've read and re-read it several times and my first **impressions** of its content have strengthened. So "The Adventure of Tom Sawyer" became my first and most memorable book.

Recently I have been to the library to learn more about its author Mark Twain. I wanted to know





what might inspire him to write such a lovely adventure book. It was interesting for me to learn that Mark Twain was the pen-name of Samuel Langhorne Clemens, that the first 36 years of his life gave him experience – as a boy in a little town in Missouri, as a boat man, a **reporter** on the far Western frontier, as a **traveller** abroad. Thereafter all these materials found **reflection** in his best and most successful writings.

I have found out that Hannibal with its wide Mississippi river was the town of Sam Clemens's **boyhood**, where together with his classmates he could watch endlessly fascinating pictures of its life. So steamboat men and townspeople became prototypes of well-loved characters.

Now I've understood Twain's secret of success. He told us the story of a mischievous, irresponsible, but always good-hearted boy, who gets into different troubles but is always winning triumph. These happy endings endear the book to children. And not only to them. The life-like picture of a boy and his friends is enjoyed by both young and old. I also believed in the characters' existence and was so thrilled to read about them. Mark Twain himself viewed them sympathetically, characterizing the book as "... a hymn put into prose form to give it a worldly air". To understand the **writer's** humour, one should read between the lines and I learned how to do it.

Since that time I've read many other books but this one is still my favourite. I carefully put the book on the shelf in my room keeping the unforgettable **impressions** and joy with which I was overwhelmed while reading it.

### *Across cultures: the USA*



*Missouri – a state in the central US, an industrial and farming area.*



*the Mississippi – the longest river in the USA, about 2350 miles long, which flows from Minnesota to the Gulf of Mexico.*

### III. Language Track

#### Phonetics in Context

1. In the text, find 10 words in which 'th' is read as /θ/ and reproduce them in context. Practise saying them in the sentences of your own.

**Example:** /θ/ – *thirst*

*My parents were delighted to see my thirst for reading. As for me, I also have a thirst for reading, especially poems.*

### Words and Phrases in Context

1. In the text, find words and phrases with the opposite meaning to those given below. Reproduce them in context. Make up your own sentences with them.

**Example:** *Colourless illustration* → *colourful illustration*.

*My friend presented me with a book with many colourful illustrations.*

- boring reading;
- to weaken the impression;
- unsuccessful writing;
- well-behaved;
- responsible;
- to lose the battle;
- to view somebody unsympathetically;
- to make the book unpopular and disliked.

2. In the text find and reproduce the sentences which speak about:

- the boy swallowing his favourite book;
- the boy longing for reading;
- the boy reading the book several times;
- the boy's attitude to the characters of the book;
- Mark Twain's attitude to his character;
- the boy's feelings while he was reading a book.

Illustrate them with your examples.

**Example:** *I read it at a gulp.* → *When I have an interesting book to read I also read it at a gulp.*



3. In the text, find words and phrases which characterize Bill's favourite book. Make a list of them and use some of them to describe your favourite book.

### Grammar in Context

1. From the text read out the sentences with elicited nouns and interpret their meaning in context. Classify them according to the suffixes they are formed with.

**Example:** *illustration* – pictures or drawings illustrating the story

?	?	?
illustra <u>tion</u>	read <u>er</u>	

2. From the text, reproduce the nouns which are formed with the help of two nouns. Add more nouns to your list of such nouns and make up sentences with them.

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

**Example:** *Many schoolchildren enjoy reading books.*



3. Complete the definitions. Use one word from the box in each sentence.

a writer	a storyteller	a classmate
pen name	countryman	a reading room
feedback		

**Example:** a writer is a person who writes books.

- \_\_\_\_\_ is a place in the library where you can look through any book, magazine or a newspaper.
- \_\_\_\_\_ is a person who is able to tell different stories.
- \_\_\_\_\_ is a person who studies in the same class with you.
- \_\_\_\_\_ are people who live with you in the same country.
- \_\_\_\_\_ is criticism of readers and writing about how successful the book is.
- \_\_\_\_\_ is a name used by the writer instead of their real name.

## IV. Communication Track

### 1. Speaking

- a) Look at the photos of teenagers, read what they say about their likes and decide what type of books might make enjoyable reading for them. Can you suggest any book to their interests?



Taras

Br E – traveller  
Am E – traveler

I've learned much about the armies of different countries, famous historical battles and their heroes. I have a big collection of toy soldiers and models of war planes and ships.

I'm so thrilled to learn about people's travels to different countries and their extraordinary adventures. Sometimes I fancy myself an experienced traveller.



Olha



I'm interested in scientific facts about well-known discoveries and new innovations. I like to know more about great scientists and their scientific achievements. I wish I could become one myself some day.

Ann

I am dreaming of becoming a great detective, like Sherlock Holmes. My elder brother is a detective. I like to listen to him when he talks about his job.



**Example:** *I think Taras will like to read historical novels, because he is interested in historical events. "Ivanhoe" by Walter Scott may become an enjoyable reading for him as it is based on British history and tells about amazing adventures of a brave knight Ivanhoe.*

**b) In pairs discuss your favourite books. Strike a conversation round its middle part.**

- ...
- It's a really exciting book, full of unexpected adventures which you even can't think of. I was overwhelmed with it.
- Great! And what impressed you the most?
- ...



**c) In the whole class, dispute over the quote "Reading is to the mind what exercise is to the body" (Sir Richard Steel)**

## 2. Listening

**a) Before you listen**

You are going to listen to the poem "Friends". Judging by the title, try to predict what it may be about.

**b) While you listen**

Answer the poem's question and say if your prediction was right.



**c) After you listen**

Say what else these friends are good for.



3. Writing

a) Before you write

- If you want to recommend other people a book to read, you should write a book review, in which you will briefly inform the readers of the content of the book and give them your opinion/recommendation why the book is worth reading.
- In groups, brainstorm with your friends what good book you would recommend to somebody.
- Make a list of words/phrases you would use to sound convincing.

b) While you write

Follow the book review format.

Content Tips	Language Tips
<ul style="list-style-type: none"><li>• Begin with instruction (give the title of the book, the name of its author, the main characters, the setting etc.)</li><li>• Give the main points of the plot of the book in the body (give the main point of the plot of the book)</li><li>• Give reasons to support your recommendation</li></ul>	<ul style="list-style-type: none"><li>• The book goes under the title...</li><li>• It is written by a well-known writer...</li><li>• The scene is laid in...</li><li>• The main characters are...</li><li>• The book opens with...</li><li>• The book is full of...</li><li>• It is intriguing...</li><li>• If you are an admirer...</li><li>• You'll be amazed to learn...</li><li>• ...is the best.</li></ul>

Go to p. 264 for a sample book review



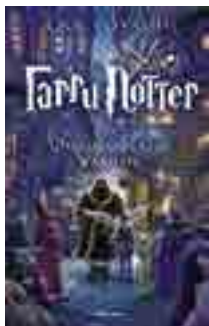
At Home: Write the review of your favourite book.

5.3. Literary Discussion Club

Word Bank	Phrase Bank	Communication Box
<ul style="list-style-type: none"><li>• instructive</li><li>• to feature</li><li>• impressive</li><li>• amazing</li><li>• novelist</li><li>• bedbook</li><li>• ambitious</li><li>• gripping</li><li>• renowned</li></ul>	<ul style="list-style-type: none"><li>• to help somebody out</li><li>• to put a word in</li><li>• to read from cover to cover</li><li>• teenager's romance</li><li>• grown-up books</li><li>• fantasy books</li><li>• public library</li><li>• to have much in common</li><li>• to be on one's list of likes</li><li>• to be worth reading</li><li>• to help somebody out</li></ul>	<ul style="list-style-type: none"><li>• From then on ...</li><li>• Believe it or not ...</li><li>• Good guess!</li><li>• Not in the least.</li><li>• To be exact ...</li><li>• Not for nothing ...</li><li>• It's you all over.</li></ul>

## I. Now for it!

Look at the books of different English, Ukrainian and American writers and match them to their authors. Say which of them you've enjoyed reading. Why?



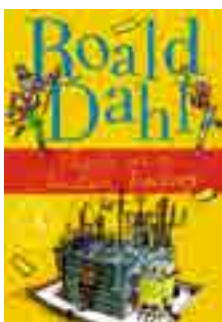
"Harry Potter"



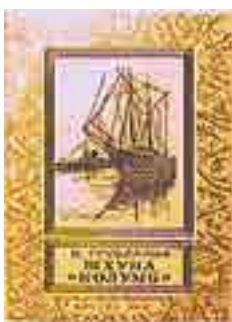
"Irka Khortytsia  
and a Magic Quest"



Tom Sawyer



"Charlie and the  
Chocolate Factory"



"Schooner Columb"

- J.K. Rowling
- Volynska,  
K. Kascheiev
- M. Twain
- R. Dahl
- M. Trumblaini

**Example:** *I've read "Charlie and the Chocolate Factory". It's a fantastic book about Charlie and four other children and their amazing adventures.*

## II. Reading

1. Read teenagers' opinions about their favourite writers and literary characters and say what surprise the library has prepared for them.

### Literary Discussion Club

#### Part One

**Oksana:** Welcome to our Literary Discussion club. You are ready to share your preferences in literature, aren't you? Then let's speak about our favourite writers and well-loved characters. We **might** have much in common.

**Vasyl:** As I study at the humanitarian gymnasium, British literature and its writers are on my list of likes. I'm overwhelmed with delight

reading J.K. Rowling's books about Harry Potter. Recently I've found out that the writer has been a good storyteller since her childhood and used to tell her amazing stories to her friends at lunch time.

*Oksana:* She **might** had an idea of writing the books, I believe.

*Vasyl:* Yes, J.K. Rowling had an idea to write about something unbelievable, that's why she wrote about a boy who is a wizard and doesn't know it. Believe it or not, Rowling's friends said that Joanne had been so absorbed in writing this book that she continued to write it everywhere: in the trains, pubs and cafes. No wonder that she published one book after another and in every book the story of a boy-wizard, his childhood and his adventures at Hogwarts school caught the imagination of readers of all ages.

*Oksana:* Then Harry Potter **must** be your favourite literary character, right?

*Vasyl:* Good guess! The boy has the power of imagination and is learning to develop his full potential. It's a good character trait, isn't it?

*Vasylyna:* So, it is Harry Potter who impressed me as well. I also adore fantasy. By the way, have you read any of the books of the 'so called' Ukrainian response to the books about Harry Potter?

*Oksana:* You **might** be joking, Vasylyna.

*Vasylyna:* Not in the least. I've read two of these gripping books by Ilona Volynska and Kyrylo Kasheiev. Unfortunately, I don't know much about these Ukrainian writers, but the books are worth reading.

*Oksana:* Will you say a few more words about it?

Br E – learned  
Am E – learnt

## Part Two

*Vasylyna:* Sure. The books are about Ukrainian teenage wizards – Irka, Tanka and Bohdan. They are devoted friends and all their sayings and doings are aimed at helping people out. Besides, the books are based on Ukrainian and Slav folklore. I've learned much new information about the traditions of Ivan Kupala celebrations and Khortytsia night. You **must** read it.

*Andrew:* I'm also a great admirer of adventure books and there is my favourite Ukrainian writer who wrote such books. It is a renowned novelist Mykola Trumblaini.

*Oksana:* It **might** be the writer's pen name, right?

*Andrew:* Sure. His real name is Mykola Trumblaevsky. He wrote more than 30 books for teenagers and some of them reflected his personal adventures. The writer himself was an adventurous traveller who travelled a lot in the Far East, the North and even in the Antarctic and saw extraordinary things with his own eyes, that's why his stories and books are so impressive. I've read only two of them "A Man is Hurrying to the North" and "Schooner Columbus". It was really a very memorable and enjoyable reading.

- Ann:** Since we are discussing adventure books and fantasy, I'd like to put a word in and tell you about my favourite British novelist and short story writer Roald Dahl.
- Oksana:** The writer's name doesn't sound British, does it? He **must** have been born in another country.
- Ann:** His parents came from Norway, but the writer was born in Wales, in Cardiff, to be exact.
- Vasyl:** I've read his "Charlie and the Chocolate Factory", "James and the Giant Peach". Both books made an unforgettable impression on me. I couldn't but laugh at their inventive characters.
- Ann:** It's Roald Dahl all over. All his short stories and novels feature grotesque figures and often have unexpected endings. But they all are instructive and teach the reader to be kind and honest. Not for nothing is the writer considered to be one of the greatest story-tellers of all time. There is a Roald Dahl museum and story centre in Great Missenden, which shows the works of Dahl.
- Oksana:** Thank you for mentioning this, Ann. There is a surprise for all of us prepared by our library. We'll see the film about this centre today. I think we **must** love it.

### *Across cultures: Great Britain, Ukraine*



**J.K. Rowling** – a British writer, the author of the books about Harry Potter.



**Roald Dahl (1916–1990)** – a British writer, known for his very popular children's books.



**Mykola Trumblaini (1917–1941)** – a famous Ukrainian writer, the author of adventure books for teenagers.

## Phonetics in Context

1. In the dialogue “Literary Discussion Club”, find tag questions and reproduce them with correct intonation. Follow the pattern.

**Pattern:** *You are ready to share your preferences in reading, ↗ aren't you?*

Practise saying your own tag questions.

## Words and Phrases in Context

1. Study the difference in meaning. Reproduce the sentences with them and interpret their meanings in context. Make your own sentences by analogy.



**to catch the imagination of someone** – to make people feel very interested and excited.

**Example:** *Dahl's book "Matilda" really caught my imagination.*

**to have imagination** – to have the ability to form pictures or ideas in your mind.

**Example:** *Irka Khortytsia has a very vivid imagination.*

2. From the text, reproduce the words which are formed from these ones in their contexts. Illustrate them in your own sentences.

**Example:**

- *literature* – *literary*.

*Irka Khortytsia is my favourite literary character.*

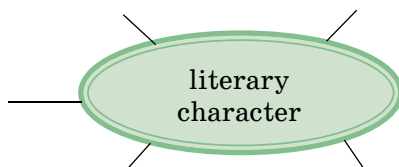
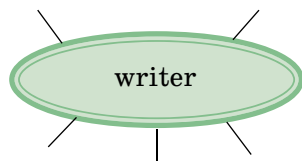
- |                      |                      |
|----------------------|----------------------|
| • fortune – _____    | • to imagine – _____ |
| • adventure – _____  | • to grip – _____    |
| • to amaze – _____   | • to admire – _____  |
| • to believe – _____ |                      |



3. In the same text find words and phrases with which the children describe their favourite writers and literary characters and say what they mean. Fill in the semantic maps for them and use them to describe your favourite writer/literary character.

a good story teller

well-loved



## Grammar in Context

1. From the text, reproduce the sentences with elicited modal verbs '*must*' and '*might*' and interpret their meaning in the context. Complete the following instructions:

If you are almost 100 per cent certain that something is possible, use ... .  
If you are less certain that smth is impossible, use ... .

Go to **First Aid Kit** for more information

2. Express your certainty/uncertainty. Add logically connected sentences to the given statements.

**Example:** *The title of the book is "Mouse Trap". I think it might be about mice or any other things connected with them.*

- This American writer wrote short stories about the North.
- This literary character lived among animals.
- The book tells the readers about the boy.
- The book tells the readers about the boy who could fly around London.
- The book is so funny!
- The author of the story is an experienced traveller.
- The main character is an American boy.



3. Look at the literary characters and read small dialogues between them. Try to guess what book they are from and who wrote the book. Follow the example.

**Example:**



- What's your name, boy?
- Tom Canty, sir. I've come to the palace to look at you.

– *It must be the novel 'The Prince and the Pauper' by M. Twain. In the picture, I can see the Prince and Tom Canty, the pauper.*



- There is an enormous fish, captain.
- Let me have a look at it.

- Goodbye, Mary, we'll miss you badly.
- Goodbye. I'll come back.

- One for all.
- And all for one.

Go to p. \_\_\_\_ of your WB for more exercises

## III. Communication Track

### 1. Speaking

- a) Speak about your favourite writer using the star map.

What is the writer's name?

What is your favourite book?

Where did the writer live and work?

Why did you like the writer?

When did he/she start writing?



- b) Pair up with your friend and strike up a conversation about your favourite literary character round its ending.

- ...
- So, your well-loved characters are noble and intelligent people.
- Right! I think any positive literary character should be a kind of a role-model and encourage for reasoning and decision making.
- I can't agree more.



- c) In the whole class, dispute over the G.K. Chesterton's quote "A good novel tells us the truth about its hero; but a bad novel tells us the truth about its author".

### 2. Listening

- b) Before you listen.

Listen to the beginning of the joke to predict what it will be about.  
*"Two great readers are talking at the entrance of the library".*



**c) While you listen**

Think of the reply where the name of the writer is used to express surprise.

- Some readers find Great Scott the best writer.
- Great Scott!



**d) After you listen**

Say what funny episodes connected with your reading experience happened to you.

**3. Writing**

**a) Before you write**

If you want to talk about a particular subject or a person to a group of people, write a speech.

- Brainstorm with your friends and decide what you will include into your speech about your favourite writer.
- Make a list of words and phrases you'll use to sound instructive and convincing.

**b) While you write**

**How to write a speech about your favourite writer**

Content Tips	Language Tips
<ul style="list-style-type: none"> <li>• Choose a writer you'd like to talk about</li> <li>• Find enough material to cover the following points about a writer:               <ul style="list-style-type: none"> <li>– short biography;</li> <li>– education;</li> <li>– a sphere of literary interests;</li> <li>– the most important books of the writer;</li> <li>– contribution to the world literature/ your country</li> </ul> </li> <li>• Organise your speech logically</li> <li>• Illustrate your speech with a writer's or some quotes of famous people about him/her.</li> <li>• Finish your speech with your personal attitude to the writer and his books. Underline why this particular writer is your favourite one.</li> </ul>	<ul style="list-style-type: none"> <li>• I intend to give you...</li> <li>• Going back...</li> <li>• A brief summary of...</li> <li>• It's important to stress...</li> <li>• It's known far and wide...</li> <li>• Some people claim that...</li> <li>• Importantly...</li> <li>• To pay tribute to...</li> <li>• To illustrate the idea, I'd like...</li> <li>• In the way of summing up, I'd like...</li> </ul>

Go to p. 264 for a sample speech



**At Home:** In your WB, write a speech about your favourite writer.

5.4. A Visit to the Library

Word Bank

- classic
- newcomer
- librarian
- trilogy

Phrase Bank

- to exchange books
- public library
- good stuff
- to be well-stocked
- to be enlisted in it
- to borrow books from the library
- coming back to ...
- to have a membership in a library
- a regular reader
- a set of books

Communication:  
How to share opinions on books

- In my view ...
- In my opinion ...
- As far as I'm concerned ...
- There is sth in what you say but ...
- I don't think I like ...
- It's not in my list of likes ...
- What do you think of ...
- What are your tastes in ...?

- I'm with you on that and ...
- I differ, I'm afraid, because ...
- As much as you do.
- If you ask me ...
- I enjoy ... a lot more.
- It's really good stuff.
- I'm with you on that.

I. Now for it!

Do the quiz about the first library and check your answers using the Internet resources. Say what information was new for you.

1. When was the first library founded?	BC	AD
2. Where was it founded?	Beijing	Rome
3. How did the first book look like?	they were printed	they were handwritten
4. Why couldn't the readers borrow the books from the library?	books were too heavy	books were chained to the shelves
5. Where were the first books printed?	India	China

Example: *I personally didn't know that the first library was founded that early.*

## II. Reading

Read the dialogue of two friends and say why Boris wants to become a regular reader of the library.

### A Library Talk

**Boris:** Hi, Ann, thank you for the marvellous book you've given to me. I've read it at a gulp. **Can** you give me another book of the set?

Br E – marvellous  
Am E – marvelous

**Ann:** Unfortunately, I haven't got any. But you **can** borrow it from our public library.

**Boris:** Oh, really? I have never thought about it.

**Ann:** It's a well-stocked library and I'm a regular visitor. I've borrowed an adventure book from the library recently. It's *Treasure Island* by Robert Louis Stevenson. It is really good stuff. If you wish, I **can** give it to you in a day or two. You are sure to like it.

**Boris:** Thank you, you are so kind. Coming back to the library, is there a great choice of books?

**Ann:** Exactly. You **can** find books in different languages on different problems there. Besides, there is a good reading hall where librarians organise interesting meetings with poets, writers or just discussions of books. Importantly, there is a computer information centre, where you **can** find the book you need yourself. It **might** be very useful. The librarians are very helpful and **can** help you to choose the book you want.

**Boris:** That sounds tempting but I don't have a membership in our library. Is there any chance to get it? What about the admission?

**Ann:** Of course there is. I'm going to exchange my books tomorrow. You **may** join me, if you feel like it.

**Boris:** Thank you. It suits me perfectly. My parents promised me to buy an e-reader soon. It **might** help me to have a quick access to the books. But I **can't** wait to read the second book of the trilogy.

**Ann:** OK. Let's make it round about 5 o'clock.

**Boris:** Agreed then.

### Across Cultures: Great Britain



Robert Louis Stevenson (1850-1894) – a well-known Scottish writer whose books 'Treasure Island' and 'Kidnapped' are the best-known adventure stories in English.

III. Language Track

Phonetics in Context

In the text, find the sentences with introductory phrases and reproduce them in context with correct information. Follow the intonation pattern.

Pattern:

Luckily, there is a great choice of books.

Practise saying them in your own sentences.

Words and Phrases in Context

1. Study the difference in meaning. In the text, find the sentences with these words and interpret their meanings in context. Make up your own sentences by analogy.



**admission** – permission given to someone to enter a building or a place.

**Example:** *The admission to the library is free.*

**access** – the right to use something, see something etc.

**Example:** *The access to the book is restricted.*

2. Match the words and phrases from the text to their explanations. Illustrate them in your own sentences.

<ul style="list-style-type: none"><li>• a regular reader</li><li>• a librarian</li><li>• a well-read person</li><li>• good stuff</li><li>• well-stocked</li><li>• membership</li></ul>	<ul style="list-style-type: none"><li>a) someone who has read a lot of books and knows a lot about many subjects.</li><li>b) a person who reads very often or visits the library constantly.</li><li>c) having a large supply and variety of things.</li><li>d) someone who works in the library.</li><li>e) used to tell someone that something is good.</li><li>f) when someone is a member of a club, group or an organization.</li></ul>
--	--

**Example:** *I'm a regular reader of the library magazine.*



3. In the text, find the words and phrases attributable to the word 'library'. Use them to describe your school library.

Library

Words

librarian

Phrases

reading room

**Example:** *The librarians of our school library often organize displays of new books.*

### Grammar in Context

1. From the text read out the sentences with the words in bold. Interpret their meanings in context.

**Example:** *It might be useful. The verb 'might' shows that a person isn't certain.*

2. In the text, find and reproduce the sentences with the modal verb 'can'. Complete the instruction.

The modal verb 'can' may express...

Go to **First Aid Kit** on p. 239 for more information



3. Say what you *may, can, must or might do* at the library.

**Example:** *The readers can borrow any book from the library.*

## IV. Communication Track

### 1. Speaking

a) Read some facts about famous libraries. Summarise the information and say why they are world famous.



The Library of Congress

- the largest library of the USA;
- situated in Washington DC;
- set up in 1800;
- president Thomas Jefferson contributed his personal collection of 6,487 books;
- contains books in more than 450 languages;
- every book, magazine etc. that is produced in the USA has to give a copy to the library.



The British Library

- the largest library in the world by number of items catalogued;
- contains 170 million items from many countries, both printed and digital;
- located on the North side in St Pancras, London;
- sponsored by the Department of Culture, Media and Sport;
- founded on July, 1, 1973
- open to everyone who has a genuine need to use its collection;
- provides free online access to consulting reports, working papers and articles.

- the biggest library in Ukraine;
- one of the 10 biggest libraries in the world;
- set up on August, 25, 1918;
- located in Kyiv
- contains about 15 million items;
- serves as a scientific centre;
- prepares candidates and doctors of sciences.



The Vernadsky National Library of Ukraine

b) Read and learn how to share opinions on books and characters. Look at the pictures and fill in the mini-dialogues. Pair up with your friend and make up a dialogue round one of the mini-dialogues.



- 1) – \_\_\_\_\_ is an enjoyable reading, isn't it?  
 – I disagree, I'm afraid, it is not on my list of likes.

*"Alice in Wonderland"*



- 2) – I dislike \_\_\_\_\_, it's so dull.  
 – But in my opinion, it is good stuff, full of historical events.

*"Oliver Twist"*



- 3) – In my view, \_\_\_\_\_ is both for grown-ups and teenagers.  
 – I'm with you on that.

*"The Happy Prince"*



- 4) – I think \_\_\_\_\_ is a book to read and re-read.  
 – If you ask me, I enjoy fantasy book a lot more.

*"Captain Grant's Children"*

- 5) – What do you think of \_\_\_\_\_?  
 – Oh, I enjoy \_\_\_\_\_ a lot more than other books.

*“Toreadors from Vasiukivka”*



c) In the whole class, debate over the statement:

*“Time will come when libraries die out.”*

## 2. Listening

### a) Before you listen

Listen to the sentence from the story you are going to listen to and make a portrait of a girl.

‘So on the afternoon of the day when her father had refused to buy her a book, Matilda decided to walk to the public library in the village all by herself’.

### b) While you listen

Listen to a piece of story and choose a correct answer.

- When did Matilda learn to read?
  - at the age of 5;
  - at the age of 3;
  - at the age of 10.
- What did the girl ask her father about?
  - to buy her a book;
  - to switch on TV;
  - to go to the library with her.
- Why was Mrs Phelps surprised?
  - the girl was very small;
  - the girl asked for serious books;
  - the girl was impolite.
- How long did the girl spend in the library?
  - ten minutes;
  - the whole day;
  - two hours.
- When did the girl need the librarian’s help?
  - when she had finished all books for children;
  - when she couldn’t reach books on the shelf;
  - when she couldn’t understand something.



6. What books did the girl want to read next?

- a) books for curious children;
- b) books for adults;
- c) books for young girls.



c) After you listen

Say what children are usually regular readers of a library. How much true it is about you?

## 3. Writing

a) Before you write

If you intended to persuade readers to take part in the event that is going to happen, write an advertisement as a picture, a set of words or a short film.

- There will be an interesting meeting at your city library. Brainstorm with your friends what to write in the advertisement so that other students wanted to come.
- Make a list of words and phrases you'll use to attract readers' attention.

b) While you write

### How to write an advertisement

Content Tips	Language Tips
<ul style="list-style-type: none"> <li>• Think of an unusual beginning of your advertisement to encourage readers to participate in your activity</li> <li>• Focus on the most outstanding features of the activity</li> <li>• Try to accompany it with some photos or other illustrations</li> <li>• Be precise in time and place description</li> </ul>	<ul style="list-style-type: none"> <li>• Are you interested in...?</li> <li>• Do you like...?</li> <li>• There is nothing more interesting than...</li> <li>• Come and...</li> <li>• Join us...</li> <li>• You'll enjoy...</li> </ul>

Go to p. 265 for a sample advertisement



**At Home:** In your WB, write an advertisement about any event in your library.

## 5.5. Your Test Files

### A. Use of English

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

Example: 0 (A)

Two days ago I 0 a very interesting book. I borrowed it 1 our local public library and read it at a gulp. You 2 read the book but it was my first 3 with Charlotte Brontë, a brilliant British novelist. Her novel 'Jane Eyre' 4 in 1847 under her 5 "Currer Bell". The book made a great impression 6 the readers as it truly described the system of education of which Charlotte Brontë had a thorough knowledge, 7 a school teacher herself the writer believed that education was the 8 to all social problems, and that 9 improving of the school system of teaching, most of evils of society could be removed. She criticised the essential principles of the British system of education in the 19<sup>th</sup> century, the aim of which was to bring 10 obedient slaves for the rich.

0	A read	B have read	C had read	D was reading
1	A in	B at	C from	D out of
2	A could	B might	C ought to	D must
3	A familiarization	B meeting	C introduction	D acquaintance
4	A has been published	B was published	C is published	D had been published
5	A pen-name	B name	C mother's name	D surname
6	A at	B in	C by	D on
7	A has been	B being	C becomes	D was
8	A key	B reason	C purpose	D explanation
9	A of	B in	C through	D by
10	A out	B down	C of	D up

II. Use the word given in capitals to form a word that fits in the space.

- |  |           |
|--|-----------|
| 1. The writer is a very <u>adventurous</u> person. | adventure |
| 2. The story made a great _____ on me.             | impress   |
| 3. The characters are very _____.                  | invent    |
| 4. The boy has a very bright _____.                | imagine   |
| 5. It's a very _____ reading.                      | enjoy     |
| 6. You have a good _____ of books.                 | collect   |

### B. Reading

Read the text below. Choose (A-H) one which best fits each space (1-6). There are two choices you do not need to use.

## Ernest Hemingway

Critics claim that it is not often that even the best writers are like their best characters. But Hemingway was. He fought in Italy \_\_\_1\_\_\_ hunted the big animals of Africa and caught the big fish \_\_\_2\_\_\_. His life was full of danger and twice newspapers published news of his death. \_\_\_3\_\_\_ Hemingway hated wars. It was because he hated them he \_\_\_4\_\_\_ in almost all the wars of the first half of the 20<sup>th</sup> century as a soldier or as a correspondent. He made friends with fighters – with matadors, hunters, fishermen, workers, sailors \_\_\_5\_\_\_. Hemingway once said: ‘The main critics of one’s work are the mind and the heart. Perhaps the heart even more that the mind... because the mind can \_\_\_6\_\_\_, but the heart – never. The truth, only the truth is what one must write’.

A	in the sea near Cuba
B	sometimes agree to a compromise
C	during World War I
D	long ago
E	took part
F	because he was a fighter himself
G	more that anything else
H	had been known to him

## C. Listening

Listen to the information about one of the most famous Ukrainian writers and poet and mark the true statements.

1. Lina Kostenko’s life was successful from the very start.
2. The girl’s parents were school teachers.
3. Her parents’ arrest changed the life of the girl.
4. Lina displayed her talent for writing at school.
5. The literary career of the poetess started in the sixties.
6. The writer wrote five novels in verses.
7. Lina Kostenko has got many honorable awards.
8. Her poems and novels are popular only in Ukraine.

## D. Writing

Write a review of any book you’ve read recently.



## Unit 6

# Britain is Great

**In this unit you will learn how:**

- to talk about the geographical features of Great Britain;
- to give facts about the four lands of the UK;
- to talk about people in Britain;
- to plan your visit to Britain;
- to express respect for British traditions;
- to check your knowledge and skills on the topic getting ready for independent testing.



# Unit 6: Britain is Great

## 6.1. Where?

### Word Bank

- tunnel
- landscape
- destination
- populous
- leek
- daffodil
- dragon
- thistle
- heather

### Phrase Bank

- to be separated from...by...
- to go down like a backbone
- to be home of something
- to look forward to something
- to have a border with something
- chalk cliffs

### Communication Box

- ... for short.
- ... , I must admit

### I. Now for it!

Look at the map of the British Isles and label its parts with the words from the box. Say what geographical features it shows.

the North Sea

the Irish sea

Ireland

Great Britain



**Example:** If you look at the map, you can see two big islands – Great Britain and Ireland. The North Sea is to the east of Great Britain...

## II. Reading

Read the entry from Paul's travel diary and say what natural attractions he hasn't seen in Britain yet.

### Paul's Travel Diary

Look at the map of the British Isles. You can see them to the north-west of the mainland of Europe. Do you know what the two largest islands are called? Those are Great Britain and Ireland. Besides, there are over five hundred small islands. Altogether they make the United Kingdom of Great Britain and Northern Ireland, Britain, for short. That's where I have arrived recently.

As Britain is separated from the continent by the English Channel, I had three options – to take a plane or cross it by ferry or by train through the channel tunnel. I chose the quickest and the most popular way of travelling and there I was – landing at Gatwick Airport, 43 kilometres south of London (as said in the leaflet I picked at the Information desk.)

I could hardly believe my eyes: **quite** beautiful landscapes and 2,000 years of history were waiting for me to explore. I must admit that it is easier said than done as this island state is made up of four lands: England, Wales, Scotland, and Northern Ireland. My first destination was England as it is the largest and most populous of the four. I have already bought the postcards of **rather** famous natural attractions such as the rivers Thames and Mersey, the south-eastern coast, sandy or muddy, with occasional chalk cliffs, the Pennines going down England almost like a backbone, and the Lake District, of course.

West of England is Wales. With a charm of its own, it is home of Mount Snowdon, over 1,000m high, capital Cardiff, the leek, the daffodil, and the red dragon as the national symbol of the Welsh country. I'm so looking forward to visiting Wales!

