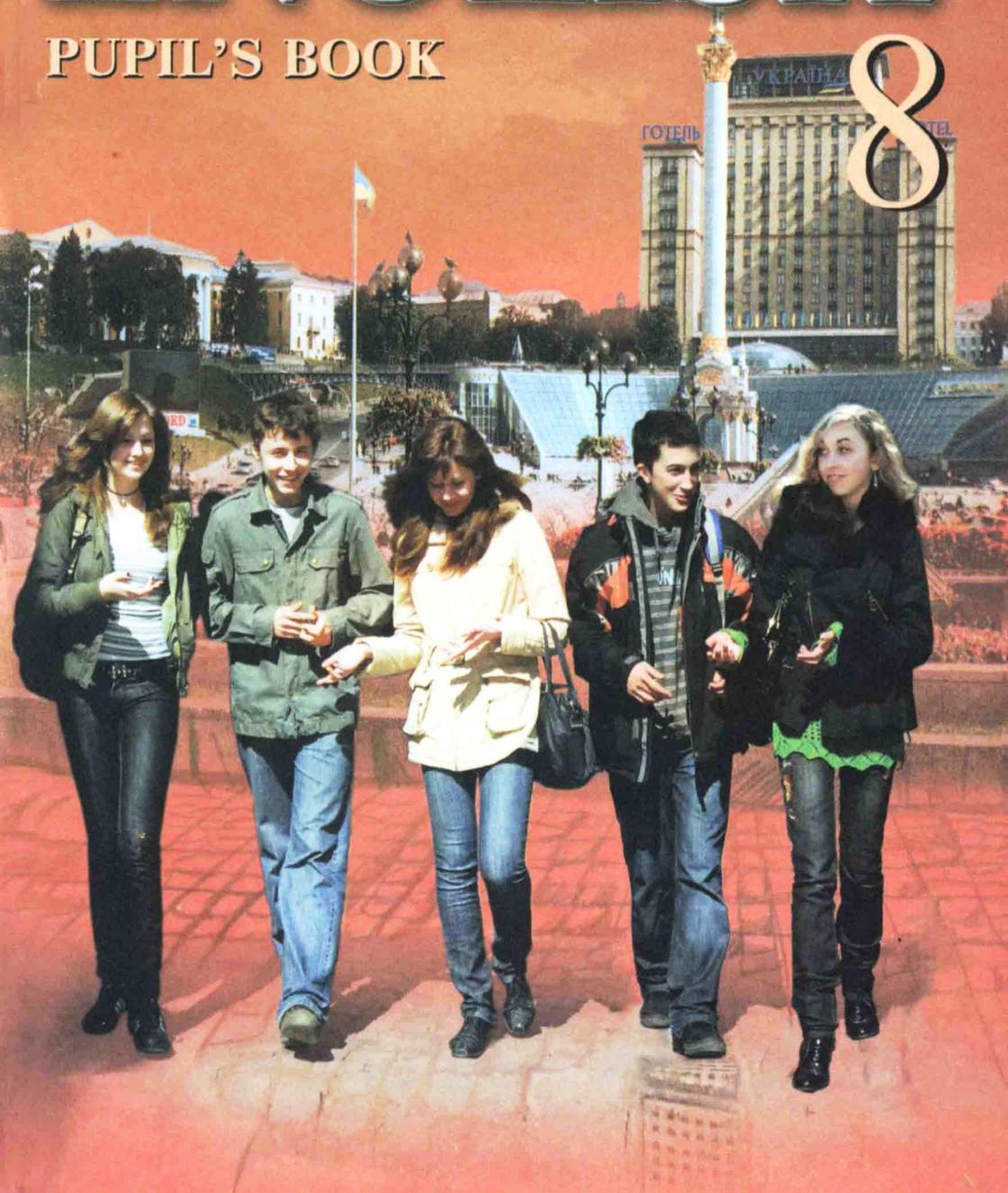


Oksana Karpiuk

ENGLISH

PUPIL'S BOOK

8



Оксана Карп'юк

АНГЛІЙСЬКА МОВА



**Підручник для 8-го класу
загальноосвітніх навчальних закладів**

Рекомендовано Міністерством освіти і науки України

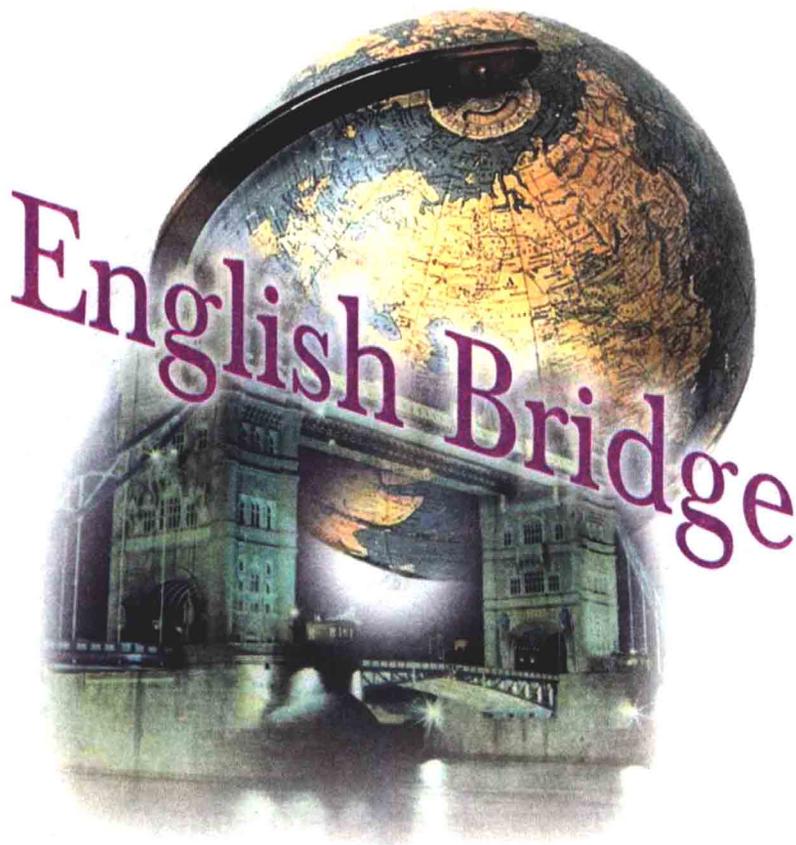
Тернопіль
„Видавництво „Астон”
2008

ББК 81.43.21-922
К-26

*Рекомендовано Міністерством освіти і науки України
(Наказ про надання грифу навчальній літературі № 179 від 17.03.2008 р.)*

Відповідальні за підготовку до видання підручника:
головний спеціаліст МОН України Коваленко О.Я.,
ст. науковий співробітник Інституту інноваційних технологій
і змісту освіти Олійник Л.І.

Видано за рахунок державних коштів. Продаж заборонений.



Карп'юк О.Д.

К-26 Англійська мова: Підручник для 8-го класу загальноосвітніх навчальних закладів. — Тернопіль: „Видавництво „Астон”, 2008. — 200 с.: іл.
ISBN 978-966-308-239-4

ISBN 978-966-308-239-4

© О.Карп'юк, 2008

© ТзОВ „Видавництво „Астон”, 2008

CONTENTS

Introduction

pp.4-9

Unit 1

pp.10-35

BACK TO SCHOOL!

Unit 2

pp.36-61

I NEED A BOOK

Unit 3

pp.62-83

MUSIC'S EVERYWHERE

Unit 4

pp.84-107

DAILY, WEEKLY, MONTHLY...

Unit 5

pp.108-139

GEOGRAPHICAL OUTLOOK

Unit 6

pp.140-171

HAVE A GOOD TIME!

Appendix

pp.172-183

GRAMMAR REFERENCE

pp.184-187

TAPESCRIPTS

pp.188-197

VOCABULARY

pp.198-199

IRREGULAR VERBS

INTRODUCTION

Lesson 1

DO YOU REMEMBER?



1. Listen and read.



Congratulations!

You're just starting the eighth year of your studies at school! It means you're going to get more school experience and knowledge of school subjects.



Do you remember the last school year? What did you do at your English lessons? Let's look back a little.

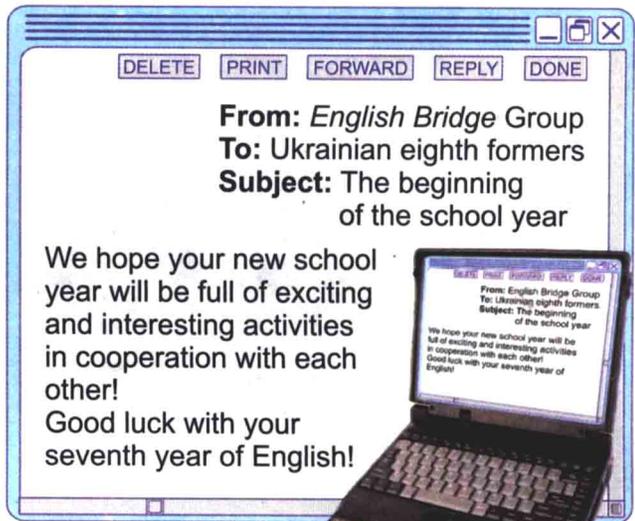
You were learning how to speak and act in Great Britain, how to tell your friends abroad about your native country. You were getting lots of information and learning how to use it in your study and life.



Special exercises helped you get speaking, reading, writing and listening skills in English. You learnt how to discuss problems and express your opinions in debates.



You are able to do lots of things now! You can act out the dialogues and role-play the situations. You can write letters and reports. You can do projects and surveys. You can test yourself!



2. Describe your feelings and thoughts at the beginning of the new school year.

- How do you feel back in school after your summer holidays?
- Have you got much to tell your classmates and friends?
- What were the most exciting things you saw or did last summer?
- Have you noticed any changes in your classmates, when you are back to school?

3. Work in pairs. Interview your partner to get some information on what he/she has been doing during summer.

a) A. Make a list of questions and interview your partner.

Make notes of his/her answers.

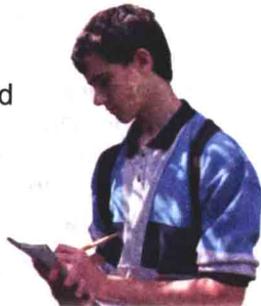
B. Answer the interviewer's¹ questions.

b) A. Find another partner to tell him/her what your interviewee² did.

c) Share the results of your interview with class.



- Has your partner become taller?
- Has he/she become more interested in something?
- Has he/she taken up new hobbies?
- Has your interviewee learnt to do something new?
- Has he/she made new friends?



4. Imagine that you have decided³ to study English at a language school during your summer holidays. Copy and complete the parts of the application form below.

PERSONAL INFORMATION

Family name

First name

Nationality

Native language

Date of birth

Place of birth

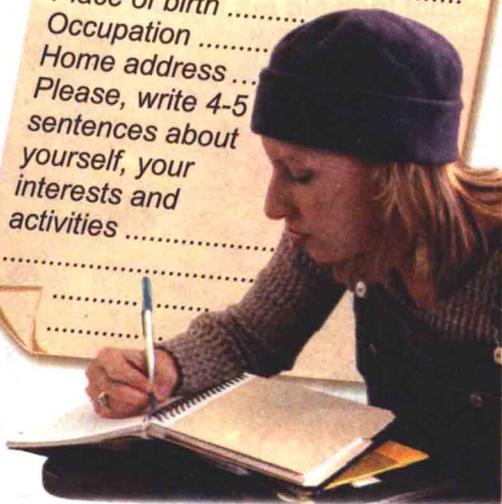
Occupation

Home address

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

ACADEMIC INFORMATION

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



¹interviewer [ˌɪntə'vju:ə] — інтерв'юер (особа, яка бере інтерв'ю)

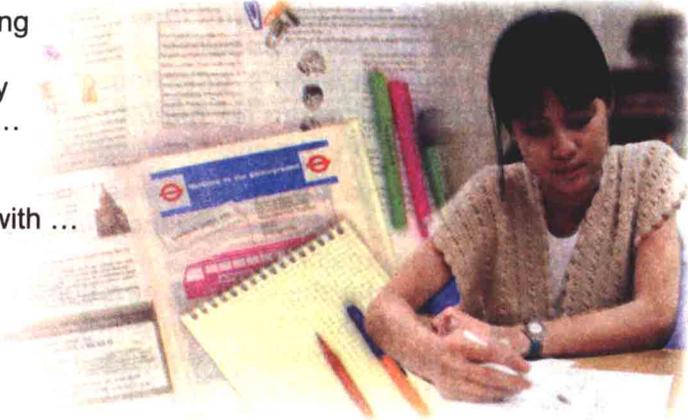
²interviewee [ˌɪntəvju:'i:] — особа, в якій беруть інтерв'ю

³to decide [di'saɪd] — вирішувати



5. Write a paragraph about your success in learning English. Use some of the phrases below.

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



6. Speak about the activities developing your English language skills.

1. What results you have already achieved¹ and whether you are satisfied² with them?
2. How you can improve your reading, writing or conversation skills, and how you can improve your pronunciation?
3. Why you think a lot of attention should be paid to your pronunciation?
4. What opportunities³ for your English practice you have outside your classroom?

PROJECT

7. MY FURTHER⁴ ENGLISH STUDY.



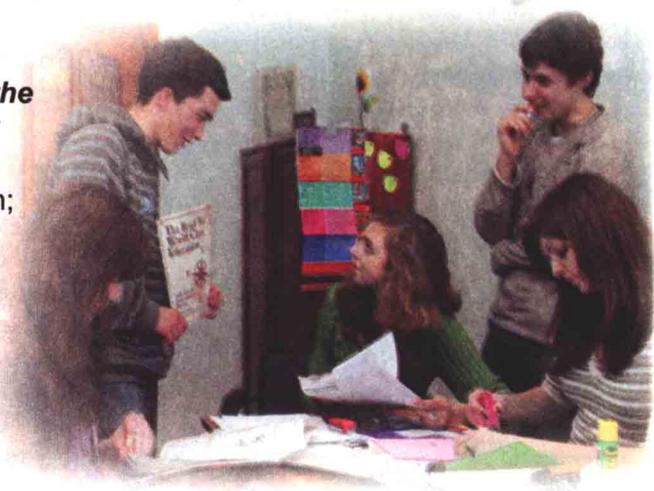
WORK

- a) **Divide into groups and brainstorm the ideas about:**

- what you can do now;
- what you need to learn;
- what you'd like to do this year.

- b) **Discuss your ideas and make the list of the best ones.**

- c) **Classify and present your ideas on a poster.**



¹to achieve [ə'tʃi:v] — досягати

²to be satisfied (with) ['sætɪsfaɪd] — бути задоволеним

³an opportunity [ˌɒpə'tju:nɪti] — можливість

⁴further ['fɜ:ðə] — подальший

Lesson 2

REVIEW SOME GRAMMAR



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

English present tenses	Questions	Positive answers	Negative answers
Present ...	Is he still watching <i>Titanic</i> ?	Yes, he is.	No, he isn't.
Present ...	Do you sometimes go to the cinema?	Yes, I do.	No, I don't.
Present ...	Have you already seen <i>Titanic</i> ?	Oh yes, I have. And I'm quite impressed by it.	No, I haven't.
Present ...	Has she been reading this film script for three weeks?	Yes, she has.	No, she hasn't. She's been reading it only for a week.

2. Choose Present Simple or Present Continuous.

- Amanda usually (**sits / is sitting**) next to me in class.
- They (**read / are reading**) a book at the moment.
- I often (**play / am playing**) football for the school team.
- They (**do / are doing**) Physical Education every Tuesday and Thursday.
- Look! The boys (**read / are reading**) a comic!

3. Choose the correct tense form of the verb.

- I ... to the North last summer.
a) travel b) travelled c) have travelled
- We ... down the river at this time last July.
a) sailed in a ship b) were sailing in a ship c) had sailed in a ship
- I ... some books about the North before I started travelling.
a) was reading b) read c) had read
- We ... home by the 20th of August.
a) have returned b) were returning c) had returned
- We ... already ... for the beginning of the new school year.
a) prepare b) are preparing c) have prepared
- We ... books and copybooks already.
a) bought b) are buying c) have bought



4. Choose Present Continuous or Present Perfect Continuous.

1. He (*to run*) ... now. He (*to run*) ... for ten minutes without any rest.
2. What they (*to do*) ... now? They (*to work*) ... in the library.
They (*to work*) ... for two hours.
3. She (*to wash*) ... herself in the bathroom now.
She (*to wash*) ... herself for half an hour.
4. Where is Nick now? He is in the garden. He (*to plant*) ... trees.
He (*to plant*) ... trees the whole morning.

5. Ask and answer in pairs.

1. Why was your classmate late for school?
2. What had you done before you left the house?
3. By what time had you done your homework yesterday?
4. What did you do after you had done your homework?
5. What had you done before you went to bed?



6. Use Past Perfect or Past Simple with the verbs in brackets.

1. He recovered after he (*be*) ... ill for a long time.
2. She (*do*) ... nothing before I came.
3. I did my exercises after I (*finish*) ... my report.
4. After you (*leave*) ... I went to sleep.
5. We (*understand*) ... it after the teacher (*explain*) ... it to us.

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

8. Work in groups. Speak on the following using the Passive Voice where possible.

1. Ask your classmates what seas and oceans Great Britain is washed by.
2. Describe what new schools, houses or other buildings were built in your place last year.
3. Tell your partners who the Kyiv National University was named after.
4. Tell your partners when the capital of Ukraine was founded.

9. Revise the English grammar rules you've learnt on English lessons last year. Check up your knowledge doing the following Grammar Quiz.

- ① Which of the present tenses do English speakers usually use when they describe an activity which is in progress at the present moment?
- a) Present Simple
 - b) Present Continuous
 - c) Present Perfect
 - d) Present Perfect Continuous

- ② Which of the present tenses is used in order to describe a regularly repeated action?
- a) Present Simple
 - b) Present Continuous
 - c) Present Perfect
 - d) Present Perfect Continuous

3 Which of the present tenses describes an action that happened at an indefinite time before the present?
a) *Present Simple*
b) *Present Continuous*
c) *Present Perfect*
d) *Present Perfect Continuous*

5 Which of the present tenses is used in order to describe something that is generally true?
a) *Present Simple*
b) *Present Continuous*
c) *Present Perfect*
d) *Present Perfect Continuous*

7 Which of the tenses describes a situation which is in the process of changing?
a) *Present Simple*
b) *Present Continuous*
c) *Present Perfect*
d) *Present Perfect Continuous*

4 Which of the present tenses do English speakers use when they describe the duration of an activity or situation that started in the past and continues up to the present moment?
a) *Present Simple*
b) *Present Continuous*
c) *Present Perfect*
d) *Present Perfect Continuous*

6 Which of the tenses should be used to describe thoughts and states, with focus on them and not on the activities?
a) *Present Simple*
b) *Present Continuous*
c) *Present Perfect*
d) *Present Perfect Continuous*

8 Which of the tenses is usually used with such adverbs as 'so far', 'up to now', 'already', 'yet', 'just'?
a) *Present Simple*
b) *Present Continuous*
c) *Present Perfect*
d) *Present Perfect Continuous*

10. Choose the correct tenses which are used for describing:

- personal experience / changes which have already happened.
- actions happening at or around the moment of speaking;
- past actions of certain duration having visible results in the present;
- temporary situations;
- timetables or programmes;
- fixed arrangements in the near future.

- a) *Present Simple*
- b) *Present Continuous*
- c) *Present Perfect*
- d) *Present Perfect Continuous*
- e) *Past Simple*

- f) *Past Continuous*
- g) *Past Perfect*
- h) *Past Perfect Continuous*
- i) *Future Simple*
- j) *Future Continuous*

Unit 1

BACK TO SCHOOL!

Lesson 1



1. Listen and act out in a group of four.

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

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

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

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

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

Mary: OK.

* * *

Lilly: Hi, Terry. We thought you might be lonely without John, so we came by to cheer you up.

Terry: Thanks.

Chris: Have you had any news from John? You said that he and his parents had gone to Lviv for a few days.

Terry: Yes, he phoned me last night.

Mary: What did he say?

Terry: He said that he really liked Lviv. He told me that he was having a great time.

Chris: Why did they go there?

Terry: He said that his parents had studied at Lviv University. They were visiting their old university friends.

Lilly: When are they coming back to Kyiv?

Terry: I'm not sure, but John said that he would see us at school on Wednesday. Maybe he'll bring us souvenirs.

Mary: I hope so. Listen, why don't you come to my house on Monday? We can talk about the theme of the following *Radio Discussion Club* programme.

Lilly: Great! I guess that's better than staying in the classroom after the lessons.





REMEMBER!

Reported Speech (Statements)

Direct Speech	Reported Speech
"I like Lviv."	John said that he liked Lviv.
"I'm having a great time."	John told us that he was having a great time.
"My parents studied at Lviv University."	He said that his parents had studied at Lviv University.
"John has gone to Lviv."	You said that John had gone to Lviv.
"I'll see you at school on Wednesday."	John said that he would see us at school on Wednesday.
"We're going to talk about the programme."	You said that you were going to talk about the programme.

2. Answer the questions.

- Who is good at History?
- Who has got a bad mark for the History test? Why?
- In what way does Chris cheer Mary up?
- Why have the friends decided to visit Terry?
- How does Terry feel?
- Why did John and his parents go to Lviv?
- When is John coming back to Kyiv?
- Why did Lilly, Mary, Chris and Terry decide to meet at Mary's on Monday?



NEW VOCABULARY

- a university [ˌjuːnɪˈvɜːsɪti]
- to decide [dɪˈsaɪd]
- to improve [ɪmˈpruːv]
- to memorize [ˈmeməraɪz]
- to cheer [tʃɪə] **smb up**

3. Report these statements.



- "Yesterday we had a difficult Maths test."
- "You look very sleepy today."
- "Mark and Bill decided to stay after the classes."
- "I'm sure you will like your new teacher."
- "We are having a *Radio Discussion Club* on Friday."
- "Steve has done his task better than Rob."
- "Jane was not attentive at the lesson."

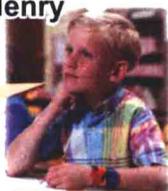
4. Report what John said to Terry.

John said that ...



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

Henry



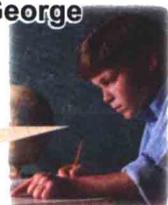
Today, in the middle of the boring Maths lesson I started yawning¹. Miss Turner looked at me just at the moment. She told me to learn one page from our Maths book by heart! And I spent 3 hours on that!



Melinda

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

George



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

b) Make up some sentences about the kids above.

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

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

It is ... if

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



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

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

dull, awful, boring,
interesting,
exciting, useful



Homework

Pupil's Book ex.7 - p.12

¹to yawn [jɔ:n] — позихати

Lesson 2

GRAMMAR POINT

Direct Speech (Пряма мова)

Direct speech is the words that people actually say. When we write direct speech, we use speech marks (" "). We usually use **said** when we write direct speech: "I'm very happy," she **said**. "What about you?"

Reported Speech (Непряма мова)

Reported Speech is used to express what others say (said, have said, etc). When we report statement (твердження) **in the present** we can use **say** or **tell**: My friends **say** I am lucky. (It means they always say this about me). When we report statements **in the past** we use **said** or **told**: My friends **told** me I was lucky. (It means they say this about the situation in the past).



NOTE!

With **tell** the object pronoun must be used:

They **told me (that)**...

She **told him (that)**...

1. Study the examples, then answer the questions.



I like reading very much.

← direct speech

He **says** (that) he likes reading very much.

← reported speech

1. What tense of the verb is used in direct speech?
2. How has the pronoun 'I' changed in reported speech?
3. Look at the reported speech. Which of the verbs in bold is the reporting verb? What tense are the verbs in?

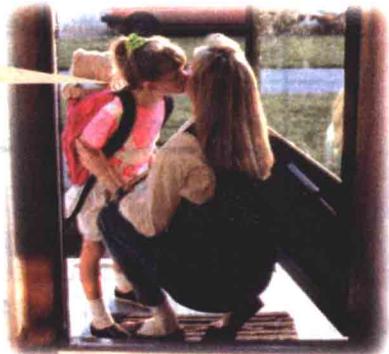
direct speech →

I love you, mummy.

reported speech →

She **said** (that) she loved her mummy.

4. What tense of the verb is used in direct speech?
5. What tense is the reporting verb in?
6. How has 'love' changed in reported speech?
7. How has 'I' changed in reported speech?



2. a) Study the table on page 11 and the examples on page 13, then say how the tenses change from direct to reported speech.

b) Complete the rules.

- When the reporting verb is in the ... tense, the tense does not change in reported speech.
- When the reporting verb is in the ... tense, the tense changes in reported speech.

3. Study the examples, then write 'say' or 'tell' in the blanks to complete the sentences below.



"I have my lunch at school," he said.
He said (that) he had his lunch at school.
He said to Sally (that) he had his lunch at school.
He told Sally (that) he had his lunch at school.

1. Jane ... (that) she wanted to learn how to use reported speech.
2. Mary ... us (that) she had done her homework already.
3. She ... to Tom (that) she was going to join the judo club at school.
4. Lucy ... me (that) she couldn't come to the party.
5. Our teacher ... (that) he wasn't going to give us any homework for Monday.
6. They ... us (that) the pupils got a lot of work to do.
7. Suzan ... (that) she hadn't visited her granny yet.
8. Nobody ... me (that) I had to do this.

GRAMMAR POINT

Future-in-the-Past

(Майбутній час з точки зору минулого)

is used when you look back on the past and want to remember things that were planned or believed to happen in the future.

*He hoped I **would give** him that book that day, but I haven't finished reading it yet.*

*I knew she **wouldn't come** to see us so soon.*

*Mary said that she **would play** tennis with me.*

Future-in-the-Past is also used when we want to report the statement about the future.

"I'll go to the library," she said. (Direct Speech, Future Simple.)

*She said (that) she **would go** to the library. (Reported Speech, Future-in-the-Past.)*

4. Change the sentences from direct into reported speech.



1. "The concert finished at four," John said.
2. "I've finished the report," said Mary.
3. "I'll be late," she said to me.
4. "We'll have dinner in a café," they said to their mother.

5. "I'm joining the Maths Club at school," he said.
6. "The bell is ringing," Rosie said.
7. "Nobody has to do it," my mum said.
8. "They can speak about it later," Bill noticed.

**5. Read about what Charlie says.
Then report his statements to another person.**

I have finished my work already.

I can't come to the party on Saturday.

My wife has had a baby.

I don't know what Ted is doing.

I saw Bill at the shop yesterday.

I'll have a holiday next week.

I work 10 hours a day.

It's my mother's birthday today.

Mary and Sally are visiting Paris next month.

Charlie, 25

Example:
Charlie said (that) he had finished his work already.

REMEMBER!



Direct Speech

Reported Speech

now	→	at that time, then
tonight, today, this week, etc	→	that night, that day, that week, etc
yesterday, last night/month, etc	→	the day before, the previous night/month, etc
tomorrow, next year, etc	→	the day after, the next year, etc
two days/weeks ago	→	two days/weeks before
this, these	→	that, those
here	→	there
ago	→	before



Lesson 3

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

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

b) Read the article to check your answers.

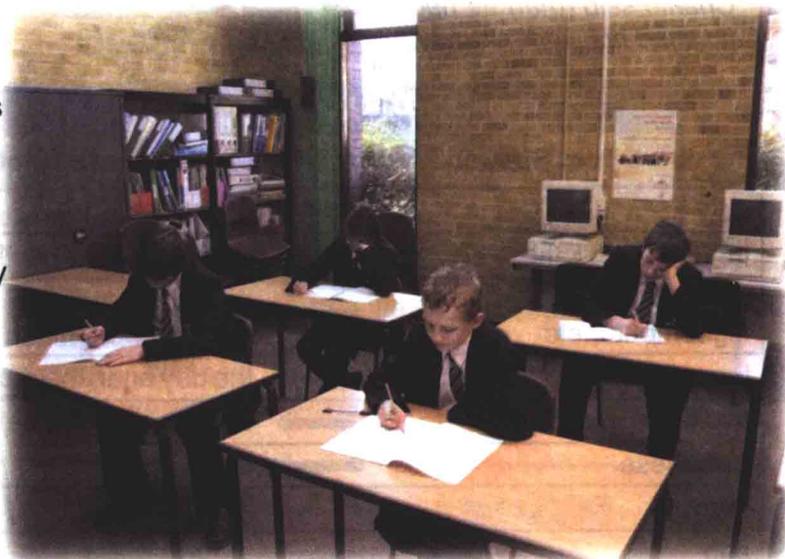
SCHOOLS IN BRITAIN

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

British schoolchildren study the same subjects and have the same lessons until they are thirteen. At thirteen they choose the subjects they want to do for the national GCSE (General Certificate in Secondary Education) exams. They take these exams in year 11 (at the age of sixteen). British children should take national exams in six subjects, although they might take more. Then they might stay at school for two more years and study for two or more 'A' level¹ exams. But they might leave school after their GCSEs.

Ted and Mark are doing eight subjects. They have to study English and Maths, and they have chosen French, Physics, Biology, Chemistry, Art and Design, and Information Technology².

Their classmates chose different subjects so they don't have many lessons together even though they are still in the same form. They're taking their GCSE exams in June. They also do PE³ but there isn't a PE exam.



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

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

³PE (Physical Education) — фізкультура



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

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

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

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

2. Complete the sentences.

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



an education [ˌedʒʊˈkeɪʃn]
a technology [tek'nɒlədʒi]
national ['næʃnəl]
primary ['praɪməri]
secondary ['sekəndəri]
typical ['tɪpɪkəl]
 ● **to take an exam**

3. Answer the questions in your notebook. Then discuss your answers in a small group.



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

Example: We leave primary school when we're ten.

HELPFUL TIPS

Groupwork Speaking Strategies

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



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

1. Which school do you study at?
2. Where is it situated?
3. What is there behind the school building and in front of it?
4. When was the school built?

5. How do the classrooms look like?
6. Which floor is your classroom situated on?
7. What do you think of your form-master (mistress)?
8. What subject does he/she teach?
9. When do lessons begin?
10. How many lessons have you got a day?
11. What do the pupils have their daybooks for?
12. Are the pupils often called to the blackboard in your school?
13. What happens if the pupils make mistakes?
14. What do the teachers give you after every lesson?
15. What do you get at the end of each term?
16. What compulsory¹ subjects do you study at your school?
17. Are you good at all of them?
18. What is your favourite subject? Why?
19. Do you realize² that a good knowledge of English is important nowadays? Prove it.

5. Speak about different types of Ukrainian schools. Work in groups.

- In what way are specialized schools (lyceums [lai'si:əmz], gymnasiums [dʒim'neɪzəmz]) different from the ordinary³ ones?
- What are their advantages or disadvantages?
- What kind of school would you like to study in? Why?

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



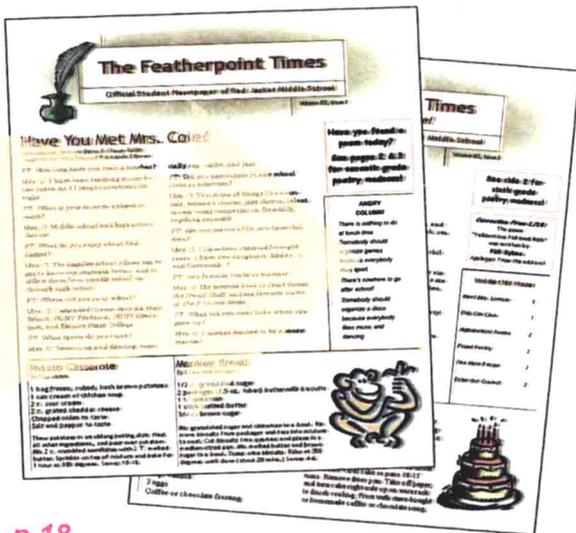
Example:

ANGRY COLUMN!

There is nothing to do at lunch time. Somebody should organize games because everybody likes sport.

There's nowhere to go after school!

Somebody should organize a disco because everybody likes music and dancing.



Homework

Pupil's Book ex.6 - p.18

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

²to realize ['riəlaɪz] — усвідомлювати

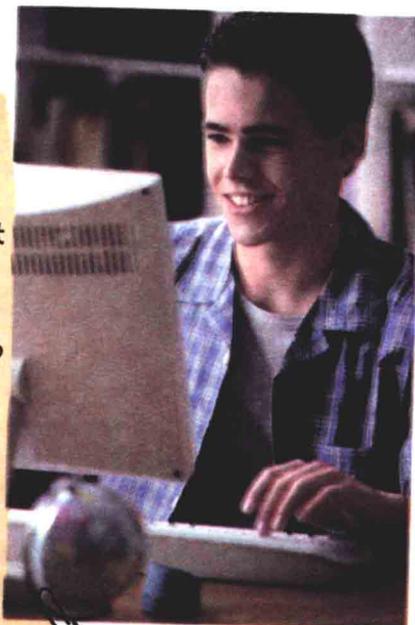
³ordinary ['ɔ:dənəri] — звичайний

Lesson 4

1. Read the schoolchildren's letters and talk about their schools.

51 Vikki St
A. Springs 30015
Australia

I live in the middle of Australia, and there isn't a school near my house. I use my radio and the Internet to study. A teacher sometimes visits me, too. I like doing projects and talk to other kids. The Internet is a great thing! We have a web-camera, so I can see Science experiments and other things. I don't have to sit in a classroom and keep quiet. In two years I am going to the boarding school and spend more time with other kids.
Best wishes,
Daniel



NEW VOCABULARY

an equipment

[i'kwɪpmənt]

a facility [fə'sɪlɪti]

a workshop ['wɜ:kʃɒp]

● **to be well-equipped**

2023 Stuyvesan St
Washington D.C. 20015
USA

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

I love Literature, but I don't like Science much. We do Geography and History, too.

We study Spanish because there are a lot of Latinos here — people from Latin America, like my friend Miguel [mi'gel].

We have no uniform and most kids wear T-shirts, jeans and sneakers¹.

In American schools you have to get good grades. Otherwise you can be 'left back'. That means you do the year again. It's pretty unusual.

Another thing — every morning we



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

have the Pledge of Allegiance¹. Sometimes we all say it together, but usually we just stand up and listen to one kid saying it. If you talk during the Pledge, our teacher Mr. Schumacher gets really mad. I don't know why, but he really loves the Pledge. A lot of schools don't do the Pledge any more.

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

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

Bye,
Steve

2. Match these words with their meanings.

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



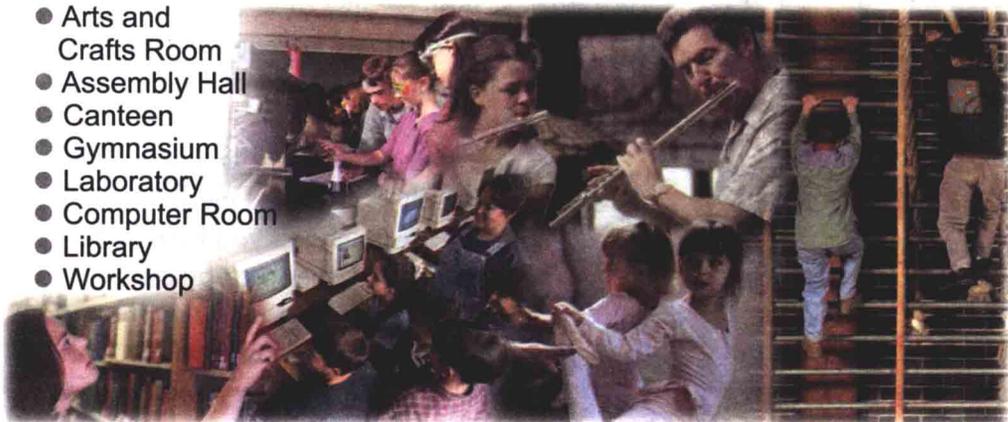
3. Make a list of five differences between Steve's and Daniel's school situations. Which situation do you like more?

4. Ask and answer in pairs. Give your ideas and discuss them.

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

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

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



¹the Pledge of Allegiance [ˌpledʒ əf əˈli:dʒəns] — клятва вірності; присяга



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

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



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



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



7. Describe one of your school rooms in a paragraph.



HELPFUL TIPS

HOW TO DESCRIBE A PLACE AT SCHOOL

1. What does it look like?
 - Which floor is the room situated on?
 - Is there a balcony or any windows?
 - How is the room decorated (the colour of the walls, etc)?
 - What does the furniture look like?
 - What is the equipment inside?
2. What kinds of lessons or other activities are held in it?
3. What is the special thing of the room?
4. How many people can it hold?
5. What feelings and emotions do you experience at this place?



Lesson 5

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

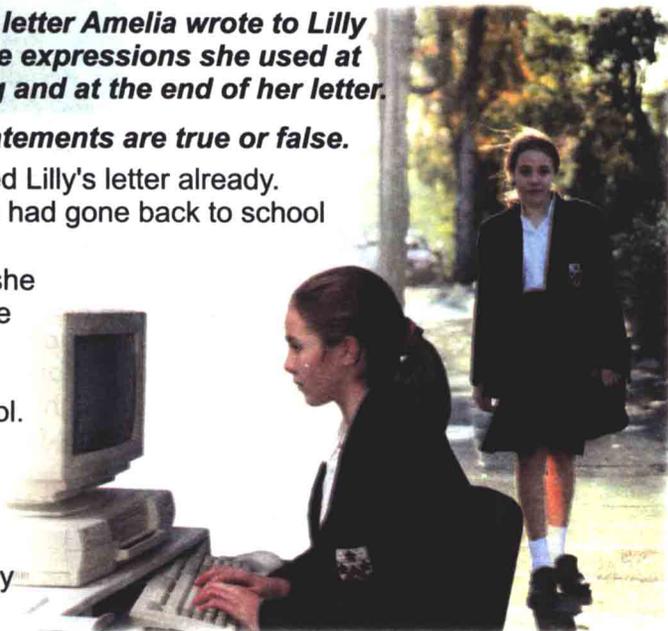
Were you curious and excited as well as a little scared¹?



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

b) Say if the statements are true or false.

1. Amelia has received Lilly's letter already.
2. She wrote that she had gone back to school on Monday.
3. Amelia wrote that she had got into trouble the day before because she had been late for school.
4. Her class teacher was very pleased with her.
5. Amelia likes her school uniform very much.



c) Listen to Amelia's letter again and write a reply to her. Answer her questions and describe your first day at school. Use the expressions below.

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



NEW VOCABULARY

- a charter ['tʃɑ:tə]
- a curriculum [kə'rikjʊləm]
- a permission [pə'mɪʃn]
- a punishment ['pʌnɪʃmənt]
- a respect [rɪ'spekt]
- a request [rɪ'kwest]
- to attend [ə'tend]
- to permit [pə'mɪt]
- to punish ['pʌnɪʃ]
- to respect [rɪ'spekt]



3. a) Write at least five sentences about rules at your school. Include one that is false. Try to use modal verbs from the box.

should, be allowed to,
let, can, need, don't
have to, must, mustn't,
have to, etc.

b) In groups, take turns to read out your rules. The others have to say which rule is false.

¹to be scared ['skeəd] — бути наляканим

4. Read and answer the question on the right.



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

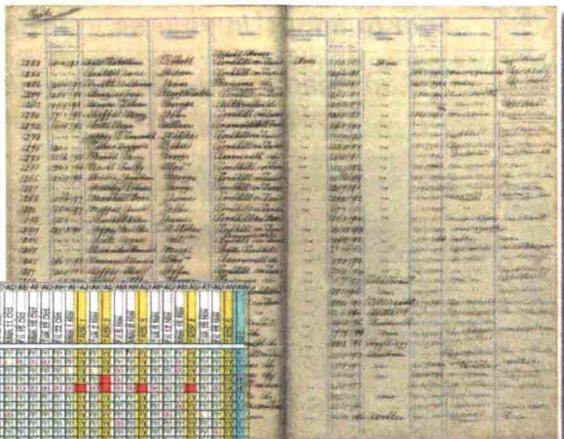
- No student may go out of the school grounds during the day without a written request from a parent or guardian¹.
- No jewellery² is permitted with school uniform, with the exception of a watch. Girls with pierced³ ears must not wear earrings at school.

- What are some typical school rules in British schools?

5. a) Read the extracts to find out more about rules in British schools.

THE REGISTER

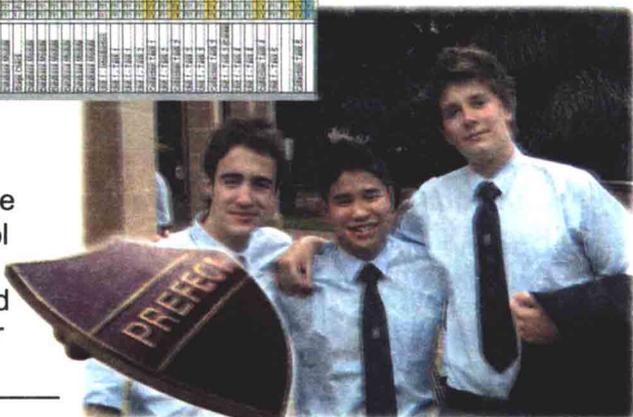
In the past, teachers used to call the register at the start of the school day. Today attendance is checked more informally, but that means that children are expected to attend school.



CLASS	NAME	MON	TUE	WED	THUR	FRI	SAT	SUN	REMARKS
10A	ALAN BROWN								
10A	ANNE SMITH								
10A	BOB JONES								
10A	CHARLES DAVIS								
10A	DAVID WILSON								
10A	EMMA TAYLOR								
10A	FRANK GIBSON								
10A	GRACE HARRIS								
10A	HENRY CLARK								
10A	IVY ROBERTS								
10A	JACK MURPHY								
10A	JANE WATSON								
10A	JOHN BAKER								
10A	JULIA PERKINS								
10A	KATE COOPER								
10A	KEVIN RICHARDS								
10A	LUCAS HUGHES								
10A	MARY FLEMING								
10A	MICHAEL MILES								
10A	MURIEL BROWN								
10A	NATHAN GREEN								
10A	OLIVER HAYES								
10A	PATRICIA KING								
10A	PHILIP LEE								
10A	REBECCA SCOTT								
10A	RICHARD ADAMS								
10A	SARAH BENTLEY								
10A	STEVEN WALLACE								
10A	SUSAN GIBSON								
10A	TIMOTHY ROBERTS								
10A	TRACY MURPHY								
10A	WALTER PERKINS								
10A	XAVIER COOPER								
10A	YVONNE RICHARDS								
10A	ZACHARY HUGHES								

PREFECTS

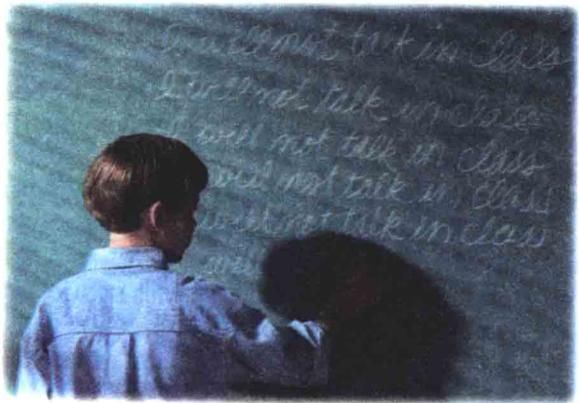
In some schools, older students are given some authority⁴ to help control younger pupils outside classes. They are called 'prefects' and they wear prefect's badges.



¹a guardian ['gɑ:diən] — опікун
²jewellery ['dʒu:əlri] — коштовності, ювелірні вироби
³pierced ['piəst] — проколотий
⁴authority [ɔ:'θɒrɪti] — 1. тут влада, повноваження; 2. органи власти

PUNISHMENTS

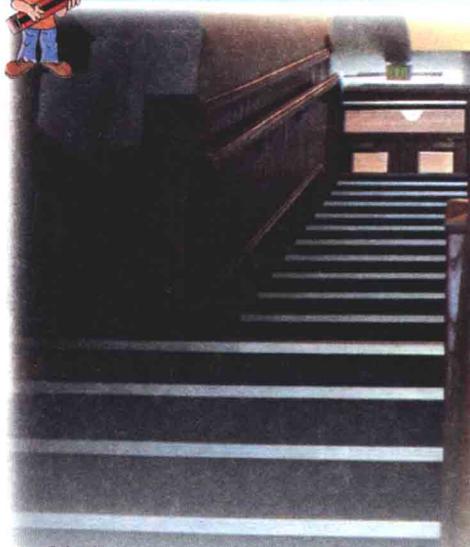
Teachers are not allowed to hit pupils. But teachers can make students stand outside or move them to sit on their own. Some schools have a system of marks for behaviour. If you do something serious, like a broken window, you can be excluded¹. If students are excluded from a state school, the authorities have to find them another one.



b) Compare the things you have read about with the rules in your school. What is similar? What is different? Which things are you eager to adopt² in your school? Work in pairs.



