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ENGLISH

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Підручник створений відповідно до чинної програми з англійської мови для учнів 8 класу середніх загальноосвітніх навчальних закладів, на засадах комунікативного та інтерактивного підходів, принципів інтеграції усіх видів мовленнєвої діяльності (аудіювання, читання, говоріння, писемне мовлення), системності й логічності, доступності, активності, естетичності.

Структурна організація підручника передбачає репродуктивну та творчу іншомовну діяльність учнів у межах восьми ситуативно-тематичних розділів, доповнених блоком текстів та завдань для домашнього читання та лексичних і граматичних довідкових матеріалів.

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REVISION LESSONS

LESSON 1

1. Read the text and answer the questions.



Dear pupils!

You are going to cover another year of learning English. I hope this experience will give you more confidence in mastering this important language. I am sure you know how necessary it is for you to be able to speak English because almost all people in the world try to learn it. So the world is going to be open for you as well if you practise all the exercises in this textbook properly.

The pages of this book will give you ideas on how to talk about your friends and describe their characters, possible modes of communication with your friends. You will have a chance to discuss healthy lifestyles, the importance of reading books. You will also try to look into the world of music, mass media and school life in our country and abroad.

You have definitely learnt a lot about your native country, but here you will find some more interesting data about Ukraine and the life of its people. There will also be a lot information about the country where people speak English as their native language – about the United Kingdom of Great Britain and Northern Ireland or the UK.

Do you enjoy learning grammar? Of course, you don't. ☺ But I assure you – there won't be much of it. And it will be fun for you.

So what are you waiting for?! Get! Set! Go!

1. Why is it necessary for you to be able to speak English?
2. What topics will you learn with the help of the book this year?
3. Will you learn about Canada this year? What countries will you learn about?
4. Will there be much grammar to learn this year?

REVISION LESSONS

2. Read the dialogues. Complete them with the words from the box. Act them out with your partner.

corner	miss	left	on	looking	far
your	where	across	next	down	lost

A: You look _____. Can I help?
B: Yes. I am _____ for the Caprice Theatre. Do you know _____ it is?
A: It's on the _____ of Elm Street and 22nd Avenue. It's _____ to the Art Gallery. You can't _____ it.



A: Can I get to the Harlton Hotel from here _____ foot?
B: Sure. It's not that _____. Just go _____ 4th Avenue to Main Street. Turn _____ on Main. It should be on _____ right. It's _____ from the park.

3. Put the verbs in brackets into the Present Perfect tense form.

1. Where _____ (you / be)? – I _____ (be) to the dentist. 2. _____ (you/ see) my watch anywhere? – No, I am afraid I _____ (not/ see) it anywhere. 3. I _____ (not/ finish) my letter yet. 4. He just _____ (go out). 5. I can't find my bicycle. Someone _____ (take) it. 6. I _____ (finish) my homework already. Now I can watch TV. 7. _____ (Mary/ water) tomatoes? – I think so. 8. Mr. Parker travels to Washington, D.C. very often. He _____ (fly) there many times. 9. He never _____ (meet) Nancy's parents. He hopes he will get the chance to meet them soon.



REVISION LESSONS

4. Answer the questions.



1. Are weather forecasts important for people? People of what occupations are interested in weather forecast? Why?
2. How often can people hear to weather forecasts on TV or radio during the day? Where else can they get information about the weather forecast?
3. When and where from do weathermen usually collect information about the weather?
4. What is the usual weather if the barometer shows high pressure in summer? In winter?
5. What is the usual result of weathermen's work?
6. Do you and the members of your family usually listen to weather forecast or watch it on television?
7. Have you ever got into trouble because of the wrong weather forecast? How did it happen?
8. Have you ever got into trouble because you didn't know weather forecast for the day? How did it happen?

5. Describe an ideal day for:

- a. going for a picnic;
- b. a tour about the city;
- c. a visit to a museum;
- d. skiing or skating;
- e. playing outdoors;
- f. doing homework;
- g. celebrating the New Year's Day.



Model: If you go out for a picnic, you can do that on a bright clear day. Then the sun shines, it doesn't rain. It's not foggy. It can be a little windy, but not stormy. It is usually warm then.



REVISION LESSONS

3. Read the text and say whether the statements after it are true or false. Correct the false ones.

In Britain it is very difficult to find a place where you can try the national British meals. On the contrary, there is a wide variety of international restaurants in the UK: Indian, Chinese and Italian restaurants are especially popular, but there are also many others. Apart from restaurants, there are also many take-aways, where you can buy cooked meals to take home.

There are many cafes and bars in the UK, many of them are self-service. Sometimes a waiter or waitress will serve you at the table.

Although the correct name for a midday meal is lunch, many English families call it "dinner". What is interesting enough is that English people do not wish each other "Good Appetite".

Tea is the number one drink in Britain and the average person has about four cups of tea a day.



1. If you are in Britain it is quite easy to find a typical British meal.
2. There are three meals in Britain: breakfast, lunch and supper.
3. All restaurants in the UK are of a take-away type.
4. It is OK during meals not to wish "Good Appetite" in Britain.
5. Coffee is as popular as tea in the UK.
6. You must serve yourself in all British cafes and bars.



4. Fill in the blanks with the words from the box.

appetizer
bar
breakfast
brunch
buffet

chef
cook
dessert
dinner
dishwasher

fancy
fast-food
lunch
non-smoking
salad

smoking
soup
tip
waiter

REVISION LESSONS

People who work in a restaurant:

The person who serves your food is called a _____. The person who cooks your food is called a _____ if it is a cheap restaurant, or a _____ if it is an expensive restaurant. A _____ is somebody who washes dishes. If the food and service is good, people usually leave a _____.

Meals and the time of day:

Most people eat _____ after they wake up. Around noon people have their midday meal, or _____. And _____ is the meal that people eat in the evening. However, sometimes, especially on Sunday, people like to sleep in, so instead of having breakfast, they eat a meal between breakfast and lunch called _____.

Parts of a meal:

At lunch or dinner sometimes people order a snack before the meal called an _____. A _____ or a _____ is often served alongside the main meal. After dinner, people sometimes treat themselves to _____.



Types of restaurants:

It's nice to eat at a _____ restaurant, but that can be expensive. Sometimes, if you are short on time or short on money, you might go to a _____ restaurant because the food is cheaper and served faster. Some restaurants have a _____, which means you take a plate up to a table loaded with food and you can put as much food as you want on your plate. Other restaurants have a _____ where you can get an alcoholic drink while you are waiting for your table. Most restaurants these days have a _____ and a _____ section.

REVISION LESSONS

5. Answer the questions.

1. What do people in different countries call the holiday of Easter?
2. When does this holiday begin in the countries you have read about?
3. What do people usually do on Easter Sunday?
4. What does this holiday have special for children?
5. What traditional food is present at Easter in different countries?
6. What kind of popularity does this holiday have in different countries?
7. Had you gone to school before your parents left for work?
8. What had you done by 10 a.m. yesterday?
9. What had you done by the time you started to watch TV yesterday?
10. When did you wake up yesterday?

6. Put the verbs in brackets into the Present Perfect or the Past Perfect tense form. Say what the difference is between these two tense forms.

1. You can have this newspaper. I _____ (finish) reading it. 2. It wasn't raining when I left for school. It _____ (stop) by that time. 3. I am not hungry. I already _____ (eat). 4. It was ten p. m. I already _____ (finish) my homework and I was ready to go to bed. 5. Carol missed her lesson of English yesterday because of a traffic jam. By the time she got to school, her lesson already _____ (begin). 6. Our family had no car at that time. We _____ (sell) our old car. 7. Do you want to watch that program? It just _____ (start). 8. We are late. The party already _____ (start).

7. Read the dialogue and make up a similar film riddle for your classmates to guess. Include the film's genre, setting, actors, plot, climax.

A: It's a fantasy movie. It takes place in a world of elves, dwarfs, and orcs. Elijah Wood acts in it. It's about a hobbit who has to destroy a magic ring before an evil wizard can get it. In the end, he decides to keep the ring, but it gets destroyed anyway.

B: It's "The Lord of the Rings", isn't it?

A: Yes, it is. You have guessed it.



REVISION LESSONS

LESSON 3

1. Read the dialogue and act it out with your classmate. Then make up a similar one.

A: What's your hobby?

B: I like to dance very much.

A: What kind of dances do you dance?

B: Well, my favourite dances are Tango, Waltz, Cha-cha, Rumba, Samba, the ballroom dances, you know.

A: What about modern dances?

B: Well, I like modern dances as well, and I often dance Rock-n-roll and Disco.

2. Pair work. Practise speaking as it is given in the model.

Model: A: I know that he doesn't play the piano now.

B: But did he use to play the piano when he was younger?

A: Yes, he used to play it very well.

1. I know he isn't very rich now...
2. I know she hasn't got many friends now...
3. I know Peter doesn't like cats any more...
4. I know Susan doesn't run in the mornings...
5. I know he doesn't go to bed early now...

3. Ask your classmate about his/ her shopping habits. Then report to the class what you have found out.

1. Do you enjoy shopping? How often do you go shopping? How much time do you spend each time you go?
2. What's your favourite place to shop? Why?
3. Do you compare prices at different stores when you shop?
4. How important is good customer service when you are shopping?
5. Are you a price conscious shopper? What is your opinion of discount ([disgkaunt] знижка) stores?
6. When you buy something, do you read the label? Why or why not?

4. Suggest English words for the given definitions.

- a. a shop that sells many different items indifferent departments. Harrods is probably the world's best known.
- b. a large shop that sells mostly food and house hold items.
- c. a shop that sells food.
- d. a shop that sells fresh fruit and vegetables.
- e. a shop that sells fresh meat.

REVISION LESSONS

- f. a shop that sells fresh bread and cakes.
- g. a shop that sells fresh fish.
- h. a shop that sells medicines and toiletries.
- i. a shop that sells newspapers and magazines.
- j. a shop that sells glasses / contact lenses.
- k. a shop that sells hard goods, such as nails and screws.
- l. a shop that sells books.

5. Look at the pictures. Practise speaking as it is given in the model. Speak about other foods and the ways you cook them.

Model: How do you prepare potatoes? – I boil them.
What about the chicken? Do you boil it **as well**? – No, I fry it.

6. Food idioms. Learn the meanings of the idioms and then complete the sentences with the correct one.



1. If something **makes your mouth water**, it makes you eat it.
2. If you say that someone **has a sweet tooth**, you mean that they particularly like sweet things.
3. If you feel that you **have egg on your face**, you feel stupid or embarrassed because of something you did.
4. If something **is your bread and butter**, it is the activity or job you do to get money you need.
 - a. You'll _____ if your plan doesn't work.
 - b. Driving is his _____ though he also writes music.
 - c. One look at those delicious cakes _____.
 - d. Stop eating so much chocolate. You really _____.

7. Can you name:

five sports that don't use a ball?
five sports ending in a "ball"?
three sports played on a court?

two sports that use a track?
two sports that use a table?
one sport that uses a ring?

