

М.О. Кучма
І.П. Задорожна

АНГЛІЙСЬКА МОВА

6-й рік навчання
рівень стандарту

ПІДРУЧНИК ДЛЯ 10 КЛАСУ
ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ

M.O. Kuchma
I.P. Zadorozhna

ENGLISH

Year 6
standard level

A TEXTBOOK FOR THE 10TH FORM
OF SECONDARY SCHOOLS

Рекомендовано Міністерством освіти і науки України



ТЕРНОПІЛЬ
НАВЧАЛЬНА КНИГА — БОГДАН
2018

УДК 811.111(075.3)
К 88

Рекомендовано Міністерством освіти і науки України
(наказ Міністерства освіти і науки України від 31.05.2018 №551)

ВИДАНО ЗА ДЕРЖАВНІ КОШТИ. ПРОДАЖ ЗАБОРОНЕНО

Кучма М.О.
К 88 Англійська мова. 6-й рік навчання [рівень стандарту] :
підручник для 10 кл. закладів загальн. серед. освіти ; English.
Year 6 [standard level] : a textbook for the 10th form of secondary
schools / М.О. Кучма, І.П. Задорожна. — Тернопіль : Навчальна
книга – Богдан, 2018. — 192 с. : іл.

ISBN 978-966-10-5358-7

УДК 811.111(075.3)

*Охороняється законом про авторське право.
Жодна частина цього видання не може бути відтворена
в будь-якому вигляді без дозволу видавництва.*

ISBN 978-966-10-5358-7

© Кучма М.О., Задорожна І.П., 2018
© Навчальна книга – Богдан, 2018

Дорогі друзі!

Розпочинається ваш шостий рік вивчення однієї з найпопулярніших мов світу. За попередні роки ви навчилися багато: розповідати англійською про свою зовнішність, сім'ю, друзів, школу, прочитали та прослухали цікаві тексти про Велику Британію, США та Україну тощо. Переконані, що ви розумієте важливість вивчення іноземної мови у сучасному світі, а тому ще з більшим ентузіазмом поглиблюватимете свої знання з англійської мови.

Цього року ви почерпнете багато цікавої та пізнавальної інформації про міста Великої Британії та України і видатних людей цих країн. У книжці на вас також чекають тексти про музику, шкільне життя, бібліотеку та засоби масової інформації. Завдяки їм ви й самі зможете розповідати про улюблені книги, газети і журнали, свою школу, стиль життя та музичні уподобання. Підручник допоможе поглибити знання з граматики англійської мови та значно розширити словниковий запас.

Тож бажаємо вам успіхів у навчанні та захоплюючої праці з книжкою, сторінки якої ви гортатимете упродовж року!

Авторський колектив

УМОВНІ ПОЗНАЧЕННЯ



Listen!



Grammar





Interactive Exercises



Home Assignment



Exercises for Fun

Піктограмами   у підручнику позначено ті його складові, які можна відкрити в електронній версії за посиланням:
<https://www.bohdan-digital.com/edu10/>



edu10

Lesson 1

Autobiography

1. **Work in pairs. Ask and answer the questions.**
 1. What is an autobiography?
 2. What types of autobiography do you know?
 3. What are the key autobiographical styles? What is the difference between them?
 4. What is the best way to write an autobiography?
2. **Recollect your place of birth. Write down what changes have taken place there since your childhood. Mention:**
 - public transport (poor/good)
 - roads
 - entertainment (leisure centres)
 - schools
 - hospitals (new, old)
 - variety of jobs (many, few)

Use phrases given below.

Describing Similarities

- to be rather like
- to appear similar to
- to seem like
- to resemble
- to remind me of
- to have a lot in common with
- to be pretty much the same as

Describing Differences

- to be nothing like
- to be totally different from
- to vary greatly from
- to have very little in common with
- to be quite unlike
- to bear little resemblance to
- to differ dramatically from

Model:

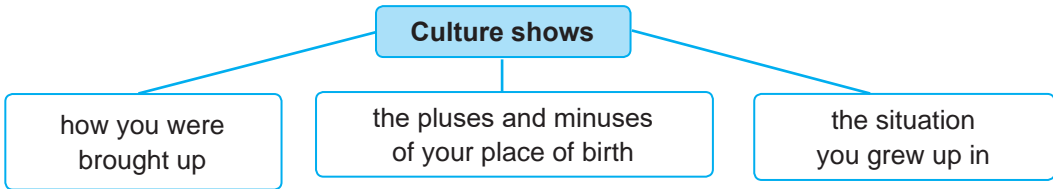
1. Public transport in my place of birth is pretty much the same as it was 12 years ago.
2. Public transport in my place of birth was rather poor, but it is good enough nowadays.



3. **Country and culture play an important role in anybody's life; they help build your personality.**

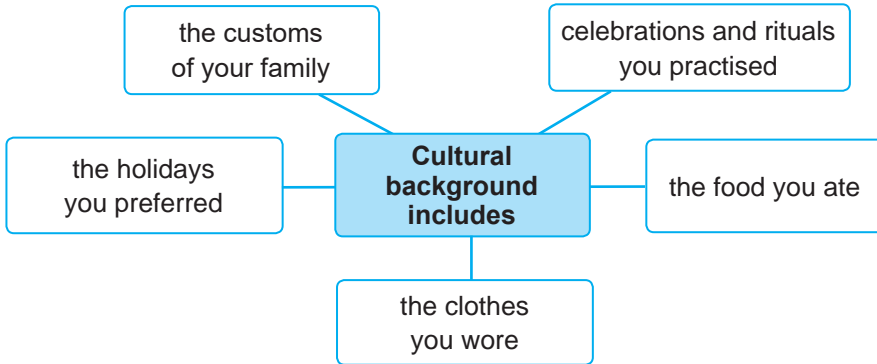
a) **Look at Map 1 and write some sentences about you.**

Map 1



b) **Look at Map 2 and write some sentences about your family.**

Map 2



Include the things like the dearest present you got or popular foods served during special celebrations.

4. a) **Recall and write down the information about the events that taught you something interesting and important.**

b) **Add some events that are funny and an important part of your childhood.**

Model: I was quite bored with my life. Once I attended a football match with my Dad. It was fantastic! I realized I need to do something new. I have learnt to play tennis. Now I am happy. Firstly, I have many friends. Secondly, I have great trainings three times a week. Finally, I feel much healthier than ever before.

5. **Write down the plan of your autobiography with events, dates, times, places and people involved. Keep to the units:**

- 1) childhood
- 2) cultural background
- 3) family background
- 4) theme
- 5) conclusion

6. **Write down your autobiography.**



Lesson 2

Cinema and Theatre

1. **Work in pairs. Listen to the dialogues and role-play them. Make up similar ones.**



1. A: Can I still get tickets for tonight's show?
B: The front row of the dress-circle is free.
A: Are there any boxes?
B: No, I'm afraid that's all there is.
2. A: Are there any seats left for Saturday night?
B: A – 12 and B – 17 are all that's left.
A: Haven't you got anything cheaper?
B: Only if somebody cancels.

2. **Write about the performance you've seen recently. Use the key sentences given below.**

1. The play _____ by _____ is exciting (boring).
2. It was so dull to watch this play that I felt like walking out.
3. I could not help crying (laughing).
4. The acting was first-rate.
5. The play deals with _____ (e.g. the events of our time).
6. It was an evening/matinée performance.
7. The house was full/half empty.
8. The house burst into applause.
9. The performance was a great success with the public.

3. **Write the answers to the questions and tell about your visit to the theatre.**

1. Are you a theatre-goer?
2. When were you in the theatre last time?
3. What was on?
4. What can you tell about the cast?
5. What actor (actress, singer, dancer) did you like most of all and why?
6. What did the play deal with?
7. When and where was the scene laid?
8. When was it over?
9. Do you recommend me to see this play? Give your reasons.
10. Do you prefer to go to the theatre or to watch a play on TV? Why?

4. **Work in pairs. Role-play short conversations. Use information from exercise 2 and phrases below.**

Model: A: What do you think of horror films?
B: I absolutely hate them. They arouse a feeling of fear and anxiety.

Asking for Personal Views:

What do you think of...?

What's your opinion of...?

How do you feel about...?

How do you like...?

Expressing Likes:

I really like/love...

I'm really very fond of/interested in...

I find ... really interesting/fascinating/exciting.

Expressing Dislikes:

I (absolutely) hate/can't stand...

I don't fancy...

I'm not (very) interested in...

I find ... rather boring/dull/etc.

Expressing Indifference:

It doesn't bother me either way.

It doesn't concern me.

I don't have an opinion on it.

It's OK/all right I suppose.

I don't care.

Explaining what you like about something:

What I like most is...

I really like the way...

Explaining what you don't like about something:

What bothers/annoys me the most is...

5. **Look at the pictures. Match the type of the film with the picture. Describe what is happening in one of the pictures.**



- a) comedy
- b) cartoon
- c) science fiction film
- d) feature film
- e) horror film
- f) western
- g) soap opera



6. **Give a brief outline of the film you've enjoyed. Explain why you like it and why it is worth seeing.**
7. **Choose one of the statements. Agree or disagree with it. Give your reasons. Write approximately 10 sentences.**



- 1. Violence should not be shown on the screen.
- 2. The success of a film depends on the film director.
- 3. Cinema and theatre are just entertainment.
- 4. Films and performances develop people's cultural level and taste.



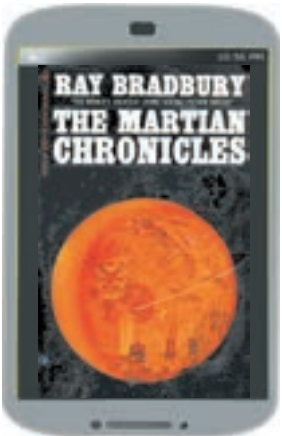
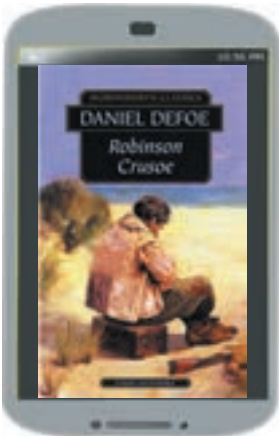
Lesson 3
Literature

1. Make up short dialogues and role-play them with your classmate. The chart below will help you.

Comedies	I love them.	I can't stand them.
Science fiction	I like it.	I don't like it.
Thrillers	They are shocking.	Absolutely scary.
Cartoon strips	I am really interested in them.	I am not really interested in them.
Romances	They are great.	They are boring.
Chronicles	Absolutely exciting.	Absolutely disgusting.
Biography	Absolutely fantastic.	I don't think much of it.
Autobiography	I think they are amazing.	I find them boring.
Articles		
Adventure stories		
Ghost stories		

Model: A: Do you like biography books?
B: Yes, I do. I think they are amazing. / I can't stand them. I find them boring.

2. Work in pairs. Look at the pictures. By asking questions, learn about the work as much as possible.



Model: 1. What literary work is it?
2. Who is the author?
3. What do you know about the writer?
4. What is it about?
5. Who are the main characters?
6. Is it worth reading? Why/Why not?

3. Complete short conversations with indefinite pronouns.

1. A: _____ has taken my book. Has _____ seen it?
B: No, _____ took it. It's over there.
2. A: The fire destroyed everything. We couldn't find _____ afterwards.
B: Right you are. There was _____ left.
3. A: If _____ calls, just take their number and say I'll call them back as soon as possible.
B: OK.
4. A: I am looking for _____ who speaks French.
B: I can speak French and German.
A: Great!
5. A: Do you want _____ else?
B: No, thank you.
6. A: I didn't bring my money with me.
B: Don't worry, I've got _____.
7. A: Aren't there _____ other jobs she could do better?
B: Of course, there are.

4. Look at the pictures and answer the questions.



1. Which books do these pictures come from?
2. What kind of books are they?
3. Do you recognize any of the characters? Who are they?
4. What good or evil things do they do?
5. What is your favourite type of writing? Why?

5. Read what students think about reading books. Say which point(s) you share. Give your reasons.

Natalia Nikolaieva

Books became the most integral part of our life. They give us inspiration, enrich us spiritually, they accumulate the wisdom of the whole race. Books are like clear streams which refresh our thoughts. Just open a book and you will comprehend the wise strength of the word — the strength which unites people, their minds and emotions, makes a man and nature a harmonious unity. Some of them are full of adventures and help us relax, others touch upon important social problems and are very instructive.

Yet not every book can give us this pleasure and make on us a lasting impression. So, we must be very selective in choosing books. We must choose books as properly as we choose our friends.

Natalia Stetsko

Books make up a significant and necessary part of our life. Some people like to read for pleasure, some — for instruction, some read from a habit. For me, reading a book is just a drug I cannot live without. Reading books I can travel to different countries and places, make acquaintances with interesting people, take part in different adventures. Reading books I can climb the mountains or swim in the ocean, fly in the sky or make my way through the impassable jungle, be thirsty in the desert or suffer from cold among the snow of the North Pole.

Without books our souls are poor, our life is primitive, and the world in which we live is brightless and joyless.

You can change your life just now! Try to become good friends with books and you'll see that life is beautiful!

6. Read about the role of art in our life. Write the answers to the questions given after the text.



THE ROLE OF ART IN OUR LIFE

Cinema, theatre, painting, music and books belong to art. No doubt they are the most powerful forces for good and evil in modern life. Amusing circumstances, naive but good characters excite our sympathy and help us forget all the troubles of everyday life. True-to-life characters help us to understand the nature of people's relations. They enrich our spiritual life, show all the false and true values. Thanks to art we can manipulate our mood. When we are in low spirits, we can read an amusing comedy and it'll give us a good laugh, relaxation and enjoyment. It makes us feel all right.

So art helps us understand this world better, it gives us hope, it makes us believe in the triumph of beauty and goodness over the wicked world.

1. What belongs to art?

2. What are the most powerful forces for good and evil?

3. Is it important to understand the nature of people's relations? Why?

4. What helps us understand the nature of people's relations?

5. How do amusing circumstances and naive but good characters influence you?

6. What enriches your spiritual life?

7. Thanks to art we can manipulate our mood. How?

8. Do books, films and TV shows help you understand this world better? Give your reasons.

9. Does art give you relaxation and enjoyment? Give your reasons.



Lesson 4

Travelling

1. Read and choose the types of tourism you have already experienced. Describe one of them.

adventure tourism	[əd'ventʃə(r) 'tʊərizəm]
bird-watching	[bɜ:d wɒtʃɪŋ]
business tourism	['biznəs 'tʊərizəm]
cruise tourism	[kru:z 'tʊərizəm]
cultural tourism	['kʌltʃərəl 'tʊərizəm]
ecological tourism	[,i:kə'lɒdʒɪkl 'tʊərizəm]
educational tourism	[,edʒu'keɪʃənəl 'tʊərizəm]
holiday tourism	['hɒlədeɪ 'tʊərizəm]
international tourism	[,ɪntə'næʃnəl 'tʊərizəm]
out-going tourism	[aʊt 'gəʊɪŋ 'tʊərizəm]
pilgrimage tourism	['pɪlgrɪmɪdʒ 'tʊərizəm]
special-interest tourism	['speʃl 'ɪntərəst 'tʊərizəm]
sports tourism	[spɔ:ts 'tʊərizəm]
rural tourism	['rʊərəl 'tʊərizəm]

2. Study the map. Say where and what services you can receive.

Map

Tourist Information Centres (TIC(s))

- 1) displays of leaflets and brochures on local attractions, entertainment venues and events
 - 2) transport information such as timetables and schedules
 - 3) listings of accommodation providers
- Many TIC(s) have touch-screen facilities and interactive information displays, as well as trained staff.

Websites

1. accommodation
2. events
3. attractions
4. children's activities
5. transport
6. guide tours
7. emergencies

Both

Accommodation booking service, booking theatre tickets, car rental, excursions/ guides, changing currency, arranging a dental appointment



3. Look at the interactive information display. Choose the attraction you would like to attend. Explain your reasons.



4. Study the categories of visitor attractions in the box. Think of another example for each category.

Natural	Built
<div>1. mountains</div> <div>2. rivers and lakes</div> <div>3. national parks</div> <div>4. coasts</div>	<div>1. historic site (for example: Shakespeare's birthplace, Stratford-upon-Avon, UK)</div> <div>2. archaeological site</div> <div>3. monument (for example: Nelson's Column, Trafalgar Square, London)</div> <div>4. museum</div> <div>5. art gallery</div> <div>6. theme park (for example: Disneyland)</div> <div>7. palace</div> <div>8. castle/cathedral</div>
Events	Entertainment and Leisure
<div>1. music/arts festival</div> <div>2. religious festival</div> <div>3. carnival</div> <div>4. parade</div>	<div>1. theatre</div> <div>2. concert hall</div> <div>3. zoo</div> <div>4. shopping</div> <div>5. sports centre/stadium</div>

5. **Describe a fair you have attended or would like to attend. Mention:**

- place
- time
- atmosphere
- weather
- people
- description of the fair
- descriptions of celebrations

6. **Imagine that you are travelling somewhere. Write 10–15 sentences about the place you stay. Give your reasons.**

7. **Prepare and write down a daily entertainment and activity programme. Make every day different and make it special. The ideas below will help you.**

- | | |
|---------------------------------|---------------------------------------------|
| bungee jumping | aqua aerobics |
| scuba diving | whitewater rafting |
| fitness centre | spa centre |
| shopping | disco |
| swimming | talent competition |
| pedal boat | trip to a museum or art gallery |
| trip to a theme park | candlelit dinner |
| making things and playing games | spa: all kinds of massages and spa services |

You may start like this:

My programme for today would cover all the principle sights of Kyiv from the Golden Gates to St. Sophia's Cathedral. In the evening I would...



8. **Plan your trip. Think about:**



- | | |
|-------------------------------|---------------------------------------------------|
| 1. way of getting information | 6. accommodation |
| 2. type of tourism | 7. eating out |
| 3. type of tour | 8. guided excursions |
| 4. visas | 9. sights, attractions, fairs and events to visit |
| 5. transport | 10. local maps |



Lesson 5
Sights of Great Britain

1. **Work in pairs. Take turns to ask and answer the questions.**
- 1. What makes Trafalgar Square so beautiful and attractive?
 - 2. Would you like to walk on Trafalgar Square? Why?/Why not?
 - 3. What are Edinburgh and Stratford-on-Avon famous for?
 - 4. The name Big Ben refers to the clock tower itself, doesn't it?
 - 5. What do you know about Big Ben?
 - 6. When was the Westminster Palace built?
 - 7. How is the name of the Houses of Parliament connected with the name of Edward the Confessor?
2. **Compare two things using *as/so ... as*.**
- museum / art gallery


church / cathedral

square / yard
- castle / monastery

parliament / government

exhibition / fair
3. **Compare and contrast Snowdonia in Wales and a national park in Ukraine. Consult the page 152. Use the phrases given below.**
- Comparing and Contrasting*
- The main/greatest/most important/most significant difference between the ... is that ...
 - The most striking/obvious similarity is that...
4. **Fill in the box in your exercise book with the names of the sights in London.**

Description	Sight
1. a large dome-shaped building 2. it's the home to the English parliament 3. it rotates at 26 cm per second 4. a structure with four giant lions at its base 5. it has the thirteen ton bell within 6. it displays waxworks of famous people 7. it was named after the Spanish Cape	

5. **Match the sights with the photos. Then write about the sight you'd like to attend. Give your reasons.**
- 

1. Madam Tussauds museum

2. The London Eye

3. The British Museum

4. Millenium Dome



Lesson 6

Sights of Ukraine

1. Look at the pictures of Pyrohiv museum. Complete the sentences after the pictures. Then match the sentences with the pictures.



- a) There is a huge collection of _____, _____, _____.
- b) Pyrohiv is a unique _____.
- c) There are a lot of _____ and _____.
- d) In the restaurants you can try _____.
2. a) Study the box of dates. Write 5 sentences describing the events connected with Lviv High Castle.

1340

1362

1270

1353

1259

- b) Read the texts at page 152 and check your answers (exercises 1 and 2).

3. Read the answers. Guess and write down the questions about Uzhhorod Castle. Make up the dialogue and role-play it with your classmate.

Question

Answer

- | | |
|------------|-------------------------------------------------------------------------------------------------------|
| 1. _____ ? | Yes, I have been there this summer. |
| 2. _____ ? | It's a two-storey building with square towers in the corners. |
| 3. _____ ? | A historical museum... It is fascinating. It possesses the richest collection of ancient bronze ware. |
| 4. _____ ? | No, unfortunately, we didn't have enough time to see a museum of folk architecture. |
| 5. _____ ? | Yes, our guide told us about the wooden architecture of Carpathian ethnic groups. |
| 6. _____ ? | They are Lemky, Boyki and Hutsuls. |
| 7. _____ ? | Sure. Would you like to join us? |

4. a) Read the sentences. Say whether they are true or false. Correct the false ones.

1. In the 19th century, a destroyed Mukachevo Palanok Castle was taken apart and new items were built in its place.
2. Mukachevo Palanok Castle is exhibiting about 300 buildings (houses, churches, etc.) from different regions of Ukraine.
3. The oldest part of Mukachevo Palanok Castle 'the upper castle' was constructed in the 15th century.
4. Mukachevo Palanok Castle is rising over the Valley of the Latorytsa River.
5. The galleries of Mukachevo Palanok Castle contain the exhibition of modern music.

b) Read the text at page 152 and check your answers.

5. Look at the photos. Make up short dialogues.

Model: A: How do you find the Palace of Westminster?
B: It's amazing.



Kyiv-Pechersk Lavra



The Golden Gates



St. Sophia's Cathedral



The Dnipro



Trafalgar Square



Big Ben



The Houses of Parliament



The Thames



The London Eye

Expressing Likes:

- I really like/love...
- I'm really very fond of/interested in...
- I find ... really interesting/fascinating/exciting.

Expressing Dislikes:

- I (absolutely) hate/can't stand...
- I'm not (very) interested in...
- I don't fancy...
- I find ... rather boring/dull/etc.

Expressing Indifference:

- It doesn't bother me either way.
- It doesn't concern me.
- I don't care.
- It's OK/all right I suppose.
- I don't have an opinion on it.

Explaining what you like about something:

- What I like most is...
- I really like the way...

Explaining what you don't like about something:

- What bothers/annoys me the most is...

sparkling, attractive, enormous, unforgettable, lovely, giant, elegant, unique, spectacular, famous

6. Compare and contrast the sights from exercise 5. Use phrases given below.

Describing Similarities

- to be rather like
- to appear similar to
- to seem like
- to resemble
- to remind me
- to have a lot in common with
- to be pretty much the same as
- to be comparable to

Describing Differences

- to be nothing like
- to be totally different from
- to vary greatly from
- to have very little in common with
- to be quite unlike
- to bear little resemblance to
- to differ dramatically from

7. Write the following sentences in German/French.

1. Kyiv-Pechersk Lavra is totally different from St. Sophia's Cathedral.
2. The Thames reminds me the Dnipro.
3. The Houses of Parliament differ dramatically from any castle of Ukraine.

8. Group all the sights you've learned according to their similarities. Describe each group.



Lesson 7

School Subjects

1. Rank the subjects according to your preference. Start from that you like the most.
2. Work in small groups. Discuss the reasons you should study Geography and History.
3. Discuss in class the teaching aids used at different lessons. Say what they are used for.



burner



historic photos



maps



calculator



pommel horse



ammeter



clay



microscopes



interactive exercises

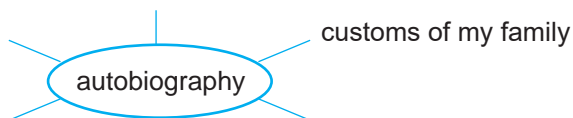
4. Explain the following statements in your own words.
 1. Maths makes you rich.
 2. Most of the wonders of the world are mathematical wonders.
5. Complete the sentences.
 1. Chemistry helps _____, _____, explains _____.
 2. The second foreign language develops _____, improves _____, helps _____, _____, _____, increases _____.
 3. Literary works often _____. Literature allows _____, inspires _____.
 4. Physics plays _____, _____. It helps us _____.
 5. Biology provides _____, helps _____, _____.
 6. Handicraft trains _____, _____, _____.
 7. Physical training teaches _____, _____, _____, _____.
6. Group all school subjects according to their similarity and differences.
7. Investigate how certain groups of subjects are interrelated and interconnected. Write approximately 10 sentences.



Lesson 8

Topics Revision

1. Complete the chart in your exercise book. Write what information you should give in your autobiography.



2. Complete the chart in your exercise book. Write what is the role of cinema and theatre in your life.



3. Complete the chart in your exercise book. Write what sights of Great Britain and Ukraine you know.



4. Role-play a symposium. Divide into two groups.

Group 1. Prepare short reports on the topics mentioned in exercises 1–3.

Group 2. Get ready to ask questions on the reports.

Use the information from your charts.

5. Choose the correct answer.

- It's not them again, ... ?
a) isn't it b) don't it c) aren't they d) don't they
- He was quite bored with his life, ... ?
a) wasn't he b) was he c) didn't he d) did he
- So far your life has been pretty eventful, ... ?
a) wasn't it b) didn't it c) hasn't your life d) hasn't it
- If you want to go to the theatre, you ... first find out what is on.
a) have b) should to c) ought to d) ought
- This book is so interesting that it ... become a national hit.
a) have b) should to c) ought d) may
- Have you learnt ... poems by T. Shevchenko?
a) some b) every c) all d) any
- Has ... seen the new film directed by Martin Scorsese?
a) some b) someone c) all d) anybody




Unit 1

SCHOOL LIFE

Lesson 9

School System in Great Britain

1.  **Listen, read and remember the words and word combinations.**

compulsory education	[kəm'pʌlsəri ,edʒu'keɪʃn]
educational system	[,edʒu'keɪʃənl 'sɪstəm]
private	['praɪvət]
state	[steɪt]
primary/junior school	['praɪməri/ 'dʒuːniə(r) sku:l]
assessment	[ə'sesmənt]
conduct	[kən'dʌkt]

2. **Look through the phrases in the box and say which ones you associate with:**

draw pictures, pay for education, write tests,
listen to tales, get marks, have Physics / Chemistry /
Maths / History lessons, take exams

1. private school;
 2. state school;
 3. primary school;
 4. high school;
 5. assessment;
3. **Which words from exercise 1 will you use to talk about education in Ukraine? Make up five sentences.**
4. **Read the text about school system in Great Britain.**

School System in Great Britain

English educational system is quite different from what we have in Ukraine. The schools are state and private. 93 % of British children study in the state schools.

The structure of the English educational system is as follows:

1. Compulsory education
 - a) Primary education
 - b) Secondary education
2. Post 16 education
3. Adult education

1. a) Primary education in England is normally conducted through infant and junior schools or a combined primary school. Primary education covers three key stages.

Key Stage 1 (in infant or primary school)

Year 1, age 5 to 6

Year 2, age 6 to 7

At first students draw pictures, sing songs, listen to stories and tales.

Key Stage 2 (in junior or primary school)

Year 3, age 7 to 8

Year 4, age 8 to 9

Year 5, age 9 to 10

Year 6, age 10 to 11

The students learn to write, read and do Mathematics there.

1. b) Secondary education in England is normally conducted through secondary or high school, and covers the two secondary key stages:

Key Stage 3

Year 7, age 11 to 12

Year 8, age 12 to 13

Year 9, age 13 to 14

Key Stage 4

Year 10, age 14 to 15

Year 11, age 15 to 16 (the end of compulsory education)

The minority of privately financed independent schools have independent approaches to education and different age ranges. It is also possible to educate both primary and secondary age students at home.

Both state school and independent school students take the GCSE (the General Certificate of Secondary Education) examinations, which generally mark the end of compulsory education.

Above school leaving age, the independent and state sectors are similarly structured. Students will study either in the sixth form of a school, a sixth form college, or a further education college.

5. Write down seven questions on the text.

6. Work in pairs. Ask and answer your questions from exercise 5.

7. Tell the class about school system in Great Britain.

8. Find additional information about school system in Great Britain.

Present it to class.



Lesson 10

Examinations and Assessment

1. **Read the heading of the text. Write three questions that may be answered by this text. Read the text to find the answers to your questions.**

Examinations and Assessment

All students undergo a series of tests. These are known as Key Stage National Curriculum Tests and are numbered as follows:

Key Stage 1 (KS1) — during Year 2 (ages 6/7);

Key Stage 2 (KS2) — towards the end of Year 6 (ages 10/11);

Key Stage 3 (KS3) — towards the end of Year 9 (ages 13/14);

Key Stage 4 (KS4) — during both Year 10 and 11, mostly at the end of Year 11.

These Key Stage exams are called SATs (Standard Assessment Tests).

Ages 14–16 — take GCSE (General Certificate of Secondary Education) examinations.

The GCSE is an academic qualification, generally taken in a number of subjects by students in secondary education in England and Wales.

Studies for GCSE examinations generally take place over a period of two or three academic years (depending upon the subject, school and exam board), starting in Year 9 or Year 10 for the majority of students, with examinations being set at the end of Year 11.

Students who wish to progress into a grammar school must sit an additional exam. It's usually the Eleven plus. The name derives from the age group of the students: 11+. The exam is still used in a number of counties and boroughs in England, and more widely in Northern Ireland. It examines the student's ability to solve problems. The Eleven plus or Transfer test was an examination which was given to students in their last year of primary education in the United Kingdom, whether a student went to a grammar school or to a secondary modern school. In some counties the Eleven plus continues to exist. Today it usually takes the form of an entrance test to a specific group of schools, rather than a blanket exam for all students, and is taken voluntarily.

2. **Ask if your classmate would like to:**

1. study at secondary modern school;
2. undergo a series of tests;
3. take GCSE examination;
4. study at an independent school.

3. **Complete the sentences with the prepositions from the box.**

at, of, with, in

1. Sam is very good ... languages.
2. Amy is bored ... sitting an additional exam.
3. Anne is interested ... solving problems.
4. Mike is proud ... his Eleven plus exam's result.

4. **Work in pairs.**

Student 1: You are a British student.

Student 2: You are a student from Ukraine.

Discuss examinations and assessment in Ukraine and in Great Britain.

5. **Listen to the conversation. Role-play it and make up a similar one.**

A: What's wrong? You look nervous!

B: We are having a test today.

A: Come on! Is it for the first time?

B: Definitely, not. But this time the topic is very difficult.

A: What's that?

B: School system in Great Britain.

A: It's easy. The point is that English educational system includes compulsory schooling (primary (infant and junior) and secondary education), post 16 education, and adult education. That's all.

B: Thank you.

6. **Complete the sentences so that they are true for you.**

I am bored with...

I am proud of...

I am interested in...

I am very good at...

7. **Find additional information about examinations and assessment at English schools. Present it to class.**

8.



school primary	county	Eleven plus gymnazium
examination	blanket borough GCSE high	assessment
test classroom	region	building secondary

a) **Memorize the words and the way they are located in the square.**

b) **Close your textbook. Recall all the words from the square.**

c) **Draw this square with the words.**

d) **Open the book. Check your answer. Say which techniques you used to remember the words.**



Lesson 11

Teaching Aids and Activities

!

Revision

Present Simple Active утворюється за допомогою першої форми дієслова.

Допоміжні дієслова **do/does**.

Past Simple Active утворюється за допомогою другої форми дієслова.

Допоміжне дієслово **did**.

Future Simple Active утворюється за допомогою **will** та першої форми дієслова. Допоміжне дієслово **will**.

1. **Make the sentences interrogative and negative.**

1. English educational system differs from Ukrainian.
2. At primary school English students draw pictures.
3. She likes to listen to stories and tales.
4. Secondary education covers the two secondary key stages.

2. **Say that you didn't do that.**

1. Tom had a series of tests.
2. Anne sat an additional exam.
3. Tom took the Eleven plus exam.
4. Anne studied at grammar school.

3. **Say at which key stage English students could use objects listed below. For what purpose?**

- calculator
- camcorder
- slide projector
- microscope
- digital camera
- video recorder

4. **Say which objects listed in exercise 3 you need to do the things given below.**

- to do sums
- to record and listen
- to listen to music
- to take pictures
- to show drawings and charts
- to show slides
- to record performances
- to watch documentaries, foreign language films

5. a) **Look at the Picture 1 for 5 seconds.**

Picture 1

Look at the Picture 2 for 5 seconds.



Picture 2

b) Close your textbook. Name the differences between two pictures.

6. Look at the pictures below. Work in two groups. Ask and answer the questions as in the model. You get one point for each correct question and one point for each correct answer. Group which gets more points wins.

Model: A: Which object do you need to record and listen?
 B: I need a mobile phone.



7. Read the words and word combinations given below. Say what you did and what you didn't do at your last Chemistry/Handicrafts lesson.

- to glow
- to perform chemical reactions
- to change colours
- to produce bubbles
- to mix
- to learn woodcarving
- to learn to make things with one's own hands
- to learn how to cook
- to sew
- to embroider

8. Look at your school schedule. Write down:



1. what you usually do at each lesson at school;
2. which objects you usually use at these lessons.



Lesson 12

Private Schools in the United Kingdom

1. Read the words and word combinations. Make up five sentences with them.

skill	[skɪl]
boarding school	['bɔːdɪŋ skuːl]
run a school	[rʌn ə skuːl]
less well-off students	[les ,wel 'ɒf ,stjuːdnts]
low income	[ləʊ 'ɪnkʌm]
preparatory school	[prɪ'pærətəri skuːl]
public school	['pʌblɪk skuːl]
take (sit, pass) an exam	[teɪk ən ɪg'zæm]

2. Match the word combinations with their definitions.

- | | |
|--------------------------------|----------------------------------------------|
| 1. state schools | a) students live and sleep there |
| 2. boarding schools | b) you pay to go there |
| 3. to skip school | c) run by the government |
| 4. private schools | d) activities which students do after school |
| 5. extra-curricular activities | e) do not go to school when they should |

3. Read and correct the sentences if they are false.

- There are some privately run preparatory schools in your region.
- There are no boarding schools in Ukraine.
- Less well-off students cannot attend school in your region.
- Students in Ukrainian schools don't take any exams.
- Ukrainian schools don't charge the students for studying.
- Ukrainian students never skip school.
- After school Ukrainian students do extra-curricular activities, such as sport or drama.

4. Read the heading. Write three questions that may be answered by this text. Read the text to find the answers to your questions.

Private Schools in the United Kingdom

About 7 % of children go to private schools. There are three levels of private schools — primary (age 4 to 8), preparatory (prep) (age 8 to 13) and public. At the age of 13 children take an examination. If they pass it, they go to the public school, and study there until they are 18. Although these schools are called 'public', they are, in fact, private.

The costs for a normal education in England and Wales are as follows:

- Primary: no charge;
- Secondary: no charge;
- Further (Secondary) education in either a sixth form or college: no charge if a student is under 19 years of age in that particular academic year or on a low income.

Education at privately run independent schools is usually chargeable. Such schools, some of which are boarding schools, cover primary and secondary education and charge between £2000 to £8000 per term. Some schools offer scholarships for those with particular skills or aptitudes to allow less well-off students to attend school.

Parents pay a lot of money for education of their children in private schools, but they are happy, because their children receive very good academic education. The teachers at private schools can pay more attention to each student. After leaving these schools it is possible to enter the best universities.

5. Complete the sentences with the information about school system in the United Kingdom.

1. Education at privately run
2. About 93 percent
3. ... of children go to private schools.
4. At the age of 13 children
5. If they pass it,
6. GCSE examinations mark the end
7. Those who pass the 11-plus exam go to
8. At private schools children receive
9. After leaving private schools students may enter
10. British boys and girls go to prep school at the age of
11. Primary education in England includes Key ... and
12. Secondary education in England includes Key ... and

6. One of you is from England, another is from Ukraine. Talk about your schools. Use the word combinations given below. Listen to the model.



- Just the other way round.
- It's a ten minute's drive.
- How long does it take you to get...?
- As far as I know...
- What do you mean...?
- I can't stand...
- Why don't you...?

Model:

A: Do you study at a state or private school?

B: At state. There are no private schools in my country. And you?

A: I study at a private school.

B: As far as I know highly qualified teachers teach subjects at your school.

A: Right. I am proud of it. But my school charges \$7000 per term. Of course, it offers scholarships for students with particular skills or aptitudes.

B: How long does it take you to get to your school?

A: It's a 5 minute's drive. Your school isn't far either, is it?

B: Just the other way round. It takes me 50 minutes to get there by bus.

7. Find additional information about private schools in the United Kingdom. Present it to class.



Lesson 13

School System in Ukraine

1. a) Match the words to make up the word combinations.

- | | |
|---------------------|---------------|
| 1. educational | a) assessment |
| 2. compulsory | b) aptitudes |
| 3. examinations and | c) school |
| 4. private | d) system |
| 5. to sit | e) a test |
| 6. to undergo | f) exams |
| 7. to pass | g) education |
| 8. skills and | h) an exam |

b) Say which word combinations you would use to talk about school system in Ukraine.

2. a) Read the heading of the text. Write three things you think you'll learn about educational system in Ukraine. Present them to your class.

b) Read the text. Were your guesses correct?

School System in Ukraine

Ukrainian school system is quite different from what they have in Great Britain. Almost all secondary schools are state. General secondary education in Ukraine is compulsory and has three stages: primary, basic and senior. Ukrainian boys and girls start primary school at the age of six (or seven). When they are ten they go to basic school. At the age of fourteen children take exams. Those who pass exams go to senior school and study there until they are sixteen.

Since 2005, an 11-year school system was introduced in Ukraine: primary education takes four years to complete (starting at the age of six), and middle education takes five years to complete. There are then three profile years. Full secondary education is compulsory for all Ukrainian citizens.

The general secondary education is non-selective. The main school subjects are: History, Mathematics, Geography, Physics, Foreign Language, Biology and others.

Since 2001 secondary schools use 12 grade scale in assessment of students' knowledge: '10 – 12' = excellent, '7 – 9' = good, '4 – 6' = satisfactory, '1 – 3' = poor.

3. Work in pairs. Agree or disagree.

Use: I agree entirely;
no, not exactly.

1. School system in Ukraine is quite the same as in England.
2. There are state, private and boarding schools in Ukraine.
3. Ukrainian compulsory education has two stages: primary and senior.
4. Ukrainian boys and girls begin to go to school at the age of six.
5. Ukrainian children are divided into groups according to their mental abilities.
6. The school subjects in Ukrainian basic school are History, English, Geography, Arithmetic, Arts, Music, Swimming and some others.
7. Ukrainian students spend five years studying at basic school.