If I have a chance to go to the North of England, I'll find myself in Scotland some day and enjoy the Highlands and the Lowlands, many beautiful rivers and lakes (called lochs), the legendary thistle and heather covering the mountainsides. Maybe, I will even be the one to discover the mystery of the Loch Ness Monster at last! Hooray!

Last, but not least Northern Ireland. It is at its nearest point only 21 km from Scotland. It is separated from Great Britain by the Irish Sea. It has a border in the south and west with the Irish Republic. At its centre lies Lough Neagh, Britain's largest freshwater lake. The whole island is known for its beautiful, green countryside, that is why it is sometimes called the Emerald Isle.

I can't wait to see it all!



## *Across Cultures: Great Britain*



**Gatwick Airport** – one of the airports serving London, which is used for international flights.



**The Thames** – the main river flowing through London, and England's most important river, which flows into the North Sea.



**The Mersey** – an important river in the north-west of England which flows into the Irish Sea.



**The English Channel** – the piece of water between France and England.



**The Pennines** – a mountain range running down the centre from the north to central England.



**The Highlands** – mountainous area in the North of Scotland.



**The Lowlands** – the central and eastern low-lying part of Scotland.



**The Loch Ness Monster, also Nessie** – the name given to a very large animal, supposed to live in Loch Ness in North Scotland



### III. Language Track

#### Phonetics in Context

1. In the text above, find and read out the geographical names with correct stress. Practise saying the sentences with them to your friend.

**Example:** *the British Isles, the United Kingdom, the English Channel.*

#### Words and Phrases in Context

1. Study the difference in meaning. In the text ‘Paul’s Travel Diary’, find the sentences with these words and interpret their meanings. Make up your own sentences with them.



**popular (adj.)** – liked by a lot of people.

**Example:** *Brighton is a popular holiday resort.*

**populous (adj.)** – with a large population in relation to the size of an area.

**Example:** *England is the most populous land in Britain.*

2. Look at the photos in the box “Across Cultures” and describe Paul’s travel experience.
3. Imagine you’ve met Paul. Ask him questions about Britain’s geographical features. Role-play the dialogue following the pattern below.

#### **Pattern:**

**You:** Hello, ... recently, haven’t you?

**Paul:** Yes, I took ... and ... .

**You:** What have ... yet?

**Paul:** My first destination was ... . Besides, I have already ... .

**You:** What about ... ?

**Paul:** ... has a charm of its own. It is ... .

**You:** How about ... ?

**Paul:** If I have a chance, I’ll find myself ... and ... . Maybe, I will even ... .

**You:** What are you planning ... , to finish with?

**Paul:** ... , of course. It is only ... . I can’t wait to see ... .

**You:** Have a ... trip!

**Paul:** Don’t worry, I will.

1. From the text “Paul’s Travel Diary”, read out the sentences with the adverbs of degree *rather*, *quite*, *almost* and interpret their meaning in context. Complete the instructions:

- If you want to make adjectives stronger, use...
- If you want to make adjectives weaker, use...

Go to p. 239 of your *First Aid Kit* for more information

2. Make the meaning of the sentences stronger or weaker.

**Example:** *The Thames is a beautiful river.* – *The Thames is a really beautiful river.*

1. Great Britain is a big island.
2. Ireland is a smaller island than Great Britain.
3. There are a lot of beautiful landscapes in Britain.
4. The English Channel is not deep.
5. England is a populous land.
6. Mount Snowdon is not high.



3. Read about Paul’s visit to England and fill in adverbs of degree.

Paul has arrived in London \_\_\_\_\_ recently. Yesterday he saw \_\_\_\_\_ many places of interest: the British Museum, the Houses of Parliament, the National Gallery, the Zoological Gardens and others. Of course, he hasn’t been outside London yet – he was \_\_\_\_\_ busy. He is planning to go to Cambridge on a weekend trip as it is a \_\_\_\_\_ popular tourist destination.

Go to your WB for more exercises

#### IV. Communication Track

##### 1. Speaking

a) Read the questions of “United Kingdom Quiz” and try to answer them. To compare your answers with the right ones, you can use this link:

<http://resources.woodlands-junior.kent.sch.uk/geography/britain.html>

Take our United Kingdom Quiz.

Questions about England

Why does England dominate the UK? ⇄

Questions about Great Britain

What is Great Britain?

Is Britain the same as Great Britain?

Which countries are in Great Britain? Find out about Great Britain ⇌

Questions about the United Kingdom

Where is the UK?

What countries make up the UK?

What is the official title (name)  
of the UK?

Why is the whole of Ireland not part  
of the UK?

How and why was the UK formed? Find out about the UK ⇌

Questions about the British Isles

What are the British Isles? Find out about the British Isles ⇌

**b) In pairs, make up a dialogue discussing what questions about the geography of Great Britain you'll ask your British e-pals round the beginning given.**

– Do you know what ... ? Our British e-pals Gerry and Suzie have taken part in the “United Kingdom Quiz” and won!

– Great! Now we can ask them any questions about the geography of Great Britain.

– I think we should start with some particulars.

– ...?



**c) In the whole class, draw a parallel between Great Britain and Ukraine in some general facts basing on what you have read and learned.**

Comparison Items	Great Britain	Ukraine
1. Population		
2. Area		
3. Parts		
4. Borders		
5. Highest mountains		
6. Longest rivers		
7. Largest lakes		
8. Climate		

2. Listening

a) Before you listen

You are going to listen to the story “The Scottish Thistle”. Write three questions you want to get answers to from the story.

b) While you listen

Listen to the story “The Scottish Thistle” and say why the Scots took the thistle as their national emblem. Correct the errors.

- 1. In old times the Norsemen landed on the west coast of Scotland.
- 2. They wanted to make friends with the Scots.
- 3. The Scots moved to the River Clyde.
- 4. They put up their camp in the morning.
- 5. The Norsemen made a lot of noise on their way.
- 6. They took the Scots by surprise.



c) After you listen

Say if you find the legend curious. Give your ideas on the geographical position of Scotland.

3. Writing

a) Before you write

If you want to advertise area attractions or special events to the public, write a flyer.

- Brainstorm with your friends and say what you’ll draw your readers’ attention to while advertising a place in Great Britain.
- Make a list of words and phrases you’ll use writing a flyer.

b) While you write

Follow the format of writing a flyer.

How to write a flyer

Content Tips	Language Tips
<ul style="list-style-type: none"><li>• Introduce a place or an event and specify its importance to the visitors.</li><li>• Describe its major attractions</li><li>• Encourage the reader to visit the place or to participate in the event.</li></ul>	<ul style="list-style-type: none"><li>• ... is a large area of breathtaking natural beauty.</li><li>• It contains ... .</li><li>• It is associated with... .</li><li>• It attracts ... spectators.</li><li>• Don’t miss your chance to...</li></ul>

Go to p. 265 for the sample of a flyer



**At Home:** In your WB, write a flyer about your favourite area attractions in Great Britain.

## 6.2. What?

### Word Bank

- abbreviation
- to represent
- shield
- harp
- link
- to reign

### Phrase Bank

- on the background...
- to border on something
- to be washed by something
- United Nations
- patron saint
- floral symbol
- hereditary peer
- reference book

### Communication Box

- To finish with
- Approximately

### I. Now for it!

Look at the pictures and say which of them symbolize Great Britain. Say what you know about them.



Royal Family



outings



Big Ben



Union Jack



Independence Square



a bagpipe

**Example:** *The UK is a parliamentary monarchy. That is why the royal family can serve a symbol of the country. If I'm not mistaken, Queen Elizabeth II is the longest reigning monarch of the country.*

**II. Reading**

Oksana is a member of her School English Club. This time she has prepared a report about Britain. Read it and match the pictures to the information given.

**Some More Facts about Britain**

You probably know that the official or political name of the country is the United Kingdom of Great Britain and Northern Ireland. However, at the United Nations and the European Parliament it is usually known by a shorter name: The United Kingdom or the abbreviation the UK.

We often call the country Britain. In addition, there is also a poetic name of the country Albion. The geographical name of the country is the British Isles, because the country occupies the islands which are called the British Isles. For this reason, it has the only land borderline with Ireland and sea borderline with France.

As all the countries the UK has its symbol, the flag. It is called the Union Flag as well as the Union Jack. Why such a name you may ask me? Then you ought to know that in 1603, King James I of England (or Jack for short) united England and Scotland. Then in 1801 there was the union with Ireland. Now the flag combines the elements of the three countries (England, Scotland and Northern Ireland) united under one nation. Wales is not represented in

the flag because at the time the flag appeared in 1606, Wales was already united with England.

Look at the Union Jack. It is a combination of three crosses of three patron saints of the country: the red cross of Saint George for England on a white background; the white diagonal cross of Saint Patrick of Ireland on a white background.

As for the State Emblem of the United Kingdom of Great Britain and Northern Ireland, it shows the union of its four parts.

There are emblems of each part of the UK: the emblem of England (three lions on a red background), the emblem of Scotland (a red lion on a yellow background), the emblem of Wales (Saint David and the Daffodil) and the emblem of Northern Ireland (a yellow harp on a blue background).

The two emblems of the English lions symbolize the leading role of England in this union. The shield is supported by two mythic animals: the English Lion and the Scottish Unicorn. The emblem is headed with a crowned lion, the symbol of power and might. In addition, below the emblem, there are four floral symbols of the four parts of the country. Do you know them? It's the Red Rose for England, a wild plant called Thistle for Scotland, a vegetable called the Leek for Wales and another wild plant called Shamrock for Northern Ireland.

To finish with, I'd name the historic colours of the parts of Great Britain: England – White; Scotland – Blue; Wales – Red; Northern Ireland – Green. Sport teams of the nations wear these colours.

### *Across Cultures: Great Britain*

**European Parliament** – a parliament whose members are elected by the citizens of the European Union.



**James I** – the King of England 1603–1625).



### III. Language Track

#### Phonetics in Context

1. In the text above, find and read out cases of enumeration with correct intonation following the pattern. Practise saying the sentences with them to your friend.

**Example:** ↗ England, ↗ Scotland and ↘ 'Northern Ireland.



1. Study the difference in meaning. In the text “Some More Facts about Britain”, find the sentences with these words and interpret their meanings. Make up your own sentences with them.



**borderline** (*n*) – a border between two countries.

**Example:** *Great Britain has a borderline with France.*

**symbol** – a picture or shape that has a particular idea.

**Example:** *Shamrock is the symbol of Northern Ireland.*

**borderline** (*adj*) – very close to not being acceptable.

**Example:** *The decision of the Parliament was a borderline.*

**symbol** – someone or something that represents a particular quality.

**Example:** *A lion is a symbol of power.*

2. In the same text, find the answers to the following questions.

1. What is the poetic name of Great Britain?
2. What is the Union Jack?
3. How can you explain this name?
4. What do the crosses and colours on the flag mean?
5. What does the state Emblem of the UK show?
6. What do the lions on the Emblem symbolize?
7. What can you say about every floral symbol of the state emblem?
8. Where are the historic colours of every part of Great Britain?

1. Read the sentences which have been left out of the text. Think about where they came from and reproduce the whole information.

This plant helped St. Patric explain to the people of his country what the Holy Trinity is.

At one point, the Scandinavians planned to attack a Scottish village. Late at night they came in their bare feet, so as to not awaken the Scottish warriors in the village. But the thorns of the plant hurt their bare feet. Their yell of pain pierced the silence and the Scots awoke to fight the enemy.

Earlier, it decorated the arms of the House of Lancaster. The Lancastrians were fighting for the throne of England with the Yorkists whose arms had a white rose. The war for the throne between the Lancastrians and the Yorkists became known in the history of the country as the War of the Roses, which lasted for thirty years. When the Lancastrians won the war, their arms of the Red Rose became the symbol of the whole England.

The patron Saint of Wales, David, ate only leeks and bread. In memory of him this plant became the symbol. Daffodils which burst into flames by the first of March also celebrate the birthday of the Welsh Saint.

## Grammar in Context

1. In the text above, find the linking words and phrases and interpret their meanings in contexts.
2. Categorize the linking words and phrases according to the functions they perform and illustrate them with your own examples.

Giving extra information	Ordering events	Introducing a difference	Introducing a cause	Introducing a result
<i>In addition, ...</i>				

**Example:** *We often call the country Britain. In addition, there is also a poetic name of the country Albion.*

Go to p.239 of your **First Aid Kit** for more information

3. Which of the historical facts about Great Britain given above is the most interesting to you? Why? Complete the sentences and tell your friend about it.
  - You probably know....
  - It's a well-known fact....
  - Interestingly....
  - I've never known that....
  - It came as a big surprise to me....
  - seems very impressive.
  - didn't leave me indifferent.
  - It was really great ...

Go to your WB for more exercises

#### IV. Communication Track

##### 1. Speaking

- a) Read the information chart with some new political facts about Britain and compare it with your country in items of:

1. political structure; 2. the government; 3. Prime Minister.

## Political Information Chart



Britain is a parliamentary democracy with a Constitutional monarch, Queen Elizabeth II as head of the State. She was crowned in 1953. The Queen has now reigned longer than any other monarch in modern Britain. The country is governed in the Queen's name by the Government. Also she performs certain important acts of government on the advice of

her ministers. Elizabeth II is also head of Commonwealth and is head of state in 14 of its 41 member countries, including Australia, New Zealand and Canada.

The British Parliament consists of the House of Lords which is made up of hereditary and life peers and peeresses and the House of Commons, which plays the major part in law making 1635 elected members of parliament. The Government is formed by the political power which can command majority support in the House of Commons. Its leader is the Prime Minister who chooses a number of ministers, of whom 20 or so are in the Cabinet which is collectively responsible for all Government decisions.



b) Pair up with your friend and make up a dialogue round its ending.

- ...
- Sounds interesting. Can I take a look at this "Guide to Britain", please?
- Sure. Here it is



c) In the whole group, debate over the message of the poem "Roadway". Say what parts of the British Isles it describes.

## Roadway

One road leads to London,  
One road leads to Wales,  
My road leads me seawards  
To the white dipping sail.

My road calls me, lures me  
West, east, south and north.  
Most roads lead men homewards,  
My road leads me forth.

(by John Masefield)

## 2. Listening

a) Before you listen

You are going to listen to the description of English climate and weather. Write 3-5 possible features that might be mentioned.

b) While you listen

Listen to the text and correct the mistakes in the sentences given.

1. British industry is a stock subject for conversation.
2. The English do not like to talk about the weather.
3. The weather forecasts are always correct in Britain.
4. Rainfalls often interrupt traffic.
5. The climate in Britain is warmed by the English Channel.
6. The driest months in Britain are from September to January.
7. It is usually wet from March to June.
8. The longest duration of sunshine in spring and in June is in Northern Ireland.
9. The English climate is without any changes.
10. You can do without umbrella in Britain.

c) Compare the climate and weather in England with those in your part of Ukraine.

### 3. Writing

#### a) Before you write

If you want to add information to a report, write an informative paragraph.

- Brainstorm with your friends and say what you'll inform the readers about in relation to Great Britain.
- Make a list of words and phrases you'll use writing an informative paragraph.

#### b) While you write

Follow the format of writing an informative paragraph.

#### How to write an informative paragraph

Content Tips	Language Tips
<ul style="list-style-type: none"> <li>• Start with a topic sentence.</li> <li>• Write three supporting sentences.</li> <li>• Write a concluding sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Another interesting issue is ...</li> <li>• ... consists of ...</li> <li>• In addition ...</li> <li>• For this reason, ... However,...</li> <li>• It was ...</li> </ul>

Go to p. 266 for a sample informative paragraph



**At Home:** In your WB, write an informative paragraph adding it to Oksana's report.

## 6.3. Who?

### Word Bank

- ordinary
- population
- majority
- overseas
- trend
- suburbs
- to retire
- service
- industries
- multicultural
- community
- carnival
- to increase

### Phrase Bank

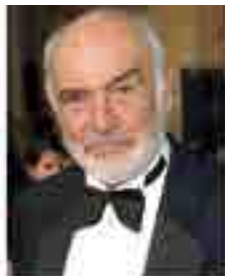
- to bombard somebody with questions
- to have a broad picture
- to be concentrated
- to move away from...to..
- to enjoy rights
- to settle in...

### Communication Box

- No wonder,
- Am I right to believe so? –
- Absolutely!

### I. Now For it!

Look and say which people in the photos may be British to you. Say why you think so. What parts of Britain, do you think, they come from?



**Example:** *This elderly lady looks typically British to me because she is well-dressed, reserved and good-mannered. I think she comes from England.*

## II. Reading

Read the dialogue “Talking about People in Britain” in pairs. Say what the British society is like.

### Talking about People in Britain

It’s a Friday afternoon. Paul, who is taking a guided tour of Greater London, is bombarding the guide with questions about people in Britain.

*Guide:* Now, boys and girls, let’s have a broad picture of ordinary people living in Britain today.

*Paul:* What is Britain’s population at present?

*Guide:* About 58 million people, the 17<sup>th</sup> largest population in the world. The great majority live in England, Scotland has just over 5 million people, Wales 2,9 million and Northern Ireland about 1,6 million. However, they are all British.

*Paul:* Do they mostly live in cities or in the country?

*Guide:* Most people are concentrated in towns and cities, although there has been a trend, especially in the capital London, for people to move away from city centres into the suburbs.

*Paul:* No wonder, they are so overcrowded. Life is too busy there even for young people, let alone the elderly.

*Guide:* Right, especially nowadays when the number of retired people is increasing.

*Paul:* Where do most people work before they retire?

*Guide:* More and more people have jobs in service industries, such as banking, medical and educational services, transport and communication.

*Paul:* What other changes are happening in the British society?

*Guide:* It is becoming more and more multicultural. Historically, people in the four lands of Britain came from many cultures: the ancient Celtic and Germanic peoples, the Romans, the Normans, the Vikings, and others. Besides, for centuries people from overseas have settled in Britain, looking for better opportunities.

*Paul:* What are the largest international communities, I wonder?

*Guide:* Those from India, Pakistan and other Asian countries. There are also immigrants from Australia, China, Greece, South Africa, wherever. They all enjoy equal democratic rights.

*Paul:* I have recently read about the Notting Hill Carnival which is a colourful celebration of the black community in London. Am I right to believe so?

*Guide:* Absolutely! This large international event takes place in the West of London every August. Tens of thousands of people get together in the streets to enjoy the colourful costumes, live music and dancing.

*Paul:* Wow!

## Across Cultures: Great Britain

**Greater London** – an area including the whole of London and parts of other areas surrounding London.

**The Celtic peoples** – peoples who inhabited western and central Europe in ancient times.

**The Germanic peoples** – the Angles, Saxons and Jutes who began to settle in Britain from the third century.

**The Romans** – peoples from ancient Rome who occupied Britain for over 300 years from AD 43.

**The Normans** – peoples from France who invaded England in 1066.

**The Vikings** – peoples from Scandinavia who settled areas of Britain and Ireland from the end of the eighth century.

### III. Language Track

#### Phonetics in Context

1. In the dialogue above, find at least 10 words in which 'or' is read as /ɔ:/ and "o" as /v/ and reproduce them in context. Practise saying them in the sentences of your own.

**Example:** /ɔ:/ – ordinary

/v/ – Scotland

*Let's have a broad picture of ordinary people living in Britain today.*

*Scotland has just over 5 million people.*

#### Words and Phrases in Context

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



**to enjoy (things and experience)** – to get pleasure from something

**Example:** *People get together to enjoy colourful costumes, live music and dancing at the carnival.*

**to enjoy (rights)** – to possess or use (something good)

**Example:** *British people enjoy equal democratic rights.*



2. Fill in the table. Say what people live in what countries.

Country/ Continent	People
England	
	Scots
India	
	Australians
China	
	Greeks
Africa	
	Asian
Wales	
	Irish
Britain	

**Example:** *The English live in England.*

In the following sentences, use the correct word forms from the table above.

- Who are \_\_\_\_\_ (Britain)?
- Over 48 million live in \_\_\_\_\_ (England).
- The largest international communities are from \_\_\_\_\_ (India) and \_\_\_\_\_ (Pakistan).
- There are also \_\_\_\_\_ (Austria), \_\_\_\_\_ (китайські) and \_\_\_\_\_ (Greece) immigrants.
- Many people from overseas have settled in \_\_\_\_\_ (Britain).  
\_\_\_\_\_ (Ireland) have formed a large group of population.
- A lot of people from \_\_\_\_\_ (Asia) countries look for better opportunities in the UK.



3. Say what words and phrases from the dialogue above may refer to:

history  
geography  
work  
culture

Make sentences to support your ideas.

1. From the text above, read out the sentences with the verbs describing changes and trends and interpret their meanings in context. Classify them according to their active or stative meaning.

**Example:** *to happen (active meaning): What other changes are happening in the British society?*

Verbs with an active meaning	Verbs with a stative meaning	Examples
to become		The British society is becoming more and more multicultural.
	to have	More and more people have jobs in service industries.

2. Complete the instruction.

- To describe actions, use ...

**Example:** *More and more people **are moving** away from city centres into the suburbs.*

- To describe states or situations, use ...

**Example:** *More and more people **have** jobs in service industries.*

Go to your **First Aid Kit** p. 240 for more information



3. Describe changes and trends in the 21<sup>st</sup> century. Express your opinion about them.

**Example:** *lifestyles – to become more active*

*People's lifestyles are becoming more active. I think it is going to make us more healthy.*

1. schools – to become computerized
2. life – to become more complicated
3. a lot of people – to use English as an international language
4. more people – to travel abroad
5. climate – to change
6. distance education – to become more popular

Go to your WB for more exercises

### III. Communication Track

#### 1. Speaking

- a) Read the questions in the chant “Who are the British?” again and try to answer them, using the dialogue above. Say what you can learn from the answers to these questions.

#### Who are “The British”?

Are they one people? \_\_\_\_\_

How did they evolve? \_\_\_\_\_

How many are there? \_\_\_\_\_

What are their rights? \_\_\_\_\_

What jobs do they do? \_\_\_\_\_

How do they live? \_\_\_\_\_

What do they believe? \_\_\_\_\_

What do they enjoy? \_\_\_\_\_

**Example:** *They are all British and enjoy equal rights. I can learn from this answer that British people are mastering the art of living together.*

- b) Pair up with your friend and make up a dialogue in which you ask Paul questions after his guided tour of Greater London. Use the following pattern.

#### Pattern:

A. Well, Paul, how was your guided tour of Greater London?

B. \_\_\_\_\_.

A. What did you learn about people in Britain?

B. \_\_\_\_\_.

A. What changes are happening in the British society?

B. \_\_\_\_\_.

A. Who are ‘the British’ historically?

B. \_\_\_\_\_.

A. What British traditions have you learnt about?

B. \_\_\_\_\_.



- c) In the whole class, discuss a broad picture of ordinary people living in Britain today.

2. Listening

a) Before you listen

You are going to listen to an interview with a British teenager, Claudia. Write 3-5 possible social issues that may worry her.

b) While you listen

Fill in the chart.

Where is she from?	What is her generation?	What is her opinion?	How does she support her opinion?



c) After you listen

Say if you are aware of the same problem. What is your opinion on this issue? Can you add more information?

3. Writing

a) Before you write

If you are asked about your opinion to a social problem, write your answer in a supported opinion paragraph.

- Brainstorm with your friends possible questions and say what social problems can be their focal point.
- Make a list of words and phrases you'll use while writing a supported opinion paragraph.

b) While you write

Follow the format of writing a supported opinion paragraph.

How to write a Supported Opinion Paragraph

Content Tips	Language Tips
<ul style="list-style-type: none"><li>• Write a topic sentence that contains part of the question.</li><li>• Give evidence that supports your opinion.</li><li>• Make a concluding statement that sums up the details.</li><li>• Give recommendations.</li></ul>	<ul style="list-style-type: none"><li>• I think ...</li><li>• To support my opinion, I would like to ...</li><li>• For example, ...</li><li>• In addition,....</li><li>• Finally,....</li><li>• In conclusion, I think ...</li><li>• I recommend ...</li></ul>

Go to p. 266 for a sample supported opinion paragraph



**At Home:** In your WB, write a supported opinion paragraph about people in Britain.

## 6.4. How?

### Word Bank

- sorrow
- to shape
- scenery
- centerpiece

### Phrase Bank

- to be accompanied with something
- to enjoy popularity
- to come to an end

### Communication Box: How to ask for more information

- What is your attitude to the tradition of ... ?
- What do you think of the future of ... ?
- What is going to happen to the tradition of ... ?
- They say, ... is perhaps the most widely observed tradition of the year.
- I find it extremely useful.
- I'm absolutely positive that ... will enjoy more and more popularity.
- I believe ... will live far into the 21<sup>st</sup> century.
- It adds up to ... .
- It is at the heart of modern life.

### I. Now for it!

Read the statements in the speech bubbles and say who has respect for a tradition.



It is at the heart of modern life.

We can easily do without it.



It is a rich cultural heritage

It may be a bit outdated



**Example:** *I think the first person has respect for a tradition and calls it "the heart of modern life".*

### II. Reading

Read the dialogue "Talking about British Traditions". In the pictures below, tick off the objects relating to them. One picture is not needed.



### Talking about British Traditions

**Paul:** Well, Helen, time flies, and my **two-week** trip to Britain is coming to an end.

**Helen:** Yeah, parting is such sweet sorrow, isn't it? Now you know from your life experience that the United Kingdom is, above all, a nation where tradition has shaped many aspects of their daily lives: from their customs and celebrations to the food they eat, sporting events and children's games.

**Paul:** Exactly. During my stay here I came to love Britain's natural wonders, British people, even weather in the British Isles!

**Helen:** Let's take the tradition of keeping national parks, for example. What is your attitude to it?

**Paul:** I find it extremely important. I have found out that there are eight national parks in England and three in Wales. These are the well-known landscapes of outstanding natural beauty protected by law. The first national park was established in northern England over 50 years ago. Scotland's first National Park – Loch Lomond – opened recently.

**Helen:** And what is the largest of the English National Parks?

**Paul:** The Lake District, if I'm not mistaken. The guide said, it attracts more than 12 million visitors every year who "wander lonely as a cloud", as William Wordsworth put it, inspired by its scenery.

*Helen:* You have heard of the so-called Highland Games, haven't you?

*Paul:* Sure. These Scottish games have been popular since the days of Queen Victoria in the 19<sup>th</sup> century. Today, they include Highland dancing, playing the bagpipes, and various athletic events such as throwing the hammer.

*Helen:* What's going to happen to them in the future?

*Paul:* I believe they will live far into the 21<sup>st</sup> century.

*Helen:* And what do you say to tea dancing?

*Paul:* It is an old entertainment ritual which is enjoying more and more popularity. People visit tea gardens to take a walk, dance, listen to music, watch fireworks and enjoy a cup of tea.

*Helen:* Right you are. And do you happen to know the most widely observed traditional meal of the year?

*Paul:* Christmas dinner, of course, with roast turkey as its centrepiece.

*Helen:* I know, I know. It is eaten in the early afternoon of Christmas day, accompanied with bread sauce, sausages rolled in bacon, roast chestnuts, carrots and peas. The main course is followed by Christmas pudding which is made from dried fruit.

*Paul:* It adds up to the enjoyment, doesn't it?

*Helen:* I am absolutely positive that tradition is at the heart of modern Britain.

### Across Cultures

**Wordsworth, William (1770-1850)** – an English romantic poet whose poems are mainly about the beauty of nature and often describe the countryside of the Lake District in north-west England where he went to live.



**The Lake District** – an area in north-west England where there are a number of lakes in beautiful mountain scenery which attract many tourists. It includes England's highest mountain, Scafell Pike.



**Loch Lomond** – a lake in north west Scotland near Glasgow, popular with tourists; Scotland's first National Park





## III. Language Track

## Phonetics in Context

1. In the text above, find tag-questions that are used to ask for information or agreement and reproduce them in context with correct intonation. Practise asking your own tag-questions.

**Pattern:**

You have heard of the Highland Games, haven't you? (asking for information – Low Rise)

It adds up to the enjoyment, doesn't it? (asking for agreement – Low fall)

## Words and Phrases in Context

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

**landscape (countable noun) –**

1) an area of countryside or land of a particular type;

**Example:** *The beauty of England's rural landscape is irresistible.*

2) a picture showing an area of countryside or land;

**Example:** *J. Reynolds and W. Turner, English landscape artists, are world famous.*

**scenery (uncountable noun) –**

1) the natural features of a particular part of a country that you can see, such as mountains, forests, deserts, etc.

**Example:** *The best part of the trip was the fantastic scenery.*

2) the painted background, furniture, etc. used on a theatre stage.

**Example:** *The scenery added up to the enjoyment of the performance.*

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

**Example:** *My trip to Britain is coming to an end.*

- |                 |   |
|-----------------|---|
| • to finish     | • a decoration in the middle of the table |
| • ceremony      | • to form                                 |
| • daily routine | • lately                                  |

2. From the text above, read out words/phrases with which the boy described Britain's natural wonders. Use them to describe Ukraine's natural wonders.

## Grammar in Context

1. In the text above, find the compound words and group them into two categories: compound nouns and compound adjectives.

2. Complete the instructions and give your own examples.

A compound noun is a noun made from ...

Compound adjectives can be made from ...

Go to your **First Aid Kit** for more information on p. 240

3. Match the two halves of the compound nouns and adjectives given in the boxes and use them in your own context.

traffic	low	well	user
film	dish	shopping	
ten	high	world	

+

friendly	kilometer	school
star	wide	centre washer
jam	known	price

**Example:** *traffic jam* → *There is always a traffic jam in this street during rush hour.*

#### IV. Communication Track

##### 1. Speaking

1. Read and learn how to express respect for tradition. Look at the pictures and fill in the dialogues.

1. – What is your attitude to the tradition of keeping ... ?  
– I find it extremely useful.



National Parks

2. – What do you think of the future of ... ?  
– I believe they will live far into the 21<sup>st</sup> century.



The Highland Games

3. – What is going to happen to the tradition of ... ?  
– I’m absolutely positive that it will enjoy more and more popularity.



Tea dancing

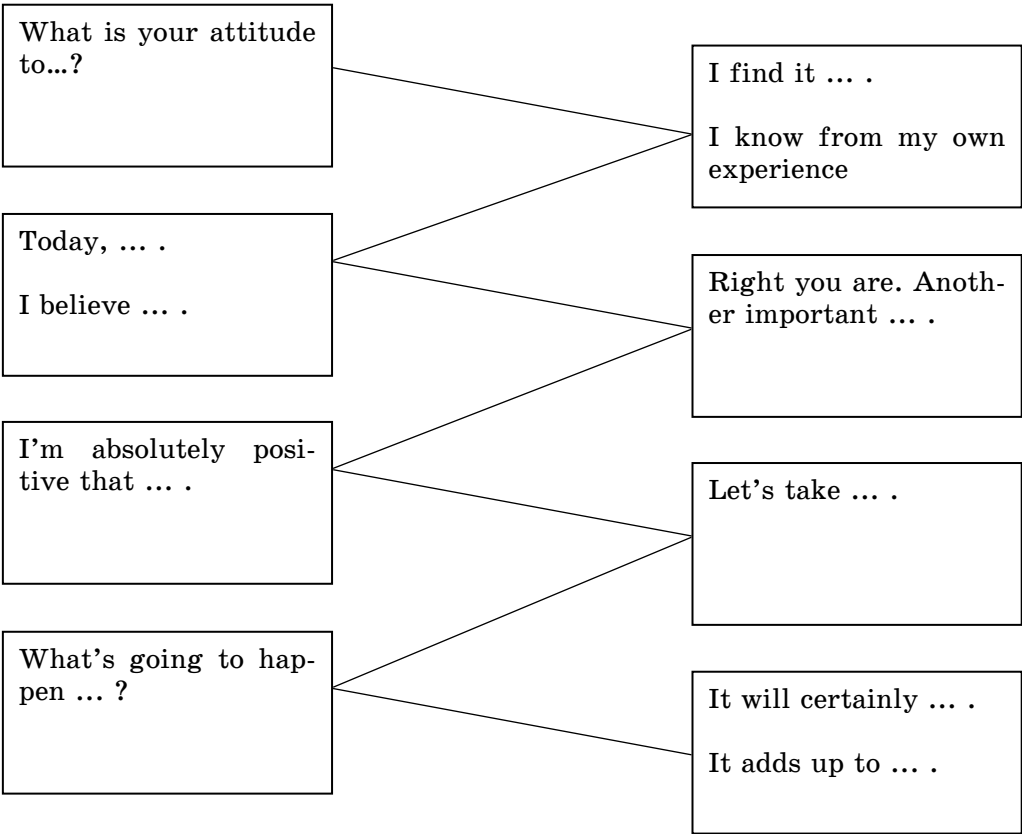
4. – They say, ... is perhaps the most widely observed traditional meal of the year.  
– It certainly is. It adds up to the enjoyment.