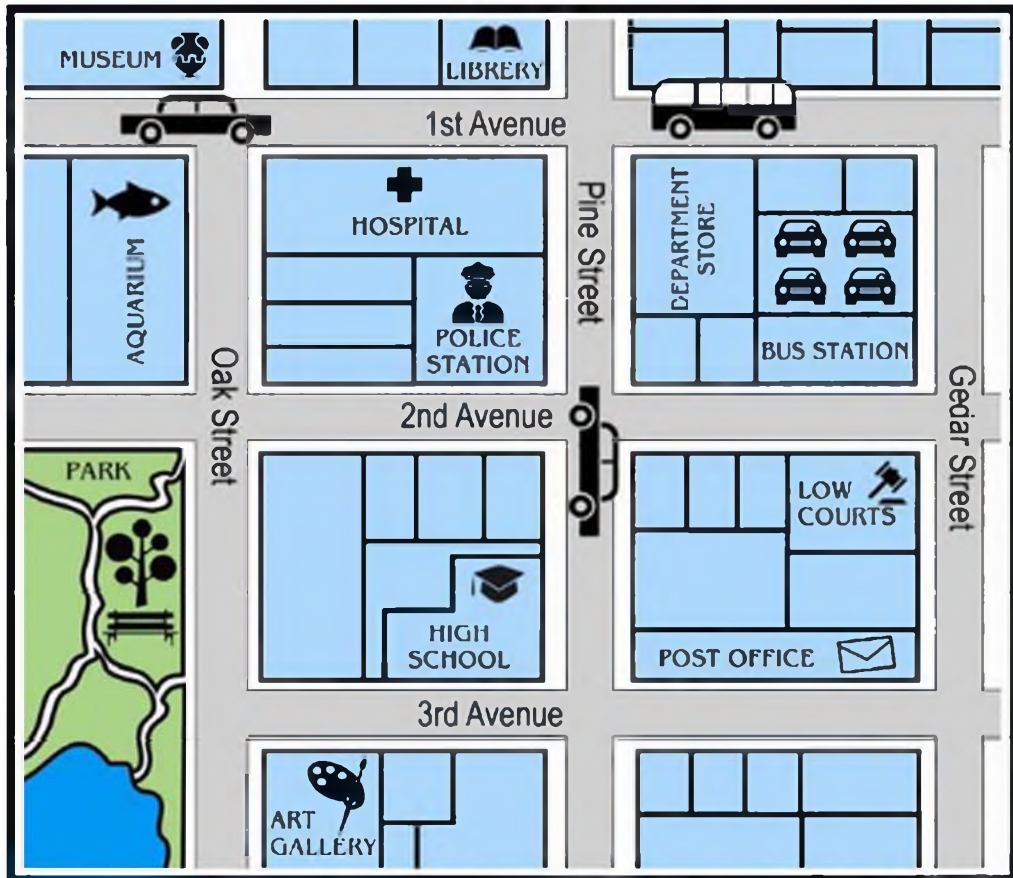
REVISION LESSONS

LESSON 4

1. Read and smile. Role-play the dialogues with your partner.

- a) Peter: What a strange pair of socks you are wearing; one is green and the other is blue!
David: Yes, it is really strange. I've got another pair of socks at home, and they are exactly the same.
- b) Teacher: What is the longest word?
Johnny: Smiles.
Teacher: Why? It has got only 6 letters.
Johnny: Can't you see there is a mile between the first and last S?

2. Look at the map of city downtown and help Victor to get to: a) the Art Gallery; she is near the library; b) the post office; he is in Oak Street next to the hospital; c) the library; he is in Oak Street next to the Art Gallery.



REVISION LESSONS

Model: Victor, go *straight ahead/down/up*, *turn right/left* on
Street/Avenue, go *along* Street/Avenue. will be on
your right/left.

3. Answer the questions.

1. Do you live in a city/town or in a village?
2. What is the name of the place you live in? What region do you live in?
3. What places did you visit during the summer?
4. What is the difference between a skyscraper and a multi-storeyed block of flats?
5. Is your house/flat in the city downtown (in the centre of the village) or in its suburbs?
6. Where do your grandparents live? Do you visit them? How often do you do that?



4. Match the words with their definitions.

1. carol	a. if you drink it to someone, you drink something in order to thank them, wish them luck etc.
2. pudding	b. the night or day before an important day
3. toast	c. a given animal filled with a mixture of rice, onion etc. and cooked as a dish
4. stocking	d. a traditional Christmas song
5. stuffed turkey	e. a thin close-fitting piece of clothing that covers a foot and a leg up to the knee
6. snowman	f. a hot sweet dish, made from cake, rice, bread, etc with fruit, milk or other sweet things added
7. eve	g. a simple figure of a person made of snow, made especially by children

5. Can you name:

five sports that don't use a ball?
five sports ending in a "ball"?
three sports played on a court?

two sports that use a track?
two sports that use a table?
one sport that uses a ring?

REVISION LESSONS

6. Fill in the blank spaces with the correct article (if necessary).

- | | | |
|--------------------|---------------|---------------------|
| ___ UK | ___ Ben Nevis | ___ English Channel |
| ___ Great Britain | ___ USA | ___ British Isles |
| ___ Europe | ___ Irish Sea | ___ Thames |
| ___ Atlantic Ocean | ___ Ireland | ___ Carpathians |

7. Victor is in London now. He is at the railway station. He is going to Birmingham. Listen to or read the information at the station and say: a) which platform he has to go to; b) what time his train arrives at the station.

The next train to arrive at **platform** two is the 14:25 to Birmingham New Street.

The train **approaching** platform 7 is the 15:10 to Liverpool Lime Street.

Will passengers waiting for the **delayed** 16:05 to Glasgow Central please go to platform 3? Platform 3 is for the delayed Glasgow train.

This is a change of platform **announcement**. The 16:43 train to Southampton will now **depart** from platform 1. Platform 1 is for Southampton.



8. Write the following sentences in: a) the negative; b) in the interrogative.

1. They have visited Ukraine several times so far.
2. He has seen your aunt recently.
3. She has come to see the new company manager.
4. They have already repaired that old road.
5. They have missed the train, so they will not be in time for the lessons.
6. We have been here before. I remember this place.
7. She has spent all her money on clothes.
8. You have broken my favourite vase.



REVISION LESSONS

LESSON 5

1. Match the words with their definitions.

1. passport	a. the place where your bags are checked for illegal goods when you go into a country
2. customs	b. an act of leaving a place, especially at the start of a journey
3. arrival	c. a printed piece of paper which shows that you have paid to enter a cinema, travel on a bus, plane etc.
4. departure	d. a small official document that you get from your government, that proves who you are
5. timetable	e. the price you pay to travel somewhere by bus, train, plane etc.
6. fare	f. coming to a certain destination place
7. ticket	g. a list of the times at which buses, trains, planes etc arrive and leave

2. Sort out the words into two groups: a) those used in the singular; b) those used in the plural. Then complete the table with the missing singular and plural forms.

Mice, louse, man, oxen, sheep, roofs, toys, teeth, child, families, goose, woman, fish, feet, knives, photo, men, potatoes, pianos

<i>Singular</i>	<i>Plural</i>

3. Complete the situations with your own sentences. Use the ideas in brackets.

Model: (to get married) Jill and Jane were single. Now they are husband and wife. – They have got married.

1. (to make a mess in the room) The room was clean when mother left home for work. Now it is dirty and untidy. – The children

2. _____ (to cut his hair) Joe's hair was long. Now it is short. – He

3. _____ (to have a baby) Jessica didn't have children. Now a little boy calls her "mother". – She _____.

REVISION LESSONS

4. (to move to another place) Frank lived in Liverpool. Now you will not find him in the streets of this city. – He _____.
5. (to enter the university) Carol was a schoolgirl last year. This year she studies at the university. – Carol _____.
6. (to buy a new car) Jim's parents didn't have a car. Now you can see his father driving a brand new Mercedes. – They _____.

4. Make up conversations about places you visited and really liked.

Model: A: (Last year) I visited _____.
 B: What is it like?
 A: It's _____.
 B: What's special about it?
 A: _____.

5. Read the example of New Year Resolutions and complete the table after the text.

This year is going to be better than the last year. I am going to work and live a good life. First of all, I've decided to learn another language. I haven't decided yet, but maybe it will be French or German. I'm also planning to **go on a diet**. And so, I'm going to **join** a health club. Also, I'm going to **jog** every morning. I **intend** to live a healthier life. I'm planning to **keep eating** lots of fruits and vegetables.

But, I am not going just to study and worry about my health. I am also going to live a happier life. I've decided to go on a trip. I'm not sure but I will go to France. I'd like to see the Eiffel Tower and Louver.

<i>Resolutions to study better</i>	<i>Resolutions to lead a healthier life</i>	<i>Resolutions to lead a happier life</i>

REVISION LESSONS

6. Write down at least two resolutions of your own for each section.

- a. Resolutions to live a healthier life: _____
- b. Resolutions to help my parents: _____
- c. Resolutions to do well in school: _____
- d. Resolutions to live a happier life: _____
- e. Resolutions to be good to my friends: _____
- f. Resolutions to protect the environment: _____
- g. Resolutions to be a good citizen: _____

7. Say whether the statements are true or false. Correct the false ones.

- a. Life in a city is always quiet and slow.
- b. Village people buy their food in large supermarkets.
- c. People in big cities do much gardening.
- d. There are a lot of traffic jams in villages.
- e. In villages people usually travel to work by bus or by train.
- f. Life in a big city is very cheap and boring.

8. Mini project.

- 1) Choose a place which you haven't visited in Britain or in Ukraine. Find it on the map and work out how far it is from where you live. Make a list of things you would like to find out about the place.
- 2) Find out information about the place you have chosen from different sources – your teacher, books in a library, the Internet:
 - how to get there;
 - what the main attractions are (including the way and the cost to see them);
 - what you can do and see there.
- 3) Use your notes to write a short description of the place you have chosen. Choose some pictures to illustrate it.
- 4) Give a short talk to the class about the place you have written about. Show where it is on the map and show the pictures you have got.
- 5) Answer any questions from your classmates.



REVISION LESSONS

LESSON 6

1. Read the dialogue and act it out with your partner. Then make up a similar one.



A: Welcome to Britain. May I see your passport please?

B: Sure. Here it is.

A: Where are you coming from?

B: I'm coming from Kyiv, Ukraine.

A: What is the purpose of your visit?

B: I'm here on holidays.

A: How long are you planning to stay?

B: Well, for three weeks.

A: Where will you stay?

B: I'll live in my friend's house.

A: Have you ever been to Britain before?

B: No, this is my first time.

A: Do you have anything to declare?

B: No, nothing.

A: Enjoy your stay.

B: Thank you.

Lviv / Kherson / Kharkiv

On a family visit / on tour

For three days / for a fortnight

stay at the hotel / live in my aunt's house

REVISION LESSONS

Announcement C. The 8:30 bus for Cleveland is now boarding at Gate Number 16. this is an express bus with stops in Utica and Syracuse only. Gate 16 for the 8:30 bus to Cleveland.

Announcement D. Your attention, please. The delayed 4:15 train from Washington with service to Philadelphia and New York is now arriving on Track Number 4. We apologize for the delay. Once again, the delayed 4:15 train to Philadelphia and New York now boarding on Track 4.

Focus on Grammar

Prepositions of Time

<i>in</i>	<i>at</i>	<i>on</i>
in the morning (afternoon, evening) in August (months) in summer (seasons) in 1992 (years) in the 20 th century	at 8 o'clock at noon (night, midnight) at Easter at Christmas at the weekend	on Fridays on Wednesday (days) on January 27 th (dates) on Monday morning on a cold day on a summer night

5. Fill in the blanks with the correct preposition (at, on, in).

1. ___ September.	9. ___ Christmas.	17. ___ Saturday night.
2. ___ March 25 th .	10. ___ spring.	18. ___ night.
3. ___ the afternoon.	11. ___ New Year's Day.	19. ___ noon.
4. ___ 1983.	12. ___ 10 o'clock.	20. ___ the weekend.
5. ___ Friday.	13. ___ midnight.	21. ___ a summer day.
6. ___ the evening.	14. ___ Sundays.	22. ___ Friday morning.
7. ___ 9 o'clock.	15. ___ Easter.	23. ___ autumn.
8. ___ a hot day.	16. ___ the 19 th century.	24. ___ a winter night.

