

Оксана Карпюк

ENGLISH

АНГЛІЙСЬКА
МОВА

Student's Book

8

part 1



Оксана Карпюк

АНГЛІЙСЬКА МОВА

(8-й рік навчання)

Підручник для осіб
з особливими освітніми потребами (Н 54.1 — Н 54.2)
8 клас (у 2-х частинах)
(Частина 1)

Oksana Karpyuk

ENGLISH

Year 8
A textbook for persons
with special educational needs (Н 54.1 — Н 54.2)
Year 8 (in two parts)
(Part 1)

Рекомендовано Міністерством освіти і науки України

Тернопіль
Видавництво Астон
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K26

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**Видано за рахунок державних коштів.
Продаж заборонено.**

Карпюк О. Д.

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Підручник продовжує серію навчальних видань, створених для основної школи на основі авторської концепції формування учнівської здатності до міжкультурного спілкування. Концепція передбачає більшу соціокультурну спрямованість процесу навчання англійської мови, у центрі якого перебуває особистість учня та його потреби в умовах сучасного світу, що глобалізується.

УДК 811.111(075.3)

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STARTING UP

VOCABULARY & READING

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



go sightseeing
go on day trips
book accommodation
make plans
try local dishes
buy souvenirs
read guidebooks
pack your suitcase

2 Do the quiz. Choose the right answer.

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

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

2 Where does the money for your holidays come from?

a) your parents pay for everything

b) your parents pay for most of the things, but you save up some pocket money

c) you get a job and make some money for your holidays

3 The most important thing on holidays for you is:

a) to see new places b) to have a lot of fun

c) to get a good rest

4 Which of these activities do you like best when you're on holidays?

a) sightseeing b) lying on the beach c) walking and swimming

- 5 Which of these is number one for you?**
a) good weather b) friendly people c) beautiful countryside
- 6 Where do you enjoy spending time?**
a) at museums and art galleries b) in discos c) outdoors
- 7 How do you relax on holidays?**
*a) you go to the cinema or theatre
 b) you play cards
 c) you read a book*
- 8 If you have some extra money, you like to spend it on:**
a) a good guidebook b) shopping c) postcards and souvenirs
- 9 Your ideal type of holidays would be:**
*a) with your family b) with a group of friends
 c) with your best friend*
- 10 Which of these would you choose for your next holidays?**
*a) a language course in England
 b) a summer camp for teenagers at the seaside
 c) a stay in the country with your family*

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

Most A answers:

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

Most B answers:

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

Most C answers:

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

4 Match the words with their definitions.

- | | |
|--|--|
| <input type="checkbox"/> 1 accommodation | a typical food eaten in some place or in a certain region |
| <input type="checkbox"/> 2 book | b place to stay (hotel, campsite, youth hostel, bed and breakfast place ...) |
| <input type="checkbox"/> 3 local dishes | c visiting places of interest as a tourist |
| <input type="checkbox"/> 4 sightseeing | d reserve accommodation, a ticket, etc. |

5 Look at the quiz and find the words for:

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

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

water skiing	swimming	dancing	fishing
a big city	windsurfing	camping	visiting museums
sunbathing	the mountains	hiking	photographing
the countryside	cycling	volleyball	the beach
tennis	diving	a seaside resort	writing postcards

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

TYPE OF PLACE	ACTIVITIES

GRAMMAR

PRESENT TENSES

1 a) Match the sentences to the tenses below.

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

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

Bill never **does** anything.

Present Simple

Present Continuous

Present Perfect

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

present, regularly, at the moment

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

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

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

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

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

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

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

LEARNING TIP

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

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

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

PAST TENSES

4 a) Match these sentences to the tenses below.

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

She **had put** the medicine on its place before

Tim asked her for it.

Past Simple

Past Perfect

b) Complete these rules.

definite, past

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

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

5 Group up the sentences into the following columns.

Past Perfect Tense / Past Simple Tense

- 1 I had read the book before she came.
- 2 He never did it.
- 3 My family went to the seaside last summer.
- 4 She didn't put her hat on.

- 5 Had he arrived before the show began?
- 6 When did you feed the parrot?

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

a) *What did Jack do yesterday morning?*

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

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

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

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

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

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



SPEAKING

1 Discuss with a partner.

WHY DO PEOPLE ...?

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



2 Tell your friend about your summer holidays.

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

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

- Did anything unusual happen to you?

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

LISTENING



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

TWO HOLIDAYS

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



2 Listen to the stories again and answer the questions.

THE BIG BROTHER

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

A SURPRISE FROM SWEDEN

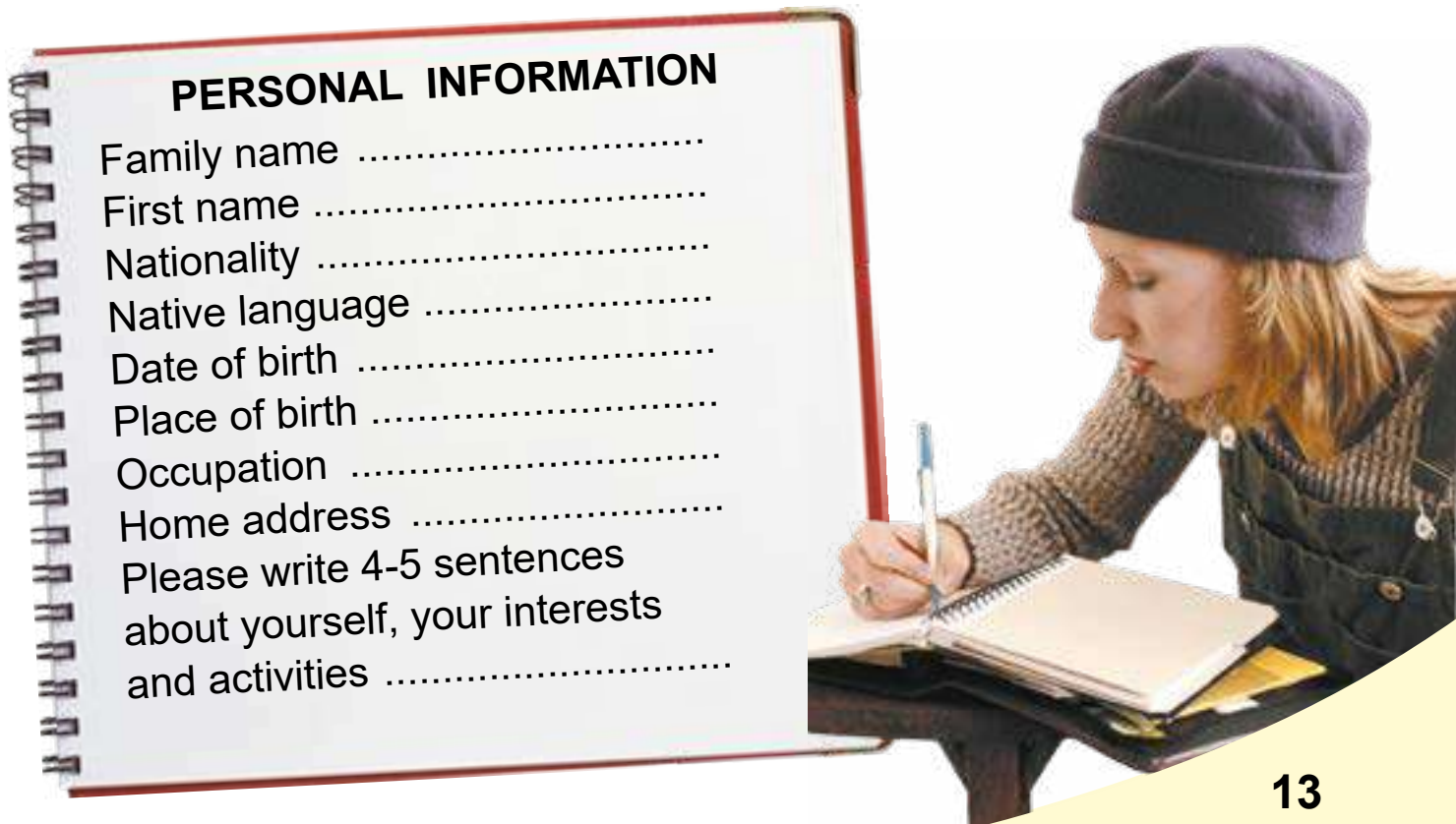
- 1 Where did Bruno spend his holiday?
- 2 Was the weather nice?
- 3 Did he meet anyone?
- 4 Why was Bruno's English a problem?
- 5 Is he going to work on his English this year?

3 Match the expressions with their definitions.

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

WRITING

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



PERSONAL INFORMATION

Family name

First name

Nationality

Native language

Date of birth

Place of birth

Occupation

Home address

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

ACADEMIC INFORMATION

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

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

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



3 Design a poster on English language skills development.

FILE FOR
PROJECT

My Further English Study



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

¹an opportunity [ˌɒpəˈtjuːnəti] — можливість

Unit 1

IT'S YOUR LIFE

- Family and Friends
- A Healthy Lifestyle

Pre-reading questions

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

FAMILY AND FRIENDS

VOCABULARY

1 Look at these words. What do they mean?

RELIABLE UNDERSTANDING SOCIABLE

AMBITIOUS HONEST LAZY STRICT FRIENDLY

COMPLAINING FAIR AMUSING KIND HELPFUL

OVERPROTECTIVE JEALOUS PESSIMISTIC

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

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

A person who

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

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

A person who is ...

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

LISTENING



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

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



Lesson 1



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

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

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

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

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



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

SPEAKING

1 Guess the missing words in the poem.

WHAT DOES A TRUE FRIEND DO?