Christmas Dinner

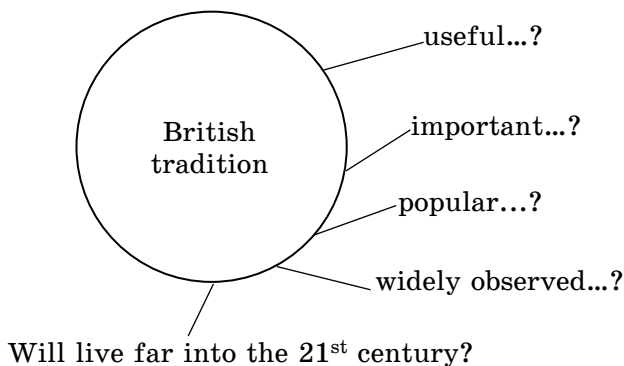
2. Complete the dialogue “At the Heart of Modern Britain”.

At the Heart of Modern Britain





2. In the whole class, discuss what British traditions you feel respect for. Draw a parallel between British and Ukrainian traditions.



**Example:** *I feel a lot of respect for the tradition of the Highland Games. I think it has something in common with Ukrainian Cossacks' competitions of the past.*

## 2. Listening

### a) Before you listen

You are going to listen to an English joke "A Useful Echo". Try to predict its humorous content with the help of these words.

- a Scot
- the Scottish Mountains
- to return
- an American
- the Rockies
- to wake up

### b) While you listen

Listen to the joke and enjoy English humour.

### c) After you listen

In pairs, role-play the joke.

## 3. Writing

### a) Before you write

If you want to share your impressions of Britain, write a self-directed interview about your mind trip there.

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

## b) While you write

Follow the format of the self-directed interview.

### How to write a self directed interview

Content Tips	Language Tips
<ul style="list-style-type: none"> <li>• Formulate 3-5 questions which you would like to be asked;</li> <li>• Answer them and add more information;</li> <li>• Analyse your answers and decide how successful your mind trip to Britain was.</li> </ul>	<ul style="list-style-type: none"> <li>• I wonder,...</li> <li>• There are many ways in which ...</li> <li>• The country is well-known for ...</li> <li>• I have been to ...</li> <li>• I have seen ...</li> <li>• I have done ...</li> <li>• It's no exaggeration to say that ...</li> </ul>

Go to p. 266 for a sample self-directed interview



**At Home:** In your WB, write a self-directed interview about your mind trip to Britain.

## 6.5. Your Test Files

### A. Use of English

#### a) Fill in the prepositions if necessary.

1. Many people move ... city centres ... suburbs.
2. What is Britain's population ... present?
3. Scotland has just ... 5 million people.
4. The climate ... the British Isles is influenced .. the Atlantic Ocean.
5. Once my holiday was completely ruined ... the weather.
6. The weather is a thing that is strange ... me altogether.

#### b) Open the brackets.

1. What changes \_\_\_\_\_ (to happen) in the British society?
2. More and more people \_\_\_\_\_ (to migrate) these days.
3. Life is \_\_\_\_\_ (to get) too busy there even for young people, let alone the elderly.
4. More and more people \_\_\_\_\_ (to have) jobs in service industries.
5. The British society \_\_\_\_\_ (to become) more and more multicultural.
6. Tens of thousands of people \_\_\_\_\_ (to get) together in the streets every August to enjoy the colourful costumes, live music and dancing.

## B. Reading

Read the text and mark the true statements.

### Seasons and Weather

When two Englishmen meet, their first words will be “How are you?” and after the reply “Very well, thank you; how are you?” the next remark is sure to be about the weather.

“It’s a lovely morning, isn’t it” or “Isn’t it hot today?” and the other person will reply “Yes, it’s wonderful weather we are having.”

Weather talk can be used as a simple greeting or it can help to lead the conversation on other matters.

To many English people the word “weather” means good weather. Seaside landladies say, during a season of rain, “Not having much weather, are we?”

The uncertainty of the weather has made the English patient and thankful together whatever the weather. Of course, umbrellas, plastic coverings and wellingtons are always at hand, for good luck with the weather.

I remember a holiday of mine that was completely ruined one late autumn because we took the weather report of the local newspaper seriously. “There may be heavy showers, with thunderstorms today”, it said and so we gave up our picnic, and stayed indoors all day, waiting for the rain. And people were passing the house, jolly and merry as could be; the sun was shining, and not a cloud was seen.

“Ah,” we said, “how wet they are going to get!” By twelve o’clock, the heat became quite oppressive, and we wondered when those heavy showers and occasional thunderstorms were going to begin. But not a drop ever fell, and it was a great day, and a lovely night after it.

The next morning we read that it was going to be a “warm fine day, much heat”, and we dressed ourselves in light things and went out, and, half-an-hour after we had started, suddenly it began to rain hard, and a bitterly cold wind went blowing, and both kept on steadily for the whole day. We came home with colds all over us, and went to bed.

The weather is a thing that is beyond me altogether. I never can understand it.

(Adapted from “*Three Men in a Boat*” by Jerome K. Jerome)

### Statements

1. When two Englishmen meet, they always greet with words about the weather.
2. The meaning of ‘weather’ is bad weather.
3. The weather in England is very changeable.
4. The weather reports are often unreliable.
5. English people often carry umbrellas with them, to attract good weather.
6. The weather in England is easy to adjust to.

**C. Listening**

**Listen to Paul's story about his visit to the Punch and Judy show and choose the correct answer.**

1. What has Paul seen today?
  - a. comic show;
  - b. music show;
  - c. quiz show.
2. What is true about Mr. Punch?
  - a. He is a travelling showman;
  - b. He is a puppet character;
  - c. He is an editor of the comic magazine "Punch".
3. When did the show appear in Britain?
  - a. In the 16<sup>th</sup> century;
  - b. In the 17<sup>th</sup> century;
  - c. In the 19<sup>th</sup> century.
4. Where was it performed in old days?
  - a. In Kensington Gardens;
  - b. In Hyde Park;
  - c. In Covent Garden.
5. Who is Judy to Punch?
  - a. his sister;
  - b. his daughter;
  - c. his wife.
6. When can Paul see a pantomime?
  - a. in summer;
  - b. in autumn;
  - c. in winter.

**D. Writing**

**Write a paragraph about a place in Great Britain that you would like to visit.**





## Unit 7

# Visiting Ukraine

**In this unit you will learn how:**

- to speak about the geographical position of your country;
- to describe the weather and climate in different seasons;
- to present different nationalities of Ukraine;
- to discuss travelling options in your country;
- to check the level of knowledge and skills on the topic, getting ready for independent testing.



# Unit 7: Visiting Ukraine

## 7.1. Round Ukraine

### Word Bank

- to explore
- majestic
- preserve
- to climb
- gorgeous
- breathtaking
- fertile

### Phrase Bank

- to boarder on something
- to be washed by something
- a round-Ukraine trip
- Alpine meadows
- to specify the route
- to be rewarded with something
- flower-studded grass
- to be amazed to do something
- to share sth with somebody
- to regret something

### Communication Box

If it isn't Lucy!  
That sounds interesting.  
Perfect!  
By all means.  
I must fly!

### I. Now for it!

Look at the map of Europe and say what countries Ukraine boards on.



**Example:** *Ukraine boards on Poland in the West.*

## II. Reading

Read the dialogue “Planning a Round-Ukraine Trip”. From the photos below, choose those which are mentioned by children in the dialogue.



### *Planning a Round-Ukraine Trip*

*Paul:* If it isn't Lucy? Where are you hurrying, I wonder?

*Lucy:* To our school Geography Club. Our teacher said we would plan a round-Ukraine trip for our international friends.

*Paul:* That sounds interesting! Are they from **the USA**? What are your friends interested in?

*Lucy:* They study geography as we do. They wrote that they could come to Ukraine to explore some interesting places.

*Paul:* That's great. Where will the trip start?

*Lucy:* Our teacher said we would specify their route today. Maybe we will start from **the Black Sea** or **the Sea of Azov** by which Ukraine is washed.

*Paul:* I think you should start with the village of **Dilove** (district of **Rakhiv**) near **the Carpathians** which is considered to be the geographical centre of **Europe**. You can get there either by train or by bus.

*Lucy:* I've been there once and I still remember the majestic dense forest of the Hoverla preserve. It was so exciting. By the way, our friends said they would like to go to the famous Carpathian Mountains and even climb **Mount Hoverla**.

*Paul:* Perfect! Once they get to the top they will be rewarded with a gorgeous breathtaking view of Alpine meadows and flower-studded grass.

*Lucy:* Our teacher said we could find a cross, an obelisk, and the Ukrainian national flag there. I believe it'll be a good start.

*Paul:* Sure, and while travelling in the **North-West** of the country, don't miss a chance of seeing the largest of the **Shatski lakes**, the beautiful **Lake Svitiaz**. I suggest you going there and you won't regret it.

*Lucy:* By all means! I think our foreign guests will be amazed to see the crystal clear water of the lake. Not for nothing is Svitiaz often called the Ukrainian **Baikal**.

*Paul:* You see, Ukraine has a lot to offer in **the South, North, East or West** as it occupies an area larger than all of England, **Ireland, Austria and Greece** combined.

**Lucy:** True, true. It's so nice seeing you, Paul, but I really must fly. Thank you for your ideas. I'll share them with my club members.

**Paul:** You are welcome. Have a nice meeting and enjoy your discussion.

## Across Cultures: Ukraine



**Mount Hoverla** (2,061m) in the Carpathians is the highest mountain in Ukraine.



**Lake Svitiaz** is the largest of the Shatski lakes in the North-West of Ukraine.

## III. Language Track

### Phonetics in Context

1. In the text, find six words in which 'th' is read as /ð/. Reproduce them in context. Practise saying some of them in your own sentences.

**Example:** /ð/ – *that; That is a good idea!*

### Words and Phrases in Context

1. Study the difference in meanings. In the text "Planning a Round-Ukraine Trip", find the sentences with '*to offer*' and '*to suggest*' and interpret their meanings in context. Make up your sentences by analogy.



**to offer** – to say that you are willing to do something

**Example:** *Can I offer you a cup of tea?*

**But:** to offer help

**Example:** *Can I offer you my help?*

**to suggest** – to tell someone your ideas about what they should do.

**Example:** *I suggest going to Rakhiv.*

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

**Example:** *Majestic.*

*I still remember the majestic forest of the Hoverla preserve.  
I think, in this context 'majestic' means very beautiful.  
There are many majestic places in Ukraine.*

- *exciting*
- *gorgeous*
- *flower-studded*
- *crystal*
- *breathhtaking*
- *national*



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

**Example:** – *What seas is Ukraine washed by?*

*– It is washed by the Black Sea in the South and by the Sea of Azov in the East. There are many resorts on the Black Sea coast.*

- Where is the geographical centre of Europe?
- Where are the most beautiful mountains of Ukraine?
- What is the highest peak of the mountains?
- What lakes are situated in the North-West of your country?
- What lake is called the Ukrainian Baikal?
- What is the area of Ukraine?

### Grammar in Context

1. In the text, find the words in bold and categorize them in two groups: those which are used with the article or without it.

**Example:**

<i>'the'</i>	<i>'0'</i>
The Black Sea	

Br E – categorise  
Am E – categorize

2. From the text, reproduce these words in context and complete the instructions:

- The names of ... are used with the definite articles.
- The names of ... are used without articles.

Go to your **First Aid Kit** on p. 241 for more information



3. Look at the photos and say in what part of Ukraine it is situated. Speak about the place in it filling in the article if necessary.



**Example:**

*Mount Goverla is situated in the Carpathian mountains in the West of x Ukraine.*



Synevyr is in \_\_\_\_ West of \_\_\_\_ Ukraine.



\_\_\_\_ Sea of Azov washes \_\_\_\_ Ukraine in \_\_\_\_ South.



\_\_\_\_ Odesa is on \_\_\_\_ Black Sea coast in \_\_\_\_ South of Ukraine.



\_\_\_\_ Kyiv stands on \_\_\_\_ Dnipro.



\_\_\_\_ Moldova borders on \_\_\_\_ Ukraine in \_\_\_\_ South.

Go to your WB for more exercises



## IV. Communication Track

### 1. Speaking

- a) Read the fact file and present the information about your country to your international friends.

#### Fact File

- Area: 603,700 sq.km;
- Mountains: the Carpathian (the highest peak is Hoverla (2061));
- Seas: the Black Sea (the deepest point – 2,210m) and the Sea of Azov.
- Rivers: the Dnipro, the Dnister, the Southern Buh, the Danube;
- Lakes: the Shatski Lakes (Svityaz), Synevyr.
- Mineral resources: 80 different types including coal, iron, natural gas, graphite, manganese, non-metallic minerals;
- Flora: steppes (feather grass), forest (plantations of pine, oak, beech and birch);
- Fauna: forest animals: wolves, foxes, wild pigs, deer; steppe zone animals: horses, field mice, gophers;
- Birds: carrion eagle, black griffon, woodpeckers, storks.

- b) Pair up with your friend and discuss what interesting facts about the geography of Ukraine you'll tell your foreign friends round the beginning given.

- Do you know what \_\_\_\_\_? Our Polish friends Wanda and Marek are coming to us for two weeks.
- Great! It is their first visit to Ukraine and we must present our country in the best possible way.
- I think we should start with some general facts.
- ...?



- c) In the whole class, discuss the following statement: *“Ukraine is a country of enchanting beauty and has much to offer in the East, West, South and North”*.

### 2. Listening

- a) Before you listen

You are going to listen to the answers of the tourist guide about Ukraine. Make up a list of 5-6 questions foreigners might ask the guide.

- b) While you listen

Listen to the answers and see if you were right in your predictions. Formulate the real questions to the guide's answers.



- c) After you listen

What important information about Ukraine would you tell foreign tourists if you were a tourist guide?



## 3. Writing

### a) Before you write

- Brainstorm with your friends what facts about the geographical position of your country should be included into your international friends' travelogue.
- Make a list of words/phrases you'll use to describe them.

Br E – travelogue  
Am E – travelog

### b) While you write

- If you want to give general information about your country to your international friends who would like to travel in Ukraine, write an entry to a travelogue. Follow the format of the entry to a travelogue.

### How to write an entry to a travelogue

Content Tips	Language Tips
<ul style="list-style-type: none"> <li>• Name the fact you are going to present</li> <li>• Give precise information about it</li> <li>• Illustrate it with dates, numbers, percentage if necessary</li> <li>• Point to its importance for the country</li> </ul>	<ul style="list-style-type: none"> <li>• ...is situated in...</li> <li>• It ranks as...</li> <li>• ...is known as...</li> <li>• ...is rich in...</li> <li>• ...is full of...</li> <li>• ...may be characterized as...</li> <li>• ...is of great attraction for tourists...</li> <li>• Its importance lies in...</li> </ul>

Go to p. 267 for a sample entry to a travelogue



**At Home:** In your WB, write an entry to a travelogue about the geography of Ukraine.

## 7.2. Whatever the weather

### Word Bank

- humid
- latitude
- altitude
- proximity
- draught
- previous
- admirable
- urban
- oppressive

### Phrase Bank

- to follow a traditional four season pattern
- to turn into
- to fill the air with something.
- to break weather conditions
- to tempt somebody out
- to glow in the colours of changing leaves
- to do something for hours on end
- to have an irresistible fascination

### Communication Box

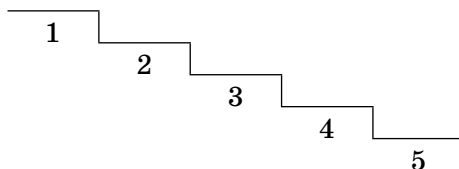
- In general, ...
- Fancy ...
- Now it ..., now it ...
- Small wonder.

- to identify
- evergreen
- to pour
- irresistible
- to decide on something
- to experience different types of weather
- to conform the agreement
- alongside something

### I. Now for it!

Read the factors which may influence the climate. Rank them in order of their importance for Ukraine. Give your reasons.

- latitude
- relief
- altitude
- proximity to seas
- water resources



**Example:** *I think water resources may influence the climate greatly as they make it wet and humid.*

### II. Reading

1. Oksana's international friends are going to make a round-Ukraine tour. Read Oksana's letter and say when she advises them to come.



### Oksana's Advice

Dear friends,

We were glad to receive your letter which confirms your agreement to visit our country. You said you hadn't decided on a season because you don't know much about our climate. Don't worry. Let me write a couple of words about our climate and weather in every season as well.

Because of the large territory, the regions of Ukraine experience different types of weather. The particular weather of a region often serves to identify that region. For example. Odesa or Kherson coastlines with their evergreen plants are favourite places for tourists due to their **subtropical** climate. The place where I live, Polissia, is known for its hot and humid weather in summer, and temperate weather in other seasons.

In general, the country's climate is temperately **continental**, because Ukraine lies in the temperate belt. But recent years are characterized by a **considerable** variation in weather conditions. Alongside very wet weather there can be draughts in Polissia. You won't believe it, but the two previous

summers were extremely hot – nearly 35° above zero in the shade. At times, the heat was so oppressive that we could hardly breathe. And there were no rains all summers long either. Small wonder that city-dwellers were seeking refuge somewhere near a body of water. They saw no point in staying in town any longer.

Normally, the weather in all regions follows a **traditional** four-season pattern. Winters are mostly cold, but not very snowy. In some parts the weather is **changeable**: now it drizzles, now it snows! Fancy having the weather like this right in the middle of winter! But a snowstorm brings a lot of snow. We have a lot of fun outdoors.

Spring is a favourite season for many people, because everything is in bloom and blossom in Ukraine. Fruit trees fill in the air with delicate fragrance which tempts people out of their houses. You know that our capital city Kyiv is famous for its chestnut trees and if you come in spring you'll see how **fantastic** the capital is. It's a really **breathtaking** view. They are all **wonderful**.

If you choose autumn, you won't regret it either. Early autumn which we call Indian summer is an **admirable** season. In the zone of Polissia or in the Carpathian Mountains it is really golden because forests glow in the colours of red, yellow, orange and brown changing leaves. Today it is warm and sunny outside, just the day for a good country walk.

I think I should stop here, because I love all seasons and I can talk about their **gorgeous** beauty for hours on end. Every season in Ukraine has a charm of its own and an **irresistible** fascination. And whenever you come, you'll enjoy our **beautiful** weather and **marvellous** climate. We will be happy to meet you.

Yours,  
Oksana.

### *Across Cultures: Ukraine*



**Kherson** – a city on the Black sea coast.



**Odesa** – a large city on the Black sea famous for its sea port.

### III. Language Track

#### Phonetics in Context

1. In the text, find the sentences with introductory phrases and reproduce them in context following the pattern. Practise saying them in your own sentences.

**Pattern:** *In general, the country's climate is temperately continental.*  
*In general, the weather is very changeable in Ukraine.*

#### Words and Phrases in Context

2. Study the difference in meaning. In the text "Oksana's Advice", find the sentences with these words and interpret their meanings in context. Make up your own sentences by analogy with them.



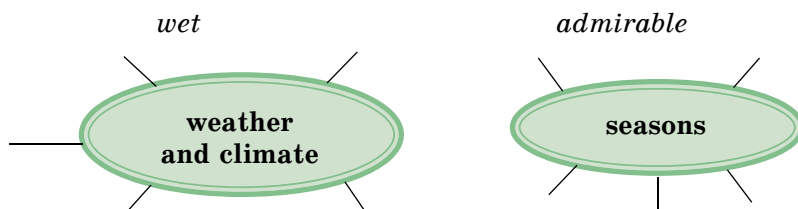
**either** – is used to show that a negative statement is true about both things or people.

**Example:** *You don't like rain and I don't like it either.*

**too/as well** – are used when you are adding another fact about someone/something.

**Example:** *Warm spring weather tempts me out of the house too/as well.*

2. From the text, reproduce words/phrases characterizing weather, climate and seasons. Fill in the word-maps for them and illustrate them in your own examples.



**Example:** *Alongside very wet weather there can be draughts in Polissia. I, personally, like wet weather in summer, because it isn't so hot.*



3. In the text, find words, phrases attributable to weather and climate with positive and negative meanings. Use them to describe the weather in your part in different seasons.

**Example:** *As I live in the South, the weather is usually very hot there in summer, but...*

Grammar in Context

- 1. In the text, find the adjectives in bold and interpret their meanings in contexts.
- 2. Categorize the adjectives according to the suffixes they are formed with and illustrate them with your own examples.

-ful	-al	-able/-ible	-ic	-ing	-ous
	traditional				

**Example:** Warm summers are traditional for the biggest parts of Ukraine.

Go to your *First Aid Kit* p. 242 for more information



- 3. Complete the sentences using adjectives formed from the words in the box.

<i>comfort</i>	<i>fame</i>	<i>wonder</i>	<i>beauty</i>
<i>practice</i>		<i>change</i>	<i>region</i>
	<i>harm</i>	<i>depend</i>	

**Example:** Spring is especially beautiful in Ukraine.

- 1. The weather in many parts of Ukraine has \_\_\_\_\_characteristics.
- 2. I feel \_\_\_\_\_ in any weather as I’m not a weather \_\_\_\_\_person.
- 3. In \_\_\_\_\_ weather nobody stays at home, it’s the kind of weather for outings.
- 4. To clean the streets from snow in winter is a \_\_\_\_\_ activity for many cities of our country.
- 5. It can be \_\_\_\_\_ if you are caught in rain and don’t have an umbrella.
- 6. In spring the weather is very \_\_\_\_\_. Now it drizzles, now it pours.
- 7. In general, Ukraine is \_\_\_\_\_ for its climate and weather.

Go to your WB for more exercises

V. Communication Track

1. Speaking

- 1. Look at the Ukrainian weather maps and describe the weather in different parts of your country.





2. In pairs, make up and role-play the dialogue discussing the climate and weather in different parts as in the pattern.

Role I. *You live in the South of Ukraine.*

Role II. *You live in the North of Ukraine.*

**Pattern:**

A: You have a gorgeous tan, \_\_\_\_\_! The weather in the South is marvelous, I guess.

B: ...

A: Unfortunately, we don't have such hot and sunny weather in my parts, though the climate is changing all the time. How does the climate in the South differ?

B: ...

A: I see it's typical of all the parts. And what do you think causes a considerable variation in weather condition?

B: ...

A: Agreed. My granny said, some 10 years ago winters were snowy with lots of snowstorms and even blizzards. It was the best season for them. And what do winters look like in the South?

B: ...

A: And what is a well-loved season in your parts?

B: ...

A: I see.



3. In the whole class, debate over the truth of weather proverbs. Which of them are typical of your parts?

It never rains but  
pours!

After rain comes  
fair weather.

Every cloud has its silver  
lining.

April showers bring  
May flowers.

2. Listening

a) Before you listen

You are going to listen to the poem. Read/listen to its last line and try to predict what the poem will be about.

“But be thankful together whatever the weather”.

b) While you listen

Listen to the poem and complete the sentences:

When the weather is ...	When it's too ...
We must not ...	We shouldn't ...
When the weather is ...	When it's too ...
We must not ...	We shouldn't ...



c) After you listen

Say what you enjoy doing in the types of weather mentioned in the poem.

3. Writing

a) Before you write

- Suppose you are asked to be a weather person. Brainstorm with your friends what facts should any weather report contain.
- Make a list of words and phrases to make your weather report clear and understandable for everybody.

b) While you write

How to write a weather report

Content Tips	Language Tips
<ul style="list-style-type: none"><li>• Begin with a general picture of the weather to come</li><li>• Give the main points of the weather differences in different parts</li><li>• Give the best wishes for your listeners</li></ul>	<ul style="list-style-type: none"><li>• In the coming days...</li><li>• We are in for a spell of...</li><li>• The weather is expected to be...</li><li>• ...is most probable.</li><li>• It may...in the morning.</li><li>• It'll clear up...</li><li>• The sky will be...</li><li>• The average temperature is ...</li></ul>



Go to p. 267 for a sample weather report



**At Home:** Write a weather report in your WB.

## 7.3. Watching Ukrainians

### Word Bank

- melodious
- garlic
- hospitable
- enthusiastic
- peaceloving
- countrymen
- populous
- competitive
- overseas
- Ukrainians
- approximately
- multicultural

### Phrase Bank

- to have a sense of humour
- to be a great eater
- to welcome somebody wholeheartedly
- far and wide
- to be scattered throughout some place
- melted beeswax
- encoded wishes
- to inherit something from
- ethnic groups

### Communication Box

- It deserves appreciation.
- They are supposed to ...
- There is something in what you say.
- Suffice it to mention ...

### I. Now for it

Look at the pictures and say the people of what ethnic groups live in Ukraine.



**Example:** *I think many Polish people live in Ukraine because there are many Catholic churches in Ukraine. In many schools children learn Polish.*

### II. Reading

1. Read about how some foreigners characterize Ukrainians and say with what you agree or disagree:

## Watching Ukrainians



Mario, Milan,  
Italy

"I asked my Italian relatives who visited Ukraine what they thought about Ukraine and Ukrainians. They said that Ukraine is one of the most populous European countries with the population of 42 million people. They stressed that it is a multicultural country in which different ethnic groups live in peace and harmony with others. But they also consider that Ukrainians have a good sense of humour and can laugh at a good joke. They like the Ukrainian language and find it very melodious, but **not so melodious as their Italian language of course**".



Stephen, Toronto,  
Canada

"I know that Ukrainians are supposed to be great eaters and to eat large amounts of their traditional food, like borsch, varenyky, holubtsi, galushky, etc. They say that borsch has had a special and important place on the daily menu of the Ukrainian people for generations. When Ukrainians have guests they usually treat them to borsch which they serve with pampushkas and garlic."



Pamela, Birmingham,  
England

I've been to Ukraine twice and can say that Ukrainians are very kind and hospitable. They welcome visitors open-heartedly and treat them warmly and generously. I think it is traditional in the country to greet guests with bread and salt and offer them Ukrainian hospitality and friendliness. I think they are **as hospitable as any Slavonic nation**.



Brad, Cardiff,  
Wales

I call Ukrainians "a singing nation" because nearly everyone in Ukraine sings or plays a musical instrument. They are emotional and really enjoy music and many of them like to perform in a folk dance group or in a choir. Some folk dance groups are very renowned and popular far and wide. Welsh people are also fond of singing, suffice to say our annual singing festival Eisteddfod but I believe we are **not as enthusiastic as Ukrainians**.



Ann Lou, Missouri, the USA

I find Ukrainians very hard-working. They seem to be busy all days including week-ends. It is typical of any season. My friend has a dacha near Kyiv and when the snow only begins to melt in spring she is already there doing some physical labour. And she is not alone, many retired people in Ukraine think it to be a good hobby. We, Americans, are also hard-working and competitive.



Bernadine and Kenneth, Perth, Australia

We were pleasantly surprised to see how Ukrainians teach their youth to keep the traditions of their families. They create special groups in which they learn different amazing things like embroidering, knitting, painting, things like that. We also joined a group where children were taught how to paint on an egg with melted beeswax. The elderly lady explained that the patterns that pysankas are decorated with contain encoded wishes for happiness, a rich harvest, health and weather. The children created real works of art. They are **as creative as adults**. It deserves appreciation, indeed!

### Across Cultures: Great Britain

**Eisteddfod** – a yearly meeting in Wales in which competitions are held for Welsh poets, singers and musicians. It's a great honour to win a prize or a title at an Eisteddfod.



## III. Language Track

### Phonetics in Context

- From the text, reproduce 10 words in which 'ea' and 'ee' are pronounced as /i:/. Practise saying some of them in your own sentences.

**Example:** /i:/ eaters

*Ukrainians are supposed to be heavy eaters. I think not only Ukrainians are heavy eaters. It's typical of all Slav nations, I believe.*

## Words and Phrases in Context

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



**to treat somebody** –  
to behave towards somebody

**Example:** *He treated our guest well.*

**to treat to something** –  
to do something special for someone that you know they'll enjoy.

**Example:** *We treated our guests to borsch and they were very delighted.*

2. From the text, reproduce words/phrases which have the opposite meanings. Comment on the statements.

**Example:** *lazy – hard-working.*

*I think Ukrainians are not lazy. On the contrary, they are very hard-working and are not afraid of any work.*

- *lazy*
- *cruel*
- *bottled up*

- *greedy*
- *not humorous*
- *unemotional*



3. In the text, find words and phrases which characterize Ukrainians. Reproduce them in their context and develop the ideas.

**Example:** *Ukrainians have a good sense of humour. Not for nothing do we have a number of popular humorous TV programmes. Besides, Odesa is considered to be a city of humour where humorous parades and competitions take place.*

## Grammar in Context

- In the text find and reproduce the grammar constructions in bold and interpret their meanings.
- Complete the instructions and illustrate them with examples.

If you want to talk about similarities of two objects, use...

If you want to talk about differences between two objects, use...

Go to your *Firs Aid Kit* p. 242 for more information



3. Use one of the adjectives from the text to the prompts and create a new context for them. Describe differences or similarities.

**Example:** *competitive*

*(Ukrainian people – American people)*

*Ukrainian people are as hard-working as American people. But I think we are not so competitive as Americans.*

- creative

(children-adults)

- 
- enthusiastic

(Welsh people-Ukrainians)

- 
- popular

(folk music – national dancer)

- 
- populous

(Ukraine-Poland)

- 
- hospitable

(Ukrainians – Slave people)

- 
- peaceloving

(Ukrainians – people of the world)

Go to your WB for more exercises

## IV. Communication Track

### 1. Speaking

1. Read the descriptive words and phrases and choose those which can be attributable to making a character sketch of a typical Ukrainian. Give reasons for your choice.

- |                      |                    |
|----------------------|--------------------|
| • Hospitable         | • competitive      |
| • good-humoured      | • sociable         |
| • reserved           | • greedy           |
| • open-hearted       | • emotional        |
| • lyrical and poetic | • selfish and idle |
| • peace loving       |                    |

2. Pair up with your friend and talk about Ukrainian identity. Use the pattern.

**Pattern:**

A: \_\_\_\_\_?

B: Agreed. I think hospitability is a national trait of all Ukrainians. We love to receive guests and treat them warmly. Do you think kindness and friendliness are typical of Ukrainians?

A: \_\_\_\_\_?

B: There is something in what you say. Many of us are open-hearted and good to people around us.

A: \_\_\_\_\_?

B: Exactly. Suffice it to say, that every year on the First of April a lot of people come to Odesa to take part in the so-called 'Humoryna'. I love to watch this holiday on TV, and you?

A: \_\_\_\_\_?

B: Certainly. It deserves appreciation. We should not only keep the traditions of our grandparents but develop and spread them. By the way, if you are asked to name one most important characteristics of a Ukrainian, what will it be?

A: \_\_\_\_\_?

B: I can't agree more. I'm also proud to be a Ukrainian and to live in a peaceful independent country.



3. In the whole group, read the quotations about peoples' virtues and discuss those which Ukrainians have demonstrated or are demonstrating at present. Give your illustrations.



*'He who loves not his country  
loves nothing'*  
(George Gordon Byron)

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*'Patriots always talk of dying  
for their country, never of  
killing for their country'*  
(Bernard Russel)

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*'It is better to die on your feet  
than to live on your knees'*  
(Dolores Ibarruri)

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*'Justice, sir, is the greatest  
interest of man on earth'*  
(Daniel Webster)

## 2. Listening

### a) Before you listen

You are going to listen to a mini-lecture "Signs of National Identity". Judging by the title try to predict what signs of national identity will be mentioned in the lecture. Say why.

### b) While you listen

Listen and correct the mistakes in the statements given below.

1. To understand the Ukrainians, one must know where they work.
2. Enthusiasm, just enthusiasm, characterizes the people of the Carpathians.
3. Being competitive Ukrainians work much in their gardens and orchards.
4. The climate of the South shapes the tradition of hard work.
5. Ukrainians can be also recognized by their traditional trousers and shirts.
6. Musical instruments like the guitar and the violin are traditionally Ukrainian.



### c) After you listen

In groups, brainstorm with your friends what other signs of national identity are typical of Ukrainians.

## 3. Writing

### a) Before you write

If you want to describe the particular combinations of qualities that make someone a particular type of a person, write a character sketch.

- Brainstorm with your friends about any positive signs of Ukrainian teenagers' identity.
- Make a list of words/phrases you can use to describe a teenager as a typical Ukrainian.