REVISION LESSONS

6. Put the verbs in brackets in the Present Perfect Continuous or the Present Continuous.

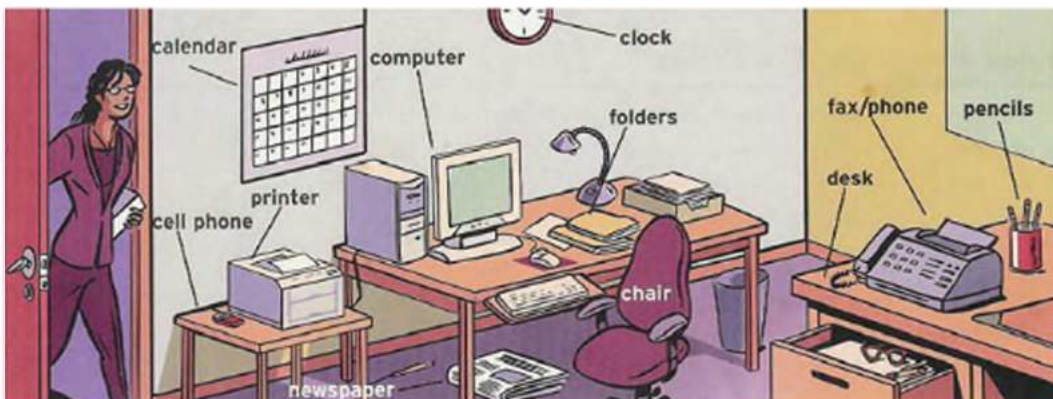
1. Mark isn't studying right now. He (*watch*) TV. He (*watch*) TV for half an hour already. 2. Kate is standing at the corner. She (*wait*) for the bus. She (*wait*) for twenty minutes. 3. Right now we're in class. We (*do*) the exercise. We (*do*) this exercise for a couple of minutes. 4. Scott and Rebecca (*talk*) right now. They (*talk*) on the phone for over an hour. 5. I (*sit*) in class right now. I (*sit*) since afternoon. 6. You look busy right now. What (*you, do*)? – I (*work*) on my physics experiment. It's a long and difficult experiment. – How long (*you, work*) on it? – I started planning it last January. I (*work*) on it since then.

7. Answer the following questions. Use *since* or *for* in your answer.

1. How long have you been studying English? 2. How long have you been living in _____? 3. Who lives in a flat / a dormitory? How long have you been living there? 4. How long have you been standing up/sitting down? 5. I began to teach English in 1989. How long have I been teaching English? 6. How long has your English teacher been working in your school? 7. How old were you when you started to drink coffee? How long have you been drinking coffee? 8. How long have you been doing this exercise? 9. Do you wear glasses? How long have you (not) been wearing glasses?

8. Where is it? Ask and answer questions as it is given in the model.

Model: Where is the printer? – It's on the table.
Where are the pencils? – They are in the cup.



LESSON 7

1. Listen to the dialogue and put the pictures a-f in the correct order. Act out the dialogue with your partner.

Mark: Mike, have you got a minute?

Mike: Sure. What's up?

Mark: Can you help me send an email? This software is new for me.

Mike: No problem. First, turn on your computer.

Mark: I've done it.

Mike: Then connect to the internet. Now you should access your email account.

Mark: Got it. What's next?

Mike: Click on "Create a message". Now write down the address of a person you are sending your email and then type your message. When you finish click on "Send".

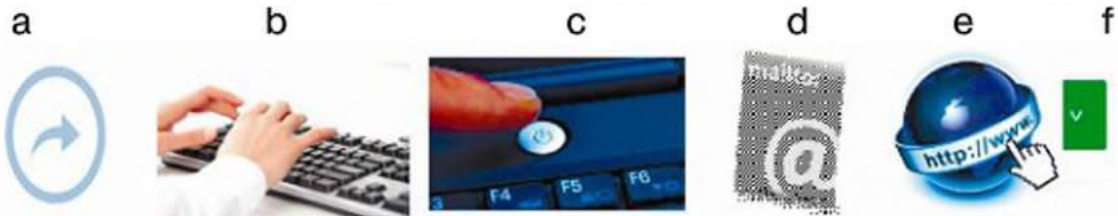
Mark: Where is that button? I mean "Send".

Mike: Can't you see? It's in the left bottom corner of the screen.

Mark: Oh, yes, I can see it now. Is that all?

Mike: Yes, that's all. It isn't difficult, is it?

Mark: It's a piece of cake! Thanks!

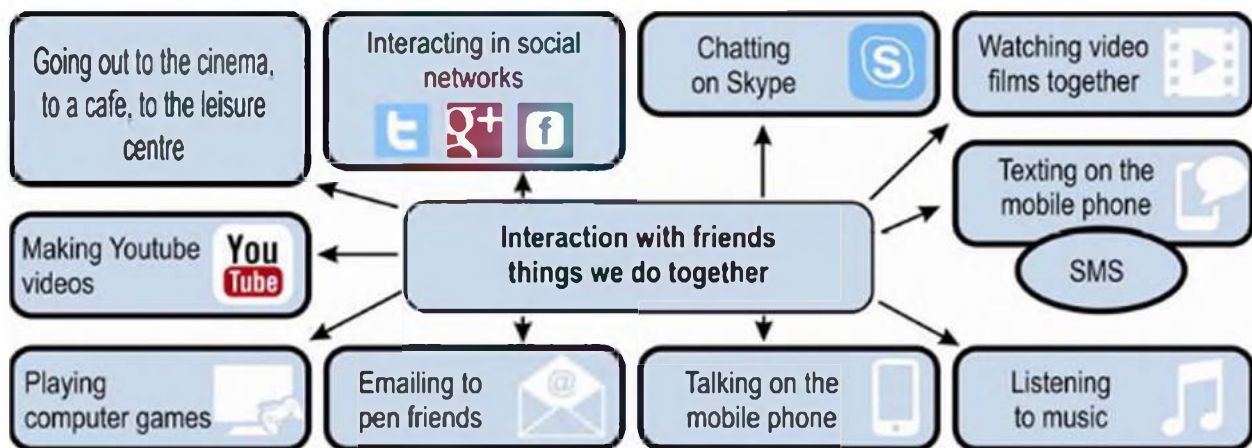


2. Use the instructions given below and exercise 1 to make up a dialogue about sending SMS. Act out the dialogue with your partner.

- Switch on your mobile phone
- Go to the menu on your phone
- Choose "Messages"
- Select "Create messages"
- Select "Next text message"

- Write your SMS
- Select "Send to"
- Select the contact of the person you are sending the message and press "Send"

3. Study the mind map and learn the words. Use the dictionary if necessary.



4. Answer the questions. Use the mind map in exercise 1.

1. Have you got any friends?
2. How often do you see/ meet your friends? Every day? Once a week?
3. Have you got one best friend or a group of friends?
4. Is it important for a person to have friends? Why / Why not?
5. What do you usually do together with your friend / friends?
6. Have you got a pen friend? Where is he / she from? How often do you write to your pen friend / pen friends? What kind of letters do you write to your pen friends?

5. Read the text and choose the best answer (A-D).

The 1___ teenager in the UK 2___ about twenty to thirty text messages a day, according to the last survey. Communicating with friends has become one of the most popular 3___ among British young people today.

In the UK:

- 90% of teens 4 ___ a mobile phone;
- 66% use their cell phones and 8 ___ cameras to keep a photographic 9 ___ of their lives;
- 85% go online every day;
- 28% have got blogs – online 10 ___ of their everyday lives.
- 75% use online 5 ___ networking websites like Facebook to 6 ___ photos and keep in 7 ___ with friends;
- IM (Instant Messaging) online is more popular than email. 97% of teenage girls and boys have used IM;

1. A. happy B. popular C. average D. responsible

- 2. A. copies B. sends C. makes up D. deletes
- 3. A. subjects B. goals C. ambitions D. hobbies
- 4. A. own B. buy C. sell D. send
- 5. A. digital B. social C. cultural D. computer
- 6. A. take B. print out C. hand out D. share
- 7. A. touch B. class C. home D. talk
- 8. A. handmade B. digital C. film D. record
- 9. A. composition B. description C. record D. essay
- 10. A. books B. leaflets C. webpages D. diaries

6. Match the words or word combinations on the left with their definitions on the right.

1. survey	a. an online service or site through which people create and maintain interpersonal relationships
2. online	b. a small video camera that is used to show live images on a Website
3. digital	c. demanding children, families, schools and communities to turn off screens and "to turn on life."
4. keep in touch	d. something that recalls or describes past events
5. website	e. a small telephone that people can take with them and use outside their homes by mean of a cellular system
6. social network	f. to maintain communications with someone
7. screen-free	g. an activity in which many people answer a question or a series of questions in order to gather information about what most people do or think about something
8. webcam	h. a place on the World Wide Web that contains information about a person, organization, and usually consists of many Web pages joined by hyperlinks
9. cell phone	i. connected to a computer, a computer network, or the Internet
10. record (n)	j. using or characterized by computer technology

LESSON 8

1. Listen to the dialogues. Act them out with your classmates.

- Mike: Hello, Mr. Newton. It's Mike Randle. Can I speak to Matt, please?
- Mr. Newton: Hello, Mike. Hold on a moment. I'll see if he's here. Sorry, he is not in his room. Can I take a message?
- Mike: Yes, please. Can you tell him to phone me?
- Mr. Newton: What's your number?
- Mike: It's 07881776089.
- Mr. Newton: Just a moment, I am putting it down, 07881776089.
- Mike: Thanks, Mr. Newton.
- Mr. Newton: Not at all. Bye, Matt.



(a few hours later)

- Matt: Hi, Mike. I got your message.
- Mike: Hi! Right, I called you to invite you to go to the cinema with Jerry and me. There is a new action tonight.
- Matt: Oh, I can't. I promised my father to help him with his laptop. You know, some software isn't working properly.
- Mike: What about tomorrow? It's still on tomorrow. I mean the action.
- Matt: Fine. We're meeting tomorrow then.

Focus on Grammar**Present Continuous with future meaning**

You have already learnt that we use the Present Continuous tense form to talk about the action which is taking place at the moment of speaking. *Example: She is taking a picture of her friend at the moment.*

We can also use this tense form to talk about the nearest future plans, as in the example: *She is going to the dentist this Monday. I am having dinner with Bob on Friday evening.*

Time expressions for this kind of usage are the following: after class, this evening, tomorrow evening, next weekend, etc.

2. Fill in the blanks of the grammar rules with the words “Simple” or “Continuous”.

We use the Present

1. _____ for habits and routines.
2. _____ for something happening now or about now.
3. _____ for a permanent situation or fact.
4. _____ for arrangements and plans in the future.
5. _____ for timetables and schedules (example, bus, train, cinema programmes etc.)

3. Listen to the dialogue and fill in the blanks with the Present Simple or the Present Continuous tense form of the verbs in brackets.