*What does a true friend do?
He's/She's there for y...
When you are happy,
But when you are s..., too.
How does true friendship show itself?
It begins with a short 'H...!'
And then with time and care
It starts to g... and g...
What does a true friend say?
'Don't worry. You'll be O...'
And with an understanding s...
Your problems seem to go away.*

Think and say.

- 1 When do you feel happy?
- 2 When do you feel sad?
- 3 When do you feel worried?
- 4 How does a friendship grow?

Lesson 1

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

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

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

3 Work in pairs. Ask your partner.

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

4 Listen and read. Then answer the questions.



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

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

Tara: I'm bored!

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

Tara: Cool!

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

Tara: What does she look like?

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

Tara: Emma!!!

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

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

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



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

Emma: Come on, Tara!

Tara: OK then. See you in half an hour!

5 Match the questions and the answers.

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



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

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

Luke: No, why?

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

Luke: Us?

Eve: Yes, my friends Tara and Lee.

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

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

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

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

Luke: All right then.

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



Lesson 1

7 First unscramble the questions.

Then answer them.

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

REMEMBER!

MAKING INVITATIONS

+

-

Do you want to come over to my place?

Yes, sure.
Yes, great.

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

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

Yes, I'd love to.

I'm not sure about that.

MAKING SUGGESTIONS

Let's meet in front of the Activity Centre.

OK. See you there.

8 Act out one of the dialogues (task 4 or 6).

Use the sentences from the box above.

Call your friend and invite him / her:

to a birthday party

to your place

to a basketball match

to an acting class

to the cinema

More help:

Hi, it's ... (your name) here.

When?

When does it start?

What's on?

GRAMMAR

REMEMBER!

- We use **as + adjective / adverb + as** to make comparisons when the things / people we are comparing are equal in some way:
*James is **as tall as** his older sister.*
*The world's biggest bull is **as big as** a small elephant.*
*The weather this summer is **as bad as** last year.*
- We use **not as / so ... as** to make comparisons between things / people that aren't equal:
*She is **not so good at cooking as** her mother.*
*Paris is **not as big as** Tokyo.*

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

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



LEARNING TIP

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

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

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

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

Isn't such language more interesting?



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

²a simile ['sɪməli] — порівняння

READING

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

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

Sydney, 2nd September

Dear Ann,

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

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

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

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

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

He hopes to become a famous musician. He spends hours practising, the rest of the time he teases me.

He's taking exams at the moment. He pretends to be studying, but he is playing computer games or watching videos.

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

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

*Love,
June*

¹binoculars [bɪ'nɒkjələz] — бінокль

VOCABULARY BOX

a bunch [bʌntʃ]

a weirdo ['wiədəʊ]

a workaholic [ˌwɜ:kə'hɒlɪk]

to pretend [prɪ'tend]

to tease [ti:z]

- **to catch up (with)**
- **to come across sth**
- **to get on well (with)**
- **to have sth in common**



Lesson 1

2 In the letter, find the words that mean the following and write them in your notebook.

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

3 Find the missing word.

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

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

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

6 Discuss in groups.

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

¹gossip ['gɒsɪp] — плітки



WRITING

REMEMBER!

AN INFORMAL LETTER

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

You start it with *Dear Ann*,

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

You use paragraphs to organise the information in the letter.

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

Put the topics below in the proper order.

- Her family
- Reasons for writing a letter
- Her interests *(notice that she uses the Present Continuous for plans in the future)*
- Her best friend
- Her plans for the weekend

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

Write back soon.

I'm sorry I haven't written sooner.

I was very happy to receive your letter.

Keep in touch.

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

Give my love to your ...

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

A HEALTHY LIFESTYLE

READING

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

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



2 *Listen to and read the text.*

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

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

Then comes the last stage of sleep. It is called REM (rapid eye movement). This is the stage in which you dream. You breathe more quickly than in the previous stages. Your eyes move rapidly under your eyelids and you dream.

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

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

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

3 Find in the text the words for:

- quickly — r...
- find and answer a problem — s...
- a very frightening dream — n...
- take and let out air — b...
- a period or a step in a process — s...

VOCABULARY BOX

- an eyelid** ['aɪlɪd]
- a nightmare** ['naɪtmɛə]
- a stage** [steɪdʒ]
- to relax** [rɪ'læks]
- previous** ['pri:vɪəs]
- rapid** ['ræpɪd]

4 Say if the following statements are true or false.

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

5 a) Explain the meanings of the following expressions.

sleep like a log

not sleep a wink

be fast asleep

Lesson 2

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

The baby was crying all night and I did
I didn't hear any noise last night because I was
I didn't hear the phone this morning because I

6 Fill in the sentences with the adverbs of manner.

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

7 Answer the questions.

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



REMEMBER!

ARTICLES

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

VOCABULARY BOX

- a flavour** ['fleivə]
- to depend (on)** [di'pend]
- to overeat** [ˌəʊvər'i:t]
- fizzy** ['fizi]
- **to be at risk**
- **to take one's time**

LISTENING & VOCABULARY

1 Ask and answer in pairs.

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

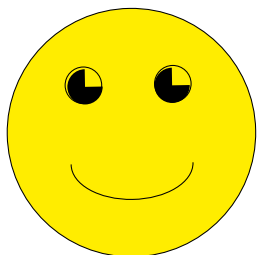
2 Find the wrong definition of the word DIET.

Explain your choice.

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

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

HOW HEALTHY IS YOUR DIET?



- I always have breakfast on school days, usually a sandwich and a glass of orange juice.
- I drink tea instead of coffee.
- I don't eat much meat.
- I always have some vegetables for lunch.
- I don't eat any junk food, such as hamburgers, pizzas or hot dogs.
- I eat an apple or a banana between meals.
- I love fruit, especially raspberries.



- I don't drink any milk.
- I eat a lot of bread and pasta.
- I drink a lot of fizzy drinks.
- I spend a lot of pocket money on snacks.
- I don't like any vegetables, especially tomatoes and cucumbers.

¹a questionnaire [ˌkwɛstʃəˈneɪ] — анкета, опитування

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

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



b) Listen and check if you were right.

5 Listen again and choose a, b or c.

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

Lesson 2

6 Choose the right meaning for the words in bold.

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



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

Healthy Eaters

FILE FOR PROJECT

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

You might use these questions:

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

Step 2 Interview as many people as possible.

Step 3 Present your results on a poster.

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

¹a survey ['sɜ:veɪ] — дослідження

GRAMMAR

FUTURE TENSES

REMEMBER!

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

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

(We have a plan to play tennis.)

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

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

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

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

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

Their plane leaves Heathrow at 12:35 on Sunday.

The opera begins at 19:00 on Thursday.

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

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

1 I **play** tennis.

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

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

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

3 She **works** everyday until five.

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

Lesson 2

2 Use the Present Continuous in these sentences.

- 1 We ... for Kyiv next week. (*leave*)
- 2 She ... a new project next week. (*start*)
- 3 I ... at my granny's when I get to Kharkiv. (*stay*)
- 4 He ... until next week. (*not come*)
- 5 We ... shopping our first day there. (*go*)
- 6 I ... home and ... tonight. (*stay, read*)

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

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

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

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

5 Use the words to make sentences about the future. Use the Present Continuous or Present Simple.

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

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

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

REMEMBER!

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

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

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

SPEAKING

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

QUIZ: ARE YOU AN INDOOR OR AN OUTDOOR PERSON?

1 You want to see a good film, but the nearest cinema is 5 km from your house. You decide to:

- a) wait for a bus
- b) watch an old film on TV instead
- c) walk to the cinema

2 On your summer holiday at the seaside you:

- a) go to a local disco in the evenings
- b) go for long walks on the beach
- c) sit and play chess/cards with your family

**3 Your class at school wants to organise an outing¹.
You want to:**

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

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

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

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

5 In summer you:

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

¹an outing [ˈaʊtɪŋ] — екскурсія

RESULTS:

0-15 points:

You're a real indoor type of person!

You can't stand fresh air. You only go outside when you have to!

In your free time try to go out of doors.

You will see that it is more pleasant to spend your time in such a way!

16-30 points:

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

31-50 points:

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

YOUR SCORE:

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

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

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

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



Lesson 2



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

c) Share your notes with your class.

3 Match the words to their definitions.

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



4 Listen again and complete the sentences.

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



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



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

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

Lesson 2

6 Read to answer the questions on page 44.



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

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

VOCABULARY BOX

an atmosphere ['æt məs fɪ ə]

a treasure hunt [trez ə hʌ nt]

hiking [haɪ kɪ ŋ]

scenery ['si:n ə rɪ]



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

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

b) Make true sentences about yourself.

You can use some of the expressions below.

