

Оксана Карпюк

# ENGLISH

АНГЛІЙСЬКА  
МОВА

# 8

*Student's Book*

**part 2**



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 2)**

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 2)**

***Рекомендовано Міністерством освіти і науки України***

Тернопіль  
Видавництво Астон  
2021

УДК 811.111(075.3)  
К26

Рекомендовано Міністерством освіти і науки України  
(наказ МОН України від 22.02.2021 № 243)

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

**Карпюк О. Д.**

К26 Англійська мова : підручник для осіб з особливими освітніми потребами (Н 54.1 — Н 54.2) (у 2-х частинах) (Частина 2) — Тернопіль : Видавництво Астон, 2021. — 160 с. : іл. (Англ. та укр. мовами).

ISBN 978-966-308-828-0

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)**

ISBN 978-966-308-828-0

© О. Д. Карпюк, 2016, 2021  
© ТзОВ “Видавництво Астон”, 2016, 2021

# Contents

## **Unit 3 YOUR PREFERENCES** .....4

Lesson 1 Do You Need a Book? .....	5
Lesson 2 Music Is Heard Everywhere .....	28
Look Back .....	56
Pages 4 Readers .....	66
My Learning Diary .....	70

## **Unit 4 BROADEN YOUR MIND!**..... 73

Lesson 1 A Daily, a Weekly, a Monthly ... ..	74
Lesson 2 Geographical Outlook .....	92
Look Back.....	117
Pages 4 Readers.....	126
My Learning Diary .....	132

## **Appendix** ..... 135

Vocabulary.....	135
-----------------	-----



# Unit 3

## YOUR PREFERENCES

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

### Pre-reading questions

What was your favourite fairy tale in childhood?  
Do you like reading? Why?  
What do you know about your favourite writer?  
What music do you prefer?  
Who's your favourite band or singer?  
Do you play any musical instrument?

## DO YOU NEED A BOOK?

### VOCABULARY & READING

1 Read and complete the sentences after the text.

#### OUR FRIENDS AND TEACHERS

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

“Except<sup>1</sup> a living man there is nothing more wonderful than a book! It teaches us and opens its heart to us as a brother,” wrote Charles Kingsley, an English writer of the 19th century. The book is certainly a friend and a teacher. We learn many things by reading books. Books teach people to live. After reading some books it is easy to understand what should be done and what must not be done. There are books which help pupils with their lessons.



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

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

---

<sup>1</sup>except [ɪk'sept] — окрім, за винятком

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

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

Conferences, exhibitions and other events take place in libraries. Thematic selections of books are prepared beforehand<sup>1</sup> to help the visitors develop their reading preferences.

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



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

---

<sup>1</sup>beforehand [bɪ'fɔ:hænd] — заздалегідь

# Lesson 1

## 2 Make up sentences using the tables.

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

b)		
Stories about birds and animals	can teach us	to understand the beauty of nature.
Fairy tales		to love nature and to take care of it.
Fables		to help animals and birds.
Poems		to be kind and clever.
		to understand what is right and what is wrong.
		not to be lazy and naughty.
		not to boast.

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

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

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

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



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

**4 Describe a book as an edition.**

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

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

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

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

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

**VOCABULARY BOX**

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



# Lesson 1

Byron in the original. I'm trying to do this now, but mostly I've read their Ukrainian and Russian translations. I think these poets opened their great and generous hearts to us.

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

Julia Afanasyeva



**Robert Burns**  
(1759-1796)

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

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

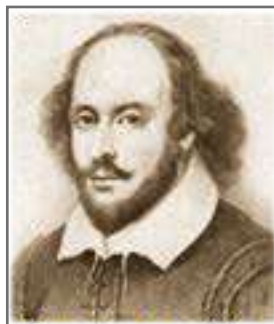
**6 Read and match the names of the famous writers to the paragraphs about them.**



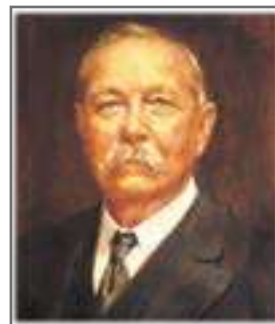
Agatha Christie



Walter Scott



William Shakespeare



Sir Arthur Conan Doyle

- ① He was English. He was born in 1564. He was a dramatist, a poet and an actor. He died in 1616.
- ② He was born in 1859. He was a writer of detective stories. The main character of his stories is Sherlock Holmes.
- ③ She was born in 1890. She wrote 66 detective novels. She died in 1976.
- ④ He was fond of Scottish folk songs and ballads. He is considered to be the founder<sup>1</sup> of a historical novel.

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

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

**Samuel Langhorne Clemens** wrote under the name **Mark Twain**. Clemens was well-known as the author of *The Adventures of Tom Sawyer* [ˌtɒm 'sɔːjə] and *Huckleberry Finn*

---

<sup>1</sup>a founder ['faʊndə] — засновник

# Lesson 1

and other novels about growing up in a small town on the Mississippi River in the USA.

**Walter Scott** [ˌwɔːltə 'skɒt] is the creator of a historical novel in English literature. He was born in Edinburgh, Scotland. He loved his native land deeply and was greatly interested in its past. In his youth he made a good collection of the old Scottish ballads<sup>1</sup>. Walter Scott first became known as a poet. In 1814 his first novel *Waverley* ['weɪvəli] appeared. During the next few years Scott published many novels among which are *Rob Roy*, *Ivanhoe* ['aɪvən'həʊ], and he became the most famous novelist of his days.

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

## REMEMBER!

### HISTORIC or HISTORICAL?

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

('historic' means  
'important in history')

historical novel  
historical drama  
historical museum

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

<sup>1</sup>a ballad ['bæləd] — балада



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

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

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

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

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

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

**9 Read the poem and answer the questions below.**

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

**BOOKS ARE OUR FRIENDS**

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

*B. Walker*

### REMEMBER!

#### Active and Passive Voices (АКТИВНИЙ І ПАСИВНИЙ СТАН)

The tense forms of the verbs can be used in **Active Voice**:  
*We **divide** books into two main groups.* (Present Simple Active)  
or in **Passive Voice**:

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

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

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

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

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

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

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

#### 1 Make up sentences.

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

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

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

Secrets are never told.

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

## 3 Read and compare.

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

## 4 Choose the correct answers, active or passive.

- 1 English and Arabic (*teach / are taught*) at our school.
- 2 What name (*writes / is written*) at the top of the page?
- 3 They (*play / are played*) tennis twice a week.
- 4 Chocolate (*makes / is made*) from cocoa beans.
- 5 Why (*do your dogs leave / are your dogs left*) alone all day?
- 6 We (*do / are done*) the dishes every evening.
- 7 The Olympic Games (*hold / are held*) every four years.

# Lesson 1

- 8 Thousands of people (*visit / are visited*) the museum every day.
- 9 In this hotel, meals (*don't serve / aren't served*) in guests' rooms.
- 10 This programme (*watches / is watched*) by millions of people.
- 11 I (*allow / am allowed*) to stay out late at weekends.
- 12 They (*wear / are worn*) sandals in the summer.

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

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

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

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

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

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



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

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

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

**Sharon:** Great! Now, what about meals?

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

**Sharon:** Great. Thank you.

## 7 Rewrite the sentences in the passive.

- 1 Someone cleans this office every day.  
*This office is cleaned every day.*
- 2 They grow bananas in the country. Bananas ...
- 3 Smoking causes terrible illnesses. Terrible illnesses ...
- 4 They play rugby in schools in Britain. Rugby ...
- 5 They don't paint the school every year. The school ...
- 6 They sell newspapers at this supermarket. Newspapers ...

## LISTENING



### 1 Read the sentences below carefully.

**Then listen to the girl and choose the correct word.**

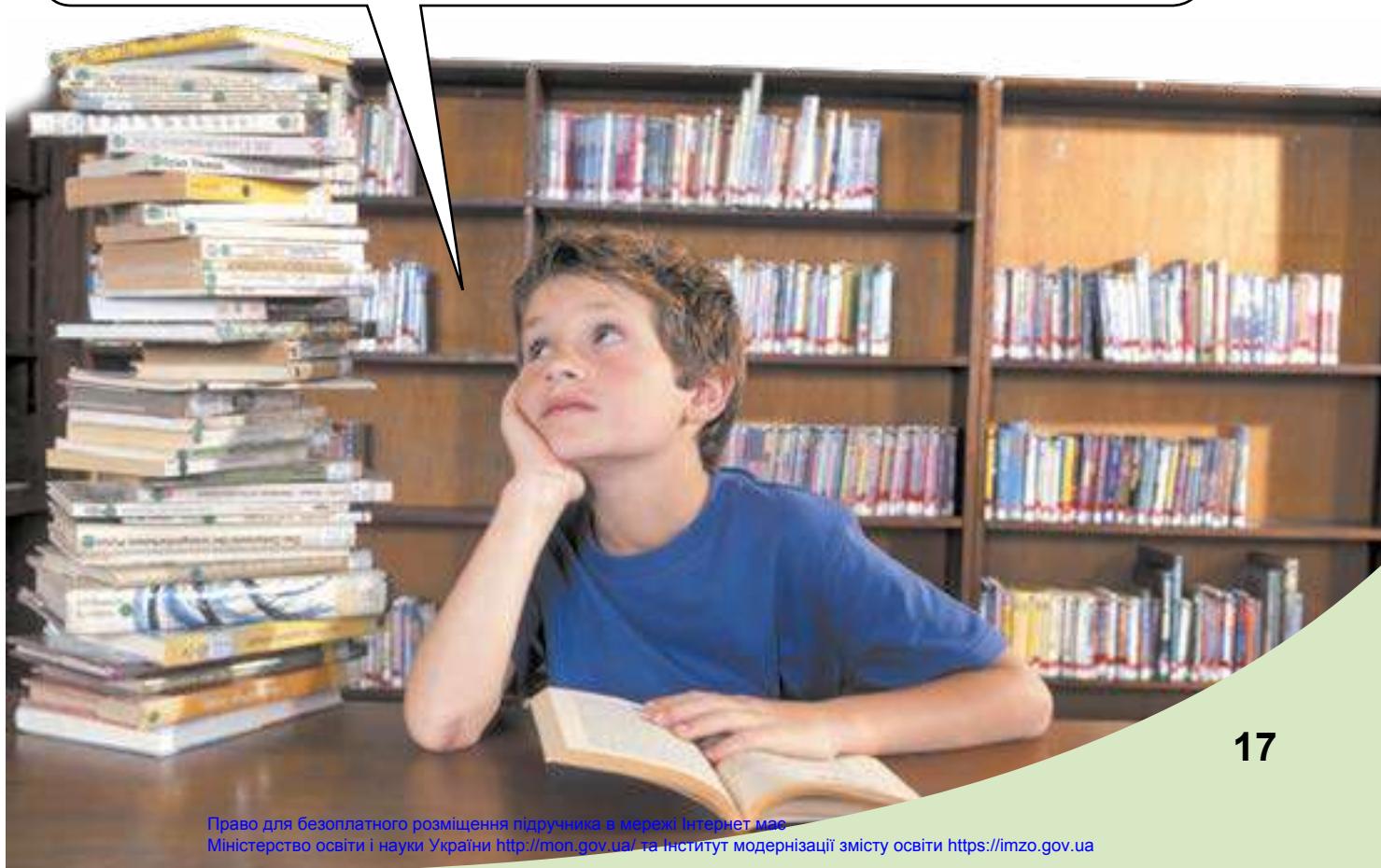
- 1 She (*sometimes / rarely*) goes to the school library.
- 2 She (*rarely / never*) reads anything that is not on the reading list.
- 3 She (*always / never*) hands in book reports.
- 4 She (*usually / often*) surfs the Net.
- 5 She (*always / usually*) looks up some information online.

# Lesson 1



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

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



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

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

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

FICTION	NON-FICTION

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

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

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

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

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



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

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

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



# Lesson 1

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

## VOCABULARY BOX

### an achievement

[ə'tʃi:vmənt]

### an essay

['eseɪ]

### an inspiration

[,ɪnspɪ'reɪʃn]

### a success

[sək'ses]

### to achieve

[ə'tʃi:v]

### to inspire

[ɪn'spaɪə]

### noble

['nəʊbl]

### ● due to sth

## REMEMBER!

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



## SPEAKING

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



1



2



3



4



5



6

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

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

# Lesson 1



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

**Emma:** Hello.

**Miss Havilland:** Can I help you?

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

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

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

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

**Emma:** Sure. No problem.

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

Rarely  
Sometimes  
Often  
Always

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

**b) Copy and answer the questions.**

**Then work in pairs. Ask your partner the questions from (a).**

**4 Work in pairs. Ask and answer.**

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

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

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

**6 Comment on the joke.**

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

# Lesson 1

## 7 Work in pairs. Ask and answer.

What are you reading now?

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

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

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

## b) Read and act out the dialogue in pairs.

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

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

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

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



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

**Chris:** An adventure story, eh?

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

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

**Mary:** Do you think it would interest me?

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

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

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

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



### VOCABULARY BOX

**an imagination** [ɪ,mædʒɪ'neɪʃn]

**truthful** ['tru:θfəl]

**true-to-life** [ˌtru: tə 'laɪf]

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

● **right after sth**



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

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

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

**10 Work in groups. Speak about reading books. Make use of the questions.**

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

## WRITING

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

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

### LEARNING TIP

#### PARAGRAPH WRITING

The paragraph is created in the following ways:

- showing the relationships<sup>1</sup> between the ideas with words like: **because, for example, and, also, besides**;
- using pronouns to replace<sup>2</sup> repeated nouns;
- leaving out the second subject<sup>3</sup> when two verbs have the same subject.

Compare:

#### Separate sentences

- Red is a very powerful colour.
- Red creates an effect of excitement.
- Red is the most popular colour for sports cars.
- Red is used in warning<sup>4</sup> signs to show danger.

#### Paragraph

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

<sup>1</sup>a relationship [rɪ'leɪʃnʃɪp] — взаємозв'язок

<sup>2</sup>to replace [rɪ'pleɪs] — замінити

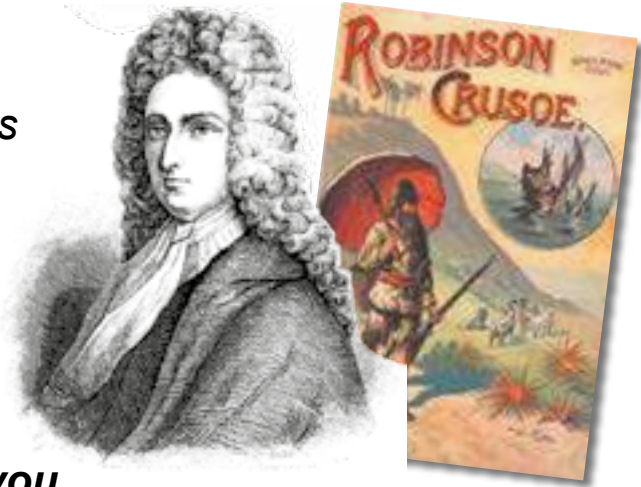
<sup>3</sup>a subject ['sʌbdʒɪkt] — *тут* підмет

<sup>4</sup>warning ['wɔːnɪŋ] — попереджувальний

# Lesson 1

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

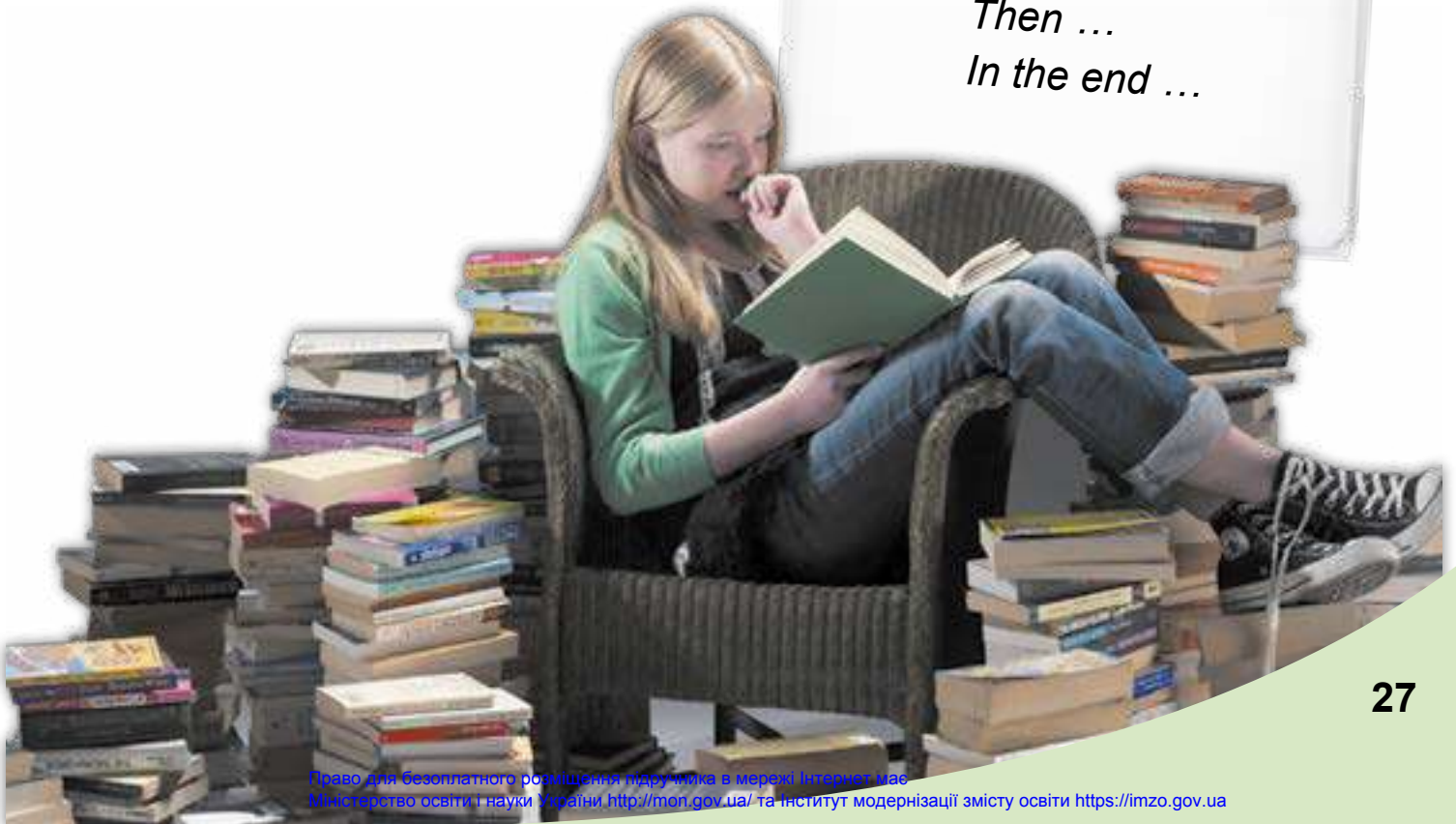
**Example:** Daniel Defoe is the author of "Robinson Crusoe". He is a famous English writer. The book is well-known all over the world and is one of my favourite books. It is about Robinson Crusoe and his strange adventures.



**3 Write a short review of your favourite book. Use the prompts below to help you.**

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

TITLE: ...  
WRITER: ...  
PLOT: First ...  
Then ...  
In the end ...



# MUSIC IS HEARD EVERYWHERE

## VOCABULARY

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



A **concert** of classical music.



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



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



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



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



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



# Lesson 2



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

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

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

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

## REMEMBER!

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



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

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

violin heavy metal hip-hop  
rock'n'roll  
hard rock **POP MUSIC** disco  
punk gothic  
rap rhythm and blues (R&B) harp

conductor crossover ballet symphony  
choir **CLASSICAL MUSIC** piano  
sonata opera oratorio trio concert

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

## c) Think and say.

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

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

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

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



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

## 5 Complete these sentences in your notebook.

### About yourself:

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

### About your family and friends:

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

### 6 a) Match and say.

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

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

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

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

# ARCTIC MONKEYS



## c) Choose the correct word.

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

## 7 Work in pairs. Ask and answer the questions.

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

## READING



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

The children are talking about . . . .

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

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

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

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

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

**Linda:** What world?

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

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

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

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

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

**c) Agree or disagree.**

- 1 John doesn't care about being popular.
- 2 He is stubborn.
- 3 Linda likes electric guitars and having her hands in the air in concerts.
- 4 She likes the sound of the piano.
- 5 The media decides what or who is a 'must-see'.
- 6 The INS only follow public opinion.



# Lesson 2



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

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

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

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

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

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

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

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



**b) Choose your answer.**

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



**3 Join the words and phrases with their synonyms or definitions.**

- |                    |                          |                                      |
|--------------------|--------------------------|--------------------------------------|
| 1 trendy stuff     | <input type="checkbox"/> | plan and organise extreme excitement |
| 2 artificial       | <input type="checkbox"/> | forget to stop                       |
| 3 create hysteria  | <input type="checkbox"/> | things that are considered modern    |
| 4 get carried away | <input type="checkbox"/> | fake, not natural                    |

**4 a) Find the opposites.**

- |              |                          |                          |
|--------------|--------------------------|--------------------------|
| 1 loud       | <input type="checkbox"/> | natural                  |
| 2 artificial | <input type="checkbox"/> | soft                     |
| 3 snobbish   | <input type="checkbox"/> | ordinary, poor, inferior |
| 4 trendy     | <input type="checkbox"/> | old-fashioned            |
| 5 quality    | <input type="checkbox"/> | modest                   |

**b) Work in pairs. Write down a few nouns that can go with the adjectives above.**

# Lesson 2

5 **Work in pairs. One of you is A and the other is B. Read the dialogue in 2 a) again and say:**

A Who	B What
1 ... defends the media.	1 ... <i>U2</i> had at their concert.
2 ... has to wake up.	2 ... went through the walls.
3 ... got carried away.	3 ... has survived for centuries.
4 ... is sorry.	4 ... kind of messages music sends.