4. **Say what you *will/will not* do.**

- to enter the university
- to progress to the basic stage
- to take a Maths exam
- to study in the best college
- to pay a lot of money for education

5. **Read the word combinations given below. Say at which lessons you can do the following activities.**

Model: I can do research on the Internet at the Information Technology lessons.

- do research on the Internet
- play indoor/outdoor sports
- learn to use different software
- do experiments
- watch documentaries about various countries
- study Ukrainian/English grammar
- enjoy poetry and short stories
- create computer programmes, type, print, edit document files, use the Internet
- study the plant life, landscape architecture, water use and conservation
- listen to the recordings, study new words, make up stories

6. **Look at the pictures. Work in two groups. Ask and answer the questions as in the model. Use phrases given below.**

Model: A: Which objects/things do you need to design jewellery?

B: I may need stones, wood, glass etc.

Phrases: to weave basket, to sew, to train at a physical training lesson.



textiles



pommel horse



parallel bars



gymnastics ladder

7. **Tell your class about the activities Ukrainian students do at school.**

8. **Find additional information about school system in Ukraine. Present it to class.**



Lesson 14

Extra-curricular Activities

1. **Listen, read and remember the words and word combinations. Make up five sentences with them.**



society	[sə'saɪəti]
music making	['mju:zɪk 'meɪkɪŋ]
model aircraft	['mɒdl 'eəkrɑ:ft]
encourage	[ɪn'kʌrɪdʒ]
amateur	['æmətə(r)]
camping	['kæmpɪŋ]
stage performance	[steɪdʒ pə'fɔ:məns]

2. **Write down the words in the alphabet order.**
 aircraft, educational, society, amateur, skills, encourage, abilities, camping, performance, state, primary, senior, camping, assessment, stage, compulsory, well-off, tour, boarding, projector, involve
3. **Group the words from exercise 2 according to the following categories.**

School System	Extra-curricular Activities

4. a) **Read the heading of the text. Write three things you think you'll learn from this text. Present them to your class.**
 b) **Read the text. Were your guesses correct?**

School Life of British Students

The oldest country's tradition is that English students wear a uniform. A boy's uniform includes a school cap, a tie and a blazer. A girl's uniform includes a hat, a coat, a skirt and a blouse. The uniforms vary from school to school. Usually, they are dark.

Most of British students stay at school after lessons and take part in hobbies, clubs and school societies. In this way they learn to work with one another and to follow their own interests.

Societies encourage spare-time interests such as amateur drama, stage performances, music making, naturalistic societies, model aircraft classes and out-of-door activities like: football, camping, swimming, climbing, cycling, educational visits and school tours to local places of interest, gardening and care of pets and other animals.

5. **Make up six sentences using the table.**

Societies	go in for	music making.
Students	take up	amateur drama.
	encourage	hobbies, clubs and school societies.
	take part in	discussing societies.
		school tours to local places of interest.
		naturalistic societies.

6. Look at the pictures and name extra-curricular activities.



7. Look at the pictures. Say which extra-curricular activities you would take up. Give your reasons.



8. Say whether the statements given below are true or false.

1. Extra-curricular activities in Britain include hobbies, clubs and school societies.
2. English students don't wear school uniform.
3. A girl's uniform includes a school cap, a tie and a blazer.
4. British students' spare-time interests are amateur drama, music making, model aircraft classes, out-of-door activities.
5. Societies encourage camping, climbing and school tours to local places of interests.

9. Tell your class about extra-curricular activities of British students.

10. Find additional information about school life of British students. Present it to class.



Lesson 15

School Life

!

В англійській мові дієслова вживаються в активному стані (**the Active Voice**) і пасивному (**the Passive Voice**). Якщо підметом речення є суб'єкт дії, тобто той, хто цю дію виконує, то дієслово-присудок вживається в активному стані.

Напр.: He wrote a letter. *Він написав листа.*

Three oceans wash the USA. *Три океани омивають США.*

Якщо підметом речення є об'єкт дії, тобто особа або предмет, на які спрямовано дію, то дієслово-присудок уживається в пасивному стані.

Напр.: The letter was written by him. *Лист був написаний ним.*

Present/Past/Future Simple Passive утворюються за допомогою допоміжного дієслова **to be** у **Present/Past/Future** і третьої форми основного дієслова (**Past Participle**).

Напр.: Present Simple Passive: The letter **is written**. Листа пишуть.

Past Simple Passive: The letter **was written**. Листа писали.

Future Simple Passive: The letter **will be written**. Листа напишуть.

1. Make up four sentences from each table.

Present Simple Passive

The documents	am	explained.
The rule	is	edited.
The classes	are	printed.
		attended.

Past Simple Passive

The computer programme	was	gained.
The knowledge	were	taken.
The exam		created.
		failed.

Future Simple Passive

Computer graphics	will be	given.
The information		drawn.
Extra-curricular activities		organized.

2. Read and say which Passive form is used.

1. Much noise was made during the break.
2. Clubs, parties and circles will be organized in our school.
3. The books were taken by students from the library.
4. The classes are attended well.
5. This subject will be taught next year.
6. The songs are sung for them.

3. Read and say which Voice is used: Active or Passive.

1. A fire was made.
2. They will play the guitar.
3. Interesting stories are told.
4. This topic is discussed.
5. The solutions were made.
6. At the History lessons we often use a video recorder for watching documentaries.
7. Tomorrow at the foreign language lesson we will watch a film.
8. The discipline is strict.

4. Work in pairs. Ask and answer the questions.

1. What is the name of your best friend?
2. Where does he/she live?
3. What does he/she look like?
4. Is he/she a typical teenager? Why do you think so?
5. What music, sports, food does he/she like?
6. Do you get on well?
7. What activities do you enjoy?
8. What subjects is he/she good at?
9. What things at school and at the weekend do you do together?

5. Tell about your classmate's best friend.**6. Listen to the conversation and role-play it with your classmate. Make up a similar one.**

Sue: Hi, Tom! How are you doing?

Tom: I've changed schools.

Sue: Oh, come on! You are joking!

Tom: That's true.

Sue: How's your new school?

Tom: Well, it's in the centre of the town. It has a nice computer room, a good music studio and a swimming pool.

Sue: Have you made new friends already?

Tom: Yes. It's Sam. He is generous, fair and inventive.

7. Make up a story from your school life. Use the words and word combinations given below. Write 12–16 sentences.

to leave school, to take exams, a headmaster, a staff head, at the age of five, six/seven lessons a day, a register, to teach, a library, to make much noise, clearly, a gymnasium, to do well, extra-curricular activities, to wear uniform, discipline, to include, a mark, an academic year, a break



Lesson 16

Extra-curricular Activities

1. a) **Work in pairs. Make up a list of extra-curricular activities which are encouraged at your school.**
b) **Form groups with another pair and exchange your ideas.**
2. **Tell about extra-curricular activities at your school.**
3. **Rewrite the sentences in the Passive Voice.**
 1. The girl embroidered a blouse.
 2. The students made experiments.
 3. At junior school students play language games.
 4. The teacher will put marks into the register.
 5. The students draw pictures, sing songs, listen to stories and tales.
4. **Rewrite the sentences in the Active Voice.**
 1. The problems were solved by them.
 2. The additional exam is set.
 3. Entrance tests are taken voluntarily.
 4. Model aircraft classes were attended by students twice a week.
 5. School societies and clubs are encouraged at my school.
 6. School tours to local places of interests are encouraged by societies.
5. **Look at the pictures. Describe each of them using Passive and Active Voice.**



6. **Compare and contrast extra-curricular activities in Great Britain and Ukraine. Use phrases given below.**

*Describing Similarities*

- to be rather like
- to appear similar to
- to seem like
- to resemble
- to remind me of
- to have a lot in common with
- to be pretty much the same as
- to be comparable to

Describing Differences

- to be nothing like
- to be totally different from
- to vary greatly from
- to have very little in common with
- to be quite unlike
- to bear little resemblance to
- to differ dramatically from



Lesson 17

Students' Problems at School

1. Work in pairs. Discuss with your friend how to do well at school. Write down the list of your ideas. You may start with: *equip yourself well.*
2. a) Match the pictures which show how to do well at school to the word combinations given below.



sleep well at night
be active
write down notes
take breaks
study with friends

attend classes
keep a calendar
listen actively
revise and study at home
ask for help if you do not understand things

b) Which of the recommendations seem useful for you? Which are not? Do you have any other suggestions on your list?

3. Discuss with your friend what problems Ukrainian students may face.

4. a) Listen to the recording about the results of the report on the problems of British students. Write down the problems.



b) Listen for the second time and decide if the following statements are true or false. Correct the false statements.

1. British teenagers spend more time on the Internet than anyone else in the world.
2. Many of them are unhappy because they spend much time on the Internet.
3. Students turn to the Internet because they are popular and have many friends.
4. Bullying is a problem in British schools.

c) Answer the following questions.

1. Do Ukrainian students face the same problems?
2. How much time do you spend online/in social networks? Does it influence how happy you feel?
3. Do you like spending time in social networks? Why?/Why not? Which social networks do you prefer?
4. Does bullying happen in Ukrainian schools?

5. Put the verbs in brackets in the correct tense form (Present/Past/Future Simple) and Voice (Active/Passive).



1. My daughter (to have) very good exam results and hardly any truancy.
2. Interesting experiments (to do) at the Physics lesson yesterday.
3. In 2005 an 11-year school system (to introduce) in Ukraine.
4. My mother (to buy) me a school uniform already.
5. The school uniform (to buy) already.
6. Students (to punish) if they break the rules.
7. The headmaster (to punish) the students if they break rules.
8. Soon he (to take) the Eleven plus exam.

6. a) Look at school uniforms for three seconds. Remember the differences.



b) Close your textbook. Say: 1. how many school uniforms are depicted; 2. describe the differences.



Lesson 18

Teaching Staff

1. What makes a 'good' teacher? Rank in your exercise book the points in order of their importance.

☐
☐
☐
☐
☐

enthusiasm
 knowledge of the subject
 strictness
 kindness
 sense of humour

☐
☐
☐
☐

patience
 ability to stimulate students
 being a good listener
 air of authority

2. Say which of the qualities above your favourite teacher possesses. Characterize your favourite teacher.

3. Read about the academic staff in one of the British schools.

The academic staff of the school is comprised of highly skilled educators. They are an open-minded group of professionals who want their students to achieve success. Their primary aim is to encourage all secondary school students to develop intellectual curiosity, to take a critical look at the world around them and also to start taking more responsibility for their own learning.

4. a) Write down about how similar/different the academic staff in your school is. Use phrases given below.

Comparing and Contrasting

- The main/greatest/most important/most significant difference between the ... is that...
- The most striking/obvious similarity is that...

5. Look at the picture. Describe what is going on. Say how you think this problem will be solved.





6. a) **Listen to the recording. Decide whether the following statements are true or false. Correct the false statements.**

1. The speaker is a teacher.
2. The speaker thinks that students do not respect teachers who try hard, but are not very good at teaching.
3. Good teachers do not take risks.
4. Good teachers can manage their time effectively and never work on Saturdays and Sundays.
5. Students learn best when they feel comfortable.

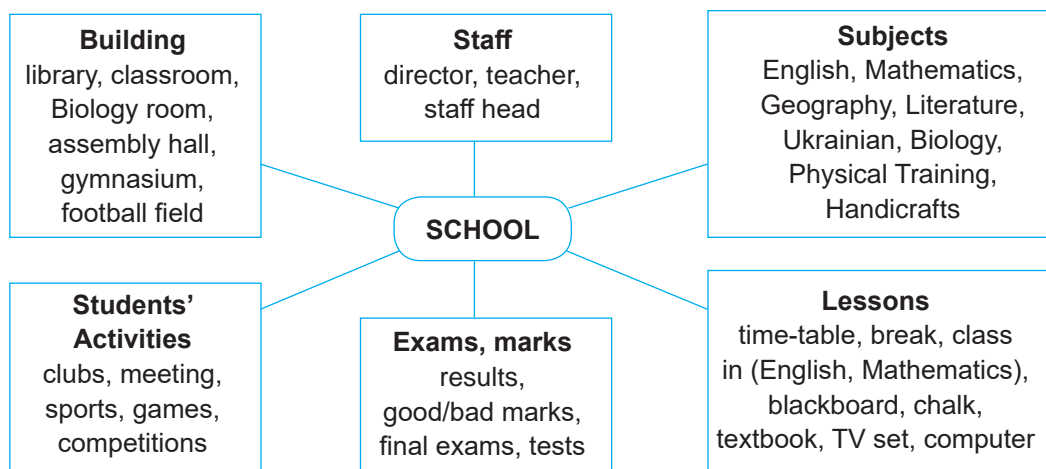
b) **Listen to the recording again. Answer the questions.**

1. What example from his own experience does the speaker give?
2. What does it mean to keep off balance?

c) **Do you agree with the speaker on the qualities that make a good teacher? Why/Why not?**



7. **Look at the diagram, write down and then tell about your school and school life.**



SELF-ASSESSMENT MODULE 1

Part 1. LISTENING

TASK 1



Listen to the speakers. For questions (1–3) choose the correct answer (A, B or C). You will listen to each recording twice.

- Schools and colleges are interested in students' extra-curricular activities because extra-curricular activities ...
A influence students' grades
B help teachers to know students better
C help students to know teachers better
- Look at the photos. Write down what extra-curricular activities are the most popular among the school and college students.



Part 2. READING

TASK 2

Read the texts below. Match choices (A–G) to (4–8). There are two choices you do not need to use.

How Students Should Choose Extra-curricular Activities

4. Step One.

What are your interests? Have you always wanted to try out something related to art, but weren't sure if it would be worth your time? Keep in mind that school doesn't really care about what kind of activity you are doing — instead, they want to see that you are doing something that you are passionate about. So make a list of all of your interests — both things that you are already interested in, and other areas that you would like to learn more about.

5. Step Two.

Look through the list of activities and see if any of the activities match your interests.

You may see some ways that you did not think of before! Keep in mind that there can be a lot of different outlets for each interest you have. For example, if you want to play

an instrument, you can take private classes, play in your school's marching band, play in a community concert band, or play in the orchestra for your school's next musical.

6. Step Three.

Find out if these activities are available at your school. If there is something you are very interested in that has not already been offered, consider starting up a group of your own.

7. Step Four.

The next step is to start doing activities! But how many should you do? I recommend trying at first as many different activities as you can. When you start to get an idea of which activities are going to really help you develop the interests, you can dedicate more time to those and drop the others.

8. Step Five.

It's more important to spend significant time in each activity than to have a long list of activities. Choose activities that will help you develop.

- A Take Action
- B Develop
- C Get support
- D Research
- E Brainstorm
- F Narrow
- G Match

TASK 3

Read the sentences below. For sentences (9–12) choose the correct item (A, B, C or D).

9. Successful at work she was the best _____ for good university education.
A advertisement C issue
B event D representative
10. Rates of _____ from school have only risen a little.
A truancy C authority
B curiosity D assessment
11. The critic gave the film a terrible _____.
A issue C information
B review D assessment
12. A _____ is a written record of a series of events, especially historical events, written in the order in which they happened.
A chronicle C historic novel
B fiction D manuscript

CHECKLIST

Assess your progress in this unit. Tick (✓) the statements which are true.

- ☐ I can describe school system in the United Kingdom and Ukraine.
- ☐ I can use basic vocabulary to talk about academic staff.
- ☐ I can talk about my school life.
- ☐ I understand and can use Present Simple Active/Passive in spoken and written forms.
- ☐ I understand and can use Past Simple Active/Passive in spoken and written forms.
- ☐ I understand and can use Future Simple Active/Passive in spoken and written forms.
- ☐ I can speak and understand people talking about different activities at the lessons.
- ☐ I can use phrases for describing similarities/differences.

Unit 2

LIBRARY

Lesson 19

History of Libraries

1. a) **Walk around the class and ask your classmates the questions.**

1. How often do you go to the libraries?
2. Have you ever been to your city/town/village library?
3. Do you often study in the reading room?
4. Why are libraries important?

b) Sum up your classmates' answers and say what they think about libraries and if they often go there.

2. **Practise saying the words.**

manuscript ['mænʃuskript] papyrus [pə'paɪrəs]
audiobook ['ɔ:diəʊbʊk] access ['æksɪs]

3. **Match the words to the pictures.**

periodicals, reading hall, audiobook, printed music, article, manuscript, papyrus roll, magazine, e-book, volume



4. Read the text.

Libraries have played a very important role for people for a long time. Have you ever wondered how long libraries have existed?

The word 'library' comes from the Latin word 'liber' which means 'a book'. The earliest libraries appeared in the ancient Near East in about 2500 BC (before Christ). There were many libraries in Ancient Egypt including the largest library of the ancient world in Alexandria. It was founded by Ptolomy I. Ptolomy ordered the librarians to collect all Greek texts as well as manuscripts in other languages from every part of the known world. By the middle of the 1st century BC there were about 700,000 papyrus rolls in the library. Sadly, it doesn't exist any more.

The first library in Kyivan Rus was established by Yaroslav Mudryi in 1037 in Saint Sophia's Cathedral.

In the modern libraries you can find books, newspapers, periodicals, documents, printed music, maps, CDs, DVDs, e-books and audiobooks.

There are librarians who can help you to find the necessary information. In a reading-room, which is a quiet place, you can work or study using library resources.

In some libraries you can also get access to their electronic resources or the Internet. Today there are libraries in nearly every city, town or village. Schools, universities and big organizations often have their own libraries.

5. Work in pairs. Take turns to ask and answer the questions.

1. How long have libraries existed?
2. What does the word 'library' come from?
3. When and where did the earliest libraries appear?
4. Where was the largest library of the ancient world situated? What did it contain?
5. Who founded the first library in Kyivan Rus?
6. What resources can you get in the modern libraries?

6. Look at the picture. Say what you know about Yaroslav Mudryi. What is he famous for?**7. Give a brief outline of the history of libraries and prove that libraries are important.**

Lesson 20

Famous Libraries

1. Interview your classmate using the following questions.

1. Do you know anything about the biggest and most beautiful libraries in the world?
2. Would you like to visit any of the world famous libraries?
3. Can you describe the library which you would like to visit?

2. Read about the famous libraries.

People don't use libraries as much as they could because of the Internet. However, libraries can be wonderful places. They are full of stories, nice, quiet and free for everyone.

1. The Admont Library, Austria

It is located near the Alps, and is the second largest monastery library in the world. It is very beautiful with frescoes on the ceiling and beautiful sculptures in the library hall.

The library contains nearly 200,000 volumes. The most valuable treasures are the more than 1,400 manuscripts (the earliest from the 8th century).



2. Musashino Art University Library, Tokyo, Japan

What makes a library? Books, shelves, light, and beautiful places. Musashino Art University Library, which was opened in 2010, offers all this to the visitors.

It is the simplest library in the world as its walls are made from bookshelves, and are interrupted by reading areas. Half of the 200,000 titles are placed in the open access area. Reading areas are connected to each other by small bridges.



3. New York Public Library, New York, USA

New York Public Library was founded in 1895. It has nearly 55 million items, and is the third largest library in the world. It serves more than 17 million people a year, and millions more online.

The New York Public Library historical collections hold such treasures as Columbus' 1493 letter announcing his discovery of the New World, George Washington's original Farewell Address.

The New York Public Library provides people with useful online tools to help them discover its resources and services, download e-books, view more than 700,000 items from Digital Collections. There are more than 300,000 free e-books which visitors may borrow.



4. Trinity College Library: Dublin, Ireland

It is old, but not boring!

The Trinity College Library in Dublin is the oldest library in Ireland as it was founded in 1592 by Queen Elizabeth I.

It looks impressive and is famous for the Long Room which is 65 metres in length and contains more than 200,000 of the library's oldest books.



One of the most famous manuscripts is *The Book of Kells: Turning Darkness into Light*, which attracts more than 500,000 visitors a year.

A very similar library turned up in *Star Wars: Episode II: Attack of the Clones*.

3. **Say which of the libraries:**

- a) is the third largest library in the world;
- b) attracts many visitors who want to see a famous manuscript;
- c) provides free e-books for visitors to borrow;
- d) is situated in a big city;
- e) was probably used to shoot an episode of the film;
- f) has papers of famous people among its historical collections;
- g) is famous for its simplicity;
- h) is located near mountains;
- i) is located in the monastery.

4. **Work in pairs. Take turns to ask and answer the following questions.**

- 1. Why do the described libraries attract many visitors?
- 2. Which of the libraries do you like the most? Why?
- 3. What online tools can libraries offer?
- 4. Do you think libraries have future? Give your reasons.

5. **Work in small groups. Discuss which of the famous libraries you would like to visit. Use the following phrases.**

- I'd like to visit ...
- I think that I can ...
- I would like to see ...
- What I like about the library is ...

Revision

The Present Perfect Active утворюється за допомогою **have/has** та III форми дієслова. Допоміжні дієслова **have/has**.

6. **Say whether you:**

- have ever read any books in English/German/French. Name the title(s).
- have ever seen a manuscript. Describe it.
- have ever been to any foreign country. Which one(s)?

7. **Read and write which of the two opposite points of view you agree with. Explain why.**



Libraries are magical. They have all kinds of books that can turn you into anything and transport you anywhere!

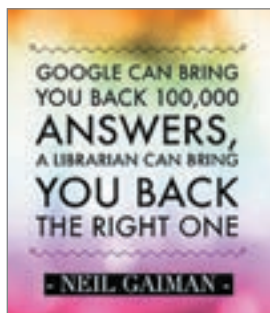
Libraries are like museums, interesting but disappearing.



Lesson 21

My School Library

1. Look at the picture. Do you agree with what is written there? Why/Why not?



2. Listen, read and remember the words and word combinations.



loan
overnight borrowing
wireless access
online catalogue
photocopier
circulation desk
book-return desk

[ləʊn]
[əʊvə'nait 'bɒrəʊɪŋ]
['waɪələs 'ækses]
[ɒn'laɪn 'kætələg]
['fəʊtəʊkɒpiə(r)]
[sɜ:kjə'leɪfɪn desk]
[bʊk rɪ'tɜ:n desk]

3. Look at the pictures and describe them. Use the words from exercise 2.



4. Read about the secondary school library.

LIBRARY RULES

The library is open to students during the school day for research, reading, study, and other activities. Your student card is your library card. When borrowing materials, please present your student card to a librarian.

LOAN

Regular loan periods are three weeks. DVD/video material loans are for one week.

Students are responsible for returning all materials by the required date. Fine is \$10 per school day per item.

Students must pay for lost library materials.

Students must clear up all their fines before they can write the exams.

Netbooks and iPads are available for overnight borrowing.

COMPUTER ACCESS

The computers in the school library are connected to the school-wide network.

Wireless access is available in the cafeteria and the school library.

PRINTING FROM COMPUTERS

Each student receives 50 free print credits at the start of the school year. Additional print credits may be bought in the school library. The minimum purchase is \$1.00 for 20 credits. We no longer offer colour printing in the library.

SCHOOL LIBRARY WEB PAGE

Our library site provides access to a wide range of electronic resources for research and study. These resources may be used at school or at home.

FOOD AND BEVERAGES

Food and beverages are not permitted in the library. Please use the cafeteria area.

5. Discuss how different or similar your school library rules are.

Similarities: is/are like..., is/are similar to..., have/has a lot in common with..., is/are much the same as... .

Differences: is/are nothing like..., is/are totally different from..., is/are quite unlike..., differ(s) from... .

6. Write the rules of your school library. Explain which rules you like and which you would recommend to change.



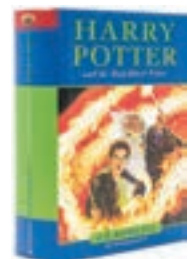
Lesson 22

Types of Writing

1. Match the following words with the definitions.

- | | |
|--------------------|----------------------------------------------------------------------------------------------------------------------|
| a) tragedy | 1. a story about a crime and a detective who tries to find out who did it |
| b) fairy tale | 2. a serious book that ends sadly |
| c) fantasy | 3. a written record of a series of events, especially historical events, written in the order in which they happened |
| d) novel | 4. a story that is based on imagination and not facts |
| e) science fiction | 5. a long written story in which the characters and events are usually imaginary |
| f) fiction | 6. stories about events in the future which are based on imaginary developments in science |
| g) travel books | 7. books and stories about imaginary people and events |
| h) romance | 8. books about travelling |
| i) autobiography | 9. a book in which someone writes about his/her own life |
| j) thriller | 10. a book that tells an exciting story about murder and crime |
| k) chronicle | 11. a children's story in which magical things happen |
| l) detective story | 12. a story about the love between two people |

2. a) Match the pictures to the words from exercise 1.



b) Answer the following questions.

1. Have you read any of these books?
2. Have you heard of any?
3. Can you give any other examples of types of books from exercise 1?

3. Say what types of writing are *exciting, amusing, boring, impressive, sentimental, dull, entertaining, gripping* for you.

4. a) Interview your classmates. Ask and answer the questions using the words from exercise 1.

1. What books do you prefer to read?
2. Why do you like to read such books?

b) Sum up your classmates' answers and say what books they like to read and why.

5. a) Listen to the text about a school library and answer the following questions:



1. Does the speaker like the library?
2. Does he like to read? Why do you think so?

b) Listen to the text again and choose the correct answer.

1. What library does the speaker describe?
 - a) a school library
 - b) a village library
 - c) a town library
2. What lessons do the pupils have in the reading room?
 - a) Literature
 - b) English
 - c) Mathematics
3. The reading room is ...
 - a) small
 - b) large
 - c) very cosy
4. He likes to read ...
 - a) science fiction
 - b) original English books
 - c) classical literature
5. The speaker prefers ...
 - a) audiobooks
 - b) paper books
 - c) e-books

6. Describe your school library. Say what books you usually borrow from it.

7. Interview your friends, acquaintances, librarians from your school/town/city library. Ask them:



- what they mostly read nowadays;
- if they like to go to the library;
- what they recommend to do to improve libraries and attract more people to them.

Be ready to speak about it in class.



Lesson 23

Reading Habits

!

The Present Perfect Tense Passive Voice

Пасивний стан теперішнього доконаного часу (**the Present Perfect Passive**) утворюється за допомогою допоміжних дієслів **have/has been** та III форми дієслова (**Past Participle**).

Напр.: The book **has been read**. Книжка прочитана.

У питальній формі перше допоміжне дієслово (**have/has**) ставиться перед підметом.

Напр.: **Has** the book **been read**? Книжка прочитана?

У заперечній формі частка **not** ставиться після першого допоміжного дієслова (**have/has**).

Напр.: The book **has not been read**. Книжка не прочитана.

1. **Make up sentences using the table.**

The film			invited to the Book Week.
The article	has (not)	been	enriched.
The members of the library	have (not)		read.
My experience			seen.

2. **Choose and name the correct form of the verb to have.**

1. The library hasn't/haven't been opened yet.
2. The new librarian hasn't/haven't been seen yet.
3. The annual membership fees has/have already been paid.
4. The stories has/have been told in pictures and dialogues.

3. **Work in pairs. Ask and answer the questions.**

1. Do you enjoy reading or do you read because teachers and parents tell you?
2. Can you name any bad reading habits?
3. Do you sometimes read the last page beforehand?
4. Do you like to watch a film after reading a book?
5. Do you like to read a book after watching a film?
6. Do you think books are usually better than films?
7. Do you sometimes take on too many books at once?

4. **Read the text about bad reading habits.**

There are different types of readers. Some read because reading has become a habit and a joy for them, others read because they are told to or they have to. To become a good reader you have to get rid of bad reading habits.

Bad Reading Habits:

1. Starting a book while feeling that you have to read it, or there is a force pushing you to read this book. You must read because of the love of reading, not because you have to read.

2. Having poor imagination. Reading is not just looking at the words with your eyes and analyzing sentences. You must feel the book you read, imagine the events, the place, the time, the season, the characters, what they are wearing and what they are feeling. You have to be able to hear the music without actually hearing it with ears.

3. Having other things to do. Do not read while you are with people whose company you enjoy because you will not be able to focus on the book. You have to put your full attention to the book you are reading.

4. Taking on too many books at once is for sure a person's worst reading mistake. You will leave half of these books unfinished with the mixture of the events of these books.

5. Reading the last page first. You notice a book that interests you, but instead of opening the book and reading the first page you read the last page. This completely ruins your interest!

6. Watching the film adaptation of the book you intend to read before you actually read the book. Do not ever watch a film based on a book before reading the book. The book is ALWAYS better than the film, it gives you many details, it makes you draw the events with your imagination.

5. Fill in the table in your exercise book. Continue the list of bad habits with your own ideas. Write why they are bad.

Bad reading habits	Why they are bad
Taking on too many books at once.	The books may be unfinished and there will be a mixture of events from different books.
Watching the film adaptation of the book	
Having other things to do.	
Having poor imagination.	
Reading because you have to do it.	
Reading the last page first.	

6. Work in pairs. Discuss your reading habits.

Model:

A: Do you usually read because you have to do it or because you like it?

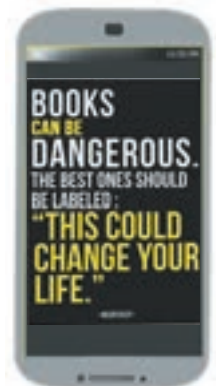
B: Very often I read what teachers tell me.

A: Reading is fascinating when you love to read.

B: What will you recommend me to do?

A: You must choose some interesting books. Ask your teacher for advice. You may also ask your friends which books they read.

7. Read the quotation on the phone screen. Do you agree or disagree with the author? Explain why. Provide your own examples of the books that changed you. Be ready to present your ideas in class.



Lesson 24

Favourite Book

1. Complete the conversations and role-play them with your classmate.

1. A: Have any books been stolen from your school library?
B: ...
2. A: Why has this chronicle been read by everybody?
B: ...
3. A: Has this amusing cartoon strip been discussed already?
B: ...

2. Look at the pictures. Say how to improve your reading skills.



3. Listen to the recording. Say what the speaker recommends for improving reading skills.



4. Listen, read and remember the words and word combinations.



scholar	['skɒlə]
inspire	[ɪn'spaɪə]
artwork	['ɑ:twɜ:k]
adaptation	[ədəp'teɪʃ(ə)n]
receive awards	[rɪ'si:v ə'wɔ:dz]
contain	[kən'teɪn]
desire	[dɪ'zʌɪə]
enslave	[ɪn'sleɪv]
invisible	[ɪn'vɪzɪb(ə)l]
wizard	['wɪzəd]
pen name	['pen neɪm]

5. a) Look at the pictures. Guess what book it is. Have you read it?



b) Read the text.

The Lord of the Rings is a fantasy novel written by the English author and scholar J. R. R. Tolkien. At the age of 45 Tolkien began writing this story. It was finished 12 years later, in 1949. The story was fully published in 1955 when Tolkien was 63 years old.

Now *The Lord of the Rings* is one of the best-selling novels ever written, with over 150 million copies sold. It has been translated into 38 languages.

The novel is divided into six books.

The Lord of the Rings has inspired and continues to inspire artwork, music, films and television, video games, board games, and literature. Adaptations of *The Lord of the Rings* have been made for radio, theatre, and film. Many of them received awards. In 2003 it was named Britain's best-loved novel of all time in the BBC's The Big Read.

The Lord of the Rings is the Dark Lord who long ago lost the One Ring that contains much of his power. His desire is to get back the Ring and use it to enslave all of Middle-earth, the fantastic world which the writer created.

The story of *The Lord of the Rings* begins with Bilbo Baggins, a Hobbit (one of a small race about half the size of men) who finds a ring and takes it back with him to the Hobbits' home. All Bilbo knows of his ring is that wearing it makes him invisible. He does not know that it is the One Ring. Bilbo gives his ring to his cousin Frodo Baggins. Bilbo's friend, a great Wizard Gandalf the Grey, suspects that the ring is the One Ring of the legend. He tells Frodo that the Ring must be taken away from the Hobbits' home...

6. Say if the statements are true or false.

1. J. R. R. Tolkien wrote *The Lord of the Rings* for 12 years.
2. *The Lord of the Rings* consists of five books.
3. The public does not like the book.
4. The writer created an imaginary world and called it Middle-earth.
5. Frodo Baggins knew that it was the One Ring of the legend.
6. The ring gave much power to its owner.

7. Get ready to speak with your friend and persuade him to read *The Lord of the Rings*. Mind the phrases below.



You really should...

Don't you think you should...

The main benefit is...

First of all I'd like to say...

To give an example of...

What I like about the book most is...

I believe...

That's quite a good idea...

I am absolutely certain...

For example...

In my view...

The book is about...

The characters are...



Lesson 25

English Writer

!

Непряма мова

Нерідко чужу мову доводиться передавати від себе, зазвичай підрядним додатковим реченням із сполучником **that** або без нього. Це непряма мова (**Reported Speech**, або **Indirect Speech**).

Напр.: He said, "I'm busy". — He said that he was busy.

При перетворенні прямої мови на непряму час дієслова змінюється відповідно до правил узгодження часів.

Sequence of Tenses (Узгодження часів)

Час, якого вимагає зміст і ситуація	Present Simple	Present Continuous	Present Perfect	Past Simple	Past Continuous	Past Perfect	Future Simple
Час, що фактично живається в підрядному реченні	Past Simple	Past Continuous	Past Perfect	Past Perfect (or Past Simple (informal))	Past Perfect Continuous	Past Perfect	Future in-the-Past

1. Make up five sentences using the table.

I	said		I	had come of a poor family.
He	thought		he	was a gold-miner.
She	knew	that	she	would publish two articles.
We	hoped		we	wouldn't sell newspapers.
You	hoped		you	had given up geometry.
They	wrote		they	

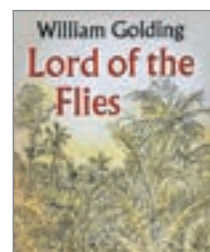
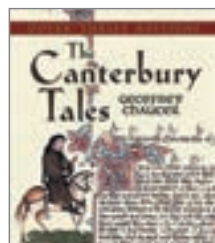
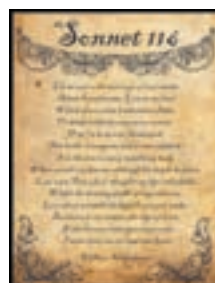
2. Rewrite the sentences in Indirect Speech.

- The teacher said, "If you break the rules, I shall punish you again. I shall make you stay after classes."
- He said, "As soon as they arrive, the performance will start."
- She said, "I shall tell you about the Book Week when I get back."
- She said, "After the TV programme ends, I shall do my homework."
- They promised, "We shall tell Peter the news as soon as we see him."

3. Check how well you know literature.

a) Choose the correct answer.

- Who is the author of the famous storybook *Alice's Adventures in Wonderland*?
a) Rudyard Kipling c) Lewis Carroll
b) John Keats d) Agatha Christie
- How many lines does a sonnet have?
a) 10 c) 14
b) they vary d) 16
- Which is the first *Harry Potter* book?
a) Harry Potter and the Chamber of Secrets
b) Harry Potter and the Half-Blood Prince
c) Harry Potter and the Deathly Hallows
d) Harry Potter and the Philosopher's Stone
- In which century was Geoffrey Chaucer's *Canterbury Tales* written?
a) twelve c) fourteen
b) thirteen d) eighteen
- Which Bronte sister was *Jane Eyre* written by?
a) Anne b) Charlotte c) Emily
- What is the book *Lord of the Flies* about?
a) a trip around the USA c) school life
b) boys on a desert island d) adventures on holidays
- In the book *The Lord of the Rings*, who or what is Bilbo?
a) wizard b) hobbit c) man d) evil lord
- Who wrote the crime novel *And Then There Were None*?
a) Rudyard Kipling c) Lewis Carroll
b) John Keats d) Agatha Christie



b) Which of the books mentioned above have you read? Tell your classmates what they are about.

4. Work in pairs. Ask and answer the following questions.

- What do you know about Joanne Rowling?
- Have you read any of her books? Do you like them?
- Have you read any books from the *Harry Potter* series?
- What are the *Harry Potter* books about?
- How many books does the *Harry Potter* series consist of?

5. Read the text.

Joanne Rowling

Joanne Rowling, who writes under the pen names J. K. Rowling and Robert Galbraith, is a British novelist and screenwriter best known for writing the *Harry Potter* fantasy series.. The books have been translated into 79 languages, won many awards, and sold more than 450 million copies worldwide, becoming the best-selling book series in history.



J. Rowling was born on July 31, 1965. She was working as a researcher and a secretary for an international organization when she came up with the idea for the *Harry Potter* series. At that time she was on a delayed train from Manchester to London in 1990. Within the next seven years she experienced the death of her mother, birth of her first child, divorce from her first husband and relative poverty until the first novel in the series *Harry Potter and the Philosopher's Stone* was published in 1997. J. K. Rowling sent a copy of the first book to 12 publishers before it was accepted by Bloomsbury. There were six sequels, of which the last, *Harry Potter and the Deathly Hallows*, was published in 2007.

6. Complete the sentences with the information from the text.

1. Joanne Rowling writes under the pen names...
2. She is best known for...
3. The books have been translated...
4. J. Rowling was born...
5. J. Rowling came up with the idea for the *Harry Potter* series when...
6. The first novel in the series was published...
7. When Joanne Rowling was writing her first book, she experienced...
8. The last book was published...

7. a) Listen to the recording. Say why the speaker likes the *Harry Potter* series.



b) Listen again. Decide whether the statements are true or false.

1. The speaker started reading the *Harry Potter* series when he was 20.
2. At first he did not like the book.
3. There is much detail and realism in the book.
4. The speaker likes the characters because they are real and easy to fall in love with.

8. Get ready to speak about your favourite writer and book. Focus on the following:



- a) interesting facts about the writer,
- b) the favourite book and what it is about,
- c) why you like the book.



Lesson 26

Ukrainian Writer

1. Read the sentences and correct the mistakes.

1. They thought that they will involve them into extra-curricular activities.
2. He wrote that there are private and state schools in his country.
3. We hoped that he will run the school.
4. She said that this autobiography is worth reading.
5. We said that we didn't have English textbooks the year before.

2. Look at the portraits of the famous Ukrainian writers and name them.



3. Say what you know about the writers from exercise 2.

4. Read the text about Lesia Ukrainka.

Lesia Ukrainka



Lesia Ukrainka is one of the most famous Ukrainian writers, best known for her poems and plays. She also was an active political, civil and feminist activist.

Lesia Ukrainka is a pen name of Larysa Kosach. She was born in Novohrad-Volynskyi on February 25, 1871. Lesia's father was a lawyer and her mother was a Ukrainian writer. She wrote under pen name Olena Pchilka.