6. a) Read the charter below. In groups of four write down the charter for your 'perfect school'.



**BEAUMONT
GRAMMAR SCHOOL CHARTER**

FRIENDLINESS _____
 I will try to be kind to others.
 I will try to include³ new or lonely people.
 I will consider other people's feelings at all times.

BULLYING⁴ _____
 I will not hurt others by my behaviour.

RESPECT for other people's property⁵ _____
 I will not move, borrow or take other people's property.

- b) Present your charter along with your mates and arrange a 'Gallery Work'.**
- c) Observe all the charters and vote for the best one. Explain your choice.**



Homework

Pupil's Book ex.3a - p.22

¹to be excluded [ɪk'sklu:dɪd] — бути виключеним
²to adopt [ə'dɒpt] — приймати
³include [ɪn'klu:d] — включати, залучати

⁴bullying ['bʊlɪŋ] — знущання; тут дисципліна
⁵property ['prɒpəti] — тут 1. особисті речі; 2. власність

Lesson 6



1. Listen and read the story. Say where the action of the story takes place and who the main characters are.

GOOD MORNING, MISS DOVE

after Frances Gray Patton

Miss Dove [¹'mɪs ,dɔv] was a strict teacher. If a pupil wanted to leave the classroom to get a drink of water, Miss Dove just looked at him and said nothing. They were afraid of that look and they called her 'the terrible Miss Dove' though she never shouted at them or scolded them.

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

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

One of the boys pushed the girl who was sitting next to him. Miss Dove looked at him, and he stopped moving though she did not scold him. Miss Dove looked at the boy but she did not see him. Instead of him she saw his elder brother, Thomas Baker [¹'tɒməs 'beɪkə], who had sat in that place some six or seven years before. The war brought the children she had taught to different parts of the world. One was in Germany, another — in the jungle¹ of New Guinea [nju: 'ɡɪni], a third one — somewhere in Africa. She did not know where all of them were. Though all of them had finished school many years before, she now saw them as they had been at seven, at ten or at twelve.

The pupil she thought about most often was Thomas Baker. The German planes had bombed his ship, and for many days he had lain on a raft² without anything to eat and very little to drink. When they found him, he was almost dying. The newspapers wrote much about him in those days.

Randy [¹'rændɪ] Baker put his hand up.

"Yes, Baker?" Miss Dove asked.

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

"Yes, certainly."

"But it's a long one."

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



NEW VOCABULARY

a penalty [¹'penlti]

to bomb [bɒm]

to scold [skɔʊld]

strict [strɪkt]

terrible [¹'terəbl]

● to depend

[dɪ'pend] on/upon

● instead (of)

[ɪn'sted]

¹jungle [dʒʌŋɡl] — джунгли

²a raft [rɔ:ft] — плит

Randy looked around and began to read. Tom told his younger brother, what he had seen from the plane in which he was brought back to England. He wrote that the land below looked like the map, they had used at the Geography lessons at school. Then he wrote how he had suffered on the raft with almost no water to drink. "Do you know who I was thinking about then? It wasn't a boy or a girl," he explained. "I was thinking about Miss Dove, and out there in the open ocean I played a game. No, I am not joking. And it helped me to stay alive¹. I imagined that I was back again in the Geography class; I remembered the look Miss Dove gave us when we wanted to leave the classroom for a drink of water. So I imagined that I was at her lesson and kept thinking² all the time, 'The bell will go in a few minutes. You can wait a little longer. You must wait for the bell.' And it made everything easier. It was almost as difficult there in the ocean as it had been at school. Tell that to the boys, will you?"

Randy stopped suddenly.

"Is that all?" Miss Dove asked.

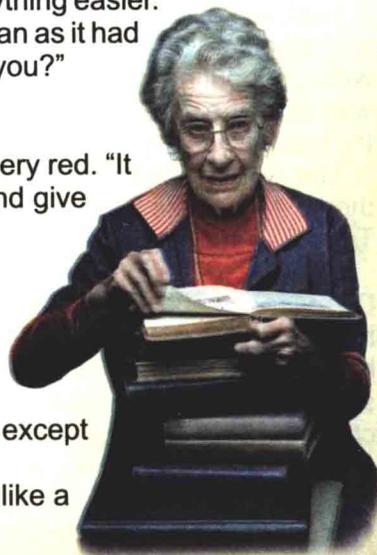
"No," said Randy. His face became very red. "It says here, 'Please thank Miss Dove and give her a kiss for me³.'"

Miss Dove went up to the boy.

"Well, Randy," she said. "I'm waiting."

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

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



2. Answer the questions.

1. How do we know that Miss Dove was a strict teacher?
2. How did the children call their teacher?
3. Describe the way the lessons usually ended.
4. What methods did Miss Dove use as a penalty?
5. What did the teacher sometimes remember when she looked at her pupils?
6. Did she allow Randy Baker to read his brother's letter? Why?
7. What has happened to Thomas Baker once?
8. Tell the main content of the letter.
9. Why did Randy's face become very red?
10. What was that kiss compared with? Do you agree? Why?

¹to stay alive [ə'laɪv] — залишитись живим, вижити

²to keep thinking — безперервно думати

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

3. Discuss the text in groups of four.

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

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



5. Role-play the situations.

- a) *Imagine Thomas and Miss Dove meet. Dramatize the dialogue between them. Work in pairs.*
- b) *A new pupil has appeared in Miss Dove's class. Work in groups of four.*

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

6. Speak in pairs on the topic 'School in My Life'.

Then write 12-15 sentences to express your thoughts. Use the following questions.

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



Lessons 7-8



1. Change the following statements from reported speech into direct speech.

Example: George said that everything was boring at school that day.
"Everything is boring at school today," said George.

1. Alec told me that he usually spent his time doing chemical experiments at his father's job.
2. Robert said that he had chosen the most important items in the text.
3. Linda said she was going to use the Internet.
4. The teacher said that all the pupils had to wear a uniform.
5. An American schoolboy told us that at his school pupils didn't have to wear a uniform.
6. Our class mistress told us that we would have a meeting on Friday.
7. Alice said she was doing well in a lot of subjects.
8. Peter said to Melinda that he didn't like school much.

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

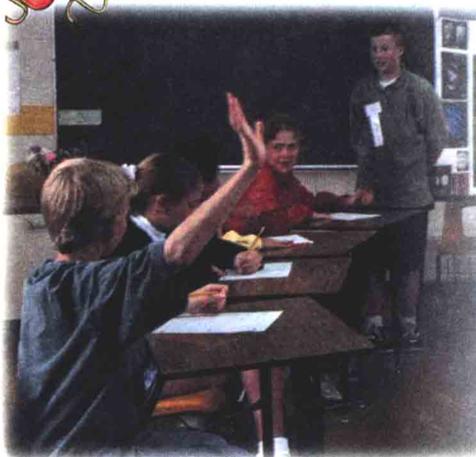
School

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



3. Work in groups of four.

One of you is a teacher, the others are pupils.



Teacher, ask your pupils these questions:

- Why were you talking in class?
- Why haven't you done your homework?
- Why did you walk out of the class?
- Where is your pen?
- Why were you eating in class?
- Why were you looking out of the window?
- Why were you absent from school yesterday?
- Why did you copy the Maths test?

Pupils, prepare some good excuses!

4. a) Do the questionnaire. Work out your score.

ARE YOU GOOD AT SCHOOL?

1. WHAT DO YOU LIKE ABOUT SCHOOL?

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

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

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

3. IMAGINE YOU ARE LATE FOR SCHOOL. WHAT ARE YOU GOING TO DO?

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

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

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

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

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

6. WHAT PLACE DO YOU USUALLY TAKE IN THE CLASSROOM?

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

YOUR SCORE:

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

RESULTS:

Less than 3

SOS! You have problems!

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

More than 3 but less than 9

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

More than 9

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

b) Now compare your scores in a small group. Do you agree with your score? Why (Why not)?

Start like this:

I agree with my score.

I got thirteen and I ...

I don't agree with my score.

I got only five points but I ...

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

5. a) Read the information about two schools.

a

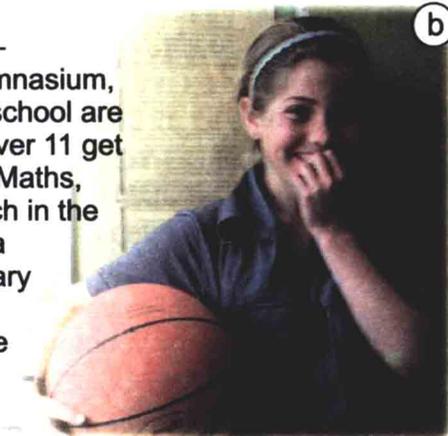


All pupils study Maths, Science and a Foreign Language — some choose English, others French or German. Pupils get a lot of homework every day, but not at weekends. The school is also closed at weekends.

Children have an hour and a half for lunch, and during this time they can study in the library or join a music club — there is a very good music teacher at the school. The school is in the centre of the city, but, unfortunately, there is nowhere to play sport and pupils have to go to a sports centre by bus. The school is near to public transport, so pupils don't have to come to school by bicycle or motorbike.

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

b





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

Task for pupils A, B	Task for pupil C
<p>Imagine you are a head teacher of one of the schools described above. Read the information and then answer your partner's questions.</p>	<p>Imagine you are a parent who wants to send his/her child to school. You visit two schools and have talks with their head teachers. Ask them (first pupil A, then B) questions about the schools they present.</p>

Example: Does everybody learn a foreign language?

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



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

HELPFUL TIPS

WRITING A PERSONAL STORY

Use this plan to help you write your Personal Story.

I. Planning.

- a) Begin by studying the features¹ of a Personal Story.
 - A personal story tells true or made-up events that happened to the author.
 - The author uses the words 'I', 'me', or 'my'.
 - It shows the writer's feelings about his/her experience.
- b) Choose a topic. Be sure your topic is small enough to write about in one paragraph.

II. Composing.

Now it is time to write your first draft².

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

III. Revising.

If you have written your first draft, your next step is to check over your writing. The following checklist will help you.

¹feature ['fi:tʃə] — особливість, характерна риса

²draft [dra:ft] — черновий варіант

A CHECKLIST

- Have I included all the features of a Personal Story?
- Does the story tell about the characters, time, and place of the experience?
- Can I combine two short sentences that have the same naming parts into one?

IV. Proofreading¹.

If you have checked through your first draft, your next step is to check over punctuation and spelling.

V. Presentation.

- Make a neat final copy of your Personal Story.
- Read aloud your Personal Story to the class. Read slowly so that everyone can hear.

AN ADVICE

You can make a 'Class Reader'. It means everyone can put his/her personal story together in a 'class scrapbook'². This way you can share your ideas with others in the class.



PROJECT 7. MY PERFECT SCHOOL



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



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

Step 2.

Make a poster:

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

Step 3.

Take part in the contest of projects.



¹to proofread ['pru:f,ri:d] — коректувати, правити коректуру

²a scrapbook ['skræpbok] — альбом для збирання матеріалу (з різних джерел)

Lesson 9

Dear listeners!

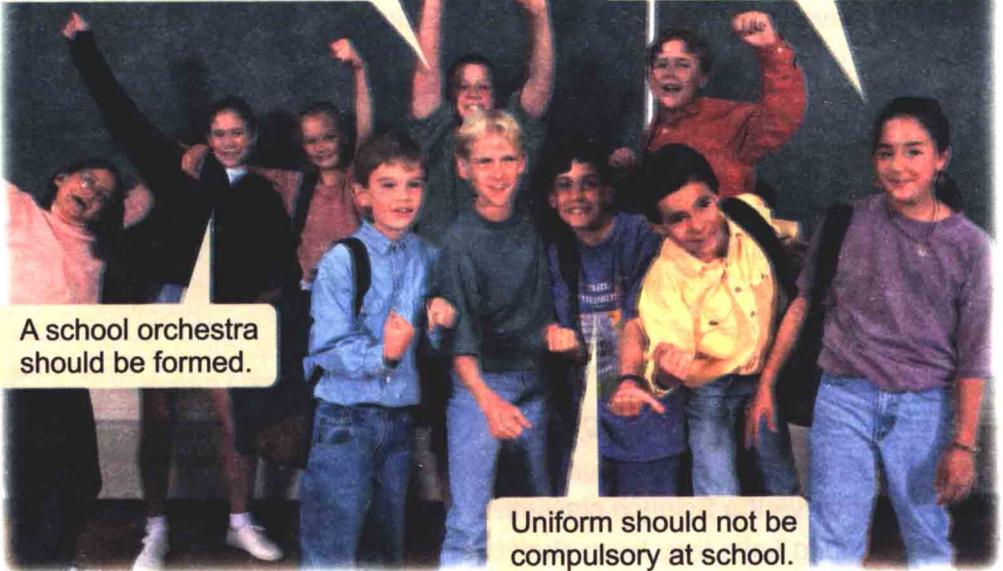
Today we are talking about how to improve our schools. We are interested in your opinions on different questions.



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

More educational excursions should be arranged.

The school should invite a guest speaker every week.



A school orchestra should be formed.

Uniform should not be compulsory at school.

2. a) Give your opinion on the following.

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

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



Pupil's Book pp.34-35

Homework

VOCABULARY

1. Fill in the missing words from the box.

curriculum, to respect, attend, facilities, punishment



TEST YOURSELF!

- All children over six must school.
- The lessons are carried out according to the school
- There aren't any in our school to provide swimming.
- It was the most terrible he has ever experienced.
- You have your teachers.

15 points

GRAMMAR

2. Change into the reported statements.

- "You have to do your homework first," said my mother.
.....
- "Mimi always sits next to me," George said.
.....
- "We are not going to have a test tomorrow," the teacher said to us.
.....
- "I haven't done my project yet," said Alice.
.....
- "We'll do the experiments on Monday," Rob said to Tom.
.....

25 points

COMMUNICATION

3. Put the dialogue into the right order.

- Could you take me to your labs? I teach Science and would like to observe the Science classes.
- How long have they been studying Physics?
- Well, let's start our tour around the school. What would you like to start with?
- You are welcome. Here we are. This is our Physics Lab. You can see our eighth formers now — they are carrying out experiments.
- For a year. Would you like to have a look at our Chemistry Lab?
- Yes, of course. I would like to.

20 points



LISTENING

4. Listen and choose the correct item.

- | | |
|---------------------------|-----------------------------------|
| 1. Bob writes about | 2. His school day begins at |
| a) his school day | a) 9 o'clock |
| b) his favourite subject | b) 9:15 |
| c) his school | c) 2 o'clock |

3. The students ... morning registration
at 9:15 every day.

- a) have
- b) will have
- c) had

4. He has tests in

- a) History
- b) Maths
- c) Physics
- d) all the subjects
- e) French

5. a) Bob doesn't get homework.

b) Bob gets homework in all the subjects.

c) Bob gets homework in 2 subjects each day.



25 points

READING AND WRITING

5. Look at the notes and complete the text.

BILL

school: likes French and Maths, hates Geography

hobbies: playing football and watching football on TV, doesn't watch much TV

sport: very good at football, doesn't like tennis

music: keen on pop music, doesn't like rap

the future: hasn't decided yet, might be a footballer



Bill is very good at football, although

.....

At school he likes

However, he hates

His hobbies are

and

He doesn't

He's keen on

but

He hasn't decided about

.....

but

15 points

Total = 100 points

NOW I CAN...

- listen and read about schools abroad
- understand and use the reported statements
- ask and answer about school life and timetables
- talk about the subjects, school rules and charters
- present my school in writing and speaking
- do the project about 'My Perfect School'

Unit 2

I NEED A BOOK

Lesson 1



1. Listen and act out in pairs.

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

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

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

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

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

Chris: An adventure story, eh?

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

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

Mary: Do you think it would interest me?

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

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

Chris: Yes, she has. She phoned me yesterday and told us to find some information about Alan Milne. She needs it for the article.

That's why I asked you to phone me. We should go to the library tomorrow.

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



NEW VOCABULARY

an imagination

[ɪ,mædʒɪ'neɪʃn]

truthful ['tru:θfəl]

true-to-life [ˌtru: tə 'laɪf]

● to hold smb's | **attention interest**

● right after smth



REMEMBER!

Direct Speech	Indirect Speech
"Switch the light off."	My mum told me to switch the light off.
"Don't argue with me."	She told me not to argue with her.
"Please go to the library."	He asked me to go to the library.
"Please don't go away."	She asked him not to go away.

2. Read and say if the statements are true or false.

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

3. Make up true sentences.

When I don't know what book to read
 When my friend doesn't know what to read about the history of our country
 When my younger sister did not know what to read

I ask
 he asks
 he asked
 she asked

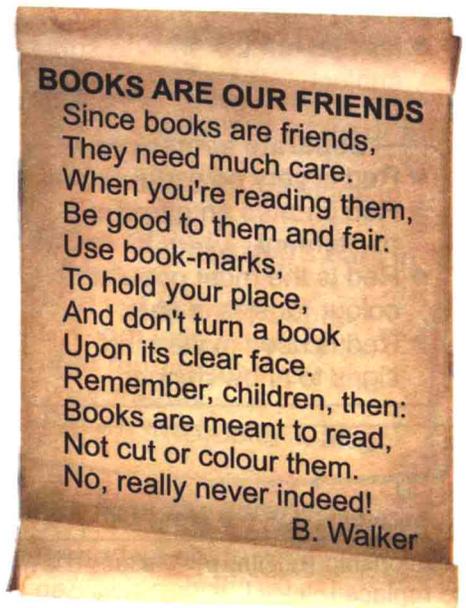
father
 the librarian
 his friends
 his elder brother

to help me
 (him, her) to choose a book.

4. Read the poem and answer the questions below.



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



REMEMBER!

mean — meant — meant



5. Role-play a telephone conversation with your friend.
Speak about the books you have recently read.



6. Write a paragraph about the library you go to.



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

HELPFUL TIPS

PARAGRAPH WRITING

The paragraph is created in the following ways:

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

Compare:

Separate sentences

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

Paragraph

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



Homework

Pupil's Book ex.6 - p.38

¹relationship [rɪ'leɪʃnʃɪp] — взаємозв'язок

²to replace [rɪ'pleɪs] — замінити

³a subject ['sʌbdʒɪkt] — *тут* підмет

⁴warning ['wɔːnɪŋ] — попередження

Lesson 2

GRAMMAR POINT

Reported Speech
(Commands and Requests)

To report a command we use 'tell'.

"Go to the library." — The teacher **told Jack to go** to the library.

"Don't stand up!" — The head teacher **told the children not to stand up**.

To report a request we use 'ask'.

"Could you fill in the form, please?" — The clerk **asked him to fill in** the form.

"Don't use a pencil, please." — She **asked him not to use** a pencil.

1. Make up and complete the sentences using the table below.

The librarian The parents The teachers	tell(s) ask(s)	the little children Mike Helen the young readers	(not)	to wash their hands ... to write ... to make drawings ... to make dog's ears ... to tear the pages ... to lose books ... to return books in time ... to use book-marks ... to cut out ... to colour ... to keep the books ... to put the books ...
--	-------------------	---	-------	---

2. a) Read the library rules.



- 1) Wash your hands before you begin to read.
- 2) Do not write anything on the pages with a pen or a pencil.
- 3) Do not make drawings in the book.
- 4) Do not make dog's ears in the book.
- 5) Do not tear the pages.
- 6) Do not lose your books — that means that you lose your friends.
- 7) Return the books in time.

b) Say what the librarian usually tells young readers when they get a book from the library.

Example: The librarian usually tells young readers not to write anything on the pages with a pen or a pencil.

3. Read and make up a few sentences on the situations:

a) **Some children have come to the library for the first time. They have to know the library rules and keep them. Say what the librarian tells them.**

Example: *The librarian tells them to return the books in time.*

b) **Little children have got new books to read. Mother wants to be sure that the books will always be clean and tidy. Say what she tells her children.**

Example: *Mother asks her children to wash their hands before reading.*

**4. Rewrite the requests.**

Example: *"Mike, can you help me find a book about monsters?"
She asked Mike to help her find a book about monsters.*

1. "Amy, can you send the e-mail for me?"
2. "Sally, please, don't copy my homework."
3. "Mum, please, let me go to the disco!"
4. "Ron, can you turn your music down?"
5. "Please, don't make me tidy my room, dad."
6. "Tom, please give me your new CD!"

5. Transform the direct speech into reported one.

1. "Close the door, please," the conductor says to a passenger.
2. "Open fire!" the officer ordered the soldiers.
3. "Bring me a sheet of paper," Mike said to Ann.
4. The client said to the cook, "Please, warm the supper up."
5. The teacher said to the children, "Don't make such a noise."
6. Mike said to Sue, "Don't come tonight."
7. Ann said to her dad, "Please, give me that sandwich."
8. Mr Baxter said to his wife, "Don't be so kind to the children."
9. "Don't close the window!" Jack said.

6. Complete the following sentences according to the example.

Example: Our teacher always tells us to ...
Our teacher always tells us to be attentive at the lessons.

1. Father asks you to ...
2. Nick asked Nelly to ...
3. The doctor told the patient to ...
4. He ordered the soldiers to ...
5. Mother told me not to ...
6. The PT lessons teacher asked the schoolchildren not to ...



Pupil's Book ex.6 - p.40

Lesson 3

1. Read and discuss in groups.

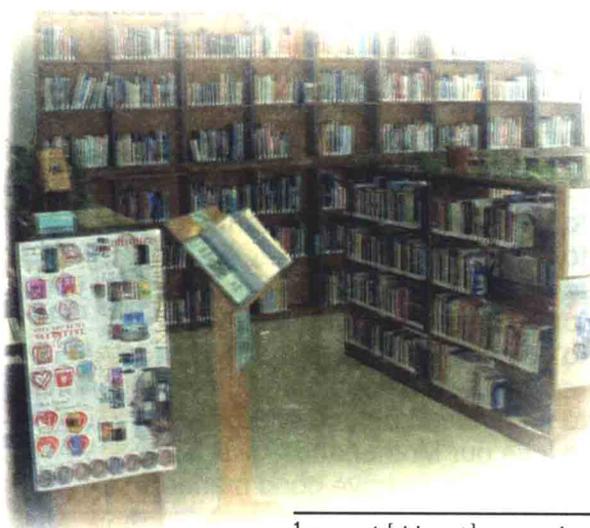
OUR FRIENDS AND TEACHERS

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

“Except¹ a living man there is nothing more wonderful than a book! It teaches us and opens its heart to us as a brother,” wrote Charles Kingsley, an English writer of the 19th century. The book is certainly a friend and a teacher. We learn many things by reading books. Books teach people to live. After reading some books it is easy to understand what should be done and what must not be done. There are books which help pupils with their lessons.

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

In ancient times books were written by hand and few copies were made. Sometimes several men were needed to copy a book as the work was slow. For many years the number of books in the world was very small. Only a few people had copies of them to read and study.



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

Today, there are many thousands of public libraries in Ukraine. Librarians are always ready to help people to find a book on any subject if they do not know the title of the book they want. Those who know how to use the catalogue can find a book and needn't consult the librarian.

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

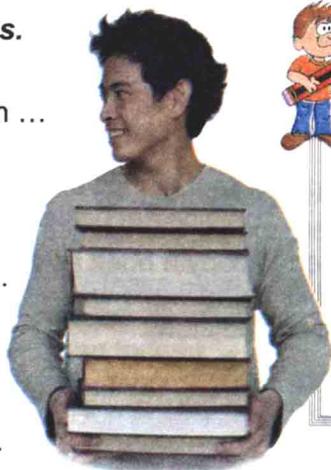


Conferences, exhibitions and other events take place in libraries. Thematic selections of books are prepared beforehand¹ to help the visitors develop their reading preferences.

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

2. Complete the sentences.

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




NEW VOCABULARY

- a catalogue ['kætələg]
- fiction ['fɪkʃn]
- non-fiction [ˌnɒn'fɪkʃn]
- a title ['taɪtl]
- to consult [kən'sʌlt]
- to contain [kən'teɪn]
- made up stories
- in general

3. Make up sentences using the tables.

a)		
Books about great people	teach us	to be kind and clever.
Books about famous travellers		to be noble.
Books on history		to be brave and honest.
Books about children		to be a true friend.
		to be hard-working.
		to help the old people and the younger ones.
		to understand other people.
		to love our Motherland.
		to be polite, to have good manners.

¹beforehand [bɪ'fɔː,hænd] — заздалегідь

b)

Stories about
birds and
animals
Fairy-tales
Fables
Poems

can teach us

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

4. Read and guess the meanings of the words in bold.

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

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

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

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

5. Ask and answer in pairs.



What are you reading now?

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



6. Think of the story you have recently read and write a short description of it. Make use of the questions below.

1. What book the story you've read comes from?
2. What do you know about the author of the book?
3. What is the title of the story?
4. What is the story about?
5. Name the characters and say if you like them.
6. What are the main events of the story?
7. What is the end of the story?
8. What is the main idea and how do you understand it?
9. Did you like the story? Why / Why not?

Lesson 4

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

Dear English Bridge,

Literature is my favourite subject at school. Ukrainian is my mother tongue, so I can understand its beauty very well. That's why I'm fond of the world of Ukrainian poetry. It's the poetry of love for people and native land. Every Ukrainian should know such famous authors like Taras Shevchenko, Ivan Franko or Lesia Ukrainka. They described the real life of Ukrainian people in the past. Their books are very truthful and interesting. Among the modern Ukrainian poets I like Lina Kostenko most of all. I study English at school. I hope that time comes and I'll be able to read the poetry by famous English poets like William Shakespeare, Robert Burns and George Gordon Byron in the original. I'm trying to do this now, but mostly I've read their Ukrainian and Russian translations. I think these poets opened their great and generous hearts for us.

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

Julia Afanasyeva

My heart's in the
Highlands, my heart is not here;
My heart's in the Highlands
 achasing the deer;
Achasing the wild deer, and following the roe —
My heart's in the Highlands wherever I go.

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

Burns Robert
(1759-1796)



2. Listen and read the poem. What is the subject and the main idea the author wants to bring to us?

FADED TOOLS

Give me a pen,
and I shall write.
But give me a voice
and I cannot speak.

This pen of mine is:
my voice with which to speak,
my emotion with which to feel,
and my thought with which to dream.

To others this pen
is but a writing tool
until one day
the ink fades¹.

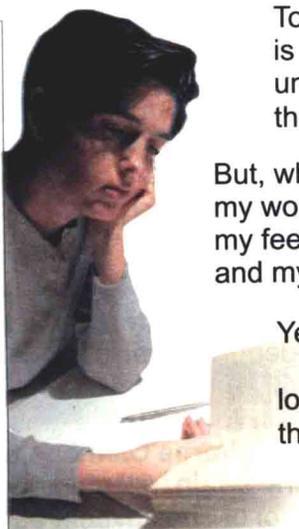
But, what happens to
my words,
my feelings,
and my dreams?

Yes, they too fade deep
inside me²
lost into that part of me
that wishes³ so much
to be heard.

Vanessa Alimario



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



3. Read Bill's letter and name the famous authors he mentions in it. Try to name books written by them.

In my opinion it is impossible to become an educated person without books. Besides, books play an important role in upbringing⁴ our feelings, views and tastes, give us a lot of useful information.

I enjoy the books written by English and American writers very much. My favourite books are adventure stories by Mark Twain and Jack London, detective stories by Agatha Christie and Arthur

Conan Doyle, short stories by O. Henry. I am sure that everyone can get a great pleasure reading these books. Everyone in my family likes to read. Have you ever heard the proverb, "A room without books is a body without a soul"? Isn't it truthful and wise? That's why we have many books in our home library.

Best wishes,
Bill

¹ink fades ['ɪŋk ,feɪdz] — чорнило вицвітає (блідне)
²fade deep inside me — глибоко ховаються в мені

³to wish [wɪʃ] — бажати

⁴upbringing ['ʌp,briŋɪŋ] —

виховання

4. a) Match and say.

The Adventures of Tom Sawyer
The Lord of the Rings
Winnie-the-Pooh
Robinson Crusoe
Gulliver's Travels
Alice in Wonderland
Mary Poppins
Mowgli
*Harry Potter and The Sorcerer's Stone*¹

was written by

Lewis Carroll
 Joanne Rowling
 Rudyard Kipling
 Pamela Travers
 John Tolkien
 Daniel Defoe
 Jonathan Swift
 Mark Twain
 Alan Milne

b) Tell your classmates what books from the list above you have read and which of them you would like to read and why.

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

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



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

Walter Scott ['wɔːltə 'skɒt] is a creator of the historical novel in English literature. He was born in Edinburgh, Scotland. He loved his native land deeply and was greatly interested in its past. In his youth he made a good collection of the old Scottish ballads². Walter Scott first became known as a poet. In 1814 his first novel *Waverley* ['weɪvəli] appeared. During the next few years Scott published many novels among which are *Rob Roy*, *Ivanhoe* ['aɪvənhəʊ], and he became the most famous novelist of his days.



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

¹*The Sorcerer's* ['sɔːsərəs] *Stone* — Філософський камінь

²a ballad ['bæləd] — балада



REMEMBER!

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

HISTORIC
or **HISTORICAL?**

historical novel
historical drama
historical museum

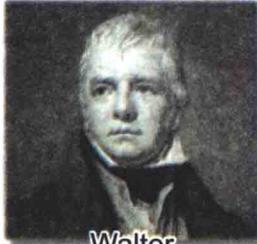
('historic' means
'important in history')

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

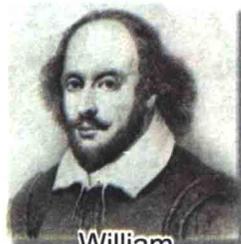
6. Read and match the names of the famous writers to the paragraphs about them.



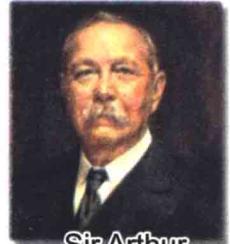
Agatha
Christie



Walter
Scott



William
Shakespeare



Sir Arthur
Conan Doyle

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

2
She was
born in
1891. She
wrote 75
detective
stories. She
died in 1976.

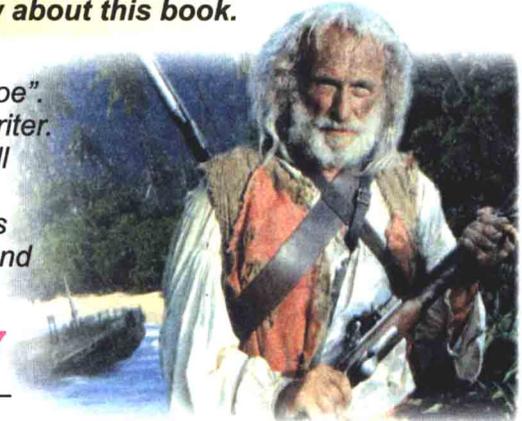
3
He was born in
1859. He was a
writer of detective
stories. The main
character of his
stories is
Sherlock Holmes.

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



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

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



Pupil's Book ex.7 - p.47

Homework

¹a founder ['faʊndə] — засновник

Lesson 5

1. a) Before listening answer the questions:

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



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



NEW VOCABULARY

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



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

- Alan Milne was an editor of ...
 - the school newspaper
 - the university newspaper
 - the scientific newspaper
- During the war he wrote ...
 - his first novel
 - his first detective story
 - his first play
- By 1919 Milne became a well-known ...
 - playwright
 - novelist
 - poet
- ... inspired him to write the poems and stories for children.
 - English children
 - his wife and son
 - London's public
- The title of his only detective novel is ...
 - The White House Mystery
 - The Red House Mystery
 - The Red House
- He published his ... in 1939.
 - detective novel
 - collection of poems
 - autobiography
- A. Milne achieved the world-wide popularity due to ...
 - his short stories and poems
 - his adventure stories about the Winnie-the-Pooh Bear
 - his plays and essays



REMEMBER!

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

3. Read the biography of Robert Graves and tell your partner about the events in his life using the Present Simple or Past Simple tenses. Work in pairs. Take turns.

This is the biography of R. Graves, one of the famous British writers.

Time	Event
1895	born, Wimbledon
1914-1918	soldier in France
1919-1921	Oxford University
1926	Professor of English, Cairo University; met Laura Riding, American poet
1929	<i>Goodbye To All That</i> (autobiography); moved to Mallorca, Spain, with Laura
1936-1946	England
1933	wrote <i>I, Claudius</i> (novel)
1946	returned to Mallorca
1985	died, Deya, Mallorca, Spain



Example:
Robert Graves was born in Wimbledon in 1895. Since 1914 till 1918 he was a soldier. He served in France.

4. a) Listen about Alan Milne again and write his biography. b) Write about A. Milne as a writer.



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

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

are the characters in ...

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

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

... is famous for | her adventures in Wonderland.
 | his adventures at school and at home.
 | his adventures in seas and in strange lands.
 | his adventures in the Jungle.

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

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



- b) **Speak about your favourite book characters and say why you like them.**
- c) **Say what book characters you do not like and why.**

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

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

8. Comment on the joke.



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

9. Speak about reading books in groups. Make use of the questions.

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



Homework

Pupil's Book ex.4b - p.49



Lesson 6

1. a) *Guess the characters and match them to the places.*



b) *What are the titles of the books they come from and who are their authors?*

2. a) *Before listening get some information about legends.*

Legends and myths are created by people and passed from generation¹ to generation. Sometimes they are based on historic events. Robin Hood and King Arthur are famous characters of many English legends.

Robin Hood is a legendary hero who lived in Sherwood Forest, in Nottingham, with his band of followers. Stories about him and his adventures began to appear in the fourteenth century, but the facts behind the legend are uncertain. Was Robin Hood a real person? It is difficult to know. But for many years the legend has been put into ballads, plays, movies, and even television programmes.

¹generation [ˌdʒenə'reɪʃn] — покоління



b) Listen, then read.

ROBIN AND MARIAN

When Robin Hood lived in his father's house, he often met a girl. Her name was Marian. She lived with her father not far from Robin's house. They walked in the forest and sometimes went hunting¹ together. They liked each other very much and one day Robin asked Marian to marry him.

But just at that time the Normans came and killed Robin's father, burnt down his house and took away everything he had. Robin was saved, because he fought so bravely that no soldier could go near him, kill him or take him to prison². When Robin saw that his father was dead and that his house was burnt down, he ran away to the great forest of Sherwood. A great number of poor men joined him.



In a short time there were very many men in the forest. They made Robin Hood their leader. The poor people loved Robin and his men whom they called the Merry Men³. Robin became known as Robin of Sherwood Forest or Robin Hood. Some people say that he was called Hood because he and his men wore green hoods⁴. He became known not only in England, but in many countries as Robin Hood.

Robin did not see Marian for a long time. He wrote a letter where he told her about his father and their home. "I will always love you," he wrote, "but the life in the forest is not for you, so I'll



**NEW
VOCABULARY**

- a cover** ['kʌvə]
- an edition** [i'diʃn]
- an ending** ['endɪŋ]
- a narrator** [nə'reɪtə]
- an outcome** ['aʊtkʌm]
- a plot** [plɒt]
- a script** [skript]
- a setting** ['setɪŋ]
- legendary** ['ledʒəndəri]

3. Work in pairs. Make a plan of the story and retell it in turns according to your plan.



¹to go hunting ['hʌntɪŋ] — ходити на полювання

²a prison ['prɪzn] — в'язниця

³Merry Men — веселі люди (веселуни)

⁴a hood [hʊd] — капюшон

never see you again, good-bye!" Marian was very sad when she read Robin's letter. She cried all day long. At last she decided to go to Sherwood Forest and look for Robin.

It was a long way to Sherwood Forest and Marian was afraid to travel so far alone. She dressed herself like a knight¹ and went off to look for Robin. One day Robin dressed himself as a Norman knight and went to Nottingham. On his way through the forest he met another knight.

"What's your name and where are you going?"

They could not see each other's faces because their heads and faces were covered by their visors². Marian (for it was she) was afraid to answer.

"Ah," said Robin, "you do not want to answer. Then fight." Robin was taller and stronger than Marian, but she fought bravely. Marian got a wound³ in one arm, Robin got a wound in his cheek. Robin felt sorry for the young knight who was fighting so well.

"Stop! Stop!" he cried. "You will be one of my men." Robin forgot that he was dressed like a Norman knight and spoke in his language and in his voice. When Marian heard Robin's voice, she took off the visor. Her face was pale⁴ but she smiled. They were happy to see each other.

All the time they were laughing and talking. She told Robin how unhappy she was, and put on a knight's clothes and came to look for him.

"My dearest," he said when she finished her story, "I do not know how I will live in the forest when you go away."

"But I'll not go away. I'm going to stay with you," she said.

"You must not. This life is not for you."

"Oh, Robin, do not say that! The sun does not shine and the birds do not sing when I am not with you. Let me stay."

So Robin let her stay. They were married in the forest and the Merry Men made a good dinner and were happy to greet Robin's wife. Robin and Marian lived in Sherwood Forest for a long time and were very happy.



REMEMBER!

burn — burnt — burnt
fight — fought — fought

4. Find the sentences in the direct speech. Transform them into the reported speech.

5. Think and say.

- What do you need to act out a story?
- Would you like to act out the story about Robin Hood?

¹a knight [naɪt] — лицар

²a visor ['vaɪzə] — тун забрало шолома

³a wound [wu:nd] — рана, поранення

⁴pale [peɪl] — блідий



6. Work in groups of three-four.

Step 1. Read the 'Helpful Tips' below carefully.

Step 2. Discuss the questions about the characters, setting, plot and outcome.

Step 3. Write a script on the basis of the story in task 2b.

Step 4. Perform your acting in class.



HELPFUL TIPS

① THINKING ABOUT A PLAY

A play is a story that is acted out by real people. The people who act out the play are called **actors**. A play has the following parts:

Characters. These are the people or animals in the story. They have a problem or a goal.

Setting. This is the place where the story happens.

Plot. These are the important actions in the story.

Outcome. This is the way the story ends.

In many stories the main character solves a problem or reaches a goal. The printed form of the play is called a **script**. The script names all of the characters and tells what they say to each other. The script also tells how the characters move around during the play. Some plays have a **narrator**. The narrator acts like a storyteller and tells about the other characters and events.

② BEFORE YOU READ

A play looks different from a story. First, you see a character's name, and then you see what the character says. Then you see the next character's name and what that character says and so on. You will also see words that tell you how each character moves or behaves. These words may be typed in italics¹ (like this: *moves to the table in front of the fireplace*). Before you read, find out who the characters are.

③ AS YOU READ

Think about what the characters say and do. Ask yourself these questions:

Characters:

- Who are the characters?
- What is their goal or problem?
- How do they move or behave?

Setting

- Where does the action take place?

Plot

- What are the important things that happen in the play?

Outcome:

- How does the play end?
- How do the characters reach their goal or solve their problem?



Pupil's Book ex.5 - p.53

¹in italics [i'tælɪks] — курсивом

Lessons 7-8

1. Speak about your library experience. Work in groups.
Pay attention to the following points.

1. Describe the library which you go to. How rich in books is it?
2. In the library books of the same kind are kept together, in one section. Why?
3. What rules does the library have? How long can you keep a book from the library?
4. Are there tapes, records and videos for you to borrow?
5. Speak about what books you like to read. What can make you take an interest in a story (a novel, etc)? What do you like about the books?
6. Do you always know which books you want to look for when you go to the library?
7. Do you make a list of books you would like to borrow before you go to the library? Why?

2. Speak about a book as an edition.

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

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

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

3. Comment on the following.

"Books offer romance, history, adventure, autobiography, science fiction and humour in the form of short stories, novels, poetry and plays."

4. Ask and answer in pairs.

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





5. Role-play the situations.

a) Work in pairs.

A, you have read a very interesting book, which you took out from the library. On the way to the library to return the book you meet your friend who gets interested in the book. Tell him/her about your impressions of the book and invite him/her to go to the library with you and take this book.

B, express your interest in the book.

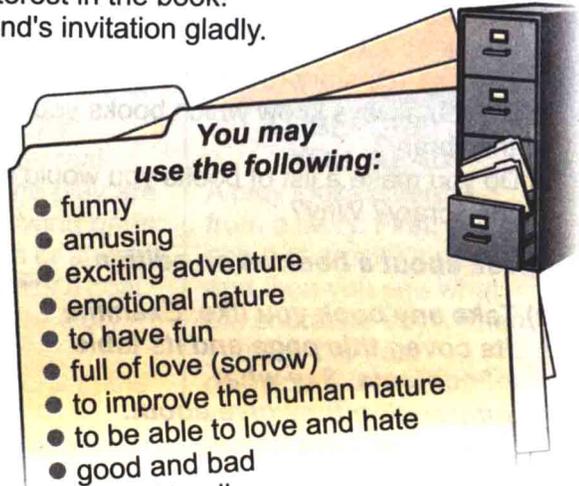
Accept your friend's invitation gladly.

b) Work in a group of three.

A, B, you and your friend come to the library to take out something interesting. You cannot choose a book and you ask the librarian to help you. After she brought you some books, discuss with your friend what to choose.

C, you are the librarian.

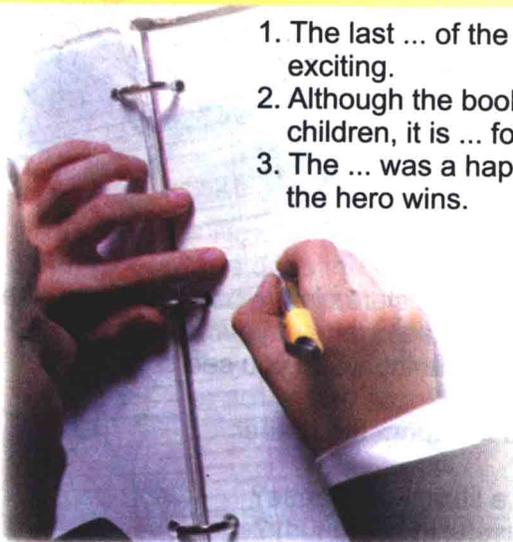
You bring the **pupils A, B** some books and say a few words about them.



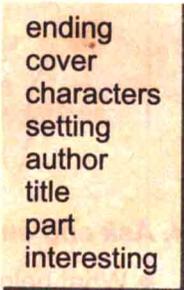
You may use the following:

- funny
- amusing
- exciting adventure
- emotional nature
- to have fun
- full of love (sorrow)
- to improve the human nature
- to be able to love and hate
- good and bad
- to be friendly
- rich imagination
- to develop somebody's mind
- to bring up feelings and emotions

6. Complete the sentences with suitable words from the box.



1. The last ... of the book was really exciting.
2. Although the book was written for children, it is ... for adults as well.
3. The ... was a happy one because the hero wins.



- ending
cover
characters
setting
author
title
part
interesting

4. A picture of the author is on the
5. The ... in the story are very amusing.
6. The ... is the galaxy.
7. The ... of the book is Douglas Adams.
8. The ... of the second novel is *The Restaurant at the End of the Universe*.



7. Write a Book Report. You may give a brief description of the plot and your favourite character(s). You can use the present or past tenses to describe the plot. Make use of the phrases:

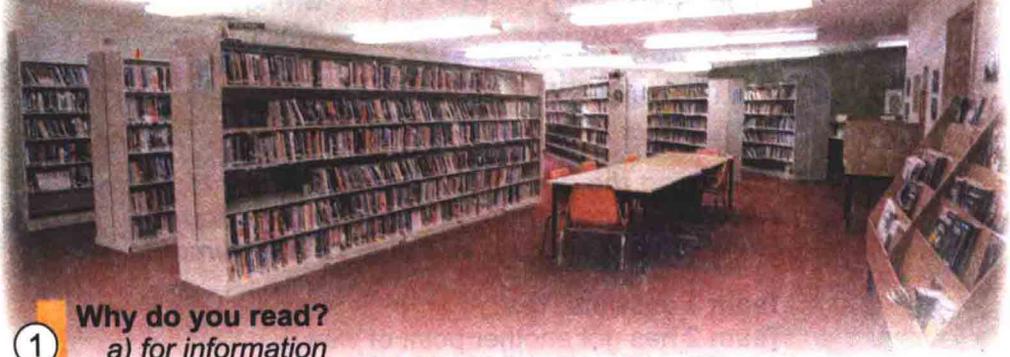
- The book is also of the type that makes you think.
- My favourite character is ...
- I recommend it to anyone.
- The book/novel is the story of a man called ...



8. READING PREFERENCES

Do a mini-research on what your classmates prefer to read and why.

a) Make up a questionnaire to interview your classmates (four of them) about their reading preferences. Use this example. Think of other questions to ask.



1 Why do you read?

- a) for information
- b) for fun
- c) to while away the time

2 What kind of books do you like to read?

- a) fiction
- b) non-fiction
- c) serious books
- d) detective stories
- e) science fiction
- f) biographies
- g) history novels
- h) adventure stories

3 Do you think you can do without any library at all?

- a) I can. I've got a lot of books at home.
- b) I can't. My home library is not very rich in books.