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

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

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

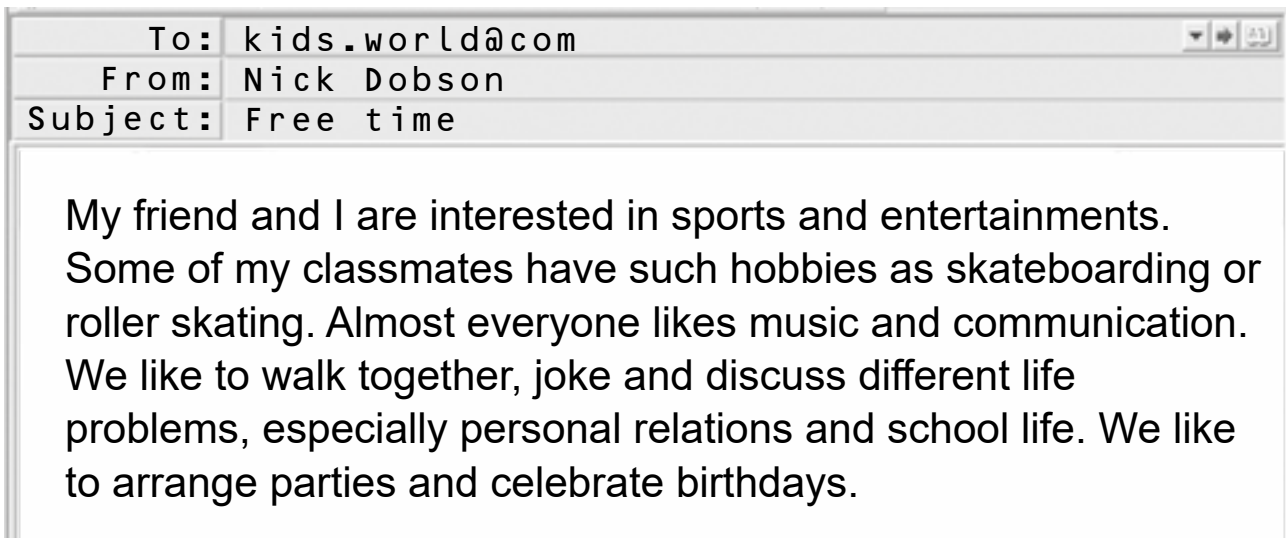
I've never been to a holiday camp and I would really like to visit this one. I would like to try horse riding and I'd like to go on a treasure hunt. But most of all I'd like to play as much water polo as I can. I like playing water polo!

9 Discuss in a group.

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

WRITING

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



2 Work in pairs. Think about a healthy lifestyle. Note the points that are important to live a healthy, happy and long life. Make a list of 'The Rules of a Healthy Lifestyle' and present it in class.

3 Write about your dream holidays. Think about where you would like to go to, what you would like to do there and who you would like to spend your holidays with.

LOOK BACK!

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

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

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

I am going out ...



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

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

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



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

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

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

CAN YOU BE A REAL FRIEND?

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

WHAT IS YOUR SCORE?

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

¹jealous [ˈdʒeləs] — ревнивий, заздрісний

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

RESULTS:

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

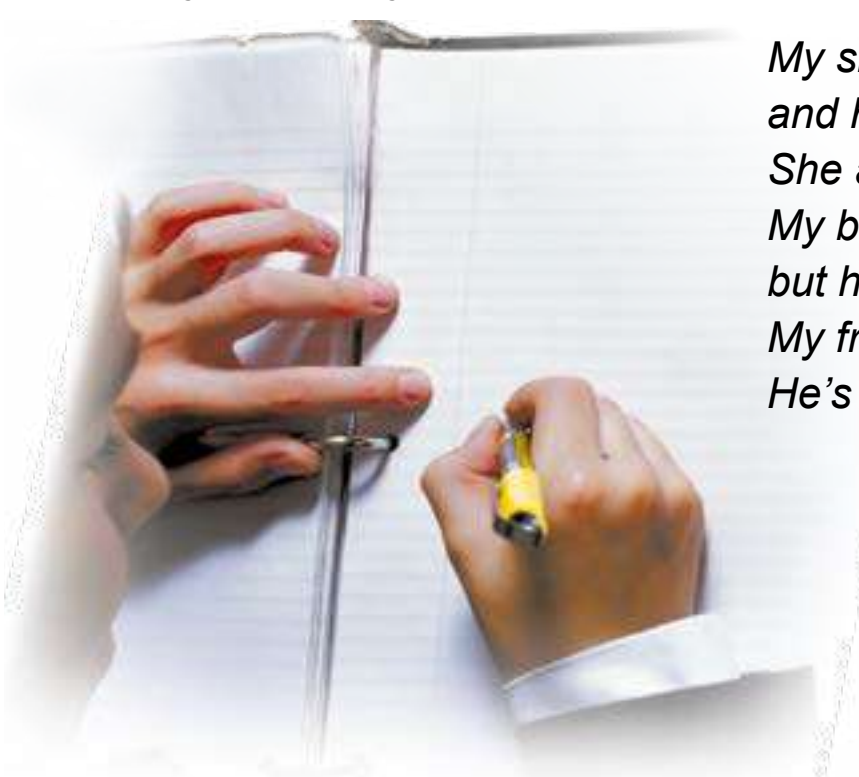
5 Speak on the theme 'Friendship as I See It'. Work in groups. The following questions will help you.

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

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

²to interrupt [ɪntə'rʌpt] — перебивати

6 Write sentences about some of your family members.



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

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

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

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



hormones that stop teenagers from going to bed early and make them sleepy in the morning. One thing is for certain — sleep is extremely important for teenagers because it is while they are sleeping that they release a hormone that is essential for their growth.

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

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

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

8 Ask your friend and report back to the class.

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

Lessons 1-2



9 Listen and read, then discuss in class.

Teacher: What's wrong, Alison?

Alison: I have a headache.

T: Did you have anything to eat before school?

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

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

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

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

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

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

A: OK.



REMEMBER!

GIVING ADVICE

You should take an aspirin.

Why don't you eat something?

You'd better do physical exercises.

You shouldn't stay up so late.

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

QUIZ: FOOD AND HEALTH

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



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



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

Give yourself two points for each correct answer.

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

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

- 1 Teenagers eat too little fruit and vegetables.
- 2 They eat too many unhealthy snacks.
- 3 Parents are to blame when children eat too much fast food.
- 4 A lot of people eat their dinner and watch TV at the same time.
- 5 A lot of young people eat only some food, not all.

¹a vegetarian [ˌvedʒɪˈteəriən] — вегетаріанець

DO YOU KNOW?

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

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



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

FILE FOR PROJECT

An Adventure Holiday

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

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

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

Step 2 Think about the contents of your brochure. Include photos or pictures for the activities you plan.

Step 3 Design the brochure and present it in class.





1 Listen to and read the story.

THE DEVOTED FRIEND

Adapted from 'The Devoted Friend' by O. Wilde

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

“Was he famous?” asked a Water Rat.

“No,” answered the Linnet, “I don’t
think he was famous at all, but he had a
kind heart and a funny, good-humoured,
round face. He lived in a small cottage
all by himself², and every day he worked
in his garden. In all the countryside there
was no garden so lovely as his. Different flowers grew there, and
they bloomed or blossomed, so that there were always beautiful
things to look at.”



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

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

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

¹a linnet [ˈlɪnɪt] — коноплянка
(різновид пташки)

²all by himself — сам-один

³a miller [ˈmɪlə] — мельник

⁴noble [ˈnəʊbl] — благородний

⁵in return [ɪn rɪˈtʃ:ɪn] — у відповідь

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

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

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

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

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

1 Hans was

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

2 He lived in

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

VOCABULARY BOX

devoted [di'vəʊtɪd]

generous ['dʒenərəs]

greedy ['gri:di]

lonely ['ləʊnli]

to bother ['bʌðə]

to devote [di'vəʊt]

¹to suffer ['sʌfə] — страждати, потерпати

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

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

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

4 Discuss in groups.

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

- 5 Say which of the two characters proved to be a devoted friend. Give your opinion.
- 6 What is your idea of a true friend?

5 Comment on the proverbs.

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

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

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

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

You may find the following words helpful when describing Hans:

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

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

- selfish
- unfriendly
- mean
- greedy
- unable to be thankful
- thoughtless

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

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

My Learning Diary

The topics of this unit are

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

I think that the most important thing I have learnt is

The most difficult thing for me was

The things that I enjoyed most in the Unit were

The things that I didn't enjoy were

The ways I used working with the Unit were

My favourite activities / tasks were

The new grammar I have learnt in the Unit is

The best lesson I had in my English class was

The things that are easy to read are

Lessons 1-2

The things that are easy to listen to

The things that are easy to talk about

The things that are easy to write about

The things that are difficult to read about

The things that are difficult to listen to

The things that are difficult to talk about

The things that are difficult to write about

Three things I would like to remember from this unit are

..... because

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

The things that I would like to learn are



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

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

Photocopy for Your Portfolio

My Learning Diary

After the unit I can:

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

Unit 2

YOUR SCHOOL TIME

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

Pre-reading questions

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

WHAT'S YOUR SCHOOL LIKE?

LISTENING

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

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



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

b) Say if the statements are true or false.

- 1 Amelia has received Lilly's letter already.
- 2 She wrote that she had gone back to school on Monday.
- 3 Amelia wrote that she had got into trouble the day before because she had been late for school.



- 4 Her class teacher was very pleased with her.
- 5 Amelia likes her school uniform very much.

¹to be scared [skeəd] — бути наляканим

Lesson 1



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

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



4 Listen and read, then answer the questions.

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

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

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

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

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

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

Mary: OK.



VOCABULARY BOX

a university [ˌjuːnɪˈvɜːsəti]

to decide [dɪˈsaɪd]

to improve [ɪmˈpruːv]

to memorise ['meməraɪz]

● **to cheer** [tʃɪə] **sb up**

5 Act out the talk in a group of three.

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

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

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

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

Lesson 1

- 9 A: You ... lift this by yourself. It's too heavy.
B: ... I ask someone to help me?
- 10 A: Teachers ... give so much reading for homework.
B: I agree. We ... read only five books every semester.

2 Read and compare.

- | | |
|--|---|
| 1 I am playing football tomorrow. (<i>Sure</i>) | 1 I may play football tomorrow. (<i>Possible</i>) |
| 2 Tom is going to Italy next weekend. (<i>Sure</i>) | 2 Tom might go to Italy next weekend. (<i>Possible, not sure</i>) |
| 3 I am not going to school tomorrow. (<i>I am sure I won't go.</i>) | 3 I might not go to school tomorrow. (<i>Perhaps I won't go, but I am not sure.</i>) |
| 4 Sally won't eat rice. (<i>I am sure that she doesn't like it.</i>) | 4 Sally may not eat rice. (<i>Perhaps she won't eat rice because I am not sure if she likes it.</i>) |

REMEMBER!