6 **Work in pairs. Read and identify your music style.**

You like nice, loud music — everything from *The Rolling Stones* to today's heavy metal (like *Guns N' Roses* or *Metallica*). You have long hair and wear a leather<sup>1</sup> jacket.

**ROCK  
'N' ROLL**

**POP**

You like pretty songs on the radio 24 hours a day and in supermarkets. English Ed Sheeran and Adele are your favourites these days. You look ... well, normal!

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

**RAP**

**DANCE**

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

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

**INDIE**

<sup>1</sup>leather ['leðə] — шкіра

## 7 Read and guess the meanings of the following words.

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

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

**to produce** [prə'dju:s] to produce goods. What does the farm produce? What kind of music do they produce?

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

## GRAMMAR

### REMEMBER!

#### Past Simple Passive

is formed with **was/were** + **3rd form** of the verb:

*His music **was performed** at the concert yesterday.*

*All the albums **were recorded** in the 1960s.*

*This song **was written** by Paul McCartney.*

### 1 Put the verbs in brackets into the past passive form.

- 1 The myth about Loch Ness ... (*create*) by Scottish people.
- 2 The legends about Robin Hood ... (*pass*) from generation to generation.
- 3 *Peter Pan* ... (*write*) by Scottish novelist and playwright J.M. Barrie.

# Lesson 2

- 3 This novel ... (*admire*)  
by the audience in London.
- 4 The character of the film ... (*love*) by many.
- 5 The song ... (*sing*) by John Lennon.

## 2 Change the sentences using passive structures.

**Example:** The local orchestra performed the concert yesterday.  
*The concert was performed by the local orchestra.*

- 1 S. Richter played piano sonatas at the concert.
- 2 Mozart composed this beautiful music.
- 3 You can hear music everywhere.
- 4 They consider Elvis Presley to be the king of rock'n'roll.
- 5 They decorated the stage in blue and pink.
- 6 They introduced the album in 1984.
- 7 They called the band *Take That*.
- 8 Someone helped them to record their first single.
- 9 They changed the band's name to *The Beatles*.
- 10 Many loved their lyrics.

## 3 Work in pairs. Ask and answer.

Was ... written by ...?

Yes, it was. / No, it wasn't.  
It was written by ...

## 4 Complete the sentences with passive structures of the verbs in brackets.

- 1 The cinema ... (*invent*) in France.
- 2 St. Sophia Cathedral in Kyiv ... (*build*) in the 11th century.
- 3 The *Mona Lisa* ... (*paint*) by Leonardo da Vinci.
- 4 *David Copperfield* ... (*write*) by Charles Dickens.



## 5 **Change the sentences using passive structures.**

**Example:** Good books teach people to live.

*People are taught to live by good books.*

- 1 People wrote books by hand in ancient times.
- 2 The invention of printing changed a lot in history.
- 3 Librarians help people to find a book on any subject.
- 4 Thematic selections of books develop their visitors' reading preferences.
- 5 The author introduced his main characters only in the 2nd part of the story.
- 6 They discussed the topic two days ago.
- 7 They coloured the walls in green and yellow stripes.
- 8 They published the series of books last year.

## 6 **Put the wh-questions to the following sentences.**

**Use the words in brackets.**

**Example:** "The Lord of the Rings" was written in 1955.


(When?) *When was "The Lord of the Rings" written?*

- 1 Sherlock Holmes was created by Conan Doyle for his series of detective books. (Why?)
- 2 Walter Scott was known as a poet at the beginning of his career. (When?)
- 3 The legend was put into songs and plays. (What?)
- 4 It was published in 2012. (When?)
- 5 The reading room was locked by the librarian at 12:30. (What time?)
- 6 The reasons for the popularity of the book were mentioned in the report. (Where?)
- 7 The plot of the story was retold in six sentences. (How many?)
- 8 Agatha Christie was born in England. (Where?)
- 9 The topics of the book are shown in the table of contents. (What?)


## LISTENING

 **1 Listen to the six pieces of music and identify<sup>1</sup> each type.**

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

 **2 Listen to the interview with a rock band *The Rats* about their concert tonight. Then complete the sentences below.**

- 1 *The Rats'* new album is called ...
- 2 Pete's girlfriend is ... years old.
- 3 They are preparing a real ... for tonight's concert.
- 4 This is Toby's parents' ... town.

 **3 a) Listen again and answer the questions.**

- Whose fans are excited today?
- Whose girlfriend is celebrating her birthday?
- Whose tattoos are new?
- Whose leather jacket has a skull on the back?
- Whose autobiography are they talking about?
- Whose home town is this?

**b) Complete the sentences.**

*The Rats* are having a ... tonight. The concert starts at ... .  
They have a new ... . The name of the ... is *Trouble*.  
Pete is playing a special ... . The song is for his ... .  
Billy Ugly has a new ... . It has a ... on the back.  
Jack Dirty has a new ... . It shows a ... .  
Now they're having an ... . The interview is for the radio.



<sup>1</sup>to identify [aɪ'dentɪfaɪ] — визначати

**4 a) Say if you have ever heard about The Beatles. Do the quiz. (Find appropriate information on the internet.)**

## BEATLEMANIA

- 1 Where did *The Beatles* come from?  
a) London    b) Liverpool    c) Los Angeles
- 2 Who was not a Beatle?  
a) George Harrison                      d) Elvis Presley  
b) Paul McCartney                      e) John Lennon  
c) Ringo Starr
- 3 When did *The Beatles* first become famous?  
a) in the 1960s    b) in the 1970s    c) in the 1980s
- 4 What instrument did John Lennon play?  
a) lead guitar    b) rhythm guitar    c) drums
- 5 Who wrote most of the songs?  
a) Paul McCartney and Ringo Starr  
b) Paul McCartney and John Lennon  
c) Brian Epstein and George Harrison
- 6 How many albums had they recorded by 1970?  
a) 7    b) 10    c) 12
- 7 Which of *The Beatles* films was a cartoon?  
a) *A Hard Day's Night*    b) *Help!*    c) *Yellow Submarine*
- 8 Which Beatle died a violent death?  
a) Ringo Starr    b) John Lennon

**b) Before listening to the dialogue between the girl and her granny, check the meaning of these words in the dictionary.**

to bunk off school, to be devastated, to get over something, to sew, beat, lyrics, to argue, gardening tips, cranky



**c) Listen to and read the dialogue. Then answer the questions.**

- 1 Who went to *Quarry Bank High School*?
- 2 Who helped John to get to art college?
- 3 What helped John in getting over his tragic loss?

**Stella:** What was it like then?

**Granny:** Oh, nice. Or maybe it seemed nicer because I was so young then. Well, John Lennon went to my school. *Quarry Bank High School*. He played in a band called *The Quarrymen*. We were crazy about John.

**Stella:** Why did you like him so much?

**Granny:** I think he was very talented. He played the guitar, and boys with a guitar are always popular. He wasn't a good pupil, he used to bunk off school, but he was very good at writing and art, and our headmaster later helped him to get to art college.

**Stella:** Why did he bunk off?

**Granny:** I think he was very unhappy at that time. His mum died in an accident. She was crossing the street when a car hit her. John was devastated by it. His dad had left home earlier. He worked on a ship like a lot of men from Liverpool at that time. I think music helped him a lot in getting over it. John met Paul McCartney who joined *The Quarrymen* in 1957. They soon changed the band's name

to *The Beatles*. They played in the *Cavern Club* in Liverpool every night and they soon became the most popular band in England. Your grandpa bought their first single *Love Me Do*.

**Stella:** Oh, I know, one of those funny black records.

**Granny:** Yes, he still has it. It's a bit scratchy, though ...

**Stella:** What did you like about their music?

**Granny:** I liked the beat. I loved the lyrics and the sound of the electric guitars. But, I also loved their use of other classical musical instruments. Their look, with *The Beatles* jacket and hairstyle, was special, too. It was created by their manager, Brian Epstein.

**Stella:** What songs did you like best, granny?

**Granny:** Lots of them. *I Want to Hold Your Hand*, *With a Little Help from My Friends*, *She's Leaving Home* ... There are so many nice memories that come back with them. When your mum was a baby, and when she was cranky, I let her listen to *Blackbird* and *Octopus's Garden*. These were her favourites. Now I like *When I'm 64*. Oh, dear, it all seemed like ... *Yesterday* (starts singing). Let's have a cup of tea now!

**5 a) Complete the questions with the correct forms of the verbs in brackets. Then answer them.**

- 1 Who ... *The Quarrymen* in 1957? (*join*)
- 2 Who ... to sea? (*go*)
- 3 Who ... their first single? (*buy*)
- 4 Who ... *The Beatles* look? (*create*)
- 5 Who ... to *Blackbird* and *Octopus's Garden*? (*listen*)
- 6 What events of John's life ... him unhappy? (*make*)

**b) Go back to the talk and find the missing prepositions.**

The girls at *Quarry Bank High School* were **crazy** ... John Lennon. John Lennon was **good** ... writing and art. He was **devastated** ... his mother's tragic death.



# Lesson 2

c) Write at least 4 sentences about yourself using the words in bold (adjectives) + prepositions.

6 Work in groups. Talk about *The Beatles*.

Explain what granny means by saying:

“Oh, maybe it seemed nicer because I was younger.”

“Guys with guitars are always popular.”

“Music helped him in getting over it.”

“It all seemed like yesterday!”

7 a) Read the two articles. Use your dictionary if necessary.

She is unique and enigmatic. Her voice range is four octaves. Her musical talents became evident when she was still a little girl. She studied piano playing and opera singing. She won many first prizes in different music contests and maybe it was her success at the *New Wave-2009* in Yurmala, Latvia, which was a great boost in her career as a pop singer. It's all about Jamala, whose real name is Susana Jamaladinova. Then there was her song *Smile* in 2011 which evoked positive emotions and could be called as an international tourist hymn. But she became a *Eurovision* winner in 2016 with a ballad about the 1944 deportation of the Crimean Tatars, a song that arises sadness and sorrow...

She was sure that Europeans were “ready to hear about the pain of other people”.

Accepting her Eurovision trophy, she said: “I know that you sing a song about peace and



love, but actually, I really want peace and love to everyone.” She then thrust the glass microphone prize and yelled: “Thank you, Europe — welcome to Ukraine!”

\* \* \*

Ruslana Lyzhychko is a Ukrainian pop singer who won the *Eurovision Song Contest* in 2004 with her *Wild Dances*. She is never at rest; she is always on the move, meeting people, while she moves from place to place. This energetic woman with a sunny smile welcomes people, makes new friends and signs autographs, all at the same time. She is active in public life and politics. Ruslana was the Deputy<sup>1</sup> of Ukraine and the UNICEF<sup>2</sup> Goodwill Ambassador<sup>3</sup>.

**b) Work in pairs to role-play the situation.**

**A**, you are the interviewer for *Music Magazine*. Interview Ruslana or Jamala (6-8 questions). Use one of the articles above.

**B**, imagine you are Ruslana / Jamala. Search for the information on the internet to answer A's questions.

---

<sup>1</sup>a deputy ['depjuti] — депутат

<sup>2</sup>UNICEF (United Nations Children's Fund) — ЮНІСЕФ (Дитячий фонд ООН)

<sup>3</sup>a goodwill ambassador [ˌɡʊdwiːl æm'bæsədə] — посол доброї волі

# Lesson 2

- 8 Prepare your individual project on a musician or a rock group of your choice. Bring a poster or photos and report on it in class. You may use the plan below.**

## FILE FOR PROJECT

- 1 The name of the group or the musician.
- 2 How it all began.
- 3 The first years.
- 4 The characteristics of their music.
- 5 Examples (the songs / albums / pieces of music that you like).
- 6 Their mission / message to the world.



## SPEAKING



- 1 Listen and read the talk. Then answer the questions.**

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

**Chris:** Who performed at the concert?

**John:** *Okean Elzy*, my favourite group.

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

**Lilly:** When did they start the concert?

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

**Terry:** For me the best moment of the concert was when Sviatoslav Vakarchuk and his team appeared. I couldn't believe when I saw him walking out. I felt so excited to be near my favourite singer.

**Chris:** Did you speak to him?

**John:** Well, there were too many people. Everyone clapped. Sviatoslav stopped right in front of us, leaned over and said, "Enjoy the show!"

**Lilly:** What happened then?

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

**Chris:** How did you feel after the concert?

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

**Lilly:** And what about you, Terry?

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

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

**John:** Yes, we were lucky.





# Lesson 2

## **b) Read and choose the proper item.**

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



## **2 a) Answer the questions.**

- 1 Did John and Terry have a really wonderful time on Saturday?
- 2 When did they arrive at the place?
- 3 What did they watch at three o'clock?
- 4 Where were the boys during the concert?
- 5 How did Terry feel at the concert? Why?
- 6 What did the singer tell the audience?
- 7 What was the concert like?
- 8 How did the boys feel after the concert?

## **b) Work in a group of four. Read again and role-play the talk above.**



### 3 Ask and answer in pairs.

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

### 4 a) Match the words and their definitions.

hit  
the charts  
album  
number one



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

### b) Work in pairs.

A, read the article.

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



# Lesson 2

## For A:

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

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

## For B:

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

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

**Use the words from the box.**

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

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

## 6 Do a music survey among people of different ages.

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

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

**Example:** *Do you like pop music?*

*Have you heard of 'a-ha'?*

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

**Step 3** Interview as many older people as possible in English.

**Step 4** Write a short report on your interviews.

**Step 5** Share the results with your class.

## 7 Do a mini-research project in your class. Find someone who:

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

**Example:** — *Do you play a musical instrument?*

— *Yes, I do. / No, I don't.*

**Make a table according to the items (1-6) and fill in the names of the pupils you'll find out.**

## 8 Read the article on the next page and point out:

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



## HOW TO BE A GOOD MUSICIAN

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

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

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

### **9 Make up an article 'Music Stars' about some facts from private lives of musical talents at your school.**

#### **FILE FOR PROJECT**

**Step 1** Make up your questionnaire. Use the following questions:

- a) How old were you when you started singing or playing the instrument?
- b) Are your parents musical?
- c) How often do you practise?
- d) What instrument do you prefer?

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

**Step 3** Write the article about them. (See example on page 54).

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





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

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



## WRITING

**1 Read the text, then write a paragraph about the importance of music in your life. Make use of the questions below.**

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

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

You should know music is a language. People use it to express moods and feelings. Some music is happy, and another<sup>1</sup> is sad. Some is serious, and another can make people laugh. Many popular songs are love songs.

<sup>1</sup>another [ə'nlðə] — інший, інакший, відмінний



People make their own music, too.

Whenever you hum or whistle<sup>1</sup> a tune, you are making music. Classes and choirs sing together. Many boys and girls study to become good musicians. They may take singing lessons or learn to play a musical instrument.

And what about you?

- Do you listen to music in your free time?
- Do you buy music on *YouTube* or a lot of CDs?
- Do you go to concerts?
- Do you talk to your friends a lot about music?

## **2 Write a description of a music event you attended.**

***If necessary, invent your own details. Make use of the 'Learning Tip'. Divide your description into paragraphs and be sure you answer all the questions.***

### LEARNING TIP

#### HOW TO WRITE AN ARTICLE ABOUT AN EVENT YOU ATTENDED

##### Paragraph 1

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

##### Paragraph 2

- What were the preparations there before the event?

##### Paragraph 3

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

##### Paragraph 4

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

<sup>1</sup>to whistle ['wɪsl] — свистіти; *тум* насвистувати

# LOOK BACK!

## 1 Complete the sentences with the words from the box.

ending, cover, characters, setting, author, title, part, interesting

- 1 The last ... of the book was really exciting.
- 2 Although the book was written for children, it is ... for adults as well.
- 3 The ... was a happy one because the hero wins.
- 4 A picture of the author is on the ... .
- 5 The ... in the story are very amusing.
- 6 The ... is the galaxy.
- 7 The ... of the book is Douglas Adams.
- 8 The ... of the second novel is *The Restaurant at the End of the Universe*.

## 2 a) Match the halves of the book titles (1-10) and write out the books you have heard about.

- |                        |                                    |
|------------------------|------------------------------------|
| Charles Dickens        | 1 <i>Great ...</i>                 |
| Lewis Carroll          | 2 <i>Alice's Adventures in ...</i> |
| Sir Arthur Conan Doyle | 3 <i>The Adventures of ...</i>     |
| Jane Austen            | 4 <i>Pride and ...</i>             |
| Jonathan Swift         | 5 <i>Gulliver's ...</i>            |
| Daniel Defoe           | 6 <i>Robinson ...</i>              |
| Mark Twain             | 7 <i>The Adventures of ...</i>     |
| J.R.R. Tolkien         | 8 <i>The Lord of the ...</i>       |
| H.G. Wells             | 9 <i>The Time ...</i>              |
| Robert Louis Stevenson | 10 <i>Treasure ...</i>             |

- |   |  |
|---|--|
| <input type="checkbox"/> <i>Machine</i>         | <input type="checkbox"/> <i>Expectations</i> |
| <input type="checkbox"/> <i>Sherlock Holmes</i> | <input type="checkbox"/> <i>Prejudice</i>    |
| <input type="checkbox"/> <i>Crusoe</i>          | <input type="checkbox"/> <i>Wonderland</i>   |
| <input type="checkbox"/> <i>Tom Sawyer</i>      | <input type="checkbox"/> <i>Travels</i>      |
| <input type="checkbox"/> <i>Island</i>          | <input type="checkbox"/> <i>Rings</i>        |

# Lessons 1-2

**b) Name the books that were made into films.**

**3 Work in groups. Read and answer the questions.**

*Kindle* is an attempt to create an electronic book. There is no paper, there are no bookshelves, you just press a button when you want to read a new page. Science fiction? No, this is reality. Look at the photo.



- Which one do you prefer: an e-book or a real book? Why?



**4 a) Listen to Terry Tomlin who is doing a research on the reading habits of teenagers. Here's the interview with Gemma. Put the questions below in order as you hear them in the interview.**

- 1 Do you buy books or do you borrow them from a library?
- 2 Do you like reading?
- 3 What's your favourite book?
- 4 What do you read?
- 5 What was it about?
- 6 When do you usually read?
- 7 Who's your favourite writer?
- 8 What was the last book you have read?



**b) Listen again and answer the questions.**

**c) Copy the answers on strips of paper. Put them face down. Take turns to pick a strip. Read the answer and say what the question is.**

**5 Prepare a two-minute talk using the questions in task 4 a).**

## 6 Role-play the situations.

### a) Work in pairs.

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

**B**, express your interest in the book. Accept your friend's invitation gladly.

### b) Work in a group of three.

**A, B**, you and your friend come to the library to get something interesting. You cannot choose a book and you ask the librarian to help you. After he/she has brought you some books, discuss with your friend which one to choose.

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

#### **You may use the following:**

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



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

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

**1 Why do you read?**

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

**2 What kinds of books do you like to read?**

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

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

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

**4 Where do you get books?**

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

**b) Work in groups of four. Discuss the pupils' reading preferences and the reasons for the popularity of their favourite books.**

**c) Make a report on your research.**

**d) Present the results in class.**





### **8 Choose the correct tense form, active or passive.**

- 1 The book (*wrote / was written*) in 1989.
- 2 Thousands of people (*visit / are visited*) the museum every day.
- 3 What name (*writes / is written*) at the top of the page?
- 4 The letter (*didn't send / wasn't sent*) in time for the meeting.
- 5 English and Arabic (*teach / are taught*) at our school.
- 6 This programme (*watches / is watched*) by millions of people.

### **9 Put the verbs in brackets into the correct tense form.**

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

### **10 Guess and match the words with their definitions.**

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

### **11 Complete the sentences.**

**Example:** Paul McCartney plays the guitar.

- 1 Another word for a band is a ... .
- 2 The most important singer is the ... singer.
- 3 Someone who plays the drum is the ... .
- 4 A CD with one song on it is a ... .
- 5 A CD with about ten songs on it is an ... .
- 6 The ... is the list of singles that sell most in a week.

# Lessons 1-2

12 a) Look at the photos and say what they show. Read the texts below and match each text with the right picture.



- The tamburitza is a string instrument. It is an important instrument in traditional folk music in Croatia. A tamburitza orchestra has three to ten musicians. The tamburitza has three parts: a body, a neck and a head. There are different types of tamburitza, with different number of strings, four, five, six or even more.
- A philharmonic orchestra is a big group of musicians, about a hundred. It has different sections: a string section (the violin, the cello ...), a brass section (the trumpet, the trombone ...), a woodwind section (the flute, the clarinet ...) and a percussion section (the drums, the triangle ...). They play different music.
- There are usually five members in a rock band. The music they play is very loud with a lot of rhythm. The instruments are the electric guitar, the bass guitar, the drums and the keyboard. The fifth member in a rock band is the lead singer who sometimes also plays an instrument.

**b) Answer the questions.**

- 1 What kind of music do these three groups of musicians play?
- 2 What instruments do they play?
- 3 How many members are there in each group?



**c) Listen to these three pieces of music and match them with the pictures in (a).**

- The first piece
- The second piece
- The third piece

**13 Work in pairs. Read, ask and answer.**

**Which of these opinions do you agree with? Why?**

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

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

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

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


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



## 14 Read the e-mails and say what music preferences Mark and Maggie have.

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

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



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



I haven't got pictures of *Selena Gomez* or *Justin Timberlake* on my bedroom walls. I don't like rap or indie groups either. I prefer my parents' record collection, and I know a lot about the history of rock.

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



**15 Work in pairs. Ask and answer.**

- 1 How often do you listen to music?
- 2 Who's your favourite composer? What do you know about him/her?
- 3 Who's your favourite orchestra or pop group?
- 4 Do you play a musical instrument? Are you good at it? Did you take music lessons? How long?
- 5 Have you got any records? Are they expensive? What records do you collect?
- 6 Have you been to a concert recently? What was it like? Who were the performers?
- 7 In several words say whom you consider a real music fan.
- 8 Imagine that a friend of yours has just read a review of a concert in a newspaper. You want him/her to explain the gist<sup>1</sup> of the review. What questions would you ask him/her?
- 9 Give a short review of a concert you have been to. Say how you rated<sup>2</sup> it.