3 Where do you get books?

- a) from the school library
- b) from the district library
- c) from a bookshop

- b) Work in groups of four. Discuss the pupils' reading preferences and the reasons for the popularity of their favourite books.
- c) Make a report on your research.
- d) Present the results in class.



Lesson 9

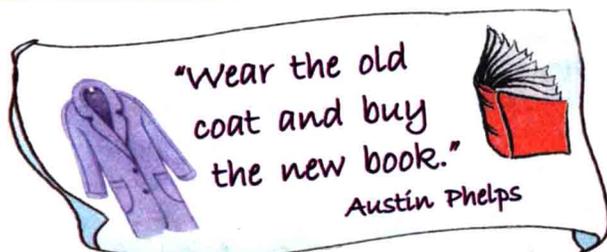


Are you ready to take part in two debates?

If yes, read the points and divide into two teams according to your opinion. Give your arguments.



1. Comment on the proverb.



- What do you think about this proverb? Is it right or wrong?
- Which is more important for you: a new coat or a new book? Why?



2. Debate on the question if it is necessary for every schoolboy and schoolgirl to go to the library. Express your opinion and give your arguments.

Team 1 answers 'Yes'.

Team 2 has got another point of view.

You may use the following phrases:

- to give somebody knowledge of;
- to describe the atmosphere of the time;
- to give a real feeling of what life is like;
- to raise an interest in;
- to be full of useful information;
- to make somebody think;
- to use reference books, dictionaries and atlases;
- to make school subjects more interesting;
- to make subjects easier to learn.



Pupil's Book p.p.59-61

 Homework



TEST YOURSELF!

VOCABULARY

1. Fill in the words from the box.

novelist, imagination,
noble, atmosphere, truthful

1. Someone who is is honest and brave.
2. His words were, everything looks like he said.
3. The author who writes novels is called a
4. This created a special feeling.
5. The girl made up the story: it was all in her

15 points

GRAMMAR

2. Read and write the words you should say in direct speech.

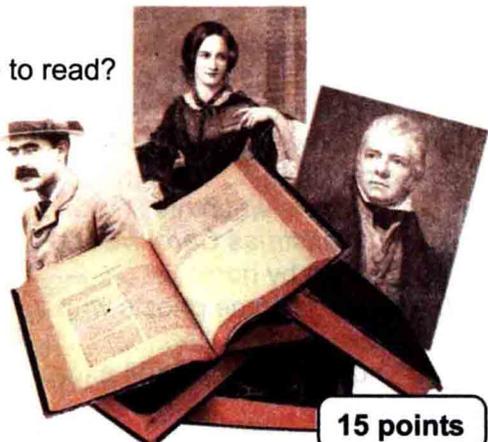
1. Ask your friend to stay at school after the lessons.
.....
2. Tell your classmates not to talk at the lesson.
.....
3. Ask a girl to pass you her textbook.
.....
4. Ask the teacher to come up to you.
.....
5. Tell a boy to write the date on the blackboard.
.....

20 points

COMMUNICATION

3. Put the dialogue in the right order.

- I like to read adventure books.
- Who is your favourite writer?
- What kind of books do you like to read?
- Of course, I am.
- Are you fond of reading?
- I like many English writers. Rudyard Kipling, Charlotte Brontë, Walter Scott are among them.

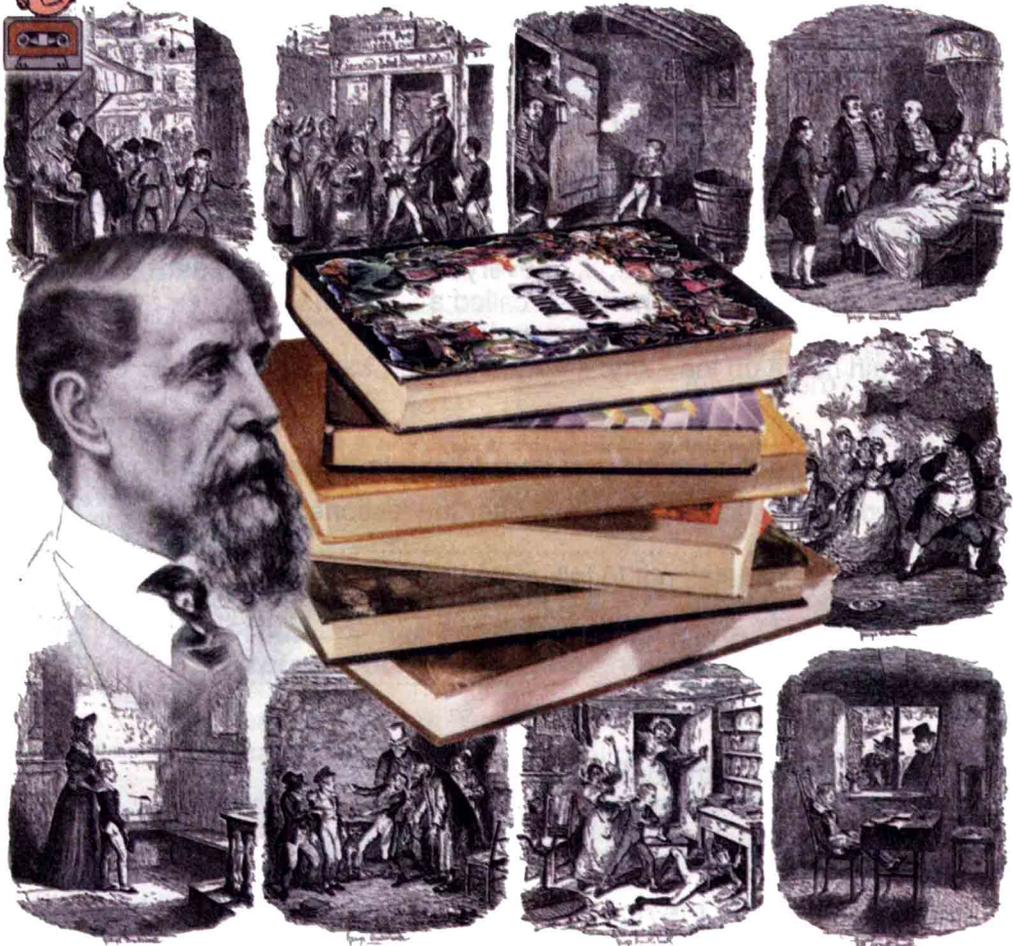


15 points

LISTENING



4. Listen to the information and complete the sentences.



1. In the 19th century
2. There were
3. The
and lots of book shops.
4. The rich read his books and
5. *Oliver Twist* is a book about
6. He gets into
and that is when his
7. In *A Christmas Carol* we see a
Scrooge by name.
8. He meets some ghosts who
9. He becomes
10. Englishmen often call a a 'scrooge'.

30 points

READING AND WRITING

5. Read about a famous writer J. K. Rowling and fill in the table of her biography.



Joanne Kathleen Rowling (born 1965) is a best-selling author. Her books are written for children, but adults love them, too. Rowling remembers that she always wanted to write and she did it when she was five or six. It was the story *Rabbit*. When Joanne was nine, her family moved to Tutshill. At high school her favourite subject was English. At university Rowling took her degree in French and spent one year studying in Paris. After college she moved to London to work as a secretary. On a long train trip in summer of 1990 the idea came to her of a boy who is a wizard and doesn't know it. In 1992 Rowling moved to Portugal to teach English as a second language. Her marriage to Portuguese journalist was not happy. She divorced and returned to Britain with her baby. Her suitcase was full of Harry Potter notes and chapters. The 1st book was published in June 1997 and achieved a success. Since then she has written many books about Harry Potter and has become the most popular writer not only in Britain. J. K. Rowling lives in Edinburgh, Scotland, with her daughter and continues to work as a writer.

Time	Event

20 points

Total = 100 points

NOW I CAN ...

- listen and read about the authors and their books
- understand and use reported commands and requests in reading, listening, speaking and writing
- speak about libraries and their importance
- talk about books and book characters
- read and write the author's biography
- write a book report
- write a script of a play based on the story



1. Listen and act out in a group of four.

Chris: Hi! Did you have a good weekend?

Terry: Yes, it was great.

Lilly: What did you do?

Terry: John and I went to a rock concert on Saturday. It was at the Central Stadium.

Chris: Who performed the concert?

John: Okean Elzy, my favourite group.

Terry: It was only three o'clock in the afternoon when we got there, so we watched as they were setting up the speakers for the sound system. One of the men working there even asked me to help, so we ran over and gave him a hand.

Lilly: When did they start the concert?

John: At six o'clock, and since we had helped earlier we were allowed to sit at the edge of the stage. We were almost close enough to touch the performers.

Terry: The best moment of the concert for me was when Svyatoslav Vakarchuk and his team appeared. I couldn't believe it when he walked out. I felt very excited to be so close to my favourite singer.

Chris: Did you speak to him?

John: Well, there were too many people. Everyone clapped. Svyatoslav stopped right in front of us, leaned over and told us to enjoy the show.

Lilly: What happened then?

Terry: He started singing all of his hits. We all joined him and danced to the music. The rest of the concert was wonderful, and everybody had a great time.

Chris: How did you feel after the concert?

John: As for me, I was happy because I had had the chance to see my favourite band and talk to Svyatoslav in front of five thousand people.

Lilly: And what about you, Terry?

Terry: I felt exhausted, but also delighted. I enjoyed the concert very much.



Chris: I see you've really spent a great time at the weekend.

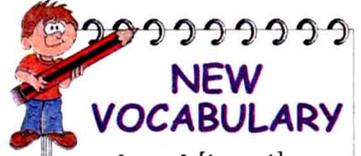
John: Yes, we've been lucky.

Lilly: Now I've got an idea as for the theme of the next issue.

Terry: We'll speak about music and favourite singers, won't we?

2. Read and choose a proper item.

- John and Terry had a ... weekend.
a) terrible b) wonderful c) so-so
- They went to the ...
a) theatre b) cinema c) concert
- The performance started at ... o'clock.
a) six b) three c) nine
- The boys were allowed to ...
a) sit at the stage b) stand in front of the stage
c) sing with their favourite band
- The singer told the boys to ...
a) enjoy the show b) sing along c) dance
- John was happy because ...
a) he watched the men who set up a sound system
b) he had talked to his favourite singer c) he talked to Lilly and Chris



a band [bænd]
● to lean over
● to give a hand
● to walk out

3. Answer the questions.

- Did John and Terry have a really wonderful time on Saturday?
- When did they arrive at the place?
- What did they watch at three o'clock?
- Where were the boys during the concert?
- How did Terry feel himself at the concert? Why?
- What did the singer tell the audience?
- What was the concert like?
- How did the boys feel after the concert?
- What do you think is Lilly's idea as for the theme of the next issue of the 'English Bridge'?

4. Fill in 'say', 'speak', 'tell' or 'talk'.



- Who did you ... with last night?
- What will you ... Joe if you speak to him over the phone?
- He ... that he had never been to the USA before.
- Why didn't your friend ... the truth?
- I'd like to ... to Mr Johnson by myself.
- Did your mother ... at the meeting last week?
- When I saw them yesterday they were ...
- Joe ... Mr Bright that Susan was coming on Sunday.
- When we came she ... us that her mum had already left.
- Does your friend ... English better than German?
- My dad ... me not to speak about my friend's arrival at the party.
- Did he ... anything that made you cry?

REMEMBER!



to say	to speak	to tell	to talk
<p>to say something to say to somebody <i>Liza says that she is from Britain.</i> <i>Joe says to Bill, "My sister lives with us."</i></p>	<p>to speak a language to speak at a meeting to speak about/on something to speak to somebody <i>Max speaks American English.</i> <i>Mr Bright often speaks at meetings.</i> <i>I never speak to strangers.</i> Speak on this point, please.</p>	<p>to tell somebody about something to tell a story to tell the truth to tell somebody to do something <i>Bob tells Tom that his sister lives in London.</i> <i>Everybody must tell the truth.</i> <i>Mark is telling his friend a funny story.</i> Tell your mum to come to school.</p>	<p>to talk to/with somebody to talk about something <i>Alice likes to talk to her girlfriends over the phone.</i> <i>They are talking about some problems.</i> <i>Don't talk too much.</i></p>

5. Ask and answer in pairs.

1. Have you ever been to a concert?
2. When and where was it?
3. What was it like? (the decorations, light, public, music, etc).
4. What did you feel:
 - before the concert;
 - during the concert;
 - after the concert?



6. Write the description of a musical event you attended. If necessary, invent your own details. Make use of the 'Helpful Tips'. Divide your description into paragraphs and be sure you answered all these questions.

HELPFUL TIPS

HOW TO WRITE AN ARTICLE ABOUT AN EVENT YOU ATTENDED

Paragraph 1

- What event did you attend?
- Where/when was the event?
- Was it inside or outside?
- What was the weather like?

Paragraph 2

- What were the preparations there before the event?

Paragraph 3

- What happened during the event?
- Which group / orchestra / band was playing?
- What was the music like? (slow, fast, exciting)
- What were the people wearing?
- What were they doing?

Paragraph 4

- How did you feel at the end of the event?



Homework

Pupil's Book ex.6 - p.64

Lesson 2

GRAMMAR POINT

Clauses of Time and Condition (Future Action)

(Підрядні речення часу та умови для позначення майбутньої дії)

Clauses of time and condition are introduced with the words:

when, if, as soon as, until (till), after, before.*As soon as the concert is over, we will go home.**If the weather is fine, we will go on a trip.**We will speak about it after we do this exercise.*

To express future action in clauses of time and condition use the Present Tense.

*As soon as the singer **walks** out, you will give him these roses.**When I **am** on duty, I will clean the floor and water the flowers.**The teacher will explain the rule once again if you **don't understand**.*

1. Read and match to make up true sentences.

- | | |
|--------------------------------------|--------------------------------------|
| 1. If you do your lessons in an hour | a) he will return it to the library. |
| 2. When he finishes this book | b) you will go home. |
| 3. If the weather is hot | c) we will play an interesting game. |
| 4. As soon as the lesson is over | d) we will go for a walk. |
| 5. We will discuss the test | e) we will go swimming. |
| 6. If it doesn't rain | f) after we write it. |

2. Use the correct form of the verb in brackets.



1. If we (to invite) ... Mike, he will certainly go with us to the concert.
2. I shall be happy if my favourite singer (to come) ... to the town.
3. As soon as Nick (to join) ... the school orchestra, tell him to call me.
4. The school band will be ready when she (to come)
5. When you (to be) ... at the next music lesson, try to remember what I've told you. It's important.
6. I can't play the instrument until I (to attend) ... several lessons.
7. If he (not; to show) ... any musical abilities, he won't play in our band.

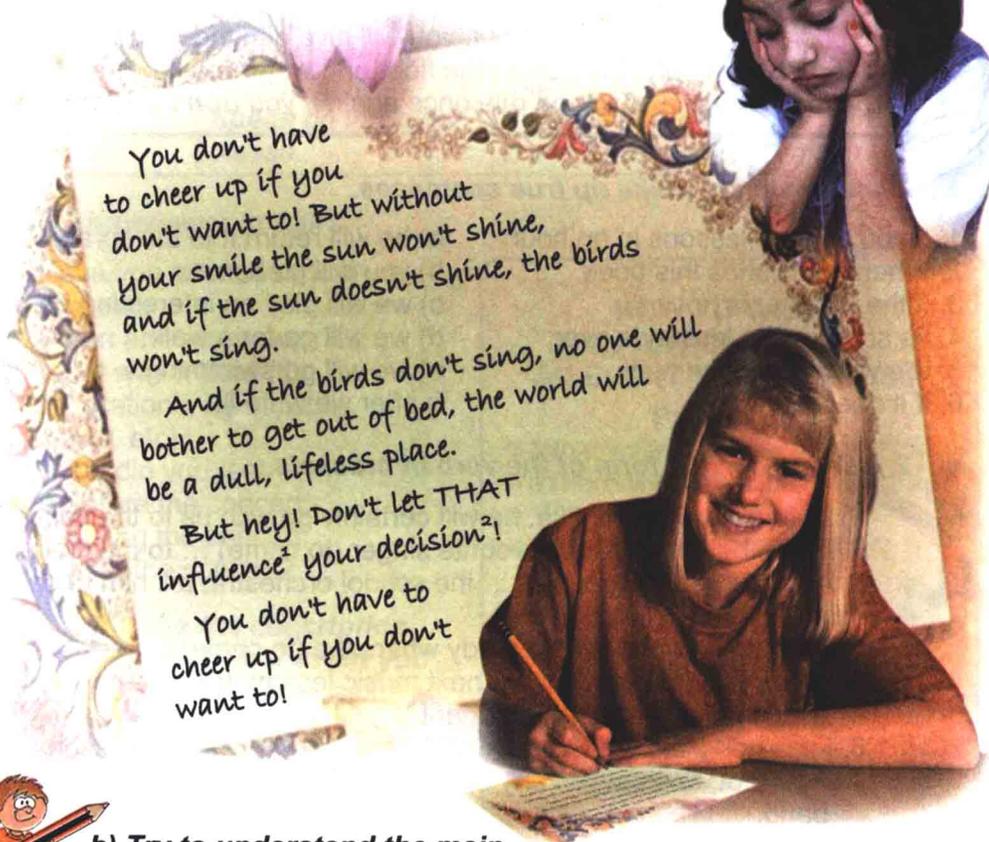
3. Complete the following sentences. Use the prompts in Ukrainian.

- | | |
|------------------------------------|---|
| a) They will go to the concert ... | b) He will finish his work ... |
| ● якщо погода буде гарною | ● якщо ви йому допоможете |
| ● після того, як зроблять уроки | ● коли він матиме необхідні книжки |
| ● коли в них буде вільний час | ● після того, як вчитель пояснить йому, що робити |
| ● до того, як ти прийдеш | |

4. Finish the following sentences.

1. If the weather is fine I ... tomorrow.
2. I shall call my friend when ...
3. I shall be happy if ...
4. Call me back after ...
5. I shall write you a letter as soon as ...
6. I shan't go anywhere till ...

5. a) Read the postcard Mary got from her friend Chris. Find out clauses of time and condition.



- b) Try to understand the main idea of the message. Write your own get-well card to your friend who is ill. Use some clauses of time and condition.



Homework

Pupil's Book ex.5b - p.66

¹to influence ['ɪnfluəns] — впливати

²a decision [dɪ'sɪʒn] — рішення

Lesson 3

1. Read and discuss in groups.

MUSIC ... MUSIC ... MUSIC ...

We hear so much music in a week that we may not even notice some of it. Some days you may hear a school band, an orchestra or music in a church. You may hear music from records and tapes, or on the radio. You hear music during television shows and movies ...

Everybody says he or she likes music: some people enjoy classical music, others are fond of popular music. But are all of them good listeners? One of the most important things is to learn to be a good listener. Only then one can learn to understand music. You may say, "It's very easy! We hear lots of sounds around us." But hearing is not listening. Are we really listening to music on the radio while working, before leaving for school or after coming home? I think not, because our ears absorb many other sounds with the music, such as the noises from outside, conversation, or a baby's crying.

To be a good listener means to listen to music without doing anything else. And that's not very easy. One has to sit still and concentrate on listening. At last it will become a habit. That's one thing. The other is to read about composers whose music we are interested in, about their works and conditions in which those people had to live and create. People often say, "I often go to concerts, as I like music very much." They may go to a concert of chamber music, attend a symphony concert, a piano, a violin or a choir concert. It's all the same to them. Does it mean that they love music or they understand it?

You should know music is a language. People use it to express moods and feelings. Some music is happy, and another¹ is sad. Some is serious, and another can make people laugh. Many popular songs are love songs.

People make their own music, too. Whenever you hum or whistle² a tune, you are making music. Classes and choirs sing together. Many boys and girls study to become good musicians. They may take singing lessons or learn to play a musical instrument.

And what about you?



- a composer** [kəm'pəʊzə]
 - a habit** ['hæbɪt]
 - a mood** [mu:d]
 - a musician** [mju:'ziʃn]
 - a record** ['rekɔ:d]
 - a symphony** ['sɪmfəni]
 - a tape** [teɪp]
 - a violin** [ˌvaɪə'lɪn]
 - classical**
 - chamber**
 - popular**
 - folk**
- | music

¹another [ə'nʌðə] — інший, інакший, відмінний

²to whistle ['wɪsl] — свистіти; тут насвистувати

2. Complete the sentences.

1. We can hear music in ...
2. We may hear music from ... or on ...
3. We hear music during ...
4. Many boys and girls study to ...
5. They may take ... or learn to ...

3. Ask and answer in pairs.

1. Many people like music. But are all of them good listeners?
2. Is it difficult to learn to be a good listener?
3. What does the author of this article mean by being a good listener?
4. Do you think a person really loves music if he enjoys all kinds of concerts equally?
5. What kind of music do you like — classical, popular or chamber music?
6. What can help you to understand the music of a certain composer?
7. How much time did it take you to learn to concentrate on listening to music?
8. How often do you listen to music?
9. Who's your favourite composer? What do you know about him?
10. What's your favourite orchestra or pop group?
11. Do you play a musical instrument? Are you good at it? Did you take music lessons? How long?



4. Do a mini-research in your class. Find someone who:



1. plays a musical instrument;
2. plays in a band;
3. plays in an orchestra;
4. sings in a choir;
5. takes music lessons;
6. listens to loud music.

Example: — *Do you play a musical instrument?*
 — *Yes, I do. / No, I don't.*

Make a table according to the items above and fill in the names of the pupils you'll find.



5. Write a paragraph about the importance of music in your life. Make use of the questions below.

- Do you listen to music in your free time?
- Do you buy a lot of CDs and tapes?
- Do you go to concerts?
- Do you talk to your friends a lot about music?



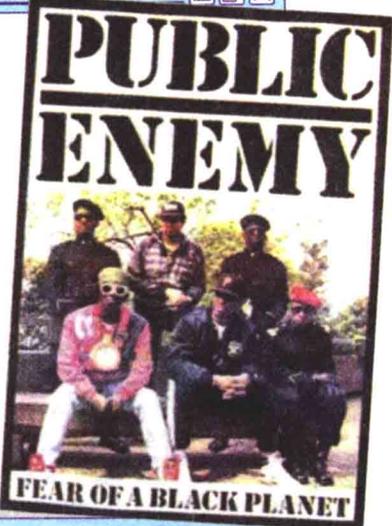
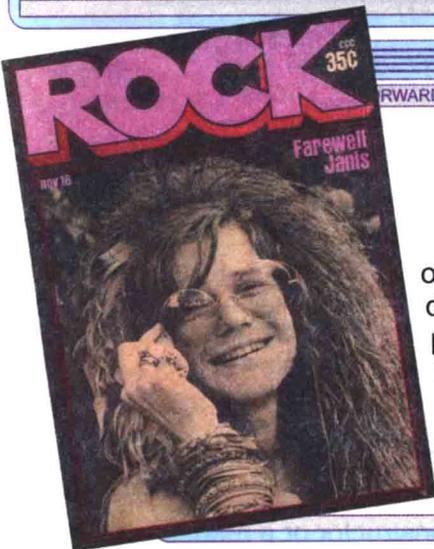
Lesson 4

1. Read the e-mail letters and say what music preferences Mark and Maggie have.

DELETE PRINT FORWARD REPLY DONE

To: English Bridge
From: Mark Turner,
 Atlanta (USA)
Subject: Favourite Music

Actually, I like all types of music. But at the moment rap is my number one. Call it 'rap', or call it 'hip-hop', it's the same thing. *Public Enemy* are really good, and so are *De La Soul*. I really respect some of the first hip-hoppers, like Africa Bambaataa. The words are important. It's not just music — there's a message. You can dance and think at the same time!

FORWARD REPLY DONE

To: English Bridge
From: Maggie Fairfax, London (UK)
Subject: Favourite Music

I haven't got pictures of Britnie Spears or Ricky Martin on my bedroom walls. I don't like rap or indie groups either. I prefer my parents' record collection, and I know a lot about the history of rock.

My all-time greats are Jimi Hendrix, Janis Joplin and *The Beatles*.

2. Guess and match the words with their meanings.

- | | |
|----------------|---|
| 1. band | a) the ideas in the words of a song |
| 2. rap | b) the rhythm or time of music |
| 3. message | c) the most popular people/things in the history of something |
| 4. heavy metal | d) a group of musicians |
| 5. beat | e) modern rock 'n' roll, very loud |
| 6. greats | f) new, mainly black music with important words |

**3. Listen to the six pieces of music and identify¹ each type.**

Music A	jazz
Music B	rock 'n' roll
Music C	a violin solo
Music D	rap
Music E	a Scottish dance
Music F	an Irish folk song

4. Read and identify your type of music style. Work in pairs.

You like nice, loud music — everything from the *Rolling Stones* to today's heavy metal (like *Guns 'N' Roses* or *Metallica*). You have long hair and wear a leather² jacket.

**ROCK
'N' ROLL**

POP

You like the pretty songs on the radio 24 hours a day and in supermarkets. Australians Kylie Minogue and Jason Donovan are your favourites these days. You look ... well, normal!

You like mostly black bands — with a heavy beat and lots of words. You wear dark glasses and athletics shoes.

RAP

DANCE

You like a non-stop beat. The music is more important than the words!

You like very new British bands — different, modern, interesting. You buy your clothes at street markets.

INDIE

5. Read and learn the meanings of the following words.

a conductor [kən'dʌktə] 'A conductor' is a person who conducts the activity — a leader or a guide, an instructor or a manager.

In music 'a conductor' is a person who conducts an orchestra.

to release [rɪ'li:s] to release a film; to release a programme. When is the best moment to release the article in the newspaper? Michael Jackson has released a new album of his songs.

a broadcast, to broadcast (broadcast, broadcast) ['brɔ:dkɑ:st] to broadcast a programme; to broadcast music. They were encouraged to make these broadcasts. An interesting film was broadcast last night.

¹to identify [aɪ'dentɪfaɪ] — визначати

²leather ['leðə] — шкіра

to produce [prə'dju:s] to produce goods. What does the farm produce?

What kind of music do they produce?

to relax, relaxing [rɪ'læks] When I am tired I like to relax in a deep armchair. "We've done a lot of things today! Let's just have a rest and relax with some pleasant melody." "I don't like relaxing music, it is boring. I feel better when I listen to some lively and rhythmic sounds."

6. Work in pairs.

A, read the article.

B, ask questions to get the information about 'Top 40' radio programme.



For B:

- What is the programme about?
- On which radio station is it broadcast?
- When is it broadcast?
- Who is the 'Top 40' produced by?
- What is the process of doing the chart? Describe it.

For A:

Every Sunday afternoon at five o'clock the new singles chart is released on *Radio 1st* 'Top 40' programme. Radios in Britain and Europe are switched on to hear the latest news about pop music. The 'Top 40' is broadcast live on *Radio 1st* and it is Europe's the most popular programme. The chart is produced by Gallup Chart Services. How is it done?

Well, first records are recorded. They are released and each record is given a code number. Then copies of the records are sent to shops. When the records are bought, their code numbers are recorded in the shop's computer. Then this information is sent to the central computer. The information is sorted and the 'Top 40' chart is produced. Then the chart is sent to the radio station and the programme is written by the producer and the D.J. Finally the programme is broadcast on Sunday afternoon.



7. Discuss the following questions in small groups.

Make use of the words below.

- What song is number one in Ukraine at the moment?
- Which Ukrainian singers are at the top of charts in our country?
- What was the last year's biggest hit single?
- What's your favourite band's biggest hit single?
- What's your favourite album?
- Who's your favourite musician?
- What kind of music does he/she play?

exciting, slow,
boring, noisy,
full of emotion,
gentle, relaxing,
with a nice melody



Pupil's Book ex.5 - p.p.70-71

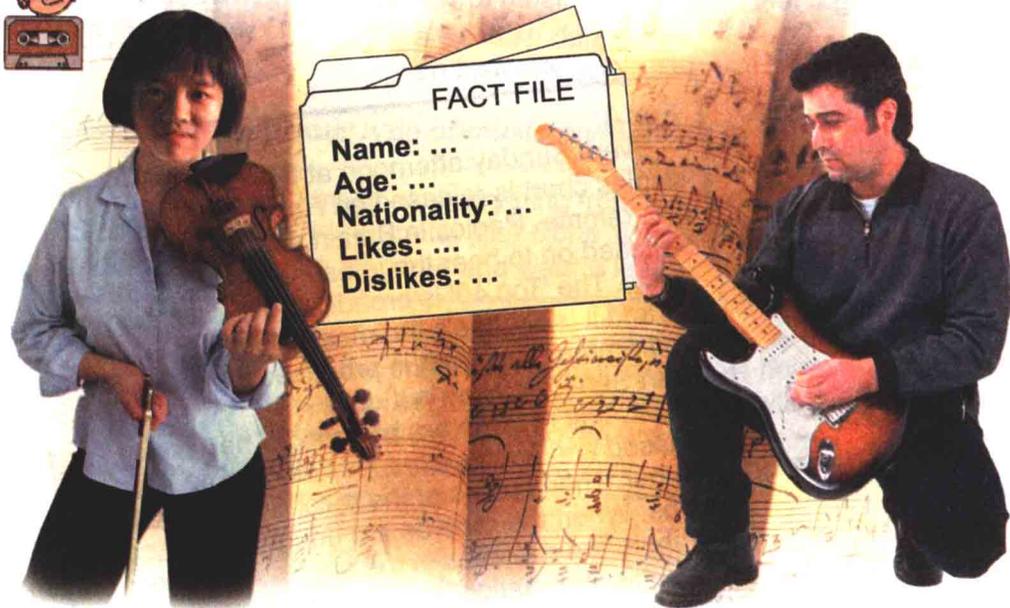
Homework

Lesson 5

1. a) Before listening think about the things that people need to become good musicians or singers.



b) Listen about a young violinist and complete the fact file below.



FACT FILE

Name: ...
 Age: ...
 Nationality: ...
 Likes: ...
 Dislikes: ...

2. Listen about the girl again and answer the questions.

1. Does Akiko play only classical music?
2. What does she like about the National Youth Orchestra?
3. Does the Orchestra cause¹ her any problems?
4. When did she start playing the violin?
5. Who is her favourite composer?



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

Instrument	Person
<i>violin</i>	<i>violinist</i>

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

4. Read the article and point out:

- the number of people who don't play musical instruments
- three things we need to be good musicians
- the reason why some children are better at music than others
- the number of hours that good musicians practise before they are 18

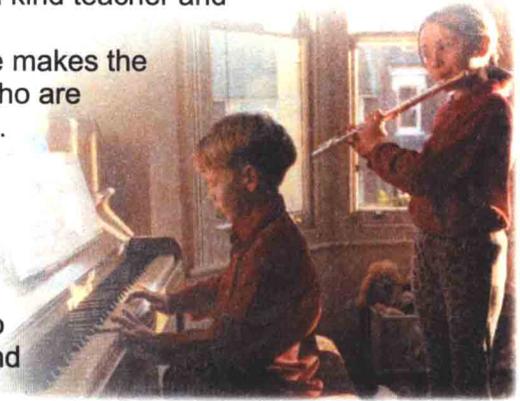
¹to cause [kɔ:z] — спричиняти, завдавати, викликати

HOW TO BE A GOOD MUSICIAN

A recent report by a British psychologist [saɪ'kɒlədʒɪst] shows that practice is the key to musical success. Nine out of ten people don't play a musical instrument because they think they aren't musical. However, Professor Sloboda believes we can all be good musicians. You need a support and help from your family, a kind teacher and lots of practice.

Professor Sloboda thinks practice makes the difference between young people who are good at music and those who aren't.

Professor Sloboda spoke to 120 children in school. They all played musical instruments. The good musicians practised three to four times more than the others. In fact, the best musicians practise 5,000 to 10,000 hours before they are 18. And yes — even Mozart had to practise!



PROJECT

5. Make up an article 'Music Stars' about some facts from private lives of music talents from your school.



WORK

- Step 1.** Make up your questionnaire. Use the following questions:
- How old were you when you started, singing or playing the instrument?
 - Are your parents musical?
 - How often do you practise?
 - What instrument do you prefer?

Step 2. Interview some musical people in your class/school. Imagine they are music stars.

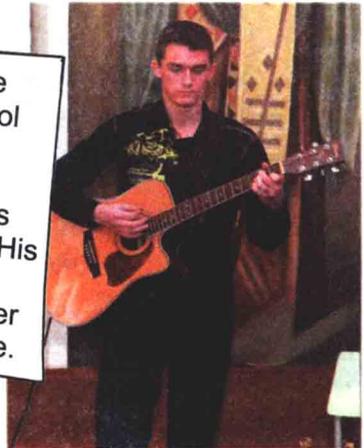
Step 3. Write an article about them.

Step 4. Present it in the Gallery of Your Group Works.



Jane plays the violin in her school orchestra. She practises every day now. She plays classical music, but she also likes pop music. Her favourite singer is Michael Jackson.

Harry plays the guitar in his school band. He started lessons when he was 9. His parents are very musical. His mother plays the piano and his father plays the trombone.



Lesson 6

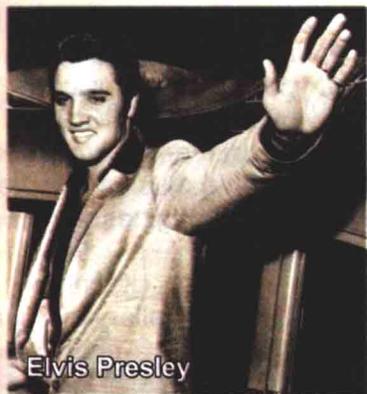


1. Listen and read the true facts about the origin of modern music styles.

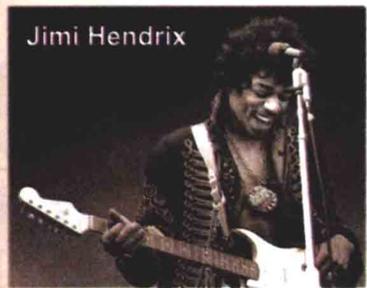
FROM ROCK 'N' ROLL TO POP AND RAP



Chuck Berry



Elvis Presley



Jimi Hendrix

The rock 'n' roll started in the United States with black musicians, the great rhythm 'n' blues players: Muddy Waters, John Lee Hooker and Chuck Berry.

Forty years ago black music and white music were two completely separated¹ things. Chuck Berry was the first black musician to cross the barrier² and sell records to both black and white young people. His songs were about the lives of teenagers. In 1958 he had a big hit with *Sweet Little Sixteen*.

* * *

Jerry Lee Lewis, Elvis Presley and Buddy Holly mixed black music with white 'country' music to create rock 'n' roll. All this was happening in the United States. But people in Britain were listening to this music, too. The black rhythm 'n' blues singers and the best rock 'n' roll stars like Buddy Holly and Eddie Cochran were more popular in Britain than in the States.

Then, in the 1960s, a strange thing happened. The wind across the Atlantic Ocean changed direction. The British invaded America — *The Beatles*, *The Rolling Stones*, *The Kings*, *The Who*. There were concerts with tens of thousands of fans. Girls screamed³ and fainted⁴. The name of the music — 'rock 'n' roll' — changed to 'rock'.

* * *

In the 1960s the style of the musicians changed a lot. Before this

¹separate ['sepəreɪt] — окремий

²a barrier ['bæriə] — бар'єр

³to scream [skri:m] — кричати

⁴to faint [feɪnt] — непритомніти

time singers used to dress smartly and have short hair. Then there appeared groups, not solo singers. And they started to wear crazy clothes and their hair got longer and longer. By 1968 groups were all in 'hippie' gear¹. The guitar became as important as the voice: Jimi Hendrix and Eric Clapton were guitarists more than singers.

* * *

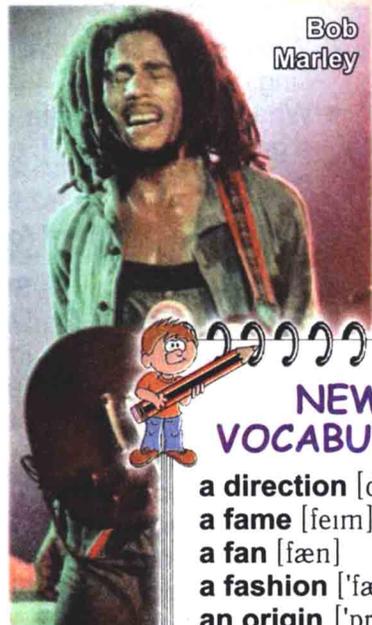
In the 1970s rock went in two different directions. On the soft side, Elton John, Rod Stewart and the Swedish group *Abba* became very popular with people of all ages. On the hard side, *The Sex Pistols*, *The Stranglers* and *The Banshees*, and a few other bands started to play loud, violent music called 'punk'. Punk was also important as a fashion in clothes. The punk 'look' is still around today.

Something new and different arrived in 1975. It came from Jamaica in the Caribbean. It had a heavy dance beat, but was not too fast. It was called 'reggae', and its superstar was Bob Marley. Reggae was a mix of rock, African and South American music. It had a message of peace and optimism. Marley sang:

'Don't you worry about a thing
'Cos every little thing
Gonna be all right.'

* * *

Today there is a number of different popular music styles — pop, heavy metal, rap, dance, indie, etc. But they all originate from good old rock 'n' roll.



NEW VOCABULARY

- a direction** [dɪ'rekʃn]
- a fame** [feɪm]
- a fan** [fæn]
- a fashion** ['fæʃn]
- an origin** ['ɒrɪdʒɪn]
- a teenager** ['ti:neɪdʒə]
- a voice** [vɔɪs]
- strange** [streɪndʒ]
- **to originate from**

¹gear [gɪə] — одяг

2. Say if it is true or false.

- a) *Sweet Little Sixteen* didn't do very well.
- b) Elvis Presley played only black music.
- c) The rhythm 'n' blues musicians were unknown in Britain.
- d) Long hair and hippie clothes arrived in the early fifties.
- e) *Abba* was a punk group.

3. Answer the questions.

- a) When did hair styles change a lot?
- b) Why is Chuck Berry important in rock history?
- c) What sort of music did Bob Marley play?
- d) In which country did rock 'n' roll start?
- e) 'Punk' means two separate things. What are they?

4. Match the titles with the paragraphs in Task 1.

- | | |
|------------------------------|-------------------------|
| a) Meanwhile, in Britain ... | f) And now ... |
| b) Pop and punk | g) Chuck Berry |
| c) The new rock style | h) The British invasion |
| d) A magic mixture | i) In the beginning |
| e) Caribbean rock | |

5. Work in pairs. Ask and answer.



- What is your favourite singing group?
- What do the people in a group have to be good at?

- What is more important:
 - appearance?
 - singing?
 - dancing?
 - personality?



PROJECT



WORK

6. Work in a group of four. Invent your own band.

Step 1.

Brainstorm the ideas about the name, music style, instruments, soloist.

Step 2.

Discuss the image of the band (appearance, atmosphere, spirit).

Step 3.

List the useful ideas about the ways to make your band popular.

Step 4. Write a profile of your band including the programme of creating and developing a popular teenage music band.

Step 5. Choose a producer in your group to take part in the contest of producers to present your project.



Homework

Pupil's Book ex.4 - p.76

Lessons 7-8

1. Match the words and definitions.

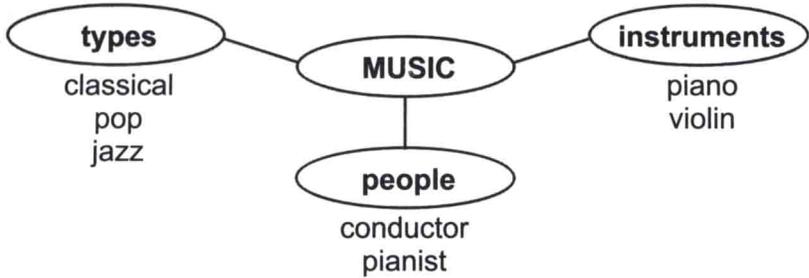
hit
the charts
album
number one

1. a record, tape or CD that has a collection of songs on it;
2. a song that is very popular;
3. a list of the most popular pop songs at the moment;
4. a song that is at the top of the charts.

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

1. They'll produce a single before their album (to be done)
2. If I (to take part) ... in the contest I'll win the CD of my favourite rock singer.
3. When we (to make) ... the programme of our band's development, we'll send it to the Producers' Center.
4. Phone Tom after you (to come back) ... from the concert.
5. They'll call me as soon as the radio programme (to finish)

3. a) Copy this word map into your notebook. Add some more words to each group. Use a dictionary if necessary.



b) Look at these types of music. How do you translate these words into Ukrainian?

reggae ['regeɪ], heavy metal ['hevi 'metl], pop, punk, rap.

c) Name a famous musician for each type of music.

Example: reggae — Bob Marley

4. Work in pairs. Read, ask and answer. Which of these opinions do you agree to? Why?

I prefer folk.
It's traditional
— the music
of the people.



I'm a pop fan
and I love dance
music. It's the
music of today.

I love classical music. It's got feeling and emotion. Pop music is just noise.

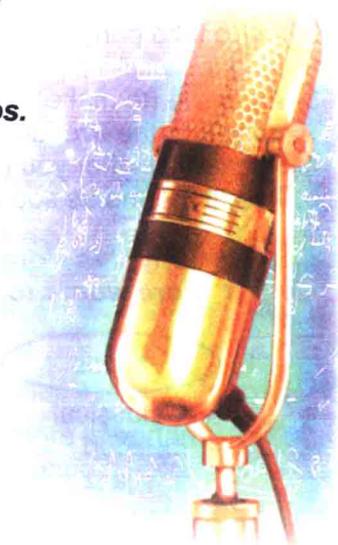


Jazz is for me. I like the mixture of different types of music.

And I hate classical music. It's boring and the musicians wear old-fashioned clothes.

5. Speak on the following points. Work in groups.

1. Have you got any records? Are they expensive? What records do you collect?
2. Have you been to concert recently? What was it like? Who were the performers?
3. In several words say who you consider a good listener of music.
4. Imagine that a friend of yours has just read a review of a concert in a newspaper. You want him to explain the gist¹ of the review. What questions would you ask him?
5. Give a short review of a concert you have been to. Say how you rated² the concert.



6. Write a paragraph about your attitude to music and the importance of it in your life. Make use of the phrases below.



- to prefer;
- to be fond of;
- to enjoy listening;
- ungifted singers;
- talented people;
- to try to compose music;

- to switch on the tape-recorder (radio);
- to reflect moods and emotions;
- to attend music halls and concerts;
- to be covered with posters of;
- to have a good ear and voice.

7. a) Read the article. Use the dictionary if necessary.

BORN TO BE WILD

Ruslana Lyzhychko is a Ukrainian pop singer who won the Eurovision Song Contest in 2004 with her *Wild Dances*. She is never at rest; she is always on the move, meeting people, while she moves from

¹a gist [dʒɪst] — суть, сутність

²to rate [reɪt] — оцінювати

place to place. This energetic woman with a sunny smile welcomes people, makes new friends, and signs autographs, all at the same time. She is active in public life and politics. Ruslana was the Deputy¹ of Ukraine and is an Ambassador of Good Will² in UNESCO³.



Ruslana has become quite well-known in many countries. In Turkey they gave her the

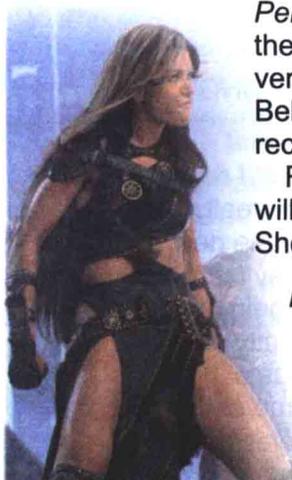
Person of the Year Award which is usually given only to the Turks. In Israel, Greece and Cyprus she was given a very warm reception, and in Germany, Sweden and Belgium there are many Ruslana's fan clubs. She received many presents and invitations.

Ruslana is a very sociable person, but her music always will be on the first place with its wild character and sound. She says, "I think the spirit of *Wild Dances* is the spirit of

b) Role-play the situation in pairs.

A, you are the interviewer for a *Music Magazine*. Interview Ruslana Lyzhychko (6-8 questions). Use the article above.

B, imagine you are Ruslana. Answer **A**'s questions basing on the information above.



PROJECT

8. MUSIC PREFERENCES



WORK

Make a music survey among people of different ages.

You are going to compare the music tastes of different people. Interview some older people to find out what kind of music they like. Compare their tastes with those of your mates. Do you think they know much about modern music?

Step 1. Work in pairs. Make up a questionnaire with as many questions as you can.

*Example: Do you like pop music?
Have you heard of Aha?*

Step 2. Show your list to another pair to add some more questions.

Step 3. Interview as many older people as possible. Try to use English.

Step 4. Write a short report about your interviews.

Step 5. Share the results with your class.



Homework

Pupil's Book ex.6 - p.78

¹a deputy ['depjoti] — депутат

²an Ambassador [æm'bæsədə] of Good Will — посланець доброї волі

³UNESCO (United Nations Educational, Scientific and Cultural Organization) — ЮНЕСКО (Організація ООН з питань освіти, науки і культури)

Lesson 9



"Tastes differ," they say. It is fair concerning music likes and dislikes, isn't it?