Her literary career began very early: at the age of nine she wrote her first poem, and when she was thirteen, her poem was published.

At the age of twelve she fell ill with tuberculosis of the bone, and had to fight it all her life.

The girl had no secondary or higher education, but belonged to the most educated family of her time. She easily studied languages — classical, European, read the works of world writers in their languages and made translations from German, French, English, Italian and Polish.

She often had to go abroad for surgery and was advised to live in countries with a dry climate. Living in Germany, Austria, Italy, Bulgaria, the Crimea, the Caucasus, and Egypt, she became familiar with other peoples and cultures, and used her observations and impressions in her writings.

Her best plays are *The Forest Song* and *The Stone Host*.

Lesia Ukrainka died on August 1, 1913 in Georgia, and was buried in Kyiv.

5. Answer the questions.

1. What was Lesia Ukrainka's real name?
2. What was her mother's pen name?
3. When did she start to write poems?
4. When was the first poem published?
5. Did Lesia Ukrainka have any secondary or higher education?
6. How do you think she studied?
7. Why did she live in other countries?
8. What are her best plays?
9. Can you recite any of Lesia Ukrainka's poems?

6. Read Lesia Ukrainka's poem. Say what you think the writer conveys in this poem.

Contra spem spero!

Гетьте, думи, ви, хмари осінні!
 То ж тепера весна золота!
 Чи то так у жалю, в голосінні
 Проминуть молодії літа?

Thoughts, away, you heavy clouds of autumn!
 For now springtime comes, a gleam with gold!
 Shall thus in grief and wailing for ill fortune
 All the tale of my young years be told?

Ні, я хочу крізь сльози сміятись,
 Серед лиха співати пісні,
 Без надії таки сподіватись,
 Жити хочу! Геть думи сумні!..

No, I want to smile through tears and weeping,
 Sing my songs where evil holds its sway,
 Hopeless, a steadfast hope forever keeping,
 I want to live! You, thoughts of grief, away!

Я на вбогім сумнім перелозі
 Буду сіять барвисті квітки,
 Буду сіять квітки на морозі,
 Буду лить на них сльози гіркі.

On poor, sad, fallow land, unused to tilling,
 I'll sow blossoms, brilliant in hue,
 I'll sow blossoms where the frost lies, chilling,
 I'll pour bitter tears on them as dew.

І від сліз тих гарячих розтане
 Та кора льодовая, міцна,
 Може, квіти зйдуть — і настане
 Ще й для мене весела весна...

And those burning tears shall melt, dissolving
 All that mighty crust of ice away,
 Maybe blossoms will come up, unfolding
 Singing springtime for me, too, some day.

Так! я буду крізь сльози сміятись,
 Серед лиха співати пісні,
 Без надії таки сподіватись,
 Буду жити! Геть думи сумні!

Yes, I'll smile, indeed, through tears and weeping,
 Sing my songs where evil holds its sway,
 Hopeless, a steadfast hope forever keeping,
 I shall live! You thoughts of grief-away!

*Леся Українка**Translated by Vira Rich*

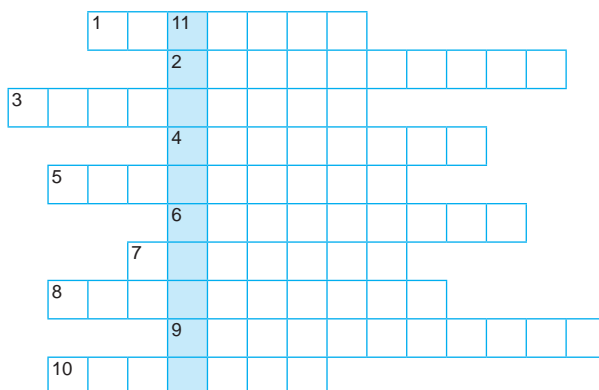
7. Find some interesting facts about Lesia Ukrainka. Be ready to present them in class.



Lesson 27

Reading References

1. a) **Read the following questions on the unit. Write at least three additional questions on the information you learnt from the unit.**
 1. When did the earliest libraries appear?
 2. Where was the largest library of the ancient world established?
 3. When and where was the first library in Kyivan Rus established?
 4. Who wrote *The Lord of the Rings*?
 5. What is *The Lord of the Rings* about?
 6. What pen names does Joanne Rowling write under?
 7. What are Lesia Ukrainka's most famous plays?
- b) **Work in pairs. Ask and answer the questions.**
2. **Do the crossword puzzle. Fill in the words across and read the hidden word down. Explain what it means.**



- Across:**
1. a story about the love between two people;
 2. a film, book, play, etc. that has been made from another film, book, play, etc.;
 3. a written record of historical events;
 4. a recording, made on a CD or available on the Internet, of a book which is being read aloud;
 5. a regularly printed document consisting of large sheets of paper that are folded together, or a website, containing news reports, articles, photographs, and advertisements;
 6. a list of all the books, documents, etc. that exist in a library;
 7. an artistic production;
 8. a magazine or newspaper, especially on a serious subject, that is published regularly;
 9. a machine that makes copies of documents using a photographic process;
 10. the type of book or story that is written about imaginary characters and events and not based on real people and facts.
- Down:**
11. the hidden word.

3. a) Match the items from column A and B. Some items may be used more than once. Make as many word combinations as possible.

1. play	a) an important role
2. get	b) access
3. ancient	c) manuscript
4. printed	d) music
5. electronic	e) resources
6. valuable	f) treasures
7. historical	g) collections
8. circulation	h) desk
9. online	i) catalogue
10. overnight	j) borrowing
11. wireless	
12. book return	

b) Make up sentences with five word combinations.

4. Work in pairs. Ask about each other's reading preferences. Recommend your friend to read a book. Use the following dialogue as a model.

A: What do you like to read about?

B: I like to read fantasy.

A: What is your favourite book?

B: There are many of them. For example, I like *The Twilight Saga* by Stephanie Meyer. All those mysterious guys, love and a lot of adventures. It's all very impressive, sentimental and even scary sometimes.

A: Oh, I've seen the film! It's quite exciting!

B: Yes, but the original is always better than its adaptation. And there are many differences between the books and the films. I recommend you to read *The Twilight Saga* series. I'm sure you'll enjoy the books!

A: Ok. And have you read *The Lord of the Rings* by Tolkien?

B: I have heard of it, but haven't read it. Is it worth reading?

A: Surely. It was once named Britain's best-loved novel.

B: What is it about?

A: It's a fantasy novel about wizards, hobbits and rings of power. I think you should read it as it is amusing and full of adventures.

5. Give instructions to your friend how to get a book from your school library. Use the following words and word combinations:



loan, overnight borrowing, wireless access, online catalogue, photocopier, circulation desk, book-return desk, library card, fine, regular loan period



- _____ as

ok.

- for research

- required date.

3. Have you ever watch any of the *Harry Potter* films?
4. The novel has published already, and it has become a real hit.
5. They told us that they have already borrowed two iPads from the library.

3. **Write approximately ten sentences about the role of books in your life.**

Level 3

1. **Write down as many new words and word combinations as you can under each heading.**

Types of Writing	Library	Writers	Role of Books

2. **Choose the correct item.**

1. The Trinity College Library in Dublin is the oldest library in Ireland as it ... in 1592 by Queen Elizabeth I.
 - a) has been founded
 - b) has founded
 - c) was founded
 - d) founded
2. He says that the library ... to students during the holidays for research, reading, study, and other activities.
 - a) would be open
 - b) will open
 - c) will be open
 - d) would open
3. The headmaster said that wireless access ... in the cafeteria and the school library soon.
 - a) will be available
 - b) would be available
 - c) will available
 - d) is available
4. I am glad to inform you that the book ... already.
 - a) have been published
 - b) has been published
 - c) has published
 - d) was published
5. As far as I know the book series ... into 38 languages.
 - a) have translated
 - b) have been translated
 - c) has translated
 - d) has been translated

3. **Write approximately twelve sentences about your school library and its rules.**

4. **Translate the sentences into German/French.**

1. Now *The Lord of the Rings* is one of the best-selling novels ever written, with over 150 million copies sold.
2. Do not ever watch a film based on a book before reading the book.
3. Our library site provides access to a wide range of electronic resources for research and study.
4. The word 'library' comes from the Latin word 'liber' which means 'a book'.
5. Libraries have played a very important role for people for a long time.

CHECKLIST

Assess your progress in this unit. Tick (✓) the statements which are true.

- ☐ I can understand and talk about school library.
- ☐ I can speak about the history of libraries.
- ☐ I can speak about famous libraries.
- ☐ I can speak about J. K. Rowling and Lesia Ukrainka.
- ☐ I can write the rules of the library.
- ☐ I can give a brief outline of a story/book.
- ☐ I can give my own opinion about reading books.
- ☐ I can name different types of writing.
- ☐ I can understand and use Present Perfect Active/Passive in spoken and written forms.
- ☐ I can understand and use Sequence of Tenses in spoken and written forms.
- ☐ I can understand and use Indirect Speech in spoken and written forms.



Unit 3

MASS MEDIA (Press)

Lesson 28

Newspapers in Great Britain

1.  **Listen, read and remember the words and word combinations. Make up five sentences with them.**

daily newspaper (paper)	['deɪli 'nju:zpeɪpə(r)]
subscribe to	[səb'skraɪb tə]
issue	['ɪʃu:]
circulate	['sɜ:kjələɪt]
domestic news	[də'mestɪk nju:z]
foreign news	['fɒrən nju:z]
advertise	['ædvətaɪz]
come out	[kʌm aʊt]
local paper	['ləʊkl 'peɪpə]
weekly	['wi:kli]
monthly	['mʌnθli]
review	[rɪ'vju:]
inform of	[ɪn'fɔ:m əv]

2. **Look at the pictures. Give full information on the newspapers. The questions below will help you.**

1. Is it a daily/weekly/monthly newspaper?
2. How often does it come out/is it issued?
3. What is the circulation of the newspaper?
4. What questions does it give attention to?
5. Does it inform the readers of the development of art, literature and cinema?
6. Does it publish strip cartoons/crossword puzzles/advertisements?
7. Does it present domestic or foreign news?
8. Is it issued in foreign languages?
9. Is it highly popular with young people? What newspapers are highly popular with them?
10. What newspapers/magazines do you subscribe to?



3. Describe your favourite newspaper/magazine. Use questions from exercise 2 as a plan.
4. a) Read the heading of the text. Write down five things you think you will learn from the text. Present them to your class.
b) Read the text. Were your guesses correct?

Newspapers in Great Britain

Although American people spend a great deal of time watching TV, books and newspapers are still popular in this country. But the British people are greater readers of newspapers. There are few homes to which one newspaper is not delivered every morning. Many homes have two, or even three, newspapers every day.

Daily papers are those that are published daily from Monday to Saturday. There are the morning papers and the evening papers.

The provincial newspapers give very full attention to local, as well as to national affairs. As in other countries, newspapers in Great Britain vary greatly in their ways of presenting the news. There are serious papers for those who want to know about important happenings everywhere, both domestic news and foreign news. There are popular newspapers for those who prefer entertainment to information. There are newspapers whose pages are largely filled with news of sport — football, boxing and racing — and with stories of film stars, or accounts of crime and of law-court trials. Most newspapers today also provide interesting and useful articles about latest fashions in clothes, how to furnish your home, and how to cook new and exciting dishes.

The popular newspapers naturally have much larger circulations than the serious newspapers. Two popular papers, with large circulations, are the *Daily Mirror* and the *Daily Sketch*. If the man in the street is more interested in actors and actresses, film stars,

boxers and bathing beauties, then these papers provide photographs and short news items to satisfy this interest.

To serious newspapers belongs *The Times*. It has a high reputation for reliable news and serious comment on the news. *The Times*, of course, does not publish the strip cartoons that are so common in the cheaper and popular papers. It does, however, publish a crossword puzzle every day, with clues that are both clever and amusing.

(from A. S. Hornby)

5. a) Look at the list of words. Name those which were used in the text about the newspapers in Great Britain.

deliver, facilities, district, community, crime, domestic news, depth, perform, foreign news, annual, provide, articles, the latest fashion, thought, comment on the news, involve

- b) Make up and write down four sentences with them.

6. Complete the sentences using the information from the text.

- Daily papers are those...
- The provincial papers give attention to...
- Serious papers are for those who...
- Popular newspapers are for those who...
- Most newspapers provide interesting articles about...
- Serious newspapers give reliable news and...
- The news that appears in the pages of popular papers is...

7. Tell the class about newspapers in Great Britain.



8. Find on the Internet three facts about newspapers in the United Kingdom. Present them to class.



Lesson 29

Newspapers in the USA

1. Look through the page in an American newspaper *Tulsa World*. Tell the class what interesting and useful information you have found.

TULSA WORLD

Sunday, November 22, 2009

KIDS TODAY

Sounds Fishy

Q: Do fish have ears?

A: Yes. You just can't see them.

To understand how fish ears work, you first need some sound facts.

All sounds are made from vibrations, so hearing is really a kind of feeling. You can feel these sound vibrations, or waves, when you touch the outside of a ringing bell.

Your ears 'feel' sound too. Nerve endings in your ears send messages to your brain about the sounds they feel. Sound moves through water the same way it does through air, so a fish actually 'hears' water movement.

Back to fish ears. The moving water flows through the skin at the back of the fish's head into its hidden ears (two hair-lined sacs that contain fluids) and moves the hairs in the lining. Scientists aren't sure, but they think tiny nerve endings attached to the hairs then send signals to the fish's brain.

Most fish have a very narrow range of hearing — they can't hear really high-pitched or low-pitched sounds. To help hear very low sounds, some fish have a fluid-filled tube, called a lateral line, as a kind of built-in hearing aid.

A line of tiny holes run along both sides of the fish from their head to their back fin. Inside the holes are nerve cells that sense movement, a lot like how the ear works. It doesn't look anything like an ear, but it helps fish 'hear' or feel very low vibrations from moving objects (like a bigger fish looking for lunch!)

So the next time you're at an aquarium and the sign says "Don't tap the glass," you'll know it's because the fish are listening!

— Susan Mantey

Got a science question? Send it to KIDS TODAY. We get help from experts at the Ohio State University. We can't send personal replies. It takes at least six weeks to see the chosen letters in print.

Help me Rhonda!

I worked with a really nice guy this summer. We flirted all this time. I asked him out once, but he had something else to do. He said he'd call me, but he hasn't. I think of him all the time. Was I reading too much into his actions? Can I make my feelings for him go away? Should I call him?

— Deep in Love

Dear Deep in Love,

Yes, I think you should call him. He may not be blowing you off — he may just have other things to do. Or maybe he's shy or isn't ready to 'date'. Call him and see if he'll join you in a group activity with friends. But don't rush things. Just take it slow and be friends for a while and really get to know him. If he doesn't sound interested, he may have been just flirting. That's OK. By calling him, you know that you at least gave it try and now it may be time to move on. Good luck!

Need some advice? Write to or e-mail Help me Rhonda, Rhonda gets help from an adolescent psychologist and the KT staff.

My proudest moment was when my sister told me that she loved me. I felt special because she usually fights with me.

Teesha Wiley, Age 10
Elkhart, Ind.

My proudest moment was when I went whitewater rafting and made it! We also got a picture, but you couldn't find me in it, so I have to go again.

Brittany King, Age 9
Louisville, KY.

The greatest thing that ever happened to me was when I was in a third or fourth grade. There was this spelling bee and out of 20 or 30 kids I got second place. I could never beat those kids I went up against and finally I did. I won lots of candies and some posters and a bookmark and a book. The teacher said she was trying to spell the words in her mind, but I said them right in the microphone.

Shannon Smith, Age 12
Port Huron, Mich

2. Look for the things in this picture which start with the letter 'T'. We found 27. How many can you find?



Answers: telephone, trombone, three, tuba, tambourine, trumpet, tie, triangle, tree, telescope, tune, teapot, trash can, tricycle, tutu, TV, turkey, two, trophy, tiara, teeth, tire, thumb, toes, tuxedo, top hat, table

3. Look through the rubric *Help me Rhonda* again. What advice would you give to Deep in Love? What was your proudest moment in life? Discuss these questions in groups of 4 or 5.
4. Tell what you have learned about fish. Can it ‘hear’ or feel very low vibrations?
5. Look at Sunday Comics and describe in 10–12 sentences what has happened.



Lesson 30

Newspapers and Magazines

1. **Do you like reading comics and cartoon strips? Say which Ukrainian newspapers or magazines publish them.**

2. **Choose the correct item.**

- A**
1. a local paper
 - a) a paper circulating in a small town
 - b) a paper circulating all over the country
 - c) a paper circulating abroad
 2. a weekly
 - a) a magazine or a paper coming out on week days
 - b) a magazine or a paper coming out once a week
 - c) a magazine or a paper coming out many times a week
 3. a quarterly
 - a) a magazine or a paper coming out once a year
 - b) a magazine or a paper coming out twice a year
 - c) a magazine or a paper coming out four times a year
 4. a monthly
 - a) a magazine or a paper coming out twice a month
 - b) a magazine or a paper coming out once a month
 - c) a magazine or a paper coming out six times a year

- B**
1. to comment ... something

a) —	b) about	c) on
------	----------	-------
 2. to subscribe ... a newspaper

a) in	b) on	c) to
-------	-------	-------
 3. to deal ... the problem

a) with	b) —	c) for
---------	------	--------
 4. to give attention ... something

a) —	b) to	c) at
------	-------	-------

3. **Read the text. Find out who of your classmates reads newspapers, how many times a week, and for what purpose.**

Yesterday's newspaper is worthless but today's is a treasure. You can find out the news in your city or in the world. You can also find out the daily weather forecast. In addition, newspapers offer financial news, employment advertisements, real estate, special features (like food, health, and travel), entertainment, and TV and radio guides. So, while tomorrow you may wrap up your rubbish in it, for today at least your daily newspaper is a mine of information.

4. **Work in pairs. Dramatize the situation given below.**

Student 1: 1. Ask your foreign acquaintance what newspapers and magazines he/she subscribes to/buys.

2. Ask him/her opinion of these publications.

Student 2: Say what newspapers and magazines you subscribe to/buy, and why they are worth reading.

5. **Advertise your favourite newspaper or magazine. Write down 8–10 sentences.**



Lesson 31

Newspapers and Magazines

1. Work in pairs. Make up and role-play a short conversation using the table.

Model: A: May I subscribe to the *Natalie*?

A: It is a weekly, isn't it?

B: Yes, sure.

B: No, it isn't. It's a monthly.

	Names of newspapers/magazines
A	a daily a weekly a monthly a quarterly
B	Yes, it is. No, it isn't. It's a...

2. Ask your classmate:

1. if the *Digest* is a daily or a monthly;
2. if the *Facts* comes out weekly or quarterly;
3. if he/she is a regular reader of newspapers;
4. if there are any special magazines for women/men in Ukraine;
5. what newspapers and magazines are highly popular with young people;
6. what English newspapers and magazines he/she knows and reads;
7. what local newspapers or magazines he/she knows.



Revision

The Present Continuous Active Voice утворюється за допомогою допоміжних дієслів **am/is/are** та додавання закінчення **-ing** до основного дієслова.

The Past Continuous Active Voice утворюється за допомогою допоміжних дієслів **was/were** та додавання закінчення **-ing** до основного дієслова.

3. Complete the sentences with the correct form of the verb *to be*.

1. She ... reading a report now.
2. He ... laughing reading comics yesterday.
3. They ... discussing science fiction book at this time yesterday.
4. Channel 5 ... showing news at seven o'clock yesterday.
5. Sorry, I cannot talk to you. I ... taking out books from the library.

4. Make up as many sentences as possible using the table.

The journalist	shows	the faults.
The writer	describes	the problems.
The newspaper	informs	the results.
The author	analyses	the competition.
	depicts	the achievements.
		the events.

5. Suppose that on pages of a popular newspaper you've found a review of your favourite book. Write down what it says. Use as many phrases from exercise 4 as possible.



Lesson 32

Popular Magazines

Revision

The Past Perfect Tense утворюється за допомогою допоміжного дієслова **had** та III форми дієслова.

1. Make up sentences using the table.

I	was angry		I		been boring the day before.
My mother	was hungry		we	had	attended the Victoria Pavilion.
My friend	apologized	because	he/she	hadn't	tidied up after the party.
	was tired				cooked for the party.
	was excited				

The Past Perfect Continuous Active позначає тривалу дію, яка почалася до іншої дії в минулому.

The Past Perfect Continuous Active утворюється за допомогою допоміжних дієслів **had been** та додавання закінчення **-ing** до основного дієслова.

Напр.: I had been working before he came.

2. Make up four sentences using the table.

I		reading a newspaper	for 3 months	before she came.
He/She		publishing that magazine	for an hour	by that time.
We	had been	circulating	for 2 years	since September.
You		advertising films	for a long time	
They				
It				

3. Rewrite the sentences in Indirect Speech.

1. The boy said, "I have been painting all day long."
2. The girl said, "He has been selling newspapers for two hours already."
3. Tom said, "I have been climbing the mountains."
4. Mary said, "I have been playing tennis."
5. John said, "They have been making their way through the jungle."
6. Peter said, "They have been relaxing."
7. Jane said, "She has been swimming in the ocean."

4. Work in pairs. Act as an interpreter.

Barbara Smith: I saw your weekly *The News from Ukraine*. I found there an article about one of the educational programmes. I think this paper is very helpful to learners of English.

You: Так, ця газета багато допомагає тим, хто вивчає англійську мову, а також тим, хто вже гарно володіє нею. Газета висвітлює внутрішні та міжнародні події. Я багато років виписую цю газету і завжди з насолодою читаю її.

5. a) Look at the pictures. Match the type of writing with a picture.

1. comedy

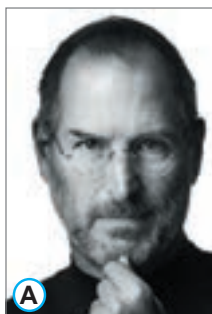
3. biography

5. romance

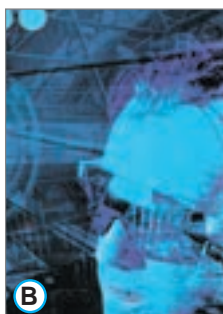
2. science fiction

4. thriller

6. adventures



Steve Jobs
by Walter Isaacson



Neuromancer
by William Gibson



Better off Frieds
by Elizabeth Eulberg

b) Look at the pictures again. Write a book review to a quarterly magazine. Use the text at page 152 as a model.

6. Write down three objects/events that you think represent life today. Explain what the historians may learn from them.

7. Look at the two pictures showing different magazines. Compare them, saying which magazine is more popular with young people and why. Write down three sentences.



Useful phrases:

- The main/greatest/most important difference between the magazines is that...
- The most obvious similarity is that...
- The first magazine, ... whereas/while/but the second one...



8. Suppose that you have seen this advertisement in an international magazine. Take part in the competition writing a story.

Short Story Competition

Win a weekend trip to Paris, for you and your friend. Write your story for a competition. The competition rules say that the story must begin with the following words: "You are what you read."



Lesson 33

Headlines

Headline — the title of a newspaper article printed in large letters above the story.

1. **Look at the headlines and decide what you think each story is about.**

PARIS PROBE
PROVES PALACE
INNOCENT

US COOL
ON CLIMATE CHANGE

CHOOSE THAT GIRL!
Madge jets to Africa
to adopt a girl

GOVERNMENT TO AXE
3,500
POST OFFICES

2. **Match the headlines in exercise 1 to their everyday English equivalents.**

- The singer Madonna has flown to Africa to adopt a child.
- An investigation of Princess Diana's death shows the British royal family were not involved.
- The government is going to close 3,500 post offices.
- The US government is not keen on a new environmental policy.

3. **Look at the headlines in exercise 1. Say which of the following questions can be answered.**

- What happened?
- Who did what?
- Where did it happen?
- Why did it happen?
- When did it happen?

4. **Work in pairs. Discuss the following questions.**

- Which of the headlines (exercise 1) got your interest? Why?
- Which headlines would you put on the front page of a newspaper? Explain your choice.
- If you were the editor of a popular daily, which would be your lead story (the most important story of the day)? Explain your choice.
- How do you think the stories continue?

5. **Turn the following sentences into headlines.**



- A very rare breed of bird has returned to the United Kingdom after more than 400 years.
- A drunk driver caused an accident on route 105, which resulted in two people being killed.
- The Austrian Prime Minister is going to open a new hospital in Melbourne.



Lesson 34

Tabloids

1. **Work in small groups. Read the following headlines. Discuss what each story might be about.**

1. Titanic disaster: new cruise ship has no customers.
2. Bomb carnage kills 1 and injures 26.
3. European Union: to be or not to be?

2. **Write down one of the stories from exercise 1.**

3. **Read the text. Pay attention to the words in bold.**

Newspapers

Newspapers and the **journalists/reporters** who write **articles** for them are called **the press**. The **editor** decides what is printed.

Quality newspapers deal with the news in a serious way. **Tabloids** are smaller in size and some of them have **sensational** stories and **gossip columns**. Photographers who follow famous people in order to take photographs of them are called **paparazzi**. You can buy **newspapers** and **magazines** at the **newsagent's** or you might have them delivered to your house by a **paper** boy or paper girl. (from Oxford Wordpower Dictionary)

4. **Match the words to the definitions.**

- | | |
|-------------------|----------------------------------------------------------------------------------------------------------------------|
| 1. sensational | a) unkind reports about famous people |
| 2. gossip columns | b) the person who is in charge of all or part of a newspaper, magazine, etc. and who decides what should be included |
| 3. editor | c) shocking |
| 4. article | d) a shop that sells newspapers, magazines, etc. |
| 5. newsagent's | e) a piece of writing in a newspaper or magazine. |

5. **Look at the pictures. Are they from quality newspapers or tabloids. Explain why you think so.**



6. **Read the text. Write down and then tell why tabloids have so many devoted readers.**

Tabloids

Today more than twice as many tabloids are sold as the so-called 'quality press'.

Originally, the word 'tabloid' referred to the size and format. But today, for most people, the word 'tabloid' has nothing to do with shape and size. The tabloids follow a special formula: scandals, murders and disasters all are described in detail. Tabloids dedicate

most of their pages to stories about celebrities. This involves photographing them in embarrassing situations, gossiping about their private lives and generally making them look a bit silly.

However, the tabloids are not simply an irritation for celebrities; the tabloids are a vehicle for self-promotion, a means for gaining popularity.

Though they have millions of devoted readers, tabloids are also widely criticized. They are accused of being sensationalist, in bad taste, and of having no ethical standards in their reporting methods.

They follow people on holiday, and even break into their houses in order to get a story. When criticized for their actions, the tabloids state that the public has a right to know about anything and everything, but celebrities have no rights to privacy at all.

Tabloids are not actually about news at all; tabloids are just about gossip. And we all know that when it comes to gossip, what matters is not what is true or what is kind, but what is entertaining and what is funny. The more in bad taste a story is, the funnier it seems.

7. **Work in pairs. Make up and role-play a conversation about ethical standards of tabloids and paparazzi.**
8. **Work in small groups. Role-play an editorial meeting for a national daily newspaper. Discuss the following questions.**
 1. What type of newspaper is it: tabloid or broadsheet (gives more analysis to international and national news)?
 2. What are the most important stories of the day?
 3. What are the headlines going to be for those stories?
 4. Which headlines will you put on the front page?
 5. Which will be your lead story?
9. **Put the steps for writing a newspaper article into a logical order.**
 1. Check your article for mistakes.
 2. Plan (organise and paragraph your ideas).
 3. Brainstorm the topic (write down ideas connected to the article).
 4. Research the story.
 5. Write the introduction.
 6. Conclude.
 7. Write the main body of the article.
10. **Write an article for an English-speaking newspaper. Use the steps in exercise 9 as a plan.**



Your article may describe the

- events at a festival/fair you attended;
- achievements of a famous person;
- way you felt when...

Model: When we had first talked about travelling to Scotland, all those months before, it had been with hitchhiking in mind. So, it was all the nicer now that we were sitting in a comfortable railway carriage without a care in the world. I suppose what really lifted our moods was the fact that we were free — no work, no studies and no obligations except to have a good time. That afternoon even the industrial landscape looked romantic in the autumn sunshine.



Lesson 35

Magazines

1. Work in pairs. Discuss the following questions.

1. Which magazines do you read? Why do you read them?
2. What are the most popular magazines in your country at the moment? Why do you think they are the most popular?
3. What do you find difficult about reading magazines in English?

2. Look at the magazine cover. Find the following things.

title, price, issue, number, date, bar code, coverline (short lines of text which try to get the readers interest)



Model:

Title: Glorious

Price: \$ 4

Issue number: 39

Date: January 2009

Bar code: in the bottom right-hand corner

Coverline: There's never a dull moment!



3. Match the magazine titles and coverlines. Discuss the meanings of the coverlines.

Titles

1. Simply Knitting
2. Glorious
3. T 3
4. What Car?

Coverlines

- a) There's never a dull moment!
- b) It's easy when you know how!
- c) The Gadget Magazine
- d) Low-CO₂ cars that'll change the way you buy.

4. Look at the English-language magazine covers. Say which of the magazines you would most/least like to read. Explain why.



5. Work in small groups. Discuss which parts of a magazine cover are the most influential in making you buy a magazine. Explain why.
6. Suppose you work for a magazine. Think of a story that would be good in the summer edition. Make notes.

7. a) Write down a story for a magazine using your notes from exercise 6.



b) Print some true-life stories from the Internet or real magazines.



Lesson 36

Writing a True-Life Story

1. Ask your classmate and then report to class.

Model: Ask your classmate if he attends fairs.

Student 1: Do you attend fairs?

Student 2: Yes, I do.

Student 1: He said that he attended fairs.

Ask your classmate:

1. if he/she is enjoying English;
2. if he/she has written a true-life story;
3. if he/she has ever stayed in a hotel;
4. if his/her friend took drugs.

2. Discuss in class the following questions.

1. What kinds of magazine include true stories?
2. Why do you think some people like reading true stories?
3. Do you like reading true stories? Explain why/why not.
4. What makes people tell stories about their private lives to a journalist?

3. Read four sections for writing true stories. Put them into a logical order.

- a) Moral (the lesson of the story).
- b) Problem.
- c) Setting (characters, place, time).
- d) Solution.

4. Read to class the true-life story you printed from the Internet or real magazine.

5. Think of your true story. It could be personal, about people you know, or invented. Make notes.

Themes:

1. accidents
2. poverty
3. addictions
4. love and relationships
5. life changing events e. g. moving abroad, winning a lottery, etc.

6. Work in small groups. Decide in which kind of magazine each of your stories should be published.

- a) house magazine
- b) travel magazine
- c) parenting magazine
- d) gardening magazine etc.

7. Write a true story for a magazine. Use the notes that you made for exercise 5 and your printed true-life story (exercise 4) as a model. Give your story a good title.



SELF-ASSESSMENT MODULE 3
(Revision Test)

1. Circle the correct item.

1. This non-fiction book ... last week.
a) has been sold out c) sold out
b) sells out d) was sold out
2. The student can't read his composition now, because he ... his exercise book at home.
a) left c) has left
b) has been left d) leaves
3. Listen! They ... good English.
a) speak c) are speaking
b) will speak d) were speaking
4. I have nothing to be proud of. I ... a single excellent mark yet.
a) haven't got c) hadn't got
b) won't got d) didn't get
5. The man ... a cartoon strip when somebody knocked at the door.
a) had read c) read
b) is reading d) was reading
6. Ann ... a lot of comedy books since last week.
a) reads c) read
b) had read d) has read
7. She ... very early tomorrow.
a) wakes up c) woke up
b) will wake up d) has woken up
8. When I entered the room, the students were discussing the film they ... the day before.
a) saw c) has seen
b) had seen d) have seen
9. Who ... here in two years?
a) lives c) lived
b) will live d) has lived
10. She ... two pages when the telephone rang up.
a) read c) had read
b) was reading d) had been reading

2. Make three lists of words (each of 10 words/word combinations) to talk about school system, libraries and press.

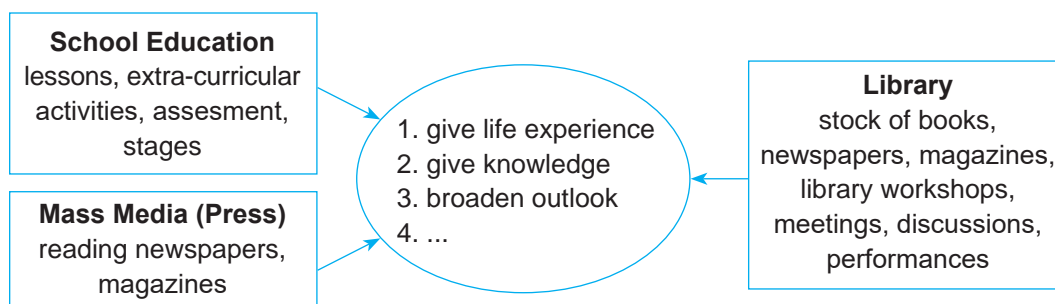
3. Design your robot. Say what he can/can't/is allowed/is made to do. Use the words from your list in exercise 2.

Model: My robot can attend model aircraft classes. It cannot subscribe to magazines and newspapers. My robot is allowed to borrow books from the library, but it is made to read them.

4. Look at the pictures. Write down sentences describing each of them.



5. a) Think and make up a list of ideas about how you can benefit from school education, school library, and mass media.



b) Make up and write down 8–10 sentences using your list of ideas.

CHECKLIST

Assess your progress in this unit. Tick (✓) the statements which are true.

- ☐ I can give information on newspapers/magazines.
- ☐ I can advertise my favourite newspaper/magazine.
- ☐ I can write a book review to a newspaper.
- ☐ I can understand the headlines.
- ☐ I can write a true-life story.
- ☐ I can understand and use Present Continuous Active in spoken and written forms.
- ☐ I can understand and use Past Continuous Active in spoken and written forms.
- ☐ I can understand and use Past Perfect Active in spoken and written forms.
- ☐ I can understand and use Past Perfect Continuous Active in spoken and written forms.

Unit 4

LIFESTYLE

Lesson 37

Leisure Time. Trips

1. Look at the pictures. Say how people spend their leisure time.



2. Use adjectives given below to describe the activities in exercise 1.

exciting, amusing, embarrassing, charming, impressive,
entertaining, striking, fantastic, lovely, amazing, boring,
awful, painful, dangerous, tiring

3. Look at the pictures. Say how Sam spent his leisure time.



A



B



C



D

4. Read about Sam. Look at the pictures again. Say which one is not described in the story.

Sam's Trip

Have you ever experienced the difference between south and north, the sea and the mountain, the summer heat and cold and all that in two weeks? This year I've had a chance to do it. I joined my friends in a unique adventure and I don't regret it! I melted on the sun of Podgorica and froze in the mountains of Duzmitor, swam in Scadar lake and climbed the Mountain Lovcen. I had a lot of fun and I learned a new language. I chanced to explore Montenegrin beauty, wilderness, its coasts, lakes, mountains and met its culture. I enjoyed its beautiful nature. As you see I didn't waste time.

5. Match the words to make the word combinations.

- | | |
|------------|--------------------------|
| 1. join | a) fun |
| 2. explore | b) time |
| 3. waste | c) in the lake |
| 4. tell | d) the friends |
| 5. swim | e) the nature |
| 6. have | f) in the mountains |
| 7. freeze | g) jokes |
| 8. enjoy | h) beauty and wilderness |

6. Tell about Sam's trip. Use the word combinations from exercise 5.

7. Describe and write down any interesting event that happened to you or your friend in the leisure time.



Lesson 38

Leisure Time Activities

1. Some companies organize social events and activities for employees and clients to encourage good working relationships. Tell the class which of these activities, you think, would be the most popular with your friends or classmates. Explain why.



2. Tell what other activities you would enjoy more than those in the pictures. Give your reasons.



Питальні речення в непрякій мові називаються непрямыми запитаннями (**Reported Questions**). Непрямі запитання мають структуру розповідного речення: у них прямий порядок слів. При перетворенні прямої мови на непряму час дієслова змінюється відповідно до правил узгодження часів (див. урок 25).

Напр.: "Do you have a pen?" he asked me. — He asked me if I had a pen.

"Where have you been?" he asked her. — He asked her where she had been.

3. Say in Indirect Speech.

1. "Does she hate romances?" he asked.
2. "Does he write book reviews?" they asked.
3. "Does the journalist depict the events?" he asked.
4. "Is the *Digest* a monthly?" she asked.
5. "Shall we take part in the competition?" they asked.
6. "Will they write an advertisement?" he asked.
7. "Did I find an article about educational programme?" he asked.
8. "Did the newspaper analyse the faults?" they asked.
9. Tom asked, "Did the writer describe his achievements?"
10. "Was she a regular reader of newspapers?" he asked.

4. **Work in groups of three. Ask questions, then report them in Indirect Speech and respond. Use the word combinations given below.**

Model: *Student 1:* Do you like to tell jokes?

Student 2: She asked whether/if you liked to tell jokes.

Student 3: Yes, I do/a lot/a little. No, I don't/I can't stand it/I don't mind it.

Word combinations:

to tell jokes, to explore beauty and wilderness, to waste time, to experience a unique adventure, to learn a new language, to enjoy leisure time activities, to organize social events, to encourage good relationships

5. **Compare and contrast two leisure time activities. Use phrases given below.**

Describing Similarities

- to be rather like
- to appear similar to
- to seem like
- to resemble
- to remind me of
- to have a lot in common with
- to be pretty much the same as

Describing Differences

- to be nothing like
- to be totally different from
- to vary greatly from
- to have very little in common with
- to be quite unlike
- to bear little resemblance to
- to differ dramatically from



diving



motor race

6. **Rewrite the sentences given below in Indirect Speech.**



1. "Is she reading a report?" he asked me.
2. "Are they discussing a science fiction book?" she asked him.
3. "Look, is he laughing reading comics?" she asked them.
4. "Were you taking out books from the library?" they asked us.
5. "Was she delivering newspapers?" he asked me.
6. "Have you published strip cartoons?" she asked us.
7. "Has the newspaper already come out?" they asked him.
8. "Had they subscribed to the newspaper by Tuesday?" he asked her.



Lesson 39

Types of Fairs

1. **Work in pairs. Do as in the model. Then report your classmate's answer.**

Model: A: Have you ever enjoyed colourful spring and flowers?

B: Yes, I have.

A: My classmate has enjoyed colourful spring and flowers.