- We use **may / might** to say what will possibly happen in the future.
*They **may / might** join us.*
- We use **may not / might not** to say that we are not sure some action will happen in the future.
*He **may not / might not** enjoy playing water polo.*

3 Put the words in the correct order.

- 1 to work / not / My mum / go / may
- 2 beat / might / He / at tennis / me
- 3 phone / might / me / Tom
- 4 may / our cousins / not / We / visit
- 5 might / actors / They / become
- 6 to the cinema / go / may / You
- 7 not / get up / I / early / might

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

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

5 Write true sentences about what you are doing tomorrow. Use: I'm (not) -ing or I'm (not) going to ... or I may ... or I might

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

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

6 Complete the dialogues with the phrases.

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



Lesson 1

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

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

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

READING & VOCABULARY

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

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

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

SCHOOLS IN BRITAIN

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

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

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

VOCABULARY BOX

a technology [tek'nɒlədʒi]

education [ˌedʒʊ'keɪʃn]

national ['næʃnəl]

primary ['praɪməri]

secondary ['sekəndəri]

typical ['tɪ pɪkəl]

● **to take an exam**

Lesson 1



Ted and Mark are doing eight subjects. They have to study English and Maths, and they have chosen French, Physics, Biology, Chemistry, Art and Design, and Information Technology¹. Their classmates chose different subjects so they don't have many lessons together even though they are still in the same form. They're taking their GCSE exams in June. They also do PE² but there isn't a PE exam.

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

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

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

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

¹Information Technology [ˌɪnfə'meɪʃn tek'nɒlədʒi] — інформатика

²PE (Physical Education) — фізкультура

2 Complete the sentences.

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

3 Answer the questions in your notebook.

Then discuss your answers in a small group.

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

Example:

We leave primary school when we're ten.

LEARNING TIP

Groupwork Speaking Strategies

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

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

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

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

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

Work in groups.

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

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

To:	editors@teenmag.com
From:	Daniel Grint
Subject:	My School

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

Best wishes,
Daniel

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

²to realise ['rɪəlaɪz] — усвідомлювати
³ordinary ['ɔ:dənəri] — звичайний

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

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

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

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

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

P.S. Tomorrow we are going to the Air and Space Museum. It's a great museum and I am looking forward to visiting it.

Bye, Steve

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

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

Lesson 1

7 Match these words with their meanings.

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

8 Make a list of five differences between Steve's and Daniel's school situations.

Which situation do you like more?

DO YOU KNOW?

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

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

SPEAKING

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

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



Henry

¹a guardian ['gɑ:diən] — опікун

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

³to yawn [jɔ:n] — позіхати



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

Melinda

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



b) Make up some sentences about the kids above.

George

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

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

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

VOCABULARY BOX

equipment

[i'kwɪpmənt]

a facility

[fə'sɪlɪti]

a workshop

['wɜ:kʃɒp]

● **to be**

well-equipped

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

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

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

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

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

A, you are a pupil of the school and you are going to show the Chemistry Lab.

Use the following: Chemistry; a lab; to be well-equipped; tables and diagrams; to do experiments; to make observations.



B, you are a pupil of the school and you are going to show the Workshop.

Use the following: modern equipment; to be taught; to use some tools and machines; to practise; to get skills.



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



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

More educational excursions should be arranged.

The school should invite a guest speaker every week.

A school orchestra should be formed.

Uniform should not be compulsory at school.

7 a) Work in groups.

Give your opinion on the following.

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

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

WRITING

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

dull, awful, boring, useful,
interesting, exciting

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

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

Example:

ANGRY COLUMN!

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

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

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

LEARNING TIP

WRITING A PERSONAL STORY

Use this plan to help you write your Personal Story.

I Planning

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

II Composing

Now it is time to write your first draft³.

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

III Revising

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

¹an experience ['ɪk'spɪəriəns] — досвід

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

³a draft [dra:ft] — чернетка

ARE YOU A GOOD TEAM?

Lesson 2

VOCABULARY

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

responsible

good

boring

hard

aggressive

fair

patient

strict

interesting

smart

low

busy

short

firm

b) Look the other words up in your dictionary.

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

_____ teachers

_____ people

_____ marks

_____ lessons

_____ pupils

_____ children

_____ school subjects

_____ school holidays

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



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

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

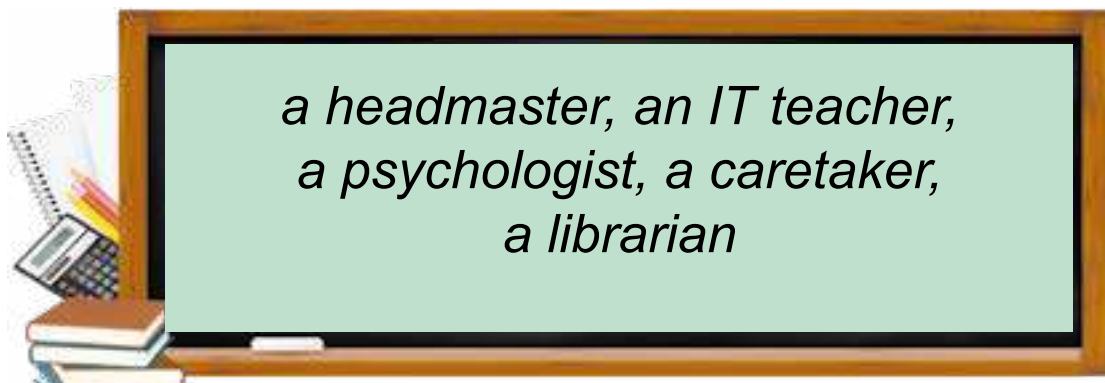
shout, aggressive,
pet student, smart,
strict, honest,
patient, responsible

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

POSITIVE	NEGATIVE

READING

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



¹to tell lies — брехати, казати неправду

Lesson 2

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

A good IT teacher

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

A good headmaster

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

A good caretaker

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

A good librarian

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

A good psychologist

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

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

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



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

Mrs Jones teaches IT. Children have IT twice a week and teachers have it once a week. They ask her a lot of questions. Mrs Jones helps them make the best use of computers and interactive whiteboards. (1)..... When she doesn't have classes, she designs programmes. "I get a lot of ideas from my students every week," says Mrs Jones.

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



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



In the morning Miss Havilland teaches English and in the afternoon she works in the library. She works there four hours a day. The library opens at 12. Some children come to the library every week. "Miss Havilland is great. She helps us out with our projects," say pupils. "Some children come only once a month. (4)....."

Lesson 2

They rarely read anything else.

They are more into computers but I still believe in a good read,” says Miss Havilland.

“It’s not easy, but I love it,” says Mr Rogers. He gets to school at 8. He first greets the teachers in the staff room. He makes a lot of telephone calls and sends a lot of e-mails. He meets the school council twice a month. (5)..... They discuss school outings, anti-bullying strategies or problems like skipping classes.

To make school a good place for teaching and learning, it’s important that teachers, students and parents work things out together. I think we are a good team,” says Mr Rogers.



4 Match and copy the pairs in your notebook.

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

5 Choose the correct answer. Check in the text.

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

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

6 a) **Work in pairs. Choose one of the people from task 3 and practise talking about him / her.**

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

GRAMMAR

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

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

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

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

REMEMBER!

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

Use the **Past Continuous** to describe:

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

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

2 Write these verbs in the Past Continuous form.

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

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

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

REMEMBER!

Adverbs used with the Past Continuous:

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

Examples: *At 5 am I was sleeping. From 5 to 7 pm we were watching a football game. They were working hard between Monday and Friday. I was cleaning my room all morning yesterday. While I was doing my homework, my brothers were playing football. What were you doing around 6 am?*

4 Complete with *was* or *were*.

It was Sunday yesterday. All afternoon ...

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

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

Around 9 pm last Saturday ...

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

6 Make sentences with while.

Last night

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

LISTENING

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

It's so hard to be a good teacher. I have to teach my subject well and take good care of my pupils. I mean, I should help them become good and responsible people. Still I like it very much. Most children are so warm, smart and interesting.

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

Mrs Rolland

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

b) Give your opinion on the following questions.

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



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



3 Listen again and complete the sentences in your notebook.

Miss Davis teaches ...
 She is ..., kind, ... and honest.
 She never gives ...
 She has a very good sense of ...
 Mr Novak teaches ...
 He never ... or tells ...
 He even ... his students when
 they don't do their homework.

VOCABULARY BOX

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

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



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

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

6 Copy the grid. Listen once again and fill in the grid with the sentences on the next page.

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

Lesson 2

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

7 Say whose story you like best. Explain why.

8 Read and say whose teacher is talking:

Bruce's, Kim's, Matej's or Hana's.

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

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

¹injustice [ɪn'dʒʌstɪs] — несправедливість

²Cross your heart. — Заприсягнися.

SPEAKING

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

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

¹ahead [ə'hed] — попереду

**READ THE SCORE.
DO YOU AGREE?**

Mostly 'a'

You like going to school. It's interesting. You are a very curious and hard-working boy / girl. There is a bright future ahead¹ of you. Well done!

Mostly 'b'

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

Mostly 'c'

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

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

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

Lesson 2

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

What about children in your class or at your school?

Do they

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

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

PARENT PRESSURE

BULLYING

MOBILE PHONES IN SCHOOL

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

What do you think?