Are there any classical music fans in your class?

1. Read and think about the following points of view.

POP MUSIC — THE MUSIC OF THE YOUNG?

For

1. Young people look for new rhythms and new styles.
2. The rhythms are full of energy and force: just what appeals to young people. The melody is easily caught.
3. The words of the songs are about the young people's world: their hopes, dreams, sorrows and joys.
4. Young people 'get a drive' listening to this music. It is an experimental kind of music: sometimes groups achieve interesting forms.
5. Pop music attracts many young people. Why should we be against the joy they get from this music?

Against

1. Before rejecting¹ old rhythms, see if the new ones are really better.
2. The rhythms may be new and energetic, but they lack² variety: it's the same beat again and again. The melodies are mostly simple and as easily forgotten as caught.
3. The words of some of the songs are absolutely senseless³.
4. Medical research has proved that the sound produced by powerful amplifiers⁴ at some pop concerts does great harm⁵ to the nervous system. Indeed, cases of hysteria are not unusual at pop concerts.
5. In Australia taped pop music is used to frighten⁶ the sharks⁷ off the public beaches⁸. Obviously⁹, the sharks' nerves cannot stand this kind of noise.

2. Divide into two teams according to the points of view on pop music. Use the statements above to prove your opinion.



Homework

Pupil's Book p.p.81-83

¹to reject [ri'dʒekt] — заперечувати, відмовляти(ся)

²to lack [læk] — не вистачати

³senseless ['sensləs] — безглуздий

⁴an amplifier ['æmplifaɪə] — підсилювач

⁵harm [hɑ:m] — шкода

⁶to frighten ['fraɪtn] — лякати, відлякувати

⁷a shark [ʃɑ:k] — акула

⁸a beach [bi:tʃ] — пляж

⁹obviously ['ɒbvɪəsli] — очевидно



TEST YOURSELF!

VOCABULARY

composers, musicians,
conductors, chamber, violin

1. Fill in the words from the box.

1. ... music is performed by a small number of musicians.
2. The history of music knows the facts when the composers were very successful
3. A ... is a four-stringed musical instrument played with a bow.
4. Guitarists, pianists, violinists, trumpeters can be called in one word —
5. Wolfgang Amadeus Mozart was one of the most amazing ... who ever lived.

10 points

GRAMMAR

2. Put the verbs in brackets into the correct tense.

1. If Peter (to practise) ... a lot, he'll be a good musician.
2. Mary won't go to the concert until I (to pay) ... for her tickets.
3. If you (to be) ... late, you'll miss the bus.
4. As soon as father (to come) ..., I'll ask him about it.
5. When we (to be) ... in Paris, we'll take lots of photos.

15 points

COMMUNICATION

3. Read and complete the dialogue with the sentences from a) to c).

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Listen! Somebody's playing the piano.
.....
.....
.....
..... 2. Don't you play the violin?
.....
.....
.....
..... 3. I have taken piano lessons for three years,
but I have never learnt to play well. I guess
I don't have any musical talent.
.....
.....
.....
..... | <ol style="list-style-type: none"> a) No, but my sister does. Actually, she's pretty good at it. b) Oh, that's not true. You sing very well. I can't even do that. c) Yes, it sounds nice, doesn't it? It's my dream to be able to play the musical instrument. |
|--|--|

15 points

LISTENING



4. Listen about Volodymyr Hryshko, a famous Ukrainian tenor, known all over the world. Note with 'T' if the statement is true, and with 'F' if it is false.



- 1. V. Hryshko is a well-known pop singer.
- 2. He takes part in international classical music festivals.
- 3. He is *Lyudyna Roku* — 2004 in the nomination *Opera Singer of the Year*.
- 4. They played the anthem of the USA at the Metropolitan Opera in NY.
- 5. The soloist felt a real inspiration and sang especially well on the day his daughter was born.

20 points

READING

5. Read the extract¹ from the British radio programme and complete the graph.

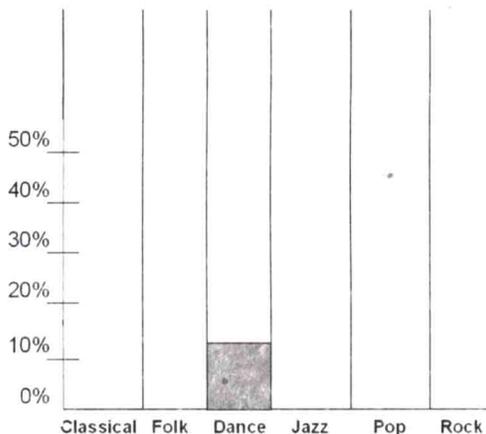
Hi there!

What kind of music are young people buying these days?

A report in *The Guardian* shows that pop is still the top: just over 50% prefer normal pop songs.

Number two on the list is heavy metal and good old-fashioned rock 'n' roll. Fans make up 22% of album-buyers. For you in the 22%, I am playing some *Metallica* later in the programme.

Dance fans are down at 15%. Not bad. Young classical music buyers are only 5% of the age-group. I'm sorry, Mr Mozart! Fans of folk songs are just 2%. But right at the bottom is jazz. Less than 1% of young people buy jazz tapes and CDs. Tut, tut, I don't know. What's wrong with kids these days? I love jazz myself ...



20 points

¹an extract [ɪk'strækt] — уривок

READING

6. Write a paragraph about your favourite singer or band.

- Name your favourite band/singer.
- What do you know about him/her/them?
- What is his/her/their music style?
- What way does/do he/she/they perform?
- Why do you like him/her/them?



.....

.....

.....

.....

.....

.....

.....



20 points

Total = 100 points

NOW I CAN ...

- listen and read about music, its styles
- understand and use the Clauses of Time and Condition expressing future
- ask and answer about music preferences
- talk about bands and singers
- write a concert report
- do a project on creating a band



1. Listen and act out in a group of four.

Terry: Why are teen magazines so popular these days? I asked some teenage girls in Kyiv about magazines. Which ones do they buy and why? I spoke first to Natalya.

Natalya: I usually get *Girl*. It's good because there're a lot of different things in it. There's a cartoon, which is quite good. It's not only pop groups — there's more variety.

Terry: What don't you like about it?

Natalya: There's a page of computer games. I never read that.

Terry: And what's your name?

Olha: Olha.

Terry: Which is your favourite magazine, Olha?

Olha: *Teenager* is my favourite. It is about famous people, their lifestyles. ... You know, there are interviews with well-known actors, singers, sportsmen, designers ... Oh, and there is always a good piece of advice!

Terry: Is there anything in it you don't like?

Olha: No, not really.

Terry: And what about you? What's your name?

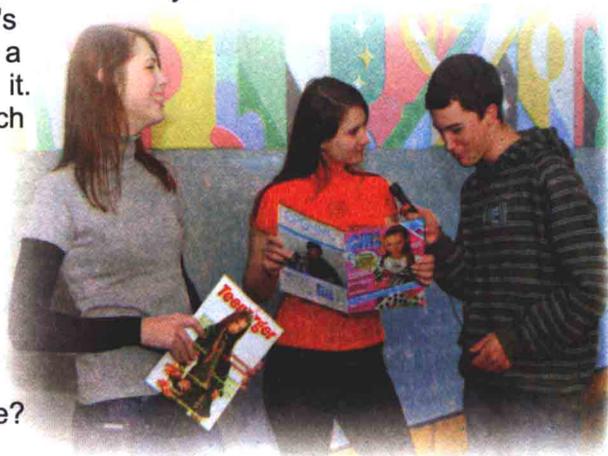
Tanya: My name is Tanya. I always buy *Fuzz*. I like all the information about music. And there are posters, you know. I put them on the wall.

Terry: Do you read everything in the magazine?

Tanya: No, the horoscopes are stupid. They're never right. So I don't read them anymore.

Terry: OK. Thank you, girls.

Girls: That's all right.



NEW VOCABULARY

- a choice [tʃɔɪs]
- a fashion ['fæʃn]
- politics ['pɒlɪtɪks]
- a teen [ti:n]
- entertaining [ˌentə'teɪnɪŋ]
- to look through
- to be a waste of time

2. Copy and complete the table.



	Natalya	Olha	Tanya
Magazine			
She likes			
She doesn't like			

Giving Opinions

- I think it's a good idea to ...
- I think it's wrong to ...
- I don't think ... is a good idea because ...
- I believe ... is very important because ...
- There is also the point that ...
- On the other hand, there are lots of arguments against this opinion. For example, ...



REMEMBER!

Reporting Opinions

I/we/he/she/they

think (that) ...
believe (that) ...
agree (that) ...

3. Speak about the three girls' opinions (see task 1) of the things they like and don't like in magazines they read. Use 'Giving Opinions' box.

4. a) Read the teens' opinions about the newspapers and the topics they are interested in.

I don't read papers. They are too boring. I prefer to look through magazines about fashion. It is more interesting to me.

Sue,
17 years old

Mike,
15 years old

I'm interested in music and I read a lot of articles about my favourite groups and singers. I like to learn more about their private lives. I don't like to read politics. It is dull and boring. Reading about music is more entertaining.

I am fond of the computer, that's why I prefer playing computer games. Reading papers is a waste of time.

Rick,
16 years old

Liz,
13 years old

Most of all I like comics. They tell short funny stories and it's very entertaining to read them. My mother likes them, too.

b) Write out the sentences which explain the reasons for the choice of the teens on page 85.

4. a) Look through the opinions again and say what every person thinks about newspapers. Use the scheme below.

... is a young man (woman) of ...

He/she is interested in ..., and he/she ...

He/she doesn't like ..., because he/she thinks that ...

He/she believes that ...

b) Say if you agree or disagree with their opinions.

5. a) Interview 3-4 your of classmates about their favourite teen magazine. Use the questions below.

- Why is it better than others?
- What is the most interesting (boring, useful...) part of the magazine? Etc.

b) Make a short presentation of magazines you've learnt about.

6. Write a paragraph about a magazine or a newspaper you like to read. Explain your choice.



Lesson 2

1. Read and give your opinion for or against the statements below.

GRAMMAR POINT

Reporting Opinions

We give opinions with **'think'/'believe'**. We can leave out **'that'**:

He thinks / believes (that) aliens have landed on the Earth.

She doesn't think / believe (that) anyone has spoken to them.

We use **'agree'** when we have the same opinion as someone else:

I agree (that) this is true.

We don't agree (that) this is true.

1. Schoolchildren need more free time for their interests and hobbies.
2. At school kids should wear a school uniform.
3. It's a good idea for kids to work at the weekends to get pocket money.
4. The best way for kids to get to school is to go on foot — it's a good exercise.
5. All people need computers because they have to look for the information in the Internet.

2. Write a sentence giving your opinion of each statement.

Use the words **'think', 'believe', 'agree'** etc.



- a) Reading politics is a waste of time.
- b) All teens like having fun.
- c) Going to the cinema is better than watching TV.
- d) Schoolchildren today need more homework.
- e) Everyone needs a computer nowadays.
- f) Robin Hood is a real person!
- g) Killing animals for food is wrong.
- h) Girls can do jobs better than boys.

3. Write out the sentences in reported speech.



1. He asked me to give him this paper.
2. Ask him to say it again.
3. Sorry, I can't do this.
4. Give me your pen, please.
5. I think he wants something.
6. She says she's doing her homework.
7. We told you to go the other way.
8. Stop doing that!
9. He said he had been waiting for you.
10. Could you tell me the date, please?

4. Fill in with 'say', 'speak', 'ask' or 'tell'.

- "Hello," ... Kate. "Can I help you?"
- Can I ... you a question, please?
- Excuse me, can you ... me the time?
- How do you ... 'Thank you' in your language?
- Please don't ... while we are listening to the tape-recorder.
- Yesterday their teacher ... them that they are great class.
- Bill politely ... the teacher to repeat the task.
- Do you ... German or Greek?

5. Complete the sentences with 'think', 'believe', 'agree', 'say', 'speak', 'ask' or 'tell'.

- I can ... English well, but I'm not very good at writing.
- Sorry, but I ... that you're wrong.
- Can I ... you a question?
- I don't ... that this is a good idea.
- Could you ... louder, please.
- A: Ghosts really exist.
B: I don't ... that ghosts exist.
- Excuse me, could you ... me the way to Yellow Street?
- Some people ... that computer games are a waste of time, but I don't ...

6. a) Work in a small group. Talk about the entertainment places in your area.

- Choose one place (a zoo, bowling club, disco, etc) for each pupil in your group.
- Let everyone prepare a list of good and bad points about that place (see example).

Example:

Good	Bad
modern buildings; friendly and polite people working there; new attractions, etc.	place is too crowded; long queues; very expensive, etc.

b) Take turns to read your reports and see if others agree or disagree.

c) Make your own comments like in examples below.

Examples: — Ann says that new skating rink is the best place to spend time, but Tim disagrees with her. He believes bowling is more interesting, because...

— John tells us that going to the zoo is always lots of fun. Mary thinks he is right, because...



Homework

Pupil's Book ex.5 - p.88

Lesson 3

1. Read and find out:

- the names of the first Ukrainian periodicals and the date of their birth;
- the names of the main national newspapers;
- the names of popular magazines;
- the number of editions in Ukraine.

WHAT NEWSPAPERS AND MAGAZINES WE READ IN UKRAINE

Millions of people all over the world read newspapers and magazines. They play an important role in the life of any nation.

Among the first newspapers in Ukraine, there were *Lviv Courier* (started in 1749), *Kharkiv Weekly* (started in 1817). Since Ukraine became independent state, the proportion of newspapers and magazines in the Ukrainian language has increased. A total of more than 3,000 newspapers are published in Ukraine, plus 1,500 magazines.

The main national newspapers are *Holos Ukrainy*, *Pravda Ukrainy*, *Silski Visti* etc. Very popular newspapers are *Fakty*, *Dzerkalo Tyzhnya* and some others. They report national and international news very thoroughly¹.

Among the popular magazines are *Berehynya*, *Diloviy Visnyk*, *Korespondent*, *Lyudyna i Svit* etc. There are magazines and periodicals for many trades, professions and interests. They can say what they like about anyone and anything: the army, officials, private ['praɪvɪt] individuals, politics and so on. There are many local editions, too. Newspapers can be of daily or weekly publication. Magazines are usually monthlies. They vary in contents and size and appeal to different kinds of readers.

Today's Ukrainian periodicals are independent. The state of Ukraine guarantees their economic independence. But in practice editors and journalists sometimes face different problems. In any democratic society press is a real 'fourth estate'² that provides control of most aspects in the life of the society.



ПРАВДА УКРАЇНИ

Голос України

ФАКТИ

СІЛЬСЬКІ ВІСТІ

ФАКТИ

ДЗЕРКАЛО ТИЖНЯ

БЕРЕГІННЯ

Україна та молода



NEW VOCABULARY

- a journalist ['dʒɜːnəlɪst]
- an official [ə'fɪʃl]
- press [pres]
- a periodical [ˌpɪəri'ɒdɪkəl]
- society [sə'saɪəti]
- a trade [treɪd]
- to appeal [ə'piːl]
- to guarantee [ˌgærən'tiː]
- to increase [ɪn'kriːs]
- to subscribe to (periodicals)

¹thoroughly ['θʌrəʊli] — старанно, як належить
²fourth estate [i'steɪt] — преса, тут четверта влада (окрім законодавчої, виконавчої і судової)



REMEMBER!

- 'A daily', 'a weekly', 'a monthly' are the nouns which mean the periodicals (newspapers and magazines).
Example: *Different dailies, weeklies and monthlies are published in our country.*
- 'Daily', 'weekly', 'monthly' can be adjectives.
Example: *There are many daily newspapers in Ukraine. My dad usually buys his favourite weekly newspaper *Dzerkalo Tyzhnya*.*

2. In the text above find the names of the newspapers and magazines matching them to their English translations.

- | | |
|-------------------------|--------------------------|
| 1. Ukrainian Truth | 5. The Facts |
| 2. Rural News | 6. The Business Reporter |
| 3. The Weekly Mirror | 7. The Correspondent |
| 4. The Voice of Ukraine | 8. The Man and the World |



3. Choose and complete the sentences.

- Lviv Courier, Kharkiv Weekly and Kharkiv News ...
 - are very popular newspapers nowadays.
 - were among the first newspapers in Ukraine in 18-19th centuries.
 - are well-known newspapers of independent Ukraine.
- The number of newspapers and magazines which are published in Ukrainian has increased ...
 - since Ukraine became independent state.
 - in the 18-19th centuries.
 - after the World War II.
- National newspapers report ...
 - national news.
 - on private individuals.
 - national and international news.

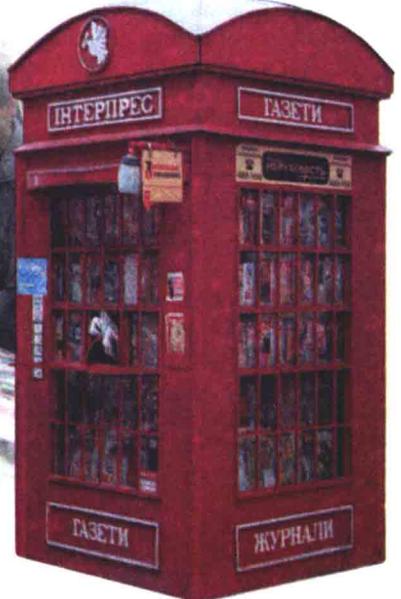
4. The army, top officials, private individuals ...
 - a) are those who the periodicals make their publications about.
 - b) have increased in their number.
 - c) are the real 'fourth estate'.
5. Ukrainian newspapers are usually ...
 - a) monthlies. b) dailies. c) dailies and weeklies.
6. Magazines and newspapers differ ...
 - a) in size and contents.
 - b) in their interests.
 - c) in shops where they are sold.
7. In any democratic society newspapers and magazines ...
 - a) face different problems.
 - b) are in control of life of the society.
 - c) are local.

4. Ask and answer. Work in pairs.

1. What daily and weekly newspapers do you know?
2. Which of them you / your parents / friends read regularly?
3. What periodicals does your family subscribe to?
4. Which periodicals are you planning to subscribe to the next year?
5. Do you think it is convenient to subscribe to newspapers and magazines?
6. Why do you think some people prefer to buy single issues?



5. Write a letter to your foreign pen friend. He is interested in Ukrainian newspapers and magazines.



Lesson 4

1. Read the Ukrainian kids' e-mail presentations of their favourite teen magazines and name their titles.

DELETE PRINT FORWARD REPLY DONE

To: English Bridge
From: Serhiy Ponomarenko, Sumy (Ukraine)
Subject: Favourite Magazines

Vulyk is a great magazine. The main hero is a Bee, which is the symbol of a very active and curious child. In this magazine one can find a lot of interesting information about the world and celebrities, many fairy tales, poems, puzzles and riddles. The legends of our country are told in the way of a game that helps to know more about Ukrainian history. *Academy of Magic* is the page for children who like to amuse others with special tricks. Each edition also has an envelope where you can put your letter and send it to the Bee, get the answer and even win the prize!

DELETE PRINT FORWARD REPLY DONE

To: English Bridge
From: Nastya Dvorzhetska, Lutsk (Ukraine)
Subject: Favourite Magazines

Sonyashnyk is my favourite magazine. It was established in 1991, the year of the Independence of Ukraine. There are many smart crosswords and quizzes, articles about nature and the problem page. Young readers are told about the culture and traditions of different countries and their native land, about old and modern authors and their books. You can send your drawings, photos, poems or stories, which are published in the magazine in a way of a literary competition or exhibition. Everyone is encouraged to creativity and, I think, it's amazing!

DELETE PRINT FORWARD REPLY DONE

To: English Bridge
From: Pavlo Honcharuk, Kharkiv (Ukraine)
Subject: Favourite Magazines

I am fond of reading and find it very useful. The magazine I like the best is *Piznayko*. It is published once a month in three languages: Ukrainian, Russian and English, which helps a lot in studying. Its motto is 'Learn English by playing' and it works with me. This magazine is for modern schoolchildren who want to know more and surprise everybody. There you can read about famous people, popular gadgets, interesting news, also find comics, table games and logical puzzles. Every time I read *Piznayko* is like opening the magical doors to the Kingdom of Knowledge where everyone cares about you.

2. **Speak on the kid's opinions about the teen magazines they prefer to read. Explain their choice. Work in pairs.**

3. **Work in groups. Name a newspaper or a magazine which you and your family read regularly. Say:**



NEW VOCABULARY

a creativity [ˌkri:ei'tɪvɪti]

a gadget ['gædʒɪt]

amazing [ə'meɪzɪŋ]

creative [kri'eɪtɪv]

to encourage [ɪn'kʌrɪdʒ]

to establish [ɪ'stæblɪʃ]

● **to care about smb**



- if it is a daily, weekly or monthly publication;
- how large it is and how many pages it consists of;
- what it looks like;
- what kinds of readers it may be interesting to;
- what reputation¹ this newspaper (or magazine) has.

4. **Discuss why it is often difficult to make a choice of which newspaper to buy or to subscribe to. Say what helps you to make this choice. You may use the following phrases:**

a great choice of; a great variety of; to appeal to; to raise an interest; in different newspapers and magazines; for all tastes; look attractive; a wide range of topics and problems; serious, entertaining reading.

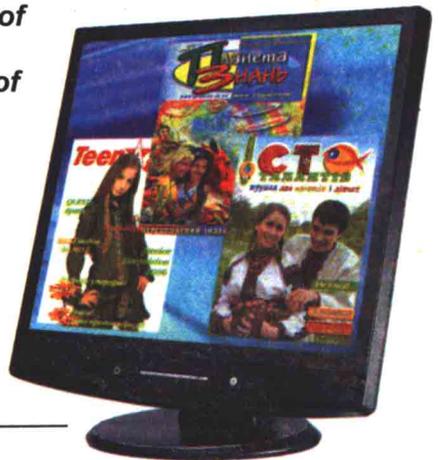
5. a) **Read the advertisement.**

If you like fashion, pop music and TV stars, this magazine is for you. You also get horoscopes, love stories, cartoons, quizzes and a problem page. You can even cut out the photos to put on your bedroom walls!

b) **Work in groups. Give your own idea of the contents for a school magazine which may be interesting for pupils of your age. Make up an advertisement of it like in the example above.**



6. **Write a short e-mail presentation of any magazine or paper you like.**



Pupil's Book ex.6 - p.93

¹reputation [ˌrepjʊ'teɪʃn] — репутація

Lesson 5



1. Listen about British newspapers and magazines and say what two main groups they belong to.



NEW VOCABULARY

- finance ['faɪnæns]
- an item ['aɪtəm]
- a heading ['hedɪŋ]
- a headline ['hedlɑɪn]
- quality ['kwɒləti]
- to cater ['keɪtə]
- to cover ['kʌvə]
- to catch the eye
- to provide material about (smth)
- to succeed in doing smth

2. Complete the sentences.

1. The papers in Britain are divided into ...
2. The quality papers are ...
3. The tabloids are ...
4. Sunday papers are ...
5. A number of papers produce colour magazines as ...
6. British press provides reading material about ...
7. The bright covers of magazines for women are ...
8. There are magazines for ...

3. Read the article and answer the questions below.

In Britain over 15 million newspapers are read every day. Most of them are printed in Wapping ['wɒpɪŋ] in London. The papers are produced at night and then they are sent to newsagents, stations and airports.



- How many newspapers do the British read every day?
- Where are the most of British newspapers printed?
- Do they produce the papers during the day or during the night in Britain?

4. Divide the newspapers into quality papers and tabloids according to their descriptions below. Fill in the table.

- The *Financial Times* is large in size and publishes articles on business and finance.
- The *Daily Express* is rather¹ small in size with a lot of pictures and all kind of articles.

Quality papers	Tabloids

¹rather ['rɑ:ðə] — швидше, переважно, краще, охочише

- The *Independent* is a serious paper with a lot of articles about national and international events.
- *The Sun* is a very popular paper, small in size, containing¹ a lot of articles about private life. It is the biggest-selling² paper in Britain.
- *The Guardian* is large in size with a lot of articles on politics.
- *The Times* is the oldest paper in Britain, large in size, with many serious articles.
- *The Daily Mirror* is very popular, small in size, with a lot of short articles and pictures.



5. a) Read the titles of some British magazines and guess what they are about.

There is a wide variety of magazines in Britain. Their titles show that they cater for all tastes and interests:

- *Do-it-Yourself*
- *Country Life*
- *Amateur Gardening*
- *British Chess Magazine*
- *Creative Needle Craft*
- *Dog News and Family Pets*
- *Good Housekeeping*
- *Homes and Gardens*
- *Modern Knitting*

b) What magazine would you choose from this list? Why?

6. Work in groups. Do and discuss the following.

1. Make a list of the things you would expect to find in newspapers. Which of them give information and which provide entertainment?
2. Which are, to your opinion, the most important newspapers in Ukraine? Describe two of them.
3. Do you like to read newspapers/magazines? What sort of them do you prefer?
4. Are the Ukrainians such keen readers of newspapers as the British? Why do you think so?



Homework

Pupil's Book ex.5 - p.95

¹to contain [kən'tein] — містити, вміщати

²biggest-selling — той, що найкраще продається; має найбільший попит

1. a) Learn to pronounce the proper names in the box correctly.



b) Listen, then read the story.
Think of its main idea.

Years ago, there were many things that women didn't do. But that didn't stop Nellie Bly. She even ventured to try things no one, not even men, didn't do at her time.

Pittsburgh ['pɪtsbɜːg]

Elizabeth Cochrane

[ɪ'liːzəbəθ 'kɒkreɪn]

Joseph Pulitzer

['dʒəʊzɪf 'pʊlɪtsɜː]

Jules Verne ['dʒuːl vɜːn]

the Suez Canal ['suːz kə'næl]

San Francisco

[ˌsænfɹən'sɪskəʊ]

New Jersey [njuː 'dʒɜːzi]

Nellie Bly ['neli blai]

NELLIE BLY

after Jeanette Cook

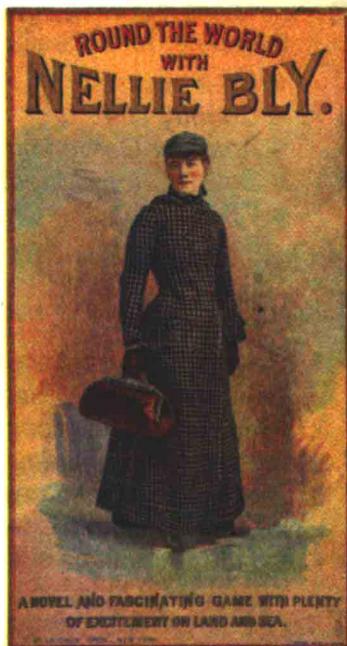
For many years most women worked only at home. Their job was to cook food, clean house and take care of children. But in the late 1800s, a few women started looking for work outside the home. This made many people angry.

One day a Pittsburgh newspaper published a story that said that a woman should work only at home. Many people who read it wrote letters to the editor. Most of them agreed with the story.

But one well-written letter did not agree. It said that because America did not use the minds of its women, it was not as strong as it could be. The name at the end of the letter was E. Cochrane.

The editor thought the letter was very good. In a newspaper story, he asked E. Cochrane to come and talk to him about a job. To his surprise, it was not a man, but a young woman, who came to see him. She said that her name was E. Cochrane ... Elizabeth Cochrane.

Elizabeth needed a job. She had to make a living for herself and her mother. Her family thought that she would be a nurse or a teacher. But Elizabeth wanted to be a reporter.



At first the editor was against the idea. He tried to say 'no' to Elizabeth. But after he heard her ideas for stories, he said that he would give her a chance.

Elizabeth began to write exciting stories. On each story she put the name Nellie Bly. This name soon became hers.

Women reporters for other newspapers wrote stories about flowers and dresses. But not Nellie. She wanted to help poor people. She sometimes went to dangerous places to get the stories she wanted.

At first many readers were upset. They said it was a man's job to write about poor people who had no homes. In the 1800s factories¹ were not safe. When Nellie wrote that factories were dangerous places to work, the owners of the factories became angry. At last she left Pittsburgh and began to look for a job as a reporter in New York City.

Many people in New York City heard of the woman reporter from Pittsburgh, but only one person wanted to give her a job. Joseph Pulitzer was happy to put Nellie to work on his newspaper, the *World*.

To get her stories, Nellie sometimes pretended to be someone else. She lived with poor people, worked in factories, and even had herself put in jail². This is why readers could believe the things she said in her stories.

Although Nellie wrote many stories that helped people, she became best known for her trip around the world. She read Jules Verne's *Around the World in Eighty Days*, a make-believe story about a man's eighty-day trip around the world.

Going around the world in only eighty days sounded impossible, but Nellie thought that it could be done. Joseph Pulitzer agreed with her. He gave her money for the trip.

On November 14, 1889, at 9:40 a.m., Nellie left New Jersey on a steamship. The steamship sailed across the Atlantic Ocean and landed on the south shore of England.

From England, Nellie sailed to France. Jules Verne came to greet her and wish her luck. Then she went by train to Italy.

Nellie boarded another steamship to travel across the Mediterranean Sea, the Suez Canal, and the Red Sea. Then she went across the Indian Ocean to China and Japan.



- NEW VOCABULARY**
- a mind** [maɪnd]
 - a venture** ['ventʃə]
 - mysterious** [mɪ'stɪəriəs]
 - upset** [ʌp'set]
 - to pretend** [prɪ'tend]
 - to venture** ['ventʃə]
 - **to make a living**
 - **to give a chance**

¹factory ['fæktəri] — фабрика

²jail ['dʒeɪl] — в'язниця

All along the way she sent back stories about her trip. These stories were used in the *World*. Soon many people learnt of Nellie's race against time. Each day they looked in the *World* for a story by Nellie. Would Nellie make it?

In Japan, Nellie boarded a steamship to cross the Pacific Ocean. When the ship landed in San Francisco, thousands of people were there to greet Nellie. She was filled with joy.

Then Nellie crossed the United States by train. Each time the train stopped, hundreds of people were there to meet her. They wanted to see Nellie to believe her exciting stories about the trip.

On January 26, 1890, at 3:15 p.m., Nellie was back in New Jersey. She went around the world faster than any other person. It took her seventy-two days, six hours, and eleven minutes.

And it all started with Elizabeth Cochrane's letter to an editor.



2. Speak on the following:

- What time does this story take place?
- Mention the details that tell how Elizabeth got a job.
- What details help you to understand that Nellie was an unusual person? Read them.
- Remember the details that describe Nellie's trip.
- What is the main idea of the story?
- How did you feel about the article?

3. Think about what you have read and answer the questions.

1. Why do you think Nellie Bly proved the idea that women should work only at home was wrong?
2. How do you know that Nellie Bly thought differently from other women reporters?
3. How do you know that Nellie's way of exploring the world and collecting news for stories was dangerous?
4. Why do you think Nellie Bly wanted to prove that a person could go around the world in eighty days?

4. Answer the following questions about the story.

- What is the main idea of the story?
- What are the details?
- How do the main idea and details help you to pick out the most important things that happened to Nellie Bly?

5. Discuss the following items with your classmates.

- Do you think Nellie Bly was a brave person?
- What do you think of her ventures?
- Share your opinion of Nellie Bly. Find facts to support your opinion. Listen as your classmates share their opinions.



6. Suppose you were Nellie Bly and were going around the world. Write a short newspaper article describing an adventure you have had in a foreign country.



HELPFUL TIPS

WRITING AN ARTICLE

- think of a good title for your article — you want to attract the reader's interest
- make sure that the first sentence of the article is linked¹ to the title and introduces the topic
- organize your ideas into paragraphs; each new point should start a new paragraph
- make sure that the last paragraph brings the article to a definite end; depending on the topic, the last paragraph can sum up the topic, reach a conclusion² or express your opinion on the topic



Homework

Pupil's Book ex.6 - p.99

¹to link [lɪŋk] — зв'язувати

²a conclusion [kən'klu:ʒn] — висновок; заключення

Lessons 7-8

1. Put the verbs in brackets into the right tense form.

1. The letter said that America (not to use) ... the minds of its women.
2. The editor thought the letter (to be) ... very good.
3. She said that her name (to be) ... Elizabeth Cochrane.
4. Her family thought that she (to be) a nurse or a teacher in her future.
5. They said it (to be) ... a man's job to write about poor people.
6. Nellie thought that it (can) ... be done.

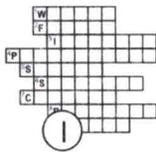
2. Answer the questions.

1. Do you think that a newspaper reporter is a job full of ventures? Why?
2. How does your father/mother make his/her living?
3. Do you think that a good reporter must use every chance to travel around?
4. What kind of transport was very popular among the travellers at the beginning of the 20th century?
5. What places are exciting to visit for schoolchildren, in your opinion?
6. Have you ever been in a dangerous place? If yes, where was it?
7. Would you like to be given a chance to visit some mysterious place or would you prefer to stay safe?
8. Can you pretend that you are OK when you are really upset?

3. These are the usual newspaper themes.

Match them with the pictures.

- politics
- economy & finance
- ecology
- education
- art & culture
- business
- science & technology
- health
- entertainment
- weather
- TV guide
- private life



4. Compare any two newspapers or magazines. How do they differ? Give your comments on the way different topics are covered. Work in pairs.

5. Give an example of a newspaper or a magazine with a section which is extremely popular among the readers.

6. a) Read about the press in the USA and do the tasks below.

In the USA there are more than 1,500 daily papers. It speaks for the fact that the Americans like to read newspapers. Read the scheme and say what you would read first. A newspaper contains:

- facts about private lives of popular people
- the comics
- TV programmes
- cultural events
- advertisements for holiday-makers
- local news
- sensations and scandals
- advertisements for things on sale
- advertisements for jobs
- what's on at the theatre
- international news
- articles about business and finance
- sport events

US papers are very big, especially Sunday editions. They have many sections, which deal with different subjects. It makes a newspaper interesting to different people.

b) Using the information from a), write what sections are interesting to different persons. Use the scheme and the list below.

- I believe ... would read the information about ...
- ... people would read ...



- educated people
- businessmen
- children and teens
- politicians
- housewives
- sport fans
- unemployed people
- holiday-makers
- middle class people



7. a) Look through the list of items (1-14) and the extracts from a school magazine (a-e). Find the right heading for each extract.

1. Hockey Report
2. Athletics Report
3. Tennis Report
4. Public-Speaking Competition
5. A Trip to Paris
6. The Spanish Trip
7. Our Impressions of Italy
8. Easter Cruise
9. Play On
10. Drama Festival
11. Memories of the School Concert
12. Thirteen Is ...
13. If Music Be ...
14. Orchestral and Choral Concert

a
The School Concert was a nail-biting, knee-trembling day. The long wait between the end of school and the beginning of the concert at seven-thirty did not help! At seven p.m. the orchestra arrived and started tuning up in the Sixth Form Common Room and at seven-fifteen the other performers arrived making the room even more crowded and noisy.
 Jim

b
When I arrived everyone was panicking about something. "My clarinet's not in tune". "I'm losing my voice." "Where's my costume?" "Oh, no, this shield has snapped!"
 Elizabeth



d
I was not actually in the Concert which was rather disappointing. I helped to put out all the chairs. It was a very pleasant performance but next time I hope I'll be in the right place at the right time so I can see the Concert.
 Anna

c
Once on stage, I tried to keep my eyes away from the audience. The lights were burning against my cheeks, and I felt them turn red. My first speech went fine, although when I saw how large the audience was, I almost stuttered!
 Robert

e
Joint Second Orchestra gives concert at St. Antony's. Chamber Concert "Ballads, Songs & Snatches" is in Powell Hall Orchestra & Choral workshop in Stuart Centre.
 George

b) Ask and answer in pairs. What aspects of the schoolchildren's life does the magazine bring up? Is the material offered on the pages of the magazine entertaining and informative?

8. Work in groups. Speak about British and American newspapers.

1. What British and American newspapers and magazines do you know?
2. Are they easy to buy in your country?
3. Are they interesting to read?
4. What are your impressions?
5. What, in your opinion, are some advantages and disadvantages of having a wide choice of newspapers and magazines offered to readers?

**9. Role-play the situation in pairs.**

- A**, ask your foreign friend what newspapers and magazines he/she subscribes to. Ask his/her opinion of these periodicals.
B, you are **A**'s foreign friend. Say what newspapers and magazines you subscribe to and say why you like them.

**10. Imagine you work for a local newspaper. Write notes about real or imaginary news stories. Choose one of these areas:**

- entertainment (e.g. a concert);
- sport (e.g. a local match);
- personal (e.g. a local girl won a national chess competition);
- good news (e.g. new hospital opened);
- bad news (e.g. minor accident).

**11. AN INFORMATION PAGE FOR THE MAGAZINE**

Write an Information Page for your magazine.

Step 1. Work in a group of three-four. Find out about local newspapers in your town/region.



- How many newspapers are produced there?
- What are their titles?
- Where are they printed?
- Where are newspapers sold in your town/village?
- Are there any national or foreign newspapers sold in your town?

Step 2. Prepare an Information Page for your magazine, using the facts you've learnt.

Step 3. Present it in class.



Homework

Pupil's Book ex.10 - p.103

Lesson 9



What is more interesting and useful — a book or a newspaper?

1. Read the article and agree or disagree with some American authors.



Newspapers and magazines play a very important role in our life. Practically there is no family that does not receive one or two newspapers and magazines.

We can learn many things from newspapers. Perhaps that is why many years ago an American humorous writer said, "All I know is what I see in the papers"; and another American author more than half a century ago wrote that "the careful reader of a few good newspapers can learn more in a year than most scientists do in their great libraries".



2. Divide into two teams to debate on the statements above.



I agree that newspapers help us in many ways ...

But scientific books and magazines have more information than newspapers!



Pupil's Book p.p.105-107



TEST YOURSELF!

VOCABULARY

1. Fill in the words from the box.

headline, daily, issue, item, heading, edition, cover, subscribe, monthly

1. What is the first ... on the programme?
2. He wrote a long ... of the article — *The New Economics*.
3. This is the evening ... of the newspaper.
4. Look through the items under the ... *Facts and Comments* and choose those which you think the most important.
5. The magazine ...s the most actual international problems and questions.
6. Hundreds of letters are received
7. What ... newspapers do you know?
8. Do you ... to any magazines?
9. Have you bought the latest ... of the magazine?
10. Most magazines usually appear

15 points

GRAMMAR

2. Complete the sentences using the ideas from the brackets. The words in the box can help you.

as soon as
after
before
if
till (until)

1. Do it (перш, ніж вона представить себе).
.....
2. (Як тільки вона приїде), you'll be under the power of her charm.
3. It will take you half an hour (якщо ти поїдеш на метро).
.....
4. (Після того як прийде бібліотекар), the library will be opened.
.....
5. I won't go anywhere (до тих пір, поки він не зателефонує).
.....

15 points

COMMUNICATION

3. Read and complete.

A: The newspapers and magazines are full of illustrated advertisements. Most of them are well done, but I don't like them.

B: ...?

A: I don't like to be told what to buy.

B: Oh, but the advertisements help you to choose what's best, don't they?

A: Some of them

Actually

.....

.....

.....

25 points

LISTENING



4. Listen and put a tick (V) if the sentence is true or cross (X) if the sentence is false.



- 1. *The Wall Street Journal* is a popular newspaper.
- 2. *The Washington Post* covers business issues.
- 3. *USA Today* is a truly national newspaper, which offers news of general interest.
- 4. Most daily papers are distributed locally.
- 5. *The New York Times* is the newspaper of the international importance that is ranked as 'the world's top daily'.

25 points

Unit 5

GEOGRAPHICAL OUTLOOK

Lesson 1



1. Listen and read. Then talk in pairs.



John: Have you had a nice evening?

Terry: Yes, I've been watching a documentary film on TV.

John: Really? What was it about?

Terry: About a sea trip to Great Britain.

John: A sea trip? I would prefer flying there by airplane.

Terry: Sure, it is the fastest way. But if you want to make your visit to Great Britain more exciting, you should choose the other way.

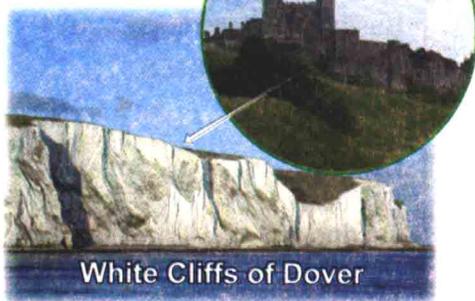
John: Well, what is it like?

Terry: First, you go to Calais ['kæleɪ] by train, and then cross the Strait of Dover on board the channel boat. The English Channel is rather narrow here — only thirty-two miles wide and the crossing takes only an hour and a quarter. Then you'll see the white cliffs of Dover.

John: Dover? What is it?

Terry: Dover is one of the most ancient ports. Right above the harbour¹ on a cliff stands Dover Castle called 'The Key of England'.

John: Really? It sounds interesting... Can you show me the way on the map?



White Cliffs of Dover

2. Say if it is true or false.

1. Terry has been watching a documentary last evening.
2. The documentary was about a sea trip to Australia.
3. The fastest way to get to Great Britain is going there by train.
4. Sailing on board a ship is more interesting.
5. It takes three hours to cross the English Channel by ship.
6. Dover is a very ancient town.



NEW VOCABULARY

- a climate ['klaɪmɪt]
- a compass ['kɑmpəs]
- a continent ['kɒntɪnənt]
- an island ['aɪlənd]
- a strait [streɪt]
- a zero ['zɪərəʊ]
- mild [maɪld]
- to occupy ['ɒkjʊpaɪ]
- to separate ['sepəreɪt]
- to surround [sə'raʊnd]
- to be situated
- to be washed

¹harbour ['hɑ:bə] — гавань, порт

7. The Dover Castle stands at the bottom of the mountain.
8. The Dover Castle is called 'The Key of England'.
6. What can you learn when you imagine that you are travelling?

3. Ask and answer in pairs.

- 1) Do you like to imagine that you are travelling to some places?
- 2) What imaginary places do you travel to?
- 3) Who do you travel with?
- 4) How do you travel? Do you take a map and a compass or do you just imagine things?
- 5) Is it more interesting to travel when you have a map and a compass?



REMEMBER!

in the **north** (northwest)

in the **south** (southeast)

in the **east** (northeast)

in the **west** (southwest)

to the north of

to the south of

to the east of

to the west of

to the northwest of

to the southeast of

to the northeast of

to the southwest of

York is in the north of England. Wales is to the southwest of England.

4. a) Read the information below and study the map of Great Britain.

For many centuries the country was known as England. But it is also known as Great Britain, and its full name is The United Kingdom¹ of Great Britain and Northern Ireland ['nɔ:ðən 'aɪələnd].

b) Find the four parts of the country. Write their names down and translate. Use the dictionary if necessary.

c) Read and pronounce the geographical names correctly:

Ben Nevis [ben 'neɪvɪs] — a name of the mountain in Scotland

Loch Lomond [lɒk 'lɒməʊnd] — a name of the lake in Scotland

the Gulf Stream ['gʌlf ,stri:m] — a warm current² which flows from the Gulf of Mexico towards Europe

Wales [weɪlz] — one of the countries of Great Britain

Northern Ireland ['nɔ:ðən 'aɪələnd] — one of the countries of Great Britain

Thames [temz] — a river London stands on

¹a kingdom ['kɪŋdəm] — королівство

²current ['kʌrənt] — протока; течія

d) Read the article and pay attention to the meanings of the words in bold.