**16 Discuss the following question.**

If you argue with someone, for instance, about the colour they like, is that clever? Imagine the result of the argument.

**Write a mini dialogue, for example:**

**A:** Why do you like ...?

**B:** Because ... .

**17 a) Read the old saying and say if you agree with it. Why?**

*There is no arguing about matters of taste.*

---

<sup>1</sup>a gist [dʒɪst] — суть, сутність

<sup>2</sup>to rate [reɪt] — оцінювати

**b) Choose the words from the box which are matters of personal taste.**

books, food, pets, sports, websites, ignoring people, make-up, clothes, study, personal hygiene, hobbies, cheating in tests, helping people in need, being polite to people

**c) Work in groups. Discuss your choice.**

**18 Work in a group of four. Invent your own band.**

## FILE FOR PROJECT

### Step 1

Brainstorm the ideas about the name, music style, instruments, lead singer.

### Step 2

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

### Step 3

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

### Step 4

Write a profile of your band (including the timetable and a programme of forthcoming tour around Ukraine).

### Step 5

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



**1 Look at the words in the left column. Check the meaning in your dictionary. Match them with the definitions.**

- |            |                                     |
|------------|-------------------------------------|
| 1 wealthy  | a the capital of France             |
| 2 involved | b a private teacher                 |
| 3 poison   | c taking part in something          |
| 4 Paris    | d a story or play about crime       |
| 5 tutor    | e a substance that can make you die |
| 6 mystery  | f rich                              |

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

- 1 Do you know any books with a character called Hercule Poirot?
- 2 Have you ever read *Death on the Nile*? Have you seen the film?
- 3 Have you seen any TV programmes about Hercule Poirot? Can you describe him? What does he look like?
- 4 Who created that character?



**3 Look up some more words in the dictionary. Match them with the definitions in the right column.**

- |                 |  |
|-----------------|--|
| 1 shy           | <input type="checkbox"/> an invented story long enough to fill a complete book |
| 2 attend        | <input type="checkbox"/> nervous and afraid to speak in the presence of others |
| 3 keep occupied | <input type="checkbox"/> the legal ending of a marriage                        |
| 4 divorce       | <input type="checkbox"/> intelligence, cleverness                              |
| 5 background    | <input type="checkbox"/> go regularly to a place                               |
| 6 mind          | <input type="checkbox"/> the part of a picture behind the main objects         |
| 7 screenplay    | <input type="checkbox"/> the text (story) used in a film                       |
| 8 novel         | <input type="checkbox"/> keep busy   |



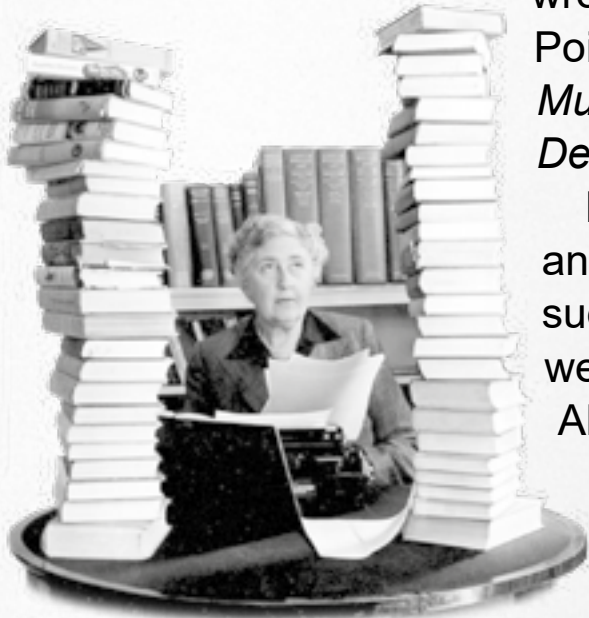
#### 4 Read the text.

### A BIOGRAPHY OF AGATHA CHRISTIE

Agatha Christie was born in Devon, England, on the 15th of September, 1890, the youngest of three children in a wealthy family. As a child, she never attended school because her mother wanted her to be taught at home by a governess and tutors. She was a very shy child who learned very early to create games to keep herself occupied. She studied piano and music in Paris and later turned to writing.

In 1914, at the age of 24, she married Archie Christie, a World War I fighter pilot. During the First World War, Agatha worked as a nurse. It was while she was working in a hospital that Agatha Christie came up with the idea of writing a detective novel. In the hospital she learned a lot about drugs and poisons and she used this information in her novels. Her first novel was published in 1920 and the main character was a Belgian detective, Hercule Poirot. Christie wrote about 30 novels featuring Poirot. Among the most popular were *Murder on the Orient Express* and *Death on the Nile*.

In 1926 Archie asked for a divorce and Agatha, feeling lost and upset, suddenly disappeared. For two weeks nobody knew where she was. All of England became involved in the case of the missing writer. Eventually, she was found in a small hotel, explaining to the police that she had lost her





memory. Even today nobody knows exactly what happened to her during those two weeks. Her second marriage was to Max Mallowan, a young archaeologist whom she met on a trip to Baghdad. They went home to England on the Orient Express and got married in 1930. Christie and her husband travelled to the Middle East many times. These journeys created the background for several of her novels, for example *Death on the Nile*.

Another one of Christie's well-known characters was introduced in *The Murder at the Vicarage*. It was Miss Jane Marple, an old lady who solved mysteries with her sharp mind and intuition.

During her life, Christie wrote over 70 novels and a number of short stories, plays and screenplays. Some of her novels have been made into successful films. Her work has been translated into more than a hundred languages and she is the most popular mystery writer of all times. Agatha Christie died on the 12th January, 1976, at the age of 85.

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

- 1 When was Agatha Christie born?
- 2 Was she an only child?
- 3 Did she attend school?
- 4 What was she like as a child?
- 5 What did she study in Paris?
- 6 Who was her first husband?
- 7 When did she start writing detective novels?
- 8 What happened in 1926?
- 9 How did she meet her second husband?
- 10 Where did she often travel?
- 11 Who were her most popular characters?
- 12 How old was she when she died?

**6 Say something about these names that are mentioned in the text.**

DEVON  
 ARCHIE CHRISTIE  
 PARIS  
 HERCULE POIROT

MAX MALLOWAN  
 THE ORIENT EXPRESS  
 THE MIDDLE EAST  
 MISS JANE MARPLE

**7 Fill in the factfile on Agatha Christie in your notebook.**

BORN: .....  
 DIED: .....  
 FAMILY: .....  
 EDUCATION: .....  
 JOBS: .....  
 MARRIAGES: .....  
 FAMOUS NOVELS: .....  
 FAMOUS CHARACTERS: ..  
 LITERARY WORK: .....



**8 Talk about Agatha Christie using the information from the factfile.**

**9 Work in pairs. Ask your partner and report back.**

- 1 Where were you born?
- 2 How many children are there in your family?
- 3 Are you shy?
- 4 What school do you attend?
- 5 Do you like mystery novels and films?  
Who is your favourite character?
- 6 Have you ever left your country?
- 7 Where did you go?
- 8 Where would you like to travel?
- 9 Do you sometimes travel by train?
- 10 How do you keep yourself occupied when you travel somewhere?

# *My Learning Diary*

The topics of this unit are .....

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

I think that the most important thing I have learnt is .....

The most difficult thing for me was .....

The things that I enjoyed most in the Unit were .....

The things that I didn't enjoy were .....

The ways I used working with the Unit were .....

My favourite activities / tasks were .....

The new grammar I have learnt in the Unit is .....

The best lesson I had in my English class was .....

The things that are easy to read are .....

The things that are easy to listen to .....

# Lessons 1-2

.....  
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 different genres of books / styles of music / musical instruments			
● read and understand articles about books and their authors			
● read and understand news on music			
● listen to and understand music preferences			
● describe a character of a book			
● express my impressions of the book I have recently read			
● express my attitude to reading / music			
● describe the music I am listening to			
● talk to the librarian			
● tell someone about my favourite book / writer / singer / band			
● talk about popular bands or singers			
● interview a singer or a leader of a band			
● share impressions of visiting a concert			
● do a survey of my mates' music preferences			
● prove that there is no arguing about matters of taste			
● understand and use the Present and Past Simple Passive constructions			
● write a paragraph about the library I go to			
● write a short review of my favourite book			
● do a project on the invention of a new band			
● do a project on musical talents from my school / town			
<b>MY WORK</b>			

# Unit 4

## BROADEN YOUR MIND!

- A Daily, a Weekly, a Monthly...
- Geographical Outlook

### Pre-reading questions

- Have you ever read a newspaper?
- How often do your parents read periodicals?
- Is any magazine or newspaper made at your school?
- How good are you at geography?
- Where is Ukraine situated?
- What is the climate in the UK like?

# A DAILY, A WEEKLY, A MONTHLY ...

## VOCABULARY

### 1 a) *Guess and match.*

- |                       |   |
|-----------------------|---|
| 1 A reporter ...      | a makes the newspaper pages.                  |
| 2 A driver ...        | b types the messages.                         |
| 3 A correspondent ... | c chooses the best stories.                   |
| 4 A secretary ...     | d interviews people.                          |
| 5 A compositor ...    | e sends stories through the phone and e-mail. |
| 6 A news editor ...   | f delivers newspapers to shops.               |

### b) *Read and check your answers in (a).*



## MAKING A NEWSPAPER

Millions of people read different newspapers.

Who makes newspapers? Who sends them to newsagents and stations? Let's see.

A newspaper office gets information and different messages through the phone and the internet, from their readers and correspondents. Editors send out reporters and photographers to interview people.

Sometimes the reporters can't get back to the office on time. They telephone their stories. Secretaries type them. News editors choose the best stories. Compositors make

# Lesson 1

the newspaper pages. People use machines to print a newspaper. Drivers deliver newspapers to the shops and stations.

So, to make a newspaper you need people, means of communication, machines and lots of paper.

## VOCABULARY BOX

**a compositor** [kəm'pɒzɪtə]

**a correspondent**

[,kɒrɪ'spɒndənt]

**a machine** [mə'ʃi:n]

**to deliver** [dɪ'lɪvə]

**to print** [prɪnt]

● **means of communication**

## 2 Complete the sentences.

- 1 A newspaper office gets .....
- 2 Editors send out .....
- 3 Sometimes the reporters can't .....
- 4 People use machines to .....
- 5 To make a newspaper .....

## 3 Complete the sentences with the words from the box.

event, reporter, magazines, press,  
advertisement, media, report

- 1 TV, radio, newspapers, magazines and the internet are called the ... .
- 2 Printed newspapers and magazines are called ... .
- 3 The person who gives information on the news is called a ... .
- 4 You can buy ... every week or month, often with stories and coloured photos.
- 5 Journalists ... the news from all over the world.
- 6 An ... is something important that happens. It can be good or bad.
- 7 An ... is a text, picture or short film which tries to sell you something.



**4 Match, then make sentences with the words in the left column.**

- |                    |  |
|--------------------|--|
| 1 newspaper        | a get information or facts                             |
| 2 find out         | b a description of the weather for the next few days   |
| 3 happen           | c a description of an event                            |
| 4 article          | d <i>The Times, Holos Ukrainy, The Washington Post</i> |
| 5 the news         | e think that something is true                         |
| 6 nothing much     | f a piece of writing in a paper or a magazine          |
| 7 weather forecast | g nothing important                                    |
| 8 believe          | h take place   |

**REMEMBER!**

- ‘A daily’, ‘a weekly’, ‘a monthly’ are the **nouns** which mean the periodicals (newspapers and magazines).

*Different dailies, weeklies and monthlies are published in our country.*

- ‘Daily’, ‘weekly’, ‘monthly’ can be **adjectives**.

*There are many daily newspapers in Ukraine.  
My dad usually buys his favourite weekly newspaper ‘Dzerkalo Tyzhnia’.*

**5 a) Write out the sentences with the same meaning.**

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1 What’s your opinion of the news? | 1 What do you think of the news?   |
| 2 It was a great event.            | 2 It was a great advertisement.    |
| 3 He is reporting from Kyiv.       | 3 He is giving the news from Kyiv. |
| 4 I read it in an article.         | 4 I read it in a letter.           |

**b) Work in pairs. Make up a short dialogue using the sentences you’ve written out from (a).**

## READING

### 1 *Work in pairs. Ask and answer.*

- Do you read newspapers?
- Are there any newspapers or magazines for children?
- What is your favourite newspaper (magazine)?
- Why do you like it?
- Would you like to work in a newspaper office?
- Is there a newspaper (magazine) at your school?
- What do the schoolchildren need to make a school newspaper?
- What can you do in a school newspaper office?

### 2 *Read and find out:*

- the names of the first Ukrainian periodicals and the date of their first issues
- the names of the main national newspapers and digital media
- the names of popular magazines
- the number of publications in Ukraine

## WHAT NEWSPAPERS AND MAGAZINES WE READ IN UKRAINE

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

Among the first newspapers in Ukraine were the *Lviv Courier* (started in 1749) and *Kharkiv Weekly* (started in 1812). Since Ukraine became an independent state, the proportion of newspapers and magazines in the Ukrainian language has increased.



A total of more than 1 200 newspapers are published in Ukraine, plus 1 700 magazines.

The main national newspapers are *Holos Ukrainy*, *Silski Visti*, *Ukraina Moloda*, *Den* and some others. They report national and international news thoroughly<sup>1</sup>. Some popular online media include *Ukrainska Pravda*, *Suspilne*, *Dzerkalo Tyzhnia* and *Radio Svoboda*.

Among popular magazines are *Dilovyi Visnyk*, *Korespondent*, *Ukrainskyi Tyzhden* etc. There are magazines and periodicals for many trades, professions and interests. They can print interesting facts about anyone and anything: the army, officials, private ['praɪvɪt] individuals, politics and so on. There are many local editions, too. Newspapers can be of daily or weekly publication. Magazines are usually monthlies. They vary in contents, size and appeal to different kinds of readers.

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

## VOCABULARY BOX

- a journalist** ['dʒɜ:nəlist]
- an official** [ə'fɪʃl]
- a periodical** [ˌpɪəri'ɒdɪkəl]
- press** [pres]
- society** [sə'saɪəti]
- a trade** [treɪd]
- to appeal** [ə'pi:l]
- to guarantee** [ˌgærən'ti:]
- to increase** [ɪn'kri:s]
- **to subscribe to** (periodicals)



<sup>1</sup>thoroughly ['θʌrəli] — старанно, як належить

<sup>2</sup>fourth estate [fɪ'steɪt] — преса, тут "четверта гілка влади"  
(окрім законодавчої, виконавчої і судової)

# Lesson 1

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

- 1 *Rural News*
- 2 *The Weekly Mirror*
- 3 *The Voice of Ukraine*
- 4 *Ukrainian Truth*
- 5 *The Business Reporter*
- 6 *The Correspondent*
- 7 *The Day*



**4 Choose and complete the sentences.**

- 1 *Lviv Courier and Kharkiv Weekly ...*
  - a *are very popular newspapers nowadays*
  - b *were among the first newspapers in Ukraine in the 18th-19th centuries*
  - c *are well-known newspapers of independent Ukraine*
- 2 The number of newspapers and magazines which are published in Ukrainian has increased ...
  - a *since Ukraine became an independent state*
  - b *in the 18th-19th centuries*
  - c *after World War II*
- 3 National newspapers report ...
  - a *national news*
  - b *on private individuals*
  - c *national and international news*
- 4 The army, top officials, private individuals ...
  - a *are those who the periodicals make their publications about*
  - b *have increased in their number*
  - c *are a real 'fourth estate'*



- 5 Ukrainian newspapers are usually ... .  
*a monthlies      b dailies      c dailies and weeklies*
- 6 Magazines and newspapers differ ... .  
*a in size and contents*  
*b in their interests*  
*c in shops where they are sold*
- 7 In any democratic society newspapers and magazines ... .  
*a face different problems*  
*b are in the control of the life of society*  
*c are local*

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

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

**6 Your e-mail friend is interested in newspapers and magazines which are published in Ukraine. Answer his / her letter.**



# Lesson 1

## LISTENING



**1 Listen to the text about British newspapers and magazines and name the two main groups they belong to.**



### VOCABULARY BOX

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

**2 Complete the sentences.**

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

### REMEMBER!

a / one million books  
two million papers  
five million magazines  
**BUT:**  
millions of magazines  
millions of people

### DO YOU KNOW?



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

### 3 **Divide the newspapers into quality papers and tabloids according to their descriptions below.**

- The *Financial Times* is large in size and publishes articles on business and finance.
- The *Daily Express* is rather<sup>1</sup> small in size with a lot of pictures and all kinds of articles.
- *The Independent* is a serious paper with a lot of articles about national and international events.
- *The Sun* is a very popular paper, small in size, containing a lot of articles about private life. It is the biggest-selling<sup>2</sup> paper in the UK.
- *The Guardian* is large in size with a lot of articles on politics.
- *The Times* is the oldest paper in Britain, large in size, with many serious articles.
- *The Daily Mirror* is very popular, small in size, with a lot of short articles and pictures.



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

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

- |                     |                             |
|---------------------|-----------------------------|
| ● Majesty Magazine  | ● Everything Horse Magazine |
| ● Country Life      | ● Robotics & Innovation     |
| ● Amateur Gardening | ● Men's Health              |
| ● Good Housekeeping | ● Good Food                 |
| ● House & Garden    |                             |

---

<sup>1</sup>rather ['rɑ:ðə] — радше

<sup>2</sup>biggest-selling — той, що найкраще продається; має найбільший попит

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

**5 Work in groups. Do and discuss the following.**

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

## GRAMMAR

### MIXED TENSES

**1 Choose the correct form: 'will', 'be going to' or Present Continuous. Explain your choice.**

- 1 We've got some great plans.  
We (*'ll spend*) / (*'re going to spend*) the holidays in Italy.
- 2 I'm busy. I (*'ll talk*) / (*'m talking*) to you this afternoon.
- 3 A: This bag is heavy!  
B: I (*'ll help*) / (*'m going to help*) you.
- 4 I promise I (*'m sending*) / (*'ll send*) you a postcard.
- 5 She's busy every afternoon this week.  
On Monday she (*'ll go*) / (*'s going*) to the dentist.

**2 Choose the correct tense form of the verb.**

- 1 I ... to the North last summer.  
a) *travel*    b) *travelled*    c) *have travelled*



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

### 3 Match these sentences with the tenses.

- |   |                      |
|---|----------------------|
| 1 In this photo I am playing the piano.     | a Present Simple     |
| 2 She was working hard when they came.      | b Past Simple        |
| 3 He does his morning exercises every day.  | c Future Simple      |
| 4 It was a nice birthday party.             | d Present Continuous |
| 5 We'll invite some famous people for this. | e Past Continuous    |

### 4 Choose the correct tense form.

- 1 The nurse **talks / is talking / will talk** to a patient right now.
- 2 I **write / wrote / am writing** a post on *Facebook* a few minutes ago.
- 3 I **don't read / didn't read / am not reading** my e-mails every day.
- 4 Pam and her brother **visit / will visit / visited** family in the USA next month.
- 5 I **am going to call / called / call** my grandmother this evening.
- 6 We **watched / watch / are watching** TV every night.

## 5 Choose the correct answer.

- 1 It's still dark outside. The sun hasn't risen ... .  
a) *yesterday*    b) *yet*
- 2 I ... a headache yesterday.  
a) *had*                      b) *have had*
- 3 Have you seen a good film ...?  
a) *lately*                      b) *yesterday*
- 4 I have ... received an SMS, but I haven't read it yet.  
a) *yesterday*    b) *just*
- 5 Nick is a doctor. He ... medicine for many years.  
a) *studied*                      b) *has studied*
- 6 Ben is still eating his breakfast. He ... to school yet.  
a) *hasn't gone*    b) *didn't go*
- 7 I ... some money in the street yesterday.  
a) *have found*    b) *found*

## 6 Choose the correct answer.

- 1 Keren and her family **have lived / lived** here for a long time. They **have moved / moved** to this neighbourhood seven years ago.
- 2 Mr Livne **hasn't taught / didn't teach** in this school in 1999. He **has started / started** teaching here six years ago.
- 3 Galia **has visited / visited** France and England last year. She **hasn't been / wasn't** to Italy yet.
- 4 I **have already spoken / already spoke** to the police about the robbery. I **have told / told** them about it a few hours ago.
- 5 The last time it **has rained / rained** was in April. We **haven't had / didn't have** any rain for a long time.

**7 Complete the sentences with the correct form of the verbs in brackets.**

**Use the Present Perfect Simple or the Past Simple.**

- 1 I haven't seen (not see) Sigal since she moved to Haifa.
- 2 I ... (not enjoy) the judo class yesterday.
- 3 I ... (not visit) my grandparents for a long time.
- 4 It ... (not rain) at all last week.
- 5 We ... (not have) any exams since Tuesday.
- 6 Ted ... (answer) all his e-mails last night.

## **SPEAKING**

**1 Choose your answers to the questions or add your own ones. Explain your answers.**

- 1 Why do you read a newspaper?
  - a because it has interesting articles
  - b to find out what happened
  - c for sports results
  - d for school news
- 2 Do you believe what you read in the news?
  - a Yes, all of it.
  - b Yes, most of it.
  - c Yes, some of it.
  - d No, none of it.

**2 Look at the magazine covers below.**


**Which one(s) would you like to read? Why?**

**What do you think you will find in it / them?**



# Lesson 1

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



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

Sue,  
17 years old

Mike,  
15 years old

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

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

Rick,  
16 years old

Liz,  
13 years old

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

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

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

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

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

He / She believes that ...