15 October

BUZZ

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



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

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



really arrogant and full of himself. The new boy has to defend himself all the time. My dad says bullies can be boys or girls. They pick on kids who are new or who are different for some reason.

Maybe they are talented and this makes some people jealous! I think all this is horrible. Can kids solve problems like these themselves or should they tell their parents and their teachers? What do you think?

- 3 This is what I hear at home: “You only enjoy yourself! How can you get into a good school or get a good job one day if you don’t study hard? Look at your cousin Robert! He studies all the time and he has all A’s.” I’m sick and tired of hearing it. And I’m sick and tired of my cousin! In my opinion, parents put too much pressure on their children to have all A’s at school. The bad thing is that they are only interested in grades, not in how much their children know or how much they learn. We study for ourselves and not for our parents! What do you think?





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

5 a) Read the dialogues and answer the questions.

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

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

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

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

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

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

Sarah: Speak for yourself!

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

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

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

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

6 Work in groups. Speak on the following questions.

- 1 Do your teachers sometimes confiscate something during the class?
- 2 Who sometimes gives you lectures?
- 3 What are you sick and tired of?

- 4 How do you enjoy yourself at the weekend?
- 5 Can you defend yourself?
- 6 Do you have a feeling that somebody picks on you?

REMEMBER!

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

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

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

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

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

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

a teach their subject well

b are strict

c tell jokes

d often laugh

e are friendly and kind

f are patient

g are firm with students
but not too strict

h are fair and honest

i have pet students

j shout in class

k are young

l give too much homework

m give low marks

REMEMBER!

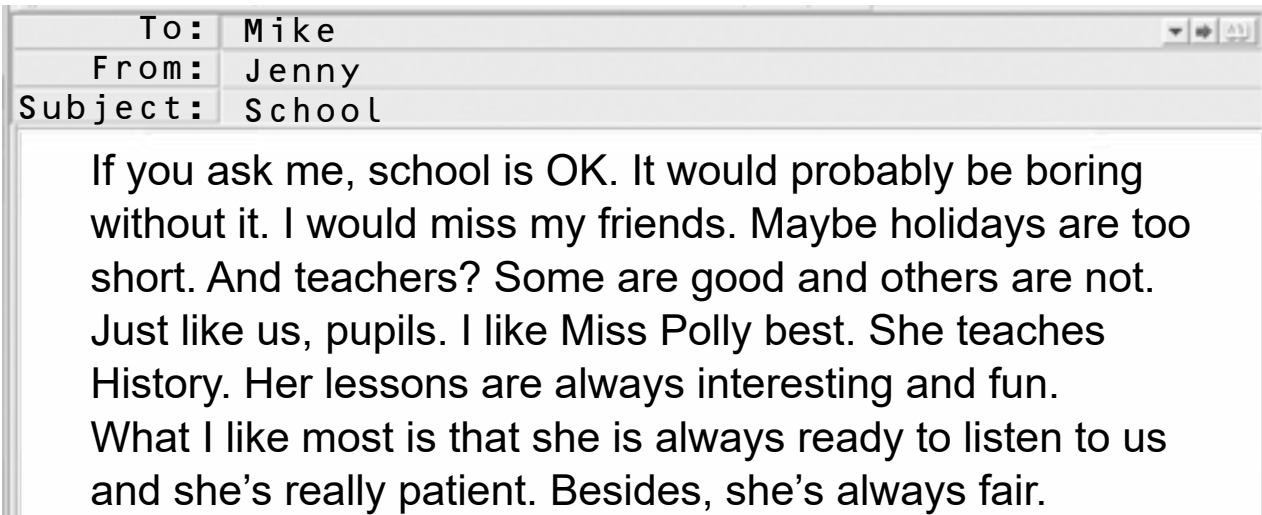
— What do you think about geography?

— **Well, I think** it's very interesting.

— Do children hate school?

— **If you ask me, I believe** they don't.

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



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

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

LEARNING TIP

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

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

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

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

WRITING

1 Write about some of your teachers.

I like my ... teacher because ...
I don't like when teachers ...

LOOK BACK!

1 Write true sentences. Use the Past Continuous (positive or negative).

Between 8 and 10 pm last night ...

- ... I ... (listen) to my CD player.
- ... my dad ... (test-drive) a new car.
- ... my friend ... (have) a pyjama party.
- ... my grandparents ... (make) ice cream.
- ... my teachers ... (visit) my party.
- ... my neighbours ... (watch) a video.
- ... it ... (rain).
- ... the wind ... (blow).

2 Write questions in the Past Continuous. Give short answers too.

- 1 you / sleep / around 10 pm last night
- 2 your mum / watch TV / around 11 pm yesterday
- 3 your dad / read a book / between 10 and noon last Sunday
- 4 you and your best friend / talk on the phone / all last evening
- 5 your parents / wash the car / yesterday afternoon
- 6 your mum and her friend / have coffee / all afternoon yesterday

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

THE REGISTER

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



PREFECTS

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

PUNISHMENTS

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



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

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

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

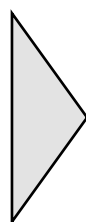
³to adopt [ə'dɒpt] — переймати

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

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

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

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



BEAUMONT GRAMMAR SCHOOL CHARTER

FRIENDLINESS

I will try to be kind to others.

I will try to include¹ new or lonely people.

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

BULLYING²

I will not hurt others by my behaviour.

RESPECT

for other people's property³

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

ARE YOU GOOD AT SCHOOL?

1 **WHAT DO YOU LIKE ABOUT SCHOOL?**

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

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

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

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

²bullying ['bʊliŋ] — цькування

³property ['prɒpəti] — особисті речі, власність

3 IMAGINE YOU ARE LATE

FOR SCHOOL. WHAT ARE YOU GOING TO DO?

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

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

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

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

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

6 WHAT PLACE DO YOU USUALLY TAKE IN THE CLASSROOM?

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

YOUR SCORE:

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

RESULTS:

Less than 3

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

More than 3 but less than 9

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

More than 9

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

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

I agree with my score.

I got thirteen and I ...

I don't agree with my score.

I got only five points but I ...

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

6 a) Read the information about the two schools.

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

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



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

Task for pupils A, B

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

Task for pupil C

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

Example: Does everybody learn a foreign language?

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

¹gymnasium [dʒɪm'neɪziəm] — спортзал

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

School

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

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

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

9 Make a poster of your dream school.

My Perfect School

FILE FOR PROJECT

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

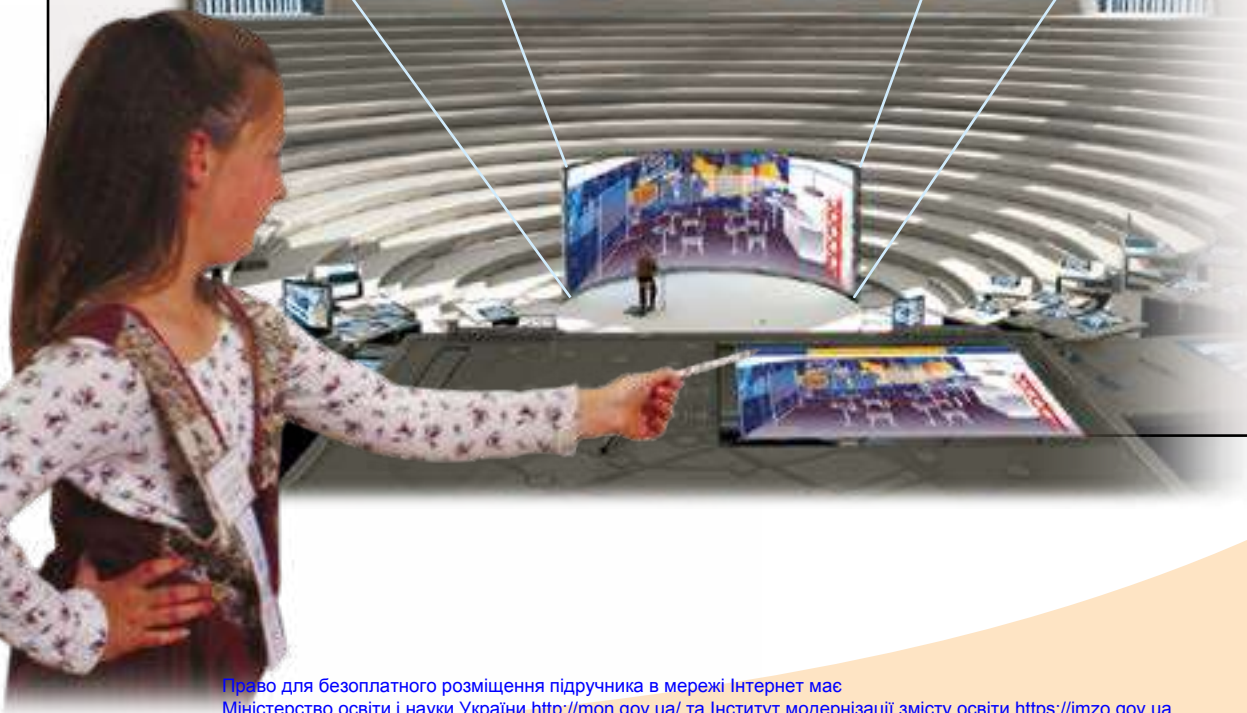
- the building: classrooms and facilities;
- the timetable: subjects and time;
- clubs and activities;
- school rules for pupils, teachers, etc.

FILE FOR PROJECT

Step 2 Make the poster:

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

Step 3 Take part in the contest of projects.





1 Listen to and read the story.

Say where the story takes place and who the main characters are.