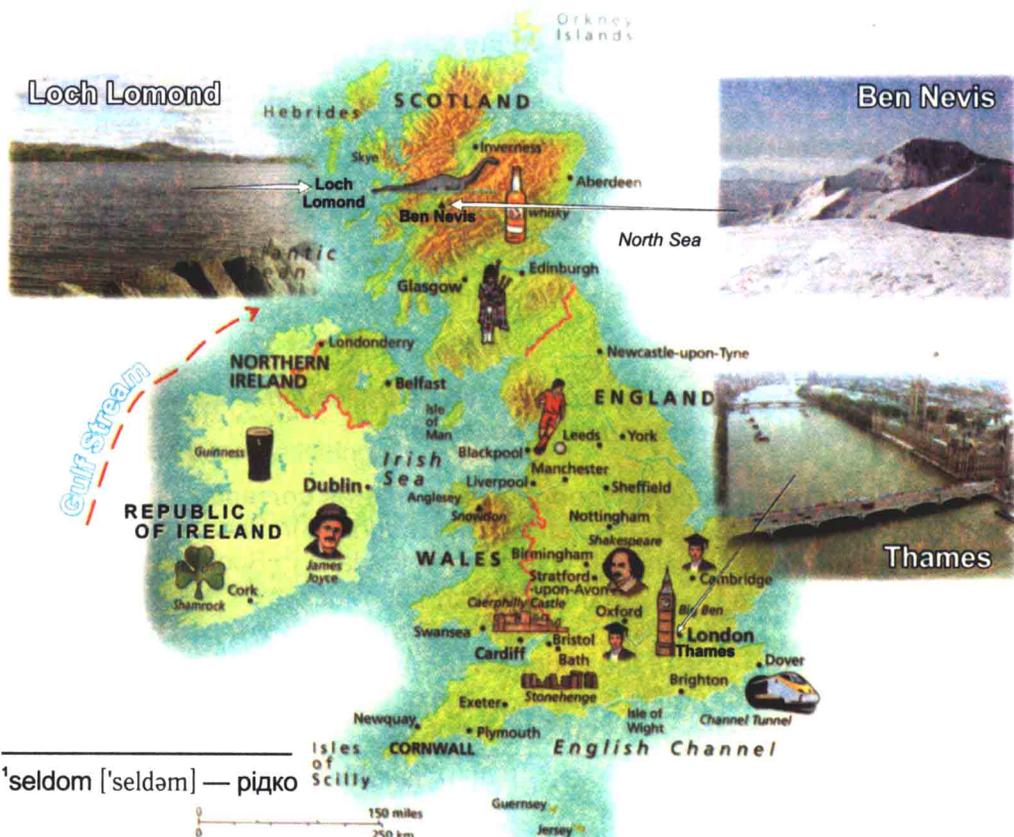
THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

Geography and Climate

The United Kingdom of Great Britain and Northern Ireland is situated on **islands**. **Northern Ireland** occupies the northern part of Ireland. It is situated on the separate island. Great Britain **consists** of three parts. Their names are **England**, **Scotland** and **Wales**. Scotland is situated in the north of Great Britain, Wales — in the southwest, and England — in the southeast.

Great Britain is **surrounded** by seas on all sides and is **separated** from the continent by the North Sea and the English Channel. The rivers in Great Britain are not long, but many of them are deep. The capital of Great Britain, London, is situated on the **Thames River**. There are many mountains in the north of England and in Scotland, but they are not very high. The highest mountain in Great Britain is **Ben Nevis**. There are many lakes in Scotland. The most beautiful is **Loch Lomond**. There are many countries which are connected with Great Britain by sea.

Thanks to the **Gulf Stream** the climate of Great Britain is mild. The weather is often foggy and rainy. Summer is not very hot and winter is not very cold. Winter temperature seldom¹ falls below zero.



¹seldom ['seldəm] — рідко

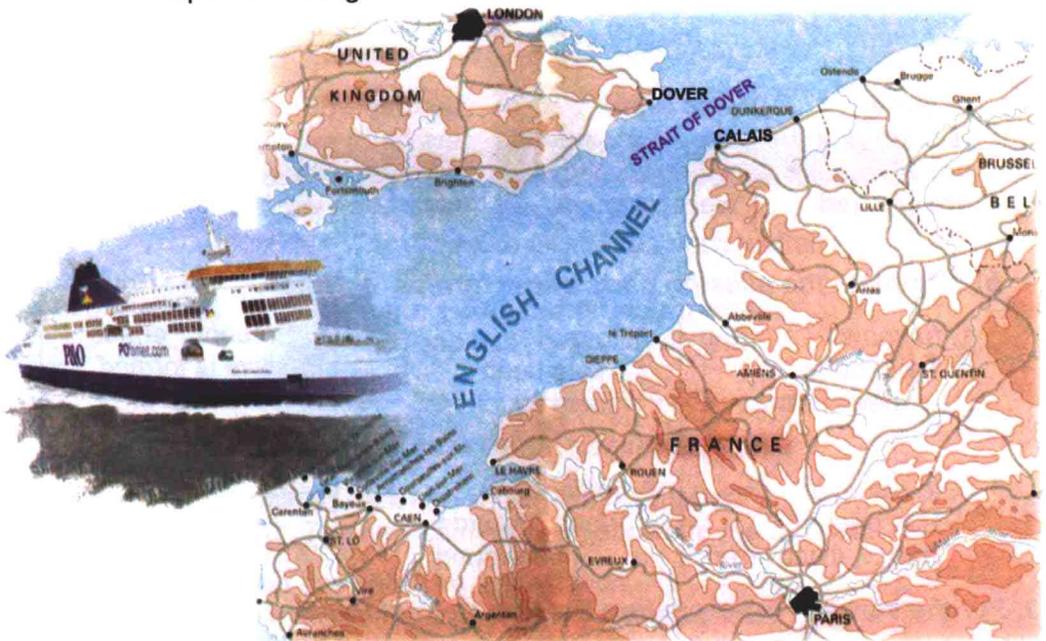
e) Answer the following questions.

1. What is an island?
2. Is United Kingdom situated on an island on a continent?
3. What territory does Northern Ireland occupy?
4. How many parts does Great Britain consist of?
5. What are their names?
6. Where are they situated?
7. What is Great Britain surrounded by?
8. What can you say about the rivers in Great Britain?
9. Where are the mountains situated?
10. What do you know about London?
11. What do we say about a climate of a country where winters are not very cold and summers are not very hot?
12. Why do we say that Great Britain has a very good geographical position?
13. Which countries are connected with Great Britain by sea?
14. What makes the climate of Great Britain mild?
15. What can you say about the climate of Great Britain?

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



You are all on board a ship which is sailing to Great Britain. Make up short dialogues.



Lesson 2

1. Compare the meanings of Simple Passive tense forms.

Simple Present Passive	Simple Past Passive	Simple Future Passive
Great Britain is washed by the seas on all sides.	Great Britain was known as England for many centuries.	Nick will be taken on the sea trip to England next summer.

GRAMMAR POINT

Present Perfect Passive

(Теперішній перфектний час. Пасивний стан)

is used when the doer of the action is not known or not important.

Compare:

ACTIVE VOICE

The President **has established** a new rule.
 Bob **has finished** his geographical report.

PASSIVE VOICE

A new rule **has been established** recently.
 The geographical report **has been finished** at last.

2. a) Read and compare the following.

is done**is surrounded****are situated****are washed****was done****was surrounded****were situated****were washed****has been done****has been surrounded****have been situated****have been washed**

b) Complete the missing parts of the forms.

1. *to know*

have been ...

... been known

2. *to tell*

have been ...

have ... told

3. *to discover*

has been ...

has ... discovered

4. *to find*

has ... found

... been found

Note

Present Perfect Passive is formed with the help of **'have/has been' + the 3rd form** of the action verb.

3. Put the verbs in brackets into Present Perfect Passive.

- The issue of the school newspaper (to release) ... already.
- I am happy with the fact I (to choose) ... to travel around Britain.
- The topic (to cover) ... by the editor.
- The leading article (to write) ... already ... by my sister.

5. The place (to visit) ... by thousands of people lately.
6. A new bridge over the river (to build) ... this year.
7. She was surprised with the building that (to rise) ... recently.
8. The new construction of the museum (to finish) ... already.

4. Make up interrogative and negative sentences from the following:

Example: A new library has been built in our street.

Has a new library been built in your street?

A new library has not been built in our street.

1. Many schools have been constructed this year.
2. The new project has been finished already.
3. Our library has been turned into a shopping centre.
4. The problem has been discussed already.
5. The letters have been posted.

5. Make these sentences passive.

1. They have published her new book recently.
2. The town council has just opened our local museum.
3. Their house looks very neat after they have painted it.
4. The room looks nice. Somebody has cleaned it.
5. My dress is clean. Someone has washed it.
6. Dinner is ready and hot. Someone has just cooked it.
7. They have opened a new theatre in the city.
8. There are no letters on the table. Somebody has posted them.



REMEMBER!

by + agent

e.g. *The Treasure Island* has been written
by L. Stevenson.

with + tool/material/ingredient

e.g. The road has been chosen with
compass.

6. Rewrite the sentences in the passive.



Example: Jack has shown me his new car.

The new car has been shown to me by Jack.

1. Lisa has sent Tim an invitation.
2. Her mother has given Molly a new dress.
3. Fiona has been cooking this tasty dish.
4. Simon has organized this party.
5. A dog has been chasing its master.
6. The British Council has supported the English language programme.



7. Correct the mistakes.

1. Your homework must finished by Monday.
2. The house is been decorated recently.
3. Mike has been tell about his new school.
4. The letters were being opened every morning in the office.
5. The woman seen taking the children to school.

8. Turn the following questions into the passive.

Example: *Has anybody read the article?*

Has the article been read by anybody?

1. Have you invited Mary?
2. Has she written any Christmas card?
3. Has Mike done the report already?
4. Have they done their shopping?
5. Has Ben repaired the door before he left for work?



9. Imagine you are an editor and want to know if the boys and girls have done everything to release the current issue of the paper. Ask as many questions as possible. Use the Present Perfect form.

Phrases for help: to write articles; to make photos; to compose poems; to write jokes; to collect interesting materials from magazines; to draw pictures; to design pages; to finish the leading article; to make up a crossword; to choose questions for the quiz; to print the texts, etc.



Lesson 3

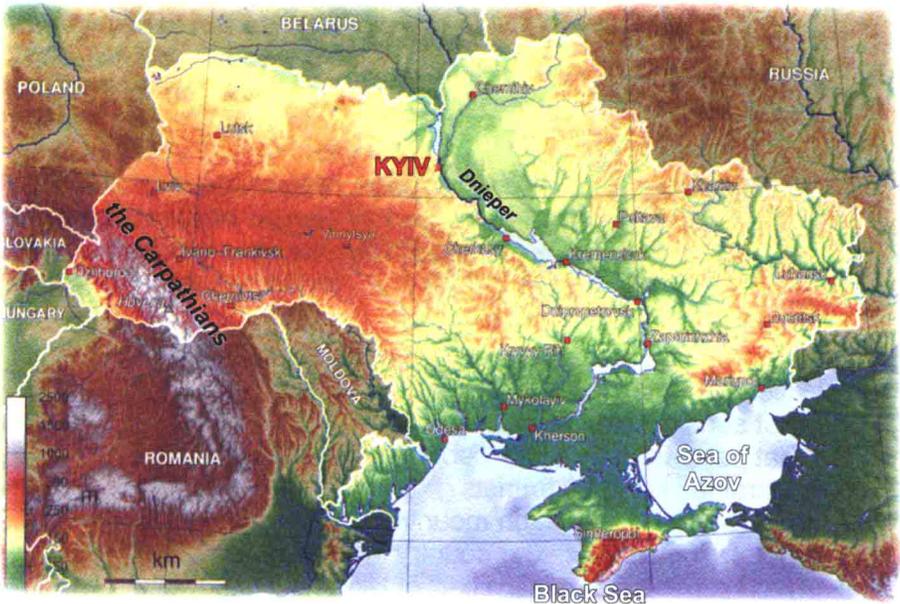
1. a) Before reading try to pronounce the following geographic names correctly.

Russia [ˈrʌʃə]
 Belarus [ˌbeləˈruːs]
 Moldova [məlˈdɔʊvə]
 Czech Republic [ˈtʃek rɪˈpʌblɪk]
 Slovakia [slɔˈvækɪə]
 Hungary [ˈhʌŋgəri]
 Poland [ˈpəʊlənd]
 Romania [rəʊˈmeɪniə]
 the Carpathian Mountains
 or the Carpathians

the Crimean Mountains
 the Dnieper [ˈdni:pə]
 the Dniester [ˈdni:stə]
 the Bug [bʊg]
 the Donets [ˈdɒnets]
 Jews [dʒuːz]
 Poles [ˈpəʊlz]
 Bulgarian [bʌlˈɡeəriən]
 square [skweə]
 kilometre [ˈkɪləˌmi:tə]

b) Read the text using the map of Ukraine.

THE GEOGRAPHY AND CLIMATE OF UKRAINE



Ukraine is one of the largest countries in Eastern Europe. It covers an area of 603,700 square kilometres. Its territory stretches for 893 kilometres from the north to the south and for 1,316 kilometres from the east to the west. Ukraine borders on Russia, Belarus, Moldova, Czech Republic, Poland, Slovakia, Hungary and Romania. On the south it is washed by the Black Sea and the Sea of Azov. The major part of Ukraine is flat and only 5 % (per cent) of the whole territory is mountainous.

The two mountainous areas in Ukraine are the Carpathians and the Crimean Mountains, but they are not high. The main rivers are the Dnieper, the Dniester, the Bug, the Donets and others.

The climate is mild and soft in the west and in the centre, warm and dry in the east and hot in the south. The flora of Ukraine is rich in a great variety of plants, which number up to 16,000. The animal life is also unusual and specific.

The population of Ukraine is 47 million inhabitants. Many nationalities inhabit our country: Ukrainians, Russians, Jews, Poles, Belarusians, Moldovians, Bulgarians, Hungarians, Czechs, Greeks, etc.



an area ['eəriə]
a border ['bɔ:də]
an inhabitant [in'hæbitənt]
a territory ['teritəri]
population [ˌpɒpjə'leɪʃn]
flat [flæt]
major ['meɪdʒə]
mountainous ['maʊntɪnəs]
to border (on) ['bɔ:də]
to inhabit [in'hæbit]
to stretch [stretʃ]

2. Complete the sentences.

1. Ukraine covers an area of ...
2. Its territory stretches for ...
3. Our country borders on ...
4. Ukraine is washed by ...
5. The two mountainous areas are ...
6. The main rivers are ...
7. The climate is ...
8. The flora of Ukraine is ...
9. The fauna (animal life) is ...
10. The population of Ukraine is ...



3. Role-play the situation in pairs. You are in one of British schools. The British teacher of Geography wants his/her pupils to know more about Ukraine. Answer his/her questions.

1. Where is Ukraine situated?
2. What can you say about its geographical position?
3. Which countries does it border on?
4. What seas is Ukraine washed by?
5. What part of Ukraine is occupied by the mountains?
6. Is Ukraine visited by tourists?
7. What are the tops of high mountains usually covered with?
8. What nationalities is your country inhabited with?
9. Which sea is the southern part of Ukraine washed by?
10. What languages are spoken in Ukraine?

4. a) Use the information from the fact file below to complete the text.

1. The official name of Great Britain is ...
2. It is (розташована) ... to the northwest of Europe.
3. It is washed by ...
4. Its (площа) is ...

5. The capital city is ...
6. It is (заселена) ... with a population of ...
7. ... is spoken here.
8. ..., ... and ... are spoken too.
9. As the United Kingdom is in the northwest of Europe, it has got a ...

b) Do the geographical outlook of the countries in written form. The fact files below will help you. Use the Passive Voice in your description.



THE UNITED KINGDOM

Full name: The United Kingdom of Great Britain and Northern Ireland

Capital: London

Area: 244,044 square kilometers

Population: 56,878,000

Climate: Temperate — not very hot, not very cold. A lot of rain in the west and in Scotland.

Highest mountain: Ben Nevis in Scotland (1,340 metres)

Official language: English

Other languages: Irish, Welsh, Gaelic ['geɪlɪk]

Money: pounds and pence



NAME: CANADA

Capital: Ottawa

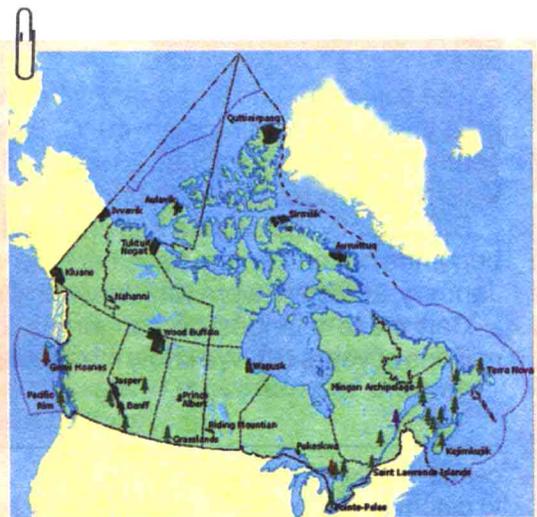
Area: 9,975,233 square km

Population: 25,963,000

Climate: Temperate in the south. The north is in the Arctic Circle; temperatures in winter go down to -45° Celsius.

Highest mountain: Mount Logan (5,951 metres)

Official languages: English, French





5. Make up a Fact File of Ukraine.

Use the information:

The highest mountain is Hoverla (2,061m). The climate is moderate-continental; in the south of Crimea it is subtropical.

6. Before getting some more information about the climate of our country read and guess the meaning of the following words.

an influence ['ɪnfluəns] (n): Computers have a strong influence on our life.

We don't know everything about the influence of climate on people.

to influence (v): What has influenced your opinion?



REMEMBER!

to influence somebody/something,
but

to have an influence on somebody/something

CLIMATE OF UKRAINE

Climate is the weather a certain¹ place has over a long period of time. Climate has a very important influence on plants, animals and people, and it varies in different parts of the world.

The climate of any country is determined² by its geographical position. Ukraine's territory is in the temperate zone. In general the country's climate is moderate-continental, subtropical only in the southern part of the Crimea. The differences in climate are caused³ by many factors: landscape, distance to seas and oceans... The climate varies not only from the north to the south, but also from the northwest to the southwest as the warm air masses are moving from the northwestern part of Atlantic Ocean.

The average⁴ temperature in Ukraine varies between +5; +7 °C in the north and +11; +13 °C in the south.

The coldest month is January with a record low of -42 °C. The warmest month is July with a record high of +40 °C. Rain and snow ranges⁵ from about 76 cm a year in the north to about 23 cm in the south. The highest rainfall is in the Carpathian and Crimean mountains.

But recently the climate has changed a lot. Some scientists think the weather becomes hotter. Winters have become warmer. Sometimes there is little snow in January, and there were winters when it rained on the New Year's Eve in Ukraine.

Can these changes be dangerous for our country or even planet? Earth is millions of years old. We know many of its secrets. Yet, there is still much to learn.

¹certain ['sɜ:tn] — певний

²to determine [dɪ'tɜ:mɪn] — визначати

³to be caused (by) — бути спричиненим

⁴average ['ævərɪdʒ] — середній

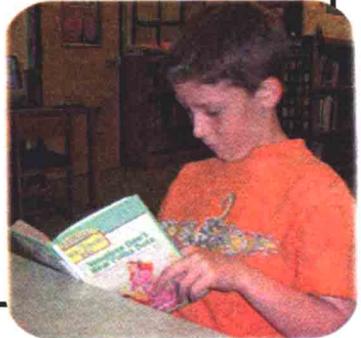
⁵to range [reɪndʒ] — коливатися
в межах



HELPFUL TIPS

READING STRATEGIES

- Before you start reading, look at the title. Are you familiar with the topic? What experience have you had with this subject? Now, as you read the text, you may find the material easier to understand.
- First read the text quickly for general understanding. This is called **skimming**. Try to summarize the situation in your mind, then start from the beginning, reading the text carefully this time. This method will help you to understand better what you read.
- Don't stop reading every time you don't understand a word. Continue reading and try to find out the main idea of the sentence. After you have read a paragraph, go back to unknown words. You may have enough information to guess their meaning now. Use a dictionary to check your guesses. Otherwise just enjoy reading what you do understand.
- To understand a long sentence, separate it into smaller parts. One way you can see the smaller parts is by noticing the commas (,). Commas often separate two different ideas, and they join these ideas in the sentence.



7. Imagine, you have got to give a lecture ['lektʃə] on the geographical position of Ukraine in one of the American schools. Use the map. Point out the borderlines, the bordering countries, seas, rivers and mountains of Ukraine. Speak about its climate and nature.

Lesson 4

1. Read and talk about the impressions of Britain that 'English Bridge' readers write about in their letters.

When I remember my trip to Britain, I think of two main areas, Scotland and England — the places I have been to.

Scotland is very beautiful! There are mountains, valleys, lakes and hundreds of islands.

The most famous lake is called Loch Ness. It is very deep and some people believe that a mysterious creature¹ lives at the bottom. This monster is often called 'Nessie'.

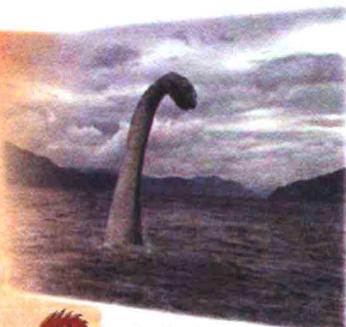
The capital of Scotland is Edinburgh. Every summer it has a huge festival; artists, poets, musicians and actors from all over the world go there.

I was also impressed by beautiful gardens all over England. By the way, the symbol of England is a red rose and English people are crazy about gardening.

Some of the wildest and most beautiful countrysides in England are in the north. They are very popular with walkers, campers and climbers.

I went to the northeast near Newcastle and saw the famous Hadrian's Wall. Roman soldiers built it 2000 years ago. Fantastic!

Yours, Olena Tatarchuk



NEW VOCABULARY

- a bottom ['bɒtəm]
- a desert ['dezət]
- a hedge [hedʒ]
- highlands ['haɪləndz]
- lowlands ['ləʊləndz]
- a meadow ['medəʊ]
- a scenery ['si:nəri]
- a valley ['væli]
- at the bottom (of)
- to come across



I had a chance to visit Wales on my last holiday. I came across a red dragon — the oldest symbol of Wales everywhere. Holiday makers love the beautiful Welsh beaches, and the mountains of Snowdonia are popular, too.

There are some ancient castles which are also big tourist attractions. A popular musical instrument in Wales is a harp². Welsh people like singing and organize music festivals. The Welsh are crazy about rugby. It's their national sport. There is a fantastic stadium in Cardiff.

I was surprised when I learnt that there are 2 official languages in Wales, Welsh and English. Children study Welsh at school. Road signs are usually in Welsh and English, too.

Sincerely, Maxym Chubenko

¹a mysterious creature [mɪ'stɪəriəs 'kri:tʃə] — таємнича істота

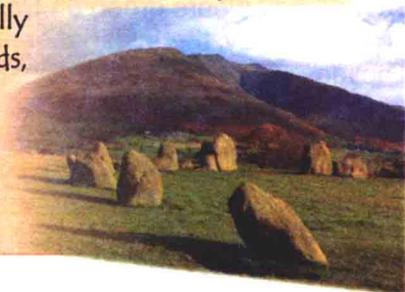
²harp [hɑ:p] — арфа

When you travel about the country you can see how the scenery changes right in front of your eyes. Highlands turn into lowlands, forests and hills turn into meadows and plains very quickly. It's hard to believe, but in Great Britain one can find practically any type of scenery. Often what people first notice about Britain, especially if they arrive by plane, is the green of the fields, hedges and trees.

Britain is an unusually beautiful country!

With regards,

Marta



2. Ask and answer in pairs.



1. What would you like to see in Scotland? Why?
2. What was Helen impressed by in England?
3. What parts of England did she visit? What did she see there?
4. What do the holiday makers like in Wales?
5. What can anyone see in Wales?
6. What was Maxym surprised with?



3. Fill in the words from the 'New Vocabulary'.

1. When you speak about the ... of a place you mean its hills, rivers, forests and so on.
2. ... is a large area of land with very few trees on it.
3. ... is a field which has grass and flowers growing in it.
4. ... is a long and narrow¹ piece of land between hills.
5. People who live in their own house, usually put a ... around it and a small yard in front of it.
6. ... are low-lying lands.
7. ... are lands in the mountains.



4. Imagine you've been to Northern Ireland. Write a letter about your impressions. Make use of the information below.

Ireland is a name of an island. It is next to the island of Britain. There are two parts of Ireland: Northern Ireland is a part of the United Kingdom, and the Republic of Ireland is an independent² country.



¹narrow ['næɹəʊ] — вузький

²independent [ˌɪndɪ'pendənt] — незалежний

📌 You will see everything in Ireland is green, in fact Ireland's other name is 'the Emerald¹ Isle'. Green is one of the symbols of Ireland and everybody wears green on Saint² Patrick's Day, the Irish national holiday.

HAPPY ST. PATRICK'S DAY!



📌 If you sailed west from Ireland you would come to the USA. There are many people in the USA with Irish surnames and Irish relatives, because a hundred years ago thousands of Irish families left Ireland to look for work in the USA.



📌 Traditional music instruments are bagpipes³ and fiddles⁴.



5. a) Read, answer and make a list.

When people think of a foreign country they picture in their minds different things. What do you usually imagine when you think of Great Britain?

Make a list of things.

b) Compare your list with your partner's.

c) Make up the Word Map of Great Britain.

6. Read and write a letter to your pen friend.



Newspapers and television bring news and opinions from all over the world. From this information we start to build up pictures of other countries and other people in our minds.

Imagine you've won a prize — a travel to any country you like. Write a letter to your pen friend and tell him/her about your choice. Explain why you'd like to visit this country. Share the information you've got, your thoughts and opinions.



Homework

Pupil's Book ex.6 - p.122

¹an emerald ['emərəld] — смарагд

²saint [seɪnt] — святой

³bagpipe ['bæɡpaɪp] — волынка

⁴A 'fiddle' is another name for a 'violin'

Lesson 5

1. Before listening learn to read and pronounce the names of some British cities. Find them on the map.

Manchester ['mæntʃɪstə]
 Liverpool ['lɪvəpu:l]
 Bristol ['brɪstl]
 Plymouth ['plɪməθ]

Portsmouth ['pɔ:tsməθ]
 Birmingham ['bɜ:mɪŋəmə]
 Stratford-upon-Avon ['strætfəd əpən 'eɪvən]
 Leeds [li:dz]



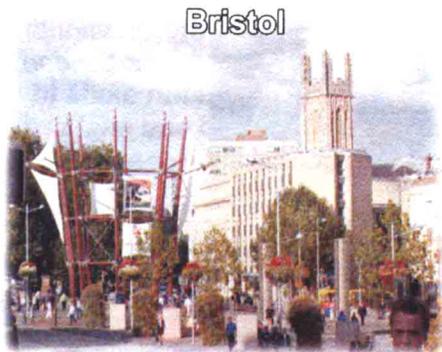
2. a) Listen to the lecture about the population of Great Britain and try to remember the nationalities of the inhabitants who live in different parts of the country.



Liverpool



Manchester



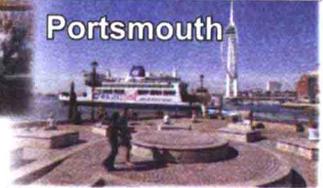
Bristol



Birmingham

NEW VOCABULARY

- a fisherman ['fɪʃəmən]
- an industry [ɪn'dʌstri]
- a sailor ['seɪlə]
- industrial [ɪn'dʌstriəl]
- to be proud of
- to be buried



Portsmouth

b) Copy and fill in the table with the names of people who inhabit the United Kingdom.

COUNTRY	CAPITAL	PEOPLE	LANGUAGE
Great Britain	London	the British	English
England	London	...	English
Scotland	Edinburgh	...	English, Gaelic
Wales	Cardiff ['kɑ:dɪf]	...	English, Welsh
Northern Ireland	Belfast [bel'fɑ:st]	...	English, Irish

HELPFUL TIPS

LISTENING FOR SPECIFIC INFORMATION

- Make sure you know what you have to do, e.g. *match, fill in gaps or complete a table.*
- Make notes as you listen.
- Use the sentences for filling in gaps or the topics from the table to help you while you are listening.
- If you miss some information, write a question mark to remind you to listen carefully second time, e.g. *the people of Scotland?*



3. Listen about the population of Great Britain again and complete the sentences choosing right answers.

- 1) More than ... million people live in Britain.
a) 65 b) 46 c) 56
- 2) ... are the biggest industrial cities in the centre of England.
a) Manchester and Leeds
b) Liverpool and Manchester
d) Leeds and Birmingham
- 3) Many sailors and fishermen live in Liverpool, ...
a) Plymouth and Portsmouth
b) Sheffield and Portsmouth
c) Portsmouth and London
- 4) ... is the birthplace of famous Shakespeare.
a) Bristol
b) Manchester
c) Stratford-upon-Avon
- 5) In some parts of ... and Wales people speak other languages besides¹ English.
a) England b) Scotland c) Britain
- 6) Everyone in the UK speaks English ...
a) clearly b) in the same way
c) differently



4. a) Use the table you have copied (see task 2b) and name the capitals of:

- England ●Northern Ireland ●Scotland ●Great Britain ●Wales.

What country has the same capital as Great Britain on the whole²?

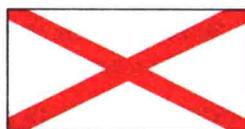
b) Work in pairs. Ask and answer about the people, the language and the capitals of each part of Great Britain.

¹besides [bi'saidz] — крім того; також, теж

²on the whole [həʊl] — загалом

5. Read the notes about Britain and answer the questions below.

- Over 20,000 British people are fishermen.
- No town in Britain is more than 80 miles away from the sea.
- Great Britain gets all the oil it needs from the North Sea.
- The national flag of the United Kingdom is made up of three crosses (as you can see on the map at the end of the textbook): the cross of St. George (the patron Saint of England), the cross of St. Andrew (the patron Saint of Scotland) and the cross of St. Patrick (the patron Saint of Ireland). It is usually called the Union Jack ['ju:njən dʒæk].
- Each country has its own flag and colour: England — white, Scotland — blue, Wales — red. The colours are usually used for football or rugby teams.
 1. How many of Britain's inhabitants are fishermen?
 2. How far from the sea can a British town be?
 3. Where do the British get the oil they need?
 4. What is the name of the British flag? Why?
 5. What are the national colours of different parts of the UK?



Irish flag



Scottish flag



Welsh flag



English flag

6. Work in a group of three to prepare a short lecture about Ukraine.

- a) Brainstorm the ideas about our country, its people and cities, languages and a flag.
 - b) Make notes and write down the plan of your lecture.
Make use of the information below.
 - c) Present your lecture in front of your class. Use the map of Ukraine.
- The population of Ukraine is 47 million people.
 - 72 % of the population are Ukrainians.
 - Russians represent 22 % of the population of Ukraine.
 - The other 6 % are presented by Belarasians, Poles, Moldovians, Bulgarians, Hungarians, Jews, Czechs, Greeks, Tatars and others.
 - The state language is Ukrainian.



Lesson 6

1. Before reading the article get some information on Social Studies and make use of the 'Helpful Tips' below.

Social Studies is a kind of nonfiction. It gives facts about people in different parts of the world. It tells where they live and how they live together in groups. Social Studies writing has the same parts as all nonfiction writing.

TOPIC: This is what the writing is about. Social Studies is always about real people and real places.

MAIN IDEAS: These are the important ideas you learn as you read. In Social Studies you learn important facts about people and places.

FEATURES: These are the things which mean specific (typical) characteristics. In a Social Studies articles, pictures show you what the people and the places look like. A map might show you the places in a town or city.

HELPFUL TIPS

HOW TO READ THE ARTICLES ON SOCIAL STUDIES

I. Before You Read

Look at the title and look at the pictures. Think of what you would like to learn about the people and the place.

II. As You Read

Read carefully. If some parts don't make sense to you, read them again. You may see words in bold type. Be sure you find out what these words mean. Ask yourself these questions as you read.

Topic:

- What is the article about?
- What do I already know about the people and the place?

Main Ideas:

- What new facts can I learn?
- What are the important ideas about the people and the place?

Features: What do the pictures and the map show me about the people and the place?



NEW VOCABULARY

an economy [i'kɒnəmi]

a range [reɪndʒ]

a source [sɔ:s]

a tributary ['tribjətəri]

immense [i'mens]

to embrace [ɪm'breɪs]

to extend [ɪk'stend]

to flow [fləʊ]

● **to be rich in**



2. a) Listen, then read the article and match its seven paragraphs to the topics from a) to g) noted after the text.



THE UNITED STATES OF AMERICA

(1) 'The United States of America' is a name of the country composed of 50 states joined in a **federal republic**, and its citizens are known as 'Americans'.

In the north the US is bordered by Canada, and in the south it borders on Mexico. It is washed by the Atlantic Ocean in the East and by the Pacific Ocean in the West.

(2) Hawaii, which became the 50th state in 1959, is situated in the Pacific Ocean halfway between the west-coast states and the Far East.

Alaska is separated from Russia by only about 50 miles across the Bering Strait.

(3) The main part of the United States consists of several physical divisions¹, including highland and lowland regions. Major highlands are the **Appalachian** [ˌæpəˈleɪtʃiən] **Mountains** in the east and the **Rocky Mountains** in the west.

The Rocky Mountains extend from Mexico to Canada. The mountains are crossed by streams which flow through deep canyons and fall into the Pacific Ocean. The largest among them are the **Colorado** [ˌkɒləˈrɑːdɔʊ] and the **Columbia** [ˌkɒˈlʌːmbiə] rivers.



These rivers are unsuitable for navigation, but they serve as an immense source of electric power.

The central lowland between the two main mountain ranges makes up the basin² of the **Mississippi** [ˌmɪsɪˈsɪpi] **River**. Its main tributaries are the **Missouri** [mɪˈsɔəri] and the **Ohio** [əʊˈhaɪəʊ] **Rivers**. The Mississippi together with the Missouri form the longest river in the world (7,300 km).

¹a division [dɪˈvɪʒn] — частина; підрозділ

²a basin [ˈbeɪsn] — басейн (річки, моря)

The northern part of the USA embraces the region of the five Great Lakes (**Lake Superior, Lake Huron, Lake Michigan, Lake Erie and Lake Ontario**), which are connected by natural channels cut by rapids¹. The greatest of these rapids is the **Niagara Falls**.

(4) Crossed by mountain ranges from north to south, the country is unprotected from cold winds from the north and from warm winds from the south. This causes great temperature fluctuations². On the whole, the USA has a continental climate.

(5) The country is rich in coal, oil, iron³ and minerals, which form a solid base for the development of American industry. The United States economy is highly developed. In fact, the United States is one of the leading countries in the world economy.

(6) The people of the United States are a mixture of many different nationalities. The United States is often called a big melting pot of countries. In a melting pot, different metals are melted⁴ together to make a new metal. The United States is like a melting pot for people. In the past, people from many different European countries came to the US and made one country out of many. In one city you can find people whose parents or great-grandparents came from China, Africa, South America, Southeast Asia ['eɪʃə] and many European countries. These different people brought a wonderful mixture of customs and traditions to their new land. The German brought Christmas trees, the Irish — St. Patrick's Day celebrations, the Scots — Halloween.

(7) The red-white-and-blue flag of the United States is known as 'Old Glory' or the 'Stars and Stripes'⁵. Red stands for courage, white for purity⁶ and blue for justice⁷. 13 stripes represent the first original American colonies, which were united into one country. The stars in the flag, white on the deep blue background⁸, represent the number of states making up the United States. Today it has 50 stars, one for each state, and 13 stripes, one for each of the original states.

Everyone can be greatly surprised by the fact how Americans honour and treat their flag. In American schools the day begins with the ceremony of raising the flag.

a) the landscape

b) the flag

c) the geographical position

d) the mineral resources

e) the smallest

and the biggest states

f) the climate

g) the people

¹a rapid ['ræpɪd] — поріг

²a fluctuation [ˌflʌktʃu'eɪʃn] — коливання

³iron ['aɪən] — залізо

⁴to melt [melt] — плавити(ся)

⁵a stripe [straɪp] — смуга

⁶a purity ['pjʊəriti] — чистота

⁷justice ['dʒʌstɪs] — справедливість

⁸a background ['bækgraʊnd] — задній

план; фон

b) Look at the map of the USA and find there the objects typed in bold in the article above.

3. Say if the statements are true or false.

1. Hawaii is the smallest state of the USA.
2. The Colorado and the Columbia rivers flow through the Rocky Mountains.
3. The Missouri and the Ohio rivers are the tributaries of the Columbia river.
4. There are five lakes in the northern part of the USA, which embrace the area known as the Region of Great Lakes.
5. The people of the USA are known as Germans, Irish and Scots.
6. 'Stars and Stripes' is another name for American money.
7. There were 12 original states which gave birth to the USA.
8. The USA is composed of 50 states today.



4. a) Arrange the words in pairs of antonyms. Write them down into your notebook.

- | | |
|------------------|---------------------|
| South | to flow into |
| lowlands | East |
| long | North |
| cold | continental climate |
| immense | highlands |
| West | warm |
| old | unsuitable |
| to separate | new |
| suitable | undeveloped |
| to take a source | to join |
| developed | short |
| mild climate | small |

b) Arrange the words in pairs of synonyms.

- | | |
|--------------|---------------|
| immense | to make up |
| region | to divide |
| prominent | to fall into |
| to compose | a chain |
| to separate | uncomfortable |
| to flow into | hills |
| a range | outstanding |
| unsuitable | chief |
| highlands | huge |
| main | area |

5. Use the information in the text of ex.2. Work in pairs.

a) Name:

- the largest rivers of the USA;
- the biggest lakes of the USA.

b) Look at the map and name the largest mountains of this country.

c) Say what minerals the USA is rich in.

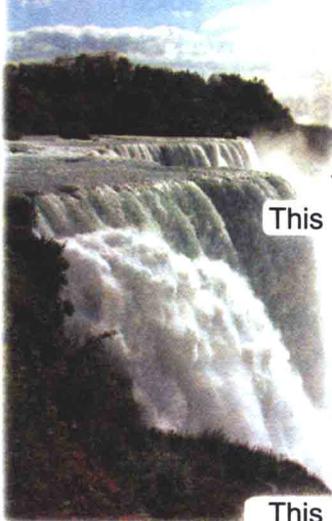
d) Name the states of the country you know.



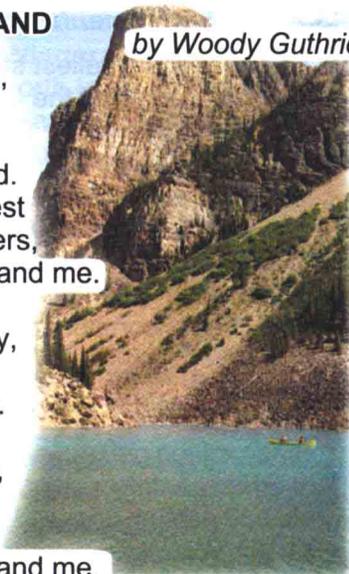
6. Listen and read the poem and say about the feelings and emotions it can awake in a heart of an American.

THIS LAND IS YOUR LAND

by Woody Guthrie



This land is your land,
 This land is my land
 From California
 To the New York island.
 From the redwood forest
 To the Gulf Stream waters,
 This land was made for you and me.
 As I was walking
 That ribbon of highway,
 I saw above me
 That endless skyway.
 I saw above me
 That endless skyway,
 I saw below me
 That golden valley,
 This land was made for you and me.



7. Ask and answer about the USA using the words and phrases below. Work in pairs.

Example:



How many states is the USA composed of?

The USA is composed of 50 states.



- to be situated
- to be washed by
- to separate
- to border on
- to embrace
- to be crossed
- to be composed of

- to be well-developed
- to be rich in
- to fall into
- to flow through deep canyons
- to serve as a great source of electric power
- a melting pot
- the 'Stars and Stripes'

8. Speak about the USA in groups on the following items.

- the US geographical outlook
- the US scenery and its beauty
- the US as a melting pot
- the respect the Americans show for their flag



Homework

Pupil's Book ex.8 - p.130



Lessons 7-8

1. Read and say using passive structures.

John has been away from his home city for ten years. Now he is back to Mainfield and sees many changes. Say what John noticed.

1. They've built a new hospital.
2. They've rebuilt the old library.
3. They've turned the city centre into a real shopping area.
4. They've opened a theatre.
5. They've changed the names of some streets.
6. They've closed the city open market.
7. They've planted many trees.

Example: *John sees that a new hospital has been built.*

2. Give the corresponding words for the following definitions.

1. ... — to make up
2. ... — a person who lives in a town or country
3. ... — a line separating two countries
4. ... — a narrow passage of water connecting two seas
5. ... — a mountainous country
6. ... — a river which flows into another river
7. ... — a starting point of a river
8. ... — a stretch of water joining two seas
9. ... — a chain of mountains

3. Look at the map of the world and say what countries Ukraine (the USA, France, Great Britain) borders on. Work in pairs.**4. Use the map of the world and read the paragraphs below. Try to guess what English-speaking country each of the following paragraphs tells about.**

1. It is not a large country. It is situated in Europe. It is much smaller than France or Norway. It consists of four parts, but English is the national language in all the parts of this country.
2. This country lies in the middle of the North American continent. Its area is over 9 million square kilometres. The country consists of 50 states. Its national emblem is the bald eagle. The flag is called 'The Stars and Stripes'.
3. It is a very large country. Its territory is about 10 million square kilometres, people speak English and French there.
4. This country is called the 'upside down country'. The hottest summer month is January and the coldest winter month is June. It lies in the southern hemisphere¹.

¹hemisphere ['hemɪsfɪə] — півкуля

5. This country is situated in the southern hemisphere. When it is midnight in Great Britain, it is midday of the next day in this country. Many people came to live here at the end of the 16th century.

5. Ask and answer about the UK in pairs.



1. What countries are situated on the British Isles?
2. What languages are spoken in England, Wales, Scotland and Northern Ireland?
3. How many people live in Britain? Who are they?
4. What is the Union Jack? What do you know about it?
5. Who are the national saint patrons? What are the colours of the British? Tell what you know about them.



6. Speak about Ukraine to your American friend. Make use of the prompts below.

Україна займає територію 603 700 кв. км у Східній Європі і є однією з найбільших країн у цьому регіоні. Країна простягається на 893 км з півночі на південь та на 1316 км зі сходу на захід. Україна межує з Росією, Білорусією, Молдовою, Чеською Республікою, Польщею, Словачкією, Угорщиною та Румунією. На півдні вона омивається Чорним та Азовським морями.

Тільки 5 % всієї території є гірською місцевістю, решта території — рівнина. На території України є тільки частина хребта Карпатських гір, які розташовані і в сусідніх країнах. Найбільші ріки — Дніпро, Дністер, Буг та Донець. Вони мають різні витoki, та більшість із них впадає у Чорне море. Найбільша ріка Дніпро є великим джерелом електроенергії.

Країна має запаси вугілля, нафти, залізної руди та інших корисних копалин, що є важливим у формуванні бази для розвитку промисловості.



7. Work in groups of 3-4. Choose the place in the USA you would like to visit and explain to your group why it attracts you.



8. Imagine you've been to Great Britain. Now you are going to make a report about your trip. Get ready to do that in written form. Make use of the 'Helpful Tips' below.

HELPFUL TIPS

HOW TO MAKE A REPORT ON SOCIAL STUDIES

1. Choose a topic.
2. Find the information you need.
3. Bring together the most important facts and ideas.
4. Choose words that will express the exact meaning of what you want to say in your report.
5. Show pictures or maps to illustrate your report.
6. Be interested yourself in what you say to your audience¹.
7. Look at your audience when you speak.



9. Role-play the situation in pairs.

Two passengers are on board the ship for Dover. They discuss the pleasure of travelling by sea, talk about the modern conveniences² on board the ship and about Great Britain. One of them who has never been there before asks his fellow-passenger questions about the country he is going to see.

PROJECT

10. A QUIZ COMPETITION



Arrange a quiz competition game. Work in groups.

- Step 1.** Decide if your quiz will be about all the English speaking countries or about one of them. Think about some interesting information you know about it/them.
- Step 2.** Brainstorm your ideas about the questions in your quiz.
- Step 3.** Make up a quiz (20-25 questions).

Be sure you covered all of the main points: the geographical position, the landscape, the climate, the people, the cities, the flag, some customs and traditions, maybe some national features of character...

Make use of the phrases:

- What is the name for ...?
- What is the largest/longest/highest ...?
- How large/high/long is the ...?
- Name the ...
- What do they call ...?
- How many ...?
- Why is ... called a ...?
- What is the number of ...?
- Where is the ...?
- What language is spoken in ...?
- What is the capital of ...?
- Etc.

Step 4. Make up the rules of your competition.

Step 5. Conduct your quiz competition in class.



Homework

Pupil's Book ex.8 - p.p.132-133



¹an audience ['ɔ:diəns] — аудиторія; публіка

²modern conveniences [kən'veɪniənsɪz] — сучасні вигоди

Lesson 9



We are not going to debate today. But there will be a great discussion on the importance of knowledge.



What kind of knowledge do we need?
Is it possible to know everything?
Is it important to study constantly¹?
Why?
We are going to discuss it now.



But for the beginning let's read some thoughts below.

1. Read some statements which will help you to discuss how important knowledge is and answer the questions below.

What do people do if they do not know something important needed for their work or profession? As a rule, they try to get more knowledge about it. They try to learn and understand what they do not know and try to use it in practical life. We need knowledge to be more useful for our society.

There is one English proverb that describes the main idea for today's discussion, 'Knowledge is power'. This proverb means that the more a man knows, the greater power he has. Knowledge has given man his great power.

You may think that one cannot know everything. It is correct, of course, but everybody must always try to increase his or her knowledge. You get knowledge at school, from books, magazines, radio and TV programmes, the Internet...

Knowledge of history helps us to understand the past, the present and the future. If your knowledge of other school subjects is good, it will help you in your future life.

1. What does the proverb 'Knowledge is power' mean?
2. Where do you get knowledge?
3. When do people try to get more knowledge?
4. Why do we need knowledge?