## c) Say if you agree or disagree with their opinions.



**4 a) Interview some of your classmates about their favourite teen magazines. Use the questions below.**

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

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



# Lesson 1

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

- if it is a daily, weekly or monthly publication;
- how large it is and how many pages it consists of;
- what it looks like;
- what kinds of readers may be interested in it;
- what reputation<sup>1</sup> this newspaper (or magazine) has.

## VOCABULARY BOX

**creativity** [ˌkri:ei'tɪvɪti]

**a gadget** ['gædʒɪt]

**amazing** [ə'meɪzɪŋ]

**to encourage** [ɪn'kʌrɪdʒ]

**to establish** [ɪ'stæblɪʃ]

- **to care about sb**

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

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

**7 a) Read the advertisement.**

If you like fashion, pop music and TV stars, THIS MAGAZINE IS FOR YOU! You'll find horoscopes, love stories, cartoons, quizzes and a problem page. You can even cut out the photos to put on your bedroom walls!



**b) Work in groups. Give your own idea of the contents for a school magazine which may be interesting for pupils of your age. Advertise it as in the example above.**

<sup>1</sup>a reputation [ˌrepjʊ'teɪʃn] — репутація

**8 Read one piece of the news from the school newspaper and write an interview with one of the heroes.**

## TEEN HEROES

Sarah R. (13), Celia G. (13) and Brian B. (14) put their lives at risk while they were saving their friend Amy W. (14) from a fire yesterday.

Sarah was just leaving the school building when she heard a bang and then a loud scream. It was coming from the chemistry lab. She ran towards the lab, but there was already smoke in the hall. Her eyes were itching and she started coughing. She wanted to call 999, but her mobile

phone went dead. While she was shouting for help, the fire alarm went off.

Celia and Brian came running from the nearby playground. They didn't hesitate a moment. Amy had to be saved! The girls soaked their jackets in water, Brian took the fire extinguisher, and off they went. While they were running to the lab, Brian tripped over something. It was Amy! She was on the floor. She was lying unconscious. They carried her out of the building and Celia gave her mouth-to-mouth respiration. Her first aid gold medal finally paid off. Amy woke up. They were all coughing, crying and laughing at the same time when the fire brigade and the ambulance arrived.



***When ...? What ...? Who ...? Where ...?  
How ...? Why ...? How many ...?***

## WRITING

### 1 a) Read the e-mail and explain the boy's choice.

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

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

### b) Write a short e-mail presentation of any magazine or paper you like.

### 2 Make an 'Information Page' for your magazine.

#### FILE FOR PROJECT

**Step 1** Work in a group of three or four.

Find out about local newspapers in your town / region.

- How many newspapers are produced there?
- What are their titles?
- Where are they printed?
- Where are they sold in your town / village?
- Are there any national or foreign newspapers sold in your town?

**Step 2** Prepare an *Information Page* for your magazine, using the facts you've learnt.

**Step 3** Present it in class.



# GEOGRAPHICAL OUTLOOK

## VOCABULARY

- 1 a) Look at the words below and decide what they are: capital cities, countries or continents. Name the continents.**

Asia, Rome, France, North America, Washington, D.C., Italy, Africa, South America, Canberra, Kyiv, Australia, Germany, Paris, Europe

- b) Look at the map of the world. Label the continents. Use the words from (a).**

- 2 Check up how good you are at geography. Find the correct answers in the box on the next page.**

- 1 Which country lies between Mexico and Canada?
- 2 What's the capital of France?
- 3 Where is Edinburgh?
- 4 Do you know any states in America that start with the letter 'M'?
- 5 What's the longest river in Africa?
- 6 What's the largest continent?
- 7 What's the smallest continent?
- 8 What's the name of the sea between Italy and Croatia?
- 9 What's the name of the ocean between Africa and Australia?
- 10 What is the name of the mountain range in the west of North America?
- 11 Where is Dublin?

12 Where does a person who is Dutch come from?

13 What's the name of the river that flows through London?

the Thames, Asia, Australia, the United States of America, Paris, the Nile, the Rocky Mountains, the Adriatic Sea, Montana, Michigan, the Netherlands, in Scotland, in Ireland, the Indian Ocean

## REMEMBER!

### Definite Article THE with Geographical Names

- We DO NOT USE the definite article THE with:

**Towns / Cities:** Oxford, London

**Countries:** Ireland, Germany (*BUT: the United Kingdom, the USA*)

**Mountains:** Ben Nevis (*BUT: the Rocky Mountains*)

**Continents:** Europe, Africa

**Lakes:** Lake Ontario (*BUT: the Great Lakes*)

**Falls:** Niagara Falls

**Islands:** Phillip Island, Kangaroo Island (*BUT: the British Isles*)

- We USE the definite article THE with:

**Areas:** the Northern Territory

**Rivers:** the St. Lawrence River

**Seas:** the Adriatic Sea, the Irish Sea

**Oceans:** the Atlantic Ocean

**Unions:** the European Union

**Reefs:** the Great Barrier Reef

### 3 Put in 'the' or nothing.

... London lies on ... River Thames.

... Danube is the second longest river in ... Europe.

... France is also in ... European Union.

... Switzerland has four official languages: French, German,

Italian and Romansh.

...Odesa is a port city on ... Black Sea.

The ocean between ... Europe and ... America is ... Atlantic Ocean.

Many tourists visit ... Michigan every year.

#### 4 Match the words with their meanings.

- |                   |   |
|-------------------|---|
| 1 capital         | a distance from top to bottom               |
| 2 inland          | b large and important                       |
| 3 major           | c many people like it                       |
| 4 famous          | d distance from one end to the other        |
| 5 popular         | e very big                                  |
| 6 enormous        | f many people know about it                 |
| 7 kilometres long | g a city where a country has its government |
| 8 metres high     | h not near the coast <sup>1</sup>           |

#### 5 Complete the text with the words from the box.

inland, river, kilometres long, major, metres high, south, popular, enormous, highest mountain, famous

Brazil is ... . The Atlantic coast is more than 7 000 ..., and in the north, ..., and west, there are borders<sup>2</sup> with ten different countries. The longest ... is the Amazon. Pico da Neblina is about 3 000 ...: it's the ... in Brazil. The capital, Brasilia, is ..., but many of the ... cities are on the coast. The most ... is Rio de Janeiro, which has Sugar Loaf mountain, Corcovado and some great beaches. It is very ...with tourists.

<sup>1</sup>a coast [kəʊst] — узбережжя

<sup>2</sup>a border ['bɔ:də] — кордон

# Lesson 2

## LISTENING

### REMEMBER!

in the <u>north</u> (northwest)	to the north of	to the northwest of
in the <u>south</u> (southeast)	to the south of	to the southeast of
in the <u>east</u> (northeast)	to the east of	to the northeast of
in the <u>west</u> (southwest)	to the west of	to the southwest of

### 1 Look at the pictures and do the quiz about Ireland.

Choose the correct answer.

- Ireland is situated in ... of Europe.  
a *the northeast*                      c *the south*  
b *the northwest*
- The colours of the flag of Ireland, from left to right, are ... .  
a *blue, white, red*  
b *green, white, orange*  
c *green, white, red*
- The capital of the Republic of Ireland and its biggest city is ... .  
a *Cork*                                      c *Dublin*  
b *Limerick*
- The longest river in Ireland is ... .  
a *the River Shannon*  
b *the Sava*  
c *the River Liffey*
- Which of these mountains is in Ireland?  
a *Carrauntoohill*                      c *Mount Everest*  
b *Mont Blanc*
- Which of these lakes is in Ireland?  
a *Lake Superior*    c *Lough Corrib*  
b *Loch Ness*





- 7 To the west of Ireland there is ... .  
*a the Atlantic Ocean*  
*b the Pacific Ocean*  
*c the Arctic Ocean*
- 8 To the east of Ireland there is ... .  
*a the Black Sea*  
*b the Irish Sea*  
*c the Mediterranean Sea*
- 9 The official language(s)  
 in Ireland is / are ... .  
*a Irish*  
*b English*  
*c both English and Irish*
- 10 The patron saint of Ireland is ... .  
*a St Patrick*                      *c St Andrew*  
*b St George*
- 11 The symbol of Ireland is ... .  
*a the rose*                      *c the thistle<sup>2</sup>*  
*b the shamrock<sup>1</sup>*
- 12 In old Irish stories we find magic creatures called ... .  
*a hobbits*                      *c leprechauns*  
*b dwarfs*
- 13 The climate in Ireland is ... .  
*a hot and dry*              *c hot and wet*  
*b warm and wet*
- 14 As the Republic of Ireland is the member  
 of the European Union, the money used there is ... .  
*a the American dollar*    *c the euro*  
*b the Irish pound*



<sup>1</sup>a shamrock ['ʃæmrɒk] — трилисник

<sup>2</sup>a thistle ['θɪsl] — будяк, чортополох

# Lesson 2



**2 Listen to Brian who is reading a book about Ireland. Check your answers in task 1.**

**3 a) Look back at the quiz and complete the gaps with 'the' if necessary.**

- |                      |                            |
|----------------------|----------------------------|
| 1 ... Ireland        | 7 ... Shannon              |
| 2 ... Dublin         | 8 ... Irish Sea            |
| 3 ... Europe         | 9 ... Atlantic Ocean       |
| 4 ... Irish          | 10 ... South               |
| 5 ... Carrauntoohill | 11 ... Republic of Ireland |
| 6 ... Lough Corrib   | 12 ... European Union      |

**b) Match the names from (a) with what they are.**

- |   |                                     |
|---|-------------------------------------|
| <input type="checkbox"/> a mountain                       | <input type="checkbox"/> a language |
| <input type="checkbox"/> a lake                           | <input type="checkbox"/> a sea      |
| <input type="checkbox"/> a river                          | <input type="checkbox"/> a union    |
| <input type="checkbox"/> one of the points of the compass | <input type="checkbox"/> an ocean   |
| <input type="checkbox"/> a country                        | <input type="checkbox"/> a city     |
| <input type="checkbox"/> a continent                      | <input type="checkbox"/> a republic |

**4 a) Talk about Ukraine using the questions in task 1.**

**b) Make a similar quiz about Ukraine.**

**5 Before listening, learn to read and pronounce the names of some British cities. Find them on the map.**

- |                         |                         |
|-------------------------|-------------------------|
| Manchester ['mæntʃɪstə] | Portsmouth ['pɔ:tsməθ]  |
| Liverpool ['lɪvəpu:l]   | Birmingham ['bɜ:mɪŋəm]  |
| Bristol ['brɪstl]       | Stratford-upon-Avon     |
| Plymouth ['plɪməθ]      | [,strætʃəd əpən 'eɪvən] |
|                         | Leeds [li:dz]           |



**6 a) Listen to the lecture about the population of the UK and try to remember the nationalities of the inhabitants who live in different parts of the country.**



**Liverpool**



**Manchester**



**Bristol**

**VOCABULARY BOX**

- a fisherman** ['fɪʃəmən]
- an industry** [ɪn'dəstri]
- an inhabitant** [ɪn'hæbɪtənt]
- population** [ˌpɒpjʊ'leɪʃn]
- a sailor** ['seɪlə]
- to inhabit** [ɪn'hæbɪt]
- industrial** [ɪn'dʌstriəl]
- **to be proud of**
- **to be buried**

**b) Copy and fill in the table with the names of people who inhabit the United Kingdom.**

COUNTRY	CAPITAL	PEOPLE	LANGUAGE
The UK	London	the British	English
England	London	...	English
Scotland	Edinburgh	...	English, Gaelic
Wales	Cardiff ['kɑ:dɪf]	...	English, Welsh
Northern Ireland	Belfast [ˌbel'fɑ:st]	...	English, Irish

## LEARNING TIP

### Listening for Specific Information

- Make sure you know what you have to do, e.g. *match, fill in gaps or complete a table.*
- Make notes as you listen.
- Use the sentences for filling in gaps or the topics from the table to help you while you are listening.
- If you miss some information, write a question mark to remind you to listen carefully the second time, e.g. *the people of Scotland?*



### 7 Listen again and complete the sentences choosing the right answers.

- 1 More than ... million people live in the UK.  
*a 65 b 46 c 56*
- 2 ... are the biggest industrial cities in the northwest of England.  
*a Manchester and Leeds*  
*b Liverpool and Manchester*  
*c Leeds and Birmingham*
- 3 Many sailors and fishermen live in Liverpool, ... .  
*a Plymouth and Portsmouth*  
*b Sheffield and Portsmouth*  
*c Portsmouth and London*
- 4 ... is the birthplace of Shakespeare.  
*a Bristol b Manchester*  
*c Stratford-upon-Avon*
- 5 In some parts of ... and Wales people speak other languages besides<sup>1</sup> English.  
*a England b Scotland c Britain*
- 6 Everyone in the UK speaks English ... .  
*a clearly b in the same way c differently*



<sup>1</sup>besides [bɪ'saɪdz] — окрім



8 a) *Use the table you have copied*  
 (see task 6 b) and name the capitals of:

England, Northern Ireland, Scotland, the UK, Wales
--

- What country has the same capital as the UK as a whole<sup>1</sup>?

b) *Work in pairs. Ask and answer about the people, the languages and the capitals of each part of the UK.*

## GRAMMAR

1 *Compare the meanings of Simple Tense Passive forms.*

<i>Simple Present Passive</i>	<i>Simple Past Passive</i>	<i>Simple Future Passive</i>
Great Britain <b>is washed</b> by seas on all sides.	Great Britain <b>was known</b> as England for many centuries.	Nick <b>will be taken</b> on a sea trip to England next summer.

### REMEMBER!

#### Present Perfect Passive

*(Теперішній перфектний час. Пасивний стан)*

is used when the doer of the action is not known or not important.

Compare:

Active Voice

*The President **has established** a new rule.*

*Bob **has finished** his geographical report.*

Passive Voice

*A new rule **has been established** recently.*

*The geographical report **has been finished** at last.*

<sup>1</sup>as a whole [həʊl] — загалом

# Lesson 2

## 2 a) Read and compare the following.

is done	was done	has been done
is surrounded	was surrounded	has been surrounded
are situated	were situated	have been situated
are washed	were washed	have been washed

## b) Fill in the missing parts of the forms.

1 to know have been ... ... been known	2 to tell have been ... have ... told
3 to discover has been ... has ... discovered	4 to find has ... found ... been found

### NOTE!

**Present Perfect Passive** is formed with the help of **have/has been + 3rd form** of the action verb.

## 3 Put the verbs in brackets into Present Perfect Passive.

- 1 The issue of the school newspaper ... (*release*) already.
- 2 I am happy with the fact I ... (*choose*) to travel around Britain.
- 3 The topic ... (*cover*) by the editor.
- 4 The leading article ... already ... (*write*) by my sister.
- 5 The place ... (*visit*) by thousands of people lately.
- 6 A new bridge over the river ... (*build*) this year.
- 7 The new construction of the museum ... (*finish*) already.

## 4 Make up interrogative and negative sentences from the following ones.

**Example:** A new library has been built in our street.  
*Has a new library been built in your street?*  
*A new library has not been built in our street.*

- 1 Many schools have been constructed this year.
- 2 The new project has been finished already.
- 3 Our library has been turned into a shopping centre.

- 4 The problem has been discussed already.
- 5 The letters have been posted.

### 5 **Make these sentences passive.**

- 1 They have published her new book recently.
- 2 The town council has just opened our local museum.
- 3 Their house looks very neat after they have painted it.
- 4 The room looks nice. Somebody has cleaned it.
- 5 My dress is clean. Someone has washed it.
- 6 Dinner is ready and hot. Someone has just cooked it.
- 7 They have opened a new theatre in the city.
- 8 There are no letters on the table. Somebody has posted them.

#### REMEMBER!

##### **by + agent**

*'Treasure Island' was written **by** R.L. Stevenson.*

##### **with + tool / material / ingredient**

*The way has been chosen **with** a compass.*

### 6 **Rewrite the sentences in the passive.**

**Example:** Jack has shown me his new car.

*The new car has been shown to me by Jack.*

- 1 Lisa has sent Tim an invitation.
- 2 Her mother has given Molly a new dress.
- 3 Fiona has cooked this tasty dish.
- 4 Simon has organised this party.
- 5 A dog has chased its owner.
- 6 The *British Council* has supported the English language programme.

### 7 **Correct the mistakes.**

- 1 Your homework must finished by Monday.
- 2 The house is been decorated recently.

# Lesson 2

- 3 Mike has been tell about his new school.
- 4 The letters were being opened every morning in the office.
- 5 The woman seen taking the children to school.

## 8 **Turn the following questions into the passive.**

**Example:** Has anybody read the article?  
*Has the article been read by anybody?*

- 1 Have you invited Mary?
- 2 Has she written any Christmas card?
- 3 Has Mike made the report already?
- 4 Have they done their shopping?
- 5 Has Ben repaired the door?

## 9 **Imagine you are an editor and want to know if the boys and girls have done everything to release the current issue of the paper. Ask as many questions as possible. Use the Present Perfect passive form.**

**Phrases to help:** to write articles; to make photos; to compose poems; to write jokes; to collect interesting materials from magazines; to draw pictures; to design pages; to finish the leading article; to make up a crossword; to choose questions for the quiz; to print the texts, etc.





## READING

### 1 a) Read the information below and study the map of the UK.

Great Britain (also Britain) is a large island divided into England, Scotland and Wales. These three countries and Northern Ireland are the United Kingdom<sup>1</sup> of Great Britain and Northern Ireland.

**b) Find the four parts of the country. Write their names down. Use the dictionary if necessary.**

### 2 a) Read and pronounce the geographical names correctly:

**Ben Nevis** [ˌben ˈneɪvɪs] — a mountain in Scotland

**Loch Lomond** [ˌlɒk ˈləʊmənd] — a lake in Scotland

**the Gulf Stream** [ˈɡʌlf stri:m] — a warm current<sup>2</sup> which flows from the Gulf of Mexico towards Europe

**Wales** [weɪlz] — one of the countries of the UK

**Northern Ireland** [ˌnɔːðən ˈaɪələnd] — one of the countries of the UK

**the Thames** [temz] — a river London stands on

**b) Read the article paying attention to the meaning of the words in bold.**

## THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

### *Geography and Climate*

The United Kingdom of Great Britain and Northern Ireland is situated on **islands**. **Northern Ireland** occupies the northeast part of Ireland. It is situated on a separate island. Great Britain **consists** of three parts. Their names are **England**, **Scotland** and **Wales**. Scotland is situated in the north of Great Britain, Wales — in the southwest, and England — in the southeast.

<sup>1</sup>a kingdom [ˈkɪŋdəm] — королівство

<sup>2</sup>a current [ˈkʌrənt] — течія

# Lesson 2

Great Britain is **surrounded** by seas on all sides and is **separated** from the continent by the North Sea and the English Channel. The rivers in Great Britain are not long, but many of them are deep. The capital of the UK, London, is situated on the **River Thames**. There are many mountains in the north of England and in Scotland, but they are not very high. The highest mountain in Great Britain is **Ben Nevis**. There are many lakes in Scotland. The most beautiful is **Loch Lomond**. There are many countries which are connected with the UK by sea.

Thanks to the **Gulf Stream** the climate of the UK is mild. The weather is often foggy and rainy. Summer is not very hot and winter is not very cold. Winter temperature seldom<sup>1</sup> falls below zero.

## VOCABULARY BOX

- a climate ['klaɪmət]
- a compass ['kʌmpəs]
- an island ['aɪlənd]
- a strait [streɪt]
- a zero ['zɪərəʊ]
- mild [maɪld]
- to occupy ['ɒkjupaɪ]
- to separate ['sepəreɪt]
- to surround [sə'raʊnd]
- to be situated
- to be washed



Ben Nevis



Loch Lomond



River Thames

<sup>1</sup>seldom ['seldəm] — рідко

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

- 1 What is an island?
- 2 Is the United Kingdom situated on an island or a continent?
- 3 What territory does Northern Ireland occupy?
- 4 How many parts does Great Britain consist of?
- 5 What are their names?
- 6 Where are they situated?
- 7 What is Great Britain surrounded by?
- 8 What can you say about the rivers in Great Britain?
- 9 Where are the mountains situated?
- 10 What do you know about London?
- 11 What do we say about the climate of a country where winters are not very cold and summers are not very hot?
- 12 Why do we say that the UK has a very good geographical position?
- 13 Which countries are separated from the UK by sea?
- 14 What makes the climate of the UK mild?
- 15 What can you say about the climate of the UK?