1. I have enjoyed both colourful spring and flowers.
2. We have watched a game of golf.
3. They have seen superb craftsmanship.
4. He has attended an exhibition.
5. She has seen exhibits on environment.
6. I have experienced the difference between heat and cold.
7. They have read a lot of advertisements.
8. She has subscribed to a local newspaper.
9. He has involved us into the club.
10. I have handled giant exotic insects.

2. **Work in small groups. Talk about attractions you like most. Mention:**

1. where the attraction is;
2. what it provides;
3. opening and closing hours/days;
4. admission fee.

3. **Say which attraction(s) you would like to attend most. Give your reasons. Which attraction(s) would you recommend for an adult/a teenager? Why?**4. **Read how Tom spent his summer holidays.**

My summer holidays I spent at my relatives'. They invited me to attend a cookery fair which takes place in their town every year. The air was fragrant with the smell of pastries, cakes, and pies. There were stands where people sold different cookeries. On the other end of the fair there were things made of straw and woods.

One of the highlights of the fair was a cookery competition for original recipes. The judges sampled dishes and gave them marks for appearance and taste. The winning recipe was a delicious apple pie. It's a local dish consisting of apples. An hour later, after everyone had eaten the dishes, the disco began. The atmosphere was exciting, and I enjoyed the fair.

5. **Match the activities with the types of fairs.**

- | | |
|------------------|-----------------------------------|
| 1. village fair | a) music |
| 2. school fair | b) dancing |
| 3. fun fair | c) races for parents and children |
| 4. antiques fair | d) rides on a big wheel |
| | e) pottery sales |
| | f) fireworks display |

6. Choose the pictures which describe the events at the fair. Comment on them.



7. Name some fairs that take place in Ukraine. Tell what people do on these occasions.

8. Write a letter to a friend. Describe a fair you have attended or would like to attend. Mention:



- place
- time
- atmosphere
- weather

- people
- description of the fair
- description of celebrations



Lesson 40

Hobbies

1. **Work in pairs. Take turns to ask and answer the questions. Choose the possible answer on the right.**

1. Have you become an expert in anything?
2. Have you been successful in anything?
3. Are you going to be famous some day?
4. Are you going to have a business some day?
5. Do you want to go all over the country?
6. Are you enjoying life?
7. Do people give you presents at Christmas?
8. Do you prefer to play computer games with your friends or alone?
9. Do you want to work for a prestige company?
10. Do you often give advice?
11. Do you smile a lot?
12. Can you solve difficult problems?
13. Do you like to make changes in your plans?
14. What's your hobby? What your wishes does it satisfy?

I don't know.
I hope so.
I doubt it.
Some day, maybe.
Never.
Very much.
Not at all.
Sometimes I do.
I prefer not to.

2. **Tell about your classmate. Use his/her answers to the questions in exercise 1.**

3. **Work in pairs. Discuss at least five hobbies.**

Model: My friend's hobby is basketball. I think it is a fast moving and dynamic sport. It is highly popular hobby.

4. **Look at the pictures which show two hobbies. Compare and contrast them. Use phrases given below.**



cultural trip

Describing Similarities

- to be rather like
- to resemble
- to have a lot in common with
- to be pretty much the same as



whitewater rafting

Describing Differences

- to be totally different from
- to vary greatly from
- to have very little in common with
- to bear little resemblance to

5. **Write approximately 8–10 sentences about your hobby.**



Lesson 41

Hotels

1. Look at the pictures. Write down in which countries you can do the following.



Canada

- go whitewater rafting
- see spectacular falls
- go diving
- walk along unspoiled beaches
- try seafood



Ukraine

- try delicious local cuisine
- visit galleries/museums/ancient castles/historical sites
- admire interesting architecture



Spain

2. Work in small groups. Discuss the places where you would like to spend your holidays.

3. Read the descriptions of two hotels. Say which of the two hotels you would like to stay. Give your reasons.

1. This four-star hotel is just a minute's walk away from stylish boutiques of Oxford Street in London. After spending a day shopping and sightseeing, you can relax in your room, watch cable TV and enjoy something from the expensive room service menu. You can also visit Buckingham Palace and the Houses of Parliament.
2. This fabulous castle hotel is in Hungary and dates back to 1478. The hotel is a perfect base for exploring many historic places and the countryside. It's one of the most scenic areas of Hungary. It's a perfect site for those who enjoy walking. You can end the day with a swim in the hotel's heated outdoor pool or just relax in front of the roaring fire in the lounge.

4. Make notes in your exercise book under the headings below.

Hotel	Name	Location	Description	Facilities	Things to see/do
<i>Model:</i>					
1.	Star Hotel	Edinburgh	luxury five-star hotel	real fireplaces excellent restaurant cable TV gym swimming pool sauna and steam room	visit Edinburgh Castle shop in the city centre go and see a play

5. Write down 8–10 sentences about the place you would like to stay on holidays. Use your notes from exercise 4 and the descriptions from exercise 3.



Lesson 42

The Drug Problem

1. **Listen, read and remember the words and word combinations. Make up five sentences with them.**



take drugs	[teɪk 'drʌɡz]
break with	[breɪk wɪð]
tranquillizer	['træŋkwələɪzə(r)]
entangle	[ɪn'tæŋɡl]
cope with	[kəʊp wɪð]
frustration	[frʌ'streɪʃn]
boredom	['bɔːdəm]

2. **Complete the sentences using the words from exercise 1.**

- For many young people it is difficult just to love another person. That's why they often ... their sweethearts.
- Life is a great train. Not everyone can ... it.
- Boredom and frustration often ... young people in the drug world. Be careful!

3. **Write reasons that lead people to:**

- taking drugs;
- taking tranquillizers.

4. **a) Read the heading of the text and say what you think it is about.**

b) Read the text. Were your guesses correct?

The Drug Problem (Part I)

Helen had become depressed. So she started taking her mother's tranquillizers, which she knew her mother had taken on prescription for a short time following her grandma's death.

Discovering this, her mother and father reacted angrily. But this only made Helen even more upset.

So, shortly afterwards, when a friend offered her heroin, she took it, and became entangled in the drug world.

At times in our life, many of us turn to drugs of one sort or another. Cigarettes and alcohol are, of course, the most common ones.

Many of us also turn to sleeping tablets, tranquillizers or anti-depressants to help relax and cope with the stress and tension of everyday life.

In many ways children turn to drugs for just the same reasons: there are many pressures at school, from parents, from friends. Very often the reason is frustration and boredom.

5. **Discuss in small groups.**

1. What are the reasons for taking drugs by teenagers? Give examples.
2. Could Helen's parents help their daughter? What do you think they should do?

6. **Write the following sentences in German/French.**

1. When you see someone is in trouble, involve them in your hobby.
2. Some drugs may depress or stop breathing.
3. Drugs may cause blood poisoning.
4. Sports help cope with the stress.
5. Hobbies help cope with tension of everyday life.

7. **Read the text. Write down three questions on the text.**

**The Drug Problem
(Part II)**

Most children simply decide they don't like taking drugs and then stop. But a few go on and then have a serious drug problem. They are in a big danger, because overdoses can lead to death, some drugs may depress, may stop breathing, or cause serious mental disorders, may cause blood poisoning and AIDS virus infection.

We must not forget about these dangers. When you see that someone is in trouble, just say the right words of understanding or involve them in your hobby and may be they will stop drinking alcohol, smoking or taking drugs.

8. **Work in pairs. Take turns to ask and answer your questions.**

9. **Fill in the chart in your exercise book.**

Sorts of drugs	Reasons people take drugs	The dangers of taking drugs	The ways you can help a person who is in trouble

10. **Get ready to tell the class about the problem of taking drugs. Use your notes from exercise 9.**

11. **Work in pairs. One of you reads the word. Another one gives his/her associations with it. Take turns.**

- | | | |
|----------|-----------|-----------------|
| 1. sea | 5. admire | 9. service |
| 2. enjoy | 6. relax | 10. holiday |
| 3. walk | 7. fire | 11. sightseeing |
| 4. go | 8. lounge | 12. explore |



Lesson 43

Informal Letters. Greeting Cards

1. Report the sentences in Indirect Speech. Consult the box of Sequence of Tenses.

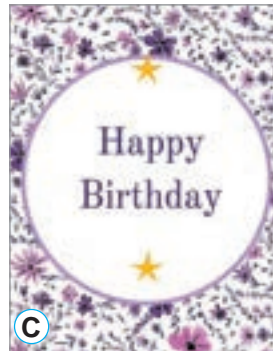
Model: I often play tennis. — She said that she often played tennis.

1. We met mythical creatures.
2. She recreates with wildlife.
3. They enjoy rose beds in summer.
4. He saw 250 interactive exhibits.

2. Choose the correct word.

1. We hoped that that trip will/would broaden our outlook.
2. I heard that they stay/stayed at the hotel.
3. They thought that she attends/had attended the antiques fair.
4. I hope that we shall/should sample the dishes.

3. Match the greeting cards to the messages below. Say what occasion is for each greeting.



Messages

1. Congratulations. When's the big day?
2. Congratulations. Hope she is as kind and adventurous as both her parents.
3. Many happy returns of the day!
4. Get well soon.

4. Learn the congratulation.

Count your nights by stars, not shadows.

Count your days by smiles, not tears.

And on any birthday morning.

Count your age by friends, not years! 😊

5. Study the layout of an informal letter.

Your address
The date

Greeting

Hi..., / Dear...

Introduction

Ask your friend some introductory questions.
How are you? Hope everything is OK.

Main Body

1. Give the reasons for writing.
I'm writing to let you know that...

2. Describe the subject of the letter.

Closing Remarks

Well, I must finish... Write back soon.
Let me know if you...
I hope I'll see you here soon.

Sign Off

Say goodbye and sign your name.
All the best, / Lots of love, / Yours, Ann.

6. Read Mike's letter.

To: Sam

Subject: Visit to Ukraine

Insert: Attachment Photos Videos

Tahoma 10 B I U

Dear Sam,

I am coming to Ukraine in the middle of May to take part in basketball competition. Do you think I could stay with you for two or three nights until I find a nice cheap hotel? Please let me know as soon as possible.

Yours,
Mike.

7. Write the answer to Mike's letter. You may use the model below.



Model:

To: Mike

Subject: Welcome!

Insert: Attachment Photos Videos

Tahoma 10 B I U

Dear Mike,

Thank you for your letter. It was great to hear you are coming over to Ukraine. You can stay at my place. I live in quite a big house... (describe your house) I'll give you directions. Here they are:... (write down the directions from the railway station to your house) Look forward to hearing from you.

Yours,
Sam.



Lesson 44

Letters of Invitation

1. Match the letters of invitation to the replies.

a)

Insert: Attachment Photos Videos

Tahoma 10 B / U

Dear...,
Thanks for invitation to your birthday party. I'd love to come. I haven't seen you and our friends for ages.
Look forward to seeing you on Sunday.

Love,
...

b)

Insert: Attachment Photos Videos

Tahoma 10 B / U

Dear...,
Thank you for inviting me for the weekend, but I'm afraid I've got exams the following week, so I won't be able to make it. I'd love to come another time, though. I'll give you a ring and we'll fix a date.

Love,
...

c)

Insert: Attachment Photos Videos

Tahoma 10 B / U

Dear...,
It was great to hear from you. I'm pleased to hear that you are having such a good time at school and that you've made a lot of friends. I'm writing to ask you what you are doing next weekend? I was wondering if you'd like to come down here and spend a few days by the sea. Please try to come. Write soon and let me know.

Love,
...

d)

Insert: Attachment Photos Videos

Tahoma 10 B / U

Dear...,
This is just a short note to ask you if you could come to my birthday party on Sunday. I'm going to ask Brett and Laura too. I do hope you can make it.

Love,
...

2. Work in pairs. Write a letter of invitation to another pair of students in your class. Include the date, the time and the place.

3. **Exchange your letters. Write a reply accepting the invitation if you have time, or refusing it if you do not.**



При перетворенні в непряму мову наказових речень та прохань дієслово прямої мови замінюють інфінітивом. У заперечній формі перед інфінітивом ставлять частку **not**.

Напр.: I said to her, "Don't go out." — I asked her not to go out.
"Wait for me," he said. — He asked to wait for him.

4. **Do as in the model.**

Model: "Don't shout," I said to Bill. — I told Bill not to shout.

1. "Don't tell Bob about that," Peter said to Mary.
2. "Don't take alcohol," Father told to his son.
3. "Don't break school rules," the teacher said to me.
4. "Don't miss classes," the headmaster said to us.

5. **Do as in the model.**

Model: "Can you help me, Tom?" Olia asked. — Olia asked Tom to help her.

1. "Please, don't write it." Ann said to me.
2. "Can you buy some milk, Bob?" Mother asked.
3. "Will you translate the text, please?" Tania asked me.
4. "Can you show me the room service menu, Sam?" Peter asked.

6. **a) Work in groups of 4–5. Agree or disagree. Give reasons and examples to support your point of view.**

Hobbies

1. Hobbies are the recreation activities. 2. Hobbies are as various as the world of human interests and experience. 3. Hobbies include an element of exploration that gives the hobbyist a chance to discover the world and his abilities. 4. Hobbies provide us with means of expressing emotions and offer many opportunities to create a new world of entertainment. 5. They satisfy our wish for learning and stir the imagination.

b) Say what role your hobby plays in your life.

7. **Group the words according to the following categories.**

Library	Press	Lifestyle	Drugs	School System

thriller, entangle, daily, wicked world, firework display, to take drugs, private, entertainment, subscribe, tranquillizer, sleeping tablets, science fiction, true-to-life, deliver, blood poisoning, break the rules, employment advertisements, fun fair, uniform, stop breathing, truancy, financial news, attractions, curiosity adventures, miss classes, assessment, stage

8. **Get ready to talk on one of the topics mentioned in exercise 7.**



SELF-ASSESSMENT MODULE 4

Level 1

1. **Complete the sentences with the words from the unit.**
1. I chanced to _____ wildness, mountains and culture.
 2. They invited me to _____ a cookery fair.
 3. Hobbies offer many opportunities to _____ a new world of entertainment.
 4. Drugs can _____ to death.
 5. I _____ rose beds in summer.
2. **Choose the correct sentences.**
1. He asked her whether the newspaper analyses the faults.
 2. They said that they love travelling.
 3. She asked me if I write an advertisement.
 4. We asked them if they would take out books from the library.
 5. She asked them whether they are reading a book.
3. **Write approximately seven sentences about your hobby.**

Level 2

- 1. Choose the correct item.**
1. Have you ever _____ the difference between the sea and the mountain?
a) chanced c) experienced
b) joined d) had
 2. I _____ Montenegrin beauty.
a) wasted c) swam in
b) explored d) joined
 3. She has _____ the difference between heat and cold.
a) seen c) involved
b) heard d) experienced
 4. They have _____ giant exotic insects.
a) handled c) deliver
b) read d) enjoy
 5. The atmosphere was _____.
a) exciting c) embarrassed
b) excited d) painful
- 2. Correct the mistakes**
1. Peter asked Mary don't tell Bob about that.
 2. The teacher told me don't break school rules.
 3. Mother asked Tom if he can help her.
 4. He asked wait for him.
 5. She said that they stop at luxury five-star hotel.
- 3. Write approximately 8 sentences about the danger of taking drugs.**

Level 3

1. **Write down as many words and word combinations as you can under each heading.**

Hobbies	Drugs	Leisure Time Activities

2. **Write the sentences in Indirect Speech.**

1. "Have you ever enjoyed the beauty of the lakes," she asked.
2. "I didn't waste time," he said.
3. "They always encourage good relationships," he thought.
4. "We experienced a unique adventure," they said.
5. "Please, tell a joke," she asked.

3. **Write approximately 10 sentences on one of the topics.**

1. Hobbies
2. Drugs
3. Leisure time activities

4. **Write German/French equivalents to the English word combinations. Make up there sentences with them.**

Swimming pool, sauna and steam room, explore historic places.


CHECKLIST

Assess your progress in this unit. Tick (✓) the statements which are true.

- ☐ I can talk about attractions in my native town/village/country.
- ☐ I can describe fairs.
- ☐ I can speak and understand people talking about leisure time activities.
- ☐ I can use basic vocabulary to discuss the problem of taking drugs.
- ☐ I can write an informal letter.
- ☐ I can write a reply to an informal letter.
- ☐ I can understand and use Indirect Speech in spoken and written forms.
- ☐ I can understand and use Reported Questions in spoken and written forms.

Lesson 45

Types of Music

1.  Listen, read and remember the words and word combination.

compose
reflect
folk music

[kəm'pəuz]
[rɪ'flekt]
[fəʊk 'mju:zɪk]

2. a) Read the types of music and match them with the definitions on the right. There are more types than definitions.

1. rap
2. rock
3. heavy metal
4. country and western
5. folk
6. classical
7. opera
8. jazz
9. techno
10. blues
11. pop

- a) music of African-American origin, characterized by the use of improvisation
- b) music or song in the traditional style of a country
- c) type of modern popular music with a strong beat, played on electric guitars, etc.
- d) slow sad jazz music originated among blacks in the Southern USA
- e) serious and traditional in style music of the period 1750–1800
- f) a type of music made popular by African-Americans, expressing strong emotions
- g) type of music that derives from the folk music of the southern and western US
- h) a play in which words are sung to a musical accompaniment
- i) modern popular music

b) Add some types of music to the list above. Say what type of music is the most popular among your classmates.



3. Listen to seven types of music. In your exercise book put the number of each piece of music by its type in the box nearby.



rock



folk



classical



techno



pop



heavy metal



blues

4. Read the text and say how similar or different are those times (1957–1970) from the times you live in.

Music in My Life

Can you think of a day without music? I think it's impossible. There is music everywhere: at home, in concert halls, in parks, at the seaside and even in the forest. But in the forest, of course, it is better to listen to birds singing and other natural sounds like the wind in the trees.

Role of music in the lives of different people is different: some compose music or play music, and others just listen to it.

A lot of people who cannot play any musical instrument, love to listen to music either at home or at a concert. I think music isn't a combination of pleasant sounds only. It is an art which reflects life. Music reflects people's ideas and emotions.

I am fond of many kinds of music: pop, rock-and-roll, folk music, jazz and others. My favourite group is the Beatles. My grandparents are great fans of this group. When I was a little boy, I spent all my holidays with my grandparents. In the evenings my grandpa often took a guitar, played and sang their songs. I listened to the songs of the Beatles. I loved that group very much. My grandpa told me a lot about this fantastic group.

The Beatles were formed in 1957. Those were the times when the real earnings of young workers had grown rapidly, creating a generation who had money to spend on leisure and luxury. Clothes and music became the symbols. No band was more important than the Beatles. They expressed both youth deviance and commercialism, and provided British teenagers with an identity that cut across the barriers of class, accent and religion. In October 1962 their *Love Me Do* reached number seventeen; in April 1963 *From Me to You* became their first Number One hit single. Between 1957 and 1970 the Beatles performed live in 84 different places in England, 15 in Scotland, six in Wales, and two in Ireland.

A national and a global phenomenon, the Beatles played all over Europe, as well as in Australia, Japan and the USA.

Beatlemania swept the country. When BBC failed to broadcast the music that people wanted, pirate radio stations filled the gap. That was a cultural revolution.



5. Work in pairs. Ask and answer the questions.

1. Where and when do you like to listen to music? What does music reflect?
2. What types of music do you like? Who is your favourite singer or band?
3. Do you like listening to the Beatles? Which of their songs do you like most?
4. How can you account for the large scale popularity of rock? Is it only an entertainment to young people or does rock music represent their values? What values?
5. What role does music play in your life? Do you want music just to make you happy or does music vary with your mood? How does it vary?



6. Write and then tell about your favourite type of music and group.



Lesson 46

Celine Dion

1. Read about Celine Dion.

**Celine Dion**

<i>Place of birth:</i>	Canada
<i>Astrological signs:</i>	Aries, Monkey in Chinese horoscope
<i>Character:</i>	organized, sometimes impatient
<i>Lucky number:</i>	5
<i>Perfume (ðyxu):</i>	Channel №5
<i>Preferred colours:</i>	black, white and red
<i>Sports:</i>	snow and water skiing
<i>Musical instruments:</i>	piano
<i>Favourite singers:</i>	Stevie Wonder, Michael Jackson and Natalie Cole

The youngest of a fourteen children family, Celine was born in a small Canadian town. She first stood on the table to sing a song at the age of five. At the age of 12 she announced her mother that she was going to be a singer. A well known manager Rene Angelil (her future husband) was impressed and touched by the strength and the control of Dion's young voice. He cried listening to her voice, and he agreed to work with her. Rene managed Celine's career and led her to the top all over the world. Her song *My Heart Will Go On* from the film *Titanic* became a national hit and is a big hit in the world.

2. Work in pairs. Ask and answer the questions.

1. Where was Celine Dion born?
2. How many sisters and brothers did she have?
3. What was her husband's name?
4. What was his job?
5. Why did he agree to work with Celine?
6. Which of her songs became a national hit?
7. Have you ever heard Celine's songs?
8. Do you like her songs?
9. Who are her favourite singers? And yours?
10. What are her astrological signs? And yours?

3. Listen to the song *My Heart Will Go On* and fill in the missing words.



My Heart Will Go On

Every night in my dreams
 I ... you, I feel you,
 That is how I ... you go on
 Far across the distance
 And spaces ... us.
 You have ... to show you go on.
 Near, far, wherever you are
 I believe that the heart ... go on.
 Once more you ... the door
 And my heart will go on and

4. Learn this part of the song. Say what it is about.
 5. Look at the photos. Say which ones depict Celine's life. Describe them.



6. a) Look at the list of words and word combinations. Say which of them you will use to talk about Celine Dion.

compose, a national hit, reflect, a fourteen children family, conduct, well known, compulsory education, the control of young voice, key stage, society, be touched, organized, camping, include, involve, lead

- b) Make up and write down sentences with five of them.

7. Say what you have learned about Celine Dion.



Lesson 47

Louis Armstrong

**Adjectives ending in -ed and -ing**

Багато прикметників, які закінчуються на **-ed**, описують відчуття або стан.

Напр.: I am bored. (I feel there is nothing that interests me at the moment.)

Багато прикметників, які закінчуються на **-ing**, описують людину, предмет чи тему.

Напр.: I am boring. (I am a very uninteresting person.)

1. **Complete the sentences with adjectives ending in *-ed* or *-ing* formed from the verbs in brackets.**
 1. Classical music is (relax)
 2. He gets very ... when he listens to heavy metal. (excite)
 3. It's ... to listen to his singing. (embarrass)
 4. I feel ... when I listen to jazz. (bore)
 5. I find opera quite (thrill)
 6. What a ... song! (depress)
2. **a) Read about Louis Armstrong and say what you have learned about him and the music he played.**

**Louis Armstrong**

The black man with the wonderful smile finished singing, raised the trumpet to his lips, and played. It was exciting and happy music, and soon everyone was smiling and feeling good, clapping and swaying to the rhythm. He finished playing, and the crowd roared and applauded.

That was Louis Armstrong, one of the most famous and best-loved jazz musicians of all times. Armstrong did a great deal to popularize this type of music. Jazz was brought

about by black Americans from African drumbeats work songs, blues, and especially the lively marching band tunes so popular right after the Civil War.

The birthplace of jazz was New Orleans. Louis was born there on July 4, 1900. His family was so poor that he had to earn some money, doing all sorts of jobs. He loved music since he was a little boy. He used to follow street bands at parades and even funerals just to hear the music.

One of the teachers that Louis liked a lot was a music teacher named Mr. Davis, who formed a band in the school. Louis was asked to join the band. Mr. Davis gave him cornet lessons, and the boy had never been happier. He was learning quickly and soon was made a leader.

When Louis began to play with the band, of Sate Marble, he learnt to read music well. He also got a chance to play jazz for many who had never heard it before. Louis became known as the best player around New Orleans.

Since 1924 Louis had his own band and some of his best music was recorded during this period.

On Louis Armstrong's seventieth birthday many famous singers and musicians came to mark the great date.

3. Listen to a piece of Louis Armstrong's music. Say what feelings and emotions it evokes in you.



4. Work in pairs. Talk about jazz. The questions below will help you.

1. Do you know people who play jazz?
2. Why do you enjoy or do not enjoy listening to this type of music?

5. Write about yourself. Use the words from the box.

rap, rock, country and western, pop, techno, classical, folk

- | | |
|--------------------|---------------------|
| 1. I like... | 5. I don't like... |
| 2. I hate... | 6. I can't stand... |
| 3. I don't mind... | 7. I admire... |
| 4. I love... | 8. I enjoy... |

6. Make up and act out short dialogues about different types of music.

Model: A: Do you like rap?

B: No, not at all. It's boring.

- | | | |
|------------------------|--------------------|---------------------|
| • Yes, I do. A little. | • I don't mind it. | • Not at all. |
| • Yes, I do. A lot. | • No, I don't. | • I hate it. |
| • It's all right. | • Not very much. | • I can't stand it. |

7. Make a list of your five favourite singers and groups. Write and then tell about one of them (career, greatest hits, scandals, latest albums).



Lesson 48

Songs

1. Match the pairs of words.

- | | |
|----------|----------|
| 1. far | a) stand |
| 2. can't | b) mind |
| 3. all | c) away |
| 4. don't | d) right |

2. You are given 'key' vocabulary before you listen to the song. Predict what the song will be about.

Key words: troubles, believe, yesterday, go, said something wrong, love

3. Now predict where those words go in the song and write them down in your exercise book.

Yesterday

Lennon, McCartney

... , all my ... seemed so far away
Now it looks as though they're here to stay
Oh, I ... in... .

Suddenly, I'm not half the man I used to be,
There's a shadow hanging over me.
Oh, ... came suddenly.

Why she had to ... I don't know she wouldn't say.
I ... , now I long for... .

... , ... was such an easy game to play.
Now I need a place to hide away.
Oh, I ... in

Why she had to ... I don't know she wouldn't say.
I ... , now I long for... .

... , ... was such an easy game to play.
Now I need a place to hide away.
Oh, I ... in

4. Listen to the song and check.

5. Say how you feel while listening to the song *Yesterday*.

frustrated, happy, shocked, sad, sleepy, bored, relaxed, stressed, glad, depressed, joyful, excited

6. Do a research. Find the information about the composer and singers of your favourite song. Write and then tell it to class.



Lesson 49

Music

1. Write down the adjectives which describe topics given below.

Model: World news *interesting, shocking*
 Books
 Concerts
 Music
 TV shows
 School life

2. Complete the sentences with question tags.

1. You think the music is more important than the words, ...?
2. She plays in a band, ...?
3. Today's music is not very good, ...?
4. Sandra likes a broad variety of music, ...?
5. He doesn't sing very well, ...?
6. Rock bands get lots of money, ...?
7. You like listening to country and western, ...?
8. You don't have to know much about music to be a pop musician these days, ...?
9. Opera is thrilling, ...? I think it's due to such singers as Pavarotti and Domingo.

3. Read funny stories and tell them to class.

1. The first concert of Fridrich Hendel in London had no success. His friends worried about it, but Hendel was quiet.

"Don't worry," said he. "In empty hall music sounds better."

2. One young man asked Mozart how to compose symphonies. Mozart answered, "You are too young. Why wouldn't you start with ballads?"

"But you started to compose symphonies when you were ten," the young man exclaimed.

"Yes, but I didn't ask anybody how to write them," Mozart answered.

4. Find out what students in your class think about music. Agree or disagree with them. Use ideas from exercise 2.

Model:

A: I think music in the song is more important than words. How do you feel about it?

B: In my opinion words are as important as music.

5. Write a short report for your school newspaper about your class students' opinion about music. Use the linking words in italics.



Model: *On the whole*, we think that rock music is exciting. But *in my opinion*, no one likes very loud music. *The trouble is*, you can't hear the words. ...and *in fact*, some performers just earn money.



Lesson 50

Musical Instruments

1. **Work in groups of 4 or 5. Discuss the most popular type of music in Ukraine at present. Talk about your favourite and less favourite types of music, pieces of music and performers. Use phrases given below.**

Asking for personal views:

- What do you think of...?
- What's your opinion of...?
- How do you feel about...?
- How do you like...?

Expressing likes:

- I really like/love...
- I'm really very fond of/interested in...
- I find ... really interesting/fascinating/exciting.

Expressing dislikes:

- I (absolutely) hate/can't stand...
- I'm not (very) interested in...
- I don't fancy...
- I find ... rather boring/dull/etc.

Expressing indifference:

- It doesn't bother me either way.
- It doesn't concern me.
- I don't care.
- It's OK/all right I suppose.
- I don't have an opinion on it.

Explaining what you like about something:

- What I like most is...
- I really like the way...

Explaining what you don't like about something:

- What bothers/annoys me the most is...

2. **Look at the pictures. Study the names of musical instruments.**



saxophone



violin



clarinet



drum

3. **Practise saying the words.**

1. organ ['ɔ:gən]
2. clarinet [,klærə'net]
3. violin [ˌvaɪə'lɪn]
4. guitar [gɪ'tɑ:(r)]
5. saxophone ['sæksəfəʊn]
6. drum [drʌm]
7. accordion [ə'kɔ:diən]
8. trumpet ['trʌmpɪt]
9. piano [pi'ænəʊ]

4. **Work in pairs. Ask each other what musical instruments you like/dislike to listen. Use the phrases from exercise 1.**

5. **Look at the photos. Say:**



- What instruments the children are playing;
- Who of the famous people can play these instruments.

Describe one of the photos.

6. **Work in small groups. Discuss the following questions.**

1. Of which instruments does a symphony/chamber orchestra consist?
2. What are the most popular instruments of pop groups, jazz and rock?
3. Why has a guitar become a very popular instrument in recent years?
4. Do you prefer performances with an entire orchestra or simply with a guitar? Why?
5. Can you play any musical instrument? Does it help you understand music?
6. What do you know about video clips? How do they affect music?



7. **Agree or disagree with the statement “There is only one way to come to understand music — by learning to play a musical instrument.” Write your reasons.**



Lesson 51

Musical Instruments

1. Complete the sentences with the words from the box.

jazz (3), music, played, rock (2), musicians

1. I love any ... that has harmony and melody.
2. One of the main features of ... is 'improvisation'.
3. The ... played with great skill and speed.
4. When they improvised they ... a completely new variation of the basic tune every time.
5. ... has influenced many types of music, particularly pop.
6. "... music has a bad influence on people," say psychologists.
7. I feel relaxed listening to
8. I feel excited and stressful listening to

2. Work in groups of four. Discuss the following.

1. Have you ever been to a live pop/rock concert?
2. What is your impression of it?

3. Read the joke and tell it to class. Find the sentence in Indirect Speech.

A man was walking in the park when he saw a young girl playing with a large dog. He came up to them and asked the girl "Does your dog bite?"

"Of course not," said the girl. The man smiled at the dog and held out his hand, and immediately the dog bit him.

"Ow!" he shouted. "I thought you said your dog didn't bite!"

"It doesn't," the girl replied. "That isn't my dog."

4. Report the sentences. Write them down.

Model: He said that the soloist was singing.

1. The soloist is singing.
2. I am playing the saxophone.
3. He is conducting concerts.

5. Give and write down your impression of a concert you have recently attended/ seen. Tell it to class. The ideas below will help you.



- type of the event
- name of the orchestra/group performed
- description of the musical pieces (well known, popular, new, etc.)
- name of the conductor
- kind of the event (interesting, enjoyable, boring, etc.)
- name of the soloists
- critics/reviews on the event
- the impressions the event made on you



Lesson 52

Music

1. Look at the photos. Say who is depicted on them, what instruments they play, what type of music they present.



1. Словосполучення **to be allowed** може вживатися самостійно в усіх часах групи **Simple** або замість **may** стосовно дії в минулому або майбутньому часі і виражає дозвіл або заборону.

Напр.: We were allowed to go to the cinema. Нам дозволили піти в кіно.

We were not allowed to go to the cinema. Нам не дозволили піти в кіно.

2. Дієслово **let** виражає спонукання до дії. Після дієслова **let** ставиться іменник або займенник, що позначає особу, яка має виконати дію.

Напр.: Let's go to the concert. Давай(те) підемо на концерт.

Don't let's go to the concert. Давай(те) не підемо на концерт.

Let Olya/her talk to them. Нехай Оля/вона поговорить із ними.

3. Дієслово **make** як модальне означає змусити когось щось зробити.

Напр.: He made me read this magazine. Він змусив мене читати цей журнал.

He didn't make me read this magazine. Він не змусив мене читати цей журнал.

2. Tom is going hiking. Look at the notes and make sentences as in the model.

Model: Tom is allowed to bring a guitar.

- bring a guitar ✓
- swim in the river ✓
- climb a mountain ×
- explore wilderness ×
- carry a compass ✓
- sleep in a tent ✓
- make a fire ×



3. **Work in pairs. Respond to suggestions given below. Use phrases from the box.**

with pleasure, all right, good idea,
I don't think it's such a good idea

- | | |
|------------------------------------------|------------------------------------------|
| 1. Let's go to the theatre. | 4. Let's see an amusing comedy. |
| 2. Let's play the trumpet. | 5. Let's take part in sport competition. |
| 3. Let's subscribe to a local newspaper. | 6. Let's explore the Crimean coast. |

4. **Look at the notes and make sentences saying what your parents make/ don't make you do.**

1. go out of bed early in the morning
2. buy tickets for theatrical performance
3. attend folk music concert
4. play musical instrument
5. subscribe to magazines/newspapers
6. break with the boyfriend/girlfriend
7. visit galleries/ancient castles/historical sites
8. try seafood
9. spend a day shopping

5. **Say how often you/your acquaintances do the following:**

1. attend concerts
2. compose music
3. conduct an orchestra
4. improvise rhythm/composition
5. broadcast music
6. invite friends to a birthday party
7. attend exhibitions

6. **Look at the pictures. Role-play a short conversation to each of them.**

Model: A: What has Sam been doing?

B: He has been conducting the orchestra since 7 o'clock.



A
Sam,
since 7 o'clock



B
John,
since morning



C
Ann,
for half an hour



D
Jane,
for an hour

7. **Think of two performances (ballet, concert, theatrical, etc.) you have seen and write short reviews of them.**



Lesson 53

Concert Advertisement

1. Practise saying the words.

suite [swi:t]

overture ['əʊvətʃʊə(r)]

symphony ['sɪmfəni]

Philharmonic Society [ˌfɪlɑː'mɒnɪk sə'saɪəti]

2. Say how often you attend Philharmonic Society in your town. How does the ticket price vary? Does it depend on where you sit or who performs?

3. Read a concert advertisement. Write a similar one.

*A rare chance to hear these superb musicians live
in the brilliant acoustics of Walt Disney Concert Hall.*

Mehta and Israel Philharmonic

Visiting Orchestras:

Monday, March 5, 2018, 8.00 p.m.

Walt Disney Concert Hall

111 S. Grand Avenue

Los Angeles, CA

(323) 850-2000

Ticket Prices (\$39–\$135) are on sale now via credit card phone order at 323.850.2000. Groups of 12 or more may be eligible for special discount for selected concerts and seating areas. For all information call 323.850.2000.

Artists:

Israel Philharmonic Orchestra; Zubin Mehta, conductor

Programme:

Beethoven: *Leonore Overture №3*Mendelssohn: *Symphony №4, 'Italian'*Tchaikovsky: *Romeo and Juliet, Fantasy-Overture*

Parking:

Please note! Parking at Walt Disney Concert Hall will be closed for this performance. Parking is available at the Music Centre parking garage at 135 N. Grand Ave. You may enter the garage from Grand Avenue between First and Temple Streets. We encourage you to arrive at least 30 minutes in advance of the concert, so that you'll have plenty of time to get to your seats before the concert begins. Thank you for your understanding.

4. Work in pairs. Make up and role-play a dialogue. Use the information from your concert advertisements.

5. Suppose that you have attended the concert advertised in exercise 3. Give your impression of it.

6. Read a funny story.

School Headmaster: And now I want you boys to tell me who wrote *Hamlet*?

Frightened Boy: P-p-please, sir, it-it wasn't me.

7. **Look at the pictures. Compare and contrast them. Use phrases given below.**

Describing Similarities

- to be rather like
- to appear similar to
- to seem like
- to resemble
- to remind me of
- to have a lot in common with
- to be pretty much the same as

Describing Differences

- to be nothing like
- to be totally different from
- to vary greatly from
- to have very little in common with
- to be quite unlike
- to bear little resemblance to
- to differ dramatically from



8. **Write 3–4 sentences on each topic. Tell them to class.**

- | | |
|-----------------------|------------------------------|
| • musical instruments | • role of music in your life |
| • types of music | • singers |
| • performers | • concerts |
| • music | • composers |

9. **a) Memorize all the words for one minute.**



competition, spring, blueberry, friendship, pool, cherries, understanding, judge, bars, March, whistle, suffering, feelings, awards, strawberries, bilberries, leaves, victory, injury, congratulations, support, training, holiday, results, raspberry, loss

b) Close the book. Write down all the words you remember.

c) In class discuss the techniques that helped you to memorize the words.



SELF-ASSESSMENT MODULE 5

Part 1. LISTENING

TASK 1



Listen to the speakers. For questions (1–3) choose the correct answer (A, B or C). You will listen to each recording twice.

1. What music genre does the first speaker prefer the most?
A rap **B** metal **C** rock
2. What music genre does the second speaker prefer the most?
A jazz **B** techno **C** rock
3. What music genre does the third speaker prefer the most?
A rap **B** pop **C** metal

TASK 2



Listen to the text. For statements (4–8) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

4. If you spend your free time correctly, you may be more successful. (T/F)
5. Doing half an hour exercise every week will make you more disciplined. (T/F)
6. To be successful try to get fresh experience. (T/F)
7. Meeting new people helps you spend time comfortably. (T/F)
8. Focusing mainly on studying will give you best results. (T/F)

Part 2. READING

TASK 3

Read the text below. Choose from (A–H) the one which best fits each space (9–13). There are two choices you do not need to use.

When turning on popular radio stations today, you will hear one thing only — mainstream music. Most of it has a great rhyme, beautiful lyrics, and the type of music we grew up with in our generation. Not all the music is terrible, but some artists of today have forgotten the main components **(9)** _____.

Go back in time a few decades, to the 60s, 70s, and 80s. Lots of the bands from those times have become internationally famous, **(10)** _____. Musicians like The Rolling Stones, The Beatles, Aerosmith, Nirvana, and so many other successful bands became famous because they had something **(11)** _____ — real talent. Many of the bands of the past wrote music that had real meaning, they played some instruments, they did not use synthesizers. It would be great for some artists to try and expand their music into more than just one topic of 'love', and try writing a song **(12)** _____. This music is great for hearing at a party, but when you actually want to listen to the music, I'm not sure this is exactly **(13)** _____.