2. Arrange a discussion according to the following items. Make use of the phrases below.

1. Very many years ago a philosopher said, "All I know is that I know nothing." Tell your classmates your own ideas about the philosopher's words. (*His knowledge was great; he knew that he had to learn more; he understood that there were a lot of things which were not known to him; he knew that man had to live and learn; he wanted to learn more because he knew that there was no end to learning.*)

¹constantly ['kɒnstəntli] — постійно

2. Ask each other what kind of knowledge is useful.

(Knowledge of biology, drawing, geography, history, languages, literature, mathematics, music, modern arts, all school subjects.)

3. Ask each other why knowledge of life is very important for young people.

(You must know how to work together with other people; that your help is needed by other people; that you have to always think about the well-being of your country; how to be active in life.)

4. Many of your classmates demonstrate a good knowledge of school subjects. How can you explain this?

(Understand that all the subjects in the school programme are important; to be interested in ...; like to learn hard; want to be prepared for a future profession; try to give their parents (teachers) pleasure; try to be useful for our country.)

5. A lot of boys and girls say, "I want to know everything." Is it possible to know everything? How much can you learn? How can you get perfect knowledge of something?

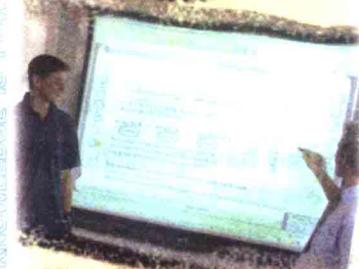
(It is possible to know school subjects; pupils can know perfectly what they learn at school; a lot of things can be learnt in after-school clubs; you can know almost everything about your profession (work); if you try to know everything, your knowledge will increase greatly.)



- That's just what I was going to say.
- Far from it!
- I wonder ...
- What's your opinion?
- That's just it.
- I'm against it.



Pupil's Book p.p.136-139





VOCABULARY

1. Fill in the gaps using the words from the box.

TEST YOURSELF!

1. What main of the Dnieper do you know?
2. The Himalayas are the longest mountain in Asia.
3. The of Siberia is continental.
4., and form a solid for the development of American industry.
5. Mountain rivers are a/an source of electric power.
6. What mountain range serves as a natural between Europe and Asia?
7. The English separates England and France.
8. What lake is a major of salt in our country?
9. Mountain rivers are for navigation.
10. The Rocky Mountains from North to South in the western part of the United States.

- extend
- border
- tributaries
- channel
- source
- unsuitable
- immense
- climate
- coal
- oil
- iron
- base

20 points

GRAMMAR

2. Make these sentences passive.

1. They have published her new book recently.
.....
2. Their house looks very neat after they have painted it.
.....
3. Dinner is ready and hot. Someone has just cooked it.
.....
4. They have opened a new theatre in the city.
.....
5. There are no letters on the table. Somebody has posted them.
.....

15 points

COMMUNICATION

3. Read and number the sentences of B in the correct order to make up a dialogue between A and B.

A	B
<p>1. Hi, Nataly, haven't seen you for a long time! What have you been doing?</p> <p>2. Wales? What can be interesting about it? No big cities, no beautiful scenery, no interesting facts...</p> <p>3. What do you mean? Don't the Welsh speak English?</p> <p>4. Is Welsh different from English?</p> <p>5. Interesting. And what about the cities? I heard that there are few cities there, rather small ones.</p> <p>6. (<i>Looking through the book</i>): You are right. It says, "Cardiff is an industrial city, which also has a castle, a cathedral, a university." OK. But what about the scenery?</p> <p>7. I've always thought that Wales is a kind of green fields, forests and farms.</p> <p>8. Tell me a few words about Mount Snowdon.</p>	<p><input type="checkbox"/> a) Ann, you are wrong here. The book I'm reading says, "When visitors cross the border from England into Wales, they soon understand that they are entering a country with its own geography, culture, traditions and language."</p> <p><input type="checkbox"/> b) They do. But the Welsh language is spoken widely here, too.</p> <p><input type="checkbox"/> c) I've been working on my report about Wales and spent much time in the library.</p> <p><input type="checkbox"/> d) Very much so. Welsh is one of the Celtic¹ languages, like Scottish and Irish are Gaelic².</p> <p><input type="checkbox"/> e) The west coast³, mid Wales and North Wales are wild and beautiful. Wales has high mountains, including Snowdon, the 2nd highest mountain in Britain.</p> <p><input type="checkbox"/> f) Let's not argue. I know at least one big city in Wales. It's Cardiff, the capital and the main port.</p> <p><input type="checkbox"/> g) Got interested? OK. Here are my notes. I made them during the lecture by Mr Roger Davis, a visiting professor from Wales. If you're really interested you can look through my notes. And now I am sorry, Ann. I've got to run. See you!</p> <p><input type="checkbox"/> h) And you've been right. But it is also a land of mountains and valleys, streams and waterfalls. In North Wales you can follow mountain path⁴ for miles and miles.</p>
	

20 points

¹Celtic ['keltɪk] — кельтський

²Gaelic ['geɪlɪk] — гаельський

³a coast [kəʊst] — морський берег

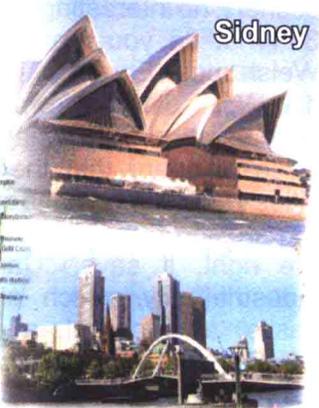
⁴a path [pɑ:θ] — стежка

LISTENING



4. Listen about Australia, read and put a 'tick' (✓) if the sentence is true or cross (X) if the sentence is false.

- 1. Australia is the largest continent in the world.
- 2. Vast areas of desert cover most of Central and Western Australia.
- 3. Australia is washed by the waters of three oceans.
- 4. Most people live in the north of the country.
- 5. The snow lies for seven months of the year in the southeast.



Sidney

READING AND WRITING

5) Read and make a 'Fact File' of the country.

New Zealand consists of two big islands and some smaller ones. Together, the islands cover 268,675 square kilometres. There are 3,429,000 New Zealanders, including 270,000 Maoris. The government is in the city of Wellington. They use the New Zealand dollar and the cent. Mount Cook in the Southern Alps on the South Island is 3,764 metres high. The climate is rather like British in the south, and sub-tropical in the north.

20 points





A large rectangular area with a light yellow background and horizontal dotted lines for writing. The bottom right corner of this area is folded over, showing a darker yellow underside.

25 points

Total = 100 points

NOW I CAN ...

- listen and read about the geography in English
- understand and use the Present Perfect Tense in Passive Voice
- talk about my or somebody's impressions of a country, its scenery and people
- ask for the information on the geography, climate and population of any country
- answer the questions on the geography, climate and population of a country using a map and a fact file
- write a report on geography of Ukraine, the United Kingdom and the United States
- make up a quiz on geography and arrange a quiz competition

Unit 6

HAVE A GOOD TIME!

Lesson 1



1. Listen and talk. Work in a group of four.

Terry: Er... Can I go bowling with my friends tomorrow?

Dad: Which friends are going?

Terry: Oh, just John, Lilly and some others from my class... It's Saturday tomorrow, if you remember.

Dad: When do you want to go?

Terry: From three o'clock to six. It's in Obolon. I can walk there.

Dad: What do you think, Lucy?

Mum: I think it's OK.

Dad: All right. You can go, but you must be home by 7 p.m. Don't be late!

Terry: Sure.

Mum: And you must take a warm sweater.

Terry: Oh, Mum! It's rather warm these days!

Mum: Take your sweater. The evenings are not warm enough. You can carry it in your sport bag.



Lilly: What are you going to do in summer, John?

John: I'm going to work in my mum's cafe. She says she needs my help. Besides I've got a chance to earn some money to buy a new computer by the next autumn. I've saved some money already. But it is not enough yet.

Chris: And what about you, Lilly? Have you got any plans for summer?

Lilly: I am not sure. I may go to France with my parents. But they haven't decided exactly yet.

Chris: I might go to France next year! My cousin is going to marry a French girl. He may stay in France to live.

John: Why are you silent, Terry? Are there any ideas as for summer holidays?

Terry: Well, I'd like to try something new — a kind of adventure holidays with some interesting activities...

Chris: We can look for some information of the kind in the Internet, I suppose.



NEW VOCABULARY

an activity [æk'tɪvɪtɪ]

bowling ['bəʊlɪŋ]

caving ['keɪvɪŋ]

relaxing [rɪ'læksɪŋ]

stimulating [ˌstɪmjuːleɪtɪŋ]

stressful ['stresfəl]

to earn (money) [ɜ:n]

2. Read and choose a proper item.

1. Terry wants to go ... next Saturday.
a) fishing b) bowling c) playing tennis
2. He's going to go there ...
a) on foot b) by car c) by bus
3. Dad wants him to come back ...
a) by 5 p.m. b) by 9 p.m. c) by 7 p.m.
4. Terry's mum told him to ...
a) take a sports bag b) take a sweater c) take a pair of trainers
5. Terry would like ... in summer.
a) to go to Paris b) to earn some money c) to have adventure holidays

3. a) Read the sentences.

Terry **may** do interesting activities in summer.
Lilly **might not** go to Paris this summer.
John **may** earn some money.
Chris **might** go to Paris next summer.

b) Put the words in the correct order.

1. to work / not / My mum / go / may
2. beat / might / He / at tennis / me
3. phone / might / me / Tom
4. may / our cousins / not / We / visit
5. might / actors / They / become
6. to the cinema / go / may / You
7. not / get up / I / early / might



BRUSH UP!

We use **may**, **might** and **could** to say what will possibly happen in future.

4. Look at the pictures and choose the adjectives to describe these holiday activities. Express your opinion as in the example.

educational, relaxing, stressful, exciting, fun, boring, stimulating, restful, active, risky, safe, interesting



camping, visiting museums, caving, mountain biking, snowboarding, learning English, water skiing, hiking

Example: *I think hiking is boring, because you just walk all day and get very tired.*



5. Copy the word map into your notebook. Add some words to each group. Use a dictionary if necessary.



6. a) Read the advertisements that give different ideas on how to spend summer holidays.

PLANNING A WEEK OF ACTIONS AND ADVENTURES?
Choose Our Center!
And you will learn all the skills needed to survive¹ in the 14th century, including archery² competitions, horseback riding, boating and campcraft.
We are waiting for you!

STUDY GERMAN IN GERMANY
The Munich School of German

- one- and two-week summer courses for all ages
- revision classes for students who take exams
- fun, varied activities: *lessons every morning, trips and sports every afternoon*
- ten-minute break every hour in the morning
- report on student's progress given at the end

The Munich School of German—bringing the subject of German to life!

¹survive [sə'vaɪv] — вижити

²archery ['ɑ:tʃəri] — стрільба з лука

Take an ADVENTURE HOLIDAY IN BRITAIN this year!

Don't just sit there — do something. We can take you to the Lake District Outdoor Life Centre.

Holiday courses for 9-17 year-olds.

Activities include: fishing, climbing, sailing, swimming and windsurfing.

Or are you short of money? Then have a Working Holiday in Britain.
You'll go out into the countryside to help wildlife and improve the landscape.
Summer is round the corner!

DYVOSVIT ADVENTURE AGENCY

presents:

- bus tours to Drahobrat
- hiking tours in the Carpathians
- living in a Carpathian cottage
- riding activities with qualified¹ instructors

Don't wait too long!

b) Ask and answer. Work in pairs.



What holiday would you choose?
Why do you think it is a good place for holidays?



c) Work in groups of three-four to discuss the type of holidays you have chosen.

1. Share the information you have read.
2. Try to persuade² your classmates that your choice is better than others.

Make use of the phrases below.

- I have another opinion...
- I don't think it's a good idea to...
- I'd rather not...
- You'd better...
- All things considered, I'd say...
- To sum up, I'd recommend...



Pupil's Book ex.5 - p.142

Homework

¹qualified ['kwɒlɪfaɪd] — кваліфікований

²to persuade [pə'sweɪd] — переконувати

Lesson 2

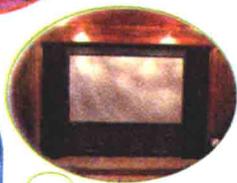
1. Complete the dialogues with the phrases.

I **might** ask
I **might** have
It **might** finish
They **might** go

She **might** have
He **might** come
She **might** move

He **might** be
I **might** go
We **might** take

1. — What are you going to do tonight?
— I'm not sure. I **might go** to the cinema.
2. — Does Annie want the fish and chips?
— No. ... the chicken salad.
3. — Will the film finish before nine?
— ... at about nine thirty.
4. — How are you going to buy that new phone cover?
— ... my dad for some money.
5. — Is your mum going to change her job?
— ... to a different office.
6. — Is your dad going to come and meet you?
— ... if he finishes work early.
7. — Are they going to the concert?
— ... if they can get tickets.
8. — Do you want an ice cream?
— No, but ... a drink.
9. — Is it going to rain today?
— We don't know. ... our umbrellas.
10. — Is your teacher going to give you a test?
— I don't think so. ... kind to us!



2. Read the text and rewrite it using passive structures.



This is Eve. She has been away on a business trip for several days. Burglars broke into her house last week. She is back home now. What can she see? They have broken the front door and the living room windows. They have emptied the drawers on the floor. They have taken the TV and the video. They haven't opened her jewellery¹ box, so they haven't stolen² her jewellery. They haven't unlocked her office door, so they haven't taken her papers. They have frightened her cat but they haven't hurt it. They have picked some flowers from the garden. They have put the flowers in a vase. They have left the vase on the kitchen table with a note saying 'Thanks!'.

¹jewellery [ˈdʒu:əlri] — коштовности

²to steel (stole, stolen) [sti:l] — красти



3. Read the situation and complete sentences as in the example.

George says some things to you. But they occurred quite opposite of what he had said before. You have to answer him like, "I thought you said..."

Example: "Tony works very hard." "I thought you said he didn't work very hard."

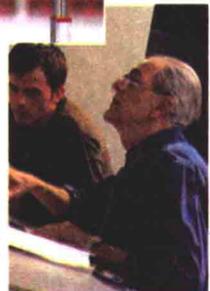
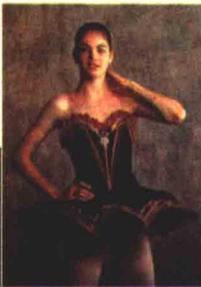
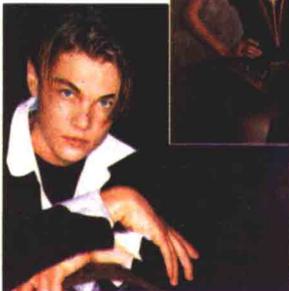
1. "Bill passed his examination." "I thought you said..."
2. "I've got many friends." "I thought you said you..."
3. "Ann is coming to the party." "I thought you said she ..."
4. "I can afford a holiday this year." "....."
5. "I want to be rich and famous." "....."
6. "Jack and Jill are going to get married." "....."

4. Complete the advice with the correct form of the words in brackets.

Example: I want to be a professional basketball player.

You (have to) will have to grow taller if you (to want) want to be a professional basketball player. You (not to be) won't be a professional basketball player if you (not to grow) don't grow taller.

1. I want to be an actress. If you (to go) ... to a special school like Dramarama, you (to learn) ... to act.
2. I want to be a pop singer. If you (to take) ... lessons, you (to be) ... a better singer.
3. I want to be an Olympic swimmer. You (not to be) ... an Olympic swimmer if you (to sit) ... by the pool.
4. I want to be a famous scientist. You'll have to go to university and you (not to go) ... there if you (not to work) ... hard.
5. I want to be a famous dancer. If you (to want) ... to be a dancer, you (to have to) ... practise every day.
6. I want to be a film director. If you (to make) ... your own videos, you (to learn)...



5. Read the diary pages. Choose the correct words or phrases and put the verbs into the correct form.

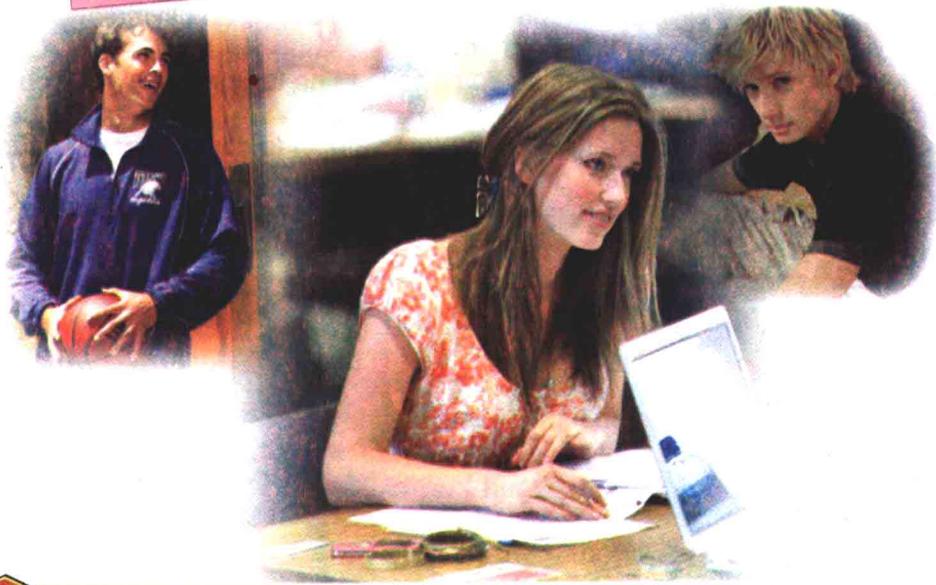
March 22

I've decided. Tomorrow I'm going to tell Sam that I don't want to go out with him any more. I know he'll be really upset **before / when / until** ... I (tell) ... him, but I have to do it. And he'll be fine **after / while / until** he ... (realize¹) ... it's for the best. The problem is that I've fallen in love with Dan. It's not fair to wait **when / as soon as / until**! Sam ... (find out) ... from someone else. I've got to be the one to break the

news to him. He's coming round here at eight in the morning, so I'm going to tell him **while / until / as soon as** ... we (walk) ... to school together. And then **while / as soon as / until** ... Dan (get) ... to school, I'm going to tell him I can go out with him! It's going to be a big day tomorrow. Wish me luck!

March 23

Decided to stay with Sam after all. He's so sweet! I can't wait **before / when / until** ... I (see) ... him tomorrow!



Pupil's Book ex.2 - p.144

¹to realize ['rɪəlaɪz] — усвідомлювати

Lesson 3

- 1. Read and name all kinds of sport mentioned in the text.
Use the dictionary if necessary.**

SUMMER AND SPORTS

Summer gives us excellent chance for swimming, boating, yachting [ˈjɒtɪŋ], cycling, gliding and many other sports. Many unusual sports, like hang-gliding or parachuting, are popular nowadays. But the traditional sports are still much fun. Among outdoor games football takes the first place in public interest — this game is played in all countries of the world. The other games that are popular in different countries are golf, lawn tennis, cricket, volleyball, basketball and so on. Badminton is also very popular. Over the last few years aerobics has become popular with young girls. It helps them to be slim, healthy and strong.

If we train hard, we become fitter, our bodies become stronger. There is a Latin proverb, “Mens sana in corpore sano” (a sound mind in a sound body), which means that when your body is fit then your mind will be too. So we may say that sport is one of the things that make people keen. But it also brings other things. It's of no doubt that sport brings enjoyment. It brings a sense of achievement. Sport makes us more organized and better disciplined in our daily activities.

Try to take part in some sport or exercise regularly and you will feel much healthier and happier person.

According to the Olympic ideal it is not the winning, which is important, but the taking part (though nowadays this is sometimes forgotten). So, you do not need to be good at sport to enjoy it. Whatever type of person you are, there is a sport which will suit you, and there are a lot of different ones to choose from.

Sports are a common ground for people of all ages, back-grounds¹ and nationalities. There is one point more — as a hobby, sport is a good way to make new friends.



- 2. Complete the sentences.**

1. If we train hard, we ...
2. When your body is fit, then ...
3. Sport is the thing that makes people ...
4. Sport brings ... and a sense of ...
5. Sport helps to improve ... and ...

¹a background [ˈbækgraʊnd] — *тут* соціальне становище; підготовка, освіта

6. Sport makes us more ... and better ...
7. If you do sport you'll feel much ... and ...
8. There is always a sport which will ...
9. Sport is a good way to ...



NEW VOCABULARY

an achievement [ə'tʃi:vmənt]
a sense [sens]
a suntan ['sʌntæn]
common ['kɒmən]
disciplined ['dɪsɪplɪnd]
fit [fɪt]
keen [ki:n]
to afford [ə'fɔ:d]
to suit [su:t]

3. Work in groups.

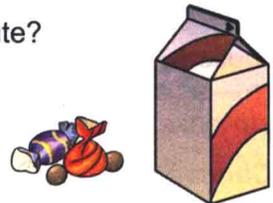
Discuss the following points.

1. Sport helps make people strong, healthy, brave and cheerful.
2. Sport helps make people good friends.
3. Sport shows your character.
4. Sport gives us joy and pleasure.
5. Everybody should go in for sport.

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

QUIZ: FOOD AND HEALTH

1. How many portions of fruit and vegetables should you eat every day?
 a) 2 b) 3 c) 4 d) 5 or more
2. Vitamin A helps us to see at night. Which of these gives us a lot of Vitamin A?
 a) carrots b) potatoes c) oranges d) bread
3. Vitamin D is good for our skin. Which of these gives us a lot of Vitamin D?
 a) bread b) carrots c) eggs d) oranges
4. Which of these contains the most fat?
 a) 50 g of hard cheese b) 50 g of chocolate
 c) 50 g of chips d) 50 g of peanuts
5. How often should we exercise?
 a) at least 20 min once a week
 b) at least 20 min twice a week
 c) at least 20 min three times a week
6. Which activity burns up the most energy per minute?
 a) swimming b) football c) walking quickly
7. Which of these is a vegetarian¹ allowed to eat?
 a) meat b) eggs c) cheese d) nuts



Give yourself two points for each correct answer.

YOUR SCORE

12-14 Congratulations! You are an expert.

7-11 Good. Very good.

0-6 You should learn more about diet and health!

The correct answers: 1d 2c 3d 4a 5c 6a 7c 8a 9c

¹a vegetarian [ˌvedʒɪ'teəriən] — вегетарианець

5. Read and say which of these holiday activities is the most dangerous. Tell the class what can go wrong.

swimming / sunbathing / skiing / mountain climbing / playing on the beach

Example: I think mountain climbing is the most dangerous; you can fall and hurt yourself or even die.

6. a) Read the note from a health shop leaflet and find out which activity is the most dangerous.



Nowadays everybody understands the importance of a healthy life. We know all about healthy eating, healthy drinking, doing exercises and looking good. And after our holidays it's nice to go back to school with a 'healthy' suntan. But is it?

Modern scientists now believe that out of all holidays activities, sunbathing is the most dangerous for our health.

b) Discuss the note above in groups. Consider the following points.

- What harm can sunbathing do?
- How can we protect ourselves?
- How much time can we stay sunbathing?

PROJECT

7. HEALTHY EATERS



WORK

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

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

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

Step 2. Interview as many people as possible.

Step 3. Present your results on a poster.



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



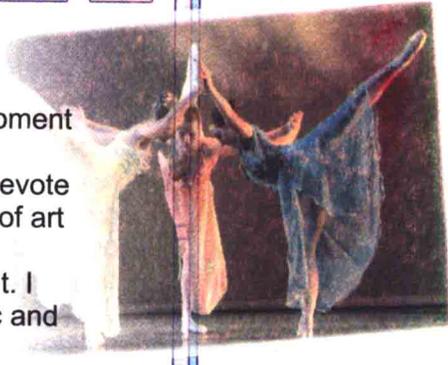
Lesson 4

1. Read the e-mails and say how the kids like to spend their spare time.

DELETE PRINT FORWARD REPLY DONE

To: English Bridge Group
From: Nelly Barton
Subject: Leisure

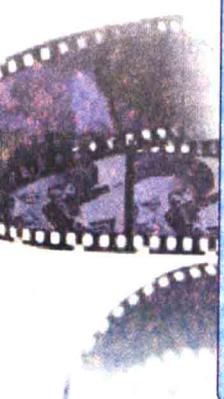
I think that the greatest part in the development and education of any person belongs to art. That's why I believe that everybody has to devote some of his or her leisure hours to any kind of art — theatre, cinema, music or some others. Theatre is my favourite kind of entertainment. I enjoy watching performances: drama, music and dancing on the stage.



DELETE PRINT FORWARD REPLY DONE

To: English Bridge
From: Ellen Koltko
Subject: Spare time

The best way of spending my leisure time is watching an interesting film. I try to visit cinema every week. Sometimes I gather with my friends at somebody's home and watch a video film. It depends upon our mood what film to watch. Sometimes we watch something amusing and pleasant, and sometimes rather serious.




NEW VOCABULARY

an application [ˌæplɪ'keɪʃn]

a communicator

[kə'mju:nɪkeɪtə]

an expedition [ˌeksprɪ'dɪʃn]

relation(s) [rɪ'leɪʃn(z)]

spare [speə]

to apply [ə'plai]

to devote [dɪ'vəʊt]

PRINT FORWARD REPLY DONE

To: English Bridge
From: Nick Dobson
Subject: Free time

My friend and I are interested in sports and entertainments. Some of my classmates have such hobbies as skateboarding or roller skating. Almost everyone likes music and communication. We like to walk together, joke and discuss different life problems, especially personal relations and school life. We like to arrange parties and celebrate birthdays.



2. Answer the following questions.

1. Which of the teens is interested in sports and entertainment?
2. Who is fond of watching performances on a stage?
3. Who likes to gather with friends and watch a film?
4. Do you agree that everybody should devote some time to this or that kind of art? Why?
5. What films do you like to watch?
6. Do you do any sport?
7. Are you a good communicator?

3. Imagine you're going to tell your pen friend about your way of spending your leisure time. Speak on what you'll write about.



4. Make up a questionnaire and interview some of your classmates about the way he/she spends his/her leisure time. Work in groups.

5. a) Read and comment on the ads below. Say in what ways children can spend their free time? Work in pairs.

Come to Green Wave Club for young people!

You can play musical instruments!

You can use the sports ground!

You can talk to your friends!

QUICK COURSE

STUDY WITH US AND IN ONE WEEK YOU'LL

SPEAK FRENCH!

TEL. 730-2467

Welcome to our

WILD ANIMAL PARK!

Different World!
Come to the Zoo
In the Woods!

18 films from 35 countries

CHILDREN'S LONDON FILM FESTIVAL

6th - 21st June

GAMES ROOM

electronic games
table tennis
billiards

Open: 10am - 5pm

The Scottish International Festival

- songs
 - traditional folk stories
 - concerts
 - theatre
 - special guest star
- Edinburgh, 24-25 of May



b) Ask and answer.

- Where would you like to go to?
- Why?
- With whom?

6. Look at the advertisement and read Mike's letter.

2

Daily News

Saturday February 9th



MINI MEGASTARS!

We're interested in solo singers, musicians and bands.

If you're aged 10-14 and can sing or play an instrument, then write for an application form to:

Mini Megastars! PO Box 777 London W1

16 Victoria Park
Colwyn Bay
LL 297AX
Wales

February 11, 2007

Dear Sir or Madam,

I saw your advertisement for Mini Megastars in the newspaper at the weekend. Please, could you send me an application form?

I am thirteen years old. I have been interested in music since my mum and dad bought me a CD-player for my eighth birthday. I'm also in the choir at school, and I enjoy singing with my friends. At weekends we practise dance routines¹.

Thank you very much for your help! I look forward to hearing from you.

Yours faithfully,

Mike Jones

¹a dance routine [ru:'ti:n] — танцювальний номер



7. Write a letter to *Mini Megastars*. Use the writing guide and 'Helpful Tips' to help you.



(Your address)
(the date)

BEGINNING OF THE LETTER

Dear Sir or Madam,

REQUEST

I saw your advertisement for ... in ...

Please send me ...

INFORMATION ABOUT YOURSELF

I am ... / I have been ...

THANKS

Thank you ... I look forward to hearing from you.

END OF THE LETTER

Yours faithfully,

YOUR NAME

HELPFUL TIPS

WRITING A FORMAL LETTER

- 1) When you write a formal letter, always put your **address** (but not your name) in the top right-hand corner.
- 2) Put the **date** below the address.
- 3) Always **start** 'Dear Sir or Madam', if you don't know the name of the person you're writing to.
- 4) End the letter with 'Yours sincerely' if you know the person's name or 'Yours faithfully' if you don't know the person's name.



Pupil's Book ex.7 - p.153

Lesson 5

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

absorbing [əb'sɔ:bɪŋ] It is a very absorbing book — it took my attention so that I didn't notice when Mary came. Paul considers his hobby as being very interesting and absorbing.

an entry ['entri] You mustn't go in that direction — the sign 'NO ENTRY' is in front of us. Entry to the museum is free.

an amount of You'll have a great amount of free time in summer. He spent a great amount of time to make his kite himself.

a specimen ['spesɪmɪn] The flora of Ukraine consists of various specimens. The doctor will need a specimen of his blood.

a range [reɪndʒ] The new supermarket offers a wide range of goods. A range of topics was proposed by the teacher for the composition.

to gain [geɪn] to gain knowledge, to gain good results. Einstein has gained a great success in Physics and Mathematics.

to reveal [rɪ'vi:l] The stage was revealed after the curtains had opened. Do you promise not to reveal my secret?

b) Match the words to their definitions.

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

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

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



LISTEN AND DISCUSS



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



c) Share your notes with your class.

d) Listen again and complete the sentences.



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

3. a) Comment on the proverb.

"Tastes differ," one English proverb says.
Can you say that hobbies differ like tastes?

b) Say what interests do your friends / classmates / relatives have got and describe their hobbies in the most detailed way.

1. visiting museums, exhibitions, galleries;
2. playing the piano (the violin, the guitar);
3. going in for sports;
4. painting;
5. listening to the radio, watching TV;
6. watching video films;
7. visiting pop concerts.

4. Read about Elizabeth's hobby and complete the interview with her below.

IN LOVE WITH HORSES

Elizabeth is fourteen. She lives just outside Sydney, Australia. Her favourite sport is horse riding.

"I go riding every weekend," says Elizabeth.

"I started at the age of eight, and I am quite good now. Sometimes I entered jumping competitions".

"I just love horses. I have a collection of model horses pictures in my bedroom. I have horse posters on my wall. And I read books about horses".

"My cousin Clair in England is horse-mad, too. But she lives in London, and it is expensive to go riding there. Here in Oz¹, lots of people have horses. I ride my auntie's horse, Twinkle. So I don't pay anything. I just help my Auntie with Twinkle — cleaning, feeding and so on."

a) Question:?

Elizabeth: Fourteen.

b) Question:?

Elizabeth: Australian.

c) Question:?

Elizabeth: Near Sydney.

d) Question:?

Elizabeth: Riding. Definitely.

e) Question:?

Elizabeth: No, I haven't.
But my auntie has one.



NEW VOCABULARY

cultivation [ˌkʌltɪ'veɪʃn]

an entry ['entri]

a range [reɪndʒ]

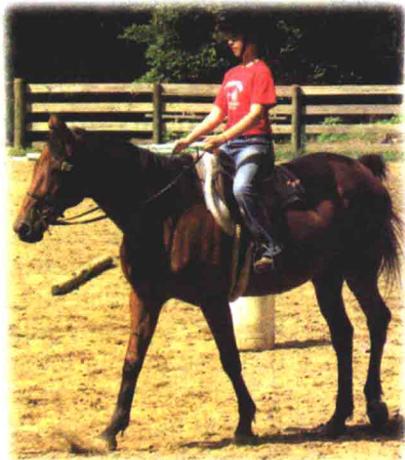
a specimen ['spesɪmɪn]

absorbing [əb'sɔ:bɪŋ]

to gain [geɪn]

● **according to**

● **a good amount of**



5. Discuss the questions in groups.

1. What do the words 'to have a hobby' mean?
2. Have you chosen a hobby according to your character and taste?
3. Which hobby groups do you know?
4. The most popular hobby group is doing things, isn't it? What kind of activities does this group include?
5. What do you know about gardening?
6. Do you like computer games?
7. Are you fond of making things?
8. Do you know any hobbies of the famous people?
9. Is collecting stamps popular only with old people?
10. Have you ever collected anything?

¹Oz = Australia

11. What can be collected?
12. What is a thematic collection?
13. What can collecting stamps (coins) teach you?
14. What hobbies have the most educational value¹?
15. Do collectors specialize in one subject or more?
16. Do you know of any private collections that were given to museums or art galleries?
17. Do you agree that learning can be the most exciting aspect of a hobby? Why?



6. Play a guessing game.

- a) Write down some words on what you learn outside school.
- b) Choose a partner and exchange your list with him/her. Ask questions about the things your partner learns and make a note of his/her answers. Make use of the expressions below.
 - Where do you learn to ...?
 - What kind of ... do you do?
 - How often do you do it?
 - How often do you go?
 - Who's your teacher?
 - Do you enjoy it?
- c) Write a paragraph about your partner's hobby on a piece of paper. Don't write your partner's name!

Example: He learns playing the guitar at the music school. He has lessons there twice a week. His teacher is Nataly Ryabchenko. He enjoys playing the guitar very much.
- d) Present your information. Your classmates have to guess who you are talking about.



Pupil's Book ex.6c - p.157

¹value ['vælju:] — цінність

Lesson 6

1. Listen and read the story.

FAMILY TRIPS

Do you like going on day trips? My family does. We go on a lot of trips every year! And we usually have a good time. It's really great even if the day isn't always as good as we planned.



Everything starts with Mum. She plans the trips, because she is always very organized. The night before the trip she packs the car with clothes, umbrellas, maps and, of course, with suntan lotion. Then, on the day of the trip, she makes everybody get up very early. "We must avoid¹ the traffic," she usually says. It seems other people think the same because we usually stay in a traffic jam² among thousands of other cars.

I remember one trip we had to the seaside a few years ago. We left the house at 4:30 a.m.! But, you know what?! I think you guessed that we had to queue for hours on the motorway ...

Well, we didn't get to the beach until lunchtime! Since then things got worse. It was really very hot on the beach and my Dad went to sleep. He got sunburned, of course. Besides, I was stung by a jellyfish³ while swimming. The whole day seemed a complete disaster after the car had broken down on the way home.

Those trips to the seaside are not the only trips that my Mum and Dad go on. The day trip to London that took place last year is unforgettable as well. That day started well, indeed. We all went to Madame Tussaud's and watched the wax⁴ models of famous people.

2. Read and complete the sentences.

- Mum plans the trips because she is always ...
a) *disorganized* b) *organized* c) *imaginative*
- We left our house very early and ...
a) *got to the beach in time*
b) *got to the beach before supper*
c) *had to queue for hours on the motorway*

¹to avoid [ə'vɔɪd] — уникасти

²a traffic jam ['træfɪk ,dʒæm] — транспортний затор

³to be stung by a jellyfish — обпектися медузою

⁴wax [wæks] — віск; восковий



NEW VOCABULARY

a disaster [dɪ'zɑːstə]

an excursion [ɪk'skɜːʃn]

to chat [tʃæt]

to relieve [rɪ'liːv]

to wonder ['wʌndə]

● to get sunburned

● to get worse

● to go wrong

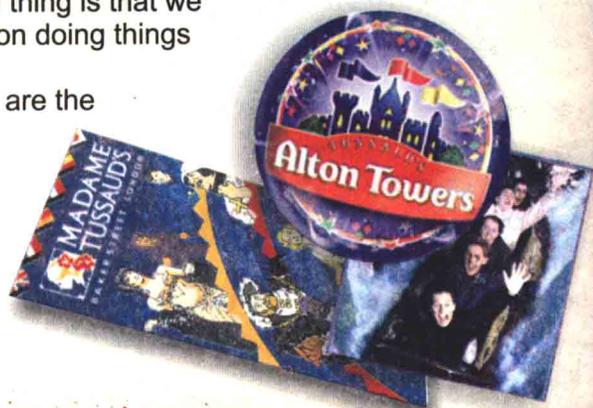
My Dad took a photo of me standing next to Robbie Williams!

Then Dad suggested to go to the British Museum. We decided to go there by underground. The station was very crowded, and soon I noticed my little sister wasn't with us. We saw her when the doors of the train closed — she was still on the platform! We went back. We were looking for her everywhere till someone told us that she had been taken to a police station. We rushed there and found her chatting happily to a policewoman. We were so relieved!

After that we didn't go to London for a long time. And when my birthday came, Mum and Dad took us to Alton Towers instead. Oh, Alton Towers! It's a wonderful theme park with lots of great rides! This time there were no disasters. It's true, we spent over an hour waiting to get on the new rollercoaster, 'AIR'. As soon as the ride which lasted only for about two minutes finished, we joined the back of the queue again. It was fantastic!

My parents wonder why I enjoy rollercoaster rides and I can't understand why they like going to those boring museums. But I've got an idea about our family trips. Though things sometimes go wrong, the main thing is that we live over the situation doing things together.

These days trips are the experience of spending time with the family — the time we are going to talk and laugh about remembering our disasters as real adventures.



3. Dad went to sleep and ...
 a) got sunburned b) was stung by a jelly fish c) has slept till 9 p.m.
4. The day trip to London started with the excursion to ...
 a) the police station b) the British Museum c) the Madame Tussaud's
5. My little sister was chatting happily to ...
 a) Robbie Williams b) a policewoman c) a stranger
6. The rollercoaster ride lasted for about ...
 a) two minutes b) five minutes c) half an hour
7. The family day trip is ...
 a) a real disaster b) a boring idea c) a real adventure

3. Read the cultural note and answer the questions below.

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

Every year, two million people visit Alton Towers, a theme park in England. It has got 125 rides!



- What kinds of holidays are popular in Britain?
- What are the names of some popular theme parks?

4. Speak on the experience of spending free time with the family.

- What is your idea of the family trips?
- Do you often go out with your family on a trip or an excursion, for a picnic or something else? How do you feel about it?

5. a) Read the Lucy's card and answer the questions below.

Dear Mum and Dad,

I've been at Mr and Mrs Dupont's holiday home in the South of France for two days now. The weather is good, but I think it might rain soon. Mr and Mrs Dupont are very friendly and send their regards to you. Their daughter Chanel is OK but their older son Cloud is annoying. He bores me with constant questions about Britain.

The town where I am staying now is very small but beautiful, with the really lovely beach. The Dupont house is very small, too. I have to share a room with Chanel.

We are going to the beach again this afternoon. It's a little boring because there isn't much to do. Everyone sits around relaxing and reading their magazines and books. There are no waves and I can't surf. I prefer Cornwall. I can't wait to get home.

Love,
Lucy

- Where is Lucy?
- Who is she sharing a room with?
- What does she think of Chanel?
- What does she think of the town?
- What does she think of the beach? Why?
- Why do you think she is so negative?

b) *Imagine you are Lucy. Write a very positive card to your parents. What can you say?*

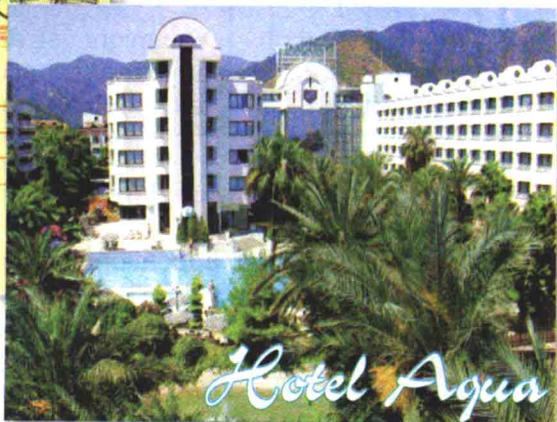


6. *Choose a postcard or a photo of a place that you like. Imagine that you are on holiday there. Write a postcard to your friend following the guide below.*

1. Start by explaining where you are and what you are doing.
2. Describe the weather.
3. Describe what you can see and what you think about it.
4. Describe some of the things people can do there.
5. End appropriately¹ using the phrases on the card below.

Example:

Dear John,
It is a fantastic place!
Wish you were here².
Hope you are well.
I can't wait to come home.
See you soon!
Lots of love,
Mary



7. *Plan an excursion in groups of four.*

- How many suggestions can you make? Brainstorm the ideas using "Let's...", "How about ...?", "Why not to ...", etc.
- Choose the most appropriate ideas. Describe everything in details.
- Present your plan in class.



8. *Write a short story about a real or imaginary trip that you have taken or have always wanted to take. Think and plan the plot and the setting of your story. What is the outcome of it? Make use of the 'Helpful Tips' on page 162.*

¹appropriately [ə'prəʊpɪətli] — належним чином, як годиться

²Wish you were here. — Шкода, що тебе тут немає.

HELPFUL TIPS

WRITING A SHORT STORY ABOUT A TRIP

I. Before you begin writing, think and plan the following.

a) Plot and Setting:

1. Is your trip real or imaginary? What is the destination¹?
2. What way do you travel and what is the route²?
3. What places are you going to visit?
4. How long will the trip take?
5. Who is going with you?
6. What information do you need?

You may draw a map of your route. Then make notes of the events that could happen.

Your plot could be organized in two ways:

Way 1

All the events in time order.

Way 2

You might use flashback, that is begin the story at your destination and then go back in time and tell about the events that happened on the way.

b) You may write your story in the first person singular (plural).

c) Mood³ and Theme:

Is your trip dull, educational, dangerous or exciting?

Choose words that help your reader feel the mood of your trip.

II. Write the first draft⁴ of your story.

a) Review your notes and the map of your trip.

b) Keep in mind your first paragraph should attract the attention of a reader.

c) Write your first draft.

III. Revision.

a) Read your story thinking of the following:

- Do my characters seem like real people?
- Did I give correct information about the settings and the route of my trip?
- What about correct punctuation, spelling, writing proper names?

b) Rewrite your short story to share it in class.



Homework

Pupil's Book ex.8 - p.161

¹a destination [ˌdestɪˈneɪʃn] — місце призначення

²a route [ru:t] — маршрут

³mood [mu:d] — настрій, атмосфера

⁴a draft [dra:ft] — план; нарис; чернетка

Lessons 7-8

1. Read the parts of Mark's letter, underline the expressions that mean 'like' or 'don't like' and complete Debbie's letter below using them.



Mark

... I am in my first year of theatre design course. I'm also keen on music, and my favourite instrument is the guitar. I'm not that keen on sports, and I think football is really boring. But I'm interested in swimming...

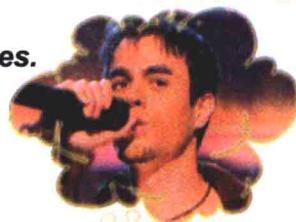


Debbie

... at Teachers' College. My hobbies include tennis and horse-riding — I ... on sports generally. But I ... on studying, and I can't do homework tasks at my weekends when I could be riding! But I ... in reading — I'm reading a new novel by Ian McEwan at the moment.

2. What might happen? Complete Lucy's sentences. Use 'might' and a verb from the box.

ask	see	meet	give
go	eat	phone	lend



Jenny: What are you doing at the weekend?

Lucy: Carrie and I might see a film.

Jenny: But there's an Enrique Iglesias concert tomorrow!

Lucy: Is there? I ... to see it!

Jenny: You'll need some money for a ticket.

Lucy: My mum ... me £30.

Jenny: I know you really like Enrique.

Lucy: I do. Just think, I ... him!

Jenny: I wonder what he'll do after the show.

Lucy: He ... me to have dinner with him.

Jenny: What food does he like?

Lucy: Spaghetti. We ... at an Italian restaurant ...

Jenny: Is he romantic?

Lucy: I think so. He ... me some flowers.

Jenny: Will he want to meet you again?

Lucy: Maybe. He ... me. Will it really happen? I must be dreaming!



3. Speak on your and your classmates' attitude to sport. Discuss the following questions in groups.

1. Do you think it is important to develop sport in our country?
2. Do you think sport help to bring up physically healthy, strong-willed, courageous and energetic people?
3. Why should any country pay much attention to developing sports?
4. Physical training is an essential part of young people's development, isn't it? Give your ideas.
5. What is the point of sports?
6. Do you think sports develop people only physically?
7. What moral qualities do sports develop in people?



4. Work in pairs. Think about healthy lifestyle. Note the points that are important to live a healthy and happy long life. Make a list 'The Rules of Healthy Lifestyle' and present it in class.

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

QUIZ: Are You an Indoor or an Outdoor Type?

1. You want to see a good film but the nearest cinema is 5 km from your house. You decide to:

- a) wait for a bus
- b) watch an old film on TV instead
- c) walk to the cinema

2. On your summer holiday at the seaside you:

- a) go to the local disco in evenings
- b) go for long walks on the beach
- c) sit and play chess/cards with your family

3. Your class at school wants to organize an outing¹. You want to:

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

4. It's Sunday afternoon. It's raining. There's nothing interesting on TV. You decide to:

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

¹outing ['aʊtɪŋ] — екскурсія

5. In summer you:

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

YOUR SCORE:

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

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

RESULTS:

0-15 points:

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

15-30 points:

You like to spend your free time in the fresh air but not too much. You're pretty normal.