**4 a) Before reading, try to pronounce the following geographical names correctly.**

**Russia** ['rʌʃə]

**Belarus** [ˌbelə'ru:s]

**Moldova** [mɒl'dəʊvə]

**Slovakia** [slə'vækiə]

**Hungary** ['hʌŋgəri]

**Poland** ['pəʊlənd]

**Romania** [rəʊ'meɪniə]

**the Carpathians** [kɑ:'peɪθɪənz]

*or*

**the Carpathian Mountains**

**the Crimean [krai'mi:ən] Mountains**

**the Dnieper** ['dni:pə]

**the Dniester** ['dni:stə]

**the Bug** [bug]

**the Donets** ['dɒnets]

**Czech** [tʃek]

**Jew** [dʒu:]

**Pole** [pəʊl]

**Bulgarian** [bʌl'geəriən]

**square** [skweə]

**kilometre** ['kɪlə,mi:tə]

**b) Read the text using the map of Ukraine.**

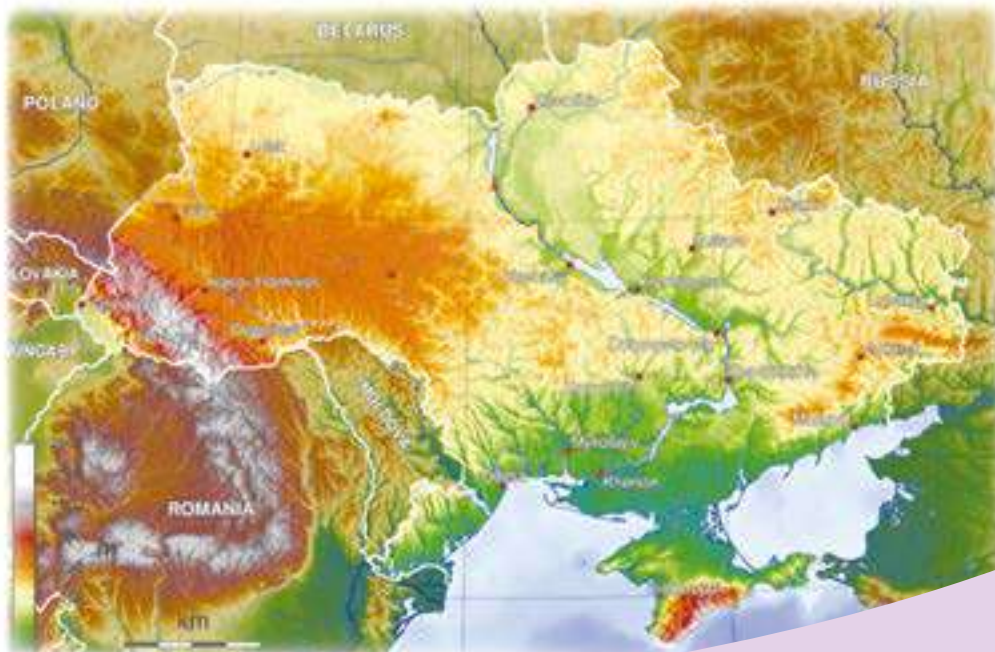
## THE GEOGRAPHY AND CLIMATE OF UKRAINE

Ukraine is one of the largest countries in Eastern Europe. It covers an area of 603 700 square kilometres. Its territory stretches for 893 kilometres from the north to the south and for 1 316 kilometres from the east to the west. Ukraine borders Russia, Belarus, Moldova, Poland, Slovakia, Hungary and Romania. In the south it is washed by the Black Sea and the Sea of Azov. The major part of Ukraine is flat and only 5 % (per cent) of the whole territory is mountainous.

The two mountainous areas in Ukraine are the Carpathians and the Crimean Mountains, but they are not high. The main rivers are the Dnieper, the Dniester, the Bug, the Donets and others.

The climate is mild and soft in the west and in the centre, warm and dry in the east and hot in the south. The flora of Ukraine is rich in a great variety of plants which number up to 30 000. The animal life is also unusual and specific.

The population of Ukraine is 43 million inhabitants. Many nationalities inhabit our country: Ukrainians, Russians, Jews, Poles, Crimean Tatars, Armenians, Belarusians, Moldovans, Bulgarians, Hungarians, Czechs, Greeks, etc.





## 5 Complete the sentences.

- 1 Ukraine covers an area of ...
- 2 Its territory stretches for ...
- 3 Our country borders ...
- 4 Ukraine is washed by ...
- 5 The two mountainous areas are ...
- 6 The main rivers are ...
- 7 The climate is ...
- 8 The flora of Ukraine is ...
- 9 The fauna (animal life) is ...
- 10 The population of Ukraine is ...

### VOCABULARY BOX

**an area** ['eəriə]  
**a border** ['bɔ:də]  
**a territory** ['terətəri]  
**flat** [flæt]  
**major** ['meɪdʒə]  
**mountainous** ['maʊntɪnəs]  
**to border (on)** ['bɔ:də]  
**to stretch** [stretʃ]

## 6 Role-play the situation in pairs. You are in one of British schools. The British geography teacher wants his / her pupils to know more about Ukraine.

### Answer his / her questions.

- 1 Where is Ukraine situated?
- 2 What can you say about its geographical position?
- 3 What countries does it border?
- 4 What seas is Ukraine washed by?
- 5 What part of Ukraine is occupied by the mountains?
- 6 Is Ukraine visited by tourists?
- 7 What are tops of high mountains usually covered with?
- 8 What nationalities is your country inhabited by?
- 9 What sea is the southern part of Ukraine washed by?
- 10 What languages are spoken in Ukraine?

## 7 a) Use the information from the factfile on the next page to complete the text.

- 1 The full name of the UK is ...
- 2 It is ... to the northwest of Europe.
- 3 It is washed by ...
- 4 Its ... is ...

# Lesson 2

- 5 The capital city is ...
- 6 It is ... with a population of ...
- 7 ... is spoken here.

**b) Make a geographical outline of the countries in a written form. The factfiles below will help you. Use the Passive Voice in your description.**

## THE UNITED KINGDOM

**Full name:** The United Kingdom  
of Great Britain and Northern Ireland

**Capital:** London

**Area:** 242 500 square kilometres

**Population:** 67 886 000

**Climate:** Temperate — not very hot, not very cold.  
A lot of rain in the west and in Scotland.

**Highest mountain:** Ben Nevis in Scotland (1 343 metres)

**Official language:** English

**Other languages:** Irish, Welsh, Gaelic ['geɪlɪk]

**Money:** pounds and pence



## CANADA

**Capital:** Ottawa

**Area:** 9 984 670 sq km

**Population:** 38 219 000

**Climate:** Temperate in the south. The north is in the  
Arctic Circle; temperatures in winter go down to -45  
°C.

**Highest mountain:** Mount Logan (5 959 metres)

**Official languages:** English, French

**Money:** Canadian dollar



**8 Before getting some more information about the climate of our country, read and guess the meaning of the following words.**

**an influence** ['ɪnfluəns] (n): Computers have a strong influence on our life. We don't know everything about the influence of climate on people.

**to influence** (v): What has influenced your opinion?

**REMEMBER!**

**to influence** somebody/something  
*but*  
**to have an influence on** somebody/something

## CLIMATE OF UKRAINE

Climate is the weather a certain<sup>1</sup> place has over a long period of time. Climate has a very important influence on plants, animals and people, and it varies in different parts of the world.

The climate of any country is determined<sup>2</sup> by its geographical position. Ukraine's territory is in the temperate zone. In general, the country's climate is moderately continental, subtropical only in the southern part of the Crimea. The differences in climate are caused<sup>3</sup> by many factors: landscape, distance to seas and oceans ... . The climate varies not only from north to south but also from northwest to southeast as the warm air masses are moving from the Atlantic Ocean.

The average<sup>4</sup> temperature in Ukraine varies between +5, +7 °C in the north and +11, +13 °C in the south.

The coldest month is January with a record low of -42 °C. The warmest month is July with a record high of +42 °C. Rain and snow range<sup>5</sup> from about 75 cm a year in the west to about 35 cm in the south. The highest rainfall is in the Carpathian and Crimean Mountains.

<sup>1</sup>certain ['sɜ:tɪn] — певний

<sup>2</sup>to be determined — бути визначеним

<sup>3</sup>to be caused (by) — бути спричиненим

<sup>4</sup>average ['ævərɪdʒ] — середній

<sup>5</sup>to range [reɪndʒ] — коливатися в межах

But recently the climate has changed a lot. Some scientists think the weather is getting hotter. Winters have become warmer. Sometimes there is little snow in January, and there were winters when it rained on New Year's Eve in Ukraine.

Can these changes be dangerous for our country or even planet? The Earth is millions of years old. We know many of its secrets. Yet, there is still much to learn.

## LEARNING TIP

### Reading Strategies

- Before you start reading, look at the title. Are you familiar with the topic? What experience have you had with this subject? Now, as you read the text, you may find the material easier to understand.
- First read the text quickly for general understanding. This is called skimming. Try to summarise the situation in your mind, then start from the beginning, reading the text carefully this time. This method will help you to understand better what you read.
- Don't stop reading every time you don't understand a word. Continue reading and try to find out the main idea of the sentence. After you have read a paragraph, go back to unknown words. You may have enough information to guess their meaning now. Use a dictionary to check your guesses. Otherwise just enjoy reading what you do understand.
- To understand a long sentence, separate it into smaller parts. One way you can see the smaller parts is by noticing the commas (,). Commas often separate two different ideas, and they join these ideas in the sentence.



**9** *Imagine you have got to give a lecture on the geographical position of Ukraine in one of American schools. Use the map. Point out the border, the bordering countries, seas, rivers and mountains of Ukraine. Speak about its climate and nature.*

## **SPEAKING**



### **1 Ask and answer in pairs.**

- 1 Do you like to imagine that you are travelling to some places?
- 2 What imaginary places do you travel to?
- 3 Who do you travel with?
- 4 How do you travel? Do you take a map and a compass or do you just imagine things?
- 5 Is it more interesting to travel when you have a map and a compass?



### **2 a) Listen and say if the statements below are true or false.**

**John:** Did you have a nice evening?

**Terry:** Yes, I've been watching a documentary film on TV.

**John:** Really? What was it about?

**Terry:** About a sea trip to Great Britain.

**John:** A sea trip? I would prefer to fly there by airplane.

# Lesson 2

**Terry:** Sure, it is the fastest way. But if you want to make your visit to Great Britain more exciting, you should choose the other way.

**John:** Well, what is it like?

**Terry:** First, you go to Calais ['kæleɪ] by train, and then cross the Strait of Dover on board the channel boat. The English Channel is rather narrow here — only twenty-one miles wide and the crossing takes only an hour and a quarter. Then you'll see the white cliffs of Dover.

**John:** Dover? What is it?

**Terry:** Dover is one of the most ancient ports. Right above the harbour<sup>1</sup> on a cliff stands Dover Castle called the 'Key of England'.

**John:** Really? It sounds interesting ...  
Can you show me the way on the map?



White Cliffs of Dover

- 1 Terry watched a documentary last evening.
- 2 The documentary was about a sea trip to Australia.
- 3 The fastest way to get to Great Britain is going there by train.
- 4 Sailing on board a ship is more interesting.
- 5 It takes three hours to cross the English Channel by ship.
- 6 Dover is an ancient town.
- 7 Dover Castle stands at the bottom of the mountain.
- 8 Dover Castle is called the 'Key of England'.
- 9 What can you learn when you imagine that you are travelling?

**b) Work in pairs. Act out the dialogue.**

<sup>1</sup>a harbour ['hɑ:bə] — гавань, порт

**3 Work in a group of three.  
Role-play the situation.**

You are all on board a ship which is sailing to Great Britain. Make up a short dialogue.



**4 Imagine you've been to Great Britain. Now you are going to make a report on your trip. Get ready to do it in a written form. Make use of the 'Learning Tip' below.**

**HOW TO MAKE A REPORT  
ON SOCIAL STUDIES**

**LEARNING TIP**

- 1 Choose a topic.
- 2 Find the information you need.
- 3 Bring together the most important facts and ideas.
- 4 Choose words that will express the exact meaning of what you want to say in your report.
- 5 Show pictures or maps to illustrate your report.
- 6 Be interested yourself in what you say to your audience<sup>1</sup>.
- 7 Look at your audience when you speak.

<sup>1</sup>an audience ['ɔ:diəns] — аудиторія; публіка



## WRITING

### 1 a) Read, answer the question and make a list.

When people think of a foreign country, they picture in their minds different things. What do you usually imagine when you think of the UK?

**b) Compare your list with your partner's.**

**c) Make up a Word Map of the UK.**

### 2 a) Read the e-mails about the impressions of some travellers.

To:	my.world@com
From:	Olena Tatarchuk
Subject:	Travelling

I was also impressed by beautiful gardens all over England. By the way, the symbol of England is the red rose and English people are crazy about gardening.

Some of the wildest and most beautiful countrysides in England are in the north. They are very popular with walkers, campers and climbers.

I went to the northeast near Newcastle and saw the famous Hadrian's Wall. Roman soldiers built it 2000 years ago.

Fantastic!



To:	my.world@com
From:	Max Chubenko
Subject:	Travelling

I had a chance to visit Wales on my last holiday. I came across a red dragon — the oldest symbol of Wales everywhere. Holidaymakers love the beautiful Welsh beaches, and the mountains of Snowdonia are popular, too. There are some ancient castles which are also big tourist attractions. A popular musical instrument in Wales is the harp<sup>1</sup>. Welsh people like singing and organising music festivals. The Welsh are crazy about rugby. It's their national sport. There is a fantastic stadium in Cardiff.

I was surprised when I learnt that there are two official languages in Wales, Welsh and English. Children study Welsh at school. Road signs are usually in Welsh and English, too.

***b) Share your impressions of a country or a place you've been to.***

### **3 Read, then write a letter.**

Imagine you've won a prize — a trip to any country you like. Write a letter to your e-mail friend and tell him / her about your choice. Explain why you'd like to visit this country. Share the information you've got, your thoughts and opinions.

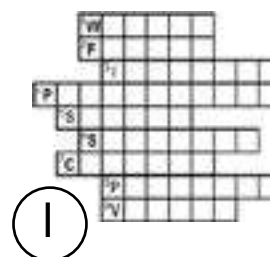
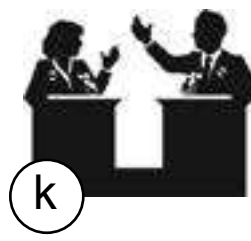
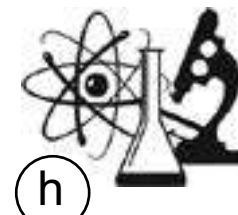
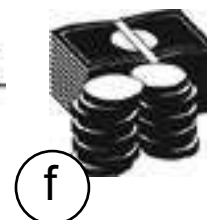
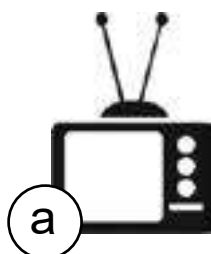
<sup>1</sup>a harp [hɑ:p] — арфа





1 *These are the usual newspaper themes. Match them with the pictures.*

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



2 *Work in pairs. Compare any two newspapers or magazines and say how they differ. Give your comments on the way different topics are covered.*

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

- 1 Hockey Report
- 2 Athletics Report

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

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

*Jim*

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

*Elizabeth*

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

*Robert*

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

*Anna*

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

*George*

**b) Work in pairs and speak on the following.**

What aspects of the schoolchildren's life does the magazine deal with? Is the material offered on the pages of the magazine entertaining or informative?

**4 Work in groups. Speak about British newspapers and magazines.**

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

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

**6 Write a report on the newspapers that are sold in your region. Use the questions below.**

- How many newspapers are produced there?
- What are their titles?
- Where are they printed?
- Where are they sold in your town / village?
- Are there any national or foreign newspapers sold in your town?

**7 Design Your Class Newspaper.**

## FILE FOR PROJECT

- 1 Work in groups of three-four. Read the instructions below. Discuss your ideas.
- 2 Follow the steps.

### Step 1

Think about the name for your newspaper.

### Step 3

Decide who will take each section.

### Step 4

Find interesting information or a story.

### Step 5

Collect your classmates' ideas. Vote for the best ones. Decide who will write each article.

### Step 7

Show your story to the others. They will check and correct it.

### Step 10

Display your work.

### Step 2

Choose the sections for your newspaper.

#### **Examples:**

*School News*

*Factfile*

*Meet Our Guest*

*Time for Fun*

*Gallery of Our Works*

*Weather*

*Special Day for ...*

*Advice Bag*

*Comic Strip Section*

### Step 6

Write your story in English.

### Step 8

Write the article correctly. Use a photo or a picture. Write a headline.

### Step 9

Arrange articles and sections on a poster or a large piece of paper.





## **8 Read and say using passive structures.**

**Example:** *John sees that a new hospital has been built.*

John has been away from his home city for ten years. Now he is back to Mansfield and sees many changes. Say what John noticed.

- 1 They've built a new hospital.
- 2 They've rebuilt the old library.
- 3 They've turned the city centre into a real shopping area.
- 4 They've opened a theatre.
- 5 They've changed the names of some streets.
- 6 They've closed the city open market.
- 7 They've planted many trees.

## **9 Give the corresponding words for the following definitions.**

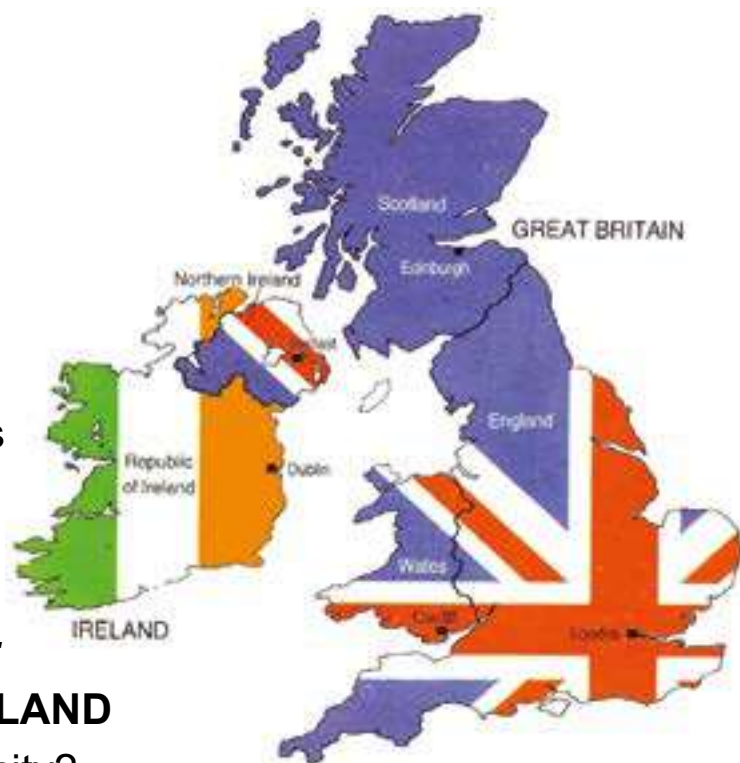
- 1 ... — to make up
- 2 ... — a person who lives in a town or country
- 3 ... — a line separating two countries
- 4 ... — a narrow passage of water connecting two seas
- 5 ... — a mountainous country
- 6 ... — a river which flows into another river
- 7 ... — a starting point of a river
- 8 ... — a chain of mountains

## **10 Work in pairs. Look at the map of the world and say what countries Ukraine (the USA, France, the UK) borders.**

## **11 Work in pairs. Ask and answer about the UK.**

- 1 What countries are situated on the British Isles?

- 2 What languages are spoken in England, Wales, Scotland and Northern Ireland?
- 3 How many people live in the UK? Who are they?
- 4 What is the *Union Jack*? What do you know about it?
- 5 Who are the national patron saints? What are the colours of the British? Say what you know about them.



**12 Work in pairs. Do the quiz.**

**SCOTLAND**

- 1 What's the biggest Scottish city?
  - a *Dundee*
  - b *Edinburgh*
  - c *Glasgow*
  - d *Aberdeen*
- 2 What is Scotland famous for?
  - a *sunny beaches*
  - b *a great number of lakes*
  - c *long rivers*
  - d *its warm sea*



- 3 What is a kilt?  
*a a knee-length skirt for men*  
*b a long party skirt*  
*c knee-length trousers*  
*d a woollen cardigan*
- 4 Who is Scotland's most famous poet?  
*a Edgar Allan Poe*  
*b Robert Burns*  
*c James Joyce*  
*d Ian Fleming*

- 5 Which of these actors is not Scottish?  
*a Hugh Jackman*  
*b Ewan McGregor*  
*c Sean Connery*  
*d Gerard Butler*



**13 Look at the factfile and check your answers.**

- Scotland is a country in the north of the United Kingdom.
- It occupies a third of Great Britain.
- The national flag of Scotland is blue with a white cross.
- The flag is known as St Andrew's cross.
- St Andrew is the patron saint of Scotland.
- There are more than five million inhabitants in Scotland.
- The capital is Edinburgh. It is Scotland's second largest city.
- The largest city is Glasgow.
- Scotland is surrounded by the Atlantic Ocean and the North Sea.
- Scotland's only land border, which it shares with England, is about 96 miles long.

- There are about 30 000 smaller and bigger lakes in Scotland called lochs.
- There are almost 800 islands in Scotland.
- Tartan is a woollen material with crossed stripes of different colours. The particular pattern is the symbol of a clan or a family.
- Scotland's most famous poet is Robert Burns. His birthday is celebrated all over the world by the Scots wherever they are on 25 January. It is Burns Night.
- Some famous actors from Scotland are Sean Connery, Ewan McGregor, Gerard Butler, Billy Connolly, etc.

**14 Work in pairs. Student A prepares questions A and student B prepares questions B in their notebooks. Now ask your partner questions with both your books shut.**

A	B
1 ... geographical position?	1 ... capital?
2 ... size?	2 ... the largest city?
3 ... part of any kingdom?	3 ... seas?
4 ... colour of the Scottish flag?	4 ... land border?
5 ... St Andrew's cross?	5 ... lochs?
6 ... inhabitants?	6 ... islands?

**15 Work in pairs. Role-play the situation.**

Two passengers are on board a ship for Dover. They discuss the pleasure of travelling by sea, talk about the modern conveniences<sup>1</sup> on board the ship and about the UK. One of them who has never been there before asks his fellow passenger questions about the country he is going to see.

---

<sup>1</sup>modern conveniences [kən'vi:niənsɪz] — сучасні зручності



## 16 Work in groups. Arrange a quiz competition game.

**Step 1** Decide if your quiz will be about all the English-speaking countries or about one of them. Think about some interesting information you know about it/them.

**Step 2** Brainstorm your ideas about the questions in your quiz.

**Step 3** Make up a quiz (20-25 questions).

Be sure you covered all of the main points: the geographical position, the landscape, the climate, the people, the cities, the flag, some customs and traditions, maybe some national character features ...

**Step 4** Make up the rules of your competition.

**Step 5** Conduct your quiz competition in class.

### Make use of the phrases:

- What is the name for ...?
  - What is the largest / longest / highest ...?
  - How large / high / long is the ...?
  - Name the ...
  - What do they call ...?
  - How many ...?
  - Why is ... called ...?
  - What is the number of ...?
  - Where is the ...?
  - What language is spoken in ...?
  - What is the capital of ...?
- Etc.