Jessica: Just a moment. My phone is ringing (ring). It's Linda! Hi, Linda!... I'm on the bus. We ___ (watch) the school sports day this afternoon. Yes, I ___ (look) forward to it. My friend Victor ___ (run) very well.

Ben: ___ she (phone) from New York?

Jessica: Be quiet, Ben. I am with my brother Ben. I have to go now, Linda. But sports day ___ (finish) at five o'clock. Let's speak later.

4. Look at the pictures and learn the words.





5. Match the words with their definitions.

- | | |
|--------------------------------|---|
| 1. answering machine | a. to answer the phone |
| 2. caller | b. the piece on the phone that you speak into and listen from |
| 3. cellular phone / cell phone | c. something that you can record a message on if the person you are calling isn't home |
| 4. cordless phone | d. the sound a phone makes when somebody calls; to make that sound |
| 5. dial (v) | e. to put the receiver down and end a call |
| 6. hang up | f. to press the buttons on the phone |
| 7. pick up | g. a telephone that you can take with you away from your house; mobile phone |
| 8. receiver | h. the person who telephones |
| 9. ring (n) | i. a phone that is not attached to the wall (you can walk short distances with it at home or in the garden) |
| 10. dial tone | j. a beeping sound that tells the caller that the other person is already on the phone with someone else |
| 11. busy signal | k. to telephone; a telephone conversation |
| 12. call | l. the sound the phone makes when you pick it up |

6. Complete the sentences with the words from exercise 5.

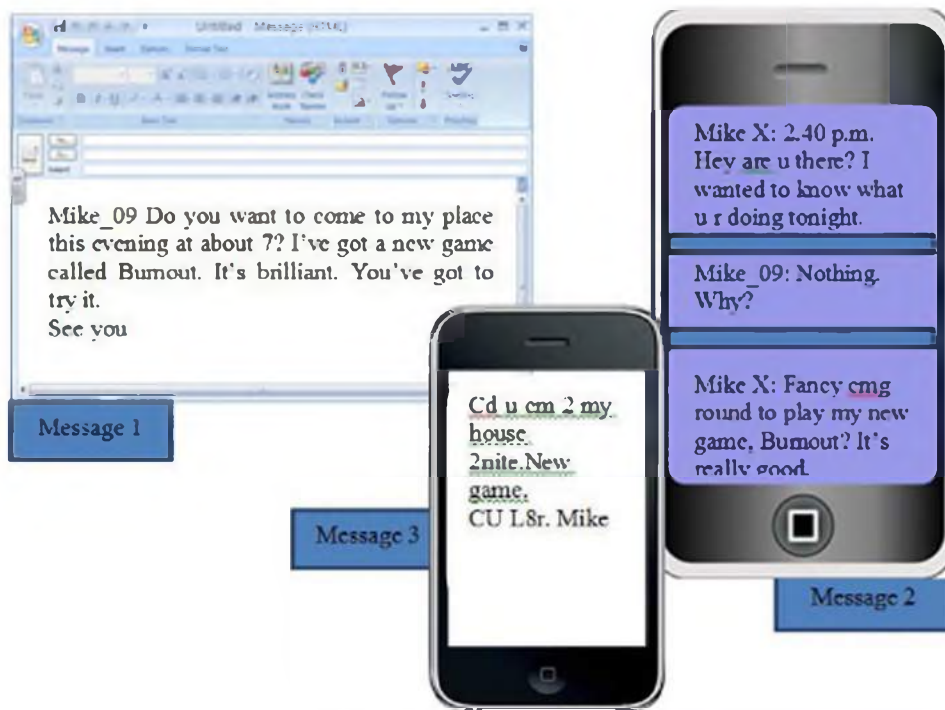
1. When you pick up the phone to call someone you hear a _____. 2. If I'm not home leave a message on my _____ machine. 3. Sally must be talking to her mom because I have been getting a _____ for two hours. 4. I never answer my _____ while I am driving. 5. Mark always turns his _____ off when he is studying. 6. I'm busy right now. Can you _____ later. 7. You have to _____ "0" for the operator. 8. I

have a _____ so I can do the dishes and chat at the same time.
 9. You will need a quarter or a phone card if you want to use the _____.
 10. I know it was my boyfriend who called because I have _____.

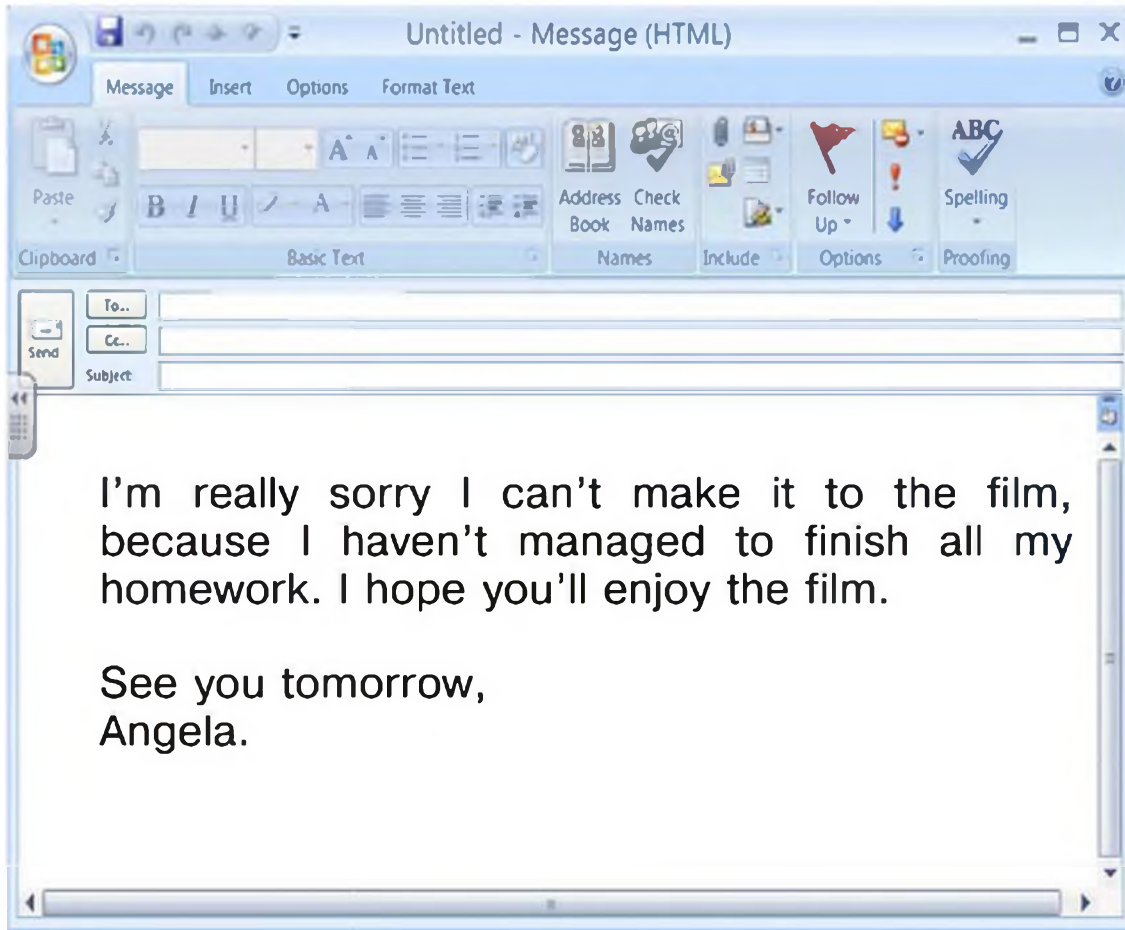
7. How would you communicate in the following situations and why. Work in pairs to ask and answer the questions. Then write your answers in your copy book.

1. It's your grandmother's seventieth birthday.
2. You are away on a school visit to another country. You would like to share the news with your parents.
3. Last night you took some great photos at the party. Some friends of yours were there too. Now you want to share the photos with your friends.
4. You missed the lessons the previous day. Now you want to know the home assignment for the lessons you missed.

8. Look at the three messages below. How are they similar/different?



9. Rewrite the message below so that it looks similar to message 3 in exercise 8.





LESSON 9

1. Listen to and then read the dialogue. Guess what the words “anybody” and “nobody” mean. Act out the dialogue with your partner.



A: Hi. I'm home.
 B: Hi. Did you have a good day?
 A: Yeah. Did anybody call while I was out?
 B: Yes. Mark called and said that there was a sale at Harold's department store.
 A: Did he leave a number?
 B: Yes. He's at the department store right now. And his number is 250-684-3234.
 A: Did anybody else call?
 B: No, nobody else.

Focus on Grammar

Indefinite pronouns and adverbs

	Affirmative form Offers Requests	Negative form Questions	As a subject
People	somebody someone <i>Examples:</i> Somebody knocked at the door. Someone wanted to see you today. Could you bring something to read?	anybody anyone <i>Examples:</i> Is there anybody in the hall? I don't know anybody so clever.	nobody no one Nobody came to see them. No one wanted to ask questions.
Things	something <i>Examples:</i> Something interesting happened to me yesterday. Would you like something else?	anything <i>Examples:</i> Is there anything in the fridge? There isn't anything interesting in this book.	nothing Nothing could cheer him up.
Places	Adverb: somewhere	Adverb: anywhere	Adverb: nowhere

2. Complete the grammar rules with words «affirmative», «negative» or «interrogative».

1. We use pronouns with some- in _____ sentences and in offers and requests. 2. We use pronouns with any- in _____ and _____ sentences. 3. We can also use pronouns with any- in affirmative sentences when we mean "It doesn't matter who/ what/ where". For example: *Anybody can do this job.* 4. We use pronouns with no- with _____ verbs to make the meaning negative.

3. Choose the correct word.

1. It's dark. I can't see *anything* / *nothing*.
2. There was *no one* / *anyone* else on the train.
3. He's smiling. He probably thinks about *something* / *anything* funny.
4. I can't find my ticket. It must be *somewhere* / *nowhere*.
5. You can get online *anywhere* / *nowhere* in the airport.
6. Does *anybody* / *nobody* mind if I open the window?
7. I am very hungry. I've had *something* / *nothing* to eat.

4. Read the typical phrases that you can use in a telephone conversation and make up dialogues with your partner.

Answering the phone	Hello? (informal) Thank you for calling us. Jody speaking. How can I help you? Doctor's office.
Introducing yourself	Hey George. It's Lisa calling. (informal) Hello, this is Julie Madison calling. Hi, it's Gerry from the dentist's office here.
Asking to speak with someone	Is Fred in? (informal) Is Jackson there, please? (informal) Can I talk to your sister? (informal) May I speak with Mr. Green, please?
Connecting someone	Just a sec. I'll get him. (informal) Hang on one second. (informal) Please hold and I'll put you through to his office. One moment please. Could you please repeat that?
Making special requests	Can you speak a little slower please. My English isn't very strong. Can you call me back? I think we have got a bad connection. Can you please hold for a minute? I have another call.

**Taking
a message
for someone**

Sammy's not in. Who's this? (informal)
I'm sorry, Lisa's not here at the moment. Can I take a message?
He's busy right now. Can you call again later?
I'll let him know you called.
I'll make sure she gets the message.

**Leaving a
message with
someone**

Yes, can you tell him his friend Mike called, please.
No, that's okay, I'll call back later.
Thanks; could you ask him to call Brian when he gets in?