To finish this, I'll start by saying that not all music of today is bad. There are lots of underground bands that still have the real depth and talent.

- A that make a truly talented artist
- B and their music has become classic
- C that's hard to find today
- D about a different issue or situation in life
- E what everyone is looking for
- F that helps to perform at concerts
- G using different instruments

TASK 4

Read the sentences below. For questions (14–20) choose the correct answer (A, B, C or D).

14. It was a story that _____ the nation's heart.
 A touched C shocked
 B frustrated D depressed
15. He served as a _____ for the philharmonic and directed the orchestra.
 A singer C soloist
 B performer D conductor
16. There are many reasons why it is good for you to _____ a concert.
 A come C go
 B attend D be present
17. The performance made a great impression _____ all of us.
 A on C at
 B of D from
18. The photographer came early to set up his _____.
 A machinery C vehicle
 B hub D equipment
19. He was an outstanding _____ and saved many lives.
 A scholar C surgeon
 B performer D writer
20. _____ means relating to the production of drugs.
 A Pharmaceutical C Chemicals
 B Agricultural D Processed

TASK 5

Read the sentences below. For questions (21–23) choose the correct answer (A, B, C or D).

21. "Where have you spent this morning?" she asked me.
 A She asked me where I spent that morning.
 B She asked me where I had spent that morning.
 C She asked me where I had spent this morning.
 D She asked me where had I spent that morning.

22. "Does your friend like to listen to jazz?" he asked her.

A He asked her if her friend liked to listen to jazz.

B He asked her did her friend like to listen to jazz.

C He asked her if her friend like to listen to jazz.

D He asked her does her friend like to listen to jazz.

23. I said to her, "Please, do not drive fast."

A I asked her to not drive fast.

B I asked her do not drive fast.

C I asked her did not drive fast.

D I asked her not to drive fast.

CHECKLIST

Assess your progress in this unit. Tick (✓) the statements which are true.

☐

I can name different types of music.

☐

I can speak and understand people talking about singers and musicians.

☐

I can name musical instruments.

☐

I can share my impressions of an attended concert.

☐

I can write a concert advertisement.

☐

I can understand and use *to be allowed*, *let*, and *make* in spoken and written forms.



Unit 6

UKRAINE (Country and People)

Lesson 54

Cities of Ukraine

1. **Read the words and word combinations. Make up and write down five sentences with them.**

manufacture	[,mænjʊ'fæktʃə(r)]
equipment	[i'kwɪpmənt]
vehicle	['vi:əkl]
agricultural machinery	[,ægrɪ'kʌltʃərəl mə'ʃi:nəri]
processed	['prəʊsest]
resort	[rɪ'zɔ:t]
rail junction	[reɪl 'dʒʌŋkʃn]
hub	[hʌb]
iron and steel	['aɪən ənd sti:l]
mining	['maɪnɪŋ]

2. **Practise saying the words.**

chemical ['kemɪkl]
textiles ['tekstaɪlz]
aluminium [æljə'mɪniəm]
magnesium [mæg'ni:ziəm]
hydroelectric [haɪdrəʊ'lektɪk]
petroleum [pə'trəʊliəm]
pharmaceutical [fɑ:mə'su:tɪkl]
dairy ['deəri]
ammonia [ə'məʊniə]
acid ['æsɪd]
fertilizer ['fɜ:təlaɪzə(r)]
linen ['lɪnɪn]

3. **Read the text and give it a heading.**

Lviv (population 733,000) is an important transportation and industrial centre. Its manufactures include electronic equipment, motor vehicles, agricultural machinery, chemicals, textiles, and processed food. It is one of the leading cultural centres.

Zaporizhzhya (815,000) is the major industrial city. Products include aluminium, processed magnesium, iron and steel, motor vehicles, agricultural machinery, and chemicals. The city is the site of the large Dnirohes hydroelectric station.

Odesa (1,029,000) is the chief trade and fishing port of the country. It is also a major manufacturing, railroad, and cultural centre and a popular resort. Products of the city include refined petroleum, processed food, plastics, pharmaceuticals, and clothing.

Ternopil (233,152) is an important rail junction and highway hub. Its industries produce food products (sugar, beer, dairy, meat), cotton textiles, synthetic leather, clothing, electric parts, farm machinery, and building materials.

Donetsk (1,016,000) is a chief industrial city. Among the city's principal manufactures are iron and steel, machinery, chemicals, electric equipment, and processed food.

Dnipro (1,065,000) is a chief industrial city of Ukraine. Its manufactures include steel, construction materials, chemicals, railroad equipment, and agricultural and mining machinery.

Rivne (244,357) is a road and rail junction and industrial centre. Industries in the city produce tractors, high-power equipment, chemicals (ammonia, acids, and fertilizers), building materials, food products, linen and other consumer goods. Flax, small grains, sugar beets, and potatoes are grown nearby.

Kharkiv (1,470,000) is a chief industrial and transportation centre. Manufactures include farm and mining machinery, electric and railroad equipment, chemicals, machine tools, and processed food.

(from *Encarta Encyclopedia*)

4. Talk about the cities of Ukraine. Use phrases given below.

- What do you think of...?
- How do you like...?
- How do you find...?
- What about...?

Model: A: What do you think of Ternopil?

B: It is rather like Rivne. They both produce building materials, food products, and clothing, and are important rail junctions.

5. Look at the pictures. Say which city is depicted on each picture. Describe the cities.



6. Find additional information about the cities of Ukraine. Present it to class.



Lesson 55

Ukrainian Scientists

1. Read the words. Make up five sentences with them.

device	[dɪ'vaɪs]
design	[dɪ'zain]
surgeon	['sɜ:dʒən]
outstanding	[aʊt'stændɪŋ]
welding	[weldɪŋ]
launch	[lɔ:ntʃ]
spacecraft	['speɪskra:ft]
rocket	['rɒkɪt]
recognize	['rekəɡnaɪz]

2. Work in pairs. Ask and answer the questions.

1. What outstanding Ukrainian scientists do you know?
2. What inventions did they make?
3. What do you know about the Nobel Prize?
4. Can you name any scientists that were awarded the Nobel Prize?

3. a) Match the names of the famous Ukrainian scientists to the information about them.

- | | |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a) Illia Mechnykov (1845–1916) | 1. was a Ukrainian experimental physicist who studied crystals |
| b) Fedir Pirotskyi (1845–1898) | 2. was the inventor of the world's first railway electrification system and electric tram |
| c) Anatolii Kokush (born 1951) | 3. invented devices that helped to film such major Hollywood pictures as <i>Titanic</i> , <i>War of the Worlds</i> , <i>King Arthur</i> , <i>Transformers</i> , <i>Iron Man 2</i> |
| d) Ihor Sikorskyi (1889, Kyiv, Ukraine – 1972 Easton, CT, United States) | 4. designed the first airliner |
| e) Sophia Okunevskaya (1865–1926) | 5. the first female doctor in the Austro-Hungarian Empire, the first doctor in Lviv, who used radiation therapy in the fight against oncology. |
| f) Antonina Prikhotko (1906–1995) | 6. constructed bridges and was an outstanding Ukrainian scientist in the fields of welding |
| g) Oleh Antonov (1906–1984) | 7. was a prominent Ukrainian aircraft designer |
| h) Mykola Amosov (1913–2002) | 8. was a legendary surgeon, medical scientist and inventor |
| i) Borys Paton (1918–1953) | 9. was the winner of the Nobel Prize in Physiology and Medicine (1908) |



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

4. a) Answer the questions.

1. Have you ever heard of Serhii Korolov?
2. Do you know what he is famous for?

b) Read the text.**Serhii Korolov**

(1907–1966)

Serhii Korolov, an outstanding creator of the practical space engineering, was born in the city of Zhytomyr. In 1924 he finished a professional technical school in Odesa and till 1926 studied in Kyiv Politechnic Institute. In 1930 he graduated from Moscow Bauman High Technical School and at the same time finished Moscow pilot school.

In 1938 he was sent to concentration camps in Siberia for almost six years, and after that gradually he became a recognized rocket designer and a key figure in the development of the Soviet space program.

Under his supervision new rockets were designed and launched. Among them was spacecraft “Vostok” with Yuri Gagarin on 12 April, 1961 on board and “Voskhod” with Aleksei Leonov performing the world’s first space walk on 18 March, 1965.

Korolov’s important role in the space program was publically recognized only after his death.

**5. Say whether the statements are true or false.**

1. Serhii Korolov studied in Kyiv Politechnic Institute three years.
2. He was one of the developers of the Soviet space programs.
3. Serhii Korolov was responsible for launching Yuri Gagarin into space on 12 March, 1965.
4. Serhii Korolov’s important role in the space program was recognized after World War II.

6. Summarize what you have learnt about Serhii Korolov.**7. Find some interesting facts about one of the famous Ukrainian scientists and get ready to present them in class.**

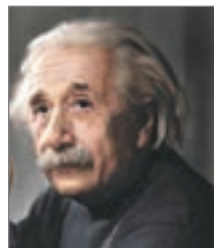
Lesson 56

Yevhen Paton

1. Read the quote by Albert Einstein. Say how you understand it and whether you agree with it.

Never memorize something that you can look up.

Albert Einstein



2. Complete the sentences with the words from the previous lesson.

1. He was a(n) _____ scholar and highly _____ all over the world.
2. Do not even think of becoming a(n) _____ if you are still unsure about your decision.
3. _____ is a way of heating pieces of metal using electricity or a flame so that they melt and stick together.
4. The _____ of the spacecraft was a great victory of the scientists.
5. Modern _____ are very popular among the young people nowadays.

3. a) Say whether you have ever heard of the famous Ukrainian scientist Yevhen Paton and what you know about him.

b) Look at the pictures which show Y. Paton's main achievements. What are they?



4. a) Look at the pictures below for 10 seconds.



b) Close your textbook. Draw the pictures.

c) Open the textbook. Check.

5. Read the text.

Yevhen Paton

(1870–1953)

Yevhen Paton was an outstanding constructor and a scientist. Yevhen Paton was born in 1870 in French town Nizza. Since 1929 Paton was the member of the Ukrainian Academy of Sciences. He graduated from the Polytechnic Institute of Dresden in 1894 and St Petersburg Institute of Civil Engineers in 1896. He designed the structure of the train station in Dresden, and was a lecturer at Moscow Engineering College of Railway Roads.



In 1904–1939 Paton was the professor of Kyiv Polytechnic Institute. Heading the laboratory of testing the bridges, he formulated the main scientific principles and discovered the scientific technology of testing the bridges.

Between 1896 and 1929 he constructed 35 bridges, among them the main bridge across the Dnipro in Kyiv. Now this bridge bears his name.

In 1929 Paton organized the laboratory of electric welding, which became an institute in 1934. Paton was a pioneer researcher of welding technology and developed many welding techniques.

Yevhen Paton died in 1953 in Kyiv.

6. Say what are Yevhen Paton's main contributions to the Ukrainian science.

7. a) Discuss with your partner what you know about the invention of the helicopter, X-ray, and gas lamp.



b) Listen to the information about some of the most popular inventions of Ukrainian scientists and match them (1–4) to the names of their inventors (a–d).

1. bloodless blood test	a) Anatolii Malyhin
2. helicopter	b) Ihor Sikorskyi
3. X-ray	c) Ivan Puliui
4. gas lamp	d) Ihnatii Lukasevych

c) Listen again. Decide if the statements below are true or false. Correct the false ones.

- The idea of a helicopter belongs to Leonardo da Vinci.
- The first gas lamp was invented in 1893.
- Ukrainian scientist Ivan Puliui invented X-ray 14 years after Wilgelm Rontgen.
- Ukraine built the whole plant to produce bloodless blood test.

8. Write about the role of Ukrainian scientists and their contribution to the world science.



Lesson 57

Ukrainian Musical Culture

1. a) What Ukrainian folk singers or bands do you know?

b) Look at the picture. Do you recognize the band? What do you know about it?



c) Listen to the information about a famous Ukrainian folk band. Choose the correct answer.

- The group came together in
a) 2004 b) 2014 c) 2008 d) 2009
- There are ... musicians in the band.
a) 3 b) 4 c) 8 d) 5
- There are ... women in the band.
a) 3 b) 4 c) 8 d) 5
- They were named the 'Best Breakout' of the festival by
a) Red Hot Chili Peppers b) The Rolling Stones
c) Linkin Park d) Nirvana

d) Listen to the information again and answer the following questions.

- What does DakhaBrakha mean in Old Ukrainian?
- Where do they get their songs?
- Why do DakhaBrakha's melodies seem strange to native Ukrainians?



e) Listen to some of the band's songs and write about your impressions.

2. Read the words. Make up five sentences with them.

folk
establish
inspiration
reflect
agricultural

[fəuk]
[ɪ'stæblɪʃ]
[ˌɪnspə'reɪʃn]
[rɪ'flekt]
[ˌægrɪ'kʌltʃərəl]

3. Look at the words in exercise 2 and say what you think the text will be about.

4. Practise saying the words.

repertoire ['repətwa:(r)]

culture ['kʌltʃə(r)]

associate [ə'səʊʃieɪt]

choral ['kɔ:rəl]

calendar ['kælɪndə(r)]

accompanied [ə'kʌmpənid]

a cappella [ə kə'pelə]

5. Read the text and give it a heading.

Ukrainian musical culture has its roots in ancient Slavic music. As a result, most Ukrainian music and dance is associated with the folk calendar, harvest, and life-cycle events.

Ukrainians possess a remarkable repertoire of folk songs, and singing is an important part of their culture. In the 17th century they developed an innovative form of choral singing a cappella (without instrumental accompaniment).

Important composers of church music in the late 18th century included Maksym Berezovskyi, Dmytro Bortnianskyi, and Artem Vedel. In the 19th century, Semen Hulak-Artemovskyi wrote a popular comic opera based on folk themes, *Zaporozhets za Dunaiem* (*Zaporozhian Beyond the Danube*, 1863). A high point in musical creativity came in the early 20th century when Mykola Lysenko established a school of music that drew heavily on folk songs for inspiration.

Many of the dynamic and colourful folk dances of Ukraine reflect a rural or Cossack lifestyle. The oldest dances are the khorovody, agricultural dance games associated with the cult of the sun. Originally, folk dances were either accompanied by songs or by instruments.

(from *Encarta Encyclopedia*)

6. Find in the text the definitions of the given words.

a cappella

a khorovod

a folk dance

7. Write down the answers to the given questions.



1. What do you associate Ukrainian music and dance with?

2. When was a choral singing developed?

3. What are the names of Ukrainian prominent composers? What did they become prominent for?

4. What do folk dances of Ukraine reflect?

5. Can you dance folk dances? Do you enjoy it?



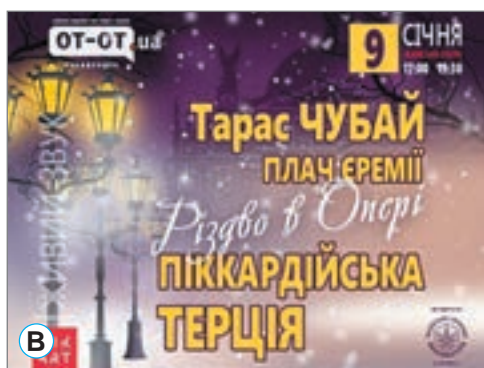
Lesson 58

Ukrainian Folk Music and Dances

1. Match the letters to the numbers.

- | | |
|------------------------------------------------------|------------------------------------------------------|
| 1. Ukrainian music and dance is associated with | a) without instrumental accompaniment. |
| 2. A cappella is singing | b) <i>Zaporozhets za Dunaïem</i> . |
| 3. M. Berezovskyi, D. Bortnianskyi, and A. Vedel are | c) the folk calendar, harvest and life-cycle events. |
| 4. S. Hulak-Artemovskyi wrote | d) important composers of church music. |
| 5. Khorovody are associated with | e) the cult of the sun. |

2. Look at the advertisements. Say what the purpose of these advertisements is and who they are aimed at. Describe one of the ads.



3. Respond to the following statements.

Model:

I don't attend folk dance classes.	I enjoy church music.	I love listening to dumy.
Neither do I.	So do I.	I don't.

- I know important Ukrainian composers of church music.
- I enjoy a popular comic opera *Zaporozhets za Dunaïem* by S. Hulak-Artemovskyi.
- Singing is not an important part of my life.
- I love dynamic folk dances.

4. Work in pairs. Make up the conversations for these situations.

Student A

You didn't prepare a report about composers.

Student A

Invite B to a folk concert.

Student A

Tell B you are interested in new inventions.

Student B

You are a teacher.
Be polite.

Student B

Refuse politely and give a reason.

Student B

You can't hear what A is saying. Ask him/her to repeat.

5. Get ready to tell the class about Ukrainian folk music and dances.



Lesson 59

Literary Periods in Ukraine

1. a) Write down how often you do the following:

1. say something in your defence	once	a day
2. give up something	twice	a week
3. discover something new	three times	a month
4. read fiction and non-fiction books	four times	a year
5. borrow books from libraries	five times	
6. pay library membership fee		
7. use issuing and cataloguing system in the library		
8. discuss in class/with your friend true-to-life books		

b) Work in pairs. Exchange your information. Say what you have in common with your classmate. Use phrases given below.

Describing Similarities

- to be rather like
- to appear similar to
- to seem like
- to resemble
- to remind me of
- to have a lot in common with
- to be pretty much the same as
- to be comparable to

Describing Differences

- to be nothing like
- to be totally different from
- to vary greatly from
- to have very little in common with
- to be quite unlike
- to bear little resemblance to
- to differ dramatically from

2. Read the words and word combination. Make up five sentences with them.

emerge	[i'mɜ:dʒ]
deal with	[di:l wið]
Gospel	['gɒspl]
sermon	['sɜ:mən]
saint	[seɪnt]
purpose	['pɜ:pəs]
trend	[trend]

3. Look at the words in exercise 2 and say what you think the text will be about.

4. Practise saying the words.

Byzantine [baɪ'zæntaɪn]
 religious [rɪ'lɪdʒəs]
 literature ['lɪtərətʃə(r)]
 Slavonic [slə'vɒnɪk]

period ['pɪəriəd]
 genre ['ʒɒnrə]
 characterize ['kærəktəraɪz]
 psalm [sɑ:m]

5. Read the text and give it a heading.

The literature that emerged between the 11th and 13th centuries was primarily religious and based on Byzantine and Balkan models. It was written in Old Church Slavonic which dealt with Gospels, psalms, sermons, and lives of saints.

The second, or Cossack, literary period began in the 16th century, when the epic songs (dumy) of the Ukrainian Cossacks, who developed an independent society along Ukraine's southern steppe frontier, marked a high point of Ukrainian oral literature.

The third period began in the 19th century. It is characterized by the use of spoken language for literary purposes, and by depictions of peasant and Cossack life. Its development was pioneered by the classicist poet-playwright Ivan Kotliarevskyi.

In the mid-19th century, Ukraine's romanticist poet-painter Taras Shevchenko wrote *Kobzar*, a collection of poems. This collection demonstrated that the Ukrainian language could be used to express a full range of emotion and profound thought. In the late 19th century and early 20th century realist and modernist trends set in. Ivan Franko, Lesya Ukrainka and Vasyl Stefanyk continued to develop all literary genres.

The most dynamic era in Ukrainian literary history came in the 1920s, when dozens of prominent writers and a great variety of literary trends appeared. Among prominent writers are Pavlo Tychyna, Lina Kostenko, Maria Matios, Liuko Dashvar, Vasyl Symonenko.

(from *Encarta Encyclopedia*)

6. Ask two questions on each literary period in Ukraine. Write them down.**7. Work in pairs. Ask and answer the questions from exercise 6.****8. Match the letters to the numbers.**

1. The first literary period
2. The second literary period
3. The third literary period
4. The fourth literary period

- a) is characterized by the epic songs (dumy).
- b) gave dozens of prominent writers and great variety of trends.
- c) was primarily religious.
- d) is characterized by depiction of peasant and Cossack life.

9. Tell your class five facts you remember about Ukrainian literary periods and writers.**10. Find the information about the development of Ukrainian literature in recent years. Present it to class.****11. For 5 seconds name the author of a literary character.**

1. Ivan Syl'a
2. Pavlusha Zavorodnii
3. Klym Dzhura
4. Zakhar Berkut
5. Lilia Tesliuk
6. Taras Bulba

Lesson 60

Ukrainian Singers

1. **a) Read the following questions on the unit. Write at least one additional question on the information you learnt from the unit.**
 1. Which literary period of Ukraine was the most dynamic? Name the prominent Ukrainian writers of the period.
 2. When did the first literary period of Ukraine start?
 3. What Ukrainian cities have the population over one million people?
 4. What outstanding Ukrainian composers do you know?
 5. What famous Ukrainian scientists do you know? What inventions did they make?**b) Work in pairs. Ask and answer the questions.**
2. **a) Read the following statements about Ukraine and the Ukrainians. Choose T if the statement is true and F if it is false. Correct the false statements.**
 1. It is the continent's largest country. (T/F)
 2. The geographical centre of Europe is in Ukraine. (T/F)
 3. One of the world's first constitutions appeared in Ukraine. (T/F)
 4. The deepest metro station in the world is situated in Kyiv. (T/F)
 5. The world's longest musical instrument originates from Ukraine. (T/F)
 6. Ukrainians love McDonald's very much. (T/F)
 7. Ukrainians smile a lot. (T/F)
 8. The Ukrainian language occupies the fifth place in the world by its beauty. (T/F)
 9. Kyiv was founded in 982. (T/F)



Kyiv



Trembita



Centre of Europe

- b) Write at least three additional statements of your own. Present them to class.**
3. **Name the Ukrainian singers you like to listen to. Why do you like them? What are your favourite songs?**

4. a) Answer the following questions.

1. What is Jamala famous for?
2. What do you know about Eurovision?



b) Listen to the recording and answer the following questions about Jamala.

1. What musical styles can Jamala sing?
2. When did she make her first professional record?
3. What did she major in National Music Academy named after Tchaikovsky?
4. Why didn't she make a career in classical music?
5. What is the name of the song she performed at the Eurovision Song Contest?



5. Work in pairs. Make up at least 4 sentences. Then change your roles.

Student A: say what you/your friends have been doing.

Student B: change your friend's words into indirect speech.

Model:

A: We have been living in Ternopil *since 2010 / for 8 years*.

B: He said that they had been living in Ternopil *since 2010 / for 8 years*.



6. Match the words with their definitions. Make up and write down 6 sentences with them.

1. welding
2. resort
3. equipment
4. mining
5. sermon
6. rail junction
7. processed
8. inspiration
9. launch
10. vehicle

- a) treated or prepared by a special method, especially in order to preserve it;
- b) a means of carrying or transporting something;
- c) a place where many people go for rest, sport, or another purpose;
- d) the set of necessary tools, clothing, etc. for a particular purpose;
- e) the process or industry of obtaining coal or other minerals from a mine;
- f) the activity of joining metal parts together;
- g) a part of a Christian church ceremony in which a priest gives a talk on a religious or moral subject, often based on something written in the Bible;
- h) someone or something that gives you ideas for doing something;
- i) an occasion when a ship is put into water, or a spacecraft is sent into space, for the first time;
- j) a place where two or more railway lines meet or cross.

SELF-ASSESSMENT MODULE 6

Level 1

1. **Complete the sentences with the words from the unit.**

1. Lviv's _____ includes electronic equipment, motor vehicles, agricultural machinery, processed food.
2. The capital is a(n) _____ as many railway lines meet and cross there.
3. The Ukrainian literature _____ in about the 11th century.
4. The religious books usually described the lives of _____.
5. Mykola Lysenko _____ a new school of music which drew heavily on folk songs for inspiration.

2. **Choose the correct sentence.**

1. *Kobzar* wrote by Taras Shevchenko in the mid-19th century.
2. My friend is living in Lviv for three years.
3. Jamala has been singing since childhood.
4. The third literary period was primarily religious.
5. He said he had already learnt Lina Kostenko's poem.

3. **Write approximately seven sentences about Ukraine.**

Level 2

1. **Choose the correct item.**

1. Road ... include cars, buses, and trucks.
a) manufactures c) equipment
b) vehicles d) devices
2. Do not consume ... meats as it may harm your health.
a) manufactured c) produced
b) processed d) agricultural
3. The government has been unable ... the economic crisis.
a) establish c) to deal with
b) emerge d) to deal at
4. Truskavets is a famous ... in Western Ukraine where thousands of people come to rest every year.
a) resort c) rail junction
b) hub d) industrial centre

2. **Correct the mistakes.**

1. The most dynamic era in Ukrainian literary history has come in the 1920s.
2. Most Ukrainian music associate with the folk calendar.
3. She have been listening to Ukrainian folk songs since morning?
4. He said that he had working at the project all his life.
5. Paton had developed many welding techniques.

3. **Write approximately ten sentences about Ukrainian literature.****Level 3**1. **Complete the sentences with the words from the unit.**

1. The _____ did everything in his power to save him.
2. The teacher demonstrated how to use the _____.
3. He has the patience of a(n) _____ with those kids.
4. The golden autumn light provided the _____ for the painting.
5. The statistics _____ a change in Ukrainians' spending habits.

2. **Choose the correct item.**

1. The scientist said he ... at his invention all his life.

a) was working	c) is working
b) had been working	d) has been working
2. Korolov's important role in the space program ... only after his death.

a) would be publically recognized	c) will be publically recognized
b) was publically recognized	d) publically recognized
3. The guide said that the tourists ... the art gallery first.

a) visit	c) have visited
b) will visit	d) would visit
4. I ... the book for three weeks already.

a) am reading	c) has been reading
b) have been reading	d) had been reading
5. The teacher said that Yevhen Paton ... 35 bridges.

a) constructed	c) was constructed
b) had constructed	d) has constructed

3. **Write approximately twelve sentences about Ukrainian folk music, dances and costumes.**4. **Translate the sentences into German/French.**

1. Paton was a pioneer researcher of welding technology and developed many welding techniques.
2. Ihor Sikorskyi was an outstanding Ukrainian aircraft designer.
3. The writers of the period used spoken language for literary purposes.
4. Under the scientist's supervision new rockets were designed and launched.
5. Many of Ukrainian folk dances reflect a rural lifestyle.

CHECKLIST

Assess your progress in this unit. Tick (✓) the statements which are true.

- ☐ I can describe Ukrainian literary periods.
- ☐ I can talk about Ukrainian folk music and dances.
- ☐ I can name and tell about the cities of Ukraine.
- ☐ I can talk about the scientists of Ukraine.



Unit 7

THE UNITED KINGDOM (Country and People)

Lesson 61

Cities of the UK

1. Practise saying the words.

household utensil ['haʊshəʊld ju:'tensl]

brewery ['bru:əri]

distillery [dɪ'stɪləri]

Edinburgh ['ɛdɪnbərə]

Wales [weɪlz]

pharmaceutical [fɑ:mə'su:tɪkl]

Birmingham ['bɛ:mɪŋəm]

chemical ['kemɪkl]

Manchester ['mæntʃestə(r)]

Dublin ['dʌblɪn]

Ireland ['aɪələnd]

vehicle ['vi:əkl]

2. Read the text and give it a heading.

Glasgow (population 578,700) is Scotland's largest city. It is the main industrial and commercial centre in Scotland.

Edinburgh (449,000) is the capital of Scotland and also the country's major administrative and financial centre. It is Scotland's main tourist destination and hosts the Edinburgh International Festival, the largest annual arts festival in the United Kingdom.

The major city of Wales is *Cardiff* (315,000) the capital, principal seaport and shipbuilding centre.

Oxford (England) is an administrative centre. The city is famous as the seat of the University of Oxford, one of the oldest and best known universities in the world.

Oxford is also an industrial centre with printing operations; other manufactures include motor vehicles, and steel products.

Birmingham (England) (976,400) is the second largest city in Britain. It is the hub of the British metal goods industry. Among the principal metal product manufactures are motor vehicle parts, machine tools, household utensils, and jewellery. Other important manufactures include electrical equipment, glass rubber product, and chemicals. The city is located in an important coal-mining region.

Manchester (England) is a major industrial centre and has long been known as the leading cotton textile manufacturing city in Britain. It is also an important port. The city's manufactures include paper products, pharmaceuticals, electrical and aircraft equipment, computers, electronic equipment, and food products.

Dublin (Ireland) is the capital and a seaport of Ireland. Chief industrial establishments include breweries, distilleries, and plants producing electrical and electronic equipment, footwear, glass, pharmaceuticals, and processed foods.

Belfast (Ireland) (6,693) is a popular tourist destination.

3. Compare the cities of the United Kingdom and Ukraine. Use phrases given below.

- What do you think of...?
- How do you find...?
- How do you like...?
- What about...?

Model: A: How do you find Oxford?

B: It reminds me Ostrih in Ukraine. They both are famous as the seat of the oldest university in the world.

4. Look at the pictures. Say which city is depicted on each picture. Describe the cities.



5. Find additional information about the cities of the United Kingdom. Present it to class.



Lesson 62

Literary Periods in the UK

1. **Work in pairs. Listen to/read the three parts of the text. Guess what city is described. The pair which guesses first wins.**



Part 1

The city was founded in the Roman times. In later history it was the centre of the cotton trade not only in Great Britain, but in all the world. It had rich and large industry. It produced food, clothes, perfumes, electronic machines and other things.

Part 2

It was the first city in England which built its own airport in 1919. It is also an important cultural centre. It is famous for publishing books and magazines, and it has many good libraries and art galleries.

Part 3

It is the second biggest city after Liverpool. It is an industrial capital of the North of England. It is the fifth largest port in Great Britain.

2. **Work in groups of 4 or 5. The teacher will read you the questions as quickly as possible, the groups should write down the correct answers. The group which gives more correct answers wins.**

Cities of the UK

1. What industrial cities of the UK do you know?
2. What are the biggest university cities of England?
3. Where is the capital of England situated?
4. What city is the centre of textile industry?
5. What parts does London consist of?
6. What great people are buried in Westminster Abbey?

Cities of Ukraine

1. What cities have the population over one million people?
2. What cities are important rail junctions?
3. What major industrial cities of Ukraine do you know?
4. What city is the chief trade and fishing port of Ukraine?
5. What kind of city is Kyiv?
6. What cities are the sites of hydroelectric stations?

3. **Read the text and give it a heading.**

The United Kingdom has a long history of excellence in the arts. British contribution to literature is remarkable in its richness and variety. For centuries in Britain and elsewhere, art and music were the domain of the nobility, who set the tone and style from early modern times to the Victorian era.

The greatest English writer of the Middle Ages was Geoffrey Chaucer, who wrote *The Canterbury Tales* in the late 14th century. This masterpiece tells the tale of English people on a pilgrimage.

William Shakespeare, who wrote during the late 1500s and early 1600s in England, is generally considered the greatest dramatist in human history and the supreme poet of the English language.

The theme of Englishness, love violence and the turmoil of human emotions were explored from a nonreligious standpoint by Edmund Spenser, Sir Philip Sidney.

A shift to spiritual themes began in the early 17th century, as seen in the writings of John Donne.

To the middle of the 18th century writers also depicted people and their relation to society. The representatives of this period are Daniel Defoe and Jonathan Swift.

Toward the end of the 18th century the romantic movement in literature idealized nature. Lord Byron, Sir Walter Scott, Mary Shelly and Jane Austen made their mark as writers during this period.

During the last two-thirds of the 19th century, the Victorian era produced an amazing number of popular novelists and poets. Among them Charles Dickens, Georg Eliot, and Robert Stevenson.

The most prominent writers and poets of the 20th century are H. G. Wells, Rudyard Kipling and others.

4. **Write down one question on each literary period in the UK.**

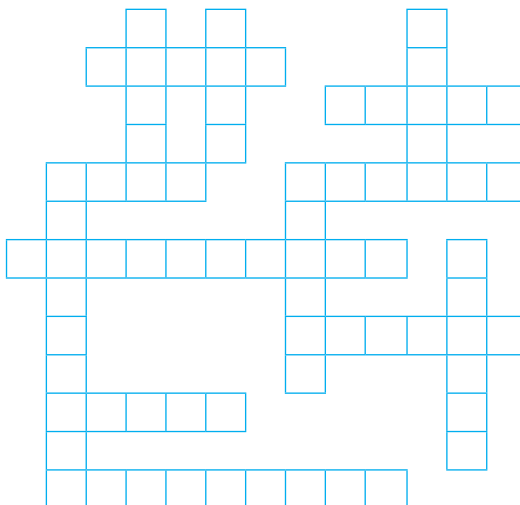
5. **Work in pairs. Ask and answer your questions from exercise 4.**

6. **Tell your class five facts you remember about British literary periods and writers.**



7. **Cooperative Learning. In a small group select a famous scientist, artist, or author. One member of the group, for example, researches the person's childhood, another the person's early career, and so on. Write a paragraph on the area you have researched. Share your paragraph with the others in the group. Combine the paragraphs into group essays. Present them to class.**

8. **Guess the puzzle.**



angel
castle
clouds
dames
damsel
dreamland
dwarf
faerie
fairy
fairyland
fictitious
fish
frog
giant



Lesson 63

Festivals and Feasts

1. Read about festivals and feasts.

Festivals and Feasts

There are many types of festivals and feasts. Harvest and thanksgiving festivals are an inheritance from the ages when agriculture was the primary livelihood. Among the most attractive are *the harvest-home festivals* of England where parish churches are decorated with flowers, fruit and vegetables in the autumn, and harvest suppers climax a happy event.

Cultural festivals are popular throughout the world. The most famous annual festival in Wales is the Royal National Eisteddfod held in August to honour the best talent in Welsh literature and music.

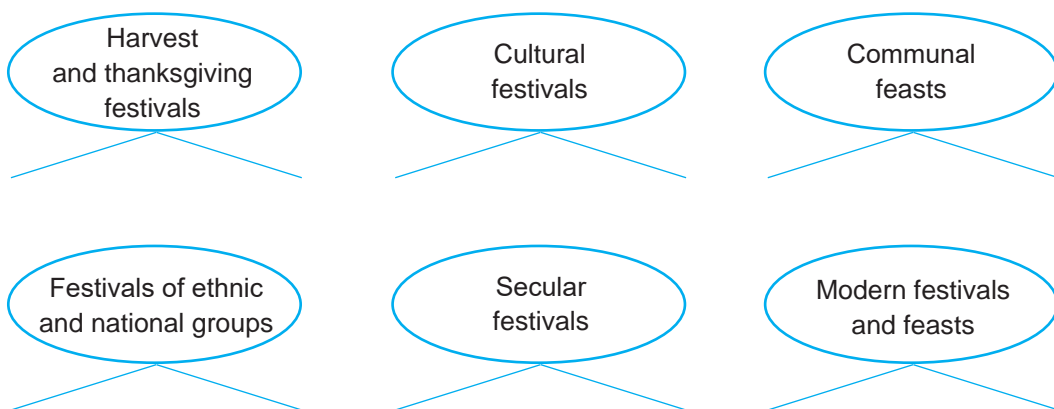
Communal feasts are occasions for eating, drinking and merrymaking. The most famous contemporary eating and drinking festivity is the wedding party.

Secular festivals focus on the public honouring of outstanding persons, the commemoration of important historical or cultural events, or the recreation of cherished folkways. Many holidays, like Independence Day, is an occasion for parades, speeches, festive barbecues, picnics, fireworks and outings.

The festivals of many ethnic and national groups are credited with the presentation of unique customs, folk tales, costumes, and culinary skills.

Modern festivals and feasts have many uses and values beyond the public enjoyment of a celebration. They provide an opportunity for the elders to pass on folk knowledge to younger generations, enrich understanding of their heritage.

2. Think and write down two examples of celebrations in Ukraine on each type of festivals and feasts.



3. Think and write down one example of celebrations in the United Kingdom on each type of festivals and feasts.

4. Work in small groups. Discuss how similar or different British and Ukrainian traditions are.

5. a) Say what you know about Robin Hood. Consider the following: Merry Men, Sherwood Forest, the Sheriff of Nottingham, Major Oak tree, Richard the Lionheart.

b) Read about Robin Hood Festival. Answer the questions after the text.



The **ROBIN HOOD FESTIVAL** is going to be held
27 August – 2 September at Sherwood Forest.

It is going to be a fun filled week long festival that has something for everyone!

VISITOR INFORMATION

What to wear?

This is an outdoor event, so come ready for our unpredictable English climate!

Consider bringing with you:

- umbrella
- waterproof coat
- suncream and sunhats

Comfortable shoes are advisable as paths are uneven in places and much of the action takes place in woodland and grassy areas.

Food and drink

- *The Forest Table* is open from 10 a.m. to 5 p.m., as well as stalls around the park;
- there are also various picnic areas around the site;
- strictly no barbecues in the home of the trees!

1. How long is it going to be held?
2. Will the food be provided?
3. Is it allowed to make barbecues?

c) Read for the second time and tick (✓) in your exercise book.


1. The items the visitors are recommended to take:

- | | | |
|-----------------------------------|------------------------------------------|--------------------------------------------|
| <input type="checkbox"/> umbrella | <input type="checkbox"/> waterproof coat | <input type="checkbox"/> sunhats |
| <input type="checkbox"/> water | <input type="checkbox"/> suncream | <input type="checkbox"/> boots |
| <input type="checkbox"/> food | <input type="checkbox"/> trainers | <input type="checkbox"/> comfortable shoes |

2. The places where food will be provided:

- | | | |
|-------------------------------------------|---------------------------------------|-----------------------------------------|
| <input type="checkbox"/> the Forest Table | <input type="checkbox"/> picnic areas | <input type="checkbox"/> barbecue areas |
| <input type="checkbox"/> stalls | <input type="checkbox"/> cafes | <input type="checkbox"/> restaurants |

d) Would you like to visit Robin Hood Festival? Why?/Why not?

6.  Agree or disagree with the following statement: “We should contribute time and food to the needy and the homeless during our celebrations if we want to live long and happy life”. Write down your reasons. Discuss them with class.