## b) While you write

### How to write a character sketch

Content Tips	Language Tips
<ul style="list-style-type: none"> <li>• Identify the age of a person you are going to characterize</li> <li>• Enumerate the common national features the person has</li> <li>• Describe the specific personal features of a character which make him/her different</li> <li>• Give your personal interpretations of these character traits of the person</li> <li>• Try to give some evidence of these qualities</li> </ul>	<ul style="list-style-type: none"> <li>• I'm going to present...</li> <li>• As all Ukrainians he/she...</li> <li>• On the whole...</li> <li>• In fact...</li> <li>• In my view...</li> <li>• However...</li> <li>• My friends agree that...</li> <li>• In this respect...</li> <li>• Alongside...</li> </ul>

Go to your *First Aid Kit* for a sample character sketch on p. 267



**At Home:** In your WB, write a character sketch of a Ukrainian teenager

## 7.4. Travel Options

### Word Bank

- sail
- safe
- liner
- endangered
- tremendous

### Phrase Bank

- to look forward to doing something
- to insist on doing something
- to burn with impatience
- to be scared stiff
- to compare something with something
- to make somebody nervous
- to be seasick
- to have a lifetime dream
- rough sea

### Communication Box:

#### How to Make Future Plans For Exploring Your Native Land

- Do you have any big plans for ...?
- Where are you planning to ...?
- Why don't you try ...?
- What are your plans for ...?
- I suggest ... , it may be ... .

- Definitely. I'd like to explore ... .
- I might have an opportunity to ... .
- You know, you are probably right. I'll learn everything there is to know about ... .
- I have huge plans: ... .
- That would be perfect.
- It sounds good.

## I. Now for it!

Look at the pictures and say how your international friends may explore your native land.



by plane



by ship



by train



on foot

**Example:** *They might have an opportunity to explore my native country on foot and to stop at the places they'd like to see.*

## II. Reading

a) Read about how English friends are planning to make a stop in Ukraine on their way from Turkey to England and say what decision they've made.

### Seeing is Believing

**Laura:** Are you looking forward to your trip to Ukraine, Ann?

**Ann:** I can't wait to see Ukraine. We might have an opportunity to see the gorgeous Carpathian Mountains and even climb the highest point, Mount Hoverla. It's so exciting. Oksana insists on flying, but I want to sail from **Istanbul** to **Odesa**. Planes make me nervous. Besides, I want to go sightseeing in Odesa and to see its amazing places with my own eyes, like the famous **Potemkin stairs** and **Prymorskyi Boulevard** with its unique platan trees.

**Laura:** There's nothing to be frightened of. Going by plane saves time.

**Ann:** You know you are probably right. But aeroplanes fly so high and fast that I'm afraid to be airsick.

**Laura:** Don't say so! Air transport is really safe compared with other means of transport.

**Ann:** I'd still prefer to go by sea. Ships may not travel fast but at least you can relax. I'd love a trip on a liner. Besides I've never seen the Black Sea. Oksana said we would visit **Kherson** and its great **Askaniya-Nova Preserve**. So I will learn everything there is to know about its flora and fauna: tall trees, unique flowers and bushes, amazing animals and birds, some of which are endangered species.

**Laura:** You have huge plans. It's fine if you're a good sailor, but have you ever travelled far in a rough sea?

**Ann:** No. I've only been in a boat twice. I sailed down the river Thames on sightseeing tours.

**Laura:** Then you have a good experience travelling by boat. Why don't we have some boat trips round Ukraine? I have a lifetime dream to visit one of the most ancient cities of Ukraine **Chernihiv**. If we have a boat

trip down the Desna river we can see the majestic **Dytynets (Fortress)** and tremendous **Spaso-Preobrazhenskyi Cathedral** and **Troyitsko-Illinsky monasteries**. I've read much about them in the Internet, while getting ready for a trip to Ukraine. These are the treasures of the 7<sup>th</sup> and 11<sup>th</sup> centuries. We can make a film about it!

**Ann:** You know, you are probably right. You adore **Ukrainian history** and I'm interested in **geography**. So we can make a brilliant travelogue for our classmates. They've never been to Ukraine and seen their wonders.

**Laura:** Definitely, I'll let Oksana know about our decision. Seeing is believing, you know.

**Ann:** Agreed, then.

### Across Cultures: Ukraine



**Dytynets** – an ancient fortress in Cherhihiv built in the 7<sup>th</sup> century.



**Spaso-Preobrazhenskyi Cathedral** – the most ancient cathedral of the 11<sup>th</sup> century, where Duke Igor is buried.



**Troyitsko-Illinska church** – the orthodox church of the Kyivan Rus time of XII-XIII centuries in Ukraine.



**Antoniev caves** – is an ancient cave monastery of the country.

### III. Language Track

#### Phonetics in Context

1. In the text find 10 words in which 'ng' gives the sound /ŋ/ and reproduce them in contexts. Practise saying them in your own context.

**Example:** /ŋ/ *Are you looking forward to your trip to Ukraine, Ann?*  
*I'm looking forward to visiting Lviv. I can't wait to see its ancient cathedrals.*

#### Words and Phrases in Context

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



**high** – measuring a long distance from top to bottom in a position a long above the ground.

**Example:** *Mount Petros is the second largest mountain in the Carpathians.*

**tall** – high and not wide or long (used usually about people and things that are more high than wide).

**Example:** *Andrew is the tallest boy in the class.*

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

**Example:** *We might have the opportunity to see the gorgeous Carpathian Mountains. The mountains are so picturesque! I've seen the photos Oksana had made and sent me and I'm burning with impatience to see them.*

- to want somebody to do something
- to see the places of interest
- to see for oneself
- in comparison with
- to be frightened very much
- to wish something very much



3. From the text read out words/phrases with which the girls described the things they wanted to see. Use them to describe the place (thing) you'd like to see.

#### Grammar in Context

1. In the text, find the words and phrases in bold and categorize them into two categories according to the articles (no articles) they are used with. Reproduce them in context.

## 2. Complete the instructions and give your own examples.

Use the definite article when...

Don't use any article when...

Go to your **First Aid Kit** for more information on p. 243



## 3. Look at the photos of places the friends might see and fill in the article if necessary.



\_\_\_ Chernihiv is situated on \_\_\_ Desna river. You can visit \_\_\_ Historiry-literary museum, named after M. Kotsiubynskyi, \_\_\_\_\_ T. Shevchenko Drama Theatre.



\_\_\_ Odesa is situated on \_\_\_ Black Sea. \_\_\_ Derybasivska street is the main street in the city. \_\_\_ Sea museum attracts a lot of tourists.

## IV. Communication Track

### 1. Speaking

#### 1. Say how you plan your visit to any country. Cover the following points:

- choosing a route;
- choosing means of transport;
- deciding on places to see.

#### 2. Read and learn how to make plans for exploring your native country. Look at the pictures and fill in the mini-dialogues.



1. – Do you have any big plans for exploring \_\_\_\_\_?  
 – Definitely. I'd like to climb \_\_\_\_\_.  
 I love climbing.

The Carpathian Mountains.  
 Mount Hoverla

2. – How are you planning to reach \_\_\_\_\_?  
 – I might have an opportunity to go \_\_\_\_\_.

Kherson; by ship



3. – Why don't you try to go to \_\_\_\_\_?  
 – You know, you're probably right.  
 We'll learn everything there is to know  
 about its \_\_\_\_\_.

Lviv, Ancient cathedral and church



4. – What are your plans for a \_\_\_\_\_  
 \_\_\_\_\_?  
 – I have huge plans: I'm thinking of  
 going to \_\_\_\_\_.  
 – That would be perfect.

round-Ukraine trip, the Black Sea



5. – I suggest visiting \_\_\_\_\_  
 it may be very interesting to see \_\_\_\_\_  
 \_\_\_\_\_.  
 – It sounds good. Maybe we'll try.

Odesa sea port



3. In the whole class, debate on the statements

*“Wherever you plan to go, Ukraine has much to offer.”*

2. Listening

a) Before you listen

You are going to listen to the poem “Let’s Take a Trip”. Judging by the key-words given, try to predict its content.

- a trip
- mountains
- the Sea
- train
- dish
- Christmas

b) While you listen

Listen to the poem and complete the lines of the poems:

- Let’s take a trip...
- I’ll give you a ride...
- You’ll feel what it’s like...
- You’ll have a taste...
- And stay with us...
- You won’t believe but...
- Christmas in this country...



c) After you listen

Suggest your own route round Ukraine for your international friend.

3. Writing

a) Before you write

If you want to advertise a round Ukraine trip write a leaflet.

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

b) While you write

Follow the format of the leaflet.

Content Tips	Language Tips
<ul style="list-style-type: none"><li>• Begin with a striking title</li><li>• In the introduction name the places being described</li><li>• In the main body give some basic information about the trip to be</li><li>• Encourage the readers to take part in the tour at the end of the leaflet</li></ul>	<ul style="list-style-type: none"><li>• ...is the most exciting place to visit</li><li>• First and foremost...</li><li>• You’ll be delighted to see...</li><li>• ...keeps the spirit of something alive</li><li>• It’ll remind you of...</li><li>• You’ll enjoy...</li><li>• Don’t miss a chance and...</li></ul>



Go to p. 268 for a sample leaflet



**At Home:** In your WB, write a leaflet of a round-Ukraine trip.

## 7.5. Your Test Files

### A. Use of English

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

Ukraine is a state in Eastern Europe, which borders \_\_\_1\_\_\_ Bilorus, Russia, Poland, Hungary, Romania and Moldova. The term Ukraine first appeared in the 12<sup>th</sup> century as a geographical name for the Southern lands \_\_\_2\_\_\_ ancient Kyivan Rus.

On August 24, 1991 Ukraine \_\_\_3\_\_\_ an independent state. Today it is a free sovereign state, which has \_\_\_4\_\_\_ national emblem, state flag and anthem. The national Emblem is the \_\_\_5\_\_\_ ancient and dignified of all Ukrainian symbols. Its history \_\_\_6\_\_\_ to the 1<sup>st</sup> century AD Ukraine is an industrial country which is rich \_\_\_7\_\_\_ many mineral resources, but some aspects of the economy are weak. We know about \_\_\_8\_\_\_ problems and re trying hard \_\_\_9\_\_\_ difficult. I think that by 2020 all the problems \_\_\_10\_\_\_.

1.	A	in	B	at	C	on	D	by
2.	A	of	B	In	C	by	D	off
3.	A	was proclaimed	B	has been proclaimed	C	is proclaimed	D	proclaims
4.	A	it's	B	its	C	his	D	their
5.	A	less	B	very	C	little	D	most
6.	A	starts	B	goes back	C	begins	D	ends
7.	A	over	B	by	C	in	D	of
8.	A	these	B	this	C	that	D	those
9.	A	to save	B	to hide	C	to preserve	D	to overcome
10.	A	will have been resolved	B	will be resolved	C	have resolved	D	are being resolved

II. Read the sentences and fill in the right word-form.

- |  |                      |
|--|----------------------|
| 1. Ukrainians are known far and wide for their _____.                                      | hospitable<br>admire |
| 2. Spring is an _____ season in Ukraine, because everything is in bloom and blossom.       |                      |
| 3. Ukraine is famous for its _____ traditions and customs.                                 | nation<br>fascinate  |
| 4. Every season has its _____ and charm.   |                      |
| 5. The climate of the country is _____, now it's warm, now it's cold.                      | change               |
| 6. Ukraine is also a _____ country and stands for peace and friendship all over the world. | peace                |

B. Reading

Read the text and match the paragraphs 1-5 to headings A-E.

- A. Expert knowledge
- B. Geography
- C. First steps in educational development
- D. History
- E. A big break in higher education.

1

Kharkiv is the second largest city in Ukraine after Kyiv. It used to be the capital of the Ukrainian Soviet Socialist Republic in the period 1918-1934. It is situated in the Northeastern part of the country, at the point where the Lohan, Udy, Kharkiv and Nemyshlya rivers meet. The city is home to 1.6 million people, including 230/000 students.

2

The ancestors of the present-day students were Cossacks who founded the city as a fortress in 1654 to protect southern Russian borders from the Crimean Tatars and named it Kharkiv after the river flowing through it. The wooden fort had ten towers and was surrounded by a double wall.

3

In 1726 Kharkiv Collegium (the first Slavonic-Greek-Latin school) was founded where the famous Ukrainian poet and philosopher Hryhoriy Skovroda taught.

4

In 1805, Kharkiv University was founded. It was the first in Livoberezhna Ukraine (on the left bank of the Dnipro) and the third in the Russian empire. At present,, Kharkiv National University is named after the talented scientist V.N. Karazin who worked hard to raise money for this outstanding project. There are 15 departments at the university.

The education and research potential of the city is covered by over 150 state institutions about 200 secondary schools and a growing number of private educational establishments. Specialists in various fields of expertise are trained in Kharkiv state institutions including six academies, 10 universities and eight institutes, among them Kharkiv Polytechnic university, Kharkiv State Law Academy, Kharkiv Pedagogical University, National Pharmaceutical Academy and others.

### **C. Listening**

**Listen to the text and mark True or False statements.**

1. The first express train in Ukraine was launched in 2003.
2. The first express train connected Dnipropetrovsk and Kyiv.
3. Now there are about eight routes which connect different cities.
4. It'll take passengers about five hours to get to their destination.
5. The trip is comfortable because you can watch the TV and have a bite.
6. It's not easy to buy tickets, you should buy tickets beforehand.

### **D. Writing**

**Write an essay "Meet Ukraine and Ukrainians".**

# First Aid Kit

## GRAMMAR

### Unit One

#### 1.1.

1. If you want to talk about what happens regularly use *the Present Simple*.

**Example:** *We usually meet at the mall.*

2. If you want to express how often something happens use the adverbs of frequency: *always, usually, often, sometimes, rarely, never*.

**Example:** *She never makes fun of her friends.*

3. If you want to describe something that is happening now, use *the Present Continuous Tense*.

**Example:** *We are listening to music now.*

4. If you want to talk about the things that have happened before now use *the Present Perfect Tense*.

Use *'already'* if you want to stress some time before now and use *'just'* if you mean recently. Put these words between *have* and *Past Participle*.

**Example:** *I have already joined the band. We have just met our peers.*

Use *'not yet'* to talk about things that haven't happened before now, which usually comes at the end of the structure.

**Example:** *John hasn't made friends with us yet.*

#### 1.3.

1. If you want to talk about things that are now finished, use the *Past Indefinite Tense* with time expressions that refer to the past (*last week, by 2005, 2 years ago, in the 19<sup>th</sup> century*).

**Example:** *I got a letter from my pen-friend a week ago.*

2. If you want to describe an action which was in progress at a specific time in the past use the *Past Continuous Tense*.

**Example:** *We were having a meeting at 3:00.*

3. If you want to talk about two actions in progress at the same time use the *Past Continuous* in both of them.

**Example:** *We were talking while Dan was completing his task.*

4. If you want to show that something happened before a specific time in the past, use the *Past Perfect Tense*.

**Example:** *When our pen-friends came we had already planned our trip round Ukraine.*

#### 1.4. Questions for more information

If you want to ask for information, use:

Do you know ...?  
 Could you tell me ...?  
 I wonder ...  
 Please, explain ...  
 I don't know ...  
 Have you any idea ...?

**Example:** *Do you know when the telephone was invented?*

If you begin a question like this, the word order is different from a simple question.

1                      2                      3

**Example:** *When was the telephone invented?*

(simple question)

2                      3                      1

*Can you tell me when the telephone was invented?*

Be careful with **do / does / did** questions:

**Example:** *When did Alexander Bell invent the telephone?*

Please tell me when Alexander Bell invented the telephone?

Use **if** or **whether** where there is no other question word (**what, why** etc.)

**Example:** *Have you got a travel bug?*

I wonder **if / whether** you have got a travel bug.

## Unit Two

### 2.1.

1. If you want to talk about something you have experienced so that it no longer seems surprising, strange, or difficult, use **to be/get used to doing something**. In this expression '**to**' is a preposition, not part of an infinitive form. For this reason it can be followed the gerund.

**Example:** *Kate is used to coming on top in her class.*

2. If you want to talk about something you did regularly or for a period of time in the past that no longer exists in the present, use **used to do**. **Used to** always has a past meaning, there is no present form.

**Example:** *I used to go to that school.*

Form questions with **did + use to** and the negative with **didn't + use to**.

**Examples:** *Did you use to go to that school?*

He *didn't use to* go to that school.

### 2.2.

1. If you want to describe action verbs, use adverbs of manner. These adverbs answer **How-questions**. They come after the verb they describe.

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

2. If you want to describe adjectives and other adverbs, use adverbs immediately before the word they describe.

**Example:** *It's highly important to mention that classes such as advanced studies or foreign languages are not usually required in the high*

*school curriculum but very often are required as entrance to the university.*

3. If you want to describe how often actions happen, use adverbs of frequency. These adverbs answer **How often-questions**. They come before the verb they describe.

**Example:** *The number and kind of electives often depend on the size of the school.*

## 2.3.

1. If you want to talk about a real situation in the future, use **the Future Simple Tense** in the main clause and **the Present Simple Tense** in the *if/ when clauses*:

*If/ when-clause + main clause:*

If /when+ am/ is/are/do/ does
-------------------------------------

+

will + do
-----------

**Example:** *If I have free time, I will go to the gym tonight.*

*I will go to the gym tonight when I have free time.*

**Don't forget:**

- 1) In *if / when clauses*, the **present tense** has a **future** meaning.
- 2) *Will* is often shortened to 'll.
- 3) *When-clauses* can also begin with: **as soon as, till, until.**
- 4) You can also use a modal in the main clause.

**Example:** *I'll go to the gym tonight as soon as you join me.*

2. The **if clause** states the condition while the main clause states the result.

Together, they form **1<sup>st</sup> Conditional** sentences.

**Example:** *If all goes well, I'll go to the summer school in England.*

## 2.4.

1. If you want to ask politely for information, use **embedded** questions. They are included in another sentence. If an embedded question is in a statement, use a full stop at the end of the sentence. If the embedded question is in a question, put a question mark at the end of the sentence.

**Examples:** *I wonder why bullying is such a big problem in schools.* (Statement)

*Can you tell me when school starts in the morning?* (Question)

**Don't forget!**

Use **direct word order** in all embedded questions.

**Example:** *Could you tell me where they are from?*

## Common Phrases Introducing Embedded Questions

Statements	Questions
I don't know ...	Do you know ... ?
I don't understand ...	Do you understand ...?
I wonder ...	Can you tell me ... ?
I'm not sure ...	Could you explain .... ?
I can't imagine ...	Can you remember ...?
I can't remember ...	Would you show me ...?
I'd like to know ...	Who knows ...?

### Unit Three

#### 3.1. Statements in indirect speech

1. If you want to report verbs in *the Past Simple* use *the indirect speech*:

##### Direct speech

##### Indirect speech

Present Indefinite	→	Past Indefinite
Present Continuous	→	Past Continuous
Present Perfect	→	Past Perfect
Past Simple	→	Past Perfect

**Example:** *Tom said: 'I've never heard this music'. → Tom said he had never heard that music.*

2. If you want to report verbs in the Present Simple do not make any changes.

**Example:** *She says: 'I'm listening to music' → She said she is listening to music.*

**Don't forget to change pronouns and time expressions.**

*this → that*

*here → there*

#### 3.2.

1. If you want to report what the speaker said about the future, use *would + do*

**Example:** *Ann said: 'I will invite you for the concert'.  
Ann said she would invite me to the concert.*

2. Don't forget to change time phrases

*tomorrow → next day*

*the day after tomorrow → in two days*

*next year → the following year*

#### 3.3.

1. If you want to report instructions, commands, requests or invitations, use *the infinitive*:

**Example:** *'Buy two tickets to the concert', she said.  
She told me to buy two tickets to the concert.*



2. If you want to report negative commands, regrets, instructions or invitation use ***not+infinitive***:

**Example:** *She said: 'Don't listen to such music'.  
She asked me not to listen to such music.*

3. Don't forget to make the following changes to keep the speaker's original meaning:

a) **time phrases:** *she said* → *she asked*

**Example:** *Give me the CD tomorrow.  
She asked me to give her the CD the next day.*

b) **pronouns and possessives:**

**Example:** *The teacher said to Ann: 'Tell me your schedule'.  
The teacher told Ann to tell him her schedule.*

c) **'this' and 'here'**

**Example:** *'Play this music piece from here'.  
The teacher told him to play that music piece from there.*

4. Reporting commands, requests and invitations you may use the following reporting verbs: ***to advise, to ask, to command, to demand, to instruct, to invite, to order, to warn:***

**Example:** *Ann said to Mark: 'Come to my mother's concert'.  
Ann invited Mark to come to her mother's concert.*

### 3.4.

1. If you want to report 'yes/no' questions use ***if/whether*** or ***whether*** or ***not***:

**Example:** *Can you play the piano?  
She asked if I could play the piano.  
She asked whether (or not) I could play the piano.*

2. In indirect ***'yes/no'*** questions the subject comes before the verb, the same word order as in statements:

**Example:** *Do you like rock?  
He asked me if I liked rock.*

3. If you want to report 'wh-questions' use question words. The subject also comes before the verb:

**Example:** *What is your favourite music?  
She asked me what my favourite music was.*

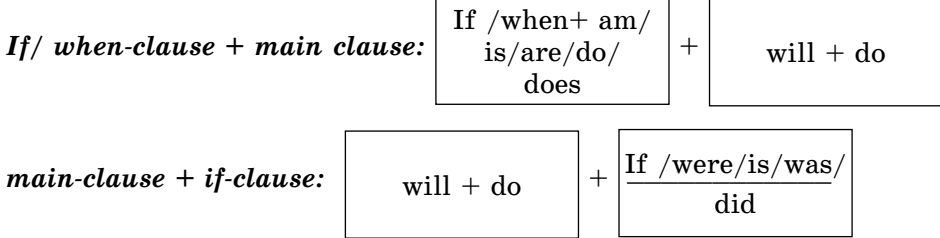
4. For reporting questions you can use reporting verbs and phrases: ***to ask, to inquire, to question, to want, to know, to wonder, to be interested to know.***

**Example:** *What do you think of rap?  
He wanted to know what I thought of rap.*

## Unit Four

### 4.1. 2<sup>nd</sup> Conditional

a) If you want to talk about an unreal situation in the present or future, use **would + do** in the main clause and the Past Simple Tense in the **if-clause**:



**Example:** If I had free time, I would go to the gym tonight.  
*I would go to the gym tonight if I had free time.*

6) If you want to give advice, begin your statement with **If I were you, ...**

**Example:** If I were you, I would read this newspaper regularly. It's a quality newspaper.

#### Don't forget:

The if-clause uses *the Past Simple* form but the meaning is not past. Use a comma between the two clauses when the *if-clause* comes first.

### 4.2. Collocations and Phrasal Verbs

1. A **phrasal verb** is a *verb + adverb / preposition*, for example: **watch out, come in, take off.**

A phrasal verb usually has a different meaning from the verb on its own, for example:

**Turn** the TV **off!** (= stop connection).

In phrasal verbs, the word order is sometimes different: the adverb / preposition can come **after** the noun object, and it **always** comes after a pronoun object, for example:

*Let's give up eating chocolate. Let's give it up.*

1. **Collocations** are words that often go together, for example:

- **to catch the bus, to tell a story, to miss the point** (verb + noun collocations);
- **to take part in, to make friends with** (verb + noun + preposition collocations);
- **heavy rain, great difficulty** (adjective + noun collocations).

#### Don't forget!

Don't translate phrasal verbs or collocations directly from English. Check in a proper dictionary.

## 4.3. 3d Conditional

1. If you want to talk about past conditions and results that never happened, use **would + have done** in the main clause and the Past Perfect Tense in the if-clause:

**If/ when-clause + main clause:**

if + had done

+

would + have done

**main-clause + if-clause:**

would + have done

+

if + had done

**Example:** *If the film had won an Oscar, it would have become famous at once.*

2. If you want to express regret about what happened or didn't happen in the past, use **would + have done** in the main clause and **the Past Perfect Tense** in the if-clause:

**Example:** *If I had known about this magazine before, I would have subscribed to it long ago.*

**Don't forget:**

- Use **a comma** between the two clauses when the if-clause comes first.

## 4.4. Uncountable Nouns

**Uncountable nouns** are things we can't count. They can be grouped into the following categories:

- food and drink: bread, butter, meat, tea, coffee
- materials: water, wood, plastic
- school subjects and languages: history, physics, English
- ideas: advice, news, education
- feelings: love, admiration, respect
- activities: swimming, jogging, shopping

**Don't forget!**

Uncountable nouns do not usually have a plural form: *some news*.

Use a singular verb only: *No news is good news*.

Use **the** but don't use **a/an** before an uncountable noun: *What's the news?*

To 'count' some uncountable nouns, use **a piece of, an item of, a bit of** : *a piece of advice, a bit of information, an item of news*.

## Unit Five

### 5.1.

1. Modal verb '**may**' suggests that sth is possible.

**Example:** *Ann knows much about books and their authors. She may be a good reader.*

2. '**Ought**' is followed by '**to**' and is used for less strong suggestions, advice and opinions.

**Example:** *Your answer is not good enough today, you ought to read more.*

## 5.2.

1. If you are almost 100 percent certain that smth is possible, use **'must'**, **'have to'** or **'have got to'** to make deductions or 'best guesses' based on information we have about a present situation.

**Example:** *Robin Hood is a courageous man. He **must** help a lot of poor people.*

2. When you are less certain, use **'may'**, **'might'** or **'could'**.

**Example:** *He knows much about travelling. He **might** be an experienced traveller.*

3. If you are almost 100 per cent certain that something is impossible use: **can't/couldn't** or **may not** or **might not**.

**Example:** *He **can't** write such a story. He is a writer just a beginner.*

## 5.3.

1. If you want to talk about general ability or possibility in the present, use **'can'**.

**Example:** *You **can** borrow the book from the library.*

2. If you want to talk about general ability or possibility in the past, use **'could'**.

**Example:** *Matilda **could** read when she was three.*

3. If you want to make a request, use **'can'**.

**Example:** *Can you give me another book to read?*

## Unit Six

## 6.1. Making Adjectives Stronger or Weaker

If you want to make adjectives stronger or weaker, use adverbs of degree:

**weaker**

*a bit/slightly fairly quite rather almost very really extremely*

**stronger**

**Examples:** *The Highlands are **really** beautiful.* (stronger meaning)

*The trip was **a bit** boring.* (weaker meaning)

## 6.2. Linking Words and Phrases

If you want to connect two pieces of information in speaking and writing, use **linking words and phrases**.

Functions	Linking words and phrases	Examples
Giving extra information	In addition, ... ...and ... ...as well as ...	<i>We often call the country Britain. <b>In addition</b>, there is also a poetic name of the country Albion.</i>
Ordering events	After that, ... Then, ... Finally, ...	<i>King James I of England (or Jack for short) united England and Scotland. <b>Then</b> in 1801 there was the union with Ireland.</i>

Functions	Linking words and phrases	Examples
Introducing a difference	However, ...	<i>You probably know that the official or political name of the country is the United Kingdom of Great Britain and Northern Ireland. <b>However</b>, at the United Nations and the European Parliament it is usually known by a shorter name: The United Kingdom or the abbreviation the UK.</i>
Introducing a cause	As ... ... because ...	<i>Wales is not represented in the flag <b>because</b> at the time the flag appeared in 1606, Wales was already united with England.</i>
Introducing a result	As a result, ... For this reason, ...	<i>The geographical name of the country is the British Isles, because the country occupies the islands which are called the British Isles. <b>For this reason</b>, it has the only land borderline with Ireland and sea borderline with France.</i>

6.3. The Present Continuous for Changes and Trends

- 1. If you want to describe actions, use verbs with an active meaning, for example: ***to move, to do, to say, to go.***
- 2. If you want to talk about changes and trends, use verbs with an active meaning in the Present Continuous tense.

**Example:** *More and more people **are moving** away from city centres into the suburbs.*

- 3. If you want to describe states or situations, use ***stative verbs***, for example: ***to have, to want, to feel, to prefer.***

Functions	Stative verbs	Examples
Describing a state of being	<i>to be to feel</i>	<i>They are all British and enjoy equal rights.</i>
Expressing emotions	<i>to like to love to hate</i>	<i>I love travelling.</i>
Describing mental states	<i>to know to remember to think to believe to suppose to understand</i>	<i>Paul knows much about Britain.</i>
Showing possession	<i>to have to have got to own to possess to belong</i>	<i>The Highlands belong to Scotland.</i>

Functions	Stative verbs	Examples
Describing needs and preferences	<i>to need</i> <i>to want</i> <i>to prefer</i>	<i>I need your help.</i>
Describing senses	<i>to hear</i> <i>to see</i> <i>to smell</i> <i>to taste</i> <i>to feel</i>	<i>I can't hear you.</i>

#### 6.4. Compound Nouns and Adjectives

If you want to give more information in simple or complex sentences, use compound nouns and adjectives.

**Examples:** *Christmas dinner is the most widely observed traditional meal of the year, with roast turkey as its **centerpiece**.* (a compound noun)

*My **four-day** trip is coming to an end.* (compound adjective)

Compound nouns	Word-building method	Compound adjectives	Word-building method
<i>homework</i> <i>traffic jam</i> <i>website</i>	noun + noun	<i>two-hour</i> <i>five-day</i> <i>ten-year-old</i>	number + noun
<i>Taxi driver</i> <i>Dishwasher</i> <i>DVD player</i>	noun + verb (er)	<i>high-quality</i> <i>low-price</i> <i>high-speed</i>	adjective + noun
<i>horse-riding</i> <i>window shopping</i> <i>hairdressing</i>	noun + verb (-ing)	<i>user-friendly</i> <i>duty-free</i> <i>colour-blind</i>	noun + adjective
<i>living room</i> <i>swimming pool</i> <i>washing machine</i>	adjective + noun	<i>well-known</i> <i>left-handed</i> <i>well-paid</i>	Adjective/adverb + participle (-ed/-ing)

### Unit Seven

#### 7.1.

1. If you want to talk about the geography of Ukraine use **the definite article the** with:

- the parts of the world: **the** South, **the** North, **the** East, **the** West.

**Example:** *Ukraine is in **the** West.*

- the names of the seas and rivers.

**Example:** *Ukraine is washed by **the** Black Sea.*

- the groups of lakes

**Example:** *The Shatski lakes are majestic.*

- the mountain ranges

**Example:** *the Carpathian mountains are gorgeous.*

2. Use **no** article with:

the names of the continents: Europe, Asia, America, Australia, Africa.

**Example:** *Ukraine is situated in Europe.*

- the names of many countries like Ukraine, Poland, Romania, Moldova.

**Example:** *Ukraine borders on Moldova, Poland, Russia and other countries.*

- the names of towns and cities.

**Example:** *We'll visit Zhytomyr soon.*

- the names of the mountain peaks.

**Example:** *I climbed mount Hoverla last summer.*

- the names of lakes.

**Example:** *Svitiaz is the most beautiful lake in the West of Ukraine, I believe.*

### 7.3.

1. If you want to compare two things use the comparative construction 'as+adj+as'.

**Example:** *My country is as beautiful as yours.*

2. If you mean 'less...than' use the comparative construction 'not as+adj+as'.

**Example:** *The Teteriv River is not as long as the Dnipro.*

3. If you want to express a big difference between two things use the comparative constructions: 'not nearly as+adj+as'.

**Example:** *The trip to the mountains was not nearly as tiresome as I thought it would be.*

- 'far/a lot/much+comparative+(than)'

**Example:** *Ukrainians today are far more independent than they used to be.*

'as far (easily)+superlative'

**Example:** *Many Ukrainian cities are by far the most ancient in the world.*

4. If you want to express a small differences, use 'a (little) bit (slightly)+comparative+(than)'

**Example:** *Travelling to Ukraine by train is slightly cheaper than by plane.*



## 7.4

1. Use the definite article *'the'* with:

- *the names of the theatres, cinemas, hotels and museums*

**Example:** *The theatre of Opera and Ballet in Lviv is named after S. Krushchynska.*

- *the names of the places*

**Example:** *The Mariyinskiy Palace is a fine monument of the 18<sup>th</sup>-19<sup>th</sup> century architecture.*

2. Don't use any article with:

- *the names of the towns, cities or villages*

**Example:** *I'd like to see Odesa with my own eyes.*

- *the names of the streets, boulevards and squares*

**Example:** *Prymorskyi Boulevard with its tall platans is a breathtaking view.*

- *generalization with uncountable nouns*

**Example:** *I'm interested in Ukrainian history.*

- *names of cathedrals, churches and fortresses*

**Example:** *St. George's Cathedral in Lviv is a classical example of Ukrainian Baroque architecture.*

## WORD-BUILDING

## Unit One, 1.2.

1. If you want to make adjectives negative use

*a) the following prefixes:*

*'un-'* – uncomfortable, unfair

**Example:** My friend has never been unfair to me.

*'im-'* – impolite, impossible

**Example:** I don't respect impolite people.

*'in-'* – inconsiderate, incompetent

**Example:** Some people are inconsiderate of children's feelings.

*'il-'* – illogical, illiterate

**Example:** My friend's ideas are sometimes illogical.

*'ir-'* – irresponsible, irregular

**Example:** You can't rely on irresponsible people.

*'dis-'* – disappointing, disrespectful

**Example:** My friend's sayings are so disappointing at times.

*b) the following suffixes:*

*'-less'* – careless, useless

**Example:** *Sometimes my friend is careless but I can put up with it.*

**Unit Two, 2.2.**

Adverbs of manner are often formed by adding **-ly** to adjectives.