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

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

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

## NELLIE BLY

*after Jeanette Cook*

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

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

But one well-written letter did not agree. It said that because America did not use the minds of its women, it

**Pittsburgh** ['pɪtsbɜːg]  
**Elizabeth Cochran**  
[ɪ'lɪzəbəθ 'kɒkreɪn]  
**Joseph Pulitzer**  
[ˌdʒəʊzɪf 'pʊlɪtʒə]  
**Jules Verne** ['dʒuːlz vɜːn]  
**the Suez Canal** ['suːɪz kə'næl]  
**San Francisco** [ˌsæn frən'sɪskəʊ]  
**New Jersey** [ˌnjuː 'dʒɜːzi]  
**Nellie Bly** ['neli blaɪ]



was not as strong as it could be.

The name at the end of the letter was E. Cochrane.

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

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

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

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

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

At first many readers were upset. They said it was a man's job to write about poor people who had no homes. In the 1800s factories<sup>1</sup> were not safe. When Nellie wrote that factories were dangerous places to work, the owners of the factories became

### VOCABULARY BOX

**a mind** [maɪnd]

**a venture** ['ventʃə]

**mysterious** [mɪ'stɪəriəs]

**upset** [ʌp'set]

**to venture** ['ventʃə]

● **to make a living**

● **to give a chance**

<sup>1</sup>a factory ['fæktəri] — фабрика



angry. At last she left Pittsburgh and began to look for a job as a reporter in New York City.

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

To get her stories, Nellie sometimes pretended to be someone else. She lived with poor people, worked in factories, and even had herself put in jail<sup>1</sup>. This is why readers could believe the things she said in her stories.

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

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

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

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

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

All along the way she sent back stories about her trip. These stories were used in the World. Soon many people learnt of Nellie's race against time. Each day they looked in

---

<sup>1</sup>a jail [dʒeɪl] — в'язниця



the World for a story by Nellie. Would Nellie make it?

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

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

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

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



**2 Work in pairs. Speak on the following.**

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

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

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

**4 Answer the following questions about the story.**

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

**5 Work in groups. Discuss the following items.**

- Do you think Nellie Bly was a brave person?



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

**6 Suppose you were Nellie Bly. Write a short newspaper article describing an adventure you have had in a foreign country.**



**LEARNING TIP**

**WRITING AN ARTICLE**

- think of a good title for your article — you want to attract the reader’s interest
- make sure that the first sentence of the article is linked<sup>1</sup> to the title and introduces the topic
- organise your ideas into paragraphs; each new point should start a new paragraph
- make sure that the last paragraph brings the article to a definite end; depending on the topic, the last paragraph can sum up the topic, reach a conclusion<sup>2</sup> or express your opinion on the topic

<sup>1</sup>to be linked [lɪŋkt] (to) — бути у зв’язку з чимось

<sup>2</sup>a conclusion [kən'klu:ʒn] — висновок

# *My Learning Diary*

The topics of this unit are .....

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

I think that the most important thing I have learnt is .....

The most difficult thing for me was .....

The things that I enjoyed most in the Unit were .....

The things that I didn't enjoy were .....

The ways I used working with the Unit were .....

My favourite activities / tasks were .....

The new grammar I have learnt in the Unit is .....

The best lesson I had in my English class was .....

The things that are easy to read are .....



# Lessons 1-2

The things that are easy to listen to .....

.....

The things that are easy to talk about .....

.....

The things that are easy to write about .....

.....

The things that are difficult to read about .....

.....

The things that are difficult to listen to .....

.....

The things that are difficult to talk about .....

.....

The things that are difficult to write about .....

.....

Three things I would like to remember from this unit are .....

.....

.....

..... because .....

.....

I would like to improve *my pronunciation / spelling / vocabulary /*

*grammar / fluency.* (Underline what is true for you.)

.....

The things that I would like to learn are .....

.....

.....



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

**Are there any things which you don't understand very well and would like to study again?**

# My Learning Diary

## After the unit I can:

NOW I CAN	✓	?	✗
● name the jobs of people who make a newspaper / magazine			
● name different types of periodicals			
● comment on magazine / newspaper contents			
● listen to and understand information about British newspapers and magazines			
● speak about the press in Ukraine			
● present my favourite teen magazine			
● interview people about the topics they are interested in			
● read and understand texts on geography and climate			
● use the definite article 'the' with geographical names			
● understand and use the Present Perfect Passive			
● speak on the geographical position of Ukraine and the UK			
● tell someone about the climate of Ukraine and the UK			
● make a geographical outline of a place / country			
● express my impressions of the country or place I visited			
● write an advertisement of a school newspaper / magazine			
● write some information for a school newspaper			
● write a factfile of a country			
● make a report on my real / imaginary trip			
● do a project on making a class newspaper			
● arrange a quiz competition game on geography			
<b>MY WORK</b>			

# VOCABULARY

## (Словник)

### A

**abroad** [ə'brɔ:d] *adv.* за кордоном; за кордон  
**absent-minded** [ˈæbsənt ˈmaɪndɪd] *adj.* неухажний  
**absorbing** [əb'sɔ:biŋ] *adj.* захопливий  
**accept** [ək'sept] *v.* приймати  
**accommodation** [ə,kɒmə'deɪʃn] *n.* притулок, нічліг  
**according to** [ə'kɔ:diŋ tə] *prep.* згідно з, відповідно до  
**achieve** [ə'tʃi:v] *v.* досягати  
**achievement** [ə'tʃi:vmənt] *n.* досягнення  
**acquaintance** [ə'kweɪntəns] *n.* знайомство; знайомий  
**across** [ə'krɒs] *prep.* через  
**act** [ækt] *v.* діяти, чинити  
**activity** [æk'tɪvəti] *n.* діяльність  
**adjective** [ˈædʒɪktɪv] *n.* прикметник  
**adventure** [əd'ventʃə] *n.* пригода  
**adverb** [ˈædvɜ:b] *n.* прислівник  
**advice** [əd'vaɪs] *n.* порада  
**afford** [ə'fɔ:d] *v.* дозволити собі (покупку, задоволення)

### Прийняті позначення:

*n.* = **noun** (іменник)

*v.* = **verb** (дієслово)

*adj.* = **adjective** (прикметник)

*adv.* = **adverb** (прислівник)

*prep.* = **preposition** (прийменник)

*pron.* = **pronoun** (займенник)

*conj.* = **conjunction** (сполучник)

**after-school** [ˈɑ:ftə sku:l] *adj.* позашкільний  
**against** [ə'genst] *prep.* проти  
**agency** [ˈeɪdʒənsɪ] *n.* агенція  
**allow** [ə'laʊ] *v.* дозволяти  
**alone** [ə'ləʊn] *pron.* сам, один; *adv.* самотньо  
**also** [ˈɔ:lsoʊ] *adv.* також  
**although** [ɔ:l'ðəʊ] *conj.* хоча, незважаючи на  
**amazing** [ə'meɪzɪŋ] *adj.* дивовижний, гідний подиву  
**ambitious** [æm'biʃəs] *adj.* честолюбний; що прагне до чогось  
**among** [ə'mʌŋ] *prep.* серед  
**amount** [ə'maʊnt] *n.* кількість  
**amusing** [ə'mju:zɪŋ] *adj.* потішний, кумедний, цікавий  
**ancient** [ˈeɪnʃənt] *adj.* давній

**apologise** [əˈpɒlədʒaɪz] *v.* просити вибачення  
**appeal (to)** [əˈpi:l] *v.* приваблювати, цікавити  
**appear** [əˈpiə] *v.* з'являтися; видаватися (*про книги, періодичні видання*)  
**application** [ˌæplɪˈkeɪʃn] *n.* заява, звернення, прохання  
**apply** [əˈplaɪ] *v.* звертатися; застосовувати  
**appropriate** [əˈprəʊpriət] *adj.* відповідний  
**area** [ˈeəriə] *n.* площа, простір  
**arrange** [əˈreɪndʒ] *v.* упорядковувати; домовлятися; організовувати, улаштовувати  
**arrive** [əˈraɪv] *v.* прибувати  
**arrogant** [ˈærəɡənt] *adj.* зарозумілий, гордовитий, пихатий  
**article** [ˈɑ:tɪkəl] *n.* стаття; артикаль  
**artificial** [ˌɑ:tɪˈfɪʃəl] *adj.* штучний; удаваний, неприродний  
**as** [æz] *adv.* як  
**as/so...as** — такий як  
**Asia** [ˈeɪʃə] *n.* Азія  
**Assembly Hall** [əˈsembli hɔ:l] *n.* актовий зал

**attempt** [əˈtempt] *n.* спроба, намагання; *v.* намагатися  
**attend** [əˈtend] *v.* відвідувати  
**attendance** [əˈtendəns] *n.* відвідування  
**attention** [əˈtenʃən] *n.* увага  
**attitude** [ˈætɪtju:d] *n.* ставлення  
**attract** [əˈtrækt] *v.* приваблювати  
**attraction** [əˈtrækʃn] *n.* туристична принада  
**audience** [ˈɔ:diəns] *n.* публіка, глядачі, аудиторія  
**authentic** [ɔ:ˈθentɪk] *adj.* автентичний, оригінальний  
**author** [ˈɔ:θə] *n.* автор  
**avoid** [əˈvɔɪd] *v.* уникати  
**awake** [əˈweɪk] *adj.* який не спить  
**keep sb awake** — не давати спати кому-небудь  
**away** [əˈweɪ] *adj.* віддалений; *adv.* далеко  
**awful** [ˈɔ:fəl] *adj.* жахливий

## В

**background** [ˈbækgraʊnd] *n.* фон; обстановка, місце дії; музичний супровід  
**ballet** [ˈbæleɪ] *n.* балет  
**band** [bænd] *n.* музичний гурт



**basic** [ˈbeɪsɪk] *adj.* основний, головний; початковий, елементарний

**behaviour** [biˈheɪvjə] *n.* поведінка

**Belgian** [ˈbeldʒən] *n.* бельгієць; *adj.* бельгійський

**Belgium** [ˈbeldʒəm] *n.* Бельгія

**belong (to)** [biˈlɒŋ] *v.* належати

**besides** [biˈsaɪdz] *prep.* окрім; *adv.* крім того

**birthplace** [ˈbɜːθpleɪs] *n.* місце народження

**blame** [bleɪm] *n.* провина; *v.* звинувачувати

**bloom** [blu:m] *v.* цвісти, розквітати, бути в розквіті

**blossom** [ˈblɒsəm] *v.* цвісти, розквітати, розпускатися

**boarding school** [ˈbɔːdɪŋ sku:l] *n.* школа-інтернат, пансіон

**boastful** [ˈbəʊstfəl] *adj.* хвалькуватий

**bold** [bəʊld] *adj.* жирний (*про шрифт*)

**in bold** — виділений жирним шрифтом

**bomb** [bɒm] *n.* бомба; *v.* бомбардувати

**book** [bʊk] *n.* книга; *v.* реєструвати; замовляти

заздалегідь, бронювати

**border** [ˈbɔːdə] *n.* кордон, межа; *v.* межувати

**borrow** [ˈbɒrəʊ] *v.* позичати

**bother** [ˈbɒðə] *v.* набридати, надокучати; турбувати, непокоїти

**bracket** [ˈbræktɪ] *n.* дужка

**brainstorm** [ˈbreɪnstɔːm] *v.* обмінюватися ідеями

**brass** [brɑːs] *n.* мідні духові інструменти (*також brasses*)

**breath** [breθ] *n.* дихання

**breathe** [briːð] *v.* дихати

**broaden** [ˈbrɔːdn] *v.* розширювати

**broadcast** [ˈbrɔːdkɑːst] *n.* радіомовлення; програма, передача; *v.* передавати по радіо або телебаченню

**bullying** [ˈbulɪŋ] *n.* цькування, знущання

**bully** [ˈbuli] *n.* хуліган, кривдник

**bunch** [bʌntʃ] *n.* група, компанія

**bury** [ˈberi] *v.* ховати, поховати

## С

**canteen** [kænˈtiːn] *n.* їдальня

**care** [keə] *n.* турбота, піклування, догляд; *v.* піклуватися, турбуватися;

цікавитися  
**take care (of)** — дбати (про)  
**carelessly** [ˈkeəlsli] *adv.* недбало, неухважно;  
легковажно, безтурботно  
**caretaker** [ˈkeətɪkə] *n.* прибиральник  
**caring** [ˈkeərɪŋ] *adj.* дбайливий  
**carry** [ˈkæri] *v.* нести  
**case** [keɪs] *n.* випадок; справа  
(юр.)  
**catch** [kætʃ] *v.* ловити  
**catch the eye** — впадати в  
око  
**catch up (with)** — наздогнати  
**catер** [ˈkeɪtə] *v.* постачати  
провізію; намагатися догодити  
**cave** [keɪv] *n.* печера  
**cellist** [ˈtʃelɪst] *n.* віолончеліст  
**cello** [ˈtʃeləʊ] *n.* віолончель  
**century** [ˈsentʃəri] *n.* століття  
**certain** [ˈsɜːtn] *adj.* певний,  
конкретний  
**certificate** [səˈtɪfɪkət] *n.* сертифікат  
**chance** [tʃɑːns] *n.* шанс,  
можливість  
**give a chance** — дати  
можливість  
**character** [ˈkærəktə] *n.* герой,  
персонаж

**charm** [tʃɑːm] *n.* шарм, чарівність  
**chart** [tʃɑːt] *n.* схема, таблиця,  
графік; *v.* складати схему  
(таблицю, графік)  
**charter** [ˈtʃɑːtə] *n.* статут  
**chasing** [ˈtʃeɪsɪŋ] *n.* переслідування, погоня  
**chat** [tʃæt] *v.* невимушено  
розмовляти  
**chatty** [ˈtʃæti] *adj.* балакучий,  
говіркий  
**cheat** [tʃi:t] *v.* шахраювати,  
дурити, обманювати  
**check** [tʃek] *v.* перевіряти;  
звіряти  
**cheer** [tʃiə] *n.* схвальний вигук,  
оплески; *v.* аплодувати;  
підтримувати  
**cheer up** — підбадьорювати  
**childhood** [ˈtʃaɪldhʊd] *n.* дитинство  
**choice** [tʃɔɪs] *n.* вибір  
**choir** [ˈkwaɪə] *n.* хор  
**cliff** [klɪf] *n.* круча, стрімка скеля  
**climate** [ˈklaɪmət] *n.* клімат  
**close** [kləʊs] *adj.* близький  
**close to** — близько до  
**clue** [kluː] *n.* підказка  
**coach** [kəʊtʃ] *n.* тренер  
**code** [kəʊd] *n.* кодекс, збір  
правил

**coffin** [ˈkɒfɪn] *n.* труна

**column** [ˈkɒləm] *n.* стовпчик

**come** [kʌm] *v.* приходити

**come across sth** —

натрапити на що-небудь

**come true** — збуватися

**comedy** [ˈkɒmədɪ] *n.* комедія

**comma** [ˈkɒmə] *n.* кома

**commentary** [ˈkɒmentəri]

*n.* коментар

**common** [ˈkɒmən] *adj.* спільний

**have sth in common** — мати

щось спільне

**compare** [kəmˈpeə]

*v.* порівнювати

**comparison** [kəmˈpæɪsɪn]

*n.* порівняння

**compass** [ˈkʌmpəs] *n.* компас

**complain** [kəmˈpleɪn]

*v.* скаржитися

**composer** [kəmˈpəʊzə]

*n.* композитор

**compositor** [kəmˈpɒzɪtə]

*n.* верстальник

**compulsory** [kəmˈpʌlsəri]

*adj.* обов'язковий

**concentrate** [ˈkɒnsəntreɪt]

*v.* зосереджувати(ся)

**condition** [kənˈdɪʃn] *n.* стан;

обставини (*pl*)

**conductor** [kənˈdʌktə]

*n.* диригент

**confusing** [kənˈfju:zɪŋ]

*adj.* такий, що бентежить або соромить

**congratulation** [kənˌgrætʃəˈleɪʃn]

*n.* вітання (*pl*)

**connect** [kəˈnekt] *v.* з'єднувати

**consider** [kənˈsɪdə]

*v.* розглядати; вважати

**consist (of)** [kənˈsɪst]

*v.* складатися (з)

**construction** [kənˈstrʌkʃn]

*n.* конструкція, будівля

**consult** [kənˈsʌlt] *v.* радитися

**contain** [kənˈteɪn] *v.* містити,

уміщати

**content** [ˈkɒntent] *n.* зміст (*pl*)

**contest** [ˈkɒntest] *n.* змагання,

конкурс

**contest** [kənˈtest] *v.* змагатися

**contribute** [kənˈtrɪbjʊ:t] *v.* робити

внесок

**conversation** [ˌkɒnvəˈseɪʃn]

*n.* розмова

**convincing** [kənˈvɪnsɪŋ]

*adj.* переконливий

**cook** [kʊk] *v.* готувати їжу

**council** [ˈkaʊnsəl] *n.* рада

**countryside** [ˈkʌntrɪsaɪd]

*n.* сільська місцевість

**course** [kɔ:s] *n.* курс

**cover** [ˈkʌvə] *n.* обкладинка;  
чохол; *v.* покривати,  
охоплювати; висвітлювати в  
пресі

**cozy** [ˈkəʊzi] *adj.* затишний

**cranky** [ˈkræŋki]

*adj.* вередливий

**creative** [kriˈeɪtɪv] *adj.* творчий

**creativity** [ˌkri:eiˈtɪvəti]

*n.* творчість

**creator** [kriˈeɪtə] *n.* засновник,  
творець

**creature** [ˈkri:tʃə] *n.* створіння,  
істота

**crime** [kraɪm] *n.* злочин

**Croatia** [krəʊˈeɪʃə] *n.* Хорватія

**crossover** [ˈkrɒs,əʊvə]

*n.* перехід з однієї партії в  
іншу (муз.)

**culture** [ˈkʌltʃə] *n.* культура

**curious** [ˈkjʊərɪəs] *adj.* цікавий,  
допитливий

**current** [ˈkʌrənt] *n.* течія;  
*adj.* поточний

## D

**daily** [ˈdeɪli] *n.* щоденна газета;  
*adj.* щоденний

**dangerous** [ˈdeɪndʒərəs]  
*adj.* небезпечний

**Danube** [ˈdænjʊ:b] *n.* Дунай

**darkness** [ˈdɑ:knəs] *n.* темрява

**dead** [ded] *adj.* мертвий

**go dead** — розряджатися  
(про акумулятор)

**decide** [dɪˈsaɪd] *v.* вирішувати

**defend** [dɪˈfend] *v.* захищати

**definite** [ˈdefɪnət] *adj.* означений

**definitely** [ˈdefənətli] *adv.* звісно,  
безсумнівно

**definition** [ˌdefəˈnɪʃn]

*n.* визначення

**degree** [dɪˈɡri:] *n.* градус

**delicious** [dɪˈlɪʃəs] *adj.* дуже  
смачний

**delighted** [dɪˈlaɪtɪd]

*adj.* задоволений, щасливий

**deliver** [dɪˈlɪvə] *v.* розносити,  
доставляти

**department** [dɪˈpɑ:tmənt]

*n.* відділ

**depend (on / upon)** [dɪˈpend]  
*v.* залежати (від)

**deserve** [dɪˈzɜ:v]

*v.* заслуговувати

**design** [dɪˈzaɪn] *n.* план, задум;  
дизайн, композиція, ескіз,  
розробка; *v.* планувати;  
розробляти

**dessert** [dɪˈzɜ:t] *n.* десерт

**destroy** [dɪˈstrɔɪ] *v.* руйнувати

**devastated** [ˈdevəsteɪtɪd]



*adj.* спустошений  
**develop** [dɪˈveləp] *v.* розвивати(ся), удосконалювати(ся); створювати  
**development** [dɪˈveləpmənt] *n.* розвиток, удосконалення  
**devoted** [dɪˈvəʊtɪd] *adj.* відданий  
**decision** [dɪˈsɪʒən] *n.* рішення  
**diary** [ˈdaɪəri] *n.* щоденник  
**dictionary** [ˈdɪkʃənəri] *n.* словник  
**die** [daɪ] *v.* умирати  
**diet** [ˈdaɪət] *n.* харчування, раціон, дієта  
**differ** [ˈdɪfə] *v.* відрізнятися  
**difficult** [ˈdɪfɪklt] *adj.* складний, важкий  
**digital** [ˈdɪdʒɪtl] *adj.* цифровий  
**dirty** [ˈdɜːti] *adj.* брудний  
**disadvantage** [ˌdɪsədˈvɑːntɪdʒ] *n.* недолік, вада; невігідне становище  
**disagree** [ˌdɪsəˈɡriː] *v.* не погоджуватися; сперечатися  
**disappear** [ˌdɪsəˈpɪə] *v.* зникати  
**disappointing** [ˌdɪsəˈpɔɪntɪŋ] *adj.* невтішний, який викликає розчарування  
**disappointment** [ˌdɪsəˈpɔɪntmənt] *n.* розчарування; неприємність

**discover** [dɪˈskʌvə] *v.* робити відкриття; виявляти, знаходити  
**dish** [dɪʃ] *n.* блюдо (*посуд*); страва  
**display** [dɪˈspleɪ] *n.* показ, демонстрація; *v.* демонструвати, показувати  
**distance** [ˈdɪstəns] *n.* відстань  
**divide** [dɪˈvaɪd] *v.* ділити  
**divorce** [dɪˈvɔːs] *n.* розлучення  
**download** [ˈdaʊnləʊd] *v.* завантажувати (*комп.*)  
**drama** [ˈdrɑːmə] *n.* драма  
**dramatist** [ˈdræmətɪst] *n.* драматург  
**due** [djuː] *adj.* належний  
**due to sth** — завдяки чому-небудь  
**Dutch** [dʌtʃ] *n.* голландець; *adj.* голландський  
**dwarf** [dwɔːf] *n.* гном

## Е

**each** [iːtʃ] *pron.* кожний  
**each other** — один одного  
**edge** [edʒ] *n.* край  
**edition** [ɪˈdɪʃn] *n.* видання  
**editor** [ˈedɪtə] *n.* редактор  
**education** [ˌedʒuˈkeɪʃn] *n.* освіта  
**effort** [ˈefət] *n.* зусилля