Lesson 64

Scientific Achievements in the UK

1. Read the words and word combinations. Say what you think the text will be about.

science	['saɪəns]
achieve	[ə'tʃi:v]
discover	[dɪ'skʌvə(r)]
invent	[ɪn'vent]
experiment	[ɪk'sperɪmənt]
investigate	[ɪn'vestɪɡeɪt]
derive the law	[dɪ'raɪv ðə lɔ:]
design	[dɪ'zaɪn]
make a contribution	[meɪk ə ,kɒntrɪ'bju:ʃn]
perform (make) experiments	[pə'fɔ:m (meɪk) ɪk'sperɪmənts]

2. Read and compare.

Verb	Noun (what)	Adjective (which)	Noun (who)
—	science	scientific	scientist
achieve	achievement	—	—
invent	invention	—	inventor
discover	discovery	—	discoverer
investigate	investigation	—	investigator

3. Practise saying these word combinations.

theory of gravity ['θɪəri əv 'grævəti]

physician [fɪ'zɪʃn]

the law of universal gravitation [ðə lɔ: əv ,ju:nɪ'vɜ:sl ,grævɪ'teɪʃn]

campaigner [kæm'peɪnər]

Michael Faraday ['maɪkəl 'færədi]

Isaac Newton ['aɪzək 'nju:tən]

4. Read the text.

Scientific Achievements in the United Kingdom

There are a lot of scientific achievements in the United Kingdom. They range from the formulation of the theory of gravity to the discovery of electricity.

One of the most well known scientists of the 19th century is Michael Faraday. He made his contributions to both physics and chemistry. He discovered electromagnetic induction.

Elizabeth Garrett Anderson was a pioneering physician and political campaigner. She was the first English woman to qualify as a doctor.

Isaac Newton derived the law of universal gravitation. He also performed experiments investigating the nature of light and colour.

Mary Anning was an early British fossil collector and paleontologist. She made a number of important finds.

Other well known scientists are Kelvin, Harvey (the circulation of blood), Darwin (the theory of evolution) and many others.

5. Complete the sentences using the information from the text.

1. Scientific achievements in Britain range from...
2. Michael Faraday made his...
3. Elizabeth Garrett Anderson was the first...
4. Mary Anning was...
5. Isaac Newton derived...
6. Harvey investigated the circulation...

6. Look at the list of words. Name those which were used in the text about scientific achievements in the United Kingdom.

A plumber, an electrician, a job, derive, design, outdoors, sail, sell, embroidery, discover, paleontologist, formulate, leisure, campaigner, forehead, gravitation.

7. Make up five sentences using the table. Write them down.

Michael Faraday	was	electromagnetic induction.
Mary Anning	derived	a pioneering physician.
Isaac Newton	formulated	a number of important finds.
Elizabeth Garrett Anderson	discovered	the theory of evolution.
Darwin	made	the law of universal gravitation.

8. Look at the photos and answer the questions.



Michael
Faraday



Elizabeth Garrett
Anderson



Isaac
Newton



Mary
Anning



Charles
Darwin

1. Who derived the law of universal gravitation?
2. Who was the first English woman to qualify as a doctor?
3. Who discovered electromagnetic induction?
4. Who was an early British fossil collector?
5. Who was the first European to visit Hawaii?
6. Who formulated the theory of evolution?
7. Who investigated the circulation of blood?

9. Tell the class about scientific achievements in the United Kingdom.



Lesson 65

Albert Einstein

1. Write the following phrases in German/French.

1. a lot of scientific achievements
2. the formulation of the theory of gravity
3. the discovery of electricity
4. to make contributions both in physics and chemistry
5. the discovery of electromagnetic induction
6. to qualify as a doctor
7. a number of important finds
8. to perform experiments investigating the nature of light and colour

2. Work in pairs. Make up and role-play short dialogues. Use English phrases from exercise 1.

3. It is interesting to know.

1. Michael Faraday was born in a very poor family. So he had to work hard in a book-shop. But Michael loved to study and he studied at nights.

One day a man entered the shop. He was surprised to see a boy who read an article on electricity. The man also found out that Faraday made experiments at home.

The visitor gave Faraday four tickets for the lectures of a well known British scientist Davy. Since then Faraday's scientific career began.

2. The great English scientist Isaac Newton (1642–1727) was born in the same year when another great scientist, Galileo, died.

4. Read the text and answer the questions after it.

Albert Einstein

Einstein was born in Germany in 1879. At school Einstein's teachers thought he wasn't good at sciences and treated him badly. But by the age of 26, this young student became famous.

At first Einstein's ideas in science were so new and strange that many people couldn't understand them. Nowadays a lot of students study his theories. Without his work television, computers, space travel and many other things would not exist.

1. Is Einstein a British or German scientist?
2. Where was he born?
3. Why did teachers treat him badly?
4. At what age did he become famous?
5. Why couldn't many people understand Einstein's theories?
6. What wouldn't exist without his theories?
7. What British scientists do you know?
8. Which theories and inventions have you already studied?

5. **Tell the class about Albert Einstein.**
6. **Ask your classmate whether he/she:**
 - has ever performed experiments
 - has ever investigated the nature of light
 - has ever designed houses/dresses
 - has ever heard of the circulation of blood
 - has already learned the theory of evolution
 - has ever derived any law
 - has ever sailed
7. **Present the information about your classmate to class.**
8. **Work in groups of four. Explain the following quotation in your own words:**

You're never a loser until you quit trying. *Mike Ditka*
9. **Read and learn the poem. Discuss with your classmates what meaning it conveys.**

I Dream a World

I dream a world where man
No other man will scorn,
Where love will bless the earth
And peace its paths adorn.
I dream a world where all
Will know sweet freedom's way,
Where greed no longer saps the soul,
Nor avarice blights our day.

A world I dream where black or white,
Whatever race you be,
Will share the bounties of the earth
And every man is free,
Where wretchedness will hang its head,
And joy, like a pearl,
Attend the needs of all mankind.
Of such I dream — our world!

Langston Hughes



10. **What interesting stories about scientists and inventors can you tell? Find out the information in your school library or any other source. Make some notes. Present your findings to class.**

Lesson 66

Alexander Graham Bell

1. Read the text.

Alexander Graham Bell (1847–1922)

The telephone inventor, scientist, engineer, and innovator Alexander Graham Bell (Edinburg, Scotland) liked Mathematics and science, but he was easily bored at school. He was much more interested in experimenting and discovering things on his own. One of his first inventions was a simple machine imitating the human voice. Alexander built it with his brother Melville when they were still children.

As a teenager, Bell wanted to become an actor or a sailor. Instead, he worked like his father, as a speech therapist and taught deaf people.

Bell's studies of the human ear and voice vibrations, and years of experiments resulted in 1876 in the first telephone conversation between Bell and his assistant Tomas Watson. Alexander Bell's lifelong interest in nature and science also led to a variety of other invention ideas, including experiments with flight and designing aeroplanes.

2. Find in the text about A. G. Bell the words which refer to the topic "Science". Write them down.

3. Use the words from exercise 2 to give 5 facts about Bell and his inventions.

4. Work in pairs. Ask and answer the questions. Note your classmate's answers.

1. Which subject at school do you spend most time studying?
2. Are you interested in science? Why?/Why not?
3. Have you received any awards or won any competitions? What were they?
4. What are you planning to do after leaving school?

5. Sum up your classmate's answers. Present the information to class.

6. Fill in the chart with the information you have learned. Do it in your exercise book.

Inventor	Invention
I. Newton M. Faraday A. Einstein S. Stephenson C. Darwin Kelvin A. G. Bell	

7. Tell the class about the inventors and their inventions.



Lesson 67

Famous People of the UK

1. a) Work in pairs. Look at the photos. Discuss the depicted event and people's emotions.



b) Say what you think of this contest.

2. Look at the photos. Say what you know about these people and their achievements.



Neil Gaiman



Keira Knightley



Roy Petley



Theresa May

3. a) Select a public figure whom you would like to interview. Write five questions in preparation for the interview.

b) Work in pairs. Make up and role-play a conversation. Use your questions from 3a.

Student 1: You are a public figure.

Student 2: You are an interviewer.

4. Work in small groups. Compare and contrast scientific achievements in the United Kingdom and Germany/France. Share your findings with other groups.

5. Write and then discuss in class what makes a country. Explain your ideas.



SELF-ASSESSMENT MODULE 7

Level 1

1. Complete the sentences with the words from the topic “The UK”.

1. Glasgow is the main _____ and _____ centre in _____.
2. Edinburgh is the _____ of Scotland.
3. The major _____ of Wales is Cardiff.
4. Cardiff is a shipbuilding _____.
5. Dublin is the _____ of Ireland.

2. Correct the mistakes in the sentences given below.

1. The recreation and relaxation area are over there.
2. He always pay by credit card.
3. Where is the toilets?
4. Could we stayed for a night at your campsite?
5. We just parked our car.

3. Write five sentences about any city or prominent person of the UK.

Level 2

1. Match the words with their definitions.

- | | |
|-------------|--------------------------------------------------------------------------------------|
| 1. festival | a) to show great respect for somebody or something |
| 2. feast | b) the customs, qualities and culture of a country that have existed for a long time |
| 3. parish | c) a day or time when people celebrate something |
| 4. heritage | d) an area or district which has its own church |
| 5. honour | e) a large, special meal, especially to celebrate something |

2. Write questions to the sentences. Start them with the words in brackets.

1. Writers depicted people and their relation to society. (What _____ ?)
2. The Romantic Movement in literature idealized nature. (Which _____ ?)
3. The greatest English writer of the Middle Ages was G. Chaucer. (Who _____ ?)
4. Art and music were the domain of the nobility. (What _____ ?)
5. W. Shakespeare is considered the greatest dramatist in human history. (Tag question)

3. Your friend from the UK is visiting you. Write seven questions you'd like to ask him about the main cities of his country.

Level 3

1. Write down as many words and word combinations as you can under each heading.

Cities	Sights	Kinds of Centre	Manufactures

2. Make up and write down three sentences with *be allowed*, *let* and *make*.
3. You plan to travel to the United Kingdom. Write which cities you would like to visit. Write what you already know about them.
4. Translate the English sentences into German/French.
 1. The cultural festival Eisteddfod honours the finest talents in Welsh literature and music.
 2. Unique customs, folk tales, costumes, and culinary skills are presented at the festivals of many ethnic and national groups.
 3. The Victorian era produced Charles Dickens, George Eliot and Robert Stevenson.
 4. *The Canterbury Tales* by G. Chaucer tells the tale of English people on a pilgrimage.

CHECKLIST

Assess your progress in this unit. Tick (✓) the statements which are true.

- ☐ I can describe British literary periods.
- ☐ I can talk about the scientists of the United Kingdom.
- ☐ I can name and tell about the cities of the United Kingdom.
- ☐ I can tell about festivals and feasts.

ADDITIONAL READING

TASK 1

1. Read the text below. Match choices (a–c) to (1–10).

ROBIN HOOD

The story of Robin Hood, the most popular English folk hero of all times, has reached every corner of the Earth. There are many versions of this well known tale which is about 600 years old. Everybody knows Robin's friends (Little John, Brother Tuck, Will Scarlet) and the famous Sherwood Forest — Robin Hood's home and the place where many of his adventures took place. In other countries there are similar stories, such as William Tell in Switzerland, El Cid in Spain or Janosik in Poland, but only Robin Hood has become an 'international' hero.

Unfortunately, there is almost no evidence that Robin Hood really existed. Thirteenth-century ballads, fourteenth-century chronicles, sixteenth-century History of Great Britain, all talk about Robin Hood. However, none of them tells us about the sources they used. In the 1800s and 1900s, historians found two Robin Hoods who lived in the fourteenth century. One of them was even King Edward II's servant. Later on other historians found several different Hoods living in different parts of England — Robin was a popular Christian name and Hood was a fairly common surname. It seems that by 1337, the story of Robin Hood was well established. Most probably, he lived around the year 1200.

Today, the legend of Robin Hood has turned Nottinghamshire into a large tourist attraction. In the centre of Nottingham there is Nottingham Castle. Parts of it still remember the time of Robin Hood. Sherwood Forest has an excellent visitors' centre with an attractive display and shop, and some very pleasant walks in the nearby forest. Edwinstowe church, in which, according to tradition, Robin Hood and Lady Marion were married, is one of the visitors' favourite sites.

1. The story of Robin Hood is especially popular in ...
 - a) Spain
 - b) Switzerland
 - c) every corner of the Earth
2. The well known tale about Robin Hood is ...
 - a) 600 years old
 - b) 800 years old
 - c) 500 years old
3. William Tell, El Cid and Janosik are ...
 - a) international heroes
 - b) people's heroes
 - c) Robin's followers
4. Robin Hood ...
 - a) really existed
 - b) didn't really exist
 - c) is a hero; we don't know whether he really existed

5. One of real Robin Hoods was King Edward II's
 - a) servant
 - b) knight
 - c) friend
6. It is probable that Robin Hood lived in the
 - a) thirteenth century
 - b) fourteenth century
 - c) sixteenth century
7. Robin was a popular
 - a) Indian name
 - b) Christian name
 - c) French name
8. Now Nottinghamshire is a large
 - a) castle
 - b) fortress
 - c) tourist attraction
9. Sherwood Forest is
 - a) the place where Robin lived
 - b) the oldest forest in England
 - c) the biggest forest in England
10. Edwinstowe is the place where Robin and Lady Marion
 - a) first kissed
 - b) first met
 - c) were married

2. Discuss in class why Robin Hood became an “international” hero.

TASK 2

Read the text below. Match choices (a–h) to (1–4).

ROBINSON CRUSOE

Part 1

Robinson, the son of an English shopkeeper from York, was an observant and inquisitive lad. But he did not spend long over his books. He was much happier wandering round the port or sitting in the little inn near the harbour listening excitedly to the stories of sailors about their thrilling journeys on the high seas. He yearned more and more for the adventurous life of a seaman, but his parents would not hear of such an idea. Both Robinson's older brothers had died in distant lands. So they decided that Robinson should follow in his father's footsteps and become a shopkeeper. And Robinson obeyed them. From morning to night he worked hard in his father's shop and sometimes made business journeys for him, for he was a sick man. However, he never stopped dreaming of going out into the world.

On one of the business trips he made for his father, Robinson met a boyhood friend whose father — the captain of a merchant vessel — had taken him with him on his journey.

Robinson longed for the sea. And in spite of his parents' ban, he set sail. And that is how Robinson's adventures began.

The ship he was travelling on was wrecked and when Robinson succeeded in reaching London he lost all his father's money at cards and took a job on a ship sailing to the Guinea coast of Africa to earn enough money to pay back the debt. But the crew were attacked by pirates and Robinson was carried off to slavery. After more than a year in slavery, Robinson managed to escape and was taken on board a ship sailing to South America. A tornado, however, smashed the ship on to the rocks and it was wrecked. With his last strength, Robinson managed to reach dry land. He was saved.

Robinson was the only member of the crew to survive. But he did not lose heart. The island on which he found himself became his home and provided him at least with the essentials of life. He set to work at once. He adapted a cave into a frugal dwelling, made himself simple weapons so that he could hunt the food he needed. He even succeeded in taming wild goats so that he had fresh milk. One night Robinson was woken up by a big bang. A foreign ship had been driven toward the beach and it was firing its cannons to call for help. The noise was repeated several times and then there was silence. "This was the end," thought Robinson. "All have perished." But the unknown wrecked ship brought some benefit to Robinson. In the wrecked ship he found supplies of food, weapons and tools. But he was most overjoyed to find a little dog running desperately along the sea shore.

1. Did Robinson obey his parents and became ...?
 - a) a slave
 - b) a sailor
 - c) a seaman
 - d) a traveler
 - e) a businessman
 - f) a merchant
 - g) a pirate
 - h) a shopkeeper
2. What did Robinson dream of?
 - a) reaching dry land
 - b) making business journeys
 - c) finding weapons and tools
 - d) thrilling journeys on high seas
 - e) adventurous life of a pirate
 - f) becoming the captain of a merchant vessel
 - g) going out into the world
 - h) earning enough money to pay back the debt
3. How did Robinson's adventures begin?
 - a) he was taken on board a ship sailing to South America
 - b) after he escaped slavery
 - c) after he reached dry land
 - d) when he found himself on the island
 - e) when the captain of a vessel took him on the journey
 - f) in the Guinea coast of Africa

- g) when he saw unknown wrecked ship
 - h) after the ship was wrecked
4. Where did Robinson find himself after he survived?
- a) on a merchant vessel
 - b) on a foreign ship
 - c) on the wrecked ship
 - d) on the island
 - e) in slavery
 - f) at home
 - g) in a cave
 - h) in London

TASK 3

1. **Read the text below. Match choices (a–h) to (1–4).**

ROBINSON CRUSOE

Part 2

One day when Robinson was coming back from the shore, he noticed that his dog was very uneasy. "Perhaps he sensed danger," thought Robinson. So he stuck two pistols into his belt, took a telescope and a rifle and went up to the highest point on the island. From there he saw an unexpected sight. Savages were sailing towards the coast — cannibals who had prisoners with them and everything went to show that they were preparing a great feast. One of the prisoners made use of an unguarded moment and took flight. The savages gave chase. Robinson saved the prisoner and they became the greatest friends. Friday, the new inhabitant of the island was clever and quick to learn. He went hunting with Robinson and together they cultivated a field. Together they hoped that one day they would be rescued.

Not a year had passed and Friday had learnt to work with tools such as hatchets, chisels and gimlets. It had long been Robinson's dream to build a ship on which they could sail to the nearest inhabited island. From there, there might be some hope of getting home again. So he went with Friday to the north-western part of the island where some time ago he had noticed a strong mahogany tree. It took a whole month for the two castaways to cut down the tree, saw off a section ten metres long, which they hollowed out with their hatchets and chisels. The work took a long time but their hopes of rescue had grown.

One day Robinson caught sight of the tips of a ship's masts beyond the rocky reef. But why should a ship have dropped anchor in these deserted and dangerous parts? The mystery was soon explained. In a little while, Robinson and Friday met three Europeans. One of them, the captain of a merchant ship, had hired a new crew before setting out on a voyage. But they soon turned out to be a gang of pirates. The pirates had succeeded in taking command of the ship. At first they wanted to shoot the three Europeans, but later they decided to cast them ashore on the desert island. Robinson quickly decided to arm his new friends and by their joint efforts they succeeded in winning back the ship. Now there was nothing to prevent Robinson and his friends from going home to their own

country. As a punishment they left the pirates on the island on which Robinson had had to live for eleven long years.

1. What did Robinson see on the highest point on the island?
 - a) two pistols
 - b) a great feast
 - c) savages
 - d) his dog
 - e) a rifle
 - f) a cultivated field
 - g) different tools
 - h) a rocky reef
 2. How did Friday appear in the life of Robinson?
 - a) he looked for prisoners and met Robinson
 - b) he was the inhabitant and met Robinson
 - c) he went hunting and met Robinson
 - d) they together cultivated a field
 - e) Robinson saved him
 - f) Robinson gave chase
 - g) They together were preparing a great feast
 - h) They together hollowed out the tree
 3. What was Robinson and Friday hope?
 - a) that one day they would learn to work with tools
 - b) that one day they would build a ship
 - c) that one day they would hollow out a tree
 - d) that one day they would set out on a voyage
 - e) that one day they would win back the ship
 - f) that one day they would be rescued
 - g) that one day they would leave the pirates on the island
 - h) that one day they would arm new friends
 4. How were Robinson and Friday rescued?
 - a) they punished pirates
 - b) together with new friends they win back the ship
 - c) they built a ship
 - d) they shoot the three Europeans
 - e) they went to the north-western part of the island
 - f) they sailed to the nearest inhabited island
 - g) they saved the prisoner
 - h) they found unknown wrecked ship
2. **Discuss the way Robinson Crusoe and his friends won back their ship and returned home.**



TASK 4

Read the text below. Choose from (A–J) the one which best fits each space.

THEATRE

(by W.S. Maugham)

One afternoon, during the interval at a matinée, Julia got a note. She was surprised to see Roger's handwriting.

Dear Mother,

I'd like to introduce to you Miss Joan Denver who I talked to you about. She's awfully keen on getting in the Siddons Theatre and would _____ an understudy however small.

*Your affectionate son,
Roger*

Julia _____ the formal way in which he wrote, she was tickled because he was so grown up as to try to get jobs for his girl-friends.

"George!" The doorkeeper came in.

"Is the lady who brought this letter here now?"

"Yes, miss."

"Tell her I'll see her after the play."

She wore in the last act an evening dress with a train; it was a very grand dress. She wore diamonds in her dark hair and diamond bracelets on her arms. She looked, as indeed the part required, majestic.

While receiving Joan Denver she continued to play the _____ and _____ of the play.

"I've _____ so long, I thought I wouldn't keep you till I'd get changed."

Her cordial smile was the smile of a queen; her graciousness kept you at a respectful distance. Julia _____ the young girl who entered her dressing-room. She was young, with a pretty little face and a snub nose, a good deal made-up and not very well made-up.

"Her legs are too short," thought Julia. "Very second-rate."

The poor girl was at the moment frightfully nervous. Julia made her sit down.

"Have you been on the stage long, miss... I'm so sorry I've forgotten your name."

"Joan Denver." Her throat was dry and she could hardly speak. "Two years."

"How old are you?"

"Nineteen."

"And what parts have you played?"

"I've been playing on tour. But I'm frightfully anxious to be in town." _____ and she uttered the speech she had evidently prepared. "I've got _____, Miss Lambert. I always say you're the greatest actress on the stage. I've learnt a lot from you. My greatest ambition is to be in your theatre, Miss Lambert."

"I'm just turning over the parts in my mind."

Additional Reading

"I wasn't thinking of a part. If I could have an understudy — I mean that would give me a chance of _____ and studying your technique. That's an education in itself. Everyone agrees about that."

"It's very sweet of you to put it like that. I'm only a very ordinary person really. The public is so kind, so very kind. You're a pretty little thing. And young. Youth is so beautiful. Our policy has always been to give the younger people a chance."

Julia said these words so simply, in her beautifully modulated voice, that Joan Denver's heart was warmed.

"I must think it over. I hardly know yet what understudies we shall want in our next play." Rising to her feet to show that the audience was at an end, Julia put off her royalty. She changed her tone and became on a sudden the good-natured actress who would be nice to anyone if she could.

"Well, dear, leave me your name and address and if there's anything doing I'll _____."

"You won't forget me, Miss Lambert?"

"No, dear, I promise you I won't. It's been so nice to see you. You have a very sweet personality. You'll find your _____, won't you? Good-bye."

"A fat chance she's got of ever setting foot in this theatre," said Julia to herself when the girl was gone.

A be quite satisfied with

B smiled at

C imperious and well-bred woman

D kept you waiting

E took a glance at

F despair gave her courage

G the most tremendous admiration for you

H attending rehearsals

I let you know

J way out

TASK 5

1. Read the text below. Choose from (A–I) the one which best fits each space.

CRABBE'S PRACTICE

(by Arthur Conan Doyle)

I don't know whether many people remember Tom Crabbe when he was a student in this city. Probably not many, though he was a powerfully built fellow, _____, always laughing, with a voice like the roar of a lion.

Crabbe _____ a year before I did, and went to a large port town in the south to start practising medicine. A brilliant career seemed to lie before him; besides his excellent knowledge of medicine he had that special manner that makes a patient believe in him at once.

Crabbe went there with his "young" diploma and his still younger wife to settle in this town, which we shall call Brisport. For some time, I heard little about my friend. I once read a short article by him in a research journal, but that was all.

One day, _____ I received a telegram from Mrs. Crabbe asking me to come



down to Brisport and see her husband, as he was not at all well. I started by the next train, seriously worried about my friend. Mrs. Crabbe met me at the station. She told me Tom became very nervous; he had almost no patients, the house and his doctor's office cost more than they could afford and they hoped I would be able _____.

I found Crabbe looking much worse than I had ever seen him. He was thin and pale, his eyes had lost their old fire, he never laughed and seldom even smiled: _____ the energetic, strong young man I had known.

After dinner the three of us held a meeting — it was more like a council of war — at which Tom spoke of his troubles. "What can I do, Jack?" he asked. "People here simply don't know that I exist. There are too many doctors here already, and most of them don't know more about medicine than I know about dressmaking. But how will people ever learn that I'm a better doctor?"

"Can't you invent a patient with a strange illness that you can discuss in a medical journal? And then, we can _____ with newspaper reporters."

"Newspapers?" Crabbe said thoughtfully. "Hm! Not a bad idea. _____. But we'll do that tomorrow morning. You're tired now, and _____."

We had another council of war the next day. It was Sunday, and as we sat at the window smoking and watching the crowds in the street, we discussed many plans _____.

- A always in a good mood
- B graduated from college
- C to my surprise
- D to give them some advice
- E there was nothing to remind me of
- F arrange an interview
- G it's worth thinking about
- H sleep is a necessary part of human life
- I for achieving public recognition

2. **Work in small groups. Think of the ways for achieving public recognition. Discuss them with your classmates.**

ADDITIONAL TEXTS

SNOWDONIA

Snowdonia is the most famous of the three National Parks in Wales. The highest mountain range in Wales is in this area. The highest peak, Mount Snowdon, is 1085 m above sea level. It is the highest mountain in England and Wales. You may reach the summit on foot or by Snowdon Mountain Railway, which is 7 km long.

Many people come to Snowdonia each year for special holidays. These include a large number of outdoor activities such as walking, climbing, riding, water sports and fishing.

«RARE BREEDS» BY LAWRENCE ALDERSON

This beautifully illustrated book details the history of domesticated breeds of animals. When completely wild animals roamed the earth, people began the process of selecting animals that they needed. Some were for food while others (such as sheep and cattle) also provided clothes and shoes. As society developed and people began moving between continents such as Europe and Asia, new breeds and animals evolved. At the beginning of the 20th century there were 230 breeds of cattle in western Europe alone. But by 1988, only thirty breeds of cattle were left in large numbers, seventy were extinct and the rest greatly reduced. This book celebrates the survivors with photographs of them. Now all of us can enjoy these beautiful animals.

PYROHIV

Pyrohiv is a unique open-air museum of traditional Ukrainian architecture. It exhibits about 300 buildings (houses, churches, windmills, etc.) from different Ukrainian regions. There is also a huge collection of folk costumes, furniture, musical instruments, etc. There are a lot of musicians and artisans dressed in traditional costumes who play old instruments and sell handmade souvenirs.

There are two or three restaurants inside the museum where you can try original Ukrainian cuisine.

LVIV HIGH CASTLE

Lviv High Castle is a historic castle located on the top of the Castle Hill of the city of Lviv. It is currently the highest point in the city, 413 metres above the sea level.

The castle was the main defensive fort of the city.

The first fortifying structures were built from wood and soil. In 1259 they were destroyed, but in 1270 were rebuilt. In 1340, when Lviv was captured by Casimir III, the wooden castle was set on fire. In 1353, it was destroyed again by the Lithuanians. A new brick castle appeared on the hill in 1362. It became the residence of Polish nobles.

In the 19th century, the destroyed castle was taken apart and new items were built in its place. The fortification was strengthened, the trees were planted on the hill's slope, and the park was constructed.

The castle currently stands in ruins.

MUKACHEVO PALANOK CASTLE

Mukachevo Palanok Castle was built on a 68-meter hill rising over the Valley of Latorytsa River. The oldest part of the castle "the upper castle" was constructed in the 15th century, while the "middle" and "lower" castles were built in the middle of the 17th century. Bastions surround each castle. There are also fortified gates with bridges over the moats. Nowadays the castle functions as a historical museum. Its galleries contain an exhibition of modern sculpture.

TAPESCRIPTS

UNIT 1

Lesson 17, exercise 5

British teenagers spend more time on the Internet than anyone else in the world, which leads them to become more unhappy, a new report has found.

Nearly one in four students in the UK are now considered 'extreme' Internet users. They spend three times longer online than the average children living in the rest of the developed world.

Students said they were turning to the Internet because they had been 'made fun of' by classmates and felt lonely and isolated.

The report says that students who spend long periods in social media and the Internet are more likely to be bullied and feel isolated at school.

Lesson 18, exercise 6

I want to talk about the qualities that make a good teacher. I have known teachers from different countries and I have seen hundreds of lessons. This is what I really think.

1. Good Teachers Really Want to Be Good Teachers.

Good teachers try and try and try, and let students know they try. Just as teachers respect students who really try, even if they do not succeed in everything they do, so students will respect teachers, even if they are not as good as they want to be.

2. Good Teachers Take Risks.

They set themselves impossible goals, and then try hard to achieve them. If what they want to do is not quite the way it is usually done, they will risk doing it anyhow. Students like it when teachers take risks. One of my own favourite courses was a first-year writing course in which I ordered no writing textbook for the course. On the first day I announced, instead, that my students and I were going to spend a semester writing a short textbook on writing.

3. Good Teachers Never Have Enough Time.

Just about all of the good teachers I have known are very busy. They work 80-100 hour weeks, including both Saturdays and Sundays. Their families complain, with good reason, that they rarely see them. The reward for all this busyness is more busyness.

4. Good Teachers Try to Keep Students and Themselves Off Balance.

I have learned that when I am comfortable and sure of myself, I do not learn anything. The only time I learn something is when my comfort is threatened. When I feel comfortable with a course and can predict how it will come out, I get bored; and when I get bored, I am boring. I try, then, to do all I can to keep myself learning more.

UNIT 2

Lesson 22, exercise 5

There is a library in my school too. It is not very big, but still there are a lot of interesting books. You can get educational material as well as imaginative literature there.

Our library has a spacious reading-room; we sometimes have our Literature lessons there. Our school organizes meetings with writers and poets of our city which are usually held in the library.

I like borrowing books from my school library. Although we live in the computer age, and nearly all books can be found on the Internet, I really enjoy lying on the sofa holding a book in my hands.

I especially like reading science fiction, classics and adapted English books.

Lesson 24, exercise 3

1. Find time to visit your local library or bookstore. This will always stimulate you to read more and gives you an edge of excitement.

2. Participate in book clubs, visit book websites, discuss a book you want to read with others. All this will make your book experience a lot better.

3. Look at book reviews online, in magazines or newspapers.

4. After finishing a book reward yourself.

Reading is fun, it gives you a whole new perspective. Enjoy books because books are our best friends.

Lesson 25, exercise 7

I started reading the *Harry Potter* series when I was 12. My grandma bought me the 1st book for Christmas. I loved it at once and re-read it about 4 times! Then I read all seven volumes. Why I love Harry Potter so much is because J.K. Rowling really transports you to a different world with her style of writing. There is so much detail and realism in her writing that whenever I read the books, I can completely imagine the Harry Potter world.

Another thing I really love about the books is that the characters are real and extremely easy to fall in love with. I especially love the relationship between Harry and Ginny. I also love the relationship between Harry, Hermione, and Ron as friends. That is why I love Harry Potter!!

UNIT 6

Lesson 55, exercise 3

1. Illia Mechnykov was the winner of the Nobel Prize in Physiology and Medicine in 1908.

2. Fedir Pirotyskiy was the inventor of the world's first railway electrification system and electric tram.

3. Anatolii Kokush invented devices that helped to film such major Hollywood pictures as *Titanic*, *War of the Worlds*, *King Arthur*, *Transformers*, *Iron Man 2*.

4. Ihor Sikorskyi designed the first airliner.

5. Sophia Okunevskaya was the first female doctor in the Austro-Hungarian Empire, the first doctor in Lviv who used radiation therapy in the fight against oncology.

6. Antonina Prikhotko was a Ukrainian experimental physicist who studied crystals.

7. Oleh Antonov was a prominent Ukrainian aircraft designer.

8. Mykola Amosov was a legendary surgeon, medical scientist and inventor.

9. Borys Paton constructed bridges and was an outstanding Ukrainian scientist in the fields of welding.

Lesson 56, exercise 7

I am going to present some of the most popular inventions of Ukrainians. Most old inventions were made abroad, but modern inventions are still made in Ukraine.

1. Helicopter. Air designer from Kyiv was called Ihor Sikorskyi. He moved to the USA after the revolution in Russian empire. He created *Sikorskyi Corporation* and started to

create a lot of planes. His first helicopter appeared in 1939, and in 3 years his helicopters were used in the USA army.

Of course, the idea of a helicopter belongs to Leonardo da Vinci, but Sikorskyi was the first engineer, who completely brought this idea to life.

2. Gas lamp. The first gas lamp, which based on burning gas, was invented by Ihnatii Lukasevych and Yan Zeher in 1853. Also they invented the way to receive gas by oil distillation.

3. X-ray. Ukrainian scientist Ivan Puliui invented X-ray 14 years before Wilgelm Rontgen. He made the first photo of human skeleton and published high-quality X-ray images in journals in Paris and London in 1896.

4. Bloodless blood test. Anatoliy Malyhin from Kharkiv invented a device which make bloodless blood test. There are 5 controllers, which are attached to the body, and then you receive 131 parameters of health on your computer. This device is widely used in Saudi Arabia, Germany, Egypt, Mexico and China by ambulance. Hungary built the whole plant to produce this device.

Lesson 57, exercise 1

Ukrainian folk band DakhaBrakha

The band came together in 2004. There are four musicians in the band, and they play many instruments.

DakhaBrakha means 'give/take' in Old Ukrainian. The three female performers have spent years looking for folk songs in Ukrainian villages. Yet DakhaBrakha's melodies and styles may seem strange to native Ukrainians as they bring in much from Indian, African folk music as well as R&B.

From the start the musicians have participated in folk-music festivals — including Bonnaroo in 2014 where they were named the 'Best Breakout' of the festival by Rolling Stone.

Lesson 60, exercise 4

Jamala is a Ukrainian singer, composer and actor. She can sing in any musical style. Jamala made her first professional record at the age of nine, it was the album of songs for children. She graduated from National Music Academy named after Tchaikovskyi in Kyiv, majoring in opera singing. Jamala was going to make a career in classical music but in summer 2009 Jamala went to *The New Wave*, the International Contest of Young Singers in Jūrmala (Latvia) where she won the grand prize. Jamala represented Ukraine at *the Eurovision Song Contest* in Stockholm performing the song 1944. She won the contest. 1944 is dedicated to her great grandmother.

SELF-ASSESSMENT MODULES

Test 1

Part 1. Listening

Task 1

Extra-curricular activities are just activities that you do outside of class. It may seem odd that schools and colleges are going to be interested in how you choose to spend your free time. The reality is that together with your grades and test scores extra-curricular activities are one of the best ways to show who you are. The most popular activities among students are aircraft modelling, camping and playing football. They are also interested in drama, music making and tennis playing.

Test 2

Part 1. Listening

Task 1

Welcome to the program **Teen Time!**, the program by and for teens. Today we are talking to teenagers about their music taste.

1. I grew up around hip hop and rap, so that's pretty much all I tend to listen to. I like rock here and there, like Linkin Park, or metal, but I'm a huge rap and hip hop fan. I don't like ignorant music that is all for money, you know.

2. I listen to primarily rock. I've noticed that it really gives me a better understanding for all genres of music, like techno and jazz. One thing that I really love and appreciate about rock music is that I can ALWAYS find a song that describes how I feel. You can find a song to describe ANY emotion.

3. Metal deserves to be number one because it's NOT simple and boring, it's really complex and fast compared to other music genres like rap and pop. It also makes the whole band important. Another thing is the topics, they are about society, politics, history and not about how a boy always gets a girl. But at the same time it gets you happy.

Task 2

Time plays an important role in our life. How we spend our free time has a great influence on our health.

To keep healthy and successful, we need to do physical exercises. Doing half an hour exercises daily makes you healthy, helps to be disciplined, look better.

Successful people try to get fresh experience and look for inspiration by putting themselves in a new environment.

Successful people try to build their networks by coming out of their comfort zone and meeting new people. In such a way they gather new ideas and more opportunity comes to their feet.

Focusing only on work or studying may give you fast result. But it also makes you stressed and you do not develop new skills in other areas. Do not forget about hobbies that give you much energy and joy.

ADDITIONAL GRAMMAR EXERCISES

PRESENT/PAST/FUTURE SIMPLE (ACTIVE AND PASSIVE VOICE)

1. Turn the following sentences in the Passive Voice.

1. The trip includes interesting excursions.
2. His granny brought him up.
3. The famous film director James Cameron produced and directed *Titanic*.
4. The library invites parents to join.
5. They deliver newspapers regularly.
6. A good story will always give us a good laugh and relaxation.
7. Tourist companies offer different kinds of tours.
8. Very often adventure tours require special training.
9. A cameraman shoots a video.
10. Tomorrow we will take them to the museum.

2. Choose the correct form of the verb.

1. The resolution (was taken/took/takes) at the last meeting.
2. When he was at Booker elementary school, he (won/was won/wins) an award for perfect attendance.
3. I am sure that the film (will achieve/will be achieved/shall achieve) a world-wide fame.
4. Many of Shakespeare's plays (stage/are staged/is staged) in modern theatres.
5. The British museum (established/was established/will be established) in 1753.
6. The town (surround/were surrounded/is surrounded) by mountains.
7. The galleries of the museum (contain/are contained/was contained) an exhibition of modern sculpture.
8. Good film characters (excite/excites/exited) our sympathy.

3. Put the verb in brackets in the correct tense form. Use Passive Voice only.

1. Parents of the whole school always (to invite) to become members.
2. From the airport you (to take) straight to the hotel.
3. In the 19th century the castle (to destroy).
4. This part of the building (to use) as a library which has a unique collection of books.
5. The museum (to locate) in the centre of London.
6. The boat (to carry away) by the waves.

4. Put the verb in brackets in the correct tense form. Use Active/Passive Voice.

1. I (to make) new friends from a lot of different cultural backgrounds when I lived in the USA.
2. W. Shakespeare (to bury) in Stratford Church.
3. Our library (to provide) areas for whole class research.
4. The city (to situate) on an island.

Additional Grammar Exercises

5. The principal street of the city (to call) Princess Street.
6. Every year an enormous Christmas Tree (to erect) in the central square.
7. Books (to influence) our taste.
8. Knowledge of Physics (to need) to understand music, sound, light, art and literature.

5. Use the information and the notes below to ask and answer the questions.



Where/located
Who/initiated by
When/completed
Who/visited by
Why/completed

Name: the Blue Mosque

Located: in Istanbul, Turkey

Initiated by: Sultan Ahmet I

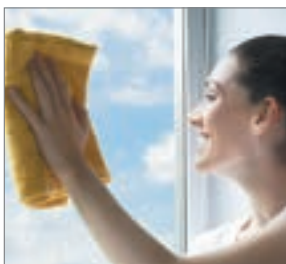
Completed: 1619

Visited by: Pope Benedict XVI, 2006 Pope Francis, 2014, the USA president Barrack Obama, 2009

Reasons built: Sultan Ahmed wanted to build such a great mosque because he wanted to show that he was a powerful ruler of the Ottoman dynasty

PRESENT PERFECT (ACTIVE AND PASSIVE VOICE)

1. Look at the pictures. Mary's flat has been repaired and cleaned. Say what has been done. Use the Present Perfect Tense and the words below.



windows	paint
walls	bring
sofa	put up
carpets	bring
new curtains	clean

Model: The windows have been cleaned.