**Example:** *individual – individually*

Some common adverbs of manner do NOT end in **-ly**.

**Examples:** *early, fast, wrong, late, hard.*

**Unit Five, 5.4.**

**1. Nouns** are formed from adjectives with these suffixes:

'-ness'	bright	—————>	brightness
	happy	—————>	happiness
'-ity/-iety'	active	—————>	actively
	various	—————>	variously
'-ence'	intelligent	—————>	intelligence
	patient	—————>	patience
'-th'	warm	—————>	warmth
	deep	—————>	depth

**2. Nouns** are formed from the verbs with these suffixes:

'-ion'	to collect	—————>	collection
	to impress	—————>	impression
'-er/-or'	to read	—————>	reader
	to write	—————>	writer
	to research	—————>	researcher
'-ment'	to agree	—————>	agreement
	to involve	—————>	involvement
'-y'	to discover	—————>	discovery

**3. Nouns** are formed from the nouns (if we want to change the meaning) by adding suffixes.

'-hood'	brother	—————>	brotherhood
	boy	—————>	boyhood
'-ism'	terror	—————>	terrorism
	race	—————>	racism
'-ist'	novel	—————>	novelist
	drama	—————>	dramatist

**4. Compound nouns** are formed in these ways:

- noun+noun                      a pen name  
   a bookworm
- -ing form+noun   a reading room  
                                 an opening hour

## 7.2.

**Forming adjectives with suffixes**

If you want to form adjectives from verbs and nouns use the following suffixes:

**‘-able/-ible’**

<b>Example:</b> to admire	—————>	<b>admirable</b>
to resist	—————>	<b>irresistible</b>

**‘-ful’**

<b>Example:</b> wonder	—————>	<b>wonderful</b>
beauty	—————>	<b>beautiful</b>

**‘-al’**

<b>Example:</b> tradition	—————>	<b>traditional</b>
region	—————>	<b>regional</b>

**‘-ous’**

<b>Example:</b> mountain	—————>	<b>mountainous</b>
glory	—————>	<b>glorious</b>

## Aa

**abbreviation** (*n*) /əˈbriːviːʃ(ə)n/ скорочення  
**absorb** (*v*) /əbˈzɔːb/ поглинати  
**access** (*n*) /ˈækses/ доступ  
**accommodation** (*n*) /əˌkɒməˈdeɪʃn/ житло  
**accompany** (*v*) /əˈkʌmpəni/ супроводжувати  
**according to...** /əˈkɔːdɪŋ/ згідно ...  
**achievement** (*n*) /əˈtʃiːvmənt/ успіх; досягнення  
**acquaintance** (*n*) /əˈkweɪntəns/ знайомий  
**acquire** (*v*) /əˈkwaɪə/ набувати; здобувати  
**activity** (*n*) /ækˈtɪvəti/ діяльність  
**admission** (*n*) /ədˈmɪʃn/ вхід  
**adult** (*n*) /ˈædʌlt/ дорослий  
**advanced** (*adj*) /ədˈvɑːnst/ продвинутий  
**adventure** (*n*) /ədˈventʃə/ пригода  
**advertisement** (*n*) /ədˈvɜːtɪsmənt/ реклама; оголошення  
**advice** (*n*) /ədˈvaɪs/ порада  
**advice-seeking letter** лист з проханням поради  
**afford** (*v*) /əˈfɔːd/ дозволяти  
**against** (*prep*) /əˈmeɪŋ/ проти  
**agree** (*v*) /əˈɡriː/ погоджуватися  
**agriculture** (*n*) /ˈæɡrɪˌkʌltʃə/ сільське господарство  
**allow** (*v*) /əˈlaʊ/ дозволяти  
**altitude** (*n*) /ˈæltɪtjuːd/ висота  
**amazing** (*adj*) /əˈmeɪzɪŋ/ приголомшливий  
**ambassador** (*n*) /æmˈbæsədə/ посол  
**ambitious** (*adj*) /æmˈbɪʃəs/ амбіційний  
**among** (*prep*) /əˈmeɪŋ/ серед  
**analogy** (*n*) /əˈnælədʒi/ аналогія  
**analyse** /ˈænəlaɪz/ аналізувати  
**ancestor** (*n*) /ˈænsestə/ пращур  
**ancient** (*adj*) /ˈeɪnʃənt/ стародавній  
**angry** (*adj*) /ˈæŋɡri/ сердитий  
**annual** (*adj*) /ˈænjʊəl/ щорічний  
**anthem** (*n*) /ˈænthəm/ гімн  
**apologise** (*v*) /əˈpɒlədʒaɪz/ просити пробащення  
**appeal to...** /əˈpiːl/ імпонувати...  
**applause** (*n*) /əˈplɔːz/ аплодисменти  
**appreciate** (*v*) /əˈpriːʃiənt/ цінувати  
**appropriate** (*adj*) /əˈprəʊpriət/ відповідний

**approve** (*v*) /əˈpruːv/ схвалювати  
**approximately** (*adv*) /əˈprɒksɪmətli/ приблизно  
**architecture** (*n*) /ˈɑːkɪtektʃə/ архітектура  
**area** (*n*) /ˈeəriə/ територія  
**argue** (*v*) /ˈɑːɡjuː/ сперечатися  
**around** (*adv*) /əˈraʊnd/ навколо  
**arrive** (*v*) /əˈraɪv/ прибувати  
**article** (*n*) /ˈɑːtɪkl/ стаття  
**associate** (*v*) /əˈsəʊsiət/ асоціювати  
**astonishing** (*adj*) /əˈstɒnɪʃɪŋ/ дивовижний; вражаючий  
**athletic** (*adj*) /æθˈletɪk/ спортивний  
**attend** (*v*) /əˈtend/ відвідувати  
**attention** (*n*) /əˈtenʃn/ увага  
**attitude** (*n*) /ˈætɪtjuːd/ ставлення  
**attractive** (*adj*) /əˈtræktɪv/ привабливий  
**audience** (*n*) /ˈɔːdiəns/ аудиторія; публіка  
**author** (*n*) /ˈɔːθə/ автор  
**authority** (*n*) /ɔːˈθɒrɪti/ авторитет  
**available** (*adj*) /əˈveɪləbl/ доступний  
**average** (*adj*) /ˈævərɪdʒ/ середній  
**avoid** (*v*) /əˈvɔɪd/ уникати  
**award** (*n*) /əˈwɔːd/ нагорода  
**awful** (*adj*) /ˈɔːfl/ жахливий

## Bb

**backbone** (*n*) /ˈbækbaʊn/ хребет  
**background** (*n*) /ˈbækgraʊnd/ фон  
**bagpipes** (*n*) /ˈbæɡpaɪps/ волинки  
**ballet** (*n*) /ˈbæleɪ/ балет  
**ban** (*v*) /bæn/ забороняти  
**band** (*n*) /bænd/ музична група  
**bare** (*adj*) /beə/ голий  
**barrier** (*n*) /ˈbæriə/ бар'єр  
**basic** (*adj*) /ˈbeɪsɪk/ основний  
**battle** (*n*) /ˈbætl/ битва  
**beach** (*n*) /biːtʃ/ пляж  
**beeswax** (*n*) /ˈbiːzweks/ бджолиний віск  
**beforehand** (*adv*) /bɪˈfɔːhænd/ завчасно  
**behave** (*v*) /bɪˈheɪv/ поводити себе  
**believe** (*v*) /bɪˈliːv/ вірити  
**benefit** (*n,v*) /ˈbenɪfɪt/ вигода; отримувати вигоду  
**besides** (*adv*) /bɪˈsaɪdz/ крім того  
**bet** (*v*) /bet/ битися об заклад  
**betray** (*v*) /bɪˈtreɪ/ зраджувати  
**beyond expectations** перевершувати очікування

**biography** (*n*) /baɪ'ɒɡrəfi/ біографія  
**biology** (*n*) /baɪ'ɒlədʒi/ біологія  
**birch** (*n*) /bɜːtʃ/ береза  
**birth** (*n*) /bɜːθ/ походження  
**bite** (*v, n*) /baɪt/ кусати; укус  
**blame** (*v, n*) /bleɪm/ звинувачувати;  
 вина  
**bloom** (*v*) /bluːm/ квітнути (про квіти)  
**blossoming** (*adj*) /'blɒsəmɪŋ/ квітучий  
**boarder on...** (*v*) /'bɔːdə/ межувати з...  
**bombard** (*v*) /'bɒmbə:d/ закидати пи-  
 таннями  
**book a ticket** замовляти білет  
**book-worm** (*n*) /'bʊkwɜːm/ книжковий  
 черв'як  
**borrow** (*v*) /'bɒrəʊ/ позичати  
**bother** (*v*) /'bɒðə/ турбувати  
**bottled up** (*adj*) /'bɒtlɪd/ замкнутий  
**bottom** (*n*) /'bɒtəm/ дно  
**boundary** (*n*) /'baʊndrɪ/ кордон  
**bow** (*v*) /baʊ/ кланятися  
**braces** (*n*) /'breɪsɪz/ підтяжки  
**branch** (*n*) /brɑːntʃ/ гілка; галузь  
**brand new** абсолютно новий  
**break into blossom** розквітати (про де-  
 рева)  
**breathtaking** (*adj*) /'breθteɪkɪŋ/ захоплю-  
 ючий подих  
**bridge** (*n*) /brɪdʒ/ міст  
**brief** (*adj*) /brɪːf/ короткий; стислий  
**brilliant** (*adj*) /'brɪlɪənt/ блискучий  
**broadcast** (*v*) /'brɔːdkɑːst/ транслювати  
 по радіо/телебаченню  
**brochure** (*n*) /'brəʊʃə/ брошура  
**bully** (*v*) /'bʊli/ дражнити; знущатися  
**burst into applause** вибухнути аплодис-  
 ментами  
**button** (*n*) /'bʌtn/ гудзик

## Сс

**at least** принаймні  
**cable TV** кабельне телебачення  
**cancel** (*v*) /'kænsəl/ відмінати  
**career** (*n*) /kə'ɪrɪə/ кар'єра  
**carriage** (*n*) /'kærɪdʒ/ – вагон  
**castle** (*n*) /'kɑːsl/ замок  
**catching** (*adj*) /'kæʃɪŋ/ захоплюючий  
**categorize** (*v*) /'kætɪgəraɪz/ класифікувати  
**cathedral** (*n*) /kə'tʰiːdrəl/ собор  
**cave** (*n*) /'keɪv/ печера  
**century** (*n*) /'senʃʊəri/ вік, століття  
**certificate** /sə'tɪfɪkət/ посвідчення  
**change** (*v*) /ʃeɪndʒ/ змінювати, міняти

**channel** (*n*) /'ʃænl/ канал  
**character trait** риса характеру  
**characteristics** (*n*) /'kærɪktə'rɪstɪks/ ха-  
 рактеристики  
**characterize** (*v*) /'kærɪktəraɪz/ характери-  
 зувати  
**charming** (*adj*) /'ʃɑːmɪŋ/ чарівний  
**cheerful** (*adj*) /'ʃɪəfʊl/ веселий; бадьо-  
 рий  
**chestnut trees** каштани  
**childhood** (*n*) /'ʃaɪldhʊd/ дитинство  
**choice** (*n*) /ʃɔɪs/ вибір  
**choir** (*n*) /'kwaɪə/ хор  
**chronological succession** хронологічна  
 послідовність  
**church** (*n*) /'ʃɜːtʃ/ церква  
**circumstances** (*n*) /'sɜːkəmstənsɪz/ обста-  
 вини  
**citizen** (*n*) /'sɪtɪz(ə)n/ житель  
**claim** (*v*) /kleɪm/ стверджувати  
**clap hands** плескати у долоні  
**clarinet** (*n*) /'klærɪnət/ кларнет  
**climb** (*v*) /klaɪm/ іти в гору  
**coach** (*n, v*) /kəʊtʃ/ тренер, тренувати  
**coach potato** телеман  
**coal** (*n*) /kəʊl/ вугілля  
**coastline** (*n*) /'kəʊstlaɪn/ берегова лінія  
**coin** (*n*) /kɔɪn/ монета  
**collar** (*n*) /'kɒlə/ комірець  
**collect** (*v*) /kə'lekt/ збирати; колекцію-  
 нувати  
**combine** (*v*) /'kɒmbaɪn/ поєднувати  
**compare** (*v*) /kəm'preə/ порівнювати  
**compartment** (*n*) /kəm'pɑːtmənt/ купе  
**competition** (*n*) /'kɒmpɪ'tɪʃ(ə)n/ змагання  
**complete failure** повний провал  
**complicated** (*adj*) /'kɒmplɪkeɪtɪd/ склад-  
 ний  
**composer** (*n*) /kəm'pəʊzə/ композитор  
**composition** (*n*) /'kɒmpə'zɪʃ(ə)n/ твір  
**comprehend** (*v*) /'kɒmpri'hend/ сприймати  
**compulsory** (*adj*) /kəm'pʌlsəri/ обов'яз-  
 ковий  
**concert** (*n*) /kɒnsət/ концерт  
**conclusion** (*n*) /kən'kluːzən/ висновок  
**condition** (*n*) /kən'dɪʃ(ə)n/ умова  
**conductor** (*n*) /kən'dʌktə/ диригент ор-  
 кестру  
**confident** (*adj*) /'kɒnfɪdənt/ впевнений  
**confirm** (*v*) /kən'fɜːm/ підтверджувати  
**connect** (*v*) /kə'nekt/ поєднувати  
**consequently** (*adv*) /'kɒnsɪkwəntli/ як  
 наслідок

# Vocabulary

**consider** (*v*) /kən'sɪdə/ вважати; припускати  
**contain** (*v*) /kən'teɪn/ містити  
**contents** (*n*) /'kɒntents/ зміст  
**context** (*n*) /'kɒntɛkst/ контекст  
**contribute** (*v*) /kən'trɪbjʊ(:)t/ робити внесок  
**contribution** (*n*) /kən'trɪbjʊ(:)ʃ(ə)n/ внесок  
**convention** (*n*) /kən'venʃ(ə)n/ умовність; звичай  
**convey** (*v*) /kən'veɪ/ передавати  
**cool** (*adj*) /ku:l/ класний  
**cooperation** (*n*) /kəʊpə'reɪʃən/ співпраця  
**cope** (*v*) /kəʊp/ справлятися  
**cost** (*v*) /kɒst/ коштувати  
**couple** (*n*) /kʌpl/ пара  
**courageous** (*adj*) /kə'reɪdʒəs/ сміливий  
**course of peace** справа миру  
**court** (*n*) /kɔ:t/ суд  
**coverage** (*n*) /'kʌvərɪdʒ/ покриття  
**craft** (*n*) /kra:ft/ ремесло  
**crazy** (*adj*) /'kreɪzi/ божевільний  
**create** (*v*) /kri'eɪt/ створювати  
**creativity** (*n*) /kri'eɪtɪvɪti/ творчість  
**crime** (*n*) /kraɪm/ злочин  
**cross** (*v*) /krɒs/ хрест  
**crowd** (*n*) /kraʊd/ натовп  
**crown** (*n*) /kraʊn/ корона  
**crucial** (*adj*) /'kru:ʃəl/ вирішальний; ключовий  
**cruelty** (*n*) /kruəlti/ жорстокий  
**culture** (*n*) /'kʌltʃə/ культура  
**cunning** (*adj*) /'kʌnɪŋ/ хитрий  
**curiosity** (*n*) /kjʊərɪ'ɒsɪti/ допитливість  
**current events** останні події  
**curriculum** (*n*) /kə'ɪrɪkjʊləm/ програма  
**curtains** (*n*) /'kɜ:tɪn/ завіса (в театрі)  
**cute** (*adj*) /kju:t/ кмітливий; милий  
**importance** (*n*) /ɪm'pɔ:təns/ важливість

## Dd

**daffodil** (*n*) /'dæfədɪl/ нарцис  
**dark** (*adj*) /da:k/ темний  
**date** (*n,v*) /deɪt/ побачення; ходити на побачення  
**deaf** (*n, adj*) /de:f/ глухий  
**deafening** (*adj*) /'defnɪŋ/ дуже голосний; оглушливий  
**decision** (*n*) /dɪ'sɪʒ(ə)n/ рішення  
**definition** (*n*) /dɪfɪ'nɪʃən/ визначення  
**degree** (*n*) /dɪg'reɪ/ градус  
**delight** (*n*) /dɪ'lait/ насолода

**dense** (*adj*) /dens/ щільний; густий  
**department** (*n*) /dɪ'pɑ:tmənt/ відділення  
**departure** (*n*) /dɪ'pɑ:ʃə/ від'їзд  
**depict** (*v*) /də'pɪkt/ описувати  
**depth** (*n*) /depθ/ глибина  
**description** (*n*) /dɪs'krɪpʃ(ə)n/ опис  
**deserve** (*v*) /dɪ'zɜ:v/ заслуговувати  
**deskmate** (*n*) /'deskmeɪt/ сусід по парті  
**dessert island** безлюдний острів  
**destination** (*n*) /də'stɪneɪʃ(ə)n/ місце призначення  
**destroy** (*v*) /dɪ'strɔɪ/ знищувати  
**detention** (*n*) /dɪ'tenʃ(ə)n/ затримка  
**develop** (*v*) /dɪ'veləp/ розвивати  
**devote** (*v*) /dɪ'veʊt/ присвячувати  
**devoted** (*adj*) /dɪ'veʊtɪd/ відданий  
**diary** (*n*) /'daɪəri/ щоденник  
**die** (*v*) /daɪ/ помирати  
**die out** вимирати  
**differ** (*v*) /'dɪfə/ відрізнятися  
**digital TV** цифрове телебачення  
**dignity** (*n*) /'dɪɡnɪti/ гідність  
**diligence** (*n*) /'dɪlɪdʒəns/ старання  
**direct** (*adj*) /daɪ'rekt/ прямий  
**direction** (*n*) /daɪ'rekʃ(ə)n/ напрям  
**disabled people** люди з обмеженими можливостями  
**disappear** (*v*) /dɪ'sə'pɪə/ зникати  
**disappointing** (*adj*) /,dɪsə'pɔɪntɪŋ/ розчаровуючий  
**disease** (*n*) /dɪ'zi:z/ хвороба  
**dish** (*n*) /dɪʃ/ страва  
**dispute** (*v, n*) /dɪs'pjʊ:t/ диспутувати; диспути  
**distinguish** (*v*) /dɪ'stɪŋɡwɪʃ/ розрізнявати  
**ditch** (*n*) /dɪʃ/ канава  
**diving** (*n*) /'daɪvɪŋ/ занурення  
**division** (*n*) /dɪ'vɪʒ(ə)n/ розподіл; ділення  
**documentary** (*n*) /,dɒkjə'mentəri/ документальний фільм  
**domestic** (*adj*) /də'mestɪk/ домашній  
**domestic news** місцеві новини  
**double** (*adj*) /'dʌbl/ подвійний  
**doubt** (*n,v*) /daʊt/ сумнів; сумніватися  
**download from the Internet** скачувати з інтернету  
**draught** (*n*) /dra:ft/ засуха  
**drizzle** (*n*) /dɪrɪzl/ мряка; дрібний дощик  
**drug(s)** (*n*) /drʌɡ(z)/ наркотики  
**drum** (*n*) /drʌm/ барабан  
**due to** завдяки...  
**dull** (*adj*) /dʌl/ нудний

## Ee

**each** /iːtʃ/ кожний  
**eagle** (n) /iːgl/ орел  
**earn** (v) /zːn/ заробляти  
**editor** (n) /'editə/ головний редактор газети  
**education** (n) /edju(:)'keɪʃən/ освіта  
**effort** (n) /'efət/ зусилля; спроба  
**elective** (adj) /ɪ'lektɪv/ вибірковий; необов'язковий  
**elicit** (v) /ɪ'lɪsɪt/ виділяти  
**embody** (v) /ɪm'bɒdi/ втілювати; включати  
**embroidery** (n) /ɪm'brɔɪdəri/ вишивання  
**emergency** (n) /ɪ'mɜːdʒənsi/ терміновість; невідкладність  
**empire** (n) /'empaɪə/ імперія  
**employer** (n) /ɪm'plɔɪə/ роботодавець  
**enchancing** (adj) /ɪn'tʃɑːntɪŋ/ чаруючий  
**encode** (v) /ɪn'keʊd/ кодувати  
**encourage** (v) /ɪn'klaɪdʒ/ підбадьорювати; заохочувати  
**end** (v, n) /end/ закінчувати; кінець  
**endangered** (adj) /ɪn'deɪndʒəd/ вимираючий  
**energetic** (adj) /enə'dʒetɪk/ енергійний  
**enjoy** (v) /ɪn'dʒɔɪ/ насолоджуватися  
**enormous** (adj) /ɪ'nɔːməs/ величезний  
**enough** (adv) /ɪ'nʌf/ достатньо  
**enroll** (v) /ɪn'rəʊl/ записуватися  
**entertain** (v) /entə'teɪn/ розважати  
**entrance** (n) /'entrəns/ вхід  
**enumerate** (v) /ɪnjuː'məreɪt/ перераховувати; перелічувати  
**envy** (v, n) /'envi/ заздрити; заздрість  
**epitome** (n) /ɪ'pɪtəmi/ уособлення  
**epoch** (n) /'iːpɒk/ епоха  
**equal** (adj) /'iːkwəl/ рівний  
**equality** (n) /ɪ'kwɒləti/ рівність  
**equipment** (n) /ɪ'kwɪpmənt/ обладнання  
**escape** (v, n) /ɪs'keɪp/ втікати; втеча  
**essential** (adj) /ɪ'senʃəl/ головний  
**establish** (v) /ɪs'tæblɪʃ/ встановлювати; засновувати  
**ethnic** (adj) /'eθnɪk/ етнічний  
**even** (adv) /'iːv(ə)n/ навіть  
**event** (n) /ɪ'vent/ подія  
**evergreen** (n) /'evəɡriːn/ вічнозелений  
**ever-living** (adj) /'evə'lɪvɪŋ/ вічно живий; безсмертний  
**evoke feelings** пробуджувати почуття  
**exact** (adj) /ɪɡ'zækt/ точний

**excellent** (adj) /'eksələnt/ відмінний  
**exchange** (v) /ɪks'tʃeɪndʒ/ обмінюватися  
**exhibition** (n) /ekzɪ'bɪʃ(ə)n/ виставка  
**existence** (n) /ɪɡ'zɪstəns/ існування  
**expand** (v) /ɪks'pænd/ розширювати(ся)  
**expedition** (n) /ekspɪ'dɪʃ(ə)n/ експедиція  
**expel** (v) /ɪks'pel/ виключати; виганяти  
**experience** (n, v) /ɪks'prɪəns/ досвід, мати досвід  
**explain** (v) /ɪks'pleɪn/ пояснювати  
**explore** (v) /ɪks'plɔː/ досліджувати  
**express** (v) /ɪks'pres/ виражати  
**extract** (n) /'ekstrækt/ уривок  
**extra-curriculum** /'ekstrə'kɪkjʊləm/ позаурочний  
**extraordinary** (adj) /ɪks'trɔːd(ə)n(ə)ri/ незвичайний  
**extremely** (adv) /ɪks'triːmli/ надзвичайно

## Ff

**fable** (n) /feɪbl/ байка  
**fabulous** (adj) /'fæbjʊləs/ розкішний; казковий  
**false** (n) /fɔːls/ фальшивий  
**fame** (n) /feɪm/ слава  
**familiarize** (v) /fə'mɪljəraɪz/ знайомитися  
**famous** (adj) /'feɪməs/ відомий  
**fan** (n) /fæn/ вболівальник; фанат  
**fancy** (n, v) /'fænsi/ уява; уявляти  
**fantasy books** фантастика  
**far and wide** /flɑːd/ далеко за межами  
**fascinating** (adj) /'fæsmɪneɪtɪŋ/ чарівний  
**fault** (n) /fɔːlt/ вина  
**favourable** (adj) /'feɪvərəbl/ сприятливий  
**favourite** (adj) /'feɪvərɪt/ улюблений  
**fee** (n) /fiː/ плата  
**feedback** (n) /'fiːdbæk/ зворотній зв'язок; зворотна реакція  
**feeling** (n) /'fiːlɪŋ/ почуття  
**fertile** (adj) /'fɜːtaɪl/ плодотворний  
**fiction** (n) /'fɪkʃən/ художня література  
**final** (adj) /'faɪn(ə)l/ фінальний; вирішальний  
**first and foremost** передусім  
**firstly** (adv) /'fɜːstli/ по-перше  
**first-rate** (adj) /'fɜːst'reɪt/ першокласний; чудовий  
**flippers** (n) /'flɪpəz/ ласта  
**floral** (adj) /'flɔːrəl/ -квітковий  
**flour** (n) /'flaʊə/ борошно  
**flourish** (v) /'flaʊɪʃ/ процвітати  
**flower-studied** вкритий квітами



# Vocabulary

**flute** (*n*) /flu:t/ флейта  
**foam** (*n*) /fəʊm/ піна  
**folk** (*adj*) /fəʊk/ народний  
**foreign** (*adj*) /'fɔ:ɪn/ іноземний  
**foreign news** іноземні новини  
**forever** /fə'revə/ назавжди  
**fortress** (*n*) /'fɔ:tris/ фортеця  
**founder** (*n*) /'faʊndə/ засновник  
**fragrance** (*n*) /'freɪgrəns/ аромат  
**freedom** (*n*) /'fri:dəm/ свобода  
**fresh** (*adj*) /fresʃ/ свіжий  
**friendship** (*n*) /'frendʃɪp/ дружба  
**from cover to cover** від початку і до кінця  
**fulfill** (*v*) /fʊl'fɪl/ задовольняти; відпо-  
відати  
**full** (*adj*) /fʊl/ повний  
**funny** (*adj*) /'fʌni/ смішний

## Gg

**gallery** (*n*) /'gæləri/ галерея  
**garlic** (*n*) /'ga:lik/ часник  
**gem** (*n*) /dʒem/ скарб  
**generation** (*n*) /dʒenə'reɪʃən/ покоління  
**genius** (*n*) /'dʒi:njəs/ геній  
**genre** (*n*) /zɑ:ŋr/ жанр  
**gentle** (*adj*) /'dʒentl/ м'який; лагідний  
**geographical** (*adj*) /dʒɪə'græfɪkəl/ геогра-  
фічний  
**get drowned** втопитися  
**ghost story** страшна розповідь  
**giant** (*adj*) /'dʒaɪənt/ гігант  
**glorify** (*v*) /'glɔ:ɪfaɪ/ прославляти  
**glory** (*n*) /'glɔ:ri/ слава  
**goal** (*n*) /gəʊl/ ціль  
**golden** (*adj*) /'gəʊldən/ золотий  
**gorgeous** (*adj*) /'gɔ:ʒəs/ чудовий; роз-  
кішний  
**gossip** (*v, n*) /'gɒsɪp/ пліткувати; плітки  
**graduate** (*v*) /'grædʒʊət/ закінчувати на-  
вчальний заклад  
**graduation** (*n*) /,grædʒʊ'eɪʃ(ə)n/ випуск в  
школі; закінчення навчального за-  
кладу  
**grateful** (*adj*) /'greɪtful/ вдячний  
**greedy** (*adj*) /'gri:di/ жадібний  
**greet** (*v*) /gri:t/ вітати  
**gripping** (*adj*) /'grɪpɪŋ/ захоплюючий  
**grown-up books** книги для дорослих  
**guest** (*n*) /gest/ гість  
**guide** (*n*) /gaɪd/ гід; провідник  
**guitar** (*n*) /gi'ta:/ гітара  
**guy** (*n*) /gaɪ/ хлопець

## Hh

**handwriting** (*n*) /'hænd,raɪtɪŋ/ почерк  
**harbour** (*n*) /'hɑ:bə/ гавань; порт  
**hardship** (*n*) /'hɑ:dʃɪp/ трудність  
**harmful** (*adj*) /'hɑ:mful/ шкідливий  
**harmony** (*n*) /'hɑ:məni/ гармонія  
**harp** (*n*) /hɑ:p/ арфа  
**harvest** (*n*) /'hɑ:vɪst/ врожай  
**hatred** (*n*) /'heɪtrɪd/ ненависть  
**have in common** мати спільне  
**health** (*n*) /helθ/ здоров'я  
**heart** (*n*) /ha:t/ серце  
**heartiest congrats** сердечні вітання  
**heat** (*n*) /hi:t/ спека  
**heaven** (*n*) /'hevn/ небеса  
**heavy** (*adj*) /'hevi/ важкий  
**height** (*n*) /haɪt/ вершина  
**hereditary peer** спадковий пер  
**heritage** (*n*) /'herɪtɪdʒ/ спадок  
**hesitate** (*v*) /'hezɪteɪt/ вагатися  
**high** (*adj*) /haɪ/ високий  
**high-speed** (*adj*) /haɪ spi:d/ високошвид-  
кісний  
**honest** (*adj*) /'ɒnɪst/ чесний  
**honour** (*n*) /'ɒnə/ честь  
**hope** (*v, n*) /həʊp/ сподіватися; споді-  
вання  
**horse-riding** їзда верхом  
**hospitable** (*adj*) /'hɒspɪtəbl/ гостинний  
**huge** (*adj*) /hju:dʒ/ величезний  
**human** (*adj*) /'hju:mən/ людський  
**humanitarian** (*adj*) /hju(:),mæni'teərɪən/  
гуманітарний  
**humid** (*adj*) /'hju:mɪd/ вологий  
**humiliate** (*v*) /hju(:)'mɪlɪeɪt/ принижува-  
ти  
**humour** (*n*) /'hju:mə/ гумор  
**hundred** /'hʌndrəd/ сто  
**hunter** (*n*) /'hʌntə/ мисливець  
**hurt** (*v*) /hɜ:t/ вдаряти; боліти  
**hymn** (*n*) /hɪm/ гімн  
**hypnotize** (*v*) /'hɪpnə'taɪz/ гіпнотизувати

## Ii

**identify** (*v*) /aɪ'dentɪfaɪ/ визначати  
**idle** (*adj*) /'aɪdl/ безпечний  
**illustrate** (*v*) /'ɪləstreɪt/ ілюструвати  
**image** (*n*) /'ɪmɪdʒ/ образ  
**imagine** (*v*) /ɪ'mædʒɪn/ уявляти  
**immediately** (*adv*) /ɪ'mi:djətli/ одразу  
**immortal** (*adj*) /ɪ'mɔ:tl/ безсмертний  
**impatient** (*adj*) /ɪm'peɪʃənt/ нетерплячий

**impeccable** (*adj*) /ɪmˈpekəbl/ бездоганний  
**importance** (*n*) /ɪmˈpɔːtəns/ важливість  
**impossible** (*adj*) /ɪmˈpɒsəbl/ неможливий  
**impress** (*v*) /ɪmˈpres/ вражати  
**improve** (*v*) /ɪmˈpruːv/ покращувати  
**impulse** (*n*) /ɪmˈpʌls/ імпульс  
**in addition** на додаток  
**in advance** заздалегідь  
**in return** взамін  
**include** (*v*) /ɪnˈkluːd/ містити  
**incomparable** (*adj*) /ɪnˈkɒmpərəbl/ незрівнянний  
**incredible** (*adj*) /ɪnˈkredɪbl/ неймовірний  
**independent** (*adj*) /ɪndɪˈpendənt/ незалежний  
**industrious** (*adj*) /ɪnˈdʌstriəs/ працьовитий  
**influence** (*v, n*) /ɪnˈfluəns/ впливати; вплив  
**influential** (*adj*) /ɪnˈfluːənʃəl/ впливовий  
**informative** (*adj*) /ɪnˈfɔːmətɪv/ інформативний  
**injustice** (*n*) /ɪnˈdʒʌstɪs/ несправедливість  
**inner world** внутрішній світ  
**innocent** (*adj*) /ɪˈnəsənt/ невинний  
**innovative** (*adj*) /ɪˈnɒvətɪv/ інноваційний  
**inside** /ɪnˈsaɪd/ всередині  
**insist** (*v*) /ɪnˈsɪst/ наполягати  
**inspiration** (*n*) /ɪnˈspɪrətʃən/ натхнення  
**inspire** (*v*) /ɪnˈspaɪə/ надихати  
**instead** /ɪnˈsted/ замість  
**instruction** (*n*) /ɪnˈstrʌkʃən/ інструкція  
**instrument** (*n*) /ɪnˈstrʊmənt/ інструмент  
**intellectual** (*adj*) /ɪnˈtelɪktʃʊəl/ інтелектуальний  
**intend** (*v*) /ɪnˈtend/ мати намір  
**interdependent** (*adj*) /ɪntədɪˈpendənt/ взаємопов'язаний  
**interfere** (*v*) /ɪntəˈfɪə/ втручатися  
**interpret** (*v*) /ɪnˈtɜːprɪt/ інтерпретувати  
**intriguing** (*adj*) /ɪnˈtriːɡɪŋ/ інтригуючий; захоплюючий  
**introduction** (*n*) /ɪnˈtrɒdʌkʃən/ вступ  
**invent** (*v*) /ɪnˈvent/ винаходити  
**invent** (*v*) /ɪnˈvent/ винаходити  
**involve** (*v*) /ɪnˈvɒlv/ включати, містити; залучати  
**iron** (*n*) /ˈaɪən/ залізо  
**irresistible** (*adj*) /ɪrɪˈzɪstəbl/ нестримний; непереборний  
**irrespective of...** незалежно від...