GOOD MORNING, MISS DOVE

(after Frances Gray Patton)

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

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

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

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

¹jungle [dʒʌŋɡl] — джунгли

were. Though all of them had finished school many years before, she now saw them as they had been at seven, at ten or at twelve.

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

Randy ['rændi] Baker put his hand up.

“Yes, Baker?” Miss Dove asked.

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

“Yes, certainly.”

“But it’s a long one.”

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

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

“Do you know who I was thinking about then? It wasn’t a boy or a girl,” he explained. “I was thinking about Miss Dove, and out there in the open ocean I played a game. No, I am not joking. And it helped me to stay alive². I imagined that I

VOCABULARY BOX

a penalty ['penlti]

to bomb [bɒm]

to scold [skəʊld]

strict [strikt]

terrible ['terəbl]

● **to depend** [di'pend]

on/upon

● **instead (of)** [ɪn'sted]



¹a raft [rɑ:ft] — пліт ²to stay alive [ə'laɪv] — вижити

was back again in the Geography class; I remembered the look Miss Dove gave us when we wanted to leave the classroom for a drink of water. So I imagined that I was in her lesson and kept thinking¹ all the time, “The bell will go in a few minutes. You can wait a little longer. You must wait for the bell.” And it made everything easier. It was almost as difficult there in the ocean as it had been at school. Tell that to the boys, will you?”

Randy stopped suddenly.

“Is that all?” Miss Dove asked.

“No,” said Randy. His face became very red. “It says here, “Please thank Miss Dove and give her a kiss for me².”

Miss Dove went up to the boy.

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

“It’s like a medal,” she said. “It’s just like a medal he has given to Miss Dove.”

2 Answer the questions.

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

¹to keep thinking — безперервно думати

²... give her a kiss for me — ... поцілуй її за мене

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

3 Discuss the text in groups of four.

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

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

5 Role-play the situations.

a) Imagine Thomas and Miss Dove meet.

Dramatise the dialogue between them. Work in pairs.

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

Work in groups of four.

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

My Learning Diary

The topics of this unit are

.....

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

I think that the most important thing I have learnt is

.....

.....

The most difficult thing for me was

.....

The things that I enjoyed most in the Unit were

.....

.....

The things that I didn't enjoy were

.....

The ways I used working with the Unit were

.....

.....

My favourite activities / tasks were

.....

The new grammar I have learnt in the Unit is

.....

The best lesson I had in my English class was

.....

The things that are easy to read are

.....

Lessons 1–2

The things that are easy to listen to

.....

The things that are easy to talk about

.....

The things that are easy to write about

.....

The things that are difficult to read about

.....

The things that are difficult to listen to

.....

The things that are difficult to talk about

.....

The things that are difficult to write about

.....

Three things I would like to remember from this unit are

.....

.....

..... because

.....

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

The things that I would like to learn are

.....

.....



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

happy

satisfied

frustrated

motivated

good

relieved

unhappy

excited

sorry

tired

Photocopy for Your Portfolio

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My Learning Diary

After the unit I can:

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

GRAMMAR REFERENCE

(Граматичний говіжник)

АРТИКЛЬ

§ 1. Уживання артикля з власними назвами

1. Прізвища та імена людей, а також клички тварин уживають **без артикля**: *Tom Brown, John Smith, Viktor Pavlenko. A minute or two later Silverspot would cry out, "A man with a gun."* (Silverspot — прізвисько ворони.) *За хвилину-другу Сілверспот вигукував: «Людина з рушницею».*
2. Уживають **з означеним артиклем** прізвища та імена, перед якими стоїть означення, виражене прикметником, або іменник, що вказує на професію:

<i>the late Michael Jackson</i>	<i>покійний Майкл Джексон</i>
<i>the young Michelle Obama</i>	<i>молода Мішель Обама</i>
<i>the actor Jack Nicholson</i>	<i>актор Джек Ніколсон</i>
3. **Означений артикль** уживають, коли прізвище стоїть у множині на означення сім'ї в цілому (усіх членів сім'ї):
We will invite the Pavlenkos. Ми запросимо Павленків.

§ 2. Відсутність артикля

Артикль **не вживають**:

1. Якщо перед іменником стоїть вказівний, присвійний, неозначений чи заперечний займенник, а також означальні слова **many/much/every/each**: *this street; his hat; some/many apples; no/much snow; every day.*
2. Якщо після іменника стоїть **кількісний числівник** у значенні порядкового: *page five; day two of the trip.*
3. Перед **злічуваним іменником у множині**, якщо в однині перед ним мав би бути неозначений артикль:
There are children in the yard.

4. Перед незлічуваними іменниками, що означають речовини:
*Do you have **sugar**?*
5. Перед такими власними назвами:
- імена та прізвища людей: *Do you know **Jack Brown**?*
 - назви континентів, країн та їхніх складових частин (штатів, графств), міст, сіл, вулиць, парків, мостів, окремих островів та озер: *South America, Egypt (but: **the** United States, **the** Republic of Ireland), Vermont, Tower Bridge, Lake Ontario, Oxford Street, Ben Nevis.*

ПРИЙМЕННИК

§ 1. Деякі прийменники місця

Прийменник	Значення	Приклади
at	1) у / на (точці) 2) на / у (установі / закладі) 3) за адресою 4) у якійсь частині цілого 5) у / на (кінцевому пункті руху) 6) на якомусь заході	1) at <i>the crossroads</i> 2) at <i>the post office / station</i> 3) <i>I live at 3 Baker Street, London.</i> 4) at <i>the back / front / top / bottom of ...</i> 5) <i>The lift stopped at the 3rd floor.</i> 6) at <i>the performance / concert / meeting</i>
in	1) у (усередині) 2) у / на (країні / місті / селі / вулиці / місцевості) 3) на півдні / на півночі / на заході / на сході	1) in <i>a room / pocket / an armchair; to swim in the river</i> 2) in <i>Spain / Poltava / a village / High Street / the mountains</i> 3) in <i>the South (of)</i>

<u>on</u>	1) на (поверхні / площині) 2) на (уздовж якоїсь лінії)	1) on a table / chair / the continent / the 2nd floor 2) on the way home / from London to Oxford; Kyiv is on the river Dnieper.
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§ 2. Деякі прийменники часу

Прийменник	Значення	Приклади
<u>in</u>	1) у (про століття / роки / пори року / місяці / тижні) 2) за якийсь час (період)	1) in the 20th century / 1999 / winter / May / the following weeks 2) I'll be back in a week / 2 hours. He swam 1 km in 15 minutes.
<u>on</u>	у (дні та дати)	on Monday / my birthday / the 5th of April
<u>at</u>	1) у/о (про час на годиннику / пору доби) 2) на (свята)	1) at half past three / noon / that moment 2) at Easter / Christmas
<u>for</u>	протягом (як довго?)	for 5 hours / three years; for hours; for the rest of his life
<u>before</u>	до	before the performance / noon
<u>after</u>	після	after midnight / the lesson
<u>by</u>	до (не пізніше якогось часу)	He'll be back by next Monday.
<u>since</u>	з (від якогось моменту до теперішнього часу)	I've been waiting for you since 7 am.

Примітка 1.

Запам'ятайте такі сталі словосполучення з прийменниками часу:

- 1) **at present, in the past, in (the) future**
- 2) **in the morning, in the afternoon, in the evening, at night**
З цими словами вживають прийменник **on**, якщо вони мають якесь означення, коли йдеться про конкретний ранок, вечір і т. ін.: **on Friday morning, on a warm summer evening, on the afternoon of September 23, on the night of the murder**
- 3) **at the weekend** — у вихідні дні (суботу та неділю)

Примітка 2.

Запам'ятайте сталі вирази з прийменниками **місця та напрямку** (зверніть увагу на відсутність артиклів!):

be	at school at college at university at home at work at / in church in hospital in prison in bed	go	to / into hospital to school / college / university / work / church / prison / bed Але: go / come home
----	---	----	---

Коли не йдеться про використання установи або місця за призначенням, прийменники та артиклі вживаємо як звичайно:

There was a big gym in the school. (У приміщенні школи був великий спортивний зал.)

Зверніть увагу на вживання артикля **the** у таких виразах:

in / to town — у місті / у місто (про місто, у якому ми перебуваємо, або найближче місто в цій місцевості; діловий / торговельний центр міста)

in / to the town — у місті / у місто (про місто взагалі)

in / to the country — за містом, у селі / за місто, у село (а не в місто)

Примітка 3.

Зверніть увагу на значення таких словосполучень з прийменниками часу:

on time — вчасно (у визначений час / за розкладом)

The plane landed *on time*.

in time (for) — вчасно (не спізнитися / встигнути)

He came *in time for* the dinner.

at the beginning (of) — на початку (року / уроку / зборів і т. ін.)

They bought a new car *at the beginning of* the year.

in the beginning = at first — спочатку

In the beginning / At first he wanted to leave school after the 9th form, but later he changed his mind.

at the end (of) — наприкінці / в кінці (тижня / року / концерту і т. ін.)

At the end of the concert she sang her best songs.

in the end = at last — нарешті / врешті-решт / кінець кінцем

At first he didn't want to go with us, but *in the end* he went.