**Listening
to an answering
machine**

Hello. You've reached 222-6789. Please leave a detailed message after the beep. Thank you.
Hi, this is Elizabeth. I'm sorry I'm not available to take your call at this time. Leave me a message and I'll get back to you as soon as I can.

**Leaving
a message
on an answering
machine**

Hey Nick. It's Jane. Call me! (informal)
Hello, this is Ricardo calling for Luke. Could you please return my call as soon as possible. My number is 334-5689. Thank you.

**Finishing
a conversation**

Thanks for calling. Bye for now.
I'll talk to you again soon. Bye.

5. Find the incorrect sentences and correct them. Write the correct sentences in your copy book.

1. There isn't nobody in the gym.
2. I haven't got something to wear.
3. Can I have anything to eat?
4. Is there anybody in that house?
5. Please sit down nowhere.
6. Has somebody seen my sunglasses?
7. Would you like something to drink?

6. Use the pictures in exercise 4 (lesson 8) and say what elements your mobile has got.

Model: My mobile phone has got a navigator key. It also has got...
My phone hasn't got a camera key. It hasn't got any antenna too. It also ...

LESSON 10

1. Read the notes for some people and then answer the questions after them.

Jack

We've run out of milk. I won't have time to go to the shops, so could you please pick a litre up from a corner shop on your way home from school this afternoon?

Thanks!

Your sister

Mike

Please look after the house while we're away. Put everything in order and remember to lock the house for the night. Don't forget to feed the cat! There is some food in the fridge (bottom shelf).

Love,

Mum

Jane

We're having a little party on Saturday — just a few close friends. We hope you could join us. It starts at about 7:30. We hope you can make it, even though it's a short notice.

Monika



Who is going away?

Who is having a party?

Who can't go to the shops?

Who has to feed the cat?

Who is coming home from school this afternoon?

2. Read the notes in exercise 1 again and match the meaning of the Present Continuous tense form usage with the notes.

Meaning 1 — action happening now

Meaning 2 — future plans and arrangements.

Note A — meaning _____

Note B — meaning _____

Note C — meaning _____

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Meaning 1 — action happening now

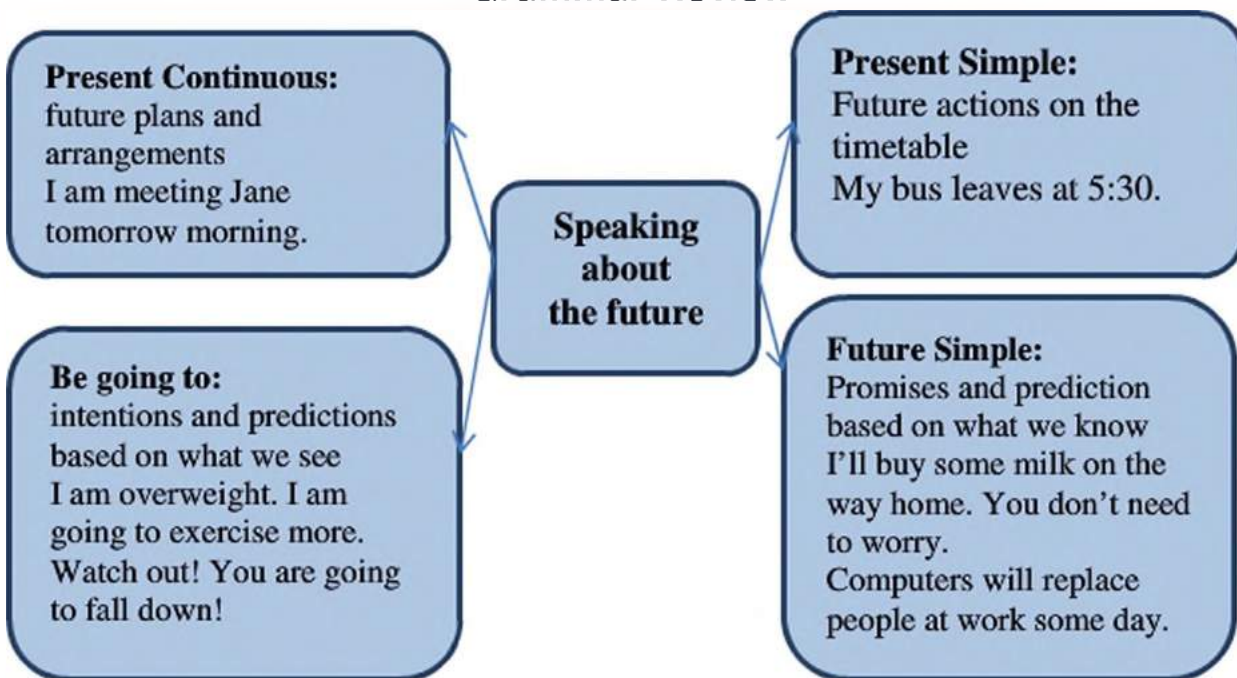
Meaning 2 — future plans and arrangements.

Note A — meaning _____

Note B — meaning _____

Note C — meaning _____

Focus on Grammar Grammar Review



3. Put the verbs in brackets into the Future Indefinite or the Present Continuous tense form with the future meaning.

1. He (*play*) in a tennis match on Friday. 2. I am sure that I (*recognize*) him 3. I (*see*) her tomorrow. 4. She (*comeback*) on Monday. 5. I (*go*) again next year. 6. We (*know*) about the accident tonight. 7. I (*believe*) it when I see it. 8. I hope that you (*have*) a good time tomorrow. 9. The window-cleaner (*come*) at eight tomorrow. 10. Tom (*catch*) the 7:40 train 11. Where you (*meet*) them? — I (*meet*) them at midnight in the middle of the wood. 12. Look! I've broken the teapot. What Mrs. Pitt (*say*)? — She (*not mind*); she never liked that one.

4. Put the verbs in brackets into the Future Indefinite tense form or use *be going to* form.

1. Did you remember to book seats? — Oh no, I forgot. I (*telephone*) and book now. 2. The fire has gone out! — So it has. I (*go*) and get some sticks. 3. He has just been taken to hospital with a broken leg. — I'm sorry to hear that. I (*send*) him some grapes. 4. I can't understand this letter. — I (*call*) my cousin. He (*translate*) it for you. 5. You (*buy*) meat? — No, I (*not eat*) meat anymore. I (*eat*) vegetables. 6. You've bought a lot of paint. You (*redecorate*) your kitchen? 7. Why are you peeling that bit of garlic? — I (*put*) it in the stew. 8. What you

(do) when you grow up? — I (be) an acrobat in a circus. 9. This dress is too long. What you (do) with it? — I (shorten) the skirt. 10. That tree makes the house very dark. — Very well, we (cut) it down. 11. How do I get from here to London Bridge? — I don't know, but I (ask) that policeman. 12. My brother has just returned from America. — Oh good, we (ask) him to our next party.

5. Choose the correct indefinite pronoun.

1. We didn't buy *something/ anything*.
2. *Someone/ Anyone* phoned you earlier.
3. Did you see *something/ anything* interesting in the shops?
4. *Something/ Anything* strange happened last night.
5. Is *someone/ anyone* listening to me?
6. I am hungry. I haven't eaten *something/ anything* today.

6. Writing notes. Imagine that you (as an exchange pupil abroad) share a flat with your friend. You are going away for the weekend. Use exercise 1 as the example and write a note to your flat mate in which you:

- Tell him/ her where you are going
- Remind him/ her to do something
- Ask him/ her to buy some food
- Wish him/ her a good weekend
- Say when you'll be back home



LESSON 11

1. Read the dialogue and make up a similar one. Then act it out with your partner.

A: Do you know Jack?

B: Jack? Who?

A: Jack Stanley.

B: Oh, yes, I do. Why? (а чому ти питаєш?)

A: They say (кажуть) he is a good boy.

B: Yes, he is. He gets on well with his friends. And he is also very polite to his teachers and older people.

A: How does he treat his younger brother?

B: Very well. Jack helps him in everything.

Focus on Grammar



The Smiths don't buy as much food as the Joneses. But the Smiths don't have as many children as the Joneses.

— How do you find my cake?

— Well, it **is as good as** the one I tried in the restaurant.

— What do you think of this computer?

— I am afraid, it is **not as fast as** that one.

— Why don't you want to go to the Strand Theatre?

— It's **not as comfortable as** the Odeon.

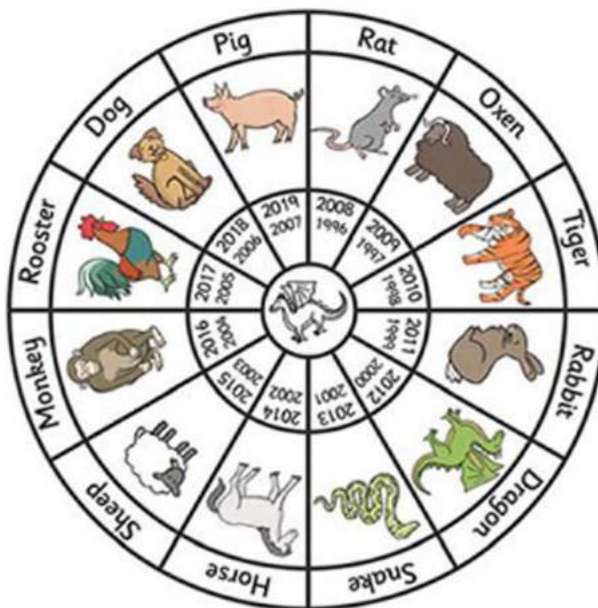
— When can you complete the project?

- Early next week. We are working **as fast as** we can!
- Do you play tennis well?
- I don't play it **as well as** my sister does.
 - Why do you work so slowly?
 - You are kidding! I am working **as quickly as** Paul.
- This meal is very hot! I can't eat it.
- Try this one. It is **not as spicy as** that one.

2. Read the text. Practise speaking as it is given in the models.

THE CHINESE HOROSCOPE

According to the Chinese horoscope there are twelve signs which have the names of the animals. The twelve-year cycle begins with the year of the Rat. The Rat year people are usually sociable, honest, merry and intelligent, but greedy. The next is the year of the Ox — strong, proud, patient, and silent, but also stubborn and slow. The Tiger year people are strong, brave, generous and they are leaders. The Rabbits are clever, hospitable, sociable, friendly but careful. You are probably healthy, generous, independent and stubborn if you are the Dragon. The Snake year people are usually calm, decisive but lazy.



- Model:*
- A: Rats are not as patient as the Ox year people.
 - B: Yes, and Rats are not so sociable as rabbits.

The people of the Horse year are often easy-going, cheerful, skilful, and powerful, but also cruel and impatient. The Goats are inventive, intelligent, easy-going, but they are not reliable. The Monkeys can usually be clever, inventive, skilful, but they are often arrogant and impatient. The Rooster is usually generous, brave and merry, but sometimes Rooster people can be unfair and stubborn. The Dog is modest, brave, intelligent and responsible. At the same time, the Dogs are stubborn and selfish. The last year in the cycle is the year of the

Fig. The Pigs are usually honest, sociable and intelligent, but they are very shy and slow.

Model: The Horse is as cheerful as the Rooster. But the Goats are not as reliable as the Dog.