**island** (*n*) /ˈaɪlənd/ острів  
**issue** (*n*) /ˈɪʃuː/ випуск; видання

## Jj

**jazz** (*n*) /dʒæz/ джаз  
**jealous** (*adj*) /ˈdʒeləs/ ревнивий  
**jeans** (*n*) /dʒiːnz/ джинси  
**jewelry** (*n*) /ˈdʒuːəlri/ коштовність  
**join** (*v*) /dʒɔɪn/ долучатися  
**joke** (*n*) /dʒəʊk/ жарт  
**journalist** (*n*) /ˈdʒɜːnəlɪst/ журналіст  
**journey** (*n*) /ˈdʒɜːni/ подорож  
**joy** (*n*) /dʒɔɪ/ радість  
**judge** (*v, n*) /ˈdʒʌdʒ/ судити; суддя  
**judgment** (*n*) /ˈdʒʌdʒmənt/ судження; думка  
**jump** (*v*) /dʒʌmp/ стрибати  
**jumper** (*n*) /ˈdʒʌmpə/ джемпер  
**jungle** (*n*) /ˈdʒʌŋɡl/ джунглі  
**junior** (*adj*) /ˈdʒuːnjə/ молодший  
**just the reverse** як раз навпаки  
**justice** (*n*) /ˈdʒʌstɪs/ справедливість

## Kk

**keepsake** (*n*) /ˈkiːpsək/ сувенір на згадку  
**key events** ключові події  
**kindergarten** (*n*) /ˈkaɪndəˈɡɑːdn/ дитячий садок  
**king** (*n*) /kɪŋ/ король  
**knee-deep** до коліна  
**knight** (*n*) /naɪt/ лицар  
**knitting** (*n*) /ˈnɪtɪŋ/ в'язання  
**knock** (*v, n*) /nɒk/ стукати; стук  
**knowledge** (*n*) /ˈnɒlɪdʒ/ знання

## Ll

**labour** (*n*) /ˈleɪbə/ праця  
**lace shoes** зашнуровувати черевики  
**lamenting** (*adj*) /ləˈmentɪŋ/ жалібний; сумний  
**landmark** (*n*) /ˈlændmɑːk/ віха  
**latecomer** (*n*) /ˈleɪtˈkʌmə/ той, хто спізнився  
**latitude** (*n*) /ˈlætɪtjuːd/ широта  
**laugh** (*v, n*) /lɑːf/ сміятися; сміх  
**launch** (*v*) /lɔːnʃ/ запускати  
**lazy** (*adj*) /ˈleɪzi/ лінивий  
**leader** (*n*) /ˈliːdə/ лідер  
**leaflet** (*n*) /ˈliːflɪt/ листівка  
**leave alone** залишати у спокої  
**leek** (*n*) /liːk/ цибуля-порей  
**left** (*adj*) /left/ лівий

# Vocabulary

**legend** (n) /'lɛdʒənd/ легенда  
**leisure time** дозвілля  
**level** (n) /'levl/ рівень  
**librarian** (n) /laɪ'breəriən/ бібліотекар  
**library** (n) /'laɪbrəri/ бібліотека  
**life-like** (adj) /'laɪflaɪk/ життєвий  
**lifetime dream** мрія усього життя  
**like-minded** (adj) /'laɪk'maɪndɪd/ однодумець  
**limerick** (n) /'lɪməɪk/ лімерик; жартівливий вірш  
**line** (n) /'laɪn/ рядок  
**link** (v, n) /lɪnk/ з'єднувати; ланка  
**literacy** (n) /'lɪtərəsi/ письменність; грамотність  
**literature** (n) /'lɪtərətʃə/ література  
**local** (adj) /'ləʊkəl/ місцевий  
**loss** (n) /lɒs/ втрата  
**low** (adj) /ləʊ/ низький  
**luckily** (adv) /'lʌkɪli/ на щастя  
**lyrical** (adj) /'lɪrɪkəl/ ліричний  
**lyrics** (n) /'lɪrɪks/ текст пісні

## Mm

**magazine** (n) /'mægə'ziːn/ журнал  
**magic** (adj) /'mædʒɪk/ магічний  
**major** (adj) /'meɪdʒə/ основний; головний  
**majority** (n) /mə'dʒɔrɪti/ більшість  
**mankind** (n) /mæn'kaɪnd/ людство  
**manuscript** (n) /'mænjʊskrɪpt/ рукопис  
**marble** (n, adj) /'mɑːbl/ мармур; мармуровий  
**mascot** (n) /'mæskət/ талісман  
**masterpiece** (n) /'mɑːstəpiːs/ шедевр  
**mature** (adj) /mə'tʃʊə/ зрілий  
**meadow** (n) /'medəʊ/ луг  
**meaning** (n) /'miːnɪŋ/ значення  
**means of transport** транспортні засоби  
**medicine** (n) /'medsɪn/ ліки  
**melodious** (adj) /mə'ləʊdiəs/ мелодійний  
**member** (n) /'membə/ член  
**membership** (n) /'membəʃɪp/ членство  
**memorable** (adj) /'memərəbl/ незабутній  
**mental** (adj) /'mentl/ ментальний; розумовий  
**mention** (v) /'menʃ(ə)n/ згадувати; зазначати  
**mercy** (n) /'mɜːsi/ пощада  
**merit** (n) /'merɪt/ заслуга  
**message** (n) /'mesɪdʒ/ повідомлення; послання

**middle ages** Середньовіччя  
**military** (n, adj) /'mɪlɪtəri/ військовий; військовий  
**mill** (n) /mɪl/ млин  
**mineral resources** корисні копалини  
**miracle** (n) /'mɪrəkl/ диво  
**mischievous** (adj) /'mɪsʃɪvəs/ неслухняний  
**miss a chance** втрачати можливість  
**miss sb badly** дуже сумувати за кимось  
**mistake** (n) /'mɪsteɪk/ помилка  
**modern** (adj) /'mɒdən/ сучасний  
**monastery** (n) /'mɒnəstəri/ монастир  
**month** (n) /mʌnθ/ місяць  
**mosquitoes** (n) /mɒs'kiːtəʊz/ комари  
**motherland** (n) /'mʌðələnd/ батьківщина  
**movement** (n) /'muːvmənt/ рух  
**multicultural** (adj) /mʌltɪ'kʌltʃərəl/ багатокультурний  
**murder** (n, v) /'mɜːdə/ вбивство, вбивати  
**musician** (n) /mju(:)'zɪʃən/ музикант  
**mutual** (adj) /'mjuːtʃʊəl/ спільний  
**mystery** (n) /'mɪstəri/ таємниця

## Nn

**narrative** (n, adj) /'nærətɪv/ оповідання; оповідальний  
**nation** (n) /'neɪʃ(ə)n/ нація  
**native** (n, adj) /'neɪtɪv/ рідний; уродженець  
**nature** (n) /'neɪtʃə/ природа  
**naughty** (adj) /'nɔːti/ неслухняний  
**necessity** (n) /nɪ'sesɪti/ необхідність  
**need** (v, n) /niːd/ мати потребу; відчувати необхідність  
**negative** (adj) /'negətɪv/ негативний  
**neglect** (v) /nɪ'glekt/ нехтувати  
**neighbour** (n) /'neɪbə/ сусід  
**nervous** (adj) /'nɜːvəs/ нервовий  
**never** (adv) /'nevə/ ніколи  
**nevertheless** /nevəðə'les/ тим не менш  
**newcomer** (n) /'njuː.kʌmə/ новачок  
**newspaper** (n) /'njuːzpeɪpə/ газета  
**next** (adj) /nekst/ наступний  
**night** (n) /naɪt/ ніч  
**noble** (adj) /'nəʊbl/ благородний  
**novel** (n) /'nɒvəl/ роман  
**novelty** (n) /'nɒvəlti/ - новизна  
**nowadays** /'naʊədeɪz/ в наш час  
**number one** номер один  
**numerous** (adj) /'njuː.mərəs/ численний

## Оо

**obey** (v) /ə'beɪ/ підкорятися; слухати  
**object to...** (v) /'ɒbdʒekt/ заперечувати проти...  
**observe** (v) /əb'zɜ:v/ спостерігати  
**obsession** (n) /əb'seʃ(ə)n/ нав'язлива ідея  
**obvious** (adj) /'ɒbvɪəs/ вірогідний  
**occupy** (v) /'ɒkjʊpaɪ/ займати  
**ocean** (n) /'eɪʃ(ə)n/ океан  
**oil** (n) /ɔɪl/ нафта  
**omelet** (n) /'ɒmlɪt/ омлет  
**once** (adv) /wʌns/ одного разу  
**open-hearted** (adj) /'əʊpən'hɑ:tɪd/ відкритий душею  
**opera** (n) /'ɒpərə/ опера  
**opinion** (n) /ə'pɪnjən/ думка; погляд  
**opposite** (adj) /'ɒpəzɪt/ протилежний  
**oppressive** (adj) /ə'presɪv/ гнітючий  
**orchestra** (n) /'ɔ:kɪstrə/ оркестр  
**original** (adj) /ə'ɒrɪdʒɪn(ə)l/ оригінальний  
**originate from...** походити від...  
**orphan** (n) /'ɔ:fən/ сирота  
**otherwise** (adv) /'lðəwaɪz/ інакше  
**outing** (n) /'aʊtɪŋ/ прогулянка за межі міста  
**outline** (v, n) /'aʊtlaɪn/ складати план; план  
**outstanding** (adj) /aʊt'stændɪŋ/ визначний  
**outwit** (v) /aʊt'wɪt/ перехитрити; обдурити  
**overcome** (adj) /əʊvə'kʌm/ подолати  
**overwhelming** (adj) /əʊvə'welmlɪŋ/ переважний; безмежний

## Рр

**page by page** сторінка за сторінкою  
**pail** (adj) /peɪl/ відро  
**palace** (n) /'pælɪs/ палац  
**parent** (n) /'peərənt/ батько, мати  
**participate** (v) /pɑ:'tɪsɪpeɪt/ брати участь  
**passenger** (n) /'pæsɪndʒə/ пасажир  
**passion** (n) /'pæʃən/ пристрасть  
**pasture** (n) /'pɑ:sʃə/ пасовище  
**patron** (n) /'peɪtrən/ покровитель  
**patron saint** святий покровитель  
**pauper** (n) /'pɔ:pə/ жебрак  
**pave the way** прокладати дорогу  
**pay tribute** віддавати належне  
**peaceful** (adj) /'pi:sfʊl/ мирний  
**peace-loving** (adj) /'pi:s'lʌvɪŋ/ миролюбний

**peer** (n) /pɪə/ одноліток  
**peninsula** (n) /pɪ'nɪnsjələ/ півострів  
**pen-name** псевдонім  
**perish** (v) /'perɪʃ/ зникати  
**permit** (v) /pə'mɪt/ дозволяти  
**persistence** (n) /pə'sɪstəns/ наполегливість  
**persuade** (v) /pə'sweɪd/ переконувати  
**pessimistic** (adj) /pesɪ'mɪstɪk/ песимістичний  
**phantom** (n) /'fæntəm/ привид  
**philosopher** (n) /fɪ'lɒsəfə/ філософ  
**picturesque** (adj) /'pɪktʃə'resk/ мальовничий  
**plain** (adj) /pleɪn/ простий  
**plead** (v) /pli:d/ благати  
**pleasure** (n) /'pleɪə/ задоволення  
**plum** (n) /pləm/ слива  
**pneumonia** (n) /nju(:)'mæʊnjə/ пневмонія  
**pocket** (n) /'pɒkɪt/ кишенька  
**polite** (adj) /pə'laɪt/ ввічливий  
**popular** (adj) /'pɒpjələ/ популярний  
**population** (n) /pɒpjə'u'leɪ(ə)n/ населення  
**populous** (adj) /'pɒpjələs/ густонаселений  
**positive** (adj) /'pɒzətɪv/ позитивний  
**postman** (n) /'pəʊstmən/ поштар  
**powerful** (adj) /'paʊəfʊl/ сильний  
**precious** (adj) /'preʃəs/ цінний  
**precise** (adj) /pri'saɪz/ точний  
**predict** (v) /pri'dɪkt/ прогнозувати  
**prefer** (v) /pri'fɜ:/ надавати перевагу  
**preference** (n) /pre'fərəns/ вподобання  
**pre-school education** дошкільне навчання  
**preserve** (v) /pri'zɜ:v/ зберігати  
**prestigious** (adj) /pre'stɪdʒəs/ престижний  
**prevent** (v) /pri'vent/ запобігати; попереджати  
**previous** (adj) /'pri:vɪəs/ попередній  
**pride** (n,v) /praɪd/ гордість; пишатися  
**priest** (n) /pri:st/ священник  
**primary education** початкове навчання  
**private** (adj) /'praɪvɪt/ приватний  
**probably** (adv) /'prɒbəbli/ вірогідно  
**prominent** (adj) /'prɒmɪnənt/ видатний  
**promising** (adj) /'prɒmɪʃɪŋ/ багатообіцяючий; перспективний  
**prompt** (n) /prɒmpt/ підказка  
**proper** (adj) /'prɒpə/ властивий  
**prose** (n) /prəʊz/ проза  
**protect** (v) /prə'tekt/ захищати  
**proud** (adj) /praʊd/ гордий

# Vocabulary

**proximity** (*n*) /prɒk'simɪti/ приблизність  
**publish** (*v*) /'pʌblɪʃ/ публікувати  
**punctual** (*adj*) /'pʌŋktʃuəl/ пунктуальний  
**purpose** (*n*) /'pɜːpəs/ ціль  
**puzzle** (*v, n*) /'pʌzl/ спантеличувати; за-  
гадка

## Qq

**quality** (*n*) /'kwɒlɪti/ якість  
**quality time** вільний час  
**question** (*n, v*) /'kwesʃən/ питання, ста-  
вити питання  
**quote** (*v, n*) /'kwəʊt/ цитувати; цитата  
**quiet** (*adj*) /'kwaɪət/ тихий  
**queen** (*n*) /'kwɪːn/ королева  
**quarrel** (*n*) /'kwɒrəl/ сварка  
**qualification** (*n*) /'kwɒlɪfɪ'keɪʃ(ə)n/ квалі-  
фікація  
**queue** (*n*) /kjuː/ черга  
**quiz show** (*n*) /kwɪz ʃəʊ/ вікторина  
**quality paper** якісна газета

## Rr

**rack one's brains** напружувати мізки  
**radio station** радіо станція  
**rag(s)** (*n*) /rægz/ лахміття  
**range** (*n*) /reɪndʒ/ різноманітність  
**ranger** (*n*) /'reɪndʒə/ лісник  
**rank** (*v*) /ræŋk/ розподіляти  
**rapid** (*adj*) /'ræpɪd/ стрімкий; швидкий  
**rather** (*adv*) /'rɑːðə/ скоріше; радше  
**ray** (*n*) /reɪ/ промінь  
**read at a gulp** 'проковтнути' книгу  
**reading room** читальна зала  
**realm** (*n*) /reɪlm/ королівство; царство  
**reason** (*n*) /'riːzən/ причина  
**reassure** (*v*) /,ri'əʃʊə/ переконувати  
**rebel** (*v*) /rɪ'bel/ повставати  
**receive** (*v*) /rɪ'siːv/ отримувати  
**recently** (*adv*) /'riːs(ə)ntli/ нещодавно  
**recently** (*adv*) /'riːs(ə)ntli/ нещодавно  
**recognize** (*v*) /'rekəɡnaɪz/ впізнавати  
**record** (*n*) /'rɪkɔːd/ запис (звуку, зобра-  
ження)  
**reference book** довідник  
**reflection** (*n*) /rɪ'flekʃ(ə)n/ відображення  
**refuge** (*n*) /'refjuːdʒ/ схованка; притулок  
**refuse** (*v*) /rɪː'fjuːz/ відмовляти  
**regret** (*v*) /rɪ'ɡret/ жалкувати  
**regular reader** постійний читач  
**regularly** (*adv*) /'regjʊləli/ регулярно  
**reign** (*v*) /reɪn/ правити

**relationship** (*n*) /rɪ'leɪʃ(ə)nʃɪp/ відно-  
шення  
**relax** (*v*) /rɪ'læks/ відпочивати; розсла-  
блятися  
**reliable** (*v*) /rɪ'laɪəb(ə)l/ надійний  
**religion** (*n*) /rɪ'lɪdʒən/ релігія  
**reluctance** (*n*) /rɪ'lʌktəns/ небажання; опір  
**remarkable** (*adj*) /rɪ'mɑːkəbl/ визначний  
**remember** (*v*) /rɪ'membə/ пам'ятати  
**remind** (*v*) /rɪmaɪnd/ нагадувати  
**render** (*v*) /'rendə/ передавати (іншими  
словами)  
**renewed** (*adj*) /rɪ'njuːd/ оновлений  
**renowned** (*adj*) /rɪ'naʊnd/ прославлений  
**repertoire** (*n*) /rɪ'pɜːtwɑː/ репертуар  
**reply** (*n*) /rɪ'plai/ репліка; відповідь  
**reporter** (*n*) /rɪ'pɔːtə/ репортер  
**represent** (*v*) /,rɛprɪ'zent/ представляти  
(у якому-небудь аспекті)  
**reproduce** (*v*) /rɪːprɒ'djuːs/ відтворювати  
**reputation** (*n*) /,rɛpju(:)'teɪʃ(ə)n/ репутація  
**request** (*v*) /rɪ'kwɛst/ прохання  
**require** (*v*) /rɪ'kwaɪə/ вимагати  
**resemblance** (*n*) /rɪ'zembləns/ поді-  
бність; схожість  
**resistance** (*n*) /rɪ'zɪstəns/ опір; протидія  
**respect** (*v, n*) /rɪs'pekt/ поважати; повага  
**responsible** (*adj*) /rɪs'pɒnsɪbl/ відпові-  
дальний  
**rest home** дім відпочинку  
**restore** (*v*) /rɪs'tɔː/ відновлювати  
**restriction** (*n*) /rɪs'trɪkʃ(ə)n/ обмеження  
**retire** (*v*) /rɪ'taɪə/ виходити у відставку  
**retired** (*adj*) /rɪ'taɪəd/ відставний  
**revolutionize** (*v*) /,rɪvə'ljuːʃ(ə)naɪz/ рево-  
люціонізувати  
**rhythmic** (*adj*) /rɪðmɪk/ ритмічний  
**right** (*adj*) /raɪt/ правий  
**roam** (*n*) /rəʊm/ блукати; мандрувати  
**roller coasters** американські гірки  
**romantic** (*adj*) /rəʊ'mæntɪk/ романтичний  
**rough sea** неспокійне море  
**route** (*n*) /ruːt/ маршрут  
**row** (*n*) /rəʊ/ ряд  
**rule** (*n*) /ruːl/ правило

## Ss

**shadow** (*n*) /'ʃædəʊ/ тінь  
**suddenly** (*adv*) /'sʌd(ə)nli/ раптом  
**successful** (*adj*) /sək'sesfʊl/ успішний  
**style** (*n*) /stɑɪl/ стиль



**soul** (*n*) /səʊl/ душа  
**several** /'sevrəl/ декілька  
**separate** (*v*) /'sepəreɪt/ розділяти  
**spring to one's feet** підхопитися на ноги  
**silver** (*adj*) /'sɪlvə/ срібний  
**sound** (*v, n*) /'saʊnd/ звучати; звук  
**special** (*adj*) /'speʃ(ə)l/ особливий  
**silence** (*n*) /'saɪləns/ мовчання  
**solar system** сонячна система  
**serious** (*adj*) /'sɪəriəs/ серйозний  
**skill** (*n*) /skɪl/ уміння  
**socialize** (*v*) /'səʊʃəlaɪz/ спілкуватися  
**suitable** (*adj*) /'sju:təbəl/ підходящий  
**stupid** (*adj*) /'stju:pid/ дурний  
**stick to principles** дотримуватися принципів  
**sorrow** (*n*) /'sɒrəʊ/ сум  
**supportive** (*adj*) /sə'pɔ:tɪv/ підтримуючий  
**sincere** (*adj*) /sɪn'siə/ відвертий  
**shy** (*adj*) /ʃaɪ/ сором'язливий  
**shoulder to cry on** “надійне плече”  
**statement** (*n*) /'steɪtmənt/ твердження  
**sack** (*n*) /sæk/ мішок  
**sheep** (*n*) /ʃi:p/ вівця  
**selfish** (*adj*) /'selfɪʃ/ егоїстичний  
**scientific** (*adj*) /,saɪəntɪfɪk/ науковий  
**sightseeing tour** тур визначними місцями  
**stream** (*n*) /stri:m/ струмок  
**safe and sound** цілий і неушкоджений  
**stuntman** (*n*) /'stʌntmən/ гонщик; дублер  
**solution** (*n*) /sə'lu:ʃ(ə)n/ вирішення  
**swallow** (*v*) /'swɒləʊ/ ковтати  
**squander** (*v*) /'skwɒndə/ витратити  
**slavery** (*n*) /'sleɪvəri/ рабство  
**summary** (*n*) /'sʌməri/ короткий зміст  
**suggest** (*v*) /sə'dʒest/ пропонувати  
**space** (*n*) /speɪs/ простір; космос  
**strengthen** (*v*) /'streŋθən/ підсилювати  
**steamboat** (*n*) /'sti:mbəʊt/ пароплав  
**sympathetic** (*adj*) /,sɪmpə'θetɪk/ співчуваючий  
**storyteller** (*n*) /'stɔ:ri,telə/ оповідач  
**sailor** (*n*) /'seɪlə/ моряк  
**survive** (*v*) /sə'vaɪv/ виживати  
**share** (*v, n*) /ʃeə/ ділити  
**speech** (*n*) /spi:tʃ/ – мова; промова  
**satisfaction** (*n*) /,sætɪs'fækʃ(ə)n/ задоволення  
**spoil** (*v*) /spɔɪl/ псувати  
**struggle** (*v, n*) /'strʌgl/ боротися; боротьба

**specify** (*v*) /'spesɪfaɪ/ уточнити  
**shade** (*n*) /ʃeɪd/ тінь  
**sweet tooth** пристрасть до солодкого  
**souvenir** (*n*) /'su:vəniə/ сувенір  
**shriek** (*v, n*) /'fri:k/ вищання; вереск  
**switch on** вмикати  
**stage** (*n*) /steɪdʒ/ сцена  
**spontaneous** (*adj*) /spɒn'teɪnjəs/ спонтанний  
**spectator** (*n*) /spɛk'teɪtə/ глядач  
**spot** (*n*) /spɒt/ місце  
**sunbathe** (*v*) /'sʌn,bet/ загоряти  
**scuba diving** занурюватися з аквалангом  
**sight** (*n*) /saɪt/ визначне місце  
**similarity** (*n*) /,sɪmɪ'lærɪti/ подібність  
**seasick** той, який страждає морською хворобою  
**species** (*n*) /'spi:ʃi:z/ види  
**surround** (*v*) /sə'raʊnd/ оточувати  
**soil** (*n*) /sɔɪl/ ґрунт  
**scenery** (*n*) /'si:nəri/ пейзаж  
**security** (*n*) /sɪ'kjʊərəti/ безпека  
**sidewalk singer** вуличний співак  
**supernatural** (*adj*) /,sjʊ:prə'nætʃrəl/ надприродний  
**sample** (*n*) /'sɑ:mpl/ приклад  
**seldom** (*adv*) /'seldəm/ рідко  
**secondary education** середня освіта  
**single-sex** (*adj*) /'sɪŋglseks/ одностатевий  
**scholarship** (*n*) /'skɒləʃɪp/ стипендія  
**suspension** (*n*) /səs'penʃ(ə)n/ призупинення  
**staff** (*n*) /sta:f/ персонал  
**subscribe to...** /səb'skraɪb/ підписуватися на...  
**satellite TV** супутникове телебачення  
**shamrock** (*n*) /'ʃæmrɒk/ трилисник  
**shield** (*n*) /ʃi:ld/ щит  
**sword** (*n*) /swɔ:d/ меч  
**suburb** (*n*) /'sʌbɜ:b/ передмістя

## Tt

**tabloid** (*n*) /'tæblɔɪd/ малоформатна, бульварна газета  
**tailcoat** (*n*) /'teɪl'kəʊt/ смокінг  
**talent** (*n*) /'tælənt/ талант  
**talented** (*adj*) /'tæləntɪd/ талановитий  
**tan** (*n*) /tæn/ засмага  
**taste** (*v, n*) /teɪst/ коштувати; смак  
**team** (*n*) /ti:m/ команда

# Vocabulary

**technology** (*n*) /tek'nɒlədʒi/ технологія  
**teenager** (*n*) /'tiːn,eɪdʒə/ підліток  
**temperate** (*adj*) /'tempərɪt/ помірний  
**tempting** (*adj*) /'temptɪŋ/ спокусливий  
**tender** (*adj*) /'tendə/ ніжний  
**tense** (*adj*) /tens/ напружений  
**tent** (*n*) /tent/ палатка  
**testament** (*n*) /'testəmənt/ заповіт  
**theater** (*n*) /'θiətə/ театр  
**thereafter** (*adv*) /ðeə'a:ftə/ після цього  
**thirst** (*n*) /θɜ:st/ жага  
**thistle** (*n*) /'θɪsl/ чортополох  
**thoroughly** (*adv*) /'θʌrəli/ ретельно  
**thousand** (*n*) /'θaʊzənd/ тисяча  
**thread** (*n*) /θred/ нитка  
**thrilling** (*adj*) /'θrɪlɪŋ/ хвилюючий  
**through** /θru:/ через  
**ticket** (*n*) /'tɪkɪt/ білет  
**tight** (*adj*) /taɪt/ вузький  
**timid** (*adj*) /'tɪmɪd/ сором'язливий  
**tiresome** (*adj*) /'taɪəsəm/ втомлюючий  
**title** (*n*) /'taɪtl/ заголовок  
**together** /tə'geðə/ разом  
**tomorrow** (*adv*) /tə'mɒrəʊ / завтра  
**torch** (*n*) /tɔ:ʃ/ ліхтарик  
**tower** (*n*) /'taʊə/ вежа  
**townspeople** (*n*) /'taʊnzpi:pl/ місцеві жителі  
**trade** (*v, n*) /treɪd/ торгувати; торгівля  
**tradition** (*n*) /trə'dɪʃ(ə)n/ традиція  
**train** (*n*) /treɪn/ потяг  
**transport** (*v*) /'trænsprɔ:t/ транспорт  
**travelling** (*n*) /'træv(ə)lɪŋ/ подорожування  
**treasure** (*n*) /'treɪzə/ скарб  
**treat** (*n*) /tri:t/ задоволення  
**tremendous** (*adj*) /trɪ'mendəs/ величезний  
**trendy clothes** модний одяг  
**trident** (*n*) /'traɪdənt/ тризубець  
**trinity** (*n*) /'trɪnɪti/ триєдність  
**trip** (*n*) /trɪp/ /trɪp/ подорож  
**triumph** (*n*) /'traɪəmf/ тїумф  
**trouble** (*n*) /'trʌbl/ неприємність; біда  
**trumpet** (*n*) /'trʌmpɪt/ труба  
**trust** (*v, n*) /trʌst/ довіряти; довіра  
**truth** (*n*) /tru:θ/ правда  
**turtle** (*n*) /'tɜ:tl/ черепаха  
**twice** (*adv*) /twaɪs/ два рази  
**type** (*n*) /taɪp/ тип  
**typical** (*adj*) /'tɪpɪk(ə)l/ типовий

## Uu

**ugly** (*adj*) /ʌɡli/ страшний  
**unchallenged leader** лідер, якому немає рівних  
**uncle** (*n*) /ʌŋkl/ дядько  
**underline** (*v*) /'ʌndəlaɪn/ підкреслювати  
**understandable** (*adj*) /'ʌndə'stændəbl/ зрозумілий  
**unexpected** (*adj*) /,ʌnɪks'pektɪd/ неочікуваний  
**unfading** (*adj*) /ʌn'feɪdɪŋ/ нев'янучий  
**unforgettable** (*adj*) /,ʌnfə'getəbl/ незабутній  
**uniform** (*n*) /'ju:nɪfɔ:m/ форма  
**unique** (*adj*) /ju:'ni:k/ унікальний  
**unity** (*n*) /'ju:nɪti/ єдність  
**universal** (*adj*) /ju:nɪ'vɜ:səl/ загальноприйнятний; універсальний  
**until** /ən'tɪl/ доки  
**uplifting** (*adj*) /ʌp'lɪftɪŋ/ такий, що покращує настрої  
**up-to-date** (*adj*) /'ʌptə'deɪt/ сучасний  
**urban** (*adj*) /'z.bən/ місцевий  
**urgent** (*adj*) /'z:dʒənt/ терміновий  
**useful** (*adj*) /'ju:sfʊl/ корисний  
**usual** (*adj*) /'ju:ʒʊəl/ звичайний

## Vv

**vacant** (*adj*) /'veɪkənt/ вільний  
**vague** (*v*) /veɪɡ/ невизначений; неясний  
**valley** (*n*) /'væli/ долина  
**value** (*n*) /'vælju:/ цінність  
**variation** (*n*) /,veəri'eɪʃən/ варіант  
**vary** (*v*) /'veəri/ варіюватися  
**vegetables** (*n*) /'vedʒɪtəblz/ овочі  
**verse** (*n*) /vɜ:s/ вірш  
**version** (*n*) /'vɜ:ʃ(ə)n/ версія  
**victim** (*n*) /'vɪktɪm/ жертва  
**viewpoint** (*n*) /'vjʊ:ɔɪnt/ точка зору  
**village** (*n*) /'vɪlɪdʒ/ село  
**violence** (*n*) /'vaɪələns/ жорстокість; насильство  
**violin** (*n*) /,vaɪə'lm/ скрипка  
**visit** (*v*) /'vɪzɪt/ відвідувати  
**vocalist** (*n*) /'vəʊkəlɪst/ вокаліст  
**voice** (*n*) /vɔɪs/ голос  
**volume** (*n*) /'vɒljʊm/ том  
**vote** (*v*) /vəʊt/ голосувати  
**voyage** (*n*) /'vɔɪnɪdʒ/ морська подорож  
**vulgar** (*adj*) /'vʌlɡə/ грубий



## Ww

**waistcoat** (*n*) /'weɪskəʊt/ жилет  
**wait** (*v*) /weɪt/ чекати  
**wake up** (*v*) /weɪk ʌp/ прокидатися  
**wall** (*n*) /wɔ:l/ стіна  
**war** (*n*) /wɔ:/ війна  
**waste** (*v*) /weɪst/ витрачати  
**watch** (*v*) /wɒtʃ/ спостерігати  
**waterway** /'wɔ:təweɪ/ водний шлях  
**wave** (*n*) /weɪv/ хвиля  
**way** (*n*) /weɪ/ шлях  
**weak point** слабе місце  
**weaken** (*v*) /'wi:k(ə)n/ послаблювати  
**wealth** (*n*) /welθ/ багатство  
**wear** (*v*) /weə/ носити  
**weather** (*n*) /'weðə/ погода  
**weekly** щотижнева газета  
**weight** (*n*) /weɪt/ вага  
**welcome** (*v*) /'welkəm/ вітати; привітно приймати  
**well-illustrated** добре ілюстрований  
**well-known** (*adj*) /wel'nəʊn/ добре відомий  
**well-loved** (*adj*) /wel'lʌvd/ улюблений  
**well-read** (*adj*) /wel'red/ начитаний  
**well-stocked** (*adj*) /wel stɒkt/ добре укомплектований  
**wet** (*adj*) /wet/ сирий; вологий  
**whatever you say** щоб ти не казав  
**whole** (*adj*) /həʊl/ цілий  
**whole-heartedly** /'həʊl'hɑ:tɪdli/ від усього серця  
**wide** (*adj*) /waɪd/ широкий  
**wide-brimmed straw hat** солом'яний капелюх з широкими полями

**widely recognized** широко відомий; загальноновизнаний  
**wild** (*adj*) /waɪld/ дикий  
**wildlife** (*n*) /'waɪldlaɪf/ дика природа  
**willingly** (*adv*) /'wɪlɪŋli/ охоче  
**win** (*v*) /wɪn/ вигравати  
**windsurfing** (*n*) /'wɪnd,sɜ:fiŋ/ віндсерфінг  
**windy** (*adj*) /'wɪndi/ вітряний  
**wing** (*n*) /wɪŋ/ крило  
**wisdom** (*n*) /'wɪzdəm/ мудрість  
**wish** (*n,v*) /wɪʃ/ бажання; бажати  
**without** (*adv*) /wɪðaʊt/ без  
**wizard** (*n*) /'wɪzəd/ чарівник  
**wood** (*n*) /wud/ ліс  
**woodcutter** (*n*) /'wud,kʌtə/ лісоруб  
**woodpecker** (*n*) /'wud,pɛkə/ дятел  
**wool** (*n*) /wul/ вовна  
**world** (*n*) /wɜ:ld/ світ  
**worldwide** (*adj*) /'wɜ:ld'waɪd/ світовий  
**worldwide reputation** всесвітня слава  
**wrong** (*adj*) /rɒŋ/ невірний

## Yy

**yacht** (*n*) /jɒt/ яхта  
**yesterday** (*adv*) /'jestədeɪ/ вчора  
**young** (*adj*) /jʌŋ/ молодий  
**youth** (*n*) /ju:θ/ молодість

## Zz

**zero** (*n*) /'ziərəʊ/ нуль  
**zits** (*n*) /zɪts/ прищі  
**zone** (*n*) /zəʊn/ зона

# Writing

**Unit 1. 1.1, p.****A Sample Advice-Seeking Letter**

Dear Editor,

Never in my wildest dreams have I ever thought that I would be writing to someone for advice. But I have a situation for which I need help, and there is no one I can turn to. So I am writing to you in hope you can give me some help.