**emotion** [ɪˈməʊʃn] *n.* емоція  
**emotional** [ɪˈməʊʃnəl]  
*adj.* емоційний  
**encourage** [ɪnˈkʌrɪdʒ]  
*v.* заохочувати  
**enormous** [ɪˈnɔːməs]  
*adj.* величезний  
**enough** [ɪˈnʌf] *adv.* досить  
**enter** [ˈentə] *v.* входити,  
вступати  
**entertain** [ˌentəˈteɪn]  
*v.* розважати  
**entertaining** [ˌentəˈteɪnɪŋ]  
*adj.* розважальний  
**entertainment** [ˌentəˈteɪnmənt]  
*n.* розвага  
**entrance** [ˈentrəns] *n.* вхід  
**entry** [ˈentri] *n.* вхід, в'їзд; шлях  
до чого-небудь  
**equipment** [ɪˈkwɪpmənt]  
*n.* обладнання; оснащення;  
устаткування; спорядження  
**be well-equipped** —  
бути добре обладнаним  
(спорядженим, оснащеним)  
**especially** [ɪˈspeʃəli]  
*adv.* особливо  
**essay** [ˈeseɪ] *n.* нарис, етюд,  
есе

**essential** [ɪˈsenʃl]  
*adj.* обов'язковий; істотно  
важливий  
**establish** [ɪˈstæblɪʃ]  
*v.* засновувати; створювати;  
установлювати  
**Europe** [ˈjuərəp] *n.* Європа  
**event** [ɪˈvent] *n.* подія; захід  
**eventually** [ɪˈventʃuəli]  
*adv.* зрештою  
**every** [ˈevri] *adj.* кожний  
**everybody** [ˈevrɪbɒdi]  
*pron.* кожний, усі (про людей)  
**everything** [ˈevriθɪŋ] *pron.* усе  
(про неістоту)  
**everywhere** [ˈevriweə]  
*adv.* усюди  
**exam** [ɪgˈzæm] *n.* іспит  
**take an exam** — складати  
іспит  
**exception** [ɪkˈsepʃn] *n.* виняток  
**excited** [ɪkˈsaɪtɪd]  
*adj.* захоплений, збуджений  
**exciting** [ɪkˈsaɪtɪŋ]  
*adj.* захопливий  
**exhausted** [ɪgˈzɔːstɪd]  
*adj.* виснажений  
**exist** [ɪgˈzɪst] *v.* існувати  
**expect** [ɪkˈspekt] *v.* очікувати;  
сподіватися

**expensive** [ɪkˈspensɪv] *adj.* дорогий, коштовний  
**experience** [ɪkˈspɪəriəns] *n.* досвід; враження; *v.* зазнавати  
**explain** [ɪkˈspleɪn] *v.* пояснювати  
**explanation** [ˌekspləˈneɪʃn] *n.* пояснення  
**explore** [ɪkˈsploː] *v.* досліджувати, вивчати  
**expression** [ɪkˈspreʃn] *n.* вираз, фраза  
**extra** [ˈekstrə] *adj.* додатковий  
**extract** [ˈekstrækt] *n.* уривок  
**extremely** [ɪkˈstriːmli] *adv.* у край  
**eyelid** [ˈaɪlɪd] *n.* повіка

## F

**fable** [ˈfeɪbl] *n.* байка  
**face** [feɪs] *v.* стояти обличчям (до кого-, чого-небудь); зіткнутися з проблемою  
**facility** [fəˈsɪləti] *n.* можливості, сприятливі умови (*pl*); обладнання (*pl*)  
**factory** [ˈfæktəri] *n.* фабрика  
**fair** [feə] *adj.* справедливий; білявий, світлий  
**fairy** [ˈfeəri] *adj.* казковий  
**faithful** [ˈfeɪθfəl] *adj.* відданий

**fake** [feɪk] *adj.* підроблений, фальшивий, штучний  
**fall** [fɔːl] *v.* падати  
**fall asleep** — засинати  
**fame** [feɪm] *n.* слава  
**familiar** [fəˈmɪliə] *adj.* добре знайомий з чим-небудь  
**famous (for)** [ˈfeɪməs] *adj.* знаменитий, відомий (завдяки)  
**fascinating** [ˈfæsɪneɪtɪŋ] *adj.* чарівний, захопливий  
**fellow** [ˈfeləʊ] *n.* хлопець; супутник у дорозі  
**fiction** [ˈfɪkʃn] *n.* художня література  
**finance** [ˈfaɪnæns] *n.* фінанси; гроші (*pl*)  
**firm** [fɜːm] *n.* фірма; *adj.* твердий, непохитний  
**fisherman** [ˈfɪʃmən] *n.* рибалка  
**fix** [fɪks] *v.* ремонтувати, лагодити  
**fizzy** [ˈfɪzi] *adj.* шипучий, газований (*про напій*)  
**flat** [flæt] *adj.* плоский, рівний, гладкий  
**flavour** [ˈfleɪvə] *n.* смак  
**flick** [flɪk] *v.* змахнути  
**flick through sth** — проглядати (журнал)

**flour** [ˈflaʊə] *n.* борошно  
**flow** [fləʊ] *v.* литися; збігати (*про час*)  
**fluency** [ˈfluːənsi] *n.* плавність, швидкість мови  
**flute** [flu:t] *n.* флейта  
**follow** [ˈfɒləʊ] *v.* іти слідом; дотримуватися  
**following** [ˈfɒləʊɪŋ] *adj.* нижчеподаний  
**foreign** [ˈfɒrən] *adj.* закордонний  
**forever** [fəˈevə] *adv.* назавжди  
**forward** [ˈfɔːwəd] *adv.* вперед  
**look forward to doing sth** — очікувати чого-небудь із задоволенням  
**freedom** [ˈfriːdəm] *n.* свобода  
**friendship** [ˈfrendʃɪp] *n.* дружба  
**frightening** [ˈfraɪtnɪŋ] *adj.* який наводить жах  
**funeral** [ˈfjuːnərəl] *n.* похорон  
**further** [ˈfɜːðə] *adj.* більш далекий; подальший

## G

**gadget** [ˈgædʒɪt] *n.* гаджет, пристрій, технічна новинка  
**gain** [geɪn] *v.* здобувати, досягати  
**gap** [gæp] *n.* пропуск у тексті  
**gate** [geɪt] *n.* ворота; вхід, вихід

**gather** [ˈgæðə] *v.* збирати(ся)  
**general** [ˈdʒenrəl] *adj.* загальний  
**in general** — у цілому  
**generation** [ˌdʒenəˈreɪʃn] *n.* покоління  
**generous** [ˈdʒenrəs] *adj.* щедрий  
**genre** [ˈʒɒnrə] *n.* жанр  
**gentle** [ˈdʒentl] *adj.* м'який, ніжний  
**get** [get] *v.* отримувати  
**get carried away** — керуватися емоціями  
**get married** — одружуватися  
**get on (well) with sb** — ладнати з ким-небудь  
**get over sth** — долати що-небудь  
**giant** [ˈdʒaɪənt] *adj.* величезний  
**goal** [gəʊl] *n.* мета, ціль  
**governess** [ˈglʌvənəs] *n.* гувернантка  
**government** [ˈglʌvənmənt] *n.* уряд  
**grade** [ɡreɪd] *n.* клас (*амер.*)  
**greedy** [ˈɡriːdi] *adj.* жадібний  
**grid** [ɡrɪd] *n.* решітка; таблиця  
**gripping** [ˈɡrɪpɪŋ] *adj.* захопливий  
**grow up** [ɡrəʊ ʌp] *v.* виростати  
**guarantee** [ˌɡærənˈtiː] *v.* гарантувати



**gym** [dʒɪm] *n.* спортивний зал  
**gymnasium** [dʒɪm 'neɪziəm]  
*n.* спортивний зал; гімназія

## Н

**habit** ['hæbɪt] *n.* звичка  
**hang** [hæŋ] *v.* вішати; висіти  
**hang around** — вештатися  
**hang out** — тусуватися  
*(жарг.)*  
**happen** ['hæpən] *v.* траплятися  
**hard** [hɑ:d] *adj.* важкий;  
старанний; *adv.* важко;  
старанно, наполегливо  
**harm** [hɑ:m] *n.* шкода, збиток  
**harp** [hɑ:p] *n.* арфа  
**heading** ['hedɪŋ] *n.* заголовок;  
рубрика  
**headline** ['hedlaɪn] *n.* газетний  
заголовок  
**headmaster** [,hed'mɑ:stə]  
*n.* директор школи  
**heartless** ['hɑ:tləs]  
*adj.* безсердечний  
**heavy** ['heɪvɪ] *adj.* важкий *(про*  
*вагу)*  
**helpful** ['helpfəl] *adj.* корисний,  
готовий допомогти  
**hiking** ['haɪkɪŋ] *n.* пішохідна  
екскурсія; піший туризм

**hold** [həʊld] *v.* тримати  
**hold sb's attention** —  
затримувати чиюсь увагу  
**honest** ['ɒnɪst] *adj.* чесний  
**hormone** ['hɔ:məʊn] *n.* гормон  
**horrible** ['hɒrəbl] *adj.* жахливий  
**horror** ['hɒrə] *n.* жах  
**hostel** ['hɒstl] *n.* хостел  
**however** [haʊ'evə] *adv.* проте  
**huge** [hju:dʒ] *adj.* величезний  
**hum** [hʌm] *v.* наспівувати,  
мугикати  
**human** ['hju:mən] *adj.* людський  
**human being** — людина  
**hunger** ['hʌŋgə] *n.* голод  
**hurry** ['hʌrɪ] *n.* поспіх,  
квапливість; *v.* поспішати,  
**be in a hurry** — поспішати

## I

**idea** [aɪ'diə] *n.* думка, ідея  
**identify** [aɪ'dentɪfaɪ]  
*v.* упізнавати; визначати  
**ignore** [ɪg'nɔ:] *v.* ігнорувати  
**imagination** [ɪ,mædʒɪ'neɪʃn]  
*n.* уява  
**imagine** [ɪ'mædʒɪn] *v.* уявляти  
**important** [ɪm'pɔ:tnt]  
*adj.* важливий  
**impossible** [ɪm'pɒsəbl]  
*adj.* неможливий

**impression** [Im'preʃn]

*n.* враження

**impressive** [Im'presɪv] *adj.* який

вражає

**improve** [Im'pru:v]

*v.* покращувати

**improvement** [Im'pru:vmənt]

*n.* покращення

**include** [In'klu:d] *v.* містити;

ураховувати

**increase** [In'kri:s]

*v.* збільшувати(ся), зростати, рости

**incredibly** [In'kredəbli]

*adv.* неймовірно

**independence** [ˌɪndɪ'pendəns]

*n.* незалежність

**independent** [ˌɪndɪ'pendənt]

*adj.* незалежний

**industrial** [In'dʌstriəl]

*adj.* промисловий

**industry** [ˈɪndəstri]

*n.* промисловість, індустрія

**inferior** [In'fɪəriə] *adj.* нижчий за

якістю

**influence** [ˈɪnfluəns] *n.* вплив;

*v.* впливати

**informal** [In'fɔ:ml]

*adj.* неофіційний; невимушений, простий

**information** [ˌɪnfə'meɪʃn]

*n.* інформація

**ingredient** [In'gri:diənt]

*n.* складник

**inhabit** [In'hæbɪt] *v.* населяти

**inhabitant** [In'hæbɪtənt]

*n.* житель

**inside** [ˌɪn'saɪd] *adv.* усередині

**inspiration** [ˌɪnspə'reɪʃn]

*n.* натхнення; джерело натхнення

**inspire** [In'spa(ɪ)ə] *v.* надихати

**instead (of)** [In'sted]

*adv.* замість (чогось)

**intelligent** [In'telɪdʒənt]

*adj.* розумний

**interrupt** [ˌɪntə'rʌpt]

*v.* перебивати, переривати

**introduce** [ˌɪntrə'dju:s]

*v.* представляти, знайомити

**invention** [In'venʃn] *n.* винахід

**involved** [In'vɒlvd]

*adj.* залучений

**irregular** [ɪ'regjələ]

*adj.* неправильний

**island** [ˈaɪlənd] *n.* острів

**isolate** [ˈaɪsəleɪt] *v.* ізолювати

**issue** [ˈɪʃu:] *n.* випуск, номер, екземпляр

**IT** [ˌaɪ'ti:] *n.* інформаційні технології

**item** [ˈaɪtəm] *n.* пункт, питання;  
окремий предмет у списку

## J

**janitor** [ˈdʒænitə]

*n.* прибиральник (*амер.*)

**jealous** [ˈdʒeləs] *adj.* ревнивий,  
зздрісний

**jewellery** [ˈdʒu:əlri]

*n.* коштовності; ювелірні  
вироби

**join** [dʒɔɪn] *v.* приєднуватися;  
увійти до складу

**just** [dʒʌst] *adv.* щойно

## K

**keen** [ki:n] *adj.* завзятий

**keyboard** [ˈki:bɔ:d] *n.* клавіатура

**knowledge** [ˈnɒlɪdʒ] *n.* знання

## L

**landscape** [ˈlændskeɪp]

*n.* ландшафт

**last** [lɑ:st] *adj.* останній;

*v.* тривати

**laugh** [lɑ:f] *n.* сміх; *v.* сміятися

**laziness** [ˈleɪzɪnəs] *n.* лень

**lean** [li:n] *v.* нахилитися

**lean over** — перехилитися

**legal** [ˈli:gl] *adj.* законний

**length** [leŋθ] *n.* довжина

**leprechaun** [ˈleprəkɔ:n]

*n.* леприкон (*казковий*  
*персонаж*)

**level** [ˈlevəl] *n.* рівень

**library** [ˈlaɪbrəri] *n.* бібліотека

**life** [laɪf] *n.* життя

**lifestyle** [ˈlaɪfstɑɪl] *n.* спосіб  
життя

**literature** [ˈlɪtərətʃə]

*n.* література

**load** [ləʊd] *n.* велика кількість,  
надмір (*pl*)

**local** [ˈləʊkəl] *adj.* місцевий

**locker** [ˈlɒkə] *n.* шафка на замку

**lonely** [ˈləʊnli] *adj.* самотній

**look** [lʊk] *v.* дивитися

**look around** — роззиратися

**look sth up** — шукати (у  
словнику)

**look through sth** —  
проглядати

**loudspeaker** [ˌlaʊdˈspi:kə]

*n.* гучномовець

**lovely** [ˈlʌvli] *adj.* гарний

**luckily** [ˈlʌkɪli] *adv.* на щастя

## M

**machine** [məˈʃi:n] *n.* машина

**mad** [mæd] *adj.* роздратований  
(*амер.*)

**made-up** [ˈmeɪd up] *adj.* вигаданий  
**magazine** [ˌmæɡəˈziːn] *n.* журнал  
**magnificent** [mæɡˈnɪfɪsənt] *adj.* чудовий, неймовірний  
**main** [meɪn] *adj.* головний  
**major** [ˈmeɪdʒə] *adj.* більший; значний  
**make** [meɪk] *v.* робити; заробляти  
**make a living** — заробляти на прожиття  
**manner** [ˈmænə] *n.* спосіб; манера  
**marry** [ˈmæri] *v.* одружувати(ся)  
**master** [ˈmɑːstə] *n.* господар  
**form master** — класний керівник  
**mean** [miːn] *v.* мати на увазі; означати  
**meaning** [ˈmiːnɪŋ] *n.* значення  
**means** [miːnz] *n.* засіб, спосіб  
**means of communication** — засоби комунікації  
**member** [ˈmembə] *n.* член  
**membership** [ˈmembəʃɪp] *n.* членство  
**memorise** [ˈmeməraɪz] *v.* запам'ятовувати; заучувати напам'ять

**mention** [ˈmenʃn] *v.* згадувати  
**mess** [mes] *n.* безлад  
**message** [ˈmesɪdʒ] *n.* повідомлення; посил, ідея  
**method** [ˈmeθəd] *n.* спосіб; методика (*pl*)  
**middle** [ˈmɪdl] *n.* середина; *adj.* середній  
**mild** [maɪld] *adj.* м'який  
**miller** [ˈmɪlə] *n.* мельник  
**mind** [maɪnd] *n.* розум, пам'ять, думка; *v.* мати на увазі, пам'ятати; мати щось проти  
**Never mind.** — Не зважайте.  
**miss** [mɪs] *v.* пропустити; спізнитися; сумувати  
**missing** [ˈmɪsɪŋ] *adj.* пропущений  
**mistake** [mɪˈsteɪk] *n.* помилка  
**mix** [mɪks] *n.* суміш; *v.* змішувати  
**mixture** [ˈmɪkstʃə] *n.* суміш; змішування  
**modern** [ˈmɒdn] *adj.* сучасний  
**modest** [ˈmɒdəst] *adj.* скромний  
**monthly** [ˈmʌnθli] *n.* щомісячне періодичне видання; *adj.* щомісячний  
**mood** [muːd] *n.* настрій  
**motherland** [ˈmʌðəlænd] *n.* батьківщина



**mountainous** [ˈmaʊntənəs]

*adj.* гірський

**movement** [ˈmu:vmənt] *n.* рух

**musician** [mju:ˈzɪʃn] *n.* музикант

**mysterious** [miˈstɪəriəs]

*adj.* таємничий

**mystery** [ˈmɪstəri] *n.* таємниця;

детективний роман

## N

**national** [ˈnæʃnəl]

*adj.* державний, національний

**naughty** [ˈnɔ:ti]

*adj.* неслухняний, капризний

**necessary** [ˈnesəsəri]

*adj.* необхідний

**neighbour** [ˈneɪbə] *n.* сусід

**news** [nju:z] *n.* новина, новини

**Niagara Falls** [naɪ,ægrə ˈfɔ:lz]

*n.* Ніагарський водоспад

**nickname** [ˈnɪkneɪm]

*n.* прізвисько

**nightmare** [ˈnaɪtmɛə]

*n.* страшний сон

**Nile** [naɪl] *n.* Ніл

**noble** [ˈnəʊbl] *adj.* благородний

**nod** [nɒd] *v.* кивати

**non-fiction** [ˌnɒnˈfɪkʃn]

*n.* документальна, наукова література

**Northern Ireland** [ˌnɔ:ðən

ˈaɪələnd] *n.* Північна Ірландія

**notice** [ˈnəʊtɪs] *v.* помічати

**noun** [naʊn] *n.* іменник

**novel** [ˈnɒvəl] *n.* роман

**novelist** [ˈnɒvəlɪst]

*n.* письменник-романіст

**nowadays** [ˈnaʊədəɪz] *adv.* у

наші часи

**numerous** [ˈnju:mərəs]

*adj.* численний

**nurse** [nɜ:s] *n.* медсестра; няня

**nut** [nʌt] *n.* горіх

## O

**observation** [ˌɒbzəˈveɪʃn]

*n.* спостереження

**make observations** —

ділитися спостереженнями

**observe** [əbˈzɜ:v] *v.* помічати;

спостерігати; вивчати

**occasion** [əˈkeɪʒn] *n.* випадок

**occupy** [ˈɒkjupaɪ] *v.* займати

(місце); заповнювати (час)

**offer** [ˈɒfə] *v.* пропонувати

**official** [əˈfɪʃl] *n.* посадова особа;

*adj.* офіційний

**oil** [ɔɪl] *n.* олія

**once** [wʌns] *adv.* одного разу

**online** [ˈɒnlaɪn] *adj., adv.* онлайн

**opinion** [ə'pɪnjən] *n.* думка  
**orchestra** [ˈɔ:kɪstrə] *n.* оркестр  
**order** [ˈɔ:də] *n.* порядок;  
*v.* складати по порядку;  
наказувати; замовляти  
**in order to** — для того щоб  
**organise** [ˈɔ:gənaɪz] *v.* організовувати  
**Orient** [ˈɔ:riənt] *n.* Схід, країни  
Сходу  
**otherwise** [ˈlðəwaɪz] *adv.* інакше, по-іншому  
**outgoing** [ˌaʊtˈgəʊɪŋ] *adj.* товариський  
**outlook** [ˈaʊtlʊk] *n.* погляд,  
ракурс  
**outside** [ˌaʊtˈsaɪd] *adv.* зовні;  
на вулиці; *prep.* поза, за  
(межами)  
**overeat** [ˌəʊvərˈi:t] *v.* переїдати  
**overprotective** [ˌəʊvərprəˈtektɪv] *adj.* який виявляє надмірну  
опіку  
**overproduce** [ˌəʊvərprəˈdju:s] *v.* виробляти (випускати) з  
надлишком  
**oversleep** [ˌəʊvəˈsli:p] *v.* проспати  
**own** [əʊn] *adj., pron.* свій  
власний

## Р

**pacific** [pəˈsɪfɪk] *adj.* тихий,  
спокійний, мирний  
**Pacific Ocean** — Тихий океан  
**paragraph** [ˈpærəgrɑ:f] *n.* абзац  
**parliament** [ˈpɑ:ləmənt] *n.* парламент  
**part** [pɑ:t] *n.* частина  
**past** [pɑ:st] *n.* минуле;  
*adj.* минулий  
**pasta** [ˈpɑ:stə] *n.* макарони,  
спагеті  
**patient** [ˈpeɪʃnt] *n.* пацієнт;  
*adj.* терплячий  
**patron** [ˈpeɪtrən] *n.* покровитель  
**pattern** [ˈpætn] *n.* зразок,  
приклад; малюнок, візерунок  
**penalty** [ˈpenəltɪ] *n.* покарання  
**pen name** [ˈpen neɪm] *n.* псевдонім  
**percussion** [pəˈkʌʃn] *n.* удар  
**percussion instrument** —  
ударний інструмент  
**perfect** [ˈpɜ:fɪkt] *adj.* досконалий,  
чудовий  
**perform** [pəˈfɔ:m] *v.* виконувати  
(музичний твір, роль)  
**performance** [pəˈfɔ:məns] *n.* виступ  
**arrange a performance** —  
організовувати виступ