3. Match the words on the left with their definitions on the right.

- | | |
|--|---|
| <ul style="list-style-type: none"> 1. honest 2. generous 3. hospitable 4. sociable 5. patient 6. stubborn 7. lazy 8. decisive 9. brave 10. intelligent 11. greedy | <ul style="list-style-type: none"> a. friendly and enjoying the company of other people b. friendly, welcoming and generous to visitors c. able to wait calmly for a long time or to accept difficulties, people's annoying behaviour without becoming angry d. determined not to change your mind, even when people think you are being unreasonable e. always wanting more food, money, power than you need f. not liking work and physical activity, making no effort to do anything g. willing to give money, spend time, in order to help people h. good at making decisions quickly and with confidence i. dealing with pain, or difficult situations with courage and confidence j. having a high level of mental ability, being good at understanding ideas and thinking clearly k. someone who always tells the truth and does not cheat or steal |
|--|---|

4. Make up as many sentences as you can using the table given below.

The Tigers The Rats The Oxen The Rabbits The Dragons The Snakes	are can be are not only	brave sociable greedy independent generous lazy calm honest	and but also	patient strong stubborn slow friendly decisive careful
--	----------------------------------	--	-----------------	--

LESSON 12

1. Use the given word lists to make up dialogues as it is given in the model.

Model: A: What are your strengths?
 B: I am a hard-worker. I'm dependable. And I am always eager to learn new things.
 A: Are you a patient person?
 B: I try to be.



strengths

Are you...?

- honest
- hard-working
- reliable
- organized
- eager
- punctual
- flexible
- patient



weaknesses

Is he / she...?

- dishonest
- lazy
- unreliable
- disorganized
- indifferent
- tardy
- inflexible
- impatient

Focus on grammar!

Adjective opposites: the prefixes *un-*, *in-*, *dis-*, *im-*, *il-*.

Un-		In-		Dis-	
fair	unfair	competent	incompetent	honest	dishonest
friendly	unfriendly	dependent	independent	loyal	disloyal
important	unimportant	direct	indirect	Im-	
reliable	unreliable	flexible	inflexible	patient	impatient
				mature	immature

2. Make up dialogues using the tables given below.

A:				Rooster Monkey Tiger Dragon Horse Pig Snake Rabbit Dog Goat Rat Ox			
My	mother father cousin friend I	is am	the		according to the Chinese horoscope		
B:					A:		
He			brave unsociable generous dishonest arrogant slow stubborn careful sociable		Yes,	he	are
She	are is	probably			No,	she you	is isn't aren't
You							

3. Read the text and say whether the sentences after it are true or false. Correct the false one.

Secrets of the Stars

CAPRICORN (December 22-January 20)

These people are very organized, patient, and hardworking. They are sometimes pessimistic. They are serious and are sometimes shy and quiet. They like to be alone. They don't like sports. They don't like new ideas.

AQUARIUS (January 21-February 19)

Aquarius people like modern life very much. They have many strange ideas. Aquarius people like to change or make things. They are sometimes rude, but they are romantic. Most Aquarius people are friendly. They like crowds.

PISCES (February 20-March 20)

Many Pisces people are moody and lazy. They are not good workers when the job doesn't need imagination. They are not good businesspeople. They sometimes forget things.

ARIES (March 21-April 20)

Aries people are impatient and aren't careful. They are good leaders, but sometimes they may be boring. Some Aries people are rude. Aries people aren't afraid and are never late. They walk fast and like dangerous sports.

TAURUS (April 21-May 21)

Taurus people like good food and comfortable things. They are patient, friendly and hospitable, but some Taurus people are stubborn and selfish. They are careful with money. They don't like change. Taurus people are good gardeners and musicians.

GEMINI (May 22-June 21)

Gemini people are very curious and active. They like to travel. They are usually intelligent and modest, but very often they can be unfair and cruel. They are funny, but many Gemini people are moody.

CANCER (June 22-July 23)

Many Cancer people are nervous and afraid. They like to stay at home, and they don't like to travel. They are good cooks but they don't like to throw things out. They are rather kind and clever but sometimes may be selfish and arrogant.

LEO (July 24-August 23)

Leo people think they are wonderful. They love power. They are inventive. They aren't shy. Leos are also generous and romantic. They like expensive restaurants.

VIRGO (August 24-September 23)

Virgos are impulsive and tidy. Some Virgos are not romantic, but they are honest. They are calm. Virgos remember small things. Many Virgos are intelligent and reliable, but often shy and deceitful.

LIBRA (September 24-October 23)

Libras are sociable and romantic. Some Libras are cold, unfriendly people. They aren't selfish. They like art and dancing. They are fair and easy-going, but often impulsive and arrogant.

SCORPIO (October 24-November 22)

Scorpios are very strong, but they are also greedy and stubborn. They are hospitable but some Scorpios are cruel. Some Scorpios are very brave, but some Scorpios are dangerous. They are not honest. They don't like to work with other people.

SAGITTARIUS (November 23-December 21)

They are brave and kind but may be rude and cunning. Sagittarians are impatient, but they are also generous. They are not careful with their money. They like to travel, sports, and hobbies played outside.

1. Pisces are very inventive. They can imagine a lot.
2. Gemini are anxious travellers. Their mood is very changeable.
3. Aquarius would rather be on his own. He doesn't like the company.
4. Aries always try to follow other people's instructions. They are very reasonable and cautious.
5. Capricorns enjoy working very much. But it is rather difficult to make them more optimistic.

LESSON 13

1. How do you keep in touch with your friends? Read the texts and say what gadgets and modes of communication these people use to interact with their friends and family. Complete the chart in your copy book.

	Mode of communication	Gadget
Sandra		
David		
Sally		
Nick		



Sally, 13 years old

I don't phone my friends, I always text them. My cousin texts me every evening. I also see my friends at weekends. We usually meet at the shopping centre.

David, 14 years old

I often write emails to my friends. Mobile phone bills

are quite expensive nowadays, you know. My father pays for the Internet access, so emailing costs nothing for me.



Jane, 41 years old

For my thirteen-year-old daughter Sandra, her tablet is her lifeline. She spends two hours a day online. She listens to music and checks social networking sites for updates and messages four or five times an evening to keep in touch with friends. She can't imagine a screen-free life.



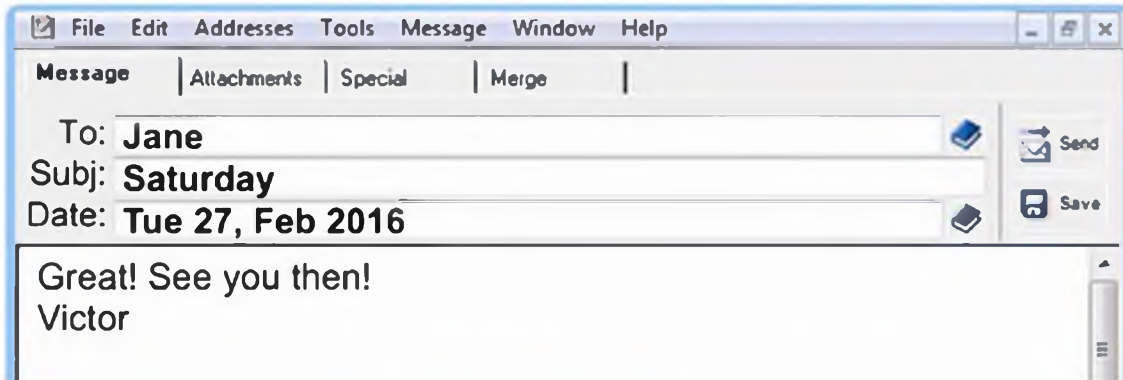
Nick, 13 years old

I couldn't survive a day without my phone. I surf the net and chat on Skype with my friends, both in my home town and pen friends from around the world. My cell phone is always with me.

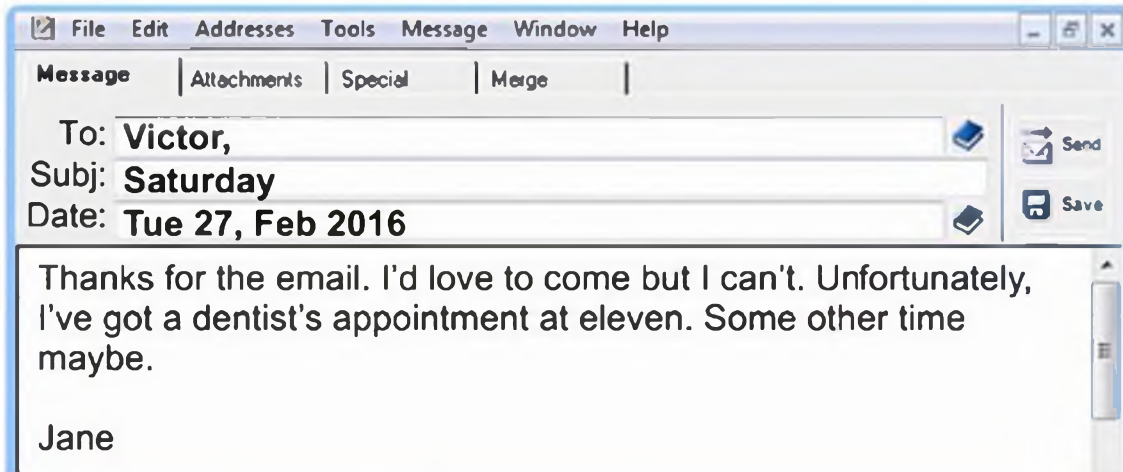


2. Read the emails and put them in order.

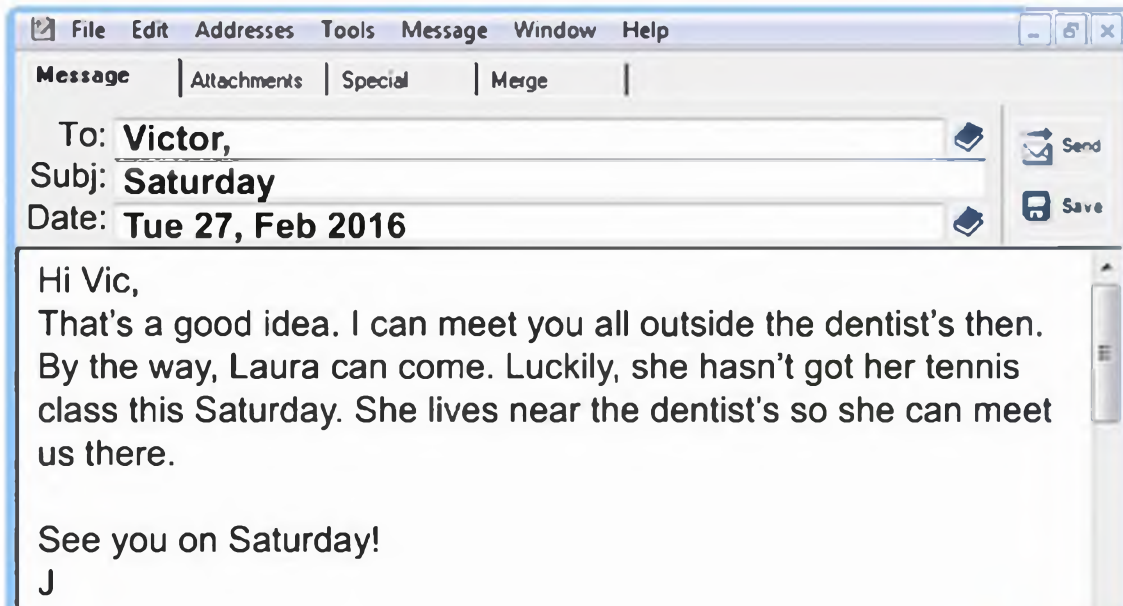
1.