I think I'm unlucky. The problem is I have a family that loves me, but I don't have any friends, because my parents are against them. They say that some of my friends press on me and I just obey. Dad says that I must read more and work on the computer instead but I feel lonely and I want to make friends. It would be most useful to know your opinion.

What should I do? Should I seek for new friends whom my parents would like or should I really turn to books and computers. It would be great if you give me a piece of advice.

I hope that my request won't be so shocking. I look forward to hearing from you and I would like to thank you for your time.

Sincerely yours,  
Bob Brown.

**Unit 1. 1.2, p.****A Sample Opinion Essay**

Can friendship be real? Everybody dreams of having a devoted friend. In my view, life is useless if you don't have a friend. So, a person must have somebody to trust and share.

Firstly, a devoted friend is reliable and never betrays or lets you down. In addition you can also help him/her if they need your help. So there is mutual understanding and support between the two.

It is argued, that the friends can be really true. But I believe insincerity between friends is unpardonable and impossible. They should be absolutely true in their relationship.

In conclusion, it seems to me that everybody has a chance to find a real friend if she/he himself-herself is real and ready not only to take, but to give.

**Unit 1. 1.3, p.****A Sample of a Personal Letter**

Dear Joe,

It was so good to get your last letter and learn about the new happenings in your life. Your school life sounds very interesting and I'm sure you'll enjoy studying there.

I know how much you love music, so I'd like to share with you my impressions of the music magazines I have come across recently. They are *Rolling Stone*, *Billboard* and *New Musical Express*.

As you are interested in the US rock music scene, I recommend Rolling Stone for you to read. It has fascinating interviews with famous singers and musicians. Oh, yes, I forgot, its name came from the words of a Bob Dylan song.

If you can subscribe to *Billboard*, you'll sure waste money on stuff like that. It's just full of lists of the most popular single songs, albums, and videos – the so-called charts.

Well, to cut a long story short, I, personally, prefer *New Musical Express*. It's a British newspaper, published every Saturday. It has a reputation for recognizing new groups and musical styles before they become fashionable.

Well, that's all my news for now. Please, write back and let me know how you are getting on. Say 'hi' to Ann.

Lots of Love,  
Sam.

Unit 1. 1.4, p.

### A Sample of a Story from a Pen-friend

When I was a teenager, my pals and I went off camping in Arran, which is an island off of the west coast of Scotland. We arrived by ferry at Brodick, and we went off looking for a place to camp. Luckily, we found a very nice place along the sea-front to put up our tents, which was a peninsula, next to a golf course. First, we pitched our tents there and spent some time beach-combing and playing football, if I remember well. A short time later, when it got dark we decided to go to the local town for a drink. More than that we decided to take a short cut across the golf course, and it was completely black, and none of us had a torch. We set off anyway, across this completely dark golf course, which we didn't know had some burns – ditches with little streams at the bottom – running across it. So we were marching along merrily towards the pub, when splish!, splash!, splosh!, we found ourselves knee-deep in the water after falling into one of the streams. Fortunately we dragged ourselves out and continued onwards to the pub.

The pub was nothing special, but we had a few drinks there, and when we finally got back, taking the road instead of returning across the golf course, we couldn't find the tents, or even the peninsula on which we'd camped. "What's going on? What's happened? Where are our tents?" we asked ourselves. It turned out that the area where we'd set up the tents wasn't really a peninsula at all, but that when the tide came in it became an island. So the tide had come in and cut us off from our tents. For the second time that evening we got wet feet, as to reach our tents we had to roll up our trousers, take off our shoes and socks and wade across to them. A bad travel experience, isn't it?

Unit 2. 2.1, p.

### A Sample Letter to the Editor

Dear Editor,

Having just returned from a language school in England, I would like to compliment Oksana Petrenko on the article "Similar or Different?" the Sep-

tember 23, 2015 issue of the newspaper “English”. Her comments presented a well-rounded picture of British schooling as I experienced it. As she pointed out, I was put in the English language set with other pupils who were interested in this subject.

However, there are a couple of points that I observed while there that Oksana did not mention. One is that there are also the so-called ‘AS’ Level exams in secondary schools. It’s an exam between GCSE and A Levels. It requires half the work of the A Level and is usually taken halfway through the A Level course.

The second point is tied to the first. It was one of the biggest changes in school in Britain in the last twenty years. Other changes include the government policy of inclusion of SEN (Special Educational Needs) youngsters into mainstream schools. This has resulted in the closure of many special schools which used to cater specifically for such pupils.

In closing, I want to thank you for publishing the piece on British schooling. It is hoped that readers will decide in what way it is similar or different in comparison with schooling in Ukraine.

Sincerely yours,

Dmytro Honcharuk

Unit 2. 2.2, p.

## A Sample Class Journal Entry

January 12

Today I started my research on Lewis Carroll for our Author’s Research Paper. I’m glad I chose Lewis Carroll, because *Alice in Wonderland* has always been one of my favorite books. I’m excited to learn more about him as I do more research. To start off, I had no idea that his real name is Charles Dodgson and that he was also a photographer, mathematician, and a deacon! I learned that he comes from a family of clergy, so I guess it would make sense for him to think about going into the Church. I could imagine that his family was a bit strict, so I bet him wanting to be a writer wasn’t so welcome. I wonder what it would be like for me, if I came from a family who all wanted me to go into a certain profession, but I wanted to do something completely different. I can’t wait to find out more about what made Lewis Carroll want to write and what inspired him to create *Alice*.

(From the Internet source: <http://www.wikihow.com/Sample/School-Journal> )

Unit 2. 2.3, p.

## A Sample Letter of Complaint to the School Counsellor

Miss Joy Reel  
Bath School of languages  
England

Dear Miss Joy,

Never in my wildest dreams did I ever think that I would be writing to someone complaining and asking for help. But I have a situation for which I need advice and there is no one I can ask. So I am writing you in hopes you can give me some professional help.

The problem is that some of the pupils in my class make my life difficult by being hateful and spiteful. To complicate matters, often this includes physical violence. Unfortunately, my homeroom teacher doesn't seem to know how to handle such behaviour.

What should I do? Should I change school or try to fight my trouble alone? Please answer as soon as possible because this needs to be resolved quickly.

Bullied Pupil

Unit 2. 2.4, p.

### A Sample Notice

Dear Parents/Guardians,

There are many ways in which you can engage with your child's school. The school will provide information about ways in which you can assist and participate in your child's education.

You may also be invited to participate in aspects of the school's programs. Throughout the year you will be invited to participate by attending meetings, events or other functions organised by the school. Some meetings will be held to provide information about the curriculum which is taught and others will be held to discuss the progress of your child.

You may also participate in school activities through being elected to School Council, becoming a member of a committee or helping to organise general school activities.

If you would like any information about Parent Clubs or School Council please contact the school. Please contact your child's teacher, the Principal or other members of staff if you wish to discuss any matter relating to your child or the school.

Signed.....

Date.....

Unit 3. 3.1, p.

### A Sample Descriptive Paragraph

I'd like to present a romantic style in music to you. It was originated in Europe as the composers started to write music which could express their inner thoughts and feelings. Their musical pieces were widely loved and played everywhere because they were close to many people's hearts. Nearly every European country has the renowned composer of that style: Haydn and Schubert in Germany, Chopin in Poland, Liszt in Hungary, Tchaikovsky in Russia and so on. This style has influenced musicians for more than 100 years.

Unit 3. 3.2, p.

## 3.2. Writing

### A Sample of Biosketch

A great English composer and singer Paul McCartney was born in 1942 in Liverpool. He loved music and played the guitar in his green years. In 1960- Paul started to perform rock-n-roll songs at the 'Cavern Club' in Liverpool. Together with John Lennon they set up 'The Beatles' which became a world-famous group.

Two years later McCartney became a popular song writer. With ‘The Beatles’ he made tours to many countries, popularizing new music all over the world (1960–1970). In 1977 Paul McCartney wrote the British bestseller ‘Mull of Kintyre’ which influenced many young composers. In 1990 the composer was chosen for the Rock-and-Roll Hall of Fame and in 1997 he was made a knight.

Unit 3. 3.3, p.

## A Sample Concert Programme

“A Jazz Piano Christmas” on the Terrace Theater at the John F. Kennedy Center for the Performing Arts – December 5, 2015 at 7:50 p. m.

Join host Dr. Billy Taylor and other noted jazz pianists as they salute the Christmas season with a swingin’ all-piano jazz concert, recorded for holiday broadcast on NPR. (National Public Radio).

For the past 12 years, NPR has produced “A Jazz Piano Christmas”, a one-hour, holiday program featuring some of the top pianists in jazz performing their favourite music that evokes the spirit of the holidays. Past performers have included Toshiko Akiyoshi, Steve Allen, Dave Brubeck, Hank Jones, Diana Krall, Marian McPartland, George Shearing, and Chocho Valdez among so many others. This year, Billy Taylor will host the thirteenth annual Jazz Piano Christmas, a special concert of pianists originating from the Terrace Theater. The concert will be produced for a holiday broadcast on NPR in 2002 and is expected to be carried by over 175 NPR stations across the country.

Other productions among the many that one might have seen at the John F. Kennedy Center for the Performing Arts are: “Copenhagen” a 2000 Tony Award Winner for Best Play by Michael Frayn; “Cinderella” a Rogers and Hammerstein classic in a fresh new production; or Sondheim’s “Company”, a smart bittersweet portrayal of five married couples as seen through the eyes of a bachelor friend.

Unit 3. 3.4, p.

## A Sample E-mail

(address) dimples@hotmail.com

(subject) Good to hear from you

Hi, Ann,

It was so exciting to get your e-mail. I haven’t heard from you for ages. I’m burning with impatience to tell you the latest news. I’ve discovered a new style of music for me. It’s techno. I listened to live not ‘canned’ music and it really carried me away.

Did you listen to the music? Please, write again and tell me about your attitude to it. You can also write if it is popular among your friends.

I’ve told that you love music and know much about it. So it will be interesting to know your opinion. I always like to hear from you.

Yours,

Helen.

Unit 4. 4.1, p.

**A Sample Comparative Paragraph**

I like to read “English Club” and “Hello”. As I want to have a good command of English, these magazines help me a lot. Especially they can help the beginners in learning English. If you read them regularly, you’ll see the improvement of your writing skills, because every issue contains language games, funny dictations, puzzles. They will make your spelling better if you write them. In contrast to “Hello”, “English Club” targets the teenage audience. So I strongly recommend my classmates to read “English Club”.

Unit 4. 4.2, p.

**A Sample Synopsis for Television**

The choice of any TV programme I’m going to see depends on my mood. If I want to raise my spirits I try to watch a cartoon, Ukrainian cartoons about “Kozaks’ Adventures” or “There Lived an Old Dog” have become many teenagers’ favourites, because in them we can find resemblance between the animal and the human world. They end happily, the characters are good-humoured and cruelty, violence and tragedy are excluded. It gives those who watch them something easy and undemanding. My little sister can watch them for hours on ends.

Unit 4. 4.3, p.

**A Sample Text Message**

Hi Ann!  
What RY doing? L8er 2 Day? I wan  
2 SYS. I have a present 4 u. Send me a  
MSG.  
CU.

Unit 4. 4.4, p.

**A Sample News Report**

**Australia is in Fire**

Today’s main story is about the forest fires in Australia that started burning on Friday. Strong winds drove the flames towards the highly populated area, and by Saturday hundreds of families had to leave the area because the fire was very close to their home.

According to Fire Chief Gregory Wright, the fire is now under control. The wind has dropped, so the fire will probably not get any closer to the towns and cities.

Local residents who witnessed the fire said that it had done a lot of harm to agriculture. Thousands of cornfields had been destroyed and a lot of sheep pastures damaged.



The General Governor of Australia commented later:

“This is not the first great fire to happen in the past 2 years. We have been trying to find the reasons but so far haven’t analyzed all the facts. According to the police inspectors, it may be a careless attitude of some people to fire”.

Unit 5. 5.1, p.

## A Sample Book Summary

Two major questions considered in this internationally acclaimed masterpiece are: Was there a beginning of time? Is the universe infinite or does it have boundaries? The book begins by reviewing the great theories of the cosmos from Newton to Einstein before diving into the secrets which still lie at the heart of space and time. This book can be recommended to a wide range of non-specialist readers as it marries a child's wonder to a genius's intellect.

Unit 5. 5. 2, p.

## A Sample Book Review

Introduction	Robinson Crusoe, by Daniel Defoe, is an exciting story of a sailor who survived after his ship sank. The book describes his life on a desert island.
Main Body	<p>He had to overcome many difficulties on a small tropical island with no people living on it. Every day he had to find the answers to the questions: Where to live? What to eat? What to wear? etc.</p> <p>One day he met a black man whom he called Man Friday, who became his servant and friend.</p> <p>The book is full of thrilling moments as the author creates tension with unexpected events and vivid descriptions. The book is interesting as Robinson's life on the island brings him a lot of unexpected surprises.</p>
Recommendation	If you are an adventurous person, this is the very book to read. You will see the possible chances to develop survival skills if unpredictable circumstances occur. The readers are kept in suspense until the very end of the book. Will Robinson Crusoe stay on the island for ever or....?

Unit 5. 5. 3, p.

### A Sample Speech about Your Favourite Writer

As I'm a great admirer of poetry I'd like to present one of my favourite poets to you. It's Robert Burns, Scotland's national poet.

He was born on January 25, 1759 in a small place Alloway. His father was a farmer who knew the value of good education and was determined to give his children the best schooling possible.

From his younger years Robert had a great thirst for knowledge: he acquired some French and Latin from his teacher and fondness for Scottish folk songs and poetry from his mother who knew many songs and ballads which she passed on to her children.

Robert began to work very early and soon became a farmer, but his farming didn't bring him pleasure or satisfaction. The young poet felt deeply the injustice of the world and protested against it in his poems. His first collection of poems in 1783 appealed to the human dignity of people, instilling in them belief in their own strength. I can name some of his early poems written in the Scottish dialect: 'John Barleycorn', 'The Holy Fair' and others.

R. Burns left behind him a rich heritage of folk songs in which he glorified friendship, love of life and happiness. Reading his poetry, we feel his love to his motherland, his spirit for freedom and justice.

Robert Burns died on the 21-st of July in 1796 at the age of 37, but his contribution to the world literature is great. Many of his poems are translated into many languages, some of his verses inspired Beethoven, Schumann, Mendelsohn and other composers who wrote music to them. To pay tribute to the great Bard of Scotland, a mausoleum in his honour was raised in St. Michael's Churchyard and the bust of Robert Burns was executed by Sir John Steele for Poet's Corner in Westminster Abbey.

I personally appreciate this poet's literary activity, because this is a brilliant example of patriotism and devotion to his country and its people. I also love my motherland and I often quote Robert Burns in connection with the events which take place in Ukraine. Robert Burns for me is an ever-living never-dying symbol of freedom, justice and equality of people.

Unit 5, 5.4, p.

### A Sample Advertisement

Are you interested in modern literature? Do you feel like listening to a young writer, just a beginner? Then don't hesitate to join us on Sunday at 11 o'clock in the reading hall of our public library. You are sure to enjoy the meeting.

Unit 6, 6. 1, p.

### A Sample Flyer

*The Lake District* is a large area of breathtaking natural beauty. It contains the highest mountain in England, Scafell Pike, and the largest lake, Windermere.

The area is associated with the Lake Poets, who lived there and wrote about it.

It attracts thousands and thousands of visitors every summer.

Don't miss your chance to come and experience the rhythms and rhymes of nature!

## Unit 6. 6. 2, p.

### A Sample Informative Paragraph

On July 16, 1969, the Apollo 11 spacecraft launched from the Kennedy Space Center in Florida. Its mission was to go where no human being had gone before—the moon! The crew consisted of Neil Armstrong, Michael Collins, and Buzz Aldrin. The spacecraft landed on the moon in the Sea of Tranquility, a basaltic flood plain, on July 20, 1969. The moonwalk took place the following day. On July 21, 1969, at precisely 10:56 EDT, Commander Neil Armstrong emerged from the Lunar Module and took his famous first step onto the moon’s surface. He declared, “That’s one small step for man, one giant leap for mankind.” It was a monumental moment in human history!

## Unit 6. 6. 3, p.

### A Sample Supported Opinion Paragraph

Teenagers today are lazy, dishonest and uninterested in anything that involves hard work or personal sacrifice. For example, a recent study in Great Britain found that teens today are more obese than any generation before. Diabetes in adolescents, and other illnesses related to lack of physical fitness, are much more common today than ever before. In addition, today’s teens are less honest, as 65% of Canadian teenagers do not believe that downloading music illegally from the internet was wrong. Finally, most teens today would rather be given an allowance by their parents so they can spend the weekend in front of the X-Box, rather than use some of their free time actually earning their own money at a job. In conclusion, I think that most teenagers do not appreciate the comfortable lives they live – and I think their parents should force them off the couch, and out into the workplace to find out what real life is like!

(Adapted from the Internet source: [https://classnet.wcdsb.ca/sec/StD/Gr9/Eng/Lehmann1L/Shared% 20Documents/Writing/Opinion% 20Writing% 20-% 20Instructions.pdf](https://classnet.wcdsb.ca/sec/StD/Gr9/Eng/Lehmann1L/Shared%20Documents/Writing/Opinion%20Writing%20-%20Instructions.pdf))

## Unit 6, 6.4, p.

### A Sample Self-directed Interview

**You:** Yeah, parting is such sweet sorrow, isn’t it? Now I know from my life experience that the United Kingdom is, above all, a nation where tradition has shaped many aspects of their daily lives: from their customs and celebrations to the food they eat, sporting events and children’s games.

**You:** Exactly. During my stay here I came to love Britain’s natural wonders, British people, even weather in the British Isles!

**You:** Let’s take the tradition of keeping national parks, for example. What is your attitude to it?

**You:** I find it extremely important. I have found out that there are eight national parks in England and three in Wales. These are the well-known landscapes of outstanding natural beauty protected by law. The first

national park was established in northern England over 50 years ago. Scotland's first National Park – Loch Lomond – opened recently.

*You:* And what is the largest of the English National Parks?

*You:* The Lake District, if I'm not mistaken. The guide said, it attracts more than 12 million visitors every year who "wander lonely as a cloud", as William Wordsworth put it, inspired by its scenery.

*You:* It's no exaggeration to say that the trip was a great success.

**Unit 7, 7.1, p.**

### **A Sample Entry to a Travelogue**

Ukraine is the largest country in Eastern Europe. It borders on Poland, Russia, Moldova, Romania and Hungary, Slovakia and Belarus.

It is washed by the Black Sea in the South and the Sea of Azov in the East. Ukraine's longest river is the Dnipro. It ranks as Europe's third longest waterway. Ukraine has more than 3000 lakes.

Ukraine has 5 per cent of the world's mineral resources. It is rich in coal, iron, ore, granite and marble.

The population of the country is about 43 mln people.

The state language is Ukrainian.

**Unit 7, 7.2, p.**

### **A Sample Weather Report**

The next few days the weather is going to be fine. In all parts of Ukraine it'll be sunny and hot, the sky will be cloudless and there will be no wind.

We are in for a spell of a new heat wave. The temperature in the Northern part will be about 30 degrees above zero, in the East and West from 30–32 °C in the shade and in the Southern part of the country the temperature may rise up to 38 degrees. We advise elderly people not to spend much time out in the open. Those who are weather dependent, try staying indoors for a day or two. Take care of yourselves, please.

**Unit 7, 7.3, p.**

### **A Sample Character Sketch**

Ukrainian teenagers have all the character traits as any teenager in any country has. In fact, they are curious and active, full of life and energy, enthusiastic about everything new. In this respect they have much in common.

At the same time young Ukrainians inherit the typical national features of their great-grandparents, grandparents and parents. They are hard-working, hospitable, kind and generous.

But in my view, young people have some other characteristics attributable to them. For example, it is goal-orientedness. Every teenager dreams of reaching his/her goals in life. This fact explains their persistence and diligence. And without a doubt, we are all great patriots. There is nothing like peace, independence and unity of our motherland.

## A Sample Leaflet

A round-Ukraine trip may become the most exciting event for you.

First and foremost, you'll go to the West of the country and see the enchanting beauty of the Carpathian Mountains, visit Lviv and see its ancient cathedrals and churches with your own eyes.

You'll be delighted to see the South of the country, to explore its preserves, to have a 2-3 day rest in one of the resorts.

Chernihiv is the gem of the North. Don't miss a chance of seeing its cathedrals, churches and monasteries. Your trip will make an unforgettable impression on you and will be the most memorable.

Do join us! Don't forget: he who travels far knows much!

## Unit 1, 1.1. Listening

### We are Just...Teens!

*Mike:* Gosh, isn't it Sam?

*Sam:* You are right.

*Mike:* I can hardly recognize you in trendy clothes and in the best of spirits. Where are you going?

*Sam:* To school. There is a disco tonight.

*Mike:* You go to the disco? Can't believe my ears! You were so shy in public and usually stayed away from discos and parties.

*Sam:* That's true. I can't believe this is really happening to me. But now I love to be more outgoing like Kitty and Ann.

*Mike:* How do you feel about dancing now?

*Sam:* You won't believe but I find it so pleasant and enjoyable. Last time I was a real hit as a dancer.

*Mike:* Incredible, just incredible! Are you that free about big gathering?

*Sam:* I sure am. I heard my parents say that I've become more sociable and I do feel comfortable among my friends now.

*Mike:* Terrific. I'm glad you've become so self confident.

*Sam:* Me too. I didn't even realize I could be such a good mixer. My easy going nature made me so popular at school.

*Mike:* Speaking about your self-esteem, did you manage to overcome your timidity completely?

*Sam:* Sometimes boys at school are bullying and it hurts my dignity, but I've learnt how to answer back.

*Mike:* That beats everything! Congratulations, Sam. I'm proud of you.

*Sam:* Thank you, Mike, you are so kind.

## Unit 1, 1.2. Listening

### The Devoted Friend

Little Hans had a great many friends. But the most devoted friend of all was big Hugh the Miller. Indeed, so devoted was the rich Miller to Little Hans, that he would never go by his garden without leaning over the wall and taking something. He would never go by his garden without having a handful of sweet herbs or filling his pockets with plums and cherries, if it was the fruit season.

"Real friends should have everything in common", the Miller used to say. Little Hans nodded and smiled. He felt very proud of having a friend with such noble ideas.

Sometimes, indeed, the neighbours thought it strange that the rich Miller never gave Little Hans anything in return. All knew that the Miller had a hundred sacks of flour stored in his mill, and six milk cows, and a large flock of woolly sheep. But Hans never troubled his head about these things. Nothing gave him greater pleasure than to listen to all the wonderful things the Miller used to say about the unselfishness of true friendship.

So Little Hans worked hard in his garden. During the spring, the summer, and the autumn he was very happy. But when the winter came, and he had no fruit or flowers to bring to the market, he suffered a good deal from cold and hunger. Often he had to go to bed without any supper but a few dried pears or some hard nuts. In the winter, also, he was extremely lonely, as the Miller never came to see him then.

“There is no good in my going to see Little Hans as long as the snow lasts”, the Miller used to say to his wife. “When friends are in trouble, they should be left alone and not be bothered by visitors. At least, that is my idea of friendship, and I am right. So I shall wait till spring comes, and then I shall pay him a visit. And he will be able to give me a large basket of primroses, and that will make him so happy.”

(Adapted from O’Wilde”*The Devoted Friend*”)

## Unit 1, 1.3. Listening

**Reporter:** ...And you are an adventurous person, Alec. You are only 15, but you’ve been to lots of different countries and made many friends.

**Alec:** Not too many. I’ve been to 5 countries. But you can make a lot of pen-friends anywhere.

**Reporter:** And what was the first country you’d been to?

**Alec:** I started with England 2 years ago.

**Reporter:** Did you go there as a tourist?

**Alec:** Not exactly. Actually, I went there as a participant of the summer Language School. This is the place where I’ve first met Barbara from Poland, Erick from Germany and Nancy from Britain and Lee from China. We’ve become good pen-friends since then.

**Reporter:** Great! How do you keep in touch?

**Alec:** I can’t manage a trip abroad as often as I want so the Internet does the job and the Skype of course.

**Reporter:** Do all your pen-friends speak English?

**Alec:** Exactly. Nancy is a native speaker and all the rest learn English as a foreign language at school.

**Reporter:** You understand each other, don’t you?

**Alec:** Sure. Communication with my pen-friends helps me to develop my listening and speaking skills.

**Reporter:** You mean practice makes perfect, right?

**Alec:** Not only that. We have a chance to ask each other what we mean if it lacks understanding or say it in another way. Thus we correct mistakes and learn from each other.

**Reporter:** It’s amazing. I bet you’ve made progress in English.

**Alec:** So I have and I’m very thankful to my pen-friends.

**Reporter:** Did London impress you?

**Alec:** It certainly did. I still remember the stunning view from the London Eye, and...there were lots of pigeons at Trafalgar Square... amazing!

**Reporter:** Did you experience the same feeling in every country you visited?

**Alec:** Sure. Every country has a lot to offer.



## Unit 1, 1.4. Listening

1. My name is Sarah. I love companies, because I love to be in the centre of attention. Some people think that I'm a show-off. But it's not true. I just love being with people, all dressed up and having a good time. At parties I sing rap and I'm always in good mood. I'm a real party person.

2. I'm Vlad. I can't stay away from discos and parties, because it's my idea of a great evening out. I tend to be very specific about dancing music and I put on clothes I feel confident about. Since the last party, I have been learning how to dance waltz. And now I'm quite good at it. I feel I can be a real hit as a dancer

3. I'm Kate. I hate being on my own, that's why I spend a tremendous amount of time with my friends. We hang out in the park or elsewhere and make the most of our time. I like to communicate with my friends just to discuss school news or even problems of ours. Our informal talks during outings often helped me. Being together is a great fun!

## Unit 1, 1.5. Your Test Files. Listening

### Emma's Problem

*Chloe:* Emma, is that you? You're crying. What's wrong? What happened?

*Emma:* Nothing. Just leave me alone! I'm fine.

*Chloe:* No, you're not! Come on, tell me what's up.

*Emma:* It's just that David is making my life hell.

*Chloe:* David in our class?

*Emma:* Yeah. He's such a bully. He's constantly calling me names and saying horrid things about my family.

*Chloe:* He does that to almost everyone! He's just trying to be funny. You just have to ignore him. He will soon get tired of it and move on to someone else.

*Emma:* But that's the problem. He's just unable to understand other people's feelings. When he attacks a victim, the bully in him feels powerful and in control.

*Chloe:* Why don't you tell the teacher?

*Emma:* I complained once or twice, but the teacher would say, 'Eventually he'll grow out of it and leave you alone'. Thankfully, I come from a strong family that reinforces positives.

*Chloe:* I'm sure you'll soon be able to find that inner strength in you so that you can laugh off some of David's comments.

*Emma:* My Dad says that bullying is a form of verbal and physical harassment and that a common trait among bullies is lack of sympathy and tolerance.

*Chloe:* That's true. I think a possible solution to overcoming intolerance is communication. What if you try talking with Davis openly about how much his words hurt you?

*Emma:* Perhaps I will. I hope he'll come to understand that we all have one thing in common – we are all different.

*Chloe:* Exactly.

### Treacle Tart

The news travelled from group to group along the platform of Victoria Station. A lord was coming to our prep school. A real lord. A new boy, only eight years old. Youngest son of the Duke of Downshire. A new boy, yet a lord. Lord Julius Bloodstock.

None of us has had any contact with peerage so far. Mr. Lees, the Latin Master, confirmed the report. The lord was being driven to school that morning in the ducal Rolls-Royce. This was to be his first experience of school life. The Duke had kept him at the Castle under private tutors.

Should we be expected to call him “Your Grace”<sup>\*</sup> or “Sir” or something? Would the masters dare punish him if he broke school rules or didn’t know his prep<sup>\*\*</sup>?

We arrived at the Cedars just in time for school dinner. Thos (the Rev<sup>\*\*\*</sup> Thomas Pearce, our Headmaster) rather self-consciously led a small pale, fair-haired boy into the dining hall, and showed his seat at the end of the table, among the other newcomers. “This is Lord Julius Bloodstock, boys”, he said. “You will just call him Bloodstock. No titles here”.

“Then I prefer to be called Julius”. His first memorable words.

“We happen to use only surnames here”, chuckled Thos.

None of Julius’s tablemates called him anything at all. To begin with, they were either too miserable or shy even to say, “Pass the salt, please”. But after the soup, and half-way through the shepherd’s pie<sup>\*\*\*\*</sup>, Bellington Tertius, to win a bet, leant across the table and asked, “Lord, why didn’t you come by train, same as the rest of us?”

Julius didn’t answer at first, but when his neighbours nudged him, he said, “The name is Julius, and my father was afraid of finding newspaper photographers on the platform. They can be such a nuisance. Two of them were waiting for us at the school gates, and my father sent the chauffeur<sup>\*\*\*\*\*</sup> to smash both their cameras”.

This information had hardly sunk in before the third course appeared: treacle tart. Today was Monday: onion soup, shepherd’s pie and carrots, treacle tart. Always had been. Even when Mr. Lees had been a boy here and won top scholarship to Winchester. Mr. Lees, who sat at the very end of the table eating treacle tart, looked up and noticed that Julius had pushed away his plate, leaving the tough burned pastry untouched.

“Eat it, boy!” said Mr. Lees. “Not allowed to leave anything here for Mr. Good Manners. School rule”

“I never eat treacle tart”, explained Julius with a little sigh.

“You’re expected to address me as ‘sir’”, said Mr. Lees.

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\* Your Grace – a title for addressing or speaking of a duke, duchess, or archbishop

\*\* Prep – schoolwork that is done at home

\*\*\* Rev=Reverend – a Christian priest

\*\*\*\* shepherd’s pie – a baked dish made of cut-up cooked meat covered with cooked potato

\*\*\*\*\* chauffeur – a person employed to drive a car for someone else

Julius seemed surprised. “I thought we didn’t use titles here,” he said. “but only surnames?”

“Call me ‘sir’”, insisted Mr. Lees, not quite certain whether these words were innocence or impertinence.

“Sir”, said Julius, shrugging faintly.

“Eat your tart”, snapped Mr. Lees.

“But I never eat treacle tart – sir!”

“It’s my duty to see that you do so, every Monday”.

Julius smiled. “What a queer duty!” he said.

## Unit 2, 2.2. Listening

### **Impressions of an American Teenager about His Night School**

Well, my first impressions were very unfavorable because I was stopped at the school entrance and asked to show my identification and sigh before entering the school building. I was annoyed and scared at the same time but I needed a high school diploma badly. As many teenagers, I had dropped out before I was 16, because I had to support my family. Having read about the first full-time night school in New York, I decided to apply. I hope that an academic diploma will help me in getting a better job. Now I’m in the middle of my school year and have made many new friends. I’m thankful to my teachers who help students to write resumes and find jobs, teach how to dress and behave during the interviews. Though it is a night education, it provides the basics for dropouts like me and offers the total high school experience.