30-50 points:

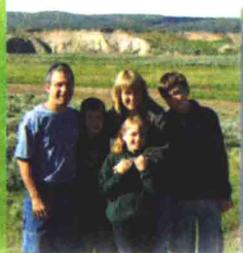
You've an outdoor type, maybe a fresh-air fanatic!

6. Make up a personal questionnaire and do the survey. Work in a group of four.



1. Think and discuss.
 - Does the type of holiday you choose reflect your personality?
 - Are people who choose relaxing holidays different from those who want something active and risky?
2. Write your questions to ask about: the places your classmates want to go to, the things they want to do, the things they take, the things they like eating, etc.

3. Ask a group of your classmates to complete your questionnaire about their ideal holidays.
4. Display the results in a table.
5. Group people with similar results and let them decide if they have similar personalities and interests.



7. a) Read Maria's e-mail.

DELETE PRINT FORWARD REPLY DONE

Hi!

It was great to get your message when I got home. Glad your school ends well. So now you're planning where to go for your holidays and forget all that school homework. In my country, we celebrate the end of school year with a trip somewhere. This year our class is going to Warsaw¹ for a whole week! Can't wait.

What about you? Where and when are you going? How long are you staying? What kind of things are you planning to do while you're there?

Which teachers are going?
I hope they won't spoil the fun!

Are these questions enough for tonight?

Write soon.
Bye for now,
Maria




b) Write a reply to Maria's e-mail. Decide where you're going to go. Use the plan below.

The Plan

1. Why are you writing? Write something to connect with Maria's message. Keep it friendly and informal.
2. Say where you're going, for how long, who is going with you, where you will be staying.
3. Say how you are planning to spend your time (in the morning, afternoon and evening).
4. Make conclusions². Sign.

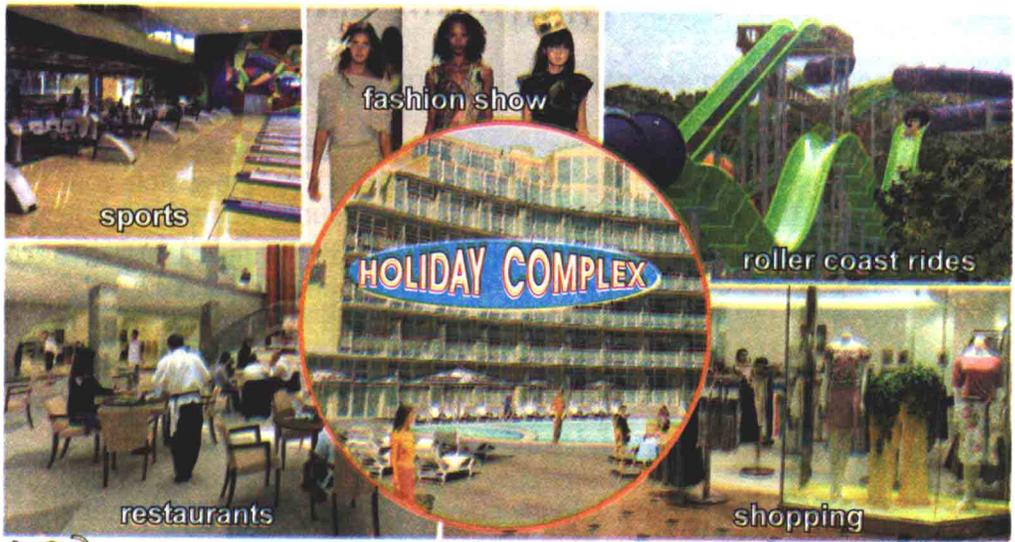
8. Design a holiday complex. Work in groups.

1. Collect information about real resorts³ and use them as a basis for your design.
2. Think and discuss:
 - What parts will you include into your holiday complex?
 - What sports facilities, rides and other attractions do you want to include? Why?
3. Present your ideas in the form of a wall display.

¹Warsaw ['wɔ:sɔ:] — Варшава, столиця Польщі

²a conclusion [kən'klu:ʒn] — висновок, заключення

³a resort [rɪ'zɔ:t] — курорт



9. Role-play the situation in pairs.

A, you are a television reporter. You are going to interview **B**, who is on an adventure holiday. Prepare your questions.

B, you are on an adventure holiday. You are expecting a television reporter. What questions do you think he/she will ask you? Prepare your answers.



PROJECT 10. AN ADVENTURE HOLIDAY

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



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

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

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

Step 2. Think about the content of your brochure. Include photos or pictures of ideas for the activities you plan.

Step 3. Design the brochure and present it in class.



Lesson 9

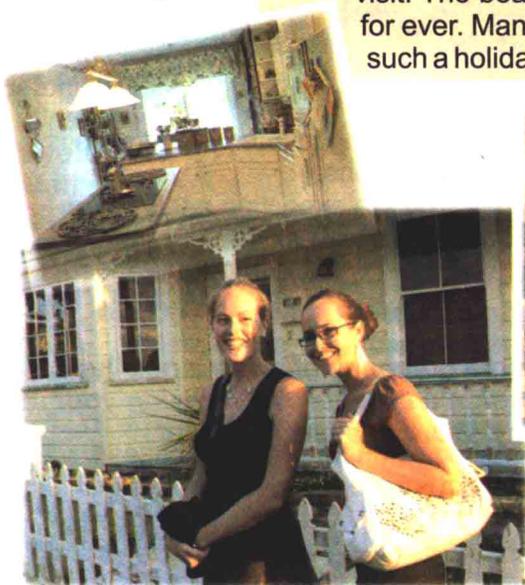
1. Read Alison's opinion and say how she proves her point of view.



Alison Bright, 16

It is comfortable. Your family and friends are near you. You don't have to wait at airports. You can watch your favourite videos. You can choose your favourite food. You can speak your own language. So where is this fantastic place? It is home, of course.

And just look at photos in travel leaflets. The beaches are always empty, the people are always friendly and the food always looks delicious. But is travelling really like that? Unfortunately¹, in real life dreams very rarely come true. Besides, tourists have no respect for the countries they visit. The beauty of many places has disappeared for ever. Many places are polluted. So, who needs such a holiday?



2. In two teams, debate Alison's opinion.

Team 1 shares Alison's opinion.
Team 2 has got an opposite point of view.

Use the phrases from the box.

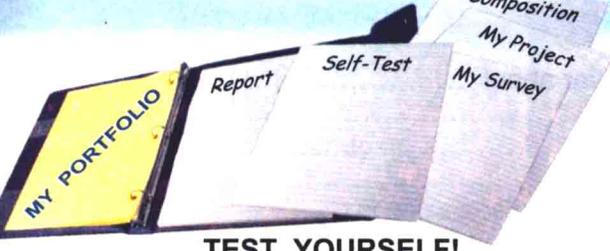
I agree (with Alison) that ...

Firstly, ...	Besides, ...
Secondly, ...	What is more ...
Thirdly, ...	That's why ...



Pupil's Book pp.169-171

¹unfortunately [ʌn'fɔ:tʃənɪtli] — на жаль



TEST YOURSELF!

VOCABULARY

1. Choose the most appropriate word to complete the sentences.

- 1. We went on a guided ... of London.
- 2. American Airways announces the arrival of ... SR 476.
- 3. She went on a business ... to Paris last August.
- 4. This summer we're going on a ... of the Greek Islands.
- 5. I have to go to the ... agent to get my ticket.

- trip
- travel
- cruise
- tour
- flight

15 points

GRAMMAR

2. What might (might not) you do if you win £1 million? Write five sentences.

Example: I might buy a house for my parents.

- 1.
- 2.
- 3.
- 4.
- 5.

10 points

COMMUNICATION

3. Complete the conversation by writing the questions.

- A:
- B: This summer? I'm going to Australia.
- A:
- B: For about 6 weeks, I think.
- A:
- B: By plane mostly, or by train or bus.
- A:
- B: In Brisbane I'm going to stay with my friend. But otherwise I might stay in cheap hotels.
- A:
- B: What am I going to buy you? Well, what would you like?

25 points

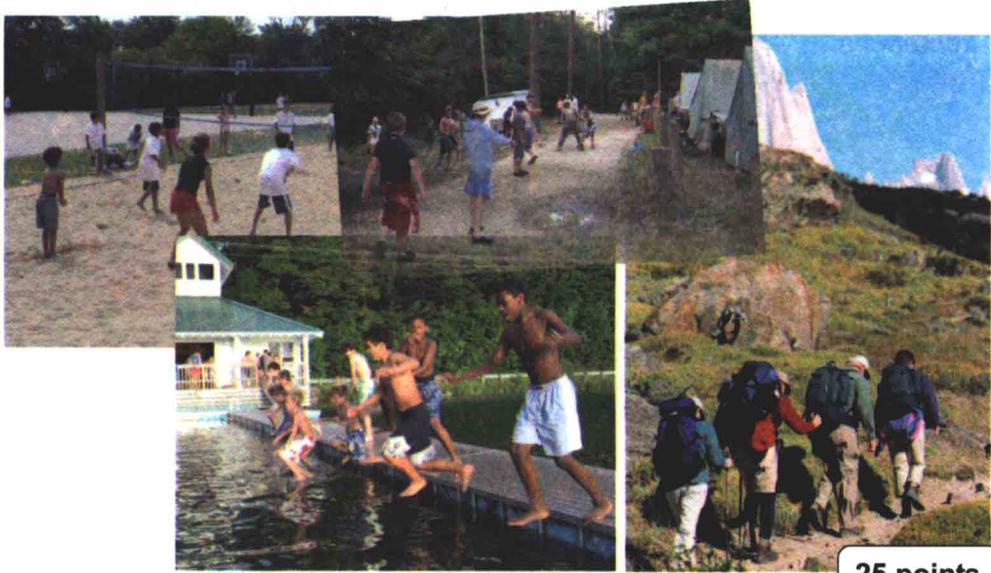
LISTENING



4. Listen about a summer camp in the USA and complete the sentences.

- 1. In summer most American school kids go
- 2. Camp Potomac like most camps has a nice

- 3. The camp is on the Potomac river about
- 4. The kids like to
- 5. Steve was a beginner last year and this year he is
- 6. They have canoeing races on
- 7. They can't swim in the river because
- 8. The food is
- 9. The instructors are
- 10. They sleep in



25 points

READING AND WRITING

5. Read the letter from a friend who lives abroad and answer it.

Dear

Thanks for your last letter and the photos. I enjoyed reading about your holiday...

I am interested to know how you and your family spend your time. For example, what is a typical day? How do you spend your weekends? Do you help with the housework? If you have time, perhaps you could give me an idea. It will help me to get to know you better.

Best wishes,
Joan



Dear Joan,

A yellow sticky note with a paperclip at the top left. The note has 15 horizontal dotted lines for writing. The bottom right corner of the note is folded over.

25 points

Total = 100 points

NOW I CAN ...

- listen and read about the ways of spending spare time
- talk about hobbies and a healthy lifestyle
- ask about somebody's plans for summer holidays
- answer about my plans for summer holidays
- express the possibility in future
- make up a questionnaire about personal preferences
- write formal and informal letters
- write a short story about a trip
- design a new holiday centre
- do a project on a new adventure holiday programme

1. The Noun (Іменник)

COUNTABLE AND UNCOUNTABLE NOUNS

(Злічувані та незлічувані іменники)

	COUNTABLE	UNCOUNTABLE
Meaning (Значення)	objects: flower, key, knife, man, fox, etc	food: butter, bread, milk, tea, etc material: wood, iron, petrol, water, snow, metal, etc abstract nouns: peace, anger, love some others: money, soap, furniture, news, information, etc
Plural (Множина)	have plural forms (мають форми множини)	have no plural forms (used mainly in the singular) (не мають форм множини)
Article (Артикль)	take articles: a/an, the (вживаються з означеним та неозначеним артиклями)	have no article a/an sometimes the
Quantity Words (Кількісно-означал. присл.)	many (a lot of) some few (a few)	much (a lot of) some little (a little)

THE PLURAL OF NOUNS

1. + -s	dog — dogs [z] cat — cats [s] rose — roses [ɪz]
2. + -es (ch, sh, s, x, ss)	bench — benches [ɪz] lash — lashes dress — dresses box — boxes
3. -f, -fe — -ves	wolf — wolves wife — wives* Note: chiefs, roofs, cliffs, handkerchiefs, safes, hoofs/hooves, beliefs
4. -o — -oes	potato — potatoes Note: vowel (голосний) + o (radios), double (подвійне) o (Zoos), abbreviations (скорочення) (photos), musical instruments (pianos), proper nouns (власні назви) (Eskimos), some nouns can take both -es or -s
5. a) consonant (приголосний) + y — -ies b) vowel (голосний) + y — -s	fly — flies, family — families day — days, boy — boys

<p>6. compound nouns (складні іменники)</p> <p>a) with -man b) noun + noun c) noun + prep + noun d) adjective + noun e) non-noun</p>	<p>a) policeman — policemen Note: German — the Germans Roman — the Romans</p> <p>b) snowball — snowballs c) commander-in-chief — commanders-in-chief d) blackboard — blackboards e) forget-me-not — forget-me-nots</p>
<p>7. irregular (неправильні) nouns</p>	<p>child — children man — men woman — women goose — geese tooth — teeth mouse — mice deer — deer sheep — sheep means — means species — species</p>
<p>8. group nouns = a group of people (they can take either a singular or a plural verb)</p>	<p>army, audience, class, club, crowd, family, press, public, team, etc</p>

THE POSSESSIVE CASE OF THE NOUN

(Присвійний відмінок іменника)

Betty has got a dog. = This is Betty's dog.

The boys have got books. = These are the boys' books.

The children have got a ball. = This is the children's ball.

The men have got cases. = These are the men's cases.

Robert Burns wrote a poem. = This is Robert Burns's poem.

John Brown has got a car. = This is John Brown's car.

The house has got a red roof. = This is the red roof of the house.

2. The Verb (Дієслово)

TENSE FORMS

(Видочасові форми дієслова)

	POSITIVE (Ствердження)	NEGATIVE (Заперечення)	INTERROGATIVE (Питання)
<p>Present Simple V (V_s) (Теперішній неозначений (простий) час) Time expressions (слова, що виражають категорію часу): every week, every day, etc; sometimes, seldom, usually, often, never, always, etc</p>	<p>I often read English books. He seldom reads English books.</p>	<p>I don't read French books. He doesn't read Spanish books.</p>	<p>Do you read books? Does he read books? Who reads books? What do you read?</p>

GRAMMAR REFERENCE

	POSITIVE (Ствердження)	NEGATIVE (Заперечення)	INTERROGATIVE (Питання)
Present Continuous am/is/are + V_{ING} <i>(Теперішній тривалий час)</i> Time expressions: now, today, this week, at present, at the moment, etc	I am sitting by the fire. He is reading a book at the moment . They are sleeping now .	I am not sitting on the chair. He isn't watching TV. They aren't sleeping.	Am I sitting by the fire? Is he sitting on the chair? Are you reading a book? Who is sitting by the fire? What are you doing ?
Present Perfect have/has + V_{ED} (V₃) <i>(Теперішній перфектний час)</i> Time expressions: ever, never, yet, already, for, since, just, always, so far, how long, recently, today, etc	I have already seen this film. He has been to London.	I haven't seen the film. He hasn't been to France.	Have you seen this film? Has he been to Greece? Who has been to Italy? Where have you been ? Note: When did you see this film?
Present Perfect Continuous <i>(Теперішній перфектно-тривалий час)</i> have/has been + V_{ING} Time expressions: for, since, etc	I have been cooking pizza for half an hour. She has been ironing all morning .	I haven't been cooking pizza for half an hour. She hasn't been ironing all morning .	Have you been cooking pizza for half an hour? Has he been doing shopping for three hours? Who has been playing football for two hours in the afternoon?
Future Simple shall/will + V <i>(Майбутній неозначений (простий) час)</i> Time expressions: tomorrow, next week, in an hour, tonight, the day after tomorrow, soon, etc	I shall go to the park soon . He will go to the park in an hour .	I shan't go to the cinema with you tomorrow . He won't go to the park in an hour .	Shall I go to the park next week ? Who will go to the park with us? Where will he go in an hour ?

	POSITIVE (Ствердження)	NEGATIVE (Заперечення)	INTERROGATIVE (Питання)
Past Simple V_{ED} (V₂) (Минулий неозначений (простий) час) Time expressions: yesterday, two days ago, etc; last week, month, etc, in 1859, in winter, at 10 p.m., when, then, etc	I heard this song two days ago .	I didn't hear this song yesterday .	Did I hear the song yesterday ? Who heard this song yesterday ? What did you hear yesterday ? When did you hear this song?
Past Continuous was/were + V_{ING} (Минулий тривалий час) Time expressions: at 7 o'clock last night, while you were reading, when you came, from 6 to 8 o'clock yesterday	I was writing a letter. They were doing homework.	I wasn't writing a letter. They weren't doing homework..	Was I writing a letter? Were they doing their homework? Who was writing a letter? What were you writing ? What was I writing ?
Past Perfect had+V_{ED} (V₃) (Минулий перфектний час) Time expressions: by 7 o'clock last night, after, by the time, before he came, till/until, etc	He had caught a bird before we came to see him.	He hadn't caught a bird before we came to see him.	Had he caught a bird before we came to see him? Who had caught a bird? What had he caught ?

THE PASSIVE VOICE (Пасивний стан)

	Active (Активний стан)	Passive (Пасивний стан)
Present Simple	V(V_s) We speak English here.	am/is/are + V_{ED} (V₃) English is spoken here.
Past Simple	V_{ED} (V₂) They built a house in 1995.	was/were + V_{ED} (V₃) The house was built in 1995.

SEQUENCE OF TENSES IN REPORTED SPEECH

(Узгодження часів у непрякій мові)

Direct Speech (Пряма мова)	Reported Speech (Непряма мова)	
Present Simple "I don't know how to get there," she said.	Past Simple She said she didn't know how to get there.	
Present Continuous "She's speaking to Joe," he said.	Past Continuous He said she was speaking to Joe.	
Present Perfect "I've bought some flowers," she said.	Past Perfect She said she had bought some flowers.	
Past Simple "He lost all the money," she said.	Past Perfect She said that he had lost all the money.	
Future "I'll see you later," he said	Future in the Past He said he would see me later.	
Past Continuous "I was travelling to Brighton," he said.	Past Continuous He said he was travelling to Brighton.	
Modal verbs (Модальні дієслова) can, will, may, must "I can't remember his name," she said.	Modal verbs could, would, might, had to She said she couldn't remember his name.	

	Direct Speech (Пряма мова)	Reported Speech (Непряма мова)
Reported questions (непрямі питання)	He asked, "What time is it?" He asked me, "Do you know her?"	He asked what time it was. He asked me if/whether I knew her.
Reported commands/ requests/suggestions (непрямі команди, прохання, пропозиції)	He said to me, "Stop talking!" He said, "Don't touch me". He said, "Shall we go by bus?"	He told me to stop talking. He asked not to touch him. He suggested going by bus.
Word changes (зміна слів)	this/these here ago	that/those there before
Time expressions (слова, що позначають категорію часу)	tonight today this week now now that yesterday last night tomorrow next week two days ago	that night that day that week then, at that time since the day before the previous night the day after/ the following day the next week two days before

CLAUSES OF TIME AND CONDITION (FUTURE ACTION)

(Складнопідрядні речення часу і умови в означенні майбутньої дії)

Situation	Clauses of Time and Condition (Речення-умова)	Main Clause (Головне речення)	Use (Використання)
Real or very probable in the future	If, till, until, as soon as, when, after, before + Present Simple	Present Simple, Future, Imperative, can/must/may + infinitive without 'to'	Don't do anything until you can see him. If he comes late, we'll miss the bus. As soon as you take the book, open page 12 — you'll see that photo.

3. The Adjective (Прикметник)

THE ORDER OF ADJECTIVES

(Порядок прикметників у реченні)

	size	age	shape	colour	origin	material	noun
This is a	large	old	square	brown	French	wooden	table.

THE DEGREES OF COMPARISON

(Ступені порівняння)

Adjective (Прикметник)	Positive (Звичайний ступінь)	Comparative (Вищий ступінь)	Superlative (Найвищий ступінь)
one-syllable (односкладові)	nice slow fat	nice er slow er fate er	(the) nice est (the) slow est (the) fate est
two-syllable ending in -er, -ow, -y (двоскладові із закінченням ...)	clever narrow happy	cleve er narrow er happi er	(the) cleve est (the) narrow est (the) happi est
two-syllable with other endings (двоскладові із іншими закінченнями)	gentle	more gentle	(the) most gentle
more than two syllables (більше двох складів)	beautiful	more beautiful	(the) most beautiful
irregular	good bad many (much) little	better worse more less	(the) best (the) worst (the) most (the) least
double forms of degrees (двоякі форми ступенів порівняння)	far near old	far ther (longer) fur ther (more) near er — old er eld er	(the) far thest (the) fur thest (the) near est (the) next (the) old est (the) eld est

4. The Adverb (Прислівник)

THE DEGREES OF COMPARISON

(Ступені порівняння)

Adverb (Прислівник)	Positive (Звичайний ступінь)	Comparative (Вищий ступінь)	Superlative (Найвищий ступінь)
the same form as an adjective (така ж форма, як і в прикметника)	fast	faster	(the) fastest
two-syllable ending in -y (двоскладовий із закінченням -y)	early	earlier	(the) earliest
two-syllable or compound (adj. + -ly) (двоскладовий або складний (прикметник + -ly))	often clearly	more often more clearly	(the) most often (the) most clearly
irregular (неправильний)	well badly many/much	better worse more	(the) best (the) worst (the) most

TYPES OF ADVERBS

(Типи прислівників)

How (of manner) (Способу дії)	Where (of place) (Місця)	When (of time) (Часу)	How often (of frequency) (Частоти дії)
easily badly etc	there somewhere etc	now yesterday etc	usually sometimes etc

THE FORMATION OF ADVERBS

(Утворення прислівників)

	Adjective (Прикметник)	Adverb (Прислівник)
adjective + -ly	slow	slowly
adjectives ending in -le	simple	simply
adjectives ending in -y	angry gay	angrily gaily
the same form	fast hard	fast hard
irregular	good	well

ORDER OF ADVERBS

(Порядок прислівників у реченні):

ADVERBS OF FREQUENCY (Прислівники частоти)

1. Usually go after an auxiliary verb but before the main verb	He never comes late. Does he ever come late?
2. After the verb to be	She is never late for the lessons.

WITH A VERB OF MOVEMENT

(З дієсловом із значенням руху)

	place	manner	time
He walks	home	quickly	every afternoon.

WHEN THERE ARE MORE THAN TWO ADVERBS

(Коли у реченні більше, ніж два прислівники)

	manner	place	time
She was sitting	lazily	by the pool	all day long.

DETERMINERS

(Означувальні прислівники)

	Adverbs With Uncountable Nouns (Прислівники, з незлічувальними іменниками)	Adverbs With Plural Countable Nouns (Прислівники, із злічувальними іменниками у множині)
Positive (у стверженні)	much little some a lot of (plenty of) There is...	many few some a lot of (plenty of) There are...
Negative (у запереченні)	any no not much There isn't any... There is...	any no not many There aren't any... There are...
Interrogative (у питанні)	any Is there...? How much (is/does)...?	any Are there...? How many (are/do)...?

5. The Pronoun (Займенник)

Subject Pronouns (Особові займенники)	Object Pronouns (Об'єктні займенники)	Possessive Pronouns (Присвійні займенники)	
I	me	my	Give it to me . It's my bag.
you	you	your	I'll give it to you . It's your bag.
he	him	his	Give it to him . It's his bag.
she	her	her	Give it to her . It's her bag.
it	it	its	Give it to it . It's its bone.
we	us	our	Give it to us . It's our bag.
they	them	their	Give it to them . It's their bag.

6. Conjunctions (Сполучники)

AND / BUT / OR

	1st sentence	2nd sentence	Example
and	positive	positive	She went to the shop and bought some bread.
but	positive	negative	She went to the shop, but she didn't buy anything.
or	negative	negative	She can't speak English or play tennis.

BECAUSE / SO

	Meaning	Example
because	introduces a reason	She bought some hot dogs because she was hungry.
so	introduces a result	She was very hungry so she went to the cafe.

FOR / SINCE

	Meaning	Example
for	a period of time	I haven't seen him for 3 years.
since	a starting point (a point of time)	I haven't seen him since 1996.

IF / IN CASE

	Meaning	Example
if	introduce a condition	I'll buy some cakes if I am hungry.
in case		I'll buy some cakes in case I get hungry.

7. Prepositions (Прийменники)

REMEMBER!

in+	cities / town / streets / the suburbs / an armchair / danger / the middle of / the queue
at+	house number (at 23 Oxford St) / home / school / university / work / bus-stop
on+	the floor / the outskirts / chair / foot / holiday
by+	bus / taxi / car / helicopter / train / plane / ship / boat / air / sea
Note:	on the bus / plane / train / coach / ship / boat in a taxi / car / helicopter

KINDS OF PREPOSITIONS

(Види прийменників)

of place (прийменники місця)	in/inside, on, at, near, under, over, below, above, round/around, among, between, behind, in front of, opposite, to the left/right, next to/beside, against
of movement (руху)	along, across, up, down, onto, off, into, out of, past, over, from ... to, towards, through
of time (часу)	in, on, at, from ... to, by

PREPOSITIONS OF TIME

(Прийменники категорії часу)

at	in	on
at 8:15 at Christmas/Easter at night at midnight at noon at the weekend	in the morning in the evening in July (months) in summer (seasons) in 1998 (years) in the 20th century	on Sunday on the 28th of March on a winter night on Monday morning
Note: on time = at the right time at 8:30 = exactly at that time in time = early enough, not late by 8:30 = not later than that time, before		

8. Articles (артиклі)

a/an	the
1. with singular countable nouns in general: An aeroplane is faster than a train.	1. with singular and plural nouns (countable and uncountable) talking about something specific or when mentioned for a second time: The boy who has left is my cousin.

a/an	the
2. often with the verbs to be and to have : He is a doctor. I have got a camera.	2. with words: cinema, theatre, radio, country(side), seaside, beach, etc: We go to the beach every Sunday.
3. with singular countable nouns to represent (any) one person or animal: A dolphin is more intelligent than a shark.	3. with singular countable nouns to represent a class of people or animals: The dolphin is more intelligent than the shark.

the	no article
1. nouns which are unique: I have never been to the Acropolis.	1. with proper nouns: Paula comes from Canada.
2. with names of cinemas (the Peremoha), hotels (the Hilton), theatres (the National Theatre), museums (The Tate Gallery), newspapers (the Times), ships (the Queen Mary)	2. with names of sports, activities, colours, substances and meals: He plays tennis well. She likes blue. Lunch is ready.
3. names of rivers (the Thames), seas and oceans (the Black Sea), groups of islands/states (the Bahamas, the USA), mountain ranges (the Alps), deserts (the Gobi desert), names with of (The Tower of London)	3. with names of countries (England), cities and towns (London), streets (Oxford Street), parks (Hyde Park), mountains (Mount Everest), islands (Cyprus), continents (Europe)
4. names of lakes (the Synevir)	4. with names of lakes when the word 'lake' is used: Lake Michigan
5. with musical instruments: Can you play the guitar?	5. when a possessive pronoun is before a noun: Isn't it your coat?
6. names of people / families / nationalities (in the plural): The Smiths visited us last Sunday. The English are rather reserved.	6. with the words home and father / mother when we talk about our own home / parents: Father took us for a walk.
7. with titles without proper names: the President	7. with titles with proper names: President Lincoln
8. with adjectives used as plural nouns (the rich) and before the superlative degree of adjectives / adverbs (the best): He is the best student of our class.	8. with the words: bed, school, church, hospital, prison, when they are used for the reason they exist: John was sent to prison. Note: His mother went to the prison to visit him.

Tapescript 1 (p.22)

Dear Lilly,

I haven't received your letter yet, but I've decided to write just a few words to you.

We went back to school on Monday. I like school when I do well and get good marks, but I hate it when the lessons are boring. I also don't like it when the other students distract me from working. What do you think of school?

I got into trouble yesterday because I was late for school. Dad couldn't start the car and I was half an hour late. My class teacher got really angry at me. I think she should have been angry at my dad! How do you get to school? Are you ever late?

This is a picture of me in my school uniform. I really hate it. What do you wear to school? Do you wear a uniform? What's it like?

Please, write soon and tell me about your school. I'm looking forward to hearing from you.

Love,

Amelia Jones

Tapescript 2 (p.34)

Dear Fred,

How are you? Thank you for your letter. You want to know about school in England. Let me tell you. My school is open all day. Well, school starts at 9 o'clock when we all have to come together in the school hall for Assembly. At Registration our Form Teacher makes sure that everyone is there. We have Morning Registration at 9:15 and Afternoon Registration at 2 o'clock.

Each teacher has her own classroom that she always teaches in. Some of the rooms look very interesting. We don't get much homework. We usually get homework in 2 subjects each day. We only have real tests at the end of the school year, in June. Then we do tests in every subject. This is not bad, really. In History you usually get 15 or 20 questions and you only have to answer 2 or 3 of them. But in some subjects, like Maths and Physics, there is usually one important question that everyone has to answer.

I'm in the school swimming team. There are competitions in all the other important sports.

Are things very different at your school?

Best wishes,

Bob

Tapescript 3 (p.48)

Alan Alexander Milne was born in London in 1882. At the age of 11 he won a scholarship to the Westminster School. Then he went to Cambridge University and became an editor of the university paper.

By 1906 he had worked as an editor at *Punch*, a classic British humour magazine.

When World War I started, he joined the army and served in France. Here he wrote his first play, which was produced in London in 1917.

By 1919 Milne completed one book and several plays. Some of his plays were staged in London and one of them even in New York City. Milne became well-known as a popular London playwright. In 1920 his son Christopher Robin Milne was born. It was the event that changed the history of children's literature. In 1923 Milne began to work on a collection of poems for children. The result was *When We Were Very Young*, published in 1924.

In 1926 he added to his success with the publication of *Winnie-the-Pooh*. Milne was always saying that it was his wife and his young son, who inspired him to write the poems and stories for children.

Sometimes it seemed to Milne that he should write something more important, like a detective story. In fact, in 1922 he wrote a detective novel, *The Red House Mystery*, as well as many novels, essays, short stories and poems. He wrote over 25 plays and his autobiography *It's Too Late Now*, published in 1939.

When he died, 30 years later, there was already no doubt that Alan Milne achieved the world-wide popularity not as he wished due to his plays and novels, but to the adventures of Winnie-the-

Pooh Bear. The Pooh books are favourites with old and young alike and have been translated into many languages.

Tapescript 4 (p.60)

English Novels

English people in the 19th century loved novels. Some educated people, especially women, had lots of time to read. There were private libraries, public libraries and lots of bookshops. Long novels came out in cheap episodes, once a month. They were very popular.

The most popular novelist was Charles Dickens. His books were funny and exciting, but with a serious message. He described the hard lives of poor people. The rich read his books and began to understand the terrible social problems which there were at that time in England. Among Dickens's books there is *Oliver Twist*. This book is about a little poor boy. He is hungry and asks for food. He gets into serious trouble and that is when his adventures begin.

One of his most famous stories is *A Christmas Carol*. Here we see a selfish and rich man, Scrooge by name. Even at Christmas he gives nothing extra to his workers. But this is a happy story. In the novel Scrooge meets some ghosts who make him change his ideas. He becomes loving and generous. Today, the name 'Scrooge' is a part of the English language: Englishmen often call a selfish and mean person a 'scrooge'.

Tapescript 5 (p.72)

Akiko Kato is fifteen and she lives in Vancouver, Canada. She is an ordinary girl in most ways, but there is something special in her life. She is a member of the National Youth Orchestra. Let's listen to her.

"I started playing the violin at the age of seven. I was always a good singer, and I could play in tune almost immediately. But it is a difficult instrument. After eight years, I'm still learning.

My Dad plays the guitar, and we often play together. Not classical music, but Scottish dances, American folk songs —

that sort of things. Last Saturday we played dance music for my little brother's birthday party. Everybody joined in, and it was great.

I joined the National Youth Orchestra three years ago. Now it takes up a lot of my time: usually five hours a week and at least two weeks every summer.

Last year we did a tour of the country: Toronto, Montreal, Quebec, Winnipeg and back to Vancouver. There were 72 of us, and we really got to know each other. It was fantastic.

My favourite composer is Mozart. At the moment we are doing one of his violin concerts. Mozart wrote it when he was 19. And in fact the music is really young and energetic.

I like modern pop music, too. But I don't like rap or heavy metal."

Tapescript 6 (p.82)

Life and Art

Volodymyr Hryshko is a well-known opera singer. He performed in operas and staged in the theatres of many foreign countries. He regularly takes part in international classical music festivals. Mr Hryshko performed on stage together with many great singers, Luciano Pavarotti and Montserrat Caballe included. He is the owner of many prizes and the winner of the Ukrainian national contest *Lyudyna Roku — 2004* in the nomination 'Opera Singer of the Year'.

But one of the performances was very special for him. On the day when his daughter was born, he had to sing at the Metropolitan Opera in New York. In the evening he sang especially well. The Americans played the anthem of Ukraine in honour of the soloist who had a newborn daughter that day. And it was a real inspiration for the singer. He felt that it was the greatest achievement in his life!

Tapescript 7 (p.94)

British Press

The papers in Britain are divided into two groups — the quality papers and the tabloids.

The quality papers are large in size and have detailed articles about national

and international events. The tabloids are smaller in size, have shorter articles and have more pictures. The articles in the tabloids are shorter and about less important events. Sometimes they are about private lives of well-known people. There are daily and Sunday papers. Sunday papers are larger than daily papers; they are national, and that means they can be bought all over Britain.

Many papers and magazines are printed in colour, and a number of papers produce colour magazines as a part of Saturday and Sunday papers. They provide reading material about fashion, clothes, cooking, diet, house and home, motoring and holidays. They publish sections with articles on travel, food and wine, and other leisure topics.

The great number of magazines are published for women. Their bright covers are designed to catch the eye, and they certainly succeed in doing so. There are magazines for motorists, farmers, gardeners, nurses, computer programmers and many others. There is always something to read.

Tapescript 8 (p.106) **US Newspapers**

In the USA daily newspapers are published in 34 different languages. The daily newspapers are of two kinds: quality and popular. *The Wall Street Journal* is a quality newspaper. It covers national and international news. It is a business newspaper with the largest number in the country. *The Washington Post*, a daily newspaper, is of national interest. It contains even speeches of congressmen. A truly national newspaper *USA Today* in its popular form offers news of general interest. It has a number of 1.2 million. But this is not enough for the country where state, city and local news most deeply influence the reader. The problem concerning the national press is very actual. One can say that there is no national press in the US, as most daily papers are distributed locally.

On the other hand there is a national US press, one that comes from the

sharing of news. Some of the largest newspapers not only print, but collect and sell news, news features and photographs to the US and foreign newspapers. *The New York Times*, *The Washington Post* and *The Los Angeles Times* are the best news services of this kind. Other newspapers of the international importance are: *The Christian Science Monitor*, *The (Baltimore) Sun*, *The St. Louis Dispatch*, *The Milwaukee Journal*. *The New York Times* is ranked as 'the world's top daily'.

Tapescript 9 (p.123) **Britain and the British**

The United Kingdom is a multinational country today, but its peoples make up a unity. They call themselves British. Everyone who was born in Britain is British.

But don't call a Welsh or Scottish person English! He won't like it! Only people from England can be called English. People from Scotland, Wales or Northern Ireland are not English. They are Scottish or the Scots, Welsh and Irish.

More than 56 million people live in Britain. Many of them live in big industrial cities like London. Manchester and Liverpool, for example, are the biggest industrial cities in the centre of England. Other industrial cities are Leeds, Birmingham, Sheffield and others.

Such cities as Plymouth, Portsmouth and Liverpool are big ports, where many sailors and fishermen live. Bristol is not a very large port. It is smaller than others, but it's very beautiful because it's a royal port.

Stratford-upon-Avon is a very interesting town and the birthplace of famous Shakespeare. There is a church where he is buried.

Everyone in Britain speaks English. But in some parts of Scotland and Wales people speak different languages as well. The Welsh are especially proud of their language. They like to speak Welsh, to sing songs in Welsh, and when you travel you can see road signs in Welsh all over Wales.

Everyone in the UK speaks English



but they all speak it differently. A Scottish person has to listen carefully if he wants to understand a Londoner or a Welsh person.

Tapescript 10 (p.138)

Nowadays when people speak of Australia they can mean three things:

1) Australia as a continent; 2) Australia as an island and 3) Australia as an independent country. Australia is the world's largest island and its smallest continent. Asia is the continent nearest to Australia in the north. The icy shores of Antarctica lie to the south. New Zealand is to the east. To the west of Australia stretches the vast Indian Ocean. In the east the continent is washed by the Pacific Ocean.

Australia is a land of striking differences. In the centre of the continent and in the west more than 50 % of the land is desert — dry and uninhabited. There are three deserts there: the Great Sandy Desert, the Great Victoria Desert and the Gibson Desert, situated between them. Naturally, very few people live there. Most of them live on the narrow coasts of the east and southeast. Main cities, where people live among tall office buildings, automobile plants and busy factories, are also situated there.

In the northeast, tropical forests cover the coast. In the mountains of the southeast the snow lies for seven months of the year.

The capital of Australia is Canberra.

Tapescript 11 (p.155)

Interviewer: Well, professor, what is your opinion about what a person needs to live a long healthy life?

Professor: My advice for a long healthy life is to get yourself an absorbing hobby.

Hobbies teach us all sorts of things and they do it in a rather pleasant way. For example, stamp collecting is more than just the gathering of little labels. It's our entry into the world of culture and history — at least for the last 150 years. Those little slips of paper celebrate national achievements and reveal historical events. The philatelist can

learn, too, about money, geography, sightseeings and all the rest.

Another hobby with international links is the cultivation of pen friends. There are pen friend agencies which will send your address to potential correspondents in a wide range of countries. And through your letter exchange in the months and years that follow, a whole collection of interesting letters, sent to you by all sorts of interesting people from far and exotic places will come. In the process, if you're a stamp collector, you gain a good choice of specimen to add to your collection. And both of these hobbies will give you at least a good amount of words from a very wide range of foreign languages.

Tapescript 12 (p.169)

Summer Camp in the USA

Most school kids in the USA go to camp in summer. There are special camps for different sports, and also for music, languages and computers. There are even camps with slimming programmes for overweight kids! But *Camp Potomac*, like most camps, has a nice mixture of different things to do. Let's listen to Steve, who is on his holiday there.

— Hi, Steve! What can you tell us about *Camp Potomac*?

— Well, the camp is on the Potomac river about 25 miles from Washington D.C. There is also a canal called the 'Ohio Canal'. The big thing here is canoeing. We canoe on the river and on the canal. There are beginners, intermediate, and advanced. I was a beginner last year, now I'm intermediate. We have races on the canal. And we usually take food with us in the canoe, and go to eat it on an island.

You can't swim in the river or the canal. They say it's dangerous. There are snakes in the water. That's why we have a big swimming pool at the camp.

The food is pretty good. French toast for breakfast. Sandwiches and fruit for lunch. Pizza or burgers for supper.

The instructors are really young — not like the teachers at school! They are mostly 19 or 20.