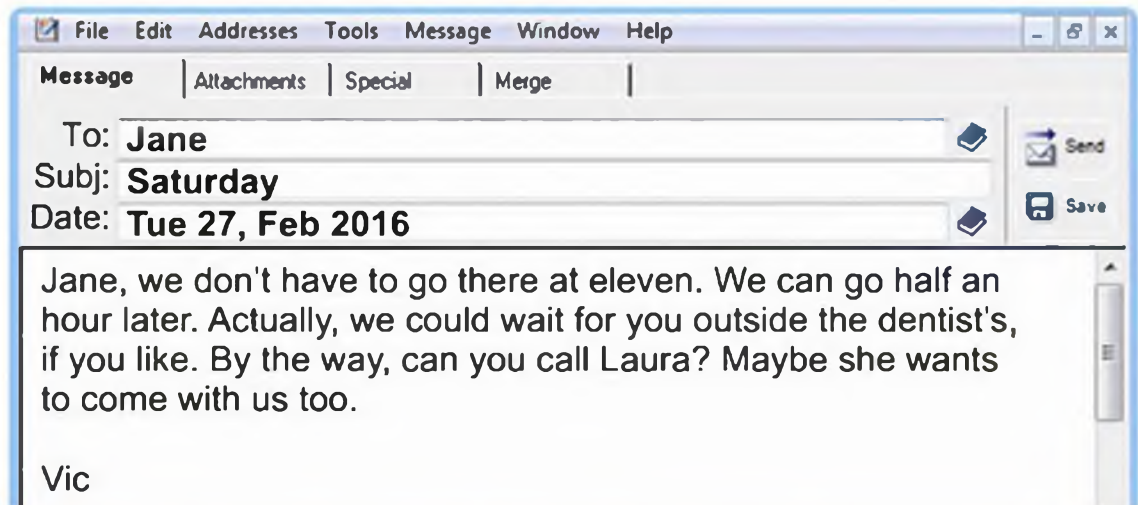
2.



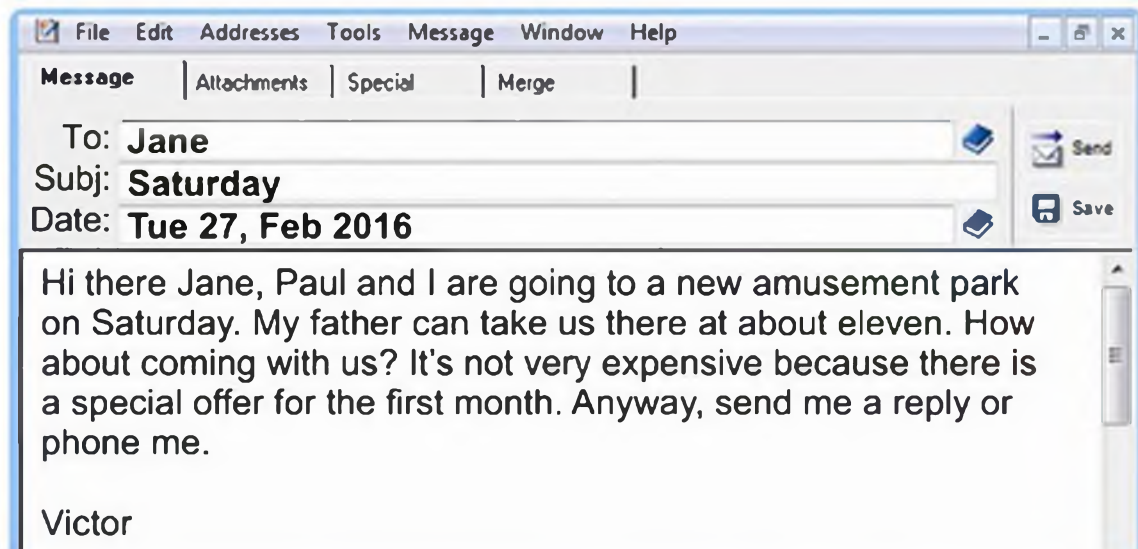
3.



4.



5.



3. Work with your partner. Use the instructions below to write emails and reply to her/ his notes. Use exercise 2 to help you.

Pupil A: Write an email to make arrangements for this weekend.

Pupil B: Reply to your partner's email invitation. You'd love to come but you can't because you have got something important to finish.

Pupil A: Reply and suggest another time or day.

Pupil B: Reply and agree to go out with your partner.

4. Put the verbs in brackets into the Future Indefinite tense form or use be going to form.

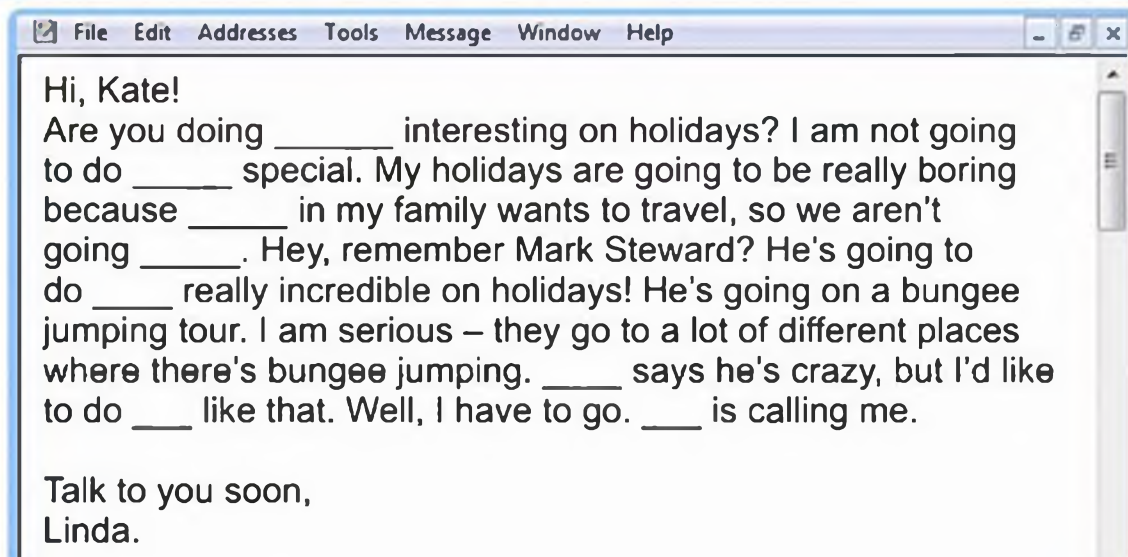
1. Why have you set your alarm to go off at five-thirty? — Because I (*get*) up then. I have got a lot to do. 2. You look frozen. Sit down by the fire and I (*make*) you a cup of tea. 3. They've bought a rope and they (*tow*) the car to the garage. 4. My father hasn't bought any cigarettes because he (*give*) up smoking. 5. I have tried to explain but she doesn't understand English. — I (*say*) it to her in German: perhaps she'll understand that. 6. I've come without any money. — Never mind, I (*lend*) you some. How much do you want? 7. There's the phone again. Take no notice. — You (*not answer*) it?

5. Complete the sentences with correct indefinite pronouns and adverbs. Write the sentences in your copy book.

1. If you need some advice, ask ____ here to help you. 2. There are nice people ____ in the world. 3. I thought ____ knocked at the door, but when I opened it, ____ was there. 4. I didn't do ____ yesterday because I was very tired. 5. Are you going ____ on your vacation? 6. Does ____ want to go to the cinema or to the theatre?

6. Complete the email with the words from the box.

Anywhere, someone, something (2 times), anything (2 times), everywhere, no one



File Edit Addresses Tools Message Window Help

Hi, Kate!

Are you doing _____ interesting on holidays? I am not going to do _____ special. My holidays are going to be really boring because _____ in my family wants to travel, so we aren't going _____. Hey, remember Mark Steward? He's going to do _____ really incredible on holidays! He's going on a bungee jumping tour. I am serious – they go to a lot of different places where there's bungee jumping. _____ says he's crazy, but I'd like to do _____ like that. Well, I have to go. _____ is calling me.

Talk to you soon,
Linda.

LESSON 14

REVISION LESSONS

1. Read the following information about different pen friends.

1. Mary, 24 years old, comes from Scotland and would like to find a pen friend who comes from East Europe. She likes playing the piano and listening to jazz music. She is interested in history but does not like discussing politics.



3. Pietro, 42 years old, comes from Argentina. He is a businessman and would like to find a pen friend who is also a businessperson and lives in North America. He is married with three children and likes using the Internet in his free time.



5. Jennifer, 18, comes from Cardiff in Wales. She is interested in discussing the political differences between East Europe and the United Kingdom. She loves riding her horse, Jackie, and listening to jazz music.



2. Kim Lee, 19 years old, comes from Seoul, South Korea. Kim loves travelling and hopes to visit Great Britain in the future. He would like to find a pen friend who is interested in discussing the differences between life in Europe and life in Asia. He loves listening to pop music and playing football in his free time.



4. Helga, 33 years old, comes from Germany and speaks French, English and Russian. She would like to have a pen friend who is interested in exchanging ideas about language learning. She does not like using computers for learning and believes that language learning can only happen in a classroom.



6. Alessandro, 25 years old, comes from Rome. He is interested in finding a pen friend who speaks different languages and can exchange ideas on using the computer for learning purposes. He likes playing tennis and football in his free time.



2. Which pen friend (exercise 1) is best for these people? Choose ONLY ONE pen friend for each person.



A. Piotrek Kowalski, 18, comes from Poland and would like a pen pal who is interested in discussing the current political situation in the world. He likes jazz and playing tennis in his free time.

B. Tom Hendrix, 36, is a businessman from Toronto, Canada. He would like to find a pen pal from a different continent to discuss business practices and differences between his country and others.



C. Olga, 32 years old, comes from Moscow, Russia. She is a historian and would like to find a pen pal who is interested in discussing the history of Russia before the communist regime. She is not interested in comparing different political systems.

D. Jack, 27, is from London. His favourite pastime is learning languages. He goes to evening German and French classes and uses his computer to improve his German and French by visiting Internet sites.



E. James, 22, is from Dublin. He loves travelling and wants to visit Asia in the near future and would like a pen pal who likes playing football and who can tell him about the differences between life in Asia and Ireland.

F. Ela, 35 years old, comes from Sydney, Australia. She likes learning languages, but does not like using modern technology. She is interested in finding a pen pal who also enjoys learning languages in a traditional manner.



LESSON 15

1. Read the dialogue and act it out with your partner.

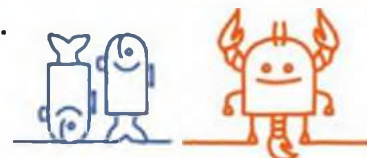
- Victor: Have you planned your vacations, Sam?
 John: Yes, I am leaving on Saturday.
 Victor: Where are you going?
 John: To an adventure summer camp in Lutsk.
 Victor: Wow! You are lucky. I have never been to an adventure summer camp.
 John: Would you like to come with me?
 Victor: Thanks. I'd love to, but I'm afraid I can't.
 John: Why not? Have you got some other plans?
 Victor: No. I just think my parents will not let me go.
 John: I'll try to talk to them. Moreover, it is not expensive.
 Victor: Thanks John. You are a good friend.

2. Use the information and say what kind of character is typical for a person if:

1. She is a Horse and a Libra.
2. He is a Dragon and a Sagittarius.
3. She is a Tiger and a Capricorn.
4. He is a Pig and a Pisces.