## Unit 2, 2.3. Listening

Good behavior is rewarded with reward points. Individuals earn them, which are then displayed in a sticker chart for the class to see. Besides, the students have the opportunity to earn more points for their “house” or group. Such a reward is called house points. Good pupils get positions in their class such as a monitor or prefect. It’s very honorable for pupils and we call it increased autonomy. One more increased responsibility is popular among senior students who like to choose activities they take pleasure in or have unmanaged free time.

Bad behavior is often punished with time out, when a child is removed from the classroom for a while. Removal of privileges also works well when a student is not allowed to do what he/she especially enjoys or what he/she could do before. Sometimes naughty pupils are kept at school when the school day has finished. It is called detention. It may be the whole day when the pupils are not allowed to join in normal school activities. This is suspension. And finally, the most serious punishment, when the pupil is permanently removed from the school is expulsion.

## Unit 2, 2.4. Listening

All high schools in the US offer a wide variety of after-school activities including band, orchestra, folk dancing, cheerleading, journalism and, of course, sports. Students join those which they take interest in. Besides, they also participate in academic clubs such as physics, German, or chemistry

club. They serve to broaden knowledge and interest in that particular subject. Sports are probably the most popular of the after-school activities. Boys and girls are competing against other schools in the city or state throughout the year. In addition to these activities in Britain, pupils take part in religious clubs, art and craft clubs etc. Education also means having trips to a place of local interest or out of town.

## Unit 2, 2.5. Your Test Files. Listening

6:45 "Wake up! It's time to get up".

7:15 "Breakfast's ready, honey! How about an omelette, a cheese sandwich and a glass of orange juice?"

7:45 "Oh, no! Now you barely have barely time to put on your school uniform. Don't forget to take your packed lunch."

8:00 "The № 1 bus is coming".

8:15 "Are you getting off at the next stop?"

8:30 "Good morning, boys and girls! Can I have your homework, please?"

15:00 "The bell has gone. Goodbye, guys!"

15:30 "I've made your favourite dish for dinner. Do you want a bite?"

16:00 "Moderato! Moderato! Or the waltz will sound more like a polka."

17:30 "Isn't it time you got down to doing your homework, dear?"

18:30 "What a mess! Didn't I tell you to keep your room tidy or I'll come and do it myself?"

19:30 "What are your plans for tonight? Meeting your friends as usual, relaxing in front of the TV or just reading?"

21:00 "Please turn the sound down. Our neighbours are sure to complain".

22:00 "Shhh! She is sleeping".

## Unit 3, 3.1. Listening

### A Country of Wide Musical Taste

American music is a blend of European classical traditions and the ethnic rhythms from its many immigrants.

America's earliest settlers brought their religious music to their new home land. Rag-time was the first 'black' music to gain popularity. But the most popular music style of them was the blues, which developed from African folk songs and Christian religious music. They are very lamenting songs with notes of resignation and humour.

In the 1920s jazz as a music style originated in the south, in its capital New Orleans, to be exact. One of the most central features of jazz music is improvisation. Only the basic structure of jazz music is written down, other parts of jazz are created spontaneously by all members of the band. The name of Louis Armstrong is number one in this style.

Another unique form of music is the American musical which combines songs, dance, comedy and drama. It came from the centre of the country. 'Oklahoma' and 'Carousel' are considered to be the first truly American musicals.

But the most famous style of American music known today across the world is rock-n-roll. Thanks to its first king Elvis Presley it had a great hit with the public.

Later in the 1950s and 1960s country music gained national popularity with many musicians. It served as dance music and music in the car.

Nowadays more modern styles like reggae, techno, metal, pop, rap appeared. Though it seems like there are so many styles of music in the USA every new generation looks back at the music from the past and with their own creativity creates yet another style.

### Unit 3, 3.2. Listening

#### First of the Great Romantics

It's true to say that Mozart was the first Romantic composer. Until then art was very much a trade or a skill. Composers wrote music to order for a patron or an employer. There were great composers before him, Haydn for instance, but in Mozart we get, for the first time, music that is life. He was writing out a deep, inner spiritual need, because he had to write it. The composer's genius was such that he worked within the conventions, took the small change of his day and turned it into a mint of gold. He could express 50 different colours of emotions, and he seems able to do it so easily! Mozart wrote straight off the top of his head. He put what he felt into each piece of music. You look at his thoughts, no mistakes, no crossings out. This is in marked contrast to Beethoven, whose manuscripts are like a battlefield.

When in 1787 Mozart's father died, the composer was in grief. In his father's memory he composed the saddest music anybody has ever written in a major key. It's elegant and sad. It seems bright and gay, but you can feel Mozart's sorrow.

Aged 31, Mozart was at height of his powers. He was a court composer in Vienna and during the summer of 1788 Mozart wrote his great *Trilogy of Symphonies*, which changed the course of music. His 40<sup>th</sup> symphony is in every mobile phone from Tokyo to New York. It's a timeless work nothing can ruin it. But the 41<sup>st</sup> symphony, the Jupiter, is his last will and testament to the world. It opens a whole new world of possibility.

### Unit 3, 3.3. Listening

#### Playing the Bagpipes

In the book 'Three men in a Boat' we can read a funny episode written in Jerome's usual serious manner. In it, the author tells a story of a young man who was studying to play the bagpipes, to his family members' great dissatisfaction with his new hobby.

At first, the young man used to get up early in the morning to practise, but he had to give this practice up because of his sister. She was very religious and she said that it seemed such an awful thing to begin the day like that: the sounds of the bagpipes insulted her religious feeling.

So he began to play at night instead when his family had gone to bed, but that didn't work, because it got the house such a bad reputation. People, going home late would stop outside to listen, and then gossip all over the town, the next morning, that a terrible murder had been committed at Mr. Jefferson's the night before: they would describe how they had heard the victim's cries and pleading for mercy. Some even heard the last dying person's shrieks.

Finally, the family found the place for the young man at the bottom of the garden and made him take the instrument down there when he wanted to play it. But sometimes a visitor would come to the house who knew nothing of the matter, and the family would forget to tell him about the young man's hobby and he would go out for a walk round the garden and hear the bagpipe's taking a high note without being prepared for it and knowing nothing of what it was. If he was a man of strong mind, he would be only frightened. But if a person was of average intellect, he might go mad.

## Unit 3, 3.4. Listening

### Pop Today and Tomorrow

Today pop is for everyone. When Elvis made 'Heartbreak Hotel', pop did not have the past and pop was for the young. Forty years later, the grandfathers of pop – the Rolling Stones, Bob Dylan, Elton John – are now the first old people to make pop music. And old people as well as young listened to it.

Today pop is everywhere. It is in the streets, in the big shops, at the airport. You can get pop twenty-four hours a day on your radio, from your walkman, from the TV. Music television goes to more than 250 million homes in 60 countries, all watching pop videos of all kinds of music.

Today pop is big business. People spend 35 billion dollars on records every year. Two in every three records in the world come just from five companies. They help the bands whose records they can sell, but not always the bands whose music is good. They can decide who will be a star.

Today you can get pop from your computer, you can buy a CD of your favourite band and hear their sing on your computer. On pop CDs you can not only listen to music, you can change it: make it faster or slower, happier or sadder, use the sounds of different musical instruments.

Today you can get pop through your computer on the Internet. You can read the latest news about some bands, get the music through the Internet into your computer or cell phone.

And next time you go dancing, not just the music, but the pictures on the wall, moving in time with the music, could come from computers. The techno-artist works at the side of the music DJ.

These are some of the new things in pop. But many things stay the same like reading about pop or going to a concert. Or why don't you pick up a guitar and make music?

*(Adapted from 'Forty years of Pop' by Steve Flinders)*

## Unit 3, 3.5. Your Test Files. Listening

### A Musical Evening

I'm a great admirer of musicals, because they are fantastic shows. Colourful scenery, beautiful costumes, enchanting music can't leave anybody indifferent.

Last summer my family went on a visit to the USA and I was lucky to see a breathtaking musical 'The Lion King'. Our relatives knew about my preferences in music and bought the tickets well in advance. They said the production was sensational and that I would be delighted.

When the curtains went down and the orchestra began to play, I found myself in the magic realm. All the singers and dancers were dressed as animals and at the start of show ‘the animals’ came in through the audience. Their costumes were incredible and they were moving slowly to the stage. Then the curtains went up and I got the first view of the stage. It looked just as the African jungle, with grass and bushes everywhere. And the music was amazing! It started with the beat of African drums – then changed to heavy metal music! There were some great tunes, too. It was impossible to sit still! I felt like jumping up and down, making friends with ‘animals’. I was a participant of the show and enjoyed every minute of it.

When the performance was over I cheered and clapped my hands. I didn’t want to leave the concert hall so quickly! I was overwhelmed with joy when my parents brought me a CD with all the hits from the show! So if you like musicals, you ought to see this show. You won’t regret it!

#### Unit 4, 4.1. Listening

##### A Newspaper Joke

This happened more than fifty years ago, in a little American town called Springfield. The newspaper “The Springfield Voice” had a very difficult life. The newspaper hadn’t enough money and couldn’t pay its workers. But it had one difficulty that was even worse. When some interesting news appeared in “The Springfield Voice”, the rest of the newspapers in the town at once published the same news as their own. At last “The Springfield Voice” decided to teach its enemies a lesson.

In the morning, April 1, “The Springfield Voice” published the news that a coffee king whose name was Lirpa Loof had come from abroad and was going to visit Springfield. Of course, this was tremendous news in such a little town. That same afternoon all the other newspapers in the town wrote about Mr. Lirpa Loof. One newspaper published an interview with the rich businessman, another newspaper gave an interesting story of his life.

The next day, April 2, “The Springfield Voice” wrote, “Of course, we are proud that the other newspapers believed our story about the rich foreign businessman Lirpa Loof. But they must not forget what the date was yesterday. Read the first, then the second word – Lirpa Loof – from the end to the beginning, and you will see why they must not forget that date”.

#### Unit 4, 4.2. Listening

1) The programme very often shows the repeats of important events with famous sportsmen. It always presents new names, explaining the peculiarities of some unknown games and gives some information about the future competitions and matches.

2) The characters of the programme come into teenagers’ living rooms like friends. Psychologists say that teenagers have a strong emotional involvement with the characters. They help them to answer many questions and to test their own feelings.

3) In this programme, contestants try to do their best to win a special team of costume designers, famous singers musicians help them to realize their dreams.



## Audioscripts

4) This programme is of a competitive character, because it reveals the best from the best. Its participants should answer a lot of questions in different subjects within a very limited time.

5) It's a lovely film with lots of music and colours. Its graphic effects are fantastic.

## Unit 4, 4.3. Listening

Definitions
<b>broadband</b> – a combination of the latest cable and radio technology which allows huge amounts of electronic data transform from computer to computer at incredibly high speeds.
<b>Wireless</b> – computing without phone lines.
<b>3G</b> – third generation mobile technology that is able to transmit data quickly to your phone.
<b>website</b> – a place on the Internet that gives you information about a particular suspect or product.
<b>the Internet</b> – an international network of computers.
<b>access</b> – to find information, especially on a computer.
<b>World Wide Web</b> – the system that stores information for computer users around the world.
<b>webcast</b> – a live television programme on the Internet, broadcast by a webcam.
<b>webcam</b> – a video camera that can transmit images live over the Internet.
<b>cyberspace</b> – the imaginary “space” through which Internet messages travel.

## Unit 4, 4.4. Listening

## A Joke about the Radio

**Teenager:** I sent you some suggestions letting you know how to make your radio broadcast more interesting. Have you carried out any of my ideas?"

**Editor:** “Did you meet the office boy with the wastepaper basket as you came up stairs?”

**Teenager:** “Yes, yes, I did”.

**Editor:** “Well, he was carrying out your ideas”.

## Unit 4, 4.5. Listening

## Online Dating

Patricia Costello, 33, e-mailed 120 men in her first four months of Internet dating. She talked to 20 of them on the telephone at least once and met 11 in person. Of these, she dated four several times and then realized she had not found *the one*.

One of the first lessons that subscribers to Internet dating sites learn is that life partners are difficult to find. But Ms. Costello isn't ready to give

up. She is convinced that she has a better chance to find her life partner in cyberspace than in the real world.

Online dating is rapidly becoming a normal part of single life for adults of all ages in the United States. More than 45 million Americans visited online dating sites last month, according to comScore Media Metrix, a Web tracking service. Although the Internet has a reputation as a meeting place for people interested in casual relationships, a majority of subscribers now say that they are looking for a serious bond.

There are still many stories about liars. Many online daters are married and don't admit it. In fact, people are almost expected to lie a little or exaggerate their good qualities. Nonetheless, singles say that the Internet is still better than singles bars, dates set up by friends, or church groups for meeting other singles.

«My brother told me to take a dance class,» said David Collins, 28, who met his fiancée, Sharon West, 27, on Match.com. «I tried it and met some nice people, but no one that I wanted to go out with.»

«The traditional ways for getting people together are not working as well as they did before,» said Linda Frankel, a sociology professor at the University of Southern Idaho. «There's a need for something new, and the Internet is filling that need.»

«Twenty or thirty years ago, most American couples met in high school or college,» Professor Frankel explained. «But people now marry at an older age, and there have not been any social institutions to replace the traditional ones—local communities, families, and schools. The Internet may be the answer.»

Daniel Weston, author of the article «Find the Mate You Want Now,» agrees. «The Internet not only allows you to meet people, but it allows you to choose from thousands of them. If you work hard enough, you can find the exact kind of person you are looking for.»

Of course, Internet dating isn't perfect. Online daters often complain that it is difficult to judge physical chemistry through computer communication. «Certain things look really good on paper,» said Regina Coughlin, a computer consultant in Manhattan. «Then, in real life, it's a completely different story.»

After a few disappointing meetings, many online daters just quit. Those who find partners say they often think that they might find someone better — if they just looked through a few hundred more profiles.

## Unit 5, 5.1. Your Test Files. Listening

### It May Change the History

My name is Paul, and as many boys of my age I love history and I never miss a chance of reading a book on history. I've read many informative books and articles, but most of all I adore reading historical novels. There are different reasons for it.

Firstly, it is interesting to know how the characters see the historical events and what they feel.

Secondly, the author of the book often expresses his personal opinion on the event which sometimes influences the readers.

And thirdly, a book can help to change history. I never believed in that until I've read Harriet Beecher Stowe's book 'Uncle Tom's Cabin'. This book certainly did it, because it was the first to describe the hard life of black people in the South of the country and thus to speak out against slavery.

When I started to read Stowe's novel, I was taken aback by people's cruelty to 3.5 million slaves in the South. At a gulp, I read the story of Tom, a courageous old slave and Eliza, who made a dangerous escape to freedom. Why couldn't people understand that slavery was evil?!

After 'Uncle Tom's Cabin' I read other books which described the Civil War between the South and the North of the USA. Of course, the war had many different causes. Yet "Uncle Tom's Cabin" played a part. At that time President Lincoln appreciated H.B. Stowe's book saying, 'So you are the little woman who started the big war'.

It's really a great book of a great American writer. If you are interested in history, you are sure to like it.

### Unit 5, 5.2. Listening

#### Friends

We are surrounded with friends.  
They cannot walk,  
They cannot see you.  
But they are very good  
To you and me.  
    With them we are taken  
    To sail on ships.  
    And ride on trains,  
    And even fly in planes.  
By these friends we are shown  
Seas and lands.  
Can you guess who are  
These good friends?

### Unit 5, 5.3. Listening

Two great readers are talking at the entrance of the library.

- Who is your favourite British writer?
- Walter Scott.
- Great Scott! Some readers find great Scott the best writer, but I still prefer Charles Dickens.
- Oh.

### Unit 5, 5.4. Listening

#### A Good Reader

By the time she was three, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. The only book in the house was something called "Easy Cooking" which belonged to her mother

and when she had read that from cover to cover and had learned all the recipes by heart she decided she wanted something more interesting.

“Daddy,” she said, “do you think you could buy me a book?”

“A book?” he said. “What’s wrong with the telly? We’ve got a lovely telly and now you come asking for a book! You are getting spoiled, my girl!”

So on the afternoon of the day when her father had refused to buy her a book, Matilda decided to walk to the public library in the village all by herself. When she arrived, she introduced herself to the librarian Mrs. Phelps. She asked if she could sit for a while and read a book. Mrs. Phelps was taken aback when she saw that such a tiny girl had arrived at the library without a parent, but she told her she was very welcome.

From then on, every afternoon Matilda came to the library. The walk took her only ten minutes and this allowed her two wonderful hours in the library where she sat quietly by herself in a cosy corner, devouring one book after another. When she had read all the children’s books in the place, she started searching for something else.

Mrs. Phelps, who had been watching her with fascination for the past few weeks, now got up from her desk and went over to her. “Can I help you, Matilda?” she asked.

“I’m wondering what to read next,” Matilda said. “I’ve finished all the children’s books. I liked *The Secret Garden* best of all. It was full of mystery. The mystery of the room behind the closed door and the mystery of the garden behind the big wall.” Mrs. Phelps was taken aback but she didn’t show it.

“What sort of book would you like to read next?” she asked.

Matilda said, “I would like a really good one that grown-ups read. A famous one. I don’t know any names.”

Mrs. Phelps looked along the shelves. How, she asked herself, does one choose a famous grown-up book for a four-year-old girl? Her first thought was to pick up a young teenager’s romance of the kind that is written for fifteen-year-old schoolgirls, but for some reason she walked past that shelf.

“Try this,” she said at last. “It’s very famous and very good.”

“*Great Expectations*,” Matilda read, “by Charles Dickens. I’d love to try it.”

(Adapted from “*Matilda*” after Roald Dahl)

## Unit 5, 5.5. Your Test Files. Listening

Many Ukrainians can’t help admiring this wonderful woman with a strong social position. Her beautiful verses are known to many of us. But few people know about her life full of hardships and struggle.

Lina Kostenko was born in 1930 in a small picturesque town of Rzhyschiv, Kyiv region. Both her parents were teachers and taught their daughter to be honest, courageous and just.

Lina’s happy childhood was over, when her father was arrested and then spent several years in the notorious camp “Gulag”. This event influenced the girl’s life and upbrought her spirit.

While a schoolgirl, Lina had a longing for writing that’s why she attended a literary studio at the Union of Ukrainian writers in Kyiv where she wrote her first little poems. But the real poetic career of the poetess started in the sixties in the post-Stalin period. At that time the poetess published her

three books of poetry. In 1979 Lina Kostenko published her first historical novel in verses “*Marusia Churai*” and was awarded the highest prize in literature – the Shevchenko state prize. It was not the only award of the great writer and poetess. In March 2000 for the great contribution to the Ukrainian literature the president of Ukraine awarded Lina Kostenko the order of Yaroslav the Wise and 12 years later she got an honorable title ‘Golden writer of Ukraine’ and in 2015 one of the planets of Solar system was named Lina Kostenko.

Not only Ukrainian readers appreciate Lina Kostenko’s literary works. They are translated into many languages, like English, Italian, German, French and others. The poetess herself is a translator of her poems into Polish and Czech.

### Unit 6, 6.1. Listening

#### The Scottish Thistle

The thistle is the national emblem of Scotland. This is how, according to the curious legend, that plant came to be chosen.

In very ancient times the Norsemen once landed somewhere on the east coast of Scotland. They had wicked plans – to settle in the country. The Scots assembled with their arms and moved to the River Tay, the largest in Scotland. As they arrived late in the day, tired after a long march, they put up their camp and rested. They didn’t expect the enemy before the next day.

The Norsemen, however, were near. Noticing that no guards protected the camp, they crossed the Tay. They were going to take the Scots by surprise. To make the least noise possible, they took off their shoes. But one of the Norsemen stepped on a thistle. The sudden and sharp pain made him shriek. The alarm was given in the Scots’ camp and there was a fight.

The Scots appreciated the unexpected help from the thistle and took it as their national emblem.

### Unit 6, 6.2. Listening

#### Climate or Weather?

The climate is for the English the stock subject for conversation, a traditional joke and a source of delusions. Its only constant feature is its changeableness. “*We haven’t a climate, we have only samples of weather*”, runs an English saying. You leave home hatless and coatless in fine autumn sunshine, and arrive in the office in pouring rain. You light a fire on a chill October morning and by midday you are trying to damp it down.

As it is always interfering with one’s plans, it is indeed a subject of the widest possible topicality. Two people who do not know each other can talk about the weather for hours. It seems that English are of a friendly nature and live in a weather brotherhood without any necessity of knowing each other. It is often said that the English manner is very cool, like their weather, but it is not so when they talk about it. The English climate is moody but not impossible. You can never give a definite idea of what is going to come, but you are sure about it in your mind – it will be a case of bringing umbrellas with you always!

The art of meteorological forecasting has in most countries gained deserved prestige. But in England, it is little more than a music-hall joke. Some time ago, the Meteorological Office reminded the English that its forecasts had been fifty percent correct. The public, with a friendly smile, pointed out that the same degree of accuracy could be obtained by spinning a coin.

From October to March, there are many dense mists called fogs or “pea-soupers”. In cities where they mix with smoke, they become “smog” and sometimes interrupt traffic.

After the Autumn rain, and the penetrating chill of Winter, the English Spring has all the more charm. The rain is always there to join in with “the sweet showers of April”.

Nevertheless, the filtered sunlight smiles on the sap-filled woods and pastures. Great Britain, once more the green land of legend, clothes herself in a thick mantle of green grass pierced by the first crocuses. An April madness takes hold of London when the flower girls in the street start to sell the first pale meadow daffodils.

The real reason why an Englishman can never be a townsman at heart is that his weather obtrudes itself so regularly in his daily life that his mind can never be far from the things that the weather speaks of – the seed time and harvest...

The United Kingdom has a mild and temperate climate warmed by the North Atlantic Drift (a continuation of the Gulf Stream) and by southwestern winds.

An annual average of rainfall is over 1600 mm. in the mountainous areas and 700 over central parts. March to June are the driest months and September to January the wettest.

During May, June and July the daily duration of sunshine varies from 5 hours in Northern Scotland to 8 hours on the Isle of Wight. During the months of shortest daylight (November, December and January the duration varies from an hour and a half in northern Scotland to two hours on the southern coast).

Scanty sunshine combined with the prevalence of fogs and drizzle give rise to the proverbial dreary English weather.

## Unit 6, 6.3. Listening

### What May Worry a British Teenager

Young people today are more aware of the environment than ever before. This is the first really “green” generation. Mark Farrell asked Claudia, 15, from London, about her opinion on this problem.

**Claudia:** There are lots of environmental problems – the greenhouse effect, acid rain, the holes in the ozone layer, and so on. There’s also air pollution causing asthma. And there’s nuclear waste and other kinds of toxic waste.

But my problem is that I don’t feel I can do anything about it myself. It’s all so big and out of control.

How can you have clear opinions about all these scientific things?

You would have to be an expert on nuclear energy, on the weather, on chemistry, on everything. And another thing... only the politicians are in a

position to do anything about it, and they don't seem to care that much. It's not worth voting for the Green Party, because they're so small. And the other parties don't want to do anything serious because it would be unpopular. I suppose in the end things will get so bad that they'll just have to do something.

## Unit 6, 6.4. Listening

### A Useful Echo

An American and a Scot were walking near the foot of one of the Scottish mountains. The Scot, wishing to impress the visitor, produced a famous echo to be heard in that place. When the echo returned clearly after nearly four minutes, the Scot, turning to the American, said, "There, my man, you can't show anything like that in your country, eh?"

"Oh, I don't know," said the American. "I think I can do better than that. In my camp in the Rockies, when I go to bed, I just look out of the window and call out, "Time to get up; wake up!" and eight hours afterwards the echo comes back and wakes me."

## Unit 6, 6.5. Your Test Files. Listening

You won't believe, but I have been to the Punch and Judy show today! It's a seaside favourite. Mr. Punch is perhaps the most famous puppet character of all time. He has given his name to the popular, comic magazine "Punch". Legend has it that a travelling showman from Italy brought Punch to Britain in the 17<sup>th</sup> century. In those days the show was performed in London's Covent Garden. Now it's played everywhere: on the beach, in the street, on stage. Punch and his wife, Judy, are the funniest glove puppets I have ever seen.

Another traditional English entertainment that came from the old Italian comedies is a pantomime. It is for children, but parents enjoy it as much at Christmas. Harlequin is its famous character who wears special bright clothes and plays tricks. I have to see a pantomime with my own eyes!

## Unit 7,7.1. Listening

The term Ukraine first appeared in the chronicles of ancient Slavs in the 12<sup>th</sup> century as a geographical name for the southern lands of the ancient Kyivan Rus.

On August 24, 1991 Ukraine was proclaimed an independent state. It is a free sovereign state, with its own territory, higher and local bodies of state power and government, national emblem, state flag and anthem.

The Dniro ranks as Europe's third longest waterway. It divides the country into right-bank and left-bank Ukraine, and flows South to the Black Sea!

Ukraine is famous for its forests with plantations of pine, oak and beech. Most forests are in the Carpathians and Polissia.

Steppes stretch to the South from forest-steppe up, to the Black Sea and the Sea of Azov. There is more sunshine in steppes and it is much warmer here than in mixed forests.

The Black Sea is deep and has a wide range of animal life. However, there is no life lower than 1.500 m deep. The deepest point of the Black Sea is 2.210.



## Unit 7.7.2. Listening

When the weather is wet,  
 We must not fret.  
 When the weather is cold,  
 We must not scold.  
 When it's too warm,  
 We must not storm.  
 When it's too dry,  
 We must not cry.  
 But be thankful together  
 Whatever the weather.

## Unit 7.7.3. Listening

## Signs of National Identity

The mentality of every nation is formed and influenced by many factors: the geographical location, specific climate conditions and historical destiny, of course. Due to this, there is a certain stereotype of any nationality which is well-known both in their native land and in other countries. Ukrainians are no exception.

They say, to understand Ukrainians, one must know where they come from. To prove this, I'd like to say that the citizens of the Carpathian region who often suffer from flooding learn how to overcome difficulties. Friends and neighbours come to help without any reward. They share food, together rebuild each other's houses. The great flooding of 2010 demonstrated the extraordinary willingness to help each other. Goodness, just goodness, characterises the people of the Carpathians.

Secondly, nature has been kind to Ukraine. We have a good climate favourable for agriculture and that's why Ukrainians have much to do all the year round. But spring and autumn are known for bursts of energy. Seeing the bright sunshine of the coming spring and the wet bare soil of the lawn, many city dwellers begin to prepare for the new dacha season.

Autumn brings with it the harvest time and a lot of work. Being hard-working, Ukrainians spend the biggest part of their free time on their fields, in the gardens and orchards. Tending the dacha becomes not only a favourite hobby, but it's a way of life and almost an occupation.

The subtropical climate of the South of Ukraine, its picturesque scenery and the Black Sea attract a lot of tourists. No wonder that many people work in the seasonal tourist trade in the numerous sanatoria on the South Coast, I believe. It shapes the tradition of hospitality: if you don't take in the stranger and don't take care of him/her, there's no one else who would. As you see, climate has made Ukrainians generous, hospitable and friendly.

These characteristics are certainly not reliable descriptions of individual people. Nevertheless, they indicate some common features in the value attached to certain kinds of behaviour in the country, for example, traditional clothes like white blouses and shirts with embroidery; footwear – red high boots for women and black high boots for men; musical instruments – ban-

dura, trembita which are regarded as distinctively Ukrainian and the plant-symbol 'Kalyna', which is associated with the trinity of the Sun, Moon and Stars and symbolises immortality.

### Unit 7,7.4. Listening

#### Let's Take a Trip

Let's take a trip, just you and me,  
Through the Carpathian Mountains and  
The Black Sea.  
I'll give you a ride across Ukraine,  
You'll feel what it's like if you go by train.  
You'll have a taste of Ukrainian dish  
And stay with us as long as you wish.  
You won't believe, but you'll see with your eyes:  
Christmas in this country comes but twice.

### Unit 7,7.5. Your Test Files. Listening

#### Ukrainian Railway News

When you are getting ready for a trip, you have several options as to the kind of transport to choose. We suggest you take an express train. The first high-speed train was launched in 2002. It is called the *Stolychnyi Express* and it connects Kyiv and Kharkiv. The second express service from Kyiv to Dnipropetrovsk started in 2003. Both routes take about five hours. The service runs twice a day.

Each train consists of eight carriages: one first-class carriage with compartments, five second-class carriages, one buffet carriage, one carriage for disabled people and one 'car' carrier in which passengers can transport their cars. The fare varies, depending on the class. You can book a ticket for an express train at any Ukrainian train station up to 45 days in advance.

New express train routes are put into operation every other year. This becomes possible after the rail tracks on the routes are modernized and all the stations and platforms are renovated. This ensures the security and safety of your journey.

Express trains are very comfortable and give you five hours of quality time. The carriages are equipped with TVs and have a snack-bar service. Travelling by express train saves time and makes your trip easy and enjoyable.

## Keys to the Test Files

### Unit 1.

#### A. Use of English

I. 1 c; 2 b; 3 d; 4 b; 5 a; 6 c; 7 a; 8 b; 9 d; 10 b.

II. 1. decisions; 2. unreliable; 3. supportive; 4. devoted; 5. discouraging; 6. insincere.

#### B. Reading

1 - ; 2 - ; 3 +; 4 +; 5 +; 6 - ; 7 + ; 8 - .

#### C. Listening

1 c; 2 b; 3 a; 4 b; 5 a; 6 c.

### Unit 2.

#### A. Use of English

1. If/when I feel tired and exhausted, I won't work anymore.

2. If you don't come home at 10 p.m., Mum will close the door.

3. If you don't buy a dictionary, I will borrow one from the library.

4. If the traffic is too heavy in the morning, I won't go to work by car.

5. If he feels better tomorrow, he will take part in the competition.

6. If Ann has straight A's, she won't retake her exams.

7. If Helen works hard, she will be a top pupil.

8. If you switch on the TV set, it will be out of order.

9. If I do well on my test, I will get a high grade.

10. If Mike stays after classes, he will attend the meeting of the drama club.

II. 1. up; 2. at; 3. at; 4. into; 5. with; 6. of; 7. by; 8. to; 9. about; 10. to.

#### B. Reading

1 T; 2 T; 3 F; 4 T; 5 F; 6 F; 7 T; 8 T; 9 F; 10 F

#### C. Listening

1 a; 2 c; 3 b; 4 c; 5 b.

### Unit 3.

#### A. Use of English

I. 1 C; 2 B; 3 D; 4 B; 5 A; 6 D; 7 B; 8 A; 9 D; 10 D.

II. 1. adventurous; 2. impression; 3. inventive; 4. imagination; 5. enjoyable; 6. collection.

#### B. Reading

1 C; 2 A; 3 G; 4 E; 5 F; 6 B.

#### C. Listening

2; 3; 4; 6; 7.

### Unit 4

#### A. Use of English

I. 1. read/will learn; 2. will join/look through; 3. will have/buy; 4. will feel/doesn't know; 5. will surf/am; 6. is/will; 7. will/doesn't do; 8. rely/will lose; 9. come; 10. comes/will break.

II. 1. to raise spirits; 2. put on the news; 3. the Internet user; 4. a cookery show; 5. He is a good TV conductor. 6. webcam; 7. website; 8. welcome the news; 9. I am a regular televiewer. 10. on the box.

**B. Reading** 1. stamps; 2. to put together; 3. Alex wasn't in touch for a long time; 4. into a new apartment; 5. Her flat is absolutely dirty. 6. Brian the Whine helped Rosie to put everything in order. 7. Brian the Whine was created for scraping mould and sanding floors. 8. Rosie has a teenage daughter.

#### C. Listening

1 F; 2 T; 3 T; 4 T; 5 T; 6 T; 7 F; 9 T; 10 F.

### Unit 5.

#### A. Use of English

I. 1 A; 2 B; 3 D; 4 B; 5 C; 6 C; 7 B; 8 A; 9 A; 10 B.

II. 1. John asked if I would listen to that piece of music. 2. He told me that I must switch on the tape-recorder first than listen to my favourite music piece. 3. She asked herself if she would see that singer again soon. 4. Ann asked her friends to go to the concert with her. 5. Helen told me not to listen to that awful stuff. 6. Bill wondered why Ann was late for the concert. 7. Boris advised Nelly not to judge Mark's music. 8. My dad ordered me to stop that deafening music. 9. Boris asked if John could play the guitar.

#### B. Reading

1 C; 2 B; 3 D; 4 A; 5 C; 6 A.

#### C. Listening

1 F; 2 T; 3 F; 4 T; 5 T; 6 F; 7 T; 8 F.