**perhaps** [pə'hæps]

*adv.* можливо

**periodical** [ˌpɪəri'ɒdɪkl]

*n.* періодичне видання

**permit** [pə'mɪt] *v.* дозволяти

**personal** [ˈpɜːsnəl]

*adj.* особистий

**pick** [pɪk] *v.* вибирати; збирати

**pick on sb** — дражнити

**pick out** — вибирати;

розуміти

**pick up sb** — заїжджати,

заходити за ким-небудь

**playwright** [ˈpleɪraɪt]

*n.* драматург

**plot** [plɒt] *n.* сюжет

**plump** [plʌmp] *adj.* повний,

огрядний

**poet** [ˈpəʊɪt] *n.* поет

**poetry** [ˈpəʊətri] *n.* поезія

**point** [pɔɪnt] *n.* пункт, питання;

бал (при підрахунку); думка;

сенс; поділка (на компасі); *v.*

вказувати

**point of view** — погляд

**point out** — вказувати,

називати

**poison** [ˈpɔɪzn] *n.* отрута

**politics** [ˈpɒlətɪks] *n.* політика

**population** [ˌpɒpjʊ'leɪʃn]

*n.* населення

**possibility** [ˌpɒsə'bɪləti]

*n.* можливість

**possible** [ˈpɒsəbl] *adj.* можливий

**post** [pəʊst] *n.* пост, посада;

пошта; допис у соцмережі

**power** [ˈpaʊə] *n.* сила

**powerful** [ˈpaʊəfʊl] *adj.* сильний,

могутній; яскравий (прояв

чого-небудь)

**predictable** [prɪ'dɪktəbl]

*adj.* передбачуваний

**prefer** [prɪ'fɜː] *v.* надавати

перевагу

**preference** [ˈprefrəns]

*n.* перевага

**prejudice** [ˈpredʒədɪs]

*n.* упередження; забобон

**pressure** [ˈpreʃə] *n.* тиск

**put pressure on sb** — чинити

тиск

**pretend** [prɪ'tend]

*v.* прикидатися

**previous** [ˈpriːviəs]

*adj.* попередній

**primary** [ˈpraɪməri]

*adj.* початковий

**print** [prɪnt] *v.* друкувати;

публікувати

**produce** [ˈprɒdjuːs] *v.* виробляти;

створювати

**production** [prəˈdʌkʃn]

*n.* виробництво

**prompt** [prɒmpt] *n.* підказка

**promptly** [ˈprɒmptli] *adv.* точно, вчасно

**pronoun** [ˈprəʊnaʊn]

*n.* займенник

**pronunciation** [prəˌnʌnsiˈeɪʃn]

*n.* вимова

**proper** [ˈprɒpə] *adj.* правильний, належний

**proper name** — власна назва

**proud** [praʊd] *adj.* гордий

**be proud of** — пишатися

**prove** [pru:v] *v.* доводити

**proverb** [ˈprɒvz:b] *n.* прислів'я

**provide** [prəˈvaɪd] *v.* постачати, забезпечувати, надавати

**puberty** [ˈpjʊ:bətɪ] *n.* статева зрілість

**publish** [ˈpʌblɪʃ]

*v.* опубліковувати, видавати, випускати; виходити (про періодичні видання)

**punish** [ˈpʌnɪʃ] *v.* карати

**push** [puʃ] *v.* штовхати, пхати; чинити тиск

## Q

**quality** [ˈkwɒləti] *n.* якість;

*adj.* високоякісний

**question mark** [ˈkwestʃən mɑ:k]

*n.* знак питання

**questionnaire** [ˌkwestʃəˈneə]

*n.* анкета, перелік питань

**quietly** [ˈkwaɪətli] *adv.* тихо

## R

**rainfall** [ˈreɪnfɔ:l] *n.* опади, дощ

**raise** [reɪz] *v.* піднімати, збільшувати

**raise an interest** — викликати зацікавлення

**range** [reɪndʒ] *n.* ряд, низка; коло

**range of interests** — коло інтересів

**rapid** [ˈræpɪd] *adj.* швидкий

**rapid eye movement** — фаза швидкого сну

**rarely** [ˈreəli] *adv.* рідко

**reach** [ri:tʃ] *v.* досягати

**ready** [ˈredi] *adj.* готовий

**realise** [ˈriəlaɪz]

*v.* усвідомлювати

**reason** [ˈri:zn] *n.* причина, підстава; мотив

**receive** [rɪˈsi:v] *v.* отримувати

**recent** [ˈri:snt] *adj.* недавній, сучасний, свіжий  
**recommend** [ˌrekəˈmend] *v.* рекомендувати  
**record** [ˈrekɔ:d] *n.* запис; рекорд; музичний запис; платівка (*муз.*)  
**record** [rɪˈkɔ:d] *v.* записувати  
**refer** [rɪˈfɜ:] *v.* відсилати  
**refer to** — посилатися  
**register** [ˈredʒɪstə] *n.* журнал; офіційний список  
**call the register** — робити перекличку  
**regular** [ˈregjələ] *adj.* регулярний, постійний; нормальний, правильний  
**regularly** [ˈregjələli] *adv.* регулярно, постійно  
**relation** [rɪˈleɪʃn] *n.* стосунки, взаємини, відносини (*pl*)  
**relax** [rɪˈlæks] *v.* розслабляти(ся)  
**relaxing** [rɪˈlæksɪŋ] *adj.* який розслабляє  
**release** [rɪˈli:s] *v.* звільняти; оприлюднювати; виділяти речовину  
**reliable** [rɪˈlaɪəbl] *adj.* надійний  
**relieved** [rɪˈli:vd] *adj.* полегшений, заспокоєний

**remain** [rɪˈmeɪn] *v.* залишатися  
**remind** [rɪˈmaɪnd] *v.* нагадувати  
**repair** [rɪˈpeə] *v.* ремонтувати  
**report** [rɪˈpɔ:t] *n.* доповідь, повідомлення; *v.* доповідати; повідомляти; скаржитися  
**reporter** [rɪˈpɔ:tə] *n.* репортер, кореспондент  
**represent** [ˌreprɪˈzent] *v.* представляти  
**request** [rɪˈkwest] *n.* прохання; *v.* просити дозволу  
**research** [rɪˈsɜ:tʃ] *n.* дослідження; *v.* досліджувати  
**reserve** [rɪˈzɜ:v] *v.* резервувати, бронювати, замовляти заздалегідь  
**respect** [rɪˈspekt] *v.* поважати  
**respiration** [ˌrespəˈreɪʃn] *n.* дихання  
**responsible** [rɪˈspɒnsəbl] *adj.* відповідальний  
**reveal** [rɪˈvi:l] *v.* виявляти; відкривати (секрет)  
**review** [rɪˈvju:] *n.* огляд, відгук, рецензія  
**revise** [rɪˈvaɪz] *v.* переглядати, повторювати  
**rich** [rɪtʃ] *adj.* багатий, заможний; багатий на що-небудь



**right** [raɪt] *adv.* праворуч;  
відразу  
**right after sth** — відразу після  
чогось  
**risk** [rɪsk] *n.* ризик  
**be at risk** — ризикувати  
**road** [rəʊd] *n.* дорога  
**rocky** [ˈrɒki] *adj.* скелястий  
**rule** [ru:l] *n.* правило; *v.* керувати

## S

**sack** [sæk] *n.* мішок  
**safe** [seɪf] *n.* сейф;  
*adj.* безпечний  
**safety** [ˈseɪfti] *n.* безпека  
**sail** [seɪl] *v.* плавати (про судно)  
**sailing** [ˈseɪlɪŋ] *n.* плавання на  
судні  
**sailor** [ˈseɪlə] *n.* моряк  
**saint** [seɪnt] *n.* святий  
**satisfied** [ˈsætɪsfaɪd]  
*adj.* задоволений  
**save** [seɪv] *v.* рятувати  
**save up** — відкладати гроші  
**scenery** [ˈsi:nəri] *n.* пейзаж  
**schedule** [ˈʃedju:l] *n.* розклад,  
графік, план  
**scheduled** [ˈʃedju:ld]  
*adj.* запланований  
**science fiction** [ˌsaɪəns ˈfɪkʃn]  
*n.* наукова фантастика

**scientist** [ˈsaɪəntɪst]  
*n.* науковець, учений  
**scold** [skəʊld] *v.* сварити,  
картати  
**score** [skɔ:ɪ] *n.* кількість  
набраних балів  
**scream** [skri:m] *n.* крик, зойк  
**screenplay** [ˈskri:npleɪ]  
*n.* сценарій  
**secondary** [ˈsekəndəri]  
*adj.* середній  
**self-disciplined** [ˌself ˈdɪsəplɪnd]  
*adj.* самодисциплінований,  
зібраний  
**selfish** [ˈselfɪʃ] *adj.* егоїстичний,  
себелюбний  
**sensible** [ˈsensəbl] *adj.* чутливий  
**separate** [ˈseprət] *adj.* окремий;  
*v.* відокремлювати  
**serve** [sɜ:v] *v.* обслуговувати,  
подавати їжу на стіл  
**set** [set] *n.* набір;  
*v.* установлювати; призначати;  
ставити ціль  
**setting** [ˈsetɪŋ] *n.* час, місце дії  
(фільму, роману тощо)  
**several** [ˈsevrəl] *pron.* декілька  
**sew** [səʊ] *v.* шити  
**share** [ʃeə] *v.* ділитися  
**sharp** [ʃɑ:p] *adj.* гострий

**sheet** [ʃi:t] *n.* простирадло;  
аркуш

**shout** [ʃaʊt] *v.* кричати

**shy** [ʃaɪ] *adj.* сором'язливий

**sick** [sɪk] *adj.* хворий; той, якого  
нудить

**be sick and tired of sth** —  
якому надзвичайно набридло  
щось

**sight** [saɪt] *n.* гарний вид;  
визначне місце

**sign** [saɪn] *n.* знак;  
*v.* підписувати(ся)

**silence** ['saɪləns] *n.* тиша

**silly** ['sɪlɪ] *adj.* нерозумний,  
дурненький

**silver** ['sɪlvə] *n.* срібло;  
*adj.* срібний

**similar** ['sɪmələ] *adj.* схожий

**situated** ['sɪtʃueɪtɪd]  
*adj.* розташований

**size** [saɪz] *n.* розмір

**skill** [skɪl] *n.* навичка, уміння

**skin** [skɪn] *n.* шкіра

**skip** [skɪp] *v.* стрибати;  
пропускати

**skyscraper** ['skaɪskreɪpə]  
*n.* хмарочос

**sleep** [sli:p] *v.* спати

**not sleep a wink** — не  
зімкнути очей

**sleep like a log** — спати без  
задніх ніг

**slice** [slaɪs] *n.* скибка

**slow** [sləʊ] *adj.* повільний

**smart** [smɑ:t] *adj.* розумний,  
кмітливий, здібний

**smell** [smel] *n.* запах; *v.* пахнути

**smoke** [sməʊk] *n.* дим; *v.* палити

**snobbish** ['snɒbɪʃ]  
*adj.* бундючний, чванливий

**soak** [səʊk] *v.* замочувати

**sociable** ['səʊjəbl]  
*adj.* товариський,  
дружелюбний

**social** ['səʊʃl] *adj.* суспільний,  
соціальний

**society** [sə'saɪətɪ] *n.* суспільство

**solve** [sɒlv] *v.* вирішувати

**soon** [su:n] *adv.* скоро

**as soon as** — як тільки

**sorrow** ['sɒrəʊ] *n.* сум, туга,  
скорбота

**soul** [səʊl] *n.* душа

**sound** [saʊnd] *n.* звук;  
*v.* звучати, здаватися,  
справляти враження

**soundtrack** ['saʊndtræk]  
*n.* музичний супровід; звукова  
доріжка

**space** [speɪs] *n.* космос; місце,  
простір

**specimen** [ˈspesɪmən] *n.* зразок, екземпляр

**spectacular** [spekˈtækjʊlə] *adj.* видовищний

**spirit** [ˈspɪrɪt] *n.* дух; напромак

**spread** [spred] *v.* поширювати(ся); простягатися

**square** [skweə] *n.* квадрат, площа

**staff** [stɑːf] *n.* персонал

**stage** [steɪdʒ] *n.* фаза, стадія; сцена

**state** [steɪt] *n.* стан; держава; штат у США; *adj.* державний

**statement** [ˈsteɪtmənt] *n.* твердження

**stay** [steɪ] *n.* перебування; зупинка; *v.* залишатися, затримуватися; гостювати

**steamship** [ˈstiːmʃɪp] *n.* пароплав

**still** [stɪl] *adv.* ще, досі

**strait** [streɪt] *n.* протока

**stretch** [stretʃ] *v.* розтягувати; простягатися

**strict** [strɪkt] *adj.* строгий

**string** [ˈstrɪŋ] *n.* струна

**strip** [strɪp] *n.* смужка, стрічка

**stubborn** [ˈstʌbən] *adj.* упертий

**stuff** [stʌf] *n.* речі, майно

**stupid** [ˈstjuːpɪd] *adj.* дурний, тупий

**stutter** [ˈstʌtə] *v.* заїкатися, затинатися, говорити невиразно

**subscribe** [səbˈskraɪb] *v.* передплачувати (про пресу)

**substance** [ˈsʌbstəns] *n.* речовина

**succeed (in)** [səkˈsiːd] *v.* досягти мети, успіху

**success** [səkˈses] *n.* успіх

**successful** [səkˈsesfl] *adj.* успішний, вдалий

**suffer** [ˈsʌfə] *v.* страждати, потерпати

**suggest** [səˈdʒest] *v.* пропонувати

**summarise** [ˈsʌməraɪz] *v.* підсумовувати

**suppose** [səˈpəʊz] *v.* припускати

**surf** [sɜːf] *v.* займатися серфінгом

**surf the Net** — «блукати» по інтернету

**surround** [səˈraʊnd] *v.* оточувати

**survey** [ˈsɜːveɪ] *n.* дослідження, опитування

**survive** [səˈvaɪv] *v.* виживати; бути непідвладним часу (про мистецтво)

**Sweden** [swi:dn] *n.* Швеція  
**switch on / off** [switʃ ɒn / ɒf]

*v.* вмикати / вимикати

**Switzerland** [ˈswitsələnd]  
*n.* Швейцарія

## T

**tabloid** [ˈtæblɔɪd] *n.* таблоїд

**take** [teɪk] *v.* брати

**take a photo** —  
фотографувати

**take one's time** — не  
квапитися

**take part (in)** — брати участь  
(у)

**take place** — відбуватися

**take up sth** — братися за що-  
небудь

**tartan** [ˈtɑ:tn] *n.* картата  
тканина, шотландка

**tease** [ti:z] *v.* дражнити,  
набридати

**technology** [tekˈnɒlədʒi]  
*n.* технологія

**temperate** [ˈtempərət]  
*adj.* помірний (про клімат)

**tense** [tens] *n.* час (грам.);  
*adj.* напружений

**terrible** [ˈterəbl] *adj.* жахливий

**territory** [ˈterətəri] *n.* територія

**theatre** [ˈθiətə] *n.* театр

**theme** [θi:m] *n.* тема

**theme park** — парк розваг

**thirsty** [ˈθɜ:sti] *adj.* спраглий

**thought** [θɔ:t] *n.* думка

**through** [θru:] *prep.* крізь, через

**throw** [θrəu] (threw, thrown)

*v.* кидати

**time** [taɪm] *n.* час

**on time** — вчасно

**waste of time** — марна трата  
часу

**tip** [tɪp] *n.* підказка

**tired** [ˈtaɪəd] *adj.* утомлений

**title** [ˈtaɪtl] *n.* назва, заголовок

**tongue** [tʌŋ] *n.* язик

**mother tongue** — рідна мова

**tonight** [təˈnaɪt] *adv.* сьогодні  
увечері

**top** [tɒp] *n.* верх, верхівка

**total** [ˈtəʊtl] *adj.* весь, цілий;  
загальний; сукупний

**trade** [treɪd] *n.* торгівля; фах,  
професія

**tragedy** [ˈtrædʒədi] *n.* трагедія

**trait** [treɪ] *n.* риса

**translation** [trænsˈleɪʃn]  
*n.* переклад

**treasure** [ˈtrezə] *n.* скарб

**treasure hunt** — пошуки  
скарбів

**trendy** [ˈtrendi] *adj.* модний

**trombone** [trɒm'beɪn]

*n.* тромбон

**trouble** ['trʌbl] *n.* проблеми, труднощі; *v.* хвилювати

**get into trouble** —

потрапляти в халепу (біду)

**true-to-life** [,tru:tə'laɪf]

*adj.* реалістичний

**trumpet** ['trʌmpɪt] *n.* труба (муз.)

**trustworthy** ['trʌstwɜ:ðɪ]

*adj.* надійний, який заслуговує довіри

**truthful** ['tru:θfl] *adj.* правдивий

**turn on / off** [tɜ:n ɒn / ɒf]

*v.* вмикати / вимикати

**tutor** ['tju:tə] *n.* приватний

учитель, репетитор

**TV guide** [,ti:vi:'gaɪd]

*n.* телепрограма

**twice** [twɑ:ɪs] *adv.* двічі

**type** [taɪp] *n.* вид; *v.* друкувати на клавіатурі

**typical** ['tɪpɪkl] *adj.* звичайний, стандартний, типовий

## U

**unconscious** [ʌn'kɒnʃəs]

*adj.* несвідомий

**unfortunately** [ʌn'fɔ:tʃənətli]

*adv.* на жаль

**untruthful** [ʌn'tru:θfl]

*adj.* неправдивий

**unusual** [ʌn'ju:ʒuəl]

*adj.* незвичайний

**upset** [ʌp'set] *adj.* розчарований, засмучений; *v.* засмучувати

**get upset** — засмучуватися

**useful** ['ju:sfl] *adj.* корисний

## V

**value** ['vælju:] *n.* цінність

**variety** [və'raɪəti] *n.* розмаїття

**various** ['veərɪəs]

*adj.* різноманітний

**venture** ['ventʃə] *n.* ризиківана, смілива справа; *v.* ставити

на карту; зважитися, насмілитися

**verb** [vɜ:b] *n.* дієслово

**view** [vju:] *n.* вид, вигляд; огляд

**viewpoint** ['vju:pɔɪnt] *n.* думка, погляд

**violence** ['vaɪələns] *n.* насилля

**violent** ['vaɪələnt]

*adj.* насильницький

**violin** [ˌvaɪə'li:n] *n.* скрипка

**violinist** [ˌvaɪə'li:nɪst]

*n.* скрипаль

**voice** [vɔ:ɪs] *n.* голос

**passive voice** — пасивний стан



## W

**Wales** [weɪlz] *n.* Уельс  
**walk out** [wɔ:k aʊt] *v.* виходити, показуватися, з'являтися  
**wealthy** [ˈwelθi] *adj.* заможний  
**waltz** [wɔ:ls] *n.* вальс  
**weekly** [ˈwi:kli] *n.* щотижневе періодичне видання;  
*adj.* щотижневий  
**weirdo** [ˈwiədəʊ] *n.* дивак  
**well-known** [ˌwel ˈnəʊn] *adj.* відомий, популярний  
**Welsh** [welʃ] *n.* житель Уельсу;  
*adj.* уельський  
**whenever** [wenˈevə] *adv.* коли;  
*conj.* щоразу  
**while** [waɪl] *conj.* поки, коли; у той же час, тоді як  
**whistle** [ˈwɪsl] *v.* свистіти; насвистувати  
**whiteboard** [ˈwaɪtbɔ:d] *n.* інтерактивна дошка  
**whole** [həʊl] *adj.* весь, цілий  
**whose** [hu:z] *pron.* чий, чия, чиє, чиї  
**wide** [waɪd] *adj.* широкий  
**wildlife** [ˈwaɪldaɪf] *n.* жива природа  
**wink** [wɪŋk] *n.* кліпання; *v.* моргати

**workaholic** [ˌwɜ:kəˈhɒlɪk] *n.* трудоголік  
**workshop** [ˈwɜ:kʃɒp] *n.* майстерня; семінар, майстер-клас  
**world** [ˈwɜ:ld] *n.* світ  
**worldwide** [ˌwɜ:ldˈwaɪd] *adj.* світовий, всесвітній  
**worry** [ˈwɒri] *v.* хвилювати(ся)  
**worth** [wɜ:θ] *adj.* вартий (що має цінність)  
**wrong** [rɒŋ] *adj.* неправильний

## Y

**yawn** [jɔ:n] *v.* позіхати; нудьгувати  
**yet** [jet] *adv.* досі; *conj.* усе-таки  
**youth** [ju:θ] *n.* молодь

## Z

**zone** [zəʊn] *n.* зона, пояс  
**zoom** [zu:m] *v.* збільшувати масштаб  
**zero** [ˈziəʊ] *n.* нуль

Навчальне видання

*Карпюк Оксана Дмитрівна*

## **Англійська мова**

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

Рекомендовано Міністерством освіти і науки України

Англійською та українською мовами

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

Підручник відповідає Державним санітарним нормам і правилам  
“Гігієнічні вимоги до друкованої продукції для дітей”.

Редактор Богдана Зінік

Художник Олена Волошинська

Дизайн і комп'ютерне верстання Інни Малявської

Формат 84x108 1/16. Умовн. друк. арк. 16,80. Обл.-вид. арк. 8,90.  
Тираж 1698 прим.

ТзОВ “Видавництво Астон”, 46006, м. Тернопіль, вул. Гайова, 8.  
Свідоцтво про внесення до Державного реєстру  
суб'єктів видавничої справи ТР № 28 від 09.06.2005.

Віддруковано згідно з наданим оригінал-макетом  
у ТОВ “ЗахідноУкраїнська Книжкова Фабрика”,  
[www.zukf.com.ua](http://www.zukf.com.ua)