A

- absolutely** [ˌæbsə'lu:tli] цілком, повністю; абсолютно
- absorbing** [əb'sɔ:bɪŋ] захоплюючий; поглинальний
- accident** ['æksɪdənt] (нешасний) випадок
- according to** відповідно до, згідно з
- ache** [eɪk] біль
- achieve** [ə'tʃi:v] досягати; добиватися
- achievement** [ə'tʃi:vmənt] досягнення
- acquaintance** [ə'kweɪntəns] 1. знайомство; 2. знайомий, знайома
- make an acquaintance** познайомитися
- act** [ækt] 1. діяти; 2. (*театр.*) виконувати (роль), грати
- action film** бойовик
- activity** [æk'tɪvɪti] діяльність
- actor** ['æktə] / **actress** ['æktɪs] актор / актриса
- adventure** [əd'ventʃə] пригода
- afford** [ə'fɔ:d] мати змогу, бути спроможним; дозволяти собі
- aid** [eɪd] допомога
- alike** [ə'laɪk] схожий, подібний
- allow** [ə'laʊ] дозволяти
- along** [ə'lɒŋ] вздовж
- get along** жити в злагоді, уживатися
- amazing** [ə'meɪzɪŋ] дивовижний
- ambulance** ['æmbjʊləns] швидка допомога
- amount** [ə'maʊnt] кількість
- a good amount of** велика кількість
- amusing** [ə'mju:zɪŋ] кумедний; смішний
- ancestor** ['ænsəstə] пращур, прабатько
- appeal** [ə'pi:l] 1. апелювати, звертатися із закликом; 2. посилатися
- appearance** [ə'piərəns] зовнішній вигляд, зовнішність
- applaud** [ə'plɔ:d] аплодувати, плескати (в долоні)
- application** [ˌæplɪ'keɪʃn] заява; заявка
- apply** [ə'plai] застосовувати; прикладати
- appointment** [ə'pɔɪntmənt] призначення, зустріч
- make an appointment** призначити зустріч
- area** ['eəriə] площа, ділянка; район
- arrange** [ə'reɪndʒ] 1. упорядковувати; 2. домовлятися
- art** [ɑ:t] мистецтво
- a piece of art** твір мистецтва
- as a result** у результаті
- far as I know...** наскільки мені відомо
- as much as possible** наскільки можливо
- as soon as** щойно
- association** [ə'səʊsi'eɪʃn] асоціація, товариство

- atmosphere** ['ætməsfɪə] атмосфера
- attend** [ə'tend] 1. бути присутнім, відвідувати; 2. приділяти увагу; 3. піклуватися, турбуватися
- attic** ['ætɪk] мансарда, горище
- attitude** ['ætɪtju:d] ставлення
- audience** ['ɔ:diəns] аудиторія; публіка, слухачі
- author** ['ɔ:θə] автор
- autobiography** [ˌɔ:təbaɪ'ɒgrəfi] автобіографія
- average** ['ævərɪdʒ] 1. середнє число; 2. середній
- aweful** ['ɔ:fəl] жахливий
- avoid** [ə'vɔɪd] уникати

B

- bad (good)-tempered** [ˌbæd'tempəd] з поганим (добрим) характером
- bake** [beɪk] пекти
- band** [bænd] група музикантів
- bar** [bɑ:] шматок, брусок
- bar of chocolate** плитка шоколаду
- bargain** ['bɑ:gɪn] 1. торговельна угода; 2. вигідна покупка
- be a waste of time** марно гаяти час
- be brought up** [brɔ:t] бути вихованим, виховуватись
- be buried** бути похованим
- be on** демонструватися (*про фільм*)
- be over** закінчитися
- be well-equipped** бути добре оснащеним
- begin** [bɪ'gɪn] (*began, begun*) починати(ся)
- behave** [bɪ'heɪv] поводитися
- behaviour** [bɪ'heɪvjə] поведінка
- believe** [bɪ'li:v] вірити
- biography** [baɪ'ɒgrəfi] біографія
- blanket** ['blæŋkɪt] шерстяна (вовняна) ковдра
- bleed** [bli:d] кровоточити
- blood** [blʌd] кров
- boil** [bɔɪl] кипіти; варитися
- bomb** [bɒm] бомбардувати, бомбити
- border (on)** ['bɔ:də] 1. кордон, межа; 2. межувати
- bring** ['brɪŋ] нудний
- bother** ['bɒðə] набридати; турбувати(ся)
- bottom** ['bɒtəm] дно; низ
- at the bottom (of)** внизу
- bowl** [bəʊl] миска
- bowling** ['bəʊlɪŋ] боулінг
- breathe** [bri:ð] дихати
- bring** [brɪŋ] (*brought, brought*) приносити; привозити
- Britain** [brɪtɪn] Британія
- British** ['brɪtɪʃ] британський
- the British** британці

broadcast ['brɔ:dkɑ:st] (**broadcast, broadcast**) *n.* радіомовлення; радіопередача; *v.* передавати по радіо; вести радіопередачу
burn (burnt, burnt) палити; горіти

C

capital ['kæpɪtəl] столиця
care about somebody піклуватися про когось
careful ['keəfəl] обережний; уважний
caring ['keərɪŋ] турботливий
cartoon [kɑ:'tu:n] мультфільм
carton ['kɑ:tən] картон, картонна коробка
cash [kæʃ] готівка
cashier [kæ'ʃiə] касир
cast [kɑ:st] склад виконавців
castle ['kɑ:sl] замок; палац; фортеця
catalogue ['kætəlg] 1. каталог; 2. (*амер.*) довідник
catch the eye привертати увагу
cater ['keɪtə] 1. обслуговувати;
 2. догоджати, намагатися догодити
cathedral [kə'θi:drəl] кафедральний собор
cause [kɔ:z] *n.* причина; *v.* спричиняти
caving ['keɪvɪŋ] відвідування, огляд печер
certain ['sɜ:tn] 1. певний; 2. упевнений
championship ['tʃæmpjənʃɪp] чемпіонат
chance [tʃɑ:ns] випадок; можливість; шанс
give a chance давати можливість
character ['kærɪktə] герой, персонаж
charter ['tʃɑ:tə] 1. грамота; 2. привілей;
 3. статут
chat [tʃæt] балакати; теревенити
cheap [tʃi:p] дешевий
check (up) ['tʃekʌp] перевіряти
cheer [tʃiə] **smb up** підбадьорювати когось
chemist ['kemɪst] аптекар
at the chemist's в аптеці
chest [tʃest] 1. ящик, скриня; 2. грудна клітка
choice [tʃɔɪs] вибір
chop [tʃɒp] 1. рубати (*сокирою тощо*);
 2. нарізувати
chore ['tʃɔ:] (*амер.*) хатня робота
do chores займатися хатньою роботою
climate ['klaɪmɪt] клімат
coach [kəʊtʃ] 1. карета;
 2. (*розм.*) репетитор
come [kʌm] (*come, come*) приходити
come across наштовхнутися (на щось); випадково зустрітися (з кимось)
comedy ['kɒmɪdi] комедія
common ['kɒmən] звичайний; спільний
have in common мати щось спільне
communicate [kə'mju:nikeɪt] 1. спілкуватися; 2. передавати;
 3. повідомляти

communication [kə,mju:nɪ'keɪʃn] спілкування
communicator [kə'mju:nikeɪtə] комунікатор
compare [kəm'peə] порівнювати
compass ['kʌmpəs] компас
compete [kəm'pi:t] змагатися
competition [,kɒmpɪ'tɪʃn] змагання
complete [kəm'pli:t] повний
compose [kəm'pəʊz] створювати, складати
composer [kəm'pəʊzə] композитор
composition [,kɒmpə'zɪʃn] твір
computer animation film фільм з комп'ютерними спецефектами
conductor [kən'dʌktə] кондуктор
consist [kən'sɪst] складатися
consult [kən'sʌlt] радитися, консультуватися
contain [kən'teɪn] містити (мати) в собі; вміщати
contents ['kɒntents] зміст; вміст
table of contents зміст (видання)
continent ['kɒntɪnənt] континент
convenient [kən'vi:niənt] зручний
cope ['kəʊp] справитися, упоратися
cope with someone's problem упоратися з чимось проблемою
cost [kɒst] (*cost, cost*) коштувати
cosy ['kəʊzi] затишний
cough [kɔ:ʃ] *n.* кашель; *v.* кашляти
couple ['kʌpl] пара
cover ['kʌvə] 1. обкладинка; 2. покривати; накривати
create [kri'eɪt] створювати
creative [kri'eɪtɪv] творчий
creativity [,kri:eɪ'tɪvɪti] творчість
credit card ['kredɪt kɑ:d] кредитна картка
cricket ['krɪkɪt] крикет
cultivation [,kʌltɪ'veɪʃn] культивування
culture ['kʌltʃə] культура
cup [kʌp] 1. чашка; 2. кубок
curriculum [kə'rɪkjʊləm] 1. курс навчання; навчальний план; 2. розклад
custom ['kʌstəm] звичай
cycling ['saɪklɪŋ] велоспорт

D

dairy ['deəri] 1. маслоробня; сироварня;
 2. молочарня
danger ['deɪndʒə] небезпека
decide [dɪ'saɪd] вирішувати
degree [dɪgri:] 1. ступінь; 2. градус
delicious [dɪ'lɪʃəs] 1. чудовий; 2. дуже смачний
deliver [dɪ'lɪvə] доставляти, постачати
dentist office ['dentɪst 'ɒfɪs] кабінет зубного лікаря

department [di'pɑ:tmənt] відділ
department store [di'pɑ:tmənt'stɔ:] (амер.)
 універмаг
depend (on, upon) [di'pend] залежати (від)
desert ['dezət] пустеля
designer shop студія дизайну
destroy [di'strɔɪ] руйнувати
develop [di'veləp] розвивати(ся)
devote [di'vəʊt] присвячувати
devoted [di'vəʊtɪd] відданий
die [daɪ] вмирати
diet ['daɪət] дієта
differ ['dɪfə] відрізнятися
difference ['dɪfrəns] різниця
different ['dɪfrənt] різний, інший
difficult ['dɪfɪkəlt] важкий, трудний
difficulty ['dɪfɪkəlti] важкість, трудність
direction [di'rekʃn] напрямок
disadvantage [ˌdɪsəd'vɑ:ntɪdʒ] недолік
disagree [ˌdɪsə'grɪ:] не погоджуватися
disappoint [ˌdɪsə'pɔɪnt] розчаровувати
disappointing [ˌdɪsə'pɔɪntɪŋ] невтішний; що
 викликає розчарування
disaster [di'zɑ:stə] лихо, біда
disciplined [ˌdɪsɪ'plɪnd] дисциплінований
discover [dɪs'kʌvə] відкривати; виявляти
discuss [dɪ'skʌs] обговорювати
disease [di'zi:z] хвороба
dish [dɪʃ] 1. страва; 2. тарілка
display [dɪs'pleɪ] показувати, виставляти
 на показ
divorce [dɪ'vɔ:s] *n.* розлучення;
v. розлучатися
do harm (good) to ... робити шкоду
 (добро) ...
doubt [daʊt] сумнів
drama ['drɑ:mə] драма (*п'єса*)
dramatist ['dræmətɪst] драматург
draw [drɔ:] нічия
end in a draw завершуватися внічию
dry [draɪ] *adj.* сухий; *v.* сушити(ся),
 висушувати
due to smth завдяки чомусь

E

each [i:tʃ] кожний
each other [i:tʃ 'ʌðə] один одного
earache ['iərəɪk] біль у вусі
earn [ɜ:n] заробляти
earn money заробляти гроші
earn somebody's living заробляти на
 чийсь прожиття
easy ['i:zi] зручний, легкий
take something easy не брати близько
 до серця
easy-going [ˌi:si'gəʊɪŋ] добродушно-
 веселий; безтурботний
economy [i'kɒnəmi] економіка

edition [i'dɪʃn] 1. видання; 2. випуск
educated ['edʒəkeɪtɪd] освічений
education [ˌedʒə'keɪʃn] освіта
effect [i'fekt] 1. дія, вплив; 2. наслідок,
 результат
electricity [ɪˌlek'trɪsɪti] електрика
embrace [ɪm'breɪs] 1. охоплювати, оточу-
 вати; 2. включати, містити (в собі)
emotion [i'məʊʃn] 1. душевне хвилювання;
 2. емоція, почуття
emotional [i'məʊʃnəl] емоційний
empty ['empti] порожній
encourage [ɪn'kʌrɪdʒ] підбадьорювати;
 заохочувати
ending ['endɪŋ] закінчення, кінець
energy ['enədʒi] енергія
entertain [ˌentə'teɪn] розважати, забавляти
entertaining [ˌentə'teɪnɪŋ] забавний,
 розважальний
entertainment [ˌentə'teɪnmənt] розвага,
 забава
entry ['entri] вхід
environment [ɪn'vaɪrənmənt] навколишнє
 середовище
equipment [i'kwɪpmənt] устаткування,
 обладнання
be well equipped бути добре
 оснащеним
essay ['eseɪ] нарис, есе
establish [ɪ'stæblɪʃ] засновувати;
 устанавлювати
even ['i:vən] навіть
ever ['evə] коли-небудь
examine [ɪg'zæmɪn] 1. екзаменувати;
 2. оглядати
excellent ['eksələnt] відмінний
exchange [ɪks'tʃeɪndʒ] обмінювати(ся)
exciting [ɪk'saɪtɪŋ] хвилюючий
excursion [ɪk'skɜ:ʃn] екскурсія
excuse [ɪks'kju:z] просити вибачення
excuse me... вибачте...
exist [ɪg'zɪst] існувати
expedition [ˌeksprɪ'dɪʃn] експедиція
expensive [ɪk'spensɪv] дорогий
experience [ɪk'spɪəriəns] переживати;
 відчувати
explain (to) [ɪk'spleɪn] пояснювати
explore [ɪk'splɔ:] досліджувати
extend [ɪks'tend] протягувати(ся),
 тягти(ся); простягати(ся)
extinct [ɪks'tɪŋkt] вимерлий; зниклий
extinction [ɪks'tɪŋkʃən] вимирання;
 зникнення

F

facility [fə'sɪlɪti] 1. легкість; 2. здатність;
 3. уміння; 4. доступність
factory [ˈfæktəri] фабрика; завод

fall ill захворіти
fame [feɪm] слава, популярність
famous (for) ['feɪməs] славетний; знаменитий; відомий
fan [fæn] вболівальник, прихильник
fashion ['fæʃn] 1. фасон; форма; 2. мода, стиль
fashionable ['fæʃnəbl] модний; світський
feel (un)comfortable почуватися (не)зручно
festive ['festɪv] святковий; веселий
fiction ['fɪkʃn] белетристика; художня література
fight (fought, fought) боротися
finance ['faɪnæns] *n.* фінанси; *v.* фінансувати
fisherman ['fɪʃməŋ] рибалка
fit [fɪt] *v.* відповідати (чомусь); годитися; пасувати (до чогось); *adj.* здоровий, у добрій формі
flat [flæt] *n.* квартира; *adj.* плоский, рівний
flow [fləʊ] тексти; протікати
forehead ['fɒrɪd] лоб, чоло
fork [fɔ:k] виделка
form a base складати основу
formal ['fɔ:məl] 1. формальний; 2. офіційний
friendship ['frendʃɪp] дружба
fry [fraɪ] смажити(ся)
fun [fʌŋ] веселощі; забава
make fun of somebody висміювати когось; глузувати з когось
full [fʊl] повний; наповнений
to be full of smth бути наповненим чимось
furniture ['fɜ:nɪtʃə] меблі
future ['fju:tʃə] *n.* майбутнє; *adj.* майбутній

G

gadget ['gædʒɪt] пристрій; технічна новинка
gain [geɪn] одержувати, здобувати
general ['dʒenərəl] загальний
in general взагалі, загалом
generous ['dʒenərəs] 1. великодушний; благородний; 2. щедрий
genre ['ʒnɛrə] 1. манера, стиль; 2. літературний жанр
get on (well/badly) поживати (добре/погано); просуватися (добре/погано)
get sunburned засмагнути
get together зібратися разом
get to know дізнатися
get worse погіршуватися
give a hand надавати допомогу
give up [ˌgɪv'ʌp] покинути; відмовитися (*від звички*)
go wrong іти неправильним шляхом
goods [gʊdz] товар, товари

greedy ['ɡri:di] жадібний
guarantee [ˌɡærən'ti:] гарантувати; ручатися
guess [ges] здогадуватися

H

habit ['hæbɪt] звичка
hard-working [ˌhɑ:d'wɜ:kɪŋ] працелюбний, працюючий
harmful ['hɑ:mfəl] шкідливий
headache ['hedeɪk] головний біль
heading ['hedɪŋ] заголовок; рубрика
headline ['hedlaɪn] газетний заголовок
health ['helθ] здоров'я
healthy ['helθi] здоровий
hear [hɪə] (heard, heard) чути, почути
heart [hɑ:t] серце
hedge [hedʒ] живопліт; огорожа
hereditary [hɪ'redɪtəri] спадковий; успадкований
highlands ['haɪləndz] узгір'я
hold smb's attention (interest, etc) привертати чиюсь увагу (інтерес, тощо.)
horror film фільм жахів
hospitable [ˌhɒspɪtəbl] гостинний
householding ['haʊs,haʊldɪŋ] домашній
do householding (duties) виконувати домашню роботу (обов'язки)

I

ignore [ɪɡnə:] ігнорувати; не звертати уваги
imagination [ɪ,mædʒɪ'neɪʃn] уява
imagine [ɪ'mædʒɪn] уявляти
immense [ɪ'mens] величезний, здоровенний
impossible [ɪm'pɒsɪbl] неможливий
impress [ɪm'pres] вражати
impression [ɪm'preʃn] враження
make an impression on somebody справити враження на когось
improve [ɪm'pru:v] покращувати, удосконалювати
increase [ɪn'kri:s] збільшувати(ся); зростати
independence [ɪndɪ'pendəns] незалежність
independent [ɪndɪ'pendənt] незалежний
indoors [ɪndɔ:z] у приміщенні
industrial [ɪn'dɑ:striəl] промисловий
industry [ɪn'dæstri] промисловість
influence ['ɪnfluəns] *n.* вплив; *v.* справляти вплив; впливати
information [ɪnfə'meɪʃn] інформація
inhabit [ɪn'hæbɪt] жити, мешкати; населяти
inhabitant [ɪn'hæbɪtənt] (постійний) мешканець, житель
inherit [ɪn'herɪt] 1. успадковувати; 2. переймати, запозичувати

injection [in'dʒekʃn] упорскування; ін'єкція
inside [in'saɪd] усередині
inspiration [ˌɪnspɪ'reɪʃn] натхнення
inspire [ɪn'spaɪə] надихати
instead (of) [ɪn'sted] замість
interschool [ˌɪntə'sku:l] міжшкільний
introduce [ˌɪntrə'dju:s] 1. запроваджувати;
 2. знайомити
introduction [ˌɪntrə'dʌkʃn] 1. вступ;
 2. знайомство
invent [ɪn'vent] винаходити
invitation [ˌɪnvɪ'teɪʃn] запрошення
invite [ɪn'vaɪt] запрошувати
iron [aɪən] *n.* праска; *v.* прасувати
irregular [ɪ'regjulə] неправильний
island [aɪlənd] острів
item [aɪtəm] 1. пункт, параграф;
 2. питання; 3. окремий предмет;
 4. повідомлення, замітка (*в газеті*)

J

journalist [ˈdʒɜ:nəlɪst] журналіст

K

keep [ki:p] (kept, kept) тримати,
 утримувати, зберігати
to keep fit підтримувати (фізичну) форму
kettle [ˈketl] чайник (*для кип'ятіння води*)
kill [kɪl] убивати
kin [kɪn] рідня, родичі; близькість
kind [kaɪnd] *n.* вид; сорт; *adj.* добрий
knife [naɪf] ніж
knowledge [ˈnəʊlədʒ] знання

L

laugh [lɑ:f] сміятись
lazy [ˈleɪzi] лінивий
lawn tennis [ˌlɔ:n 'tenɪs] лаун-теніс
lay/set (out) the table накрити на стіл
leaflet [ˈli:flɪt] 1. листок; 2. листівка
lean [li:n] **over** згинатися над
learn [lɜ:n] (learnt, learnt) 1. (ви)вчити;
 2. дізнатися
learn by heart вивчати напам'ять
(the) least [li:st] *adj.* найменший;
adv. найменш
leave [li:v] (left, left) залишати, покидати
leave for school виходити з дому до
 школи
legendary [ˈledʒəndəri] легендарний
lie [laɪ] брехня, неправда
lie [laɪ] (lay, lain) лежати, спочивати
lie in the sun загоряти
life [laɪf] життя
lifestyle [ˈlaɪfstɑɪl] стиль (спосіб) життя
look [lʊk] дивитися
look for шукати
look happy (ill, tired, etc) мати
 щасливий (*хворий, змучений і т.д.*)
 вигляд

look out виглядати (з чогось)
look through дивитися у (*вікно*);
 переглядати
look around оглядати(ся)
look at подивитися
look like бути схожим
lonely [ˈləʊnli] самотній, одинокий
love-story любовна історія
loving care [ˌlʌvɪŋ 'keə] турбота з любов'ю
lowlands [ˈləʊləndz] низина

M

made-up stories вигадані оповідання
major [ˈmeɪdʒə] більший; головний;
 старший
make a living заробляти на прожиття
make peace помиритися
make somebody angry розсердити
 когось
market stall [ˌmɑ:kɪt 'stɔ:l] прилавок,
 місце, лоток на ринку
married [ˈmærid] одружений
get married одружитися
mash [mæʃ] розминати, розчавлювати
matter [ˈmætə] справа
It doesn't matter! Це не має значення!
meadow [ˈmedəʊ] луг
meal [mi:l] прийняття їжі, їда
mean [mi:n] (meant, meant) 1. означати;
 2. мати на увазі; 3. хотіти сказати
meaning [ˈmi:nɪŋ] значення
medicine [ˈmedsən] ліки
take some medicine вживати ліки
member [ˈmembə] член
memorial [ˌmi:mə'riəl] пам'ятник, меморіал
memorize [ˈmeməraɪz] запам'ятовувати;
 заучувати напам'ять
method [ˈmeθəd] метод
mild [maɪld] м'який; помірний
mind [maɪnd] розум; думка
mix [mɪks] змішувати, мішати
modern [ˈmɒdn] сучасний
mood [mu:d] настрої
mountainous [ˈmaʊntɪnəs] гористий,
 гірський
move away віддалятися; відсуватися;
 від'їжджати
museum [mju:'ziəm] музей
music [ˈmju:zɪk] музика
classical (chamber, popular, folk)
music класична (камерна,
 популярна, народна) музика
musician [mju:'ziʃn] музикант
mysterious [mɪ'stɪəriəs] таємничий;
 незбагнений

N

napkin [ˈnæpkɪn] серветка, салфетка
narrator [nə'reɪtə] оповідач

nation ['neiʃn] нація
national ['næʃnəl] національний
nationality ['næʃə'neɪlɪtɪ] національність
native ['neɪtɪv] рідний (мова, місто), місцевий (житель)
natural ['nætʃrəl] природний
natural resources ['ri:'sɔ:sɪz] природні ресурси
nearly ['niəli] майже
necessary ['nesəsəri] необхідно
need [ni:d] потребувати
needle [ni:dl] голка
neighbour ['neɪbə] *n.* сусід; *adj.* сусідній
nephew ['nevju:] племінник
net [net] сітка
never ['nevə] ніколи
new [nju:] новий
New Zealand [nju:'zi:lənd] Нова Зеландія
next [nekst] наступний
next to поруч з, біля
nickname ['nikneɪm] прізвисько
noble ['nəʊbl] 1. благородний; 2. знатний
noisy ['noɪzi] шумний
non-fiction [ˌnɒn'fɪkʃn] документальна (наукова) література; нехудожня література
north ['nɔ:θ] північ
in the north на півночі
northern ['nɔ:ðən] північний
novel ['nɒvl] роман
novelist ['nɒvlɪst] письменник-романіст
nowadays ['naʊədeɪz] сьогодні
nuclear ['nju:kliə] ядерний
nuclear weapon ядерна зброя
nuclear weapon test [ˌ'wepən ,test] випробування ядерної зброї
number ['nʌmbə] число; номер
nurse [nɜ:s] няня, доглядальниця; медсестра

O

occupy ['ɒkjʊpaɪ] займати
ocean ['oʊʃən] океан
Pacific Ocean [pə'sɪfɪk 'oʊʃən] Тихий океан
October [ok'təʊbə] жовтень
of [ɒv] *применник родового відмінка*
of course [kɔ:s] звичайно, безперечно
off [ɔf] *прислівник, що вказує на віддаленість у часі, "відбуття"*
to be off забратись, піти геть
office ['ɒfɪs] офіс, кабінет; державна установа
official [ə'fɪʃl] чиновник; службовець
often [ɒfn] часто
oh ['oʊ] ой
Oh, no! вигук із значенням жалю, співчуття
oil ['ɔɪl] олія

on [ɒn] на
to be on бути включеним
once [wʌns] одного разу, якийсь, колись
at once відразу
once upon a time колись, одного разу (на початку казки), якийсь
there once was був собі якийсь
opinion [ə'pɪnjən] думка; погляд
order ['ɔ:də] порядок
in order у порядку
organize ['ɔ:gənaɪz] організувати
original [ə'ɪrɪdʒɪnəl] *n.* оригінал; *adj.* оригінальний, вихідний
origin ['ɔ:rɪdɪn] походження
originate (from) [ə'ɪrɪdʒɪneɪt] 1. брати початок, походити; 2. давати початок; породжувати
other ['ʌðə] інший
the other day іншого дня
outcome ['aʊtkʌm] наслідок, результат
outdoor activities розваги та інші види діяльності просто неба
outdoors ['aʊt'dɔ:z] зовні, просто неба
outside ['aʊtsaɪd] ззовні, назовні, поза
own ['əʊn] власний

P

pain [peɪn] біль
pan [pæn] 1. каstrуля; 2. сковорода
paradise ['pærədaɪs] рай
part [pɑ:t] частина; роль (*meamp.*)
take part (in) брати участь (у)
participate [pɑ:'tɪsɪpeɪt] брати участь
patient ['peɪʃnt] *n.* пацієнт; *adj.* наполегливий; той, що витерплює
pattern ['pætn] взорець
pay [peɪ] платити
penalty ['penltɪ] покарання, кара
per cent [pə'sent] відсоток, процент
perform [pə'fɔ:m] виконувати; здійснювати
performance [pə'fɔ:məns] 1. виконання; 2. вистава
performer [pə'fɔ:mə] виконавець
perhaps [pə'hæps] можливо
periodical [ˌpɪərɪ'ɒdɪkəl] періодичне видання, журнал
permission [pə'mɪʃn] дозвіл
permit [pə'mɪt] дозволяти
person [pɜ:sn] людина, особистість
personal ['pɜ:snl] особистий
phrase [freɪz] фраза
pile [paɪl] купа
piling [paɪlɪŋ] збирання (звалювання) в купу
pill [pɪl] пілюля
pillow ['pɪləʊ] подушка
plan [plæn] план

play [plei] *n.* п'єса; *v.* грати(ся)
to play a part грати роль
to play the guitar грати на гітарі
to play volleyball грати у волейбол
pleasant ['pleznt] приємний
pleasure ['plezə] приємність, задоволення
for pleasure для задоволення
plot [plɒt] 1. змова; 2. сюжет, фабула
poem ['pəʊm] вірш
poet ['pəʊt] поет
poetry ['pəʊtri] поезія
point [pɔɪnt] указувати
polite [pə'laɪt] ввічливий
politeness [pə'laɪtnɪs] ввічливість
politics ['pɒlɪtɪks] політика
pollute [pə'lu:t] забруднювати
pollution [pə'lu:ʃən] забруднення
population [ˌpɒpjə'leɪʃn] населення
possibility [ˌpɒsɪ'bɪləti] можливість
possible ['pɒsɪbl] можливий
pour [pɔː] лити(ся)
practise (in) ['præktɪs] практикувати
prefer ['prɪ:fə] віддавати перевагу
preparation ['prepə'reɪʃn] приготування
prepare for smth [prɪ'pɪə] готуватися до чогось
preposition ['prepə'zɪʃn] прийменник
prescribe [prɪ'skraɪb] прописувати
prescribe some medicine приписувати деякі ліки
present ['preznt] подарунок
present [prɪ'zent] *n.* подарунок;
v. 1. дарувати; 2. представляти
press [pres] преса
pretend [prɪ'tend] прикидатися, удавати
price [praɪs] ціна
primary ['praɪməri] 1. первинний;
 2. початковий
private ['praɪvət] приватний; особистий
produce [prə'dju:s] 1. виробляти;
 2. ставити (п'єсу)
promise ['prɒmɪs] обіцяти
pronoun ['prəʊnaʊn] займенник
pronounce [prə'naʊns] вимовляти
pronunciation [prə'nʌnsi'eɪʃn] вимова
proper ['prɒpə] відповідний; правильний
protect [prə'tekt] захищати
proud [praʊd] гордий; з почуттям гідності
be proud of пишатися (кимось / чимось)
prove [pru:v] доводити, засвідчувати
proverb ['prɒvəb] прислів'я
provide material about надавати матеріал про
public ['pʌblɪk] *n.* публіка; суспільство
adj. публічний, громадський
publish ['pʌblɪʃ] видавати, публікувати
pudding ['pʊdɪŋ] пудинг
puddle [pʌdl] калюжа

pull [pʊl] тягнути (на себе)
pulse [pʌls] пульс
take/feel a pulse слухати пульс
punish ['pʌnɪʃ] карати
punishment ['pʌnɪʃmənt] покарання
puppet ['pʌpɪt] маріонетка; лялька
push [pʊʃ] штовхати (від себе)

Q

quality ['kwɒləti] якість
quarrel ['kwɒrəl] *n.* сварка; *v.* сваритися
have a quarrel посваритися
queue [kjuː] *n.* черга; *v.* стояти в черзі

R

rainforest ['reɪn,fɒrɪst] тропічний ліс
range [reɪndʒ] ряд, низка; пасмо
rare [reə] рідкий; рідкісний
ready-made clothes [ˌredi 'meɪd] готовий одяг
reason ['riːzn] 1. причина; 2. розум
receive [rɪ'si:v] одержувати; отримувати
recently ['riːsntli] недавно
recipe ['resɪpi] рецепт
recover [rɪ'kʌvə] відужувати
record ['rekɔ:d] *n.* запис (аудіо, відео)
record [rɪ'kɔ:d] *v.* записувати
recycle [ˌriː'saɪkəl] переробляти вторинну сировину, рециркулювати
refrigerator [rɪfrɪgə'reɪtə] холодильник
regular ['regjʊlə] правильний; регулярний
regular verbs ['vɜːbz] правильні дієслова
regularly ['regjʊləli] правильно; регулярно
rehearsal [rɪ'hɜːsəl] репетиція
relation [rɪ'leɪʃn] зв'язок; стосунки
relations [rɪ'leɪʃnz] стосунки, взаємини
relationship [rɪ'leɪʃənʃɪp] родинний зв'язок
relative ['relatɪv] родич
relax [rɪ'læks] розслаблятися; відпочивати
relaxing [rɪ'læksɪŋ] розслаблюючий
release [rɪ'liːs] випускати; звільняти
relieve [rɪ'li:v] полегшувати
religious [rɪ'lɪdʒəs] релігійний
remember [rɪ'membə] пам'ятати
remind [rɪ'maɪnd] нагадувати
repair [rɪ'pɪə] ремонтувати, лагодити
report [rɪ'pɔ:t] *n.* репортаж; повідомлення;
v. передавати; повідомляти
reported [rɪ'pɔ:tɪd] переданий, повідомлений
reporter [rɪ'pɔ:tə] репортер
request [rɪ'kwest] прохання
research [rɪ'sɜːtʃ] дослідження, вивчення
reserved [rɪ'zɜːvd] стриманий, нетовариський
resource [rɪ'sɔ:s] ресурс
respect [rɪ'spekt] *n.* повага; *v.* поважати
rest [rest] *n.* відпочинок; *v.* відпочивати

retell [ri'tel] переказувати
return [ri'tɜ:n] повертатися
reuse [ri:'ju:z] повторно використовувати
review [ri'vju:] повторювати (*material*)
right [rait] правий
right after smth відразу після чогось
right away негайно
rubbish ['rʌbɪʃ] сміття, мотлох
rude [ru:d] грубий, образливий

S

sadly ['sædli] сумно
safe [seɪf] безпечний
sail [seɪl] плавати
sailor ['seɪlə] моряк
sale [seɪl] продаж
in the sale у продажу
saint (snt., st.) [seɪnt] ([snt]) святий
salad ['sæləd] салат
salesman ['seɪlzmən] продавець
salt [sɔ:lt] сіль
salty ['sɔ:lti] солоний
same [seɪm] такий же, однаковий
at the same time тоді ж; у той самий час
the same той самий
Saturday ['sætədi] субота
save [seɪv] рятувати; зберігати; заощаджувати
say [seɪ] (said, said) сказати
Say it right. Скажи правильно.
scene [si:n] сцена
scenery ['si:nəri] 1. (театральні) декорації;
 2. пейзаж, ландшафт
screen [skri:n] екран
school [sku:l] *n.* школа; *adj.* шкільний
science ['saɪəns] наука
scold [skəʊld] сварити, лаяти; сваритися, лаятися
script [skript] 1. почерк; рукописний шрифт; 2. сценарій
scuba diving підводне плавання
sea [si:] море
seaman ['si:mən] моряк
seaside ['si:saɪd] морське узбережжя
at the seaside на морському узбережжі
seat [si:t] місце; сидіння
second ['sekənd] другий
secondary ['sekəndəri] 1. другий;
 2. середній
secret ['si:kri:t] секрет, таємниця
secretary ['sekritəri] секретар
section ['sekʃn] секція; розділ
See you later. Побачимося пізніше.
Let me see. Дайте подумати.
seem [si:m] здаватися
sell [sel] (sold, sold) продавати
seldom ['seldəm] рідко

selection [si'lekʃn] відбір, набір
send [send] (sent, sent) відсилати, надсилати
sense [sens] 1. почуття, відчуття;
 2. значення
sentence ['sentəns] речення
separate ['sepəreɪt] окремий
separate ['sepəreɪt] відокремлювати, відділяти
September [sep'tembə] вересень
serious ['sɪəriəs] серйозний
serve [sɜ:v] 1. служити; 2. обслуговувати
set [set] *n.* набір; *v.* (set, set) встановлювати (*час, правило*)
to set a table накривати стіл
setting ['setɪŋ] 1. оточення, навколишня обстановка; 2. постановка (*фільму*)
sew [səʊ] шити
shake / hold hands потиснути руки
shall [ʃæl] буду, будемо, будуть
Shall I do it? Мені це зробити?
shape [ʃeɪp] форма
share [ʃeə] ділитися
share impressions ділитися враженнями
shark [ʃɑ:k] акула
sheet [ʃi:t] 1. простирадло; 2. аркуш
a sheet of paper аркуш паперу
shoplifter ['ʃɒp,lɪftə] крамничний злодій
shopper ['ʃɒpə] покупець
shine [ʃaɪn] (shone, shone [ʃɒn]) світити
short [ʃɔ:t] короткий
for short скорочено
shoulder ['ʃəʊldə] плече
shout (at smb) [ʃaʊt] кричати (на когось)
show [ʃəʊ] *n.* показ;
v. (showed, shown) показувати
shower ['ʃəʊə] душ
to have/take a shower прийняти душ
shy [ʃaɪ] соромливий, сором'язливий
sick [sɪk] хворий
side [saɪd] бік
sightseeing ['saɪt,sɪŋ] огляд визначних місць
do / go sightseeing оглядати визначні місця
sightseeing tour ['saɪt,sɪŋ'tʊə] екскурсія визначними місцями
sign [saɪn] *n.* знак; сигнал; *v.* підписувати
silly ['sɪli] дурний; нерозумний
silver ['sɪlvə] срібний
simple ['sɪmpl] простий
since [sɪns] відтоді, з того часу як
single ticket [sɪŋɡl] квиток в один напрям
size [saɪz] розмір
skill [skɪl] 1. уміння, здатність; 2. досвід, майстерність; 3. талант, здібності;
 4. знання, розуміння; обізнаність

skin [skɪn] шкіра
slice [slaɪs] *n.* скибочка; *v.* різати тонкими скибочками
slim [slɪm] тонкий, стрункий, тендітний
slow [sləʊ] повільний
smart [smɑ:t] розумний; кмітливий; нарядний
smell [smel] *n.* запах; *v.* (smelt, smelt) нюхати
smile at somebody посміхнутися комусь
smoke [sməʊk] *n.* дим; *v.* палити
snake [sneɪk] змія
sneeze [sni:z] чхати
so [seɪ] таким чином, так
So many countries in the world! Так багато країн у світі!
society [sə'saɪətɪ] 1. суспільство; 2. товариство; об'єднання
soft [sɒft] м'який
solve [sɒlv] вирішувати, розв'язувати
some [sʌm] кілька, трохи
sometimes ['sʌmtaɪmz] іноді; колись
soon [su:n] скоро
sore throat ['sɔ:θrəʊt] хворе горло
Sorry! ['sɒri] Вибачте!
soul [səʊl] душа
sound [saʊnd] *n.* звук; *v.* звучати
sound producer ['saʊnd.prə'dju:sə] звукорежисер
soup [su:p] суп
sour cream [ˌsaʊə'kri:m] сметана
source [sɔ:s] джерело
south [saʊθ] південь
southern ['sʌðən] південний
space [speɪs] космос
spaceship ['speɪs,ʃɪp] космічний корабель
Spain [speɪn] Іспанія
Spanish ['spæɪnɪʃ] іспанський
spare [speə] вільний
speak [spi:k] (spoke, spoken) розмовляти
special ['speʃəl] особливий; спеціальний
specimen ['spesɪmɪn] зразок, візорець
specious ['spi:ʃəs] правдоподібний; пристойний
spectator [spek'teɪtə] глядач
spell [spel] (spelt, spelt) писати/вимовляти по літерах
spelling ['spelɪŋ] написання, правопис, орфографія
spend [spend] (spent, spent) 1. проводити (час); 2. витратити
spin [spɪn] *n.* веретено; *v.* вертити, крутити
spoon [spu:n] ложка
sports ground ['spɔ:t'sgraʊnd] спортивний майданчик
spread [spred] (spread, spread) 1. розстилати; 2. простягати(ся)

to spread the table cloth розстилати скатертину
square [skwɜ:ə] *n.* 1. квадрат; 2. площа; *adj.* квадратний
in the square на площі
stadium ['stɛdɪəm] стадіон
stage [steɪdʒ] *n.* сцена; естрада; *v.* ставити (п'єсу)
stairs ['steɪz] сходи
strait [streɪt] протока
stamp [stæmp] поштова марка
stand [stænd] (stood, stood) стояти
to stand in a distance стояти, триматися на віддалі
star [stɑ:] зірка
start [stɑ:t] починати
to start on (a newspaper...) започатковувати, засновувати (газету)
stay [steɪ] зупинятися, перебувати
to stay at a hotel зупинитися в готелі
to stay with smb залишитися в когось
stay in bed лежати в ліжку, хворіти
stick [stɪk] *n.* палиця, палка; *v.* клеїти
still [stɪl] все ще
stimulation [ˌstɪmjə'leɪʃn] стимуляція; спонукання
stone [stəʊn] камінь
store [stɔ:] магазин (великий)
storm [stɔ:m] шторм; буря
straight [streɪt] прямо
straight ahead прямо вперед
strange [streɪndʒ] незнайомий; дивний; чужий
straw [strɔ:] солома; соломинка
stressful ['stresfəl] стресовий
stretch [stretʃ] простягатися; тягтися
strict [strɪkt] суворий
string [strɪŋ] струна
strong [strɒŋ] сильний
study ['stʌdi] навчатися
subject ['sʌbdʒɪkt] предмет
subscribe to (periodicals) передплатувати (періодичні видання)
succeed in doing smth досягати мети у чомусь; мати успіх у чомусь
success [sək'ses] успіх
suddenly ['sʌdnli] раптом
suffer ['sʌfə] терпіти; страждати
suit [su:t] 1. задоволяти; влаштовувати; 2. годитися, пасувати
suitcase ['su:tkeɪs] валіза
sunny ['sʌni] сонячний
suntan ['sʌntæn] засмага
supermarket ['sju:pə,mɑ:kɪt] супермаркет
support [sə'pɔ:t] підтримувати
sure [ʃʊ] впевнений
surfing ['sɜ:flŋ] серфінг

surgeon ['sɜ:dʒən] хірург
surname ['sɜ:neim] прізвище
surprise [sə'praiz] 1. сюрприз;
2. здивування
surround [sə'raʊnd] оточувати
sweater ['swetə] светр
sweep [swi:p] (swept, swept) замітати
sweet [swi:t] солодкий
swim [swim] (swam, swum) плавати
swimming pool ['swimɪŋ.pu:l] басейн
symbol ['sɪmbl] символ
symphony ['sɪmfəni] симфонія
symptom ['sɪmptəm] симптом
synonym ['sɪnɒnɪm] синонім
system ['sɪstəm] система

T

tablecloth ['teɪblɪkloʊθ] скатертина
tag [tæg] ярлик, етикетка
take an exam складати іспит
take care (of) піклуватися
tape [teɪp] стрічка; магнітофонна стрічка
teapot ['ti:pɒt] чайник (для заварки)
technology [tek'nɒlədʒi] 1. техніка;
2. технологія
teen [ti:n] (розм.) підліток
teenager ['ti:neɪdʒə] підліток
temper ['tempə] 1. натура; характер;
2. настрій
temperature ['tempərɪtə] температура
run high temperature мати високу температуру
take/check temperature комусь міряти температуру
terrible ['terəbl] жахливий
territory ['terɪtəri] територія
thriller ['θrɪlə] трилер, бойовик
title ['taɪtl] заголовок
towel ['taʊəl] рушник
tower ['taʊə] башта, вежа
trade [treɪd] 1. заняття, ремесло;
професія; 2. торгівля
train [treɪn] 1. виховувати; 2. навчати;
3. тренувати(ся)
training ['treɪnɪŋ] виховання; навчання;
тренування
trait [treɪt] характерна риса; особливість;
властивість
treat [tri:t] 1. поводитися, ставитися;
2. лікувати
treatment ['tri:tmənt] лікування
tributary ['trɪbjətəri] притока
trouble ['trʌb(ə)l] біда, проблема, халепа
be in trouble бути в біді
give trouble завдавати неприємностей
true-to-life [tru: tə 'laɪf] реалістичний,
життєво правдивий
truthful ['tru:θfəl] правдивий

turned-up задертий догори, кирпатий
typical ['tɪpɪkəl] типовий

U

university [ju:nɪ'vɜ:sɪti] університет
unusual [ʌn'ju:zʊəl] незвичайний,
незвичний
upset [ʌp'set] засмучений
used up (розм.) виснажений, зморений

V

valley ['væli] долина
venture ['ventʃə] *п.* ризикована, смілива
справа; ризикований намір;
в. ризикувати; наважуватися
violin [vaɪə'li:n] скрипка
voice [vɔɪs] голос

W

walk out виходити
wash [wɒʃ] 1. мити; 2. митися; вмиватися;
3. прати
to be washed омиватися
well (badly) stocked з різноманітним
(широким) асортиментом
western ['westən] *п.* (розм.) вестерн,
ковбойський фільм; *в.* західний
wildlife ['waɪldlaɪf] (*амер.*) жива природа;
тварини (птахи, риби) у природі,
заповіднику
wonder ['wʌndə] цікавитися, бажати
знати; запитувати себе
wool [wʊl] вовна, шерсть
workshop ['wɜ:kʃɒp] майстерня

X

X-ray ['eks'reɪ] рентгенівське проміння;
рентгенівський знімок

Z

zero ['ziərəʊ] нуль

I

II

III

be [bi:]	was [wɒz], were [wɜ:]	been [bi:n]	бути
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	бити
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	стати
begin [bɪ'gɪn]	began [bɪ'gæn]	begun [bɪ'gʌn]	починати(ся)
bite [baɪt]	bit [bɪt]	bitten [bɪtn]	кусати(ся)
blow [bləʊ]	blew [blu:]	blown [bləʊn]	дути
break [breɪk]	broke [brəʊk]	broken ['brəʊk(ə)n]	ламати(ся)
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати
catch [kæʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити, збагнути
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	вибирати
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cost [kɒst]	cost [kɒst]	cost [kɒst]	коштувати
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
do [du:]	did [dɪd]	done [dʌn]	робити
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	малювати, тягти
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пити
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	везти, їхати
eat [i:t]	ate [eɪt]	eaten ['i:tn]	їсти
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lɪn]	падати
feel [fi:l]	felt [felt]	felt [felt]	відчувати
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	боротися
find [faɪnd]	found [faʊnd]	found [faʊnd]	знаходити
fly [flaɪ]	flew [flu:]	flown [fləʊn]	літати
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	забувати
forgive [fɜ:'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]	прощати
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzn]	заморожувати
get [get]	got [gɒt]	got [gɒt]	одержувати, ставати
give [gɪv]	gave [geɪv]	given ['gɪvn]	давати
go [gəʊ]	went [went]	gone [gɒn]	іти, ходити
grow [grəʊ]	grew [gru:]	grown [grəʊn]	рости
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вішати, висіти
have [hæv]	had [hæd]	had [hæd]	мати
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	чути
hit [hɪt]	hit [hɪt]	hit [hɪt]	ударяти, влучати
hold [həʊld]	held [held]	held [held]	тримати
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	завдати болю, ударити
keep [ki:p]	kept [kept]	kept [kept]	тримати, берегти
know [nəʊ]	knew [nju:]	known [nəʊn]	знати
lay [leɪ]	laid [leɪd]	laid [leɪd]	класти
lead [li:d]	led [led]	led [led]	вести
learn [lɜ:n]	learned [lɜ:nd]	learnt [lɜ:nt]	учити, засвоювати
leave [li:v]	left [left]	left [left]	залишати, поїхати
lend [lend]	lent [lent]	lent [lent]	позичати (комусь)
let [let]	let [let]	let [let]	дозволяти
lie [laɪ]	lay [leɪ]	lain [leɪn]	лежати
light [laɪt]	lit [lɪt]	lit [lɪt]	освітлювати(ся)

I	II	III	
lose [lu:z]	lost [lɒst]	lost [lɒst]	губити
make [meɪk]	made [meɪd]	made [meɪd]	робити
mean [mi:n]	meant [ment]	meant [ment]	означати
meet [mi:t]	met [met]	met [met]	зустрічати
pay [peɪ]	paid [peɪd]	paid [peɪd]	платити
put [pʊt]	put [pʊt]	put [pʊt]	класти
read [ri:d]	read [red]	read [red]	читати
retell [ri:'tel]	retold [ri:'təʊld]	retold [ri:'təʊld]	переказати
ride [raɪd]	rode [rəʊd]	ridden [rɪdn]	їздити верхи
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	дзвонити
rise [raɪz]	rose [rəʊz]	risen ['rɪzn]	підніматися
run [rʌn]	ran [ræn]	run [rʌn]	бігти
say [seɪ]	said [sed]	said [sed]	сказати, говорити
see [si:]	saw [sɔ:]	seen [si:n]	бачити
sell [sel]	sold [səʊld]	sold [səʊld]	продавати
send [send]	sent [sent]	sent [sent]	посилати, передавати
set [set]	set [set]	set [set]	поміщати, заходити (про сонце)
shake [ʃeɪk]	shook [ʃʊk]	shaken ['ʃeɪkən]	трясти
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	сяяти, світити
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]	стріляти
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	показувати
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закривати
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
sleep [sli:p]	slept [slept]	slept [slept]	спати
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]	говорити
spell [spel]	spelt [spelt]	spelt [spelt]	вимовляти (слово) по літерах
spend [spend]	spent [spent]	spent [spent]	витратити (гроші)
spread [spred]	spread [spred]	spread [spred]	розповсюджувати
stand [stænd]	stood [stʊd]	stood [stʊd]	стояти
stick [stɪk]	stuck [stʌk]	stuck [stʌk]	встромляти, колоти
strike [straɪk]	struck [strʌk]	struck [strʌk]	ударяти
sweep [swi:p]	swept [swept]	swept [swept]	мести, змити
swim [swɪm]	swam [swæm]	swum [swʌm]	плавати
take [teɪk]	took [tʊk]	taken ['teɪkən]	брати, ловити
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	навчати
tell [tel]	told [təʊld]	told [təʊld]	сказати, розповідати
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	кидати
understand	understood	understood	розуміти
[ˌʌndə'stænd]	[ˌʌndə'stʊd]	[ˌʌndə'stʊd]	
wake [weɪk]	woke [wəʊk]	woken ['wəʊkən]	прокидатися
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носити (одяг)
weep [wi:p]	wept [wept]	wept [wept]	плакати
win [wɪn]	won [wʌn]	won [wʌn]	вигравати, перемагати
write [raɪt]	wrote [rəʊt]	written ['rɪtn]	писати

Навчальне видання

Карп'юк Оксана Дмитрівна

Англійська мова

Підручник для 8 класу загальноосвітніх навчальних закладів

Рекомендовано Міністерством освіти і науки України

Видано за рахунок державних коштів. Продаж заборонений.

Англійською та українською мовами

Редактори Ігор Миколів, Наталія Батрин

Художники Любомир Бейгер, Інна Маляєська

Дизайн і комп'ютерна верстка Андрій Костишин, Мар'яна Терез

Відповідальний за випуск Іван Білах

Здано до набору 12.01.2008. Підписано до друку 14.05.2008

Формат 70x100 1/16. Гарнітура Аріал. Папір офсетний. Друк офсетний.

Умовн. друк. арк. 16,25. Умовн. фарбо-відб. 67,6. Обл.-вид.арк. 17,04

Тираж 147 300 прим. Зам. 120-8.

ТзОВ "Видавництво "Астон", 46006, м. Тернопіль, вул. Гайова, 8.

Свідоцтво про внесення до Державного реєстру суб'єктів
видавничої справи ТР №28 від 9.06.2005 р.

ВАТ "Львівська книжкова фабрика "Атлас",
79005, м. Львів, вул. Зелена, 20.

Свідоцтво серія ДК № 1110 від 08.11.2002 р.