СПОЛУЧНИК

Сполучники в англійській мові, як і в українській, уживають для зв'язку членів речення і цілих речень у складному реченні. Вони виражають різні відношення між членами речення і між реченнями, але самі не є членами речення:

Наприклад, сполучник **and** (*i, ta*) є **сполучним**:

*Nick **and** Pete are students. Нік і Пім — студенти.*

Сполучник **but** (*але*) є **протиставним**:

*I came here earlier **but** you weren't in.*

*Я приходив сюди раніше, **але** вас не було вдома.*

Сполучник **because** (*тому що, оскільки*) є **причинним**:

*She explained me the rule again **because** I had made a lot of mistakes. Вона пояснила мені правило знову, **оскільки** я зробив багато помилок.*

ДІЄСЛОВО

§ 1. The Present Simple Tense

1. **The Present Simple Tense** позначає **регулярну, повторювану дію** або **постійний стан в теперішньому часі**. Цей час утворюють так: **V** (основа дієслова в 3-й особі однини) + **-(e)s**
2. **Present Simple** часто вживають з такими обставинами часу:
 - **every day / week / month / year; daily; weekly; on Sundays / Mondays etc; in the evening; in the morning; in the afternoon; in spring etc:**
We go to school every day.
 - **always; never; seldom; rarely; frequently; often; usually; sometimes** (прислівники, що звичайно стоять перед дієсловом-присудком, але після дієслова **be**):
They often play tennis. He is never late.

§ 2. The Past Simple Tense

1. **The Past Simple Tense** вказує на **регулярну** або **одноразову дію в минулому часі**. Цей час утворюють так:
V (основа дієслова) + **-ed** (II форма дієслова)
2. При утворенні **Past Simple** в усіх особах однини та множини до основи дієслова додають закінчення **-ed** за такими зразками:
work – worked, phone – phoned, drop – dropped, travel – travelled, try – tried
3. Так звані **неправильні дієслова** утворюють Past Simple не за правилом, і тому їх **треба запам'ятати** (див. таблицю неправильних дієслів **Irregular Verbs II**).
4. **Past Simple** позначає:
 - а) **дію, що відбулася в минулому** (обставина часу в такому реченні — це, як правило, певний час (період) або завершений відтинок часу в минулому: **in 1964; yesterday; last week / month / year; at 5 o'clock etc**):
She came home at 3 o'clock. They finished school last year.

б) стан або повторювану дію в минулому:

He **lived** in Lviv when he **was** young. We **swam** in the river every day in summer.

в) послідовні дії в минулому:

She **stood** up, **came** up to the window and **opened** it.

§ 3. The Future Simple Tense

The Future Simple Tense (**will** + **V**)

уживають для вираження:

— передбачення: People **will live** on the Moon in the future.

(У майбутньому люди житимуть на Місяці.)

— обіцянки: I **ll help** you. (Я допоможу тобі.)

— відмови: I **won't go** there. (Я не піду туди.)

I **won't wash** the dishes. (Я не митиму посуд.)

— вірогідної дії (в умовних реченнях та інколи після слів I'm sure / I think / perhaps): I think I **ll buy** it. (Думаю, я куплю це.) Perhaps I **ll buy** it. (Можливо, я куплю це.) I **ll buy** it if I have money. (... , якщо матиму гроші.)

— спонтанного рішення: Which ice cream **will** you **eat**?

I **ll take** strawberry ice cream. (Яке морозиво ти їстимеш? Я візьму полуничне.)

§ 4. The Present Continuous Tense

1. The Present Continuous Tense утворюють так: **be** + **V-ing**

2. Present Continuous позначає:

— безперервну дію або дію, що відбувається зараз:

Our planet **is orbiting** the Sun.

(Наша планета обертається навколо Сонця.)

We **are working** now / at this moment / at the moment.

(Ми працюємо зараз / у цю мить.)

— тимчасову дію, що відбувається в теперішньому часі:

He **is writing** a new book now / nowadays.

(Він пише нову книгу зараз.)

— дію, яка здається безперервною (здебільшого тому, що є набридливою):

*He **is always eating** something.* (Він завжди щось їсть.)

*They **are talking** all the time.* (Вони весь час розмовляють.)

Примітка.

Додавання закінчення **-ing** призводить до змін в основі дієслів, які закінчуються на:

- 1) наголошений голосний + приголосний: *stop – **stopping**; begin – **beginning***
- 2) голосний + I: *travel – **travelling***
- 3) **-ie**: *lie – **lying**; die – **dying***
- 4) **-e**: *come – **coming**; take – **taking***

§ 5. The Past Continuous Tense

Past Continuous утворюють так:			
Особа	+	-	?
I/he/she/it	was } + V-ing	was not } + V-ing	Was I/he/she/ it V-ing ?
we/you/they	were }	were not }	Were we/you/ they V-ing ?

Наприклад: *She **was reading** a book. The children **were not / weren't sleeping**. **Were you playing** the piano? — Yes, I **was**. / No, I **wasn't**.*

Значення **Past Continuous**:

1. Цей час позначає дію, що **відбувалася у визначений час або протягом певного відтинку часу в минулому** (у тому числі і кілька дій, що відбувалися одночасно). Визначений час / відтинок часу в минулому може позначатися як відповідною обставиною часу, так і іншою дією в Past Simple:

*I **was watching** TV all evening yesterday. He **was having** breakfast at 8 o'clock. When I came, they **were waiting** for Harry.*

*While she **was playing**, we **were listening**.*

2. Цей час може також уживатися на означення **повторюваної дії, яка здавалася безперервною**:

*He **was always talking**. They **were making** noise all the time.*

3. Тимчасовий стан або дію в минулому також можна виразити цим часом: *We **were living** in the country at that time. He **was taking** driving lessons.*

§ 6. The Present Perfect Tense

1. **The Present Perfect Tense** (теперішній перфектний час) утворюють за такою формулою:

have / has + V3 (III форма дієслова).

2. **Present Perfect** уживають:

а) якщо дія відбулася в минулому, а її результат важливий зараз.

У цьому випадку в стверджувальних реченнях (та інколи в питальних) часто вживають прислівник **already** (вже), який стоїть після дієслова **have / has**, а в заперечних та питальних реченнях — прислівник **yet** (ще не), який стоїть в кінці речення: *We **have already done** the work and can go home. We **have not done** the work **yet**. **Have you done** the work **yet**?*

б) коли йдеться про **попередній досвід людини** (до теперішнього часу). У цьому випадку можуть уживатися прислівники *before / in my life / so far / never / ever / etc*, які стоять після дієслова **have / has**:

*I **have never been** to Spain. This writer **has written** many interesting books. **Have you ever heard** this song?*

в) коли в реченні є обставина часу, що вказує на незавершений проміжок часу (*today; this week / month / year*), а дія, про яку йдеться, уже відбулася: *We **have had** three lessons **today**.*

г) якщо обставиною часу є прислівник **just** (щойно), який стоїть після дієслова **have / has**, або **recently / lately** (нещодавно): *He **has just left**. I've met him **recently**.*

Примітка.

Якщо обставиною є прислівник **just now**, уживаємо Past Simple:
*I **did it just now.*** (Я зробив це щойно.)

Запам'ятайте:

Present Perfect ніколи не вживають з обставиною часу, яка вказує на конкретний час або проміжок часу в минулому (*in 1988 / at 5 o'clock / yesterday / a week ago etc*). Саме тому цей час ніколи не вживають у питальних реченнях, що починаються з питального слова *When*.

§ 7. The Past Perfect Tense

1. **The Past Perfect Tense** (минулий перфектний час) позначає дію, яка відбулася або відбувалася до певного часу в минулому. Цей момент можна виразити обставиною часу (як правило, з прийменником **by**) або іншою минулою дією в Past Simple. Цей час утворюють так: **had** + **V3** (III форма дієслова): They **had finished** the project *by the end of May*. *When I met him*, he **had** already lived here for 10 years.

2. На відміну від *Present Perfect*, **Past Perfect** може вживатися з обставиною, яка вказує на конкретний час або проміжок часу в минулому: I knew that he **had arrived on Monday**.

3. З діями, що відбувалися послідовно або одночасно в минулому, уживаємо час *Past Simple*. Порівняйте такі речення: He saw light in the window and *understood* that mother **was** at home. He saw the dinner on the table and *understood* that mother **had been** at home.

§ 8. Пасивний стан. Утворення пасивного стану

Пасивний стан дієслова утворюють за такою формулою:

be + **V3** (III форма дієслова).

Щоб утворити пасивний стан, ставимо допоміжне дієслово **be** в наведеній формулі в потрібному часі, як у таблиці (зважте, що не всі часи утворюють пасивний стан):

Indefinite:	Present Past Future	<u>am/is/are</u> <u>was/were</u> <u>will be</u>	+ <u>V3</u>	It <i>is done</i> . It <i>was done</i> . It <i>will be done</i> .
Perfect:	Present Past Future	<u>have/has been</u> <u>had been</u> <u>will have been</u>		It <i>has been done</i> . It <i>had been done</i> . It <i>will have been done</i> .
Continu- ous:	Present Past	<u>am/is/are being</u> <u>was/were being</u>		It <i>is being done</i> . It <i>was being done</i> .

Часто в реченнях з присудком в пасивному стані згадують виконавця дії (з прийменником **by**) або знаряддя дії (з прийменником **with**): The letter **was written by** my friend / **with** a pencil. Лист був написаний *моїм другом / олівцем*.

Особливості пасивних конструкцій в англійській мові

На відміну від української мови, в англійській мові можна трансформувати в пасивний стан присудок, який має непрямий (після дієслів **give; grant; offer; pay; promise; show; tell etc**) або прийменниковий (після дієслів **agree on; depend on; insist on; laugh at; listen to; refer to; rely on; send for; speak to/about/of; take care of etc**) додаток. Якщо після дієслова є прийменник, він залишається після присудка в пасивному стані. Порівняйте такі трансформації в англійській та українській мовах:

Активний стан  **Пасивний стан**

He **wrote the letter**. (прямий додаток) Він написав *лист*.
They **told her**. (непрямий додаток) Вони сказали *їй*.
We **laughed at Paul**. (прийменниковий додаток) Ми сміялися з *Пола*.