2. Turn from Active into Passive.

1. Someone has broken the vase.
2. The famous designer has redecorated the famous hotel.
3. Our teacher has organized an excursion to a waterfall in the Carpathian Mountains.
4. The valley full of tulips impressed us greatly.
5. We have participated in the sports competition.

3. Put the verb in brackets in the Present Perfect Active or Passive.

1. I (to teach) to enjoy physical activity.
2. My parents always (to encourage) me to learn something new.
3. His language skills (to improve) greatly.
4. The rules (to understand) by all the pupils of our class.
5. The new textbooks (to bring) to school already.

PRESENT/PAST/FUTURE SIMPLE,
PRESENT/PAST/FUTURE CONTINUOUS,
PRESENT PERFECT (ACTIVE AND PASSIVE VOICE)

1. Using the Passive Voice, ask questions to the words in bold.

Model: He was brought up by his **granny**. — Who was he brought up by?

1. He was brought up by his **granny**.
2. **Different kinds of tours** are offered by the tourist companies.
3. They will be taken on an excursion **tomorrow**.
4. **The Mona Lisa** was painted by Da Vinci.
5. He has been provided with **all the necessary equipment**.
6. English is spoken in **Australia**.
7. **The amusing exhibition** has been visited by thousands of people.
8. She will be delivered all the furniture **today**.
9. Books are usually borrowed **from the library** for three weeks.
10. Shevchenko's first book of poems *Kobzar* was published **in 1840**.

2. Rewrite the following passage in the Passive.

Our school will hold a Science Week. They will organize a competition of scientific projects. A special board will choose the best project. The teachers have asked pupils to think what they can present. They have told students to include interesting experiments in their projects. The headmaster will give the winners presents. The best pupils will present

Additional Grammar Exercises

their projects at the National Scientific Fair. Now the students are preparing their projects and doing different experiments in Physics, Biology and Chemistry.



3. Put the verb in brackets in the correct tense form. Use Active/Passive Voice.

1. A: Are you coming to the competition?
B: Unfortunately, I (not/to invite).
2. A: Do you know when the Oscar ceremony is?
B: Yes, it (to hold) every year in February.
3. A: What were the pupils doing when you came in the class?
B: The pupils' handicraft products (to test).
4. A: Will you attend the meeting tomorrow?
B: I am sorry, I will (to study) the whole morning tomorrow.
5. A: A new library (to build) in our town now.
B: I know it. It (to open) in summer.

PRESENT PERFECT CONTINUOUS TENSE

1. Read the situation and complete the sentences. Use the verbs in brackets.

Model:

1. Mary started reading a book two days ago. She is still reading it and now she is on page 75.
She has been reading for two days. (read)
She has read 75 pages so far. (read)



2. Sue is from France. She is travelling round the USA now. She started her trip a month ago.

Sue _____ for a month already (to travel).

Sue _____ six cities already (to visit).



3. Mike is a poet. He started writing poetry when he was 10. Now he is 26.

Mike _____ for 16 years already (to write poems).

Mike _____ more than a hundred poems (to write).



4. John likes to play chess. He began playing chess at the age of 6. This year he won the national tournament – for the third time.

John _____ since he was 6 (to play chess).

John _____ three national tournaments (to win).



5. Helen is learning words at the moment. She started learning them half an hour ago. She knows almost all of them now.

Helen _____ for half an hour (to learn words).

Helen _____ almost all the words (to learn).



2. Put the verb in brackets in the Present Perfect or Present Perfect Continuous Tense.

1. A: I am very tired.

B: That's because you (to work) all day.

A: At least I (to clean) the house.



2. A: What (to do) since morning?

B: I (to work) in the garden all morning. Look I (to plant) four new trees!

A: Great job! But you (to see) the time? You are having a music class soon!

B: Oh, I (to forget) completely! I have to hurry!



PAST PERFECT CONTINUOUS TENSE

1. Put the verb in brackets in the Past Perfect Continuous Tense.

1. I (to do) for an hour when my parents came.

2. He said that he (to live) in Kyiv for three years.

3. The teacher said that we (to learn) the topic for a long time and were ready to write a test.

4. The pupils said that they (to prepare) for the competition for three weeks already.

5. We (to wait) at the station for half an hour when at last the guide arrived.

2. Put the verb in brackets in the Past Perfect or Past Perfect Continuous Tense.

1. The pupils (to discuss) the question for ten minutes when the headmaster came in.
2. The librarian said that I already (to take) too many books and could not get any till I returned some of the books.
3. The boy was unhappy as the pupils (to laugh) at him.
4. I said that we already (to be) to the amusement park.
5. The new pupil said that he (to study) English since he was three.

3. Put the verb in brackets in the Past Continuous or Past Perfect Continuous Tense.

1. He (to read) until 12 o'clock.
2. He (to enjoy) the view of the city when suddenly the phone rang.
3. He said he (to travel) on the train for 12 hours already.
4. Nick was (to walk) round the foyer of the theatre when somebody called him.
5. The audience (to wait) for fifteen minutes before the performance began.



4. Choose the correct item.

1. Many people ... to the theatre today.
a) go b) had been going c) went d) had gone
2. When I was at the theatre, the atmosphere ... unusual.
a) seems b) has seemed c) seem d) seemed
3. She ... to drive since summer.
a) was learning c) has been learning
b) is learning d) had been learning
4. My friend said that he already ... many science fiction films.
a) had seen b) saw c) has seen d) see
5. I knew that the guide was a professional as she ... guided tours for five years.
a) had been giving b) had given c) was giving d) gave
6. Tomorrow I ... the film which was the season's hit.
a) will see b) had seen c) has seen d) saw
7. I have been reading the book for a week, but I ... it yet.
a) had not read b) did not read c) have not read d) has not read
8. The teacher said that Shakespeare's works ... popular for hundreds of years.
a) have been b) had been c) were d) was

9. What sonnets written by Shakespeare ... ?
 a) were you reading c) had you read
 b) had you been reading d) have you read

10. We knew that she ... the picture for a year.
 a) has been painting c) had been painting
 b) was painting d) is painting

5. **Mark the mistake (A or B), then correct it.**

1. Mike **has done** his homework, and then **listened** to music.

A

B

Model: A — did

2. Ann **learned** a lot since she **started** the language course.

A

B

3. We **were unpacking** our things for an hour when our friends **rang**.

A

B

4. What **is** the most interesting attraction you **had been visiting**?

A

B

5. The receptionist of the hotel **said** they **have already had** sunshine for a week.

A

B

6. The pupils **were writing** the test for twenty minutes when the headmaster **came**.

A

B

BE ALLOWED/LET/MAKE

1. **Work in pairs. Ask and answer questions about what you are allowed to do on holidays. Use the words below and add some of your own.**



Model:

A: Are you allowed to sleep long on holidays?

B: Yes, I am allowed to sleep as long as I want. (Or: No, I am not allowed to sleep long on holidays. I must get up as usual).

sleep long

play computer games

go to bed late

ride a bike

walk a lot

sleep in a tent

watch many films

2. Put the following sentences in the past and future.

Model:

I am allowed to drive my father's car.

I was allowed to drive my father's car.

I will be allowed to drive my father's car.

1. She is allowed to swim in the river.
2. My brother is allowed to take part in a sports competition.
3. My cousin is allowed to buy his own clothes.
4. Policemen are allowed to stop drivers.
5. I am allowed to go shopping with my friends.

3. Work in pairs. Make suggestions and respond to them. Use *let's/don't let's ...*.

Model 1:

A: Let's go to the cinema!

B: With pleasure! What film would you like to see?

A: Some adventure film.

B: I agree. Let's have a look what is on at the cinema.

Model 2:

A: Don't let's go to the cinema!

B: Why? We have planned it before!

A: I don't think the film is very interesting.

B: OK then. Let's go to the theatre.

A: With pleasure.

4. Choose the correct form of the verb.

1. Art makes us (believe/to believe) in the triumph of beauty and goodness over the wicked world.
2. We didn't let him (swim/to swim) in the river in such bad weather.
3. We will make him (respect/to respect) the environment.
4. My parents let me (go/to go) to the Carpathian Mountains with my teacher and classmates.
5. The guide let us (take/to take) photos in the museum.

COUNTABLE AND UNCOUNTABLE NOUNS

1. Circle the abstract nouns.

- | | | |
|-----------------|-----------------|-------------|
| 1. typewriter | 5. intelligence | 9. envy |
| 2. airplane | 6. sorrow | 10. radio |
| 3. refrigerator | 7. encyclopedia | 11. triumph |
| 4. television | 8. beauty | |

2. Underline the collective nouns. Divide them into two groups:

- 1) those used in singular
 - 2) those used in plural
1. The symphony orchestra gave several concerts last month.
 2. A large chorus played at Symphony Hall.

3. The conductor walked on stage and bowed to the audience.
4. The crowd always applauds for the orchestra.
5. This string quartet is very popular.
6. A quintet consists of five instruments.
7. The maintenance crew prepares the gym for the concert.
8. Our class has a committee to select the music.
9. The band lifted their instruments and began to play.
10. Our class has seen a performance of the Newark Boys' choir.

Singular	Plural

3. Complete the sentences with collective nouns.

1. _____ won its first game of the season.
2. _____ received their awards.
3. _____ gave a gift to the school.
4. _____ sang at our assembly.
5. _____ won another trophy.

REPORTED SPEECH

1. Choose the correct answer.

1. The books ... recently.
 - a) have been borrowed
 - b) will be borrowed
 - c) were borrowed
 - d) have borrowed
2. Many libraries ... in Ancient Egypt.
 - a) have been established
 - b) established
 - c) were established
 - d) have established
3. They ... for not returning all materials by the required date.
 - a) fined
 - b) have been fined
 - c) were fined
 - d) have fined
4. The librarian ... for not returning all materials by the required date.
 - a) fined
 - b) have been fined
 - c) were fined
 - d) have fined
5. The librarian said, "The computers in the school library are connected to the school-wide network."
 - a) The librarian said that the computers in the school library have been connected to the school-wide network.
 - b) The librarian said that the computers in the school library were connected to the school-wide network.
 - c) The librarian said that the computers in the school library had been connected to the school-wide network.
 - d) The librarian said that the computers in the school library connected to the school-wide network.

6. The teacher said, "J. Rowling sent a copy of the first book to 12 publishers."
 - a) The teacher said that J. Rowling sent a copy of the first book to 12 publishers.
 - b) The teacher said that J. Rowling had sent a copy of the first book to 12 publishers.
 - c) The teacher said that J. Rowling have sent a copy of the first book to 12 publishers.
 - d) The teacher said that J. Rowling has sent a copy of the first book to 12 publishers.
7. My friend said, "I have read all the books of the *The Twilight Saga* series".
 - a) My friend said that he have read all the books of the *The Twilight Saga* series.
 - b) My friend said that he has read all the books of the *The Twilight Saga* series.
 - c) My friend said that he read all the books of the *The Twilight Saga* series.
 - d) My friend said that he had read all the books of the *The Twilight Saga* series.
8. My friend said, "I will read the last book of the *Harry Potter* fantasy series".
 - a) My friend said that he will read the last book of the *Harry Potter* fantasy series.
 - b) My friend said that he would read the last book of the *Harry Potter* fantasy series.
 - c) My friend said that he has read the last book of the *Harry Potter* fantasy series.
 - d) My friend said that he had read the last book of the *Harry Potter* fantasy series.

2. Write the following sentences in reported speech.

1. "You are to perform the next," the stage manager said to the trio.
2. "Mukachevo Palanok Castle functions as a historical museum," the guide said.
3. "Its galleries contain an exhibition of modern sculpture," he said.
4. "Here you can see wooden architecture of Carpathian ethnic groups," the guide said.
5. "The park was constructed, the trees were planted," they said.
6. Tom said, "Lviv High Castle became the residence of Polish nobles."
7. Tom said, "In Pyrohiv artisans play old instruments and sell handmade souvenirs."
8. The tourist said, "You can try original Ukrainian cuisine there."
9. She said, "Look! There are palaces, docks, cathedrals and museums on that bank of the Thames."
10. "They will take a cruise, hire a motor boat, just sit in the sun," the man said.

3. You didn't hear what you were told. Write each sentence starting *I thought you said...*

Model:

A: Geography provides insight into how the planet's resources should be used.

B: Does it? I thought you said it didn't study the planet's resources.

1. A: History helps us understand where our ancestor came from, what we have inherited from them.
B: _____
2. A: Maths is training in general problem solving and logical thinking.
B: _____

3. A: Chemistry helps to understand news about pollution, the environment and technological advances.

B: _____

4. A: Foreign language develops confidence and improves your decision making skills.

REPORTED QUESTIONS

1. Rewrite the questions in the Reported Speech.

1. "Have you ever thought about your actions and consequences?" my mother asked.
2. "Students, do you understand how the world around us works, the fundamental principles that govern our universe and everything in it?" the Physics teacher asked them.
3. "What subject(s) requires to think logically, use analogies, etc.?" my friend asked.
4. "We depend on plants and animals for food, clothing and shelter, don't we?" the teacher asked.
5. "Which school subject cultivates the artistic feeling, trains in neatness and good taste?" she asked.
6. "When did you experience the triumph of success?" the man asked.
7. "Where have you learned to work in team?" my classmates asked.
8. "Bob, how do you know that practice and effort equals success?" I asked.
9. "How can I develop leadership and interpersonal skills?" she asked.
10. "Can I decorate this cake?" she asked.

2. Rewrite the orders in the Reported Speech.

1. "Increase your brain capacity and you'll have better memory," the teacher said.
2. "Watch the latest news on science, technology and business," he said.
3. "Think about your place in the world," my father said.
4. "Learn to communicate and socialize with people," the angry man said.
5. "Don't persuade me!" he shouted.
6. "Don't produce bubbles!" the mother said.
7. "Don't explain me why plants are green," the daughter said.
8. "Don't say that household chemicals are dangerous," the woman said.
9. "Read current events," he said.
10. "Learn how to preserve food and how ingredients interact," she exclaimed.

'(Not) as ... as'. 'Either ... or'. 'Neither ... nor'

1. Rewrite the sentences using *as ... as*.

1. Most of waterfalls in the Carpathian mountains are not high. Maniava waterfall is the highest.
2. Uzhorod Castle was built on the top of a 30-meter hill. Mukachevo Palanok Castle was built on a 68-meter hill.
3. I cook delicious dishes twice a week. My granny cooks them three times a week.
4. My friend interacts with others every day. I do that approximately three days a week.
5. The boy and the girl use basketball equipment every week.

6. Two classes perform chemical reactions at each Chemistry lesson.
7. Bob organized one firework and one explosion. Sam organized three fireworks and two explosions.
8. We both are well prepared for active participation in civic life.
9. This inventor is very experienced. That one is also experienced.
10. The grandma strictly followed the traditions. The grandpa also strictly observed the traditions.

2. **Rewrite the sentences using *neither ... nor* or *either ... or*.**

1. The man and the woman don't possess the collection of ancient vases.
2. One of the castles is surrounded by bastions.
3. Kyiv-Pechersk Lavra or St. Sophia's Monastery has underground caves.
4. The monastery or the cathedral became a holy place of worship.
5. The travellers and the guide are not dressed in traditional costumes.
6. This museum and art gallery didn't exhibit the collection of folk costumes.
7. The fortifying structures and wooden houses were not rebuilt.
8. The water in the Maniava waterfall or short Carpathian's waterfalls always remain cool.
9. The snow in the mountains or in the field melts in March.
10. The invaders or any other enemy were not able to break into the town.

ANSWER KEY

Nouns

1. **Abstract nouns are: intelligence, sorrow, envy, triumph, beauty.**

- | | | |
|----|---------------------------|---------------------------|
| 2. | 1. orchestra, s | 6. quintet, s |
| | 2. chorus, s | 7. crew, s |
| | 3. audience, s | 8. class, s, committee, s |
| | 4. crowd, s, orchestra, s | 9. band, p |
| | 5. quartet, s | 10. class, p |

3. **Possible answers.**

1. The basketball squad.
2. The group of students.
3. The graduating class.
4. The school chorus.
5. Our soccer team.

GRAMMAR REFERENCE

ДІЄСЛОВО (The Verb)

В англійській мові дієслова вживаються в активному стані (**the Active Voice**) і пасивному (**the Passive Voice**). Якщо підметом речення є суб'єкт дії, тобто той, хто цю дію виконує, то дієслово-присудок вживається в активному стані.

Напр.: He wrote a letter. Він написав листа.

Three oceans wash the USA. Три океани омивають США.

Якщо підметом речення є об'єкт дії, тобто особа або предмет, на які спрямовано дію, то дієслово-присудок вживається у пасивному стані.

Напр.: The letter was written by him. Лист був написаний ним.

НЕОЗНАЧЕНІ ЧАСИ (Simple Tenses)

Часи групи **Simple** виражають дію як факт, що відбувається в теперішньому, минулому або майбутньому часі.

Теперішній неозначений час (Present Simple Tense)

Present Simple виражає дію як факт, що відбувається в теперішньому часі.

Стверджувальна форма дієслова в **Present Simple** збігається з інфінітивом без частки **to**.

I write.	але
You write.	He writes.
We write.	She writes.
They write.	It runs.

Більшість дієслів у третій особі однини мають закінчення **-s**. Закінчення **-es** додається у таких випадках:

а) якщо основа дієслова закінчується на **-s, -ss, -s, -(t)ch, -x**:

Напр.: to wash — washes, to dress — dresses

б) якщо основа дієслова закінчується на **-y**, а перед **-y** стоїть приголосний, тоді **-y** змінюється на **-i** і додається **-es**:

Напр.: to study — studies

в) якщо основа дієслова закінчується на **-y**, а перед **-y** стоїть голосний, тоді до дієслова додається лише **-s**:

Напр.: to play — plays

г) якщо основа дієслова закінчується на **-o**:

Напр.: to go — goes

Питальна форма **Present Simple** утворюється за допомогою допоміжного дієслова **do** або **does** (у третій особі однини). Допоміжне дієслово ставиться перед підметом.

Напр.: Do you play the piano?

Does he (she, it) go to school?

Але якщо питання ставиться до підмета або означення, що відноситься до підмета, допоміжні дієслова **do, does** не вживаються.

Напр.: Who plays the piano?

Whose friend knows English?

Заперечна форма **Present Simple** утворюється за допомогою допоміжного дієслова **do** або **does** та заперечної частки **not**.

Напр.: They do not (don't) play tennis.

She does not (doesn't) know English.

Минулий неозначений час (Past Simple Tense)

Past Simple виражає дію як факт, що відбувалася в минулому.

Стверджувальна форма правильних дієслів у **Past Simple** утворюється додаванням **-ed** до інфінітива без частки **to**. Форми **Past Simple** неправильних дієслів необхідно запам'ятати (див. таблицю неправильних дієслів).

Напр.: They lived in Kyiv.

She went to school.

Питальна та заперечна форми утворюються за допомогою допоміжного дієслова **did**.

Напр.: — Did they live in Kyiv? — They did not (didn't) live in Kyiv.

— Did she go to school? — She did not (didn't) go to school.

Past Simple часто вживається з обставинними словами **yesterday** — учора; **last week** — минулого тижня; **last year** — торік; **the other day** — нещодавно, цими днями.

Напр.: I saw her last week.

Майбутній неозначений час (Future Simple Tense)

Future Simple виражає дію як факт, що відбудеться в майбутньому.

Стверджувальна форма **Future Simple** утворюється за допомогою допоміжних дієслів **shall** (для І особи однини та множини) або **will** та інфінітива без частки **to**.

Напр.: I (we) shall go to the zoo.

You will stay at home.

У сучасній англійській мові **will** часто вживається замість **shall**.

Напр.: I will go to the zoo.

Питальна і заперечна форми **Future Simple** утворюються за допомогою **shall** або **will** та інфінітива без частки **to**.

Напр.: Shall we go to the cinema?

We shall not (shan't) go to the cinema.

Will they write this exercise?

They will not (won't) write this exercise.

Future Simple часто вживається з обставинними словами **tomorrow** — завтра; **next week** — наступного тижня; **next month** — наступного місяця.

Напр.: I shall do that tomorrow.

Пасивний стан (Passive Voice)

Present/Past/Future Simple Passive утворюються за допомогою допоміжного дієслова **to be** у **Present/Past/Future** і третьої форми основного дієслова (**Past Participle**).

Напр.: **Present Simple Passive:** The letter is written. *Листа пишуть.*

Past Simple Passive: The letter was written. *Листа писали.*

Future Simple Passive: The letter will be written. *Листа напишуть.*

ТРИВАЛІ ЧАСИ (Continuous Tenses)

Часи групи **Continuous** вживаються для вираження дії як процесу в теперішньому, минулому чи майбутньому періодах часу.

Теперішній тривалий час (Present Continuous Tense)

Present Continuous виражає дію, що триває в момент мовлення або в теперішній період часу.

Стверджувальна форма **Present Continuous** утворюється за допомогою допоміжних дієслів **am, is, are** та додаванням **-ing** до дієслова.

Напр.: I am going to school.

He (she, it) is going to school.

They are dancing.

Для утворення питальної форми допоміжне дієслово **am, is** або **are** ставиться перед підметом.

Напр.: Is she going to school?

Для утворення заперечної форми після допоміжного дієслова **am, is** або **are** ставиться частка **not**.

Напр.: They are not dancing.

Минулий тривалий час (Past Continuous Tense)

Past Continuous виражає дію, що тривала в певний момент у минулому.

На час дії вказують такі обставинні словосполучення, як: **at two o'clock, at that time/moment, the whole day**.

Стверджувальна форма **Past Continuous** утворюється за допомогою допоміжних дієслів **was, were** та додаванням **-ing** до дієслова.

Напр.: I was going to school at eight o'clock.

He (she, it) was going to school at that moment.

They were dancing when I came in.

Для утворення питальної форми допоміжне дієслово **was** або **were** ставиться перед підметом.

Напр.: Was she going to school?

Для утворення заперечної форми після допоміжного дієслова **was** або **were** ставиться частка **not**.

Напр.: They were not dancing.

Пасивний стан (Passive Voice)

Present/Past Continuous Passive утворюються за допомогою допоміжного дієслова **to be** у **Present/Past Continuous** і третьої форми основного дієслова (**Past Participle**).

Напр.: **Present Continuous Passive:** This novel is being written. *Цей роман пишуть.*

Past Continuous Passive: This novel was being written. *Цей роман писали.*

ДОКОНАНІ ЧАСИ (Perfect Tenses)

Теперішній доконаний час (Present Perfect Tense)

Present Perfect вживається, щоб показати, що дія щойно відбулася.

На час дії вказують такі обставинні слова як: **lately** — нещодавно; **since** — відтоді; **already** — вже; **just** — щойно; **never** — ніколи; **ever** — коли-небудь; **yet** — ще, вже; **this week/month/year**.

Стверджувальна форма **Present Perfect** утворюється за допомогою допоміжного дієслова **have** або **has** і III форми дієслова (**Past Participle**).

Has вживається з третьою особою однини. Правильні дієслова утворюють III форму за допомогою закінчення **-ed**. Неправильні дієслова мають особливу форму, яку потрібно запам'ятати.

Напр.: I have just opened the window. Я щойно відчинив вікно.

He has just opened the window. Він щойно відчинив вікно.

Питальна форма **Present Perfect** утворюється за загальним правилом: допоміжне дієслово (**have** або **has**) ставиться перед підметом.

Напр.: — Have you opened the window? — Yes, I have./No, I have not (haven't).

Why have you not told me about him?

Why haven't you put on your cap?

Заперечна форма **Present Perfect** утворюється за допомогою частки **not**, яка ставиться після допоміжного дієслова (**have** або **has**).

Напр.: I have not (haven't) opened the window.

He has not (hasn't) opened the window.

Пасивний стан (Passive Voice)

Пасивний стан теперішнього доконаного часу (**the Present Perfect Passive**) утворюється за допомогою допоміжних дієслів **have/has been** та III форми дієслова (**Past Participle**).

Напр.: The book has been read. Книжка прочитана.

У питальній формі перше допоміжне дієслово (**have/has**) ставиться перед підметом.

Напр.: Has the book been read? Книжка прочитана?

У заперечній формі частка **not** ставиться після першого допоміжного дієслова (**have/has**).

Напр.: The book has not been read. Книжка не прочитана.

Минулий доконаний час (Past Perfect Tense)

Past Perfect вживається, щоб показати, що дія 1) відбулася раніше за іншу минулу дію або 2) вже закінчилася до певного моменту в минулому.

На час дії вказують такі обставинні словосполучення, як: **by two o'clock**, **by that time**, **by June**.

Стверджувальна форма **Past Perfect** утворюється за допомогою допоміжного дієслова **had** і III форми дієслова (**Past Participle**).

Правильні дієслова утворюють III форму за допомогою закінчення **-ed**. Неправильні дієслова мають особливі форми, які подаються в таблиці неправильних дієслів.

Напр.: Yesterday we discussed the film which we had seen some days before. Учора ми обговорили фільм, який переглядали кілька днів тому.

I had cooked dinner by three o'clock. Я приготувала обід до третьої години.

Питальна форма **Past Perfect** утворюється за загальним правилом: допоміжне дієслово **had** ставиться перед підметом.

Напр.: — Had you seen the film?

— Yes, I had.

— No, I had not (hadn't).

Заперечна форма **Past Perfect** утворюється за допомогою частки **not**, яка ставиться після допоміжного дієслова **had**.

Напр.: I had not seen the film.

The Past Perfect Continuous позначає тривалу дію, яка почалася до іншої дії в минулому.

The Past Perfect Continuous утворюється за допомогою допоміжних дієслів **had been** та закінчення **-ing** до основного дієслова.

Напр.: I had been working before he came.

МОДАЛЬНІ ДІЄСЛОВА (Modal Verbs)

Let, make, allow

1. Словосполучення **to be allowed** може вживатися самостійно в усіх часах групи **Simple** або замість **may** стосовно дії в минулому або майбутньому часі й виражає дозвіл або заборону.

Напр.: We were allowed to go to the cinema. Нам дозволили піти в кіно.

We were not allowed to go to the cinema. Нам не дозволили піти в кіно.

2. Дієслово **let** виражає спонукання до дії. Після дієслова **let** ставиться іменник або займенник, що позначає особу, яка має виконати дію.

Напр.: Let's go to the concert. Давай(те) підемо на концерт.

Don't let's go to the concert. Давай(те) не підемо на концерт.

Let Olya/her talk to them. Нехай Оля/вона поговорить із ними.

3. Дієслово **make** як модальне означає «змусити когось щось зробити».

Напр.: He made me read this magazine. Він змусив мене читати цей журнал.

He didn't make me read this magazine. Він не змусив мене читати цей журнал.

Типи питальних речень (Types of Questions)

В англійській мові розрізняють чотири типи запитань: загальні запитання (**General Questions**), спеціальні запитання (**Special Questions**), альтернативні запитання (**Alternative Questions**) і розділові запитання (**Tag Questions**).

1. Послідовність слів у загальному запитанні.

допоміжне дієслово	підмет	присудок	другорядні члени речення
Did	you	go	to Kyiv?

2. Послідовність слів у спеціальному запитанні.

питальне слово	допоміжне дієслово	підмет	присудок	другорядні члени речення
When	did	you	go	to Kyiv?

3. Послідовність слів в альтернативному запитанні.

допоміжне дієслово	підмет	присудок	другорядні члени речення	or (чи)	другорядні члени речення
Did	you	go	to Kyiv	or	to Odesa?

Альтернативне запитання можна поставити до будь-якого члена речення.

Напр.: 1. Did you go to Kyiv yesterday or the day before yesterday?

2. Did you or did your sister go to Kyiv yesterday?

3. Did you go to Kyiv or to Odesa yesterday?

4. Послідовність слів у розділовому запитанні.

а) розповідне речення у стверджувальній формі	допоміжне дієслово в заперечній формі	підмет
Ann went to Kyiv,	didn't	she?
Аня їздила до Києва,	чи не так?	

б) розповідне речення в заперечній формі	допоміжне дієслово у стверджувальній формі	підмет
Ann didn't go to Kyiv,	did	she?
Аня не їздила до Києва,	чи не так?	

Ступені порівняння прикметників

(Degrees of Comparison)

Прикметники в англійській мові мають звичайний (**the positive degree**), вищий (**the comparative degree**) і найвищий (**the superlative degree**) ступені порівняння.

1. Односкладові та двоскладові прикметники, які закінчуються на **-y**, **-er**, **-le**, **-ow**, утворюють вищий ступінь порівняння за допомогою закінчення **-er**, а найвищий — за допомогою закінчення **-est**.

Напр.: young — younger — the youngest

hot — hotter — the hottest

clever — cleverer — the cleverest

happy — happier — the happiest

2. Двоскладові та багатоскладові прикметники утворюють вищий ступінь порівняння за допомогою слів **more** або **less**, а найвищий — за допомогою слів **most** або **least**.

Напр.: beautiful — more/less beautiful — the most/least beautiful

гарний — гарніший/менш гарний — найгарніший/найменш гарний

Виятки: good — better — best

bad — worse — worst

much/many — more — most

little — less — least

Порівнюючи предмети з однаковою мірою якості, вживають прикметник у звичайній формі, який ставлять між **as/so ... as**.

Напр.: This apple is as tasty as that one. *Це яблуко таке ж смачне, як і те.*

This apple is not as/so tasty as that one. *Це яблуко не таке смачне, як те.*

Непряма мова (Indirect Speech)

Нерідко чужу мову доводиться передавати від себе, зазвичай підрядним додатковим реченням зі сполучником **that** або без нього. Це непряма мова (**Reported Speech, або Indirect Speech**).

Напр.: He said, "I'm busy." — He said that he was busy.

При перетворенні прямої мови на непряму час дієслова змінюється відповідно до правил узгодження часів.

Узгодження часів (Sequence of Tenses)

Час, якого вимагає зміст і ситуація	Present Simple	Present Continuous	Present Perfect	Past Simple	Past Continuous	Past Perfect	Future Simple
Час, що фактично вживається в підрядному реченні	Past Simple	Past Continuous	Past Perfect	Past Perfect (or Past Simple (informal))	Past Perfect Continuous	Past Perfect	Future in-the-Past

Питальні речення в непрякій мові називають непрямыми запитаннями (**Reported Questions**). Непрямі запитання мають структуру розповідного речення: у них прямий порядок слів. При перетворенні прямої мови на непряму час дієслова змінюється відповідно до правил узгодження часів.

Напр.: "Do you have a pen?" he asked me. — He asked me if I had a pen.

"Where have you been?" he asked her. — He asked her where she had been.

При перетворенні в непряму мову наказових речень та прохань дієслово прямої мови замінюється інфінітивом. У заперечній формі перед інфінітивом ставиться частка **not**.

Напр.: I said to her, "Don't go out." — I asked her not to go out.

"Wait for me," he said. — He asked to wait for him.

Злічувальні та незлічувальні іменники

(Countable and Uncountable Nouns)

Іменники в англійській мові поділяють на злічувані (**countable nouns**) та незлічувані (**uncountable nouns**).

Злічувані іменники означають предмети, які можна полічити:

Напр.: a chair — *стілець*, an engineer — *інженер*, a question — *запитання*.

Незлічувані іменники — це назви речовин і багатьох абстрактних понять, які не піддаються лічбі:

Напр.: water — вода, milk — молоко, freedom — свобода, friendship — дружба.

Злічувані іменники вживаються в однині та множині. Незлічувані іменники множини не мають.

Збірні іменники називають групу людей або речей. Збірні іменники зазвичай вважаються іменниками в однині. Збірний іменник вживається у множині, коли кожен член групи діє як індивід.

Напр.: team, crew, congress, audience.

Займенники *some, any, no* та їхні похідні (Pronouns *some, any, no* and their derivatives)

	some, any, no	+ thing	+ body; + one	+ where	+ how
Positive	some – який-небудь; деякий; кілька; декілька	something – що-небудь, щось, дещо	somebody, someone – хтось, хто-небудь	somewhere – десь, де-небудь; кудись, куди-небудь	somehow – як-небудь
Negative	no = not any – ні; ніякий; не	nothing = not anything – нічого, ніщо	nobody = no one – ніхто	nowhere = not ... anywhere – ніде; нікуди	nohow – ніяк, у жодному разі
Question	any – який-небудь	anything – що-небудь, будь-що, щось	anybody, anyone – хто-небудь	anywhere – де-небудь, будь-де, десь, куди-небудь, кудись	anyhow – якимсь чином; як-небудь

Neither ... nor

Neither ... nor вживається, коли ми хочемо сказати, що ні той, ні інший не виконує якусь дію або хтось не зробив ні одного, ні іншого.

Напр.: Neither Tom nor Ann came to the party. *Ні Том, ні Аня не прийшли на вечірку.*

He neither wrote nor phoned. *Він ні написав, ні зателефонував.*

Neither these boys nor these girls can dance well. *Ні ці хлопці, ні ці дівчата не вміють гарно танцювати.*

Порівняльна конструкція

As ... as

So ... as

Порівняння предметів однакового ступеня якості виражається конструкцією **as ... as** (такий самий ... як).