The letter was written by him.
Лист був написаний *ним*.
She was told.
Їй сказали.
Paul was laughed at.
З *Пола* сміялися.

§ 9. Позначення майбутнього часу за допомогою **be going to**

Структура **be going to** + **V** позначає:

- а) заздалегідь заплановану дію або намір як з обставиною часу, так і без неї: *We **are going to buy** a new flat next year.*
(Ми збираємося купити нову квартиру наступного року.)
*He **is not going to look** for a new job.* (Він не збирається шукати нову роботу.) *What **are you going to do** this evening?* (Що ти збираєшся робити сьогодні ввечері?)
- б) майбутню дію, яку можна передбачити, виходячи з певних ознак в теперішній ситуації: *Look at those clouds. **It's going to rain.***
(Подивися на ті хмари. Схоже, буде дощ.)

§ 10. Present Continuous (майбутній час)

Уживаємо Present Continuous на означення **заздалегідь запланованої дії**, обов'язково з обставиною часу (на відміну від *be going to*): *We **are visiting** our friends tonight.*

§ 11. Modal Verbs (модальні дієслова)

Більшість модальних дієслів має два значення, **перше** з яких можна вважати **первинним** або головним. За першим значенням модальні дієслова дуже відрізняються: вони виражають **обов'язок, дозвіл, вміння** і т. ін., тоді як у **другому** значенні всі вони означають різні ступені **ймовірності**.

1. **Can / Could** (здатність / вміння)

Головне значення дієслова **can** — фізична або розумова здатність до дії, вміння: *She **can swim**.* (Вона вміє плавати.)

*He **can speak English**.* (Він може говорити англійською.)

У цьому значенні дієслово **can** може належати тільки до теперішнього часу, **could** — тільки до минулого, а еквівалент **to be able / unable to V** може утворювати всі часи, крім часів *Continuous*:
*She **could swim** when she was a little girl. She **is able to swim**. She **will be able to swim** soon.*

Заперечна форма: *I cannot / can't dance. I could not / couldn't dance. I am not able to dance.*

Питальна форма: *Can you dance? — Yes, I can. / No, I can't. Could you dance? — Yes, I could. / No, I couldn't.*

2. **May** (дозвіл)

Значення «дозвіл / прохання» можна передати модальним дієсловом **may**: *May I come in?*

3. **Must** (обов'язок)

Модальне дієслово **must** означає **необхідність / обов'язок / наказ**. Воно має лише форму теперішнього часу, яка може належати як до **теперішнього**, так і до **майбутнього** часу:

I must go now. (Зараз я маю йти.) *I must be in Lviv tomorrow.* (Завтра я повинен бути у Львові.)

Дієслово **must** має два еквіваленти:

— **to have to** (уживають в усіх часах, у тому числі в теперішньому; утворює заперечну та питальну форми за допомогою допоміжного дієслова **do**) — **вимушена дія**:

He fell ill and had to stay at home. (Він захворів і змушений був залишитися вдома.) *Do you have to stay at home today?*

I don't have to stay at home.

— **to be to** (уживають у *Present Simple* та *Past Simple*, причому *Present Simple* належить до теперішнього або майбутнього часу) — **спланована дія / наказ**: *We are to write a dictation tomorrow.* (Завтра ми повинні писати диктант.) *You are not to do it.* (Ти не повинен це робити.)

Запитання	Відповідь	Заперечна форма
Must we come?	Yes, you must.	You must not / mustn't come (заборона).
Need we come?	No, you needn't.	You needn't come (відсутність необхідності / необов'язково).

4. Have to / Had to

Дієслово **have**, вжите як модальне, виражає **необхідність** чи **обов'язковість** дії, зумовленої обставинами або правилами.

На відміну від інших модальних дієслів, дієслово **have** має форми інфінітива, дієприкметника і герундія і може вживатися в часових формах, яких не мають інші модальні дієслова, зокрема в майбутньому часі. Дієслово **have**, вжите як модальне, має після себе частку **to**:

*I **have to get up** the next morning at seven.*

(Завтра вранці я маю встати о сьомій годині.)

*I **had to sell** my house. (Я змушений був продати свій будинок.)*

*You'll **have to go** home now.*

(Вам доведеться зараз піти додому.)

Питальну і заперечну форми модального дієслова **have to** у *Present Simple* і *Past Simple* утворюють із допоміжним дієсловом **do**:

***Do we have to sleep** with him in here?*

(Ми мусимо спати з ним тут?)

*You **don't have to go** in.*

(Вам не обов'язково заходити.)

*You **did not have to think** about it.*

(Вам не треба було думати про це.)

5. Will – Would / Won't – Wouldn't

У питальних реченнях **will** і **would** уживають у другій особі для вираження **ввічливого прохання, запрошення**, причому **would** надає проханню особливо ввічливого відтінку:

***Will you have** a cup of tea?*

Випийте чашку чаю.

***Won't you sit** down?*

Сідайте, будь ласка.

***Would you help** me?*

Допоможіть мені, будь ласка.

***Would you like** some coffee?*

Вип'єте каву?

У заперечних реченнях стосовно предметів **will** і **would** вказують на те, що предмет не виконує дії, позначеної інфінітивом основного дієслова:

*The knife **won't** cut.*

*The window **wouldn't** open.*

— *You **ought** to lock your door.*

— *I have tried. It **won't** lock.*

Ніж не ріже.

Вікно не відчинялося.

Тобі слід би замкнути двері.

Я пробувала.

Вони не замикаються.

6. Ought to / Should

Модальні дієслова **ought to / should** мають значення «**(моральний) обов'язок / порада**». Вони мають лише одну форму, яка може належати до теперішнього або майбутнього часу:

*You **ought to / should** work harder.*

(Вам слід працювати наполегливіше.)

*You **ought not to / oughtn't to** be late. You **should not / shouldn't** be late.* (Вам не слід спізнюватися.)

***Should** we help them? **Ought** we to help them?*

(Нам слід допомогти їм?)

ought to/should + перфектний інфінітив (have V3) — бажаність / небажаність дії, що (не) відбулася в минулому:

*You **ought to/should have helped** her. Why didn't you?*

(Вам слід було б допомогти їй. Чому ви цього не зробили?)

*I **shouldn't have eaten** so much.*

(Мені не слід було так багато їсти.)

7. Need

Дієслово **need** уживають як *модальне* в значенні «**чи треба? / чи повинен? / не треба / нема потреби / не повинен**». У цьому випадку воно вживається здебільшого в **заперечних та питальних реченнях**:

***Need** you go now? — Yes, I **must**. / No, I **needn't**. You **needn't** go now.*

Якщо дієслово **need** означає «**потребувати (чогось)**», воно вживається як *звичайне* дієслово:

*She **needs** our help. — Does she **need** our help? — She **doesn't need** our help. He **needed to** see a doctor. You **will need** an umbrella.*

Примітка.

Need як звичайне дієслово **не вживають** у часах **Continuous**.

8. May / Might

Значення «**дозвіл / прохання**» можемо передати модальними дієсловами **may / might / can / could** та їхнім еквівалентом **to be allowed to V**.

До **теперішнього та майбутнього** часу можуть належати **may / might** (дуже ввічлива форма) / **can / could** (ввічлива форма):

May / Might / Can / Could I come later tomorrow?

До **минулого** часу можуть належати **might** (в непрямій мові) / **could**. He said I *might* come later the next day. I *couldn't* read my father's books when I went to school.

Еквівалент **to be allowed to V** може утворювати **всі часи**.

You'll be allowed to sleep late on Sunday.

I have always been allowed to eat a lot of ice cream.

Прохання про дозвіл		Дозвіл/заборона
Розмовна мова	} Can Could }	Yes, you can .
Офіційний стиль		No, you can't .
	} May Might }	Yes, you may .
		No, you may not .

§ 12. Модальні дієслова в другому значенні

Модальні дієслова можуть виражати різний ступінь ймовірності — від найбільшого сумніву до цілковитої впевненості. У таблиці дієслова розташовано в порядку зростання впевненості. Зверніть увагу, що деякі стверджувальні, заперечні та питальні форми утворено від різних дієслів:

+	-	?	Приклади
<u>may</u> <u>might</u> <u>could</u>	<i>may not</i> <i>might not /</i> <i>mightn't</i>	<i>Might</i> <i>Could</i> } he ...?	He could be at home. He may not be at home. Might he be at home?
<u>should</u> <u>ought</u> <u>to</u>	<i>should not /</i> <i>shouldn't</i> <i>ought not to</i> <i>/ oughtn't to</i>	<i>Should</i> he ...? <i>Ought</i> he to ...?	He shouldn't have any problems. He ought to have no problems. Should he have any problems?
<u>must</u>	<i>can't</i> <i>couldn't</i>	<i>Can</i> he ...? <i>Could</i> he ...?	He must be very old. He can't be that old. Could he be that old?

Час модальних дієслів в другому значенні залежить не від форми самого дієслова, а від форми інфінітива, який стоїть після нього:

модальне дієслово + { **V / be V-ing** — теперішній
have V3 / — минулий
have been V-ing

She **might be** ill. — Можливо, вона хвора.

She **might have been** ill. — Можливо, вона хворіла.

He **must be reading** now. — Напевне, він зараз читає.

He **must have been reading** all night.

— Безсумнівно, він читав усю ніч.

Навчальне видання

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Англійська мова

Підручник для осіб з особливими
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8 клас (у 2-х частинах) (Частина 1)

Рекомендовано Міністерством освіти і науки України

Англійською та українською мовами

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