Напр.: She is **as** beautiful **as** her mother. — *Вона така ж красива, як її мати.*

Порівняння предметів різного ступеня якості виражається конструкцією **not as ... as, not so ... as** (не такий самий ... як)

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Translation
be [bi]	was [wəz], were [wə(r)]	been [bi:n]	бути
become [br'kʌm]	became [br'keɪm]	become [br'kʌm]	ставати
begin [br'gɪn]	began [br'gæn]	begun [br'gʌn]	починати(ся)
blow [bləʊ]	blew [blu:]	blown [bləʊn]	дути
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	(з)ламати
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити, (с)піймати
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	вибирати
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
do [də]	did [dɪd]	done [dʌn]	робити
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	малювати
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пити
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	гнати; їхати
eat [i:t]	ate [et]	eaten [i:tn]	їсти
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падати
feed [fi:d]	fed [fed]	fed [fed]	годувати
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	битися, 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 [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]	вибачати, прощати
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzn]	замерзати
get [get]	got [gɒt]	got [gɒt]	одержувати
give [gɪv]	gave [geɪv]	given ['gɪvn]	давати
go [gəʊ]	went [went]	gone [gɒn]	іти
grow [grəʊ]	grew [gru:]	grown [grəʊn]	рости
have [həv]	had [həd]	had [həd]	мати
hear [hɪə(r)]	heard [hɪə(r)]	heard [hɪə(r)]	чути
hide [haɪd]	hid [hɪd]	hidden [hɪdn]	ховати(ся)
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	травмувати
keep [ki:p]	kept [kept]	kept [kept]	тримати; зберігати
know [nəʊ]	knew [nju:]	known [nəʊ]	знати
lay [leɪ]	laid [leɪd]	laid [leɪd]	класти, покласти
learn [lɜ:n]	learnt [lɜ:nt] learned [lɜ:nd]	learnt [lɜ:nt] learned [lɜ:nd]	вчити (щось), вивчати
leave [li:v]	left [left]	left [left]	залишати
lend [lend]	lent [lent]	lent [lent]	позичати (комусь)
let [let]	let [let]	let [let]	дозволяти
lie [laɪ]	lay [leɪ]	lain [leɪn]	лежати
lose [lu:z]	lost [lɒst]	lost [lɒst]	губити

Irregular Verbs

Infinitive	Past Simple	Past Participle	Translation
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, ставити
read [ri:d]	read [ri:d]	read [ri:d]	читати
ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]	їздити верхи
rise [raɪz]	rose [rəʊz]	risen [raɪzn]	вставати
run [rʌn]	ran [ræn]	run [rʌn]	бігти
say [seɪ]	said [sed]	said [sed]	говорити, сказати
see [si:]	saw [sɔ:]	seen [si:n]	бачити
sell [sel]	sold [səʊld]	sold [səʊld]	продавати
send [send]	sent [sent]	sent [sent]	посилати
set [set]	set [set]	set [set]	ставити; установлювати
shake [ʃeɪk]	shook [ʃʊk]	shaken ['ʃeɪkən]	трясти
shave [ʃeɪv]	shaved [ʃeɪvd]	shaven ['ʃeɪvn]	голитися
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	світити; сяяти
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]	стріляти; влучити
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	показувати
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]	спускати(ся); занурюватися
sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
sleep [sli:p]	slept [slept]	slept [slept]	спати
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]	говорити
spend [spend]	spent [spent]	spent [spent]	витрачати, проводити (час)
stand [stænd]	stood [stʊd]	stood [stʊd]	стояти; знаходитися
steal [sti:l]	stole [stəʊl]	stolen []	красти
sweep [swi:p]	swept [swept]	swept [swept]	мести
swim [swɪm]	swam [swæm]	swum [swʌm]	плавати, пливти
take [teɪk]	took [tʊk]	taken [teɪkn]	брати
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	навчати
tell [tel]	told [təʊld]	told [təʊld]	розповідати; говорити
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	кидати
understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [ˌʌndə'stʊd]	розуміти
wake [weɪk]	woke [wəʊk] waked [wəʊkd]	woken [wəʊkn] waked [wəʊkd]	прокидатися; будити
wear [weə(r)]	wore [wɔ:(r)]	worn [wɒn]	носити (одяг)
win [wɪn]	won [wʌn]	won [wʌn]	вигравати
write [raɪt]	wrote [rəʊt]	written ['rɪtn]	писати

ENGLISH-UKRAINIAN DICTIONARY

UNIT 1

SCHOOL LIFE

ability [ə'biləti] здібність, уміння

achieve [ə'tʃi:v] досягати

activity [æk'tivəti] діяльність

additional [ə'dɪfənəl] додатковий

adult ['ædʌlt] дорослий

age [eɪdʒ] вік

allow [ə'laʊ] дозволяти

although [ɔ:l'dəʊ] хоча

approach [ə'prəʊtʃ] підхід

aptitude ['æptɪtju:d] здібність, схильність

assessment [ə'sesmənt] оцінювання

attend [ə'tend] відвідувати

borough ['bʌrə] невелике місто, що має самоврядування

bubble ['bʌbl] бульбашка

camcorder ['kæmkɔ:də(r)] камкордер

camping ['kæmpɪŋ] проживання в таборі

complete [kəm'plɪt] закінчувати

conduct [kən'dʌkt] керувати

county ['kaʊnti] графство

cover ['kʌvə(r)] охоплювати

curiosity [kjʊəri'ɒsəti] допитливість

digital ['dɪdʒɪtl] цифровий

embroider [ɪm'brɔɪdə(r)] вишивати

encourage [ɪn'kʌrɪdʒ] заохочувати

enter ['entə(r)] вступати

extra-curricular [ekstrə kə'ɪkjələ(r)] позааудиторна, позакласна або громадська робота учнів

glow [gləʊ] світитися, горіти, розжарюватися

government ['gʌvənmənt] уряд

income ['ɪnkʌm] дохід

key [ki:] ключовий

majority [mə'dʒɔrəti] більшість

mark [mɑ:k] позначати

mental ['mentl] розумовий

minority [maɪ'nɒrəti] меншість

mix [mɪks] змішувати

object ['ɒbdʒɪkt] предмет, річ

obvious ['ɒbvɪəs] очевидний, явний

own [əʊn] власний

patience ['peɪns] терплячість

performance [pə'fɔ:məns] вистава

point [pɔɪnt] бал

post [pəʊst] після

private ['praɪvət] приватний

proud [praʊd] гордий

purpose ['pɜ:pəs] мета

quality ['kwɒləti] якість

range [reɪndʒ] асортимент

receive [rɪ'si:v] отримувати

research [rɪ'sɜ:tʃ] дослідження

responsibility [rɪ'spɒnsə'bɪləti] відповідальність

scholarship ['skɒləʃɪp] стипендія

senior ['si:nɪə(r)] старший

sew [səʊ] шити

significant [sɪg'nɪfɪkənt] важливий

similarity [sɪmə'lærəti] схожість

skill [skɪl] уміння

skip [skɪp] пропускати

society [sə'saɪəti] суспільство; товариство

solve [sɒlv] вирішувати

staff [stɑ:f] штатний

stage [steɪdʒ] етап

state [steɪt] державний

striking ['straɪkɪŋ] вражаючий

success [sək'ses] успіх

tale [teɪl] розповідь

undergo [ʌndə'gəʊ] зазнавати

use [ju:z] використовувати

voluntarily ['vɒləntərɪli] за власним бажанням, добровільно

well-off [wel 'ɒf] заможний

woodcarving ['wʊdka:vɪŋ] різьба по дереву

air of authority — авторитет
amateur drama — любительська драма
boarding school — школа-інтернат
charge for — брати плату за
compulsory education — обов'язкова освіта
depend upon — залежати від
educational system — освітня система
exam board — екзаменаційна комісія
get on — ладнати
less well-off students — бідніші учні
low income — низький дохід
model aircraft classes — заняття з авіа-моделювання
music making — створення музики
no charge — безкоштовно
preparatory school — підготовча школа
primary/junior school — початкова/молодша школа
public school — безплатна державна школа
stage performance — театральна вистава
take place — відбуватися
to run a school — управляти школою
to take (sit)/pass an exam — здавати/здати екзамен

UNIT 2

SCHOOL LIBRARY

accept [ək'sept] приймати
access ['ækses] доступ
adaptation [ədəp'teɪʃ(ə)n] адаптація, пристосування
adventure [əd'ventʃə(r)] пригода
advise [əd'vaɪz] радити
amusing [ə'mju:zɪŋ] цікавий; смішний
ancient ['eɪnʃ(ə)nt] стародавній
announce [ə'naʊns] повідомляти
appear [ə'piə] з'являтися
article ['ɑ:tɪkl] стаття

artwork ['ɑ:twɜ:k] *збрн.* твори мистецтва
attention [ə'tenʃn] увага
attract [ə'trækt] приваблювати
available [ə'veɪləbl] доступний
award [ə'wɔ:d] нагорода
beforehand [bɪ'fɔ:hænd] заздалегідь
beverage ['bevərɪdʒ] напій
borrow ['bɒrəʊ] позичати, брати на (*якийсь*) час
bury ['beri] ховати
card [kɑ:d] квиток (*членський*)
ceiling ['si:lɪŋ] стеля
contain [kən'teɪn] містити
convey [kən'veɪ] передавати
cosy ['kəʊzi] затишний
create [kri'eɪt] створювати
crime [kraɪm] злочин
death [deθ] смерть
delay [dɪ'leɪ] затримувати
desert ['dezət] пустеля
disappear [ˌdɪsə'piə(r)] зникати
discovery [dɪ'skʌvəri] відкриття
dull [dʌl] безглуздий
enrich [ɪn'rɪtʃ] збагачувати
entertaining [ˌentə'teɪnɪŋ] цікавий; розважальний
event [ɪ'vent] подія
exciting [ɪk'saɪtɪŋ] захоплюючий
exist [ɪg'zɪst] бути, існувати
experience [ɪk'spɪəriəns] досвід
fascinating ['fæsnɪtɪŋ] чарівний, захоплюючий
fiction ['fɪkʃn] художня література
found [faʊnd] засновувати
gripping ['grɪpɪŋ] захоплюючий
habit ['hæbɪt] звичка
happen ['hæpən] траплятися
imagination [ɪ,mædʒɪ'neɪʃn] уява
impression [ɪm'preʃn] враження
improve [ɪm'pru:v] покращувати
inspire [ɪn'spɪə] надихати
interrupt [ˌɪntə'rʌpt] переривати
invite [ɪn'vaɪt] запрошувати

lawyer ['lɔːjə(r)] юрист, адвокат
loan [ləʊn] книговидача (у бібліотеці)
manuscript ['mænʃuskript] рукопис
mean [miːn] означати
membership ['membəʃɪp] членство
mistake ['mɪ'steɪk] помилка
murder ['mɜːdə(r)] вбивство
offer ['ɒfə(r)] пропонувати
overnight [ˌəʊvə'naɪt] на одну ніч
permit [pə'mɪt] дозволяти
persuade [pə'sweɪd] переконувати
photocopier ['fəʊtəʊkəpiə(r)] фото-копіювальний пристрій
poor [puə(r)] бідний
poverty ['pɒvəti] бідність
prefer [prɪ'fɜː(r)] надавати перевагу
prove [pruːv] доводити
provide [prə'vaɪd] забезпечувати
publish ['pʌblɪʃ] публікувати
purchase ['pɜːtʃəs] покупка
push [pʊʃ] штовхати
require [rɪ'kwaɪə(r)] вимагати
resource [rɪ'sɔːs] ресурс
return [rɪ'tɜːn] повертати
ring [rɪŋ] перстень
rule [ruːl] правило
saint [seɪnt] святий
scholar ['skɒlə] учений
science ['saɪəns] наука
suggest [sə'dʒest] пропонувати
surgery ['sɜːdʒəri] хірургія
thriller ['θrɪlə(r)] трилер
title ['taɪtl] заголовок
tool [tuːl] інструмент
treasure ['treʒə(r)] скарб
try [traɪ] намагатися
valuable ['væljuəbl] цінний, коштовний
volume ['vɒljuːm] том, книга
wireless ['waɪələs] бездротовий
wonder ['wʌndə(r)] цікавитися, хотіти знати

be established — бути заснованим
be founded — бути створеним, заснованим

book-return desk — стіл повернення книг
brief outline — короткий огляд
circulation desk — абонементний стіл
fairy tale — казка
get access — отримати доступ
get rid of — позбутися
instead of — натомість
online catalogue — онлайн-каталог
overnight borrowing — позичання на одну ніч
play an important role — відігравати важливу роль
printed music — нотне видання
receive awards — отримувати нагороди
wireless access — бездротовий доступ

UNIT 3

MASS MEDIA

abroad [ə'brɔːd] за кордоном
accident ['æksɪdənt] нещасний випадок
achievement [ə'tʃiːvmənt] досягнення
acquaintance [ə'kweɪntəns] знайомий, знайома
addiction [ə'dɪkʃn] шкідлива звичка
adopt [ə'dɒpt] усиновляти, удочеряти
advertise ['ædvətaɪz] рекламувати
advertisement [əd'vɜːtɪsmənt] оголошення
advice [əd'vaɪs] порада
affairs [ə'feə(r)s] справи
allow [ə'laʊ] дозволяти
annual ['ænjuəl] щорічний
article ['ɑːtɪkl] стаття
belong [bɪ'lɒŋ] належати
benefit ['benɪfɪt] перевага
brain [breɪn] головний мозок
broadsheet ['brɔːdʃiːt] широкоформатне видання (газета)
cheap [tʃiːp] дешевий
choice [tʃɔɪs] вибір

circulate ['sɜ:kjəleɪt] бути в обігу
circulation [ˌsɜ:kjə'leɪʃn] тираж (газет, журналів)
clue [klu:] ключ (до розгадки чогось)
competition [ˌkɒmpə'tɪʃn] змагання
conclude [kən'klu:d] містити
corner ['kɔ:nə(r)] кут
cover ['kʌvə(r)] обкладинка
crime [kraɪm] злочин
customer ['kʌstəmə(r)] покупець
deliver [dɪ'lɪvə(r)] доставляти
depict [dɪ'pɪkt] описувати, зображувати
disaster [dɪ'zɑ:stə(r)] катастрофа
dish [dɪʃ] страва
domestic [də'mestɪk] домашній
edition [ɪ'dɪʃn] видання
editor ['edɪtə(r)] редактор
employment [ɪm'plɔɪmənt] робота
entertainment [ˌentə'teɪnmənt] розвага
environmental [ɪnˌvaɪənməntl] що стосується навколишнього середовища
event [ɪ'vent] подія
explain [ɪk'spleɪn] пояснювати
fashion ['fæʃn] мода
fault [fɔ:lt] провина
feature ['fi:tʃə(r)] стаття в газеті або в журналі, що викликає великий інтерес
forecast ['fɔ:kɑ:st] прогноз
head [hed] голова
headline ['hedlaɪn] газетний заголовок
hitchhiking ['hɪtʃhaɪkɪŋ] подорож пішки
influential [ˌɪnflu'enʃl] впливовий
involve [ɪn'vɒlv] містити
issue ['ɪʃu:] видання, номер
item ['aɪtəm] пункт
kid [kɪd] дитина
kill [kɪl] вбивати
magazine [ˌmæɡə'zi:n] журнал
monthly ['mʌnθli] щомісячний (газета, журнал)
movement ['mu:vmənt] рух

newspaper ['nju:zpeɪpə(r)] газета
object ['ɒbdʒɪkt] предмет, річ
obligation [ˌɒblɪ'geɪʃn] обов'язок
offer ['ɒfə(r)] пропонувати
prefer [prɪ'fɜ:(r)] надавати перевагу
print [prɪnt] друкувати
proud [praʊd] гордий
provide [prə'vaɪd] забезпечувати
publish ['pʌblɪʃ] публікувати
racing ['reɪsɪŋ] перегони
relationship [rɪ'leɪʃnʃɪp] стосунки
reliable [rɪ'laɪəbl] достовірний
research [rɪ'sɜ:tʃ] дослідження
review [rɪ'vju:] огляд
rubbish ['rʌbɪʃ] сміття
satisfy ['sætɪsfai] задовольняти
skin [skɪn] шкіра
solution [sə'lu:ʃn] вирішення, розв'язання (проблеми)
sound [saʊnd] звук
star [stɑ:(r)] зірка
suppose [sə'pəʊz] припускати
tabloid ['tæblɔɪd] жовта преса, сенсаційна газетка
touch [tʌtʃ] торкатися
treasure ['treʒə(r)] скарб
wave [weɪv] хвиля
weekly ['wi:kli] щотижневий (газета, журнал)
worth [wɜ:θ] вартий, що має цінність
wrap [ræp] обгортати

account of — звіт про
come out — виходити (про пресу)
connected to — пов'язаний із
cover line — винесений на обкладинку заголовок статті
daily newspaper (paper) — щоденна газета
deal with — мати справу із
domestic news — новини в країні
fill with — наповнений (чимось)
foreign news — новини з закордону
give attention — приділяти увагу

inform of — повідомляти про
keen on — зосереджувати увагу
law-court trial — судовий процес
lead story — найважливіший газетний матеріал
local paper — місцева газета
real estate — нерухомість
result in — закінчуватися (*чим-небудь*)
stock of books — фонд книг
strip cartoon — комікс
subscribe to — передплатувати (*газети, журнали*)

UNIT 4

LIFESTYLE

accept [æk'sept] приймати
admire [əd'maɪə(r)] захоплюватися
adult ['ædʌlt] дорослий
antique [æn'ti:k] стародавній, старовинний
attend [ə'tend] відвідувати
awful ['ɔ:fl] жахливий
blood [blʌd] кров
boredom ['bɔ:dəm] нудьга
boring ['bɔ:rɪŋ] нудний
boutique [bu:'ti:k] бутик
breathing ['bri:ðɪŋ] дихання
chance [tʃɑ:ns] можливість
charming ['tʃɑ:mɪŋ] чарівний, милий
cheap [tʃi:p] дешевий
craftsmanship ['kra:ftsmənʃɪp] майстерність
cuisine [kwɪ'zi:n] кухня
danger ['deɪndʒə(r)] небезпека
delicious [dɪ'lɪʃəs] дуже смачний
disorder [dɪs'ɔ:də(r)] безлад
display [dɪ'spleɪ] показ
embarrassing [ɪm'bærəsɪŋ] який бентежить
employee [ɪm'plɔɪi:] робітник
encourage [ɪn'kʌrɪdʒ] заохочувати
enjoy [ɪn'dʒɔɪ] насолоджуватись

entangle [ɪn'tæŋɡl] заплутувати
experience [ɪk'spɪəriəns] зазнавати
explore [ɪk'splɔ:(r)] досліджувати, вивчати
fabulous ['fæbjələs] легендарний
facilities [fə'sɪləti] зручності, засоби обслуговування
fair [feə(r)] виставка, ярмарок
firework ['faɪəwɜ:k] феєрверк
frustration [frʌ'streɪʃn] крах (*надій, планів*)
heat [hi:t] нагрівати
invite [ɪn'vaɪt] запрошувати
involve [ɪn'vɒlv] містити
join [dʒɔɪn] з'єднувати
joke [dʒəʊk] жарт
leisure ['leɪʒə(r)] дозвілля, вільний час
lounge [laʊndʒ] кімната для відпочинку у готелі
painful ['peɪnfl] болісний, неприємний
poisoning ['pɔɪzənɪŋ] отруєння
pottery ['pɒtəri] гончарна майстерня
prestige [pre'sti:ʒ] престиж
refuse [rɪ'fju:z] відмовлятися
regret [rɪ'ɡret] жалкувати
relationship [rɪ'leɪʃnʃɪp] стосунки
respond [rɪ'spɒnd] відповідати
ring [rɪŋ] дзвінок (*телефонний*)
roar [rɔ:(r)] ревіти
sample ['sɑ:mpl] пробувати на смак
scenic ['si:nɪk] сценічний
sign [saɪn] підписувати
site [saɪt] місце (*події*)
tiring ['taɪərɪŋ] який втомлює
tranquillizer ['træŋkwəlaɪzə(r)] заспокійливий засіб
trouble ['trʌbl] біда, неприємність
unique [ju:'ni:k] унікальний
unspoiled [ʌn'spɔɪld] незіпсований
virus ['vaɪrəs] вірус
waste [weɪst] гаяти (*час*)
wheel [wi:l] колесо
wilderness ['wɪldənəs] дика місцевість

admission fee — вступний внесок
break with — розірвати стосунки з
cope with — упоратися з
look forward to — чекати із нетерпінням
sight seeing — огляд визначних місць
take drugs — вживати наркотики

UNIT 5

MUSIC

affect [ə'fekt] впливати
age [eɪdʒ] вік
arrive [ə'raɪv] приїжджати
band [bænd] музичний гурт
beat [bi:t] ритм; такт
believe [bɪ'li:v] вірити
broadcast ['brɔ:dka:st] передавати по радіо або телебаченню
chamber ['tʃeɪmbə(r)] камерний
clarinet [ˌklærə'net] кларнет
compose [kəm'pəʊz] писати музику
conductor [kən'dʌktə(r)] диригент
cornet ['kɔ:nɪt] корнет
create [kri'eɪt] створювати
crowd [kraʊd] натовп
definition [ˌdefɪ'nɪʃn] визначення, тлумачення
deviance ['di:viəns] відхилення від норми
drumbeat ['drʌmbɪ:t] барабанний бій
earning [z:nɪŋ] заробіток
eligible ['elɪdʒəbl] який має право (завдяки задоволенню певних вимог)
embarrass [ɪm'bærəs] бентежити
evoke [ɪ'vəʊk] викликати
frustrated [frʌ'streɪtɪd] розчарований
funeral ['fju:nərəl] похорон
gap [gæp] розбіжність (у поглядах); прірва
generation [ˌdʒenə'reɪʃn] покоління
impress [ɪm'pres] вражати
impression [ɪm'preʃn] враження
influence ['ɪnfluəns] вплив

lead [li:d] керувати
luxury ['lʌkʃəri] розкіш
mood [mu:d] настрій
overture ['əʊvətʃʊə(r)] увертюра
performer [pə'fɔ:mə(r)] виконавець, артист
piece [pi:s] шматок
provide [prə'vaɪd] забезпечувати
reach [ri:tʃ] досягати
record ['rekɔ:d] записувати
reflect [rɪ'flekt] відображати
reply [rɪ'plai] відповідати
research [rɪ'sɜ:tʃ] дослідження
scale [skeɪl] рівень, масштаб
society [sə'saɪəti] суспільство
sound [saʊnd] звук
speed [spi:d] швидкість
success [sək'ses] успіх
suite [swi:t] сюїта
symphony ['sɪmfəni] симфонія
thrill [θrɪl] щось сенсаційне, хвилююче
touch [tʌtʃ] торкатися
trumpet ['trʌmpɪt] труба
value ['vælju:] цінність
variety [və'reɪəti] різноманітність
vary ['veəri] змінюватися
violin [ˌvaɪə'lin] скрипка
voice [vɔɪs] голос
worry ['wʌri] хвилюватися

account for — пояснювати
cut across — суперечити
derive from — походити з
folk music — народна музика
in advance — заздалегідь
on sale — у продажу
Philharmonic Society — філармонія

UNIT 6

UKRAINE

a cappella [kə'pelə] а капела
accompany [ə'kʌmpəni] супроводжувати
achievement [ə'tʃi:vmənt] досягнення

acid ['æsid] кислота
agricultural [ægrɪ'kʌltʃərəl] сільсько-господарський
aluminium [æljə'mɪniəm] алюміній
ammonia [ə'məʊniə] аміак
appear [ə'piə(r)] з'являтися
associate [ə'səʊʃieɪt] викликати асоціацію
bridge [brɪdʒ] міст
Byzantine [baɪ'zæntaɪn] візантійський
calendar ['kælɪndə(r)] календар
century ['sentʃəri] століття
characterize ['kærəktəraɪz] характеризувати
chemical ['kemɪkl] хімікат
chief [tʃi:f] головний
choral ['kɔ:rəl] хорал
construction [kən'strʌkʃn] будівництво
contribution [kɒntri'bju:ʃn] внесок
culture ['kʌltʃə(r)] культура
dairy ['deəri] молочні продукти
decision [dɪ'sɪʒn] рішення
depict [dɪ'pɪkt] зображати
device [dɪ'vaɪs] пристрій
emerge [ɪ'mɜ:dʒ] виходити
enjoy [ɪn'dʒɔɪ] насолоджуватися
equipment [ɪ'kwɪpmənt] устаткування, обладнання
establish [ɪ'stæblɪʃ] устанавлювати; засновувати
event [ɪ'vent] подія
express [ɪk'spres] виражати
fertilizer ['fɜ:təlaɪzə(r)] добриво
flame [fleɪm] полум'я
flax [flæks] льон
folk [fəʊk] народ; народний
frontier ['frʌntɪə(r)] кордон
genre ['ʒɒnrə] жанр, манера, стиль
Gospel ['ɡɒspl] Євангеліє
harvest ['hɑ:vɪst] урожай
heat [hi:t] нагрівати
high-power [haɪ 'paʊə(r)] високопотужний
hub [hʌb] центр діяльності

hydroelectric [haɪdrəʊ'lektrɪk] гідроелектричний
include [ɪn'klu:d] містити
inspiration [ɪnspə'reɪʃn] натхнення
iron ['aɪən] залізо
launch [lɔ:ntʃ] запускати (*ракети*)
leather ['leðə(r)] шкіра (*вироблена*)
lecturer ['lektʃərə(r)] лектор, доповідач
lifestyle ['laɪfstɑɪl] стиль життя
linen ['lɪnɪn] лляний
literature ['lɪtrətʃə(r)] література
machinery [mə'ʃɪnəri] обладнання
magnesium [mæg'ni:ziəm] магній
major ['meɪdʒə(r)] значний
manufacture [mænju'fæktʃə(r)] виробляти; виробництво
mark [mɑ:k] позначати
melt [melt] танути
memorize ['meməraɪz] запам'ятовувати
mining ['maɪnɪŋ] гірничо-промисловість
nearby [nɪə'baɪ] неподалік
outstanding [aʊt'stændɪŋ] видатний
painter ['peɪntə(r)] художник
period ['pɪəriəd] період
petroleum [pə'trəʊlɪəm] нафта
pharmaceutical [fɑ:mə'su:tɪkl] фармацевтичний
piece [pi:s] шматок
playwright ['pleɪraɪt] драматург
primarily [praɪ'merəli] у першу чергу
processed ['prəʊses] підданий (технічному процесу)
produce [prə'dju:s] виготовляти
product ['prɒdʌkt] продукт, виріб
profound [prə'faʊnd] глибокий
prominent ['prɒmɪnənt] видатний
psalm [sa:m] псалом
purpose ['pɜ:pəs] мета
quote [kwəʊt] цитата
range [reɪndʒ] низка
recognize ['rekəɡnaɪz] упізнавати
reflect [rɪ'flekt] відображати

religious [rɪ'lɪdʒəs] релігійний
remarkable [rɪ'mɑ:kəbl] вартий уваги
remember [rɪ'membə(r)] пам'ятати
repertoire ['repətwa:(r)] репертуар
resort [rɪ'zɔ:t] курорт
road [rəʊd] дорога
rocket ['rɒkɪt] ракета
root [ru:t] корінь
rubber ['rʌbə(r)] гума
rural ['ruərəl] сільський
saint [seɪnt] святий
scholar ['skɒlə(r)] вчений
scientist ['saɪəntɪst] науковець
sermon ['sɜ:mən] проповідь, повчання
Slavonic [slə'vɒnɪk] слов'янська мова
society [sə'saɪəti] суспільство
spacecraft ['speɪskra:ft] космічний корабель
steel [sti:l] сталь
stick [stɪk] палиця
surgeon ['sɜ:dʒən] хірург
textiles ['tekstaɪlz] текстиль
tool [tu:l] інструмент
trade [treɪd] торгівля
trend [trend] напрям, загальна тенденція
variety [və'raɪəti] розмаїтість
vehicle ['vi:əkl] засіб пересування
weld [weld] зварювати

agricultural machinery — сільсько-господарські машини
deal with — мати справу з (*кимось/чимось*)
graduate from — закінчувати навчальний заклад
household utensils — побутове начиння
scientist's supervision — контроль вченого
purpose space — цільовий простір
rail junction — залізничний вузол
refined petroleum — очищена нафта
set in — встановлюватися

UNIT 7

THE UNITED KINGDOM

achieve [ə'tʃi:v] досягати (*мети і т.п.*)
achievement [ə'tʃi:vment] досягнення
adorn [ə'dɔ:n] прикрашати
annual ['ænjuəl] щорічний
brewery ['bru:əri] броварня
campaigner [kæm'peɪnə(r)] учасник кампанії
chemical ['kemɪkl] хімікат
cherished ['tʃerɪʃt] дорогий серцю
climax ['klaɪmæks] довести до кульмінаційного моменту
collector [kə'lektə(r)] колекціонер
commemoration [kə,memə'reɪʃn] святкування або ознаменування (*якої-небудь події*)
consider [kən'sɪdə(r)] розглядати, обдумувати
contemporary [kən'tempərəri] сучасний
convey [kən'veɪ] передавати
custom ['kʌstəm] звичай
damsel ['dæmzl] дівиця
deaf [def] глухий
design [dɪ'zaɪn] проектувати
destination [,destɪ'neɪʃn] мета (*подорожі, походу*)
discover [dɪ'skʌvə(r)] відкривати; виявляти
distillery [dɪ'stɪləri] винокурний завод
Dublin ['dʌblɪn] Дублін
dwarf [dwɔ:f] карлик, гном
Edinburgh ['edɪnbərə] Единбург
elders ['eldə(r)s] *pl* старші (*люди*)
elsewhere [els'weə(r)] в іншому місці
embroidery [ɪm'brɔɪdəri] вишивання
enrich [ɪn'rɪtʃ] збагачувати
excellence ['eksələns] досконалість
experiment [ɪk'sperɪmənt] дослід
forehead ['fɔ:hed] лоб, чоло, передня частина
firework ['faɪəwɜ:k] феєрверк
footwear ['fʊtweə(r)] взуття

formulate ['fɔ:mjuleɪt] розробити, формулювати
generation [ˌdʒenə'reɪʃn] покоління
harvest-home ['hɑ:vɪst həʊm] свято врожаю, закінчення жнив
heritage ['herɪtɪdʒ] спадок
honour ['ɒnə(r)] шанувати
inheritance [ɪn'herɪtəns] одержання в спадщину
instead [ɪn'sted] замість
invent [ɪn'vent] винаходити
investigate [ɪn'vestɪgeɪt] досліджувати
Ireland ['aɪələnd] Ірландія
knowledge ['nɒlɪdʒ] знання
leisure ['leɪzə(r)] дозвілля, вільний час
livelihood ['laɪvlihud] засоби для існування
Manchester ['mæntʃestə(r)] Манчестер
masterpiece ['mɑ:stəpi:s] шедевр
meaning ['mi:nɪŋ] значення
merrymaking ['merɪmeɪkɪŋ] радість, веселощі
occasion [ə'keɪʒn] випадок
outing ['aʊtɪŋ] заміська прогулянка
parade [pə'reɪd] показ, парад
parish ['pærɪʃ] церковна парафія
pharmaceutical [ˌfɑ:mə'su:tɪkl] фармацевтичний
pilgrimage ['pɪlgrɪmɪdʒ] паломництво, мандрівка
plant [plɑ:nt] фабрика
plumber ['plʌmə(r)] водопровідник
prominent ['prɒmɪnənt] відомий, видатний
provide [prə'vaɪd] забезпечувати
range [reɪndʒ] класифікувати
recreation [ˌri:kri'eɪʃn] відпочинок
remarkable [rɪ'mɑ:kəbl] видатний, визначний, вражаючий
sailor ['seɪlə(r)] моряк, мореплавець
science ['saɪəns] наука

seaport ['si:pɔ:t] морський порт
skill [skɪl] уміння, майстерність
strange [streɪndʒ] дивний
treat [tri:t] ставитися
turmoil ['tɜ:mɔɪl] безлад, шум
unpredictable [ˌʌnpɪrɪ'dɪktəbl] непередбачуваний
vehicle ['vi:əkl] засіб пересування
Wales [weɪlz] Уельс
whatever [wɒt'evə(r)] будь-який
wretchedness ['retʃɪdnəs] жалюгідність

Albert Einstein — Альберт Ейнштейн
circulation of blood — циркуляція крові

Communal feasts — спільні свята
derive the law — виводити закон
folk tale — народна казка

Harvest and thanksgiving festivals — святкування Дня врожаю і Дня подяки

household utensil — побутовий посуд
important finds — важливі відкриття
iron rail — залізнична колія

Isaac Newton — Ісаак Ньютон
lifelong interest — довічне зацікавлення

make a contribution — робити внесок
Michael Faraday — Майкл Фарадей
perform (make) experiments — проводити дослідження

secular festivals — світські святкування

steam-engine — парова машина
speech therapist — логопед
the law of universal gravitation — закон всесвітнього тяжіння

theory of gravity — теорія тяжіння
treat badly — погано ставитися (до когось)

wedding party — весілля
would not exist — не існувало б

ADDITIONAL READING

achieve [ə'tʃi:v] досягати
admiration [ædmə'reɪʃn] захоплення, захват
adventure [əd'ventʃə(r)] пригода
advice [əd'vaɪs] порада
afford [ə'fɔ:d] мати можливість
arrange [ə'reɪndʒ] здійснювати підготовку
ashore [ə'ʃɔ:(r)] на березі
ban [bæn] заборона
benefit ['benɪfɪt] перевага
cave [keɪv] печера
chase [tʃeɪs] погоня, переслідування
cordial ['kɔ:diəl] привітний
crew [kru:] екіпаж
debt [det] борг
despair [dɪ'speə(r)] відчай
desperately ['despərətli] відчайдушно
display [dɪ'spleɪ] показ, виставка
dream [dri:m] мріяти
dressroom ['dresɪŋ ru:m] гримерна
escape [ɪ'skeɪp] утікати
establish [ɪ'stæblɪʃ] засновувати; створювати
evidence ['eɪdɪns] свідчення, доказ
exist [ɪg'zɪst] існувати
folk [fəʊk] народний
frightfully ['fraɪtəli] жахливо
gang [gæŋ] банда
graciousness ['ɡreɪʃəsnes] люб'язність
harbour ['hɑ:bə(r)] гавань, порт
hire ['haɪə(r)] наймати
illness ['ɪlnəs] хвороба
inhabitant [ɪn'hæbɪtənt] мешканець
inn [ɪn] постійний двір, трактир
inquisitive [ɪn'kwɪzətɪv] допитливий
lad [læd] хлопець
laugh [lɑ:f] сміх
look [lʊk] виглядати, мати вигляд
made-up ['meɪd ʌp] нафарбована
majestic [mə'dʒestɪk] величний
manner ['mænə(r)] манера
marry ['mæri] одружуватись

matinée ['mætiːneɪ] денна вистава
merchant ['mɜ:tʃənt] торговий
mood [mu:d] настрій
obey [ə'beɪ] слухатися, коритися
observant [əb'zɜ:vənt] спостережливий, уважний
part [pɑ:t] роль
patient ['peɪʃnt] пацієнт
perish ['perɪʃ] гинути
prevent [prɪ'vent] запобігати
prisoner ['prɪznə(r)] в'язень
provide [prə'vaɪd] забезпечувати
punishment ['pʌnɪʃmənt] покарання
queen [kwi:n] королева
reach [ri:tʃ] досягати
recognition [ˌrekəɡ'nɪʃn] визнання
rehearsal [rɪ'hɜ:sl] репетиція
remind [rɪ'maɪnd] нагадувати
rescue ['reskju:] рятувати
rifle ['raɪfl] гвинтівка
sailor ['seɪlə(r)] моряк; матрос
savage ['sævɪdʒ] дикий
save [seɪv] рятувати
sense [sens] відчувати; усвідомлювати
settle ['setl] оселятися
shore [ʃɔ:(r)] берег
sick [sɪk] хворий
slavery ['sleɪvəri] рабство
snub [snʌb] кирпатий (*про ніс*)
supplies [sə'plaɪz] запаси
survive [sə'vaɪv] вижити, вціліти
thrilling ['θrɪlɪŋ] хвилюючий
tool [tu:l] інструмент
tremendous [trə'mendəs] величезний
trouble ['trʌbl] біда, неприємність
understudy ['ʌndəstʌdi] дублер
unguarded [ʌn'ɡɑ:dɪd] що не охороняється
vessel ['vesl] корабель, судно
wander ['wɒndə(r)] блукати
war [wɔ:(r)] війна
weapon ['wepən] зброя
wreck [rek] зазнати аварії

A fat chance she's got of ever setting foot in this theatre. — Вона може тільки мріяти, що колись потрапить у цей театр.

a good deal made-up and not very well made-up — надто нафарбована і, до того ж, не дуже вдало

an evening dress with a train — вечірня сукня з шлейфом

a research journal — науковий журнал

be awfully keen on getting — дуже хотіти грати

be satisfied with бути задоволеним (*чимось*)

be surprised — бути здивованим

drop anchor — кинути якор

graduate from — закінчити (*вищий навчальний заклад*)

he was not at all well — він почувався не зовсім добре

hollow out — видовбувати

I'm frightfully anxious. — Я дуже хочу.
I'm just turning over the parts in my mind. — Я саме думаю, які у нас є ролі.

It's worth thinking about. — Над цим варто подумати.

it was more like a council of war — це було більше схоже на військову раду

joint efforts — спільні зусилля

Julia took a glance at the young girl — Джулія глянула на дівчину

on tour — на гастролях

She's awfully keen on getting. — Вона дуже хоче грати.

she was tickled — їй було трохи дивно

succeed in — досягти мети

take a glance — поглянути, кинути швидкий погляд

The Siddons Theatre — театр Сіддонс

to my surprise — на моє здивування

very second-rate — справжня посередність

CONTENTS

REVISION

Lesson 1. Autobiography	4
Lesson 2. Cinema and Theatre	6
Lesson 3. Literature	8
Lesson 4. Travelling	11
Lesson 5. Sights of Great Britain	14
Lesson 6. Sights of Ukraine	15
Lesson 7. School Subjects	18
Lesson 8. Topics Revision	19

UNIT 1. School Life

Lesson 9. School System in Great Britain	20
Lesson 10. Examinations and Assessment	22
Lesson 11. Teaching Aids and Activities. <i>Simple Tenses. Active Voice</i>	24
Lesson 12. Private Schools in the United Kingdom	26
Lesson 13. School System in Ukraine	28
Lesson 14. Extra-curricular Activities	30
Lesson 15. School Life. <i>Simple Tenses. Passive Voice</i>	32
Lesson 16. Extra-curricular Activities. <i>Active/Passive Voice</i>	34
Lesson 17. Students' Problems at School	35
Lesson 18. Teaching Staff	37
Self-Assessment Module 1.	39

UNIT 2. Library

Lesson 19. History of Libraries	42
Lesson 20. Famous Libraries. Present Perfect Active	44
Lesson 21. School Library	46
Lesson 22. Types of Writing	48
Lesson 23. Reading Habits. <i>Present Perfect Passive</i>	50
Lesson 24. Favourite Book	52
Lesson 25. English Writer. <i>Reported Speech. Sequence of Tenses</i>	54
Lesson 26. Ukrainian Writer	57
Lesson 27. Reading References	59
Self-Assessment Module 2.	61

UNIT 3. Mass Media (Press)

Lesson 28. Newspapers in Great Britain	64
Lesson 29. Newspapers in the USA.	67
Lesson 30. Newspapers and Magazines	69
Lesson 31. Newspapers and Magazines. <i>Present/Past Continuous Active</i>	70
Lesson 32. Popular Magazines. <i>Past Perfect Continuous Active</i>	71
Lesson 33. Headlines	73
Lesson 34. Tabloids	74
Lesson 35. Magazines. <i>Titles and Coverlines</i>	76
Lesson 36. Writing a True-life Story	77
Self-Assessment Module 3.	78

CONTENTS

UNIT 4. Lifestyle

Lesson 37. Leisure Time. Trips	80
Lesson 38. Leisure Time Activities. <i>Reported Questions</i>	82
Lesson 39. Types of Fairs	84
Lesson 40. Hobbies	86
Lesson 41. Hotels	87
Lesson 42. The Drug Problem	88
Lesson 43. Informal Letters. Greeting Cards	90
Lesson 44. Letters of Invitation. <i>Reported Speech. Orders</i>	92
Self-Assessment Module 4.	94

UNIT 5. Music

Lesson 45. Types of Music	96
Lesson 46. Celine Dion	98
Lesson 47. Louis Armstrong	100
Lesson 48. Songs	102
Lesson 49. Music	103
Lesson 50. Musical Instruments	104
Lesson 51. Musical Instruments.	106
Lesson 52. Music. <i>To be allowed/let/make.</i>	107
Lesson 53. Concert Advertisement	109
Self-Assessment Module 5.	111

UNIT 6. Ukraine (Country and People)

Lesson 54. Cities of Ukraine	114
Lesson 55. Ukrainian Scientists	116
Lesson 56. Yevhen Paton	118
Lesson 57. Ukrainian Musical Culture	120
Lesson 58. Ukrainian Folk Music and Dances	122
Lesson 59. Literary Periods in Ukraine	123
Lesson 60. Ukrainian Singers	125
Self-Assessment Module 6.	127

UNIT 7. The United Kingdom (Country and People)

Lesson 61. Cities of the UK	130
Lesson 62. Literary Periods in the UK	132
Lesson 63. Festivals and Feasts	134
Lesson 64. Scientific Achievements in the UK	136
Lesson 65. Albert Einstein	138
Lesson 66. Alexander Graham Bell	140
Lesson 67. Famous People of the UK	141
Self-Assessment Module 7.	142
Additional Reading	144
Additional Texts	152
Tapescripts	153
Additional Grammar Exercises	157
Grammar Reference	169
Irregular Verbs	177
English-Ukrainian Dictionary	179

Відомості про стан підручника

№	Прізвище та ім'я учня	Навчальний рік	Стан підручника		Оцінка
			на початку року	в кінці року	
1					
2					
3					
4					
5					

Навчальне видання

**КУЧМА Марія Олександрівна
ЗАДОРЖНА Ірина Павлівна**

АНГЛІЙСЬКА МОВА

6-й рік навчання
рівень стандарту

**Підручник для 10 класу
закладів загальної середньої освіти**

Рекомендовано Міністерством освіти і науки України

Видано за державні кошти. Продаж заборонено

При оформленні підручників використані такі інтернет-джерела:

<https://morguefile.com/>

<https://pixabay.com/>

Головний редактор *Богдан Будний*
Редактори *Ольга Безкаптурна, Тетяна Будна*
Художник *Лілія Рейко*
Обкладинка *Ростислава Крамара*
Художній редактор *Ростислав Крамар*
Технічний редактор *Неля Домарецька*
Комп'ютерна верстка *Ірини Демків*

Підписано до друку 01.08.2018. Формат 70×100/16. Папір офсетний. Гарнітура Arial.
Друк офсетний. Умовн. друк арк. 15,552. Умовн. фарбо-відб. 62,208. Обл.-вид. арк. 11,689.
Тираж 13 543 пр. Зам. 164/07

Видавництво «Навчальна книга – Богдан»

Свідцтво про внесення суб'єкта видавничої справи до Державного
реєстру видавців, виготівників і розповсюджувачів видавничої продукції
ДК № 4221 від 07.12.2011 р.

Навчальна книга – Богдан, просп. С. Бандери, 34а, м. Тернопіль, 46002

Навчальна книга – Богдан, а/с 529, м. Тернопіль, 46008

тел./факс (0352)52-06-07; 52-05-48

office@bohdan-books.com www.bohdan-books.com

Надруковано на ПП «Юнісофт», вул. Морозова, 136, м. Харків, 61036
Свідцтво серія ДК №3461 від 14.04.2009 р.