**3. Read the statements and say whether they are true or false.**

1. If your birthday is on April 1, you are an Aries.
2. Leos are arrogant.
3. Gemini people are serious.
4. Virgos are honest.
5. Pisces are born between 24 October and 22 November.
6. Many Taurus people like to travel.
7. A Sagittarius probably likes football.
8. Aquarius people like swimming.

**4. Put the verbs in brackets into the Future Indefinite or the Present Continuous tense form with the future meaning.**

1. He (*not forget*) to come. 2. He (*leave*) in a few days. 3. I (*remember*) it. 4. If you drop that bottle it (*break*). 5. I never (*forgive*) him. 6. I'm sure that you (*like*) him. 7. You (*see*) a signpost at the end of the road. 8. He has cut my hair too short. — Don't worry. It (*grow*) again very quickly. 9. You (*understand*) when you are older. 10. The cat (*scratch*) you if you pull its tail. 11. I (*be*) back at eight o'clock. 12. If he doesn't work hard he (*not pass*) his exam. 13. She

(go) on a cruise next summer. 14. I am sorry that the child saw the accident. — I don't think it matters. He soon (*forget*) all about it.

5. Write an email to your friend to invite him/ her to your birthday party. The plan given below will help you.

Dear ...,

Paragraph 1. Greetings. Opening remarks. Reasons for writing.

Paragraph 2. Give details about your party: the time, the guests you are going to invite, the food, decorations, music, clothes, location, things to do.

Paragraph 3. Closing remarks.

Best wishes,

...

6. You have received an email from your friend in which he / she invites you to his / her birthday party. Write a message in which you accept / refuse the invitation. The phrases below will help you.

<i>Accepting the invitation</i>	<i>Refusing the invitation</i>
Thanks for inviting me. I'd love to come. Expect me around 4 p.m.	Thanks, but I am afraid I can't.
That sounds great! I'll be there at about ...	I'd love to come, but I really can't manage it. I've got ...

7. Say what zodiac and Chinese horoscope signs the members of your family are. Then describe their characters.



LESSON 16

1. Read the dialogue and then act it out with your partner. Use the dictionary to learn the meaning of the words in bold.



- Postal clerk: Hi. How can I help you?
- Jane: I need to send this letter to Kyiv.
- Postal clerk: How would you like to send it?
- Jane: I'm not sure it. What **options** are there?
- Postal clerk: Well, you can send it **air**, **special delivery**, or **courier**.
- Jane:
- Postal clerk: What's the difference between each option?
- Jane: Let's see. Special delivery to Kyiv is 10.95 pounds. And it takes from 2-4 days for delivery. **Airmail** is 2.95 pounds and takes anywhere from one week to ten business days for delivery. And if you need it there quickly, courier is probably your best option. That's 35.95 pounds for **guaranteed overnight** delivery.
- Jane: So that's 10.95 pounds for special delivery and it'll take 2-4 days for delivery?
- Postal clerk: That's right.
- Jane: That's right.
- Postal clerk: OK. I'll do that.
- Jane: That'll be 10.95 pounds then. Do you need someone **to sign for** it?
- Postal clerk: No. That won't be necessary.

2. Read the text and choose the best answer to fill in the blanks. Say what the writer means by “a true friend”.

Is There Such a Thing as a True Friend?

Such question is close to my heart and my 1_____. When I was younger I didn't know the answer to it. As I grew older I 2_____ a lot about friendship.

In some magazine I've read that you could have about 350 friends in your 3_____, but only five or six of them will be your true friends. Isn't that right? When I look down the list of 4_____ I have got on my mobile phone I see that most of the names are “friends' names”. I am sure that any person can say the same about his or her 5_____ contacts list. But if you ask yourself a question – “Who would I call in case of a trouble?” – then you will 6_____ one or two people on the list you could ask for help. Only such people are true friends for me. They will be friends with you no 7_____ how much money you have got, how you look or what you do for a 8_____. They will run to help you even if they are extremely busy at that very moment.

Have you got a true friend?

- | | | | | |
|----|-------------|------------|------------|------------|
| 1. | A brain | B head | C mind | D hat |
| 2. | A learnt | B learn | C learns | D learns |
| 3. | A mealtime | B lifetime | C bedtime | D playtime |
| 4. | A contracts | B contacts | C figures | D numbers |
| 5. | A mobile | B tablet | C computer | D gadget |
| 6. | A chose | B chosen | C choose | D chosed |
| 7. | A trouble | B problem | C matter | D meaning |
| 8. | A living | B career | C job | D life |

3. Say what character traits a true friend should possess. Give your reasons. There is a model to help you.

Model: A true friend should be reliable. He or she should keep his / her friend's secrets. He should be “a friend in need”, not just a friend to gossip with. A true friend should ...

4. Give words for the given definitions.

Model: Behaving in an unpleasant or rude way because you think you are more important than other people – *arrogant*

- 1 caring only about yourself, not about other people
- 2 able to tell lies in order to get what you want
- 3 not right or fair
- 4 embarrassed about meeting and speaking to other people
- 5 wanting to know about something
- 6 friendly and enjoying the company of other people
- 7 able to wait calmly for a long time or to accept difficulties, people's annoying behaviour without becoming angry
- 8 determined not to change your mind, even when people think you are unreasonable
- 9 not liking work and physical activity, making no effort to do anything
- 10 good at making decisions quickly and with confidence

**5. Give the opposites for the adjectives given below. Then make up five sentences of your own with these adjectives.**

Model: unreliable – *reliable*; sad – *merry*.

Dishonest, unsociable, greedy, modest, hard-working, impatient, inhospitable, indecisive, fair, selfless.

6. Imagine you are looking for a pen friend. Write an advert about yourself as a potential pen friend. Include the information about your age, education, hobbies and interests. Invite people to write to you. Use exercise 1 and 2, lesson 14, to help you.

LESSON 17

1. Read “the words of wisdom” about friends and friendship. Which statements do you agree with? Which do you not agree with?

1. “In life we never lose friends, we only learn who the TRUE ones are”.
2. “Fake friends are like shadows: they follow you in the sun, but leave you in the dark”.
3. “Good friends care for each other, close friends understand each other, but only true friends stay forever, beyond words, beyond distance, beyond time”.
4. “True friends say good things behind your back and bad things to your face”.

2. Complete the sentences with the correct indefinite or negative pronouns. The first sentence is the model to help you.

1. Are you doing anything tonight?
2. Do you know _____ who speaks Italian? I want to learn this language.
3. I met _____ interesting last week.
4. Look! There is _____ strange in your soup.
5. What did you do last night? – _____ interesting.
6. Where did you go yesterday? – I didn’t go _____. I stayed at home.
7. Have you found _____ interesting for the topic in the Internet? – There was _____ interesting, but not much, I’m afraid.
8. _____ Open the door. There is _____ waiting outside. – Well, there _____ is _____ there. At least I couldn’t see _____.

3. Look at the pictures and say which character adjectives they represent.

Model: – reliable

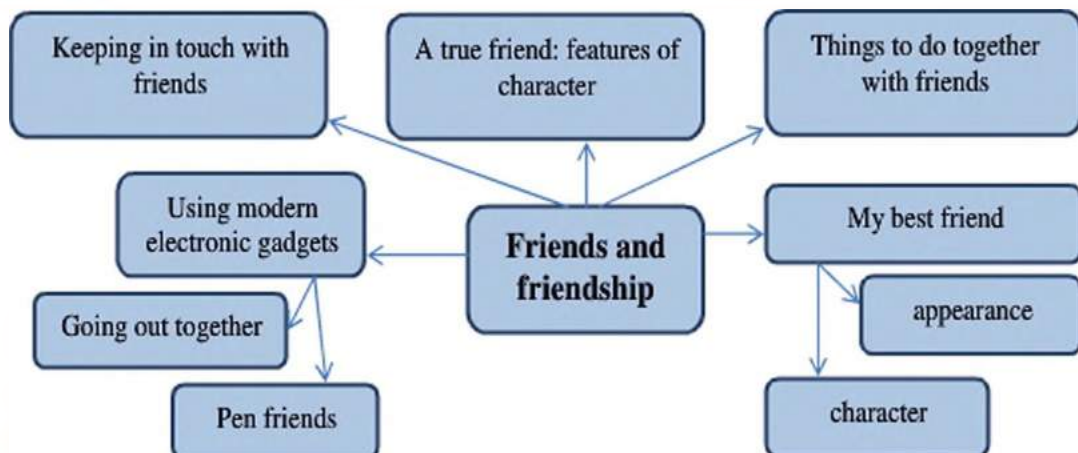


4. Read the words in the box and discuss their meaning with your partner. Then use the words from the box to complete the text (there are more words than you need).

Mobile phone, body language, computer network, email, blog, face-to-face conversation, intranet, micro-blog, netbook, postal service, instant messaging, sign language, texting (sms), landline telephone, smart phone, telegraph, tablet

900 BC	Early postal service in China. Horse riders carry messages on horses.
1874	A.Bell has the first successful ____ conversation.
1969	The first computer ____ links universities in the United States.
1972	People send the first _____. The message explains how to use the @ symbol.
1983	Motorola makes their first _____. It measures 25 centimetres x 8 centimetres.
1996	People invent _____. You can now chat with your friends on your computer.
2006	The ____ site Twitter starts. A message can't be longer than 140 characters.
2010	Apple launches the first ____ with a touch screen. Bigger than a smartphone but smaller than a netbook, it doesn't have a keypad.

5. Use the mind map below to speak about friends and friendship.



6. Project work. Work in groups of four or five. A school in Britain or the USA has asked you to design an English language website of your school. Look at the web page about Guilford High School (<http://ghs.guilfordschools.org/>).

Home District About Our School Academics Parents & Students Teaching & Learning Contact Us

PowerSchool
Dining Services
GHS Athletics
Music Department
Theatre Arts
School Counseling
Health Services
Media Center
Mentoring Program
New Guilford High School

UPCOMING EVENTS

- TA Rehearsal
Date: Today
Location: Auditorium

NEWS & ANNOUNCEMENTS

GHS Film Club Premier - "One" - Friday, January 15th

PRINCIPAL'S CORNER

“The mission of Guilford High School is to focus on learning in a

- Answer the questions given below.
Who wrote the web page about Guilford High School?
What kind of information does it give?
What kind of links are there on the web page?
What information is missing?
- Think about your school. Decide what kind of information you want to write about your school on the home page. Make notes.
- Decide what links you want to have for your web page. Make a list and then write notes for each link.
- Decide what pictures you want to have on your website and how you will organize the texts, pictures and links.
- Design the website of your school.

LESSON 18 (OPTIONAL)

LESSON 19

1. Work in small groups. Prepare a food survey questionnaire for the class project “How Healthy We Are”.

Ask about the following things: 1) person’s favourite food; 2) how much they eat every day. The sample questions may be the following: How much water do you drink every day? / How many bottles of water do you drink every day? How often do you eat sweets? Then report the results of your survey to the class. Use Grammar Review to help you.

Grammar Review

Use in affirmative statements	Use in negative statements	Use in questions
a little / a few / a lot of / some	much / many / any	much / many / any
Only use with countable nouns	Only use with uncountable nouns	Use with countable or uncountable nouns
a few / few / many	a little / little / much	any / a lot of / some

2. Listen to the dialogue and complete the table with the underlined words. Act out the dialogue with your partner.

- Linda: You know, preparing the questions for the survey makes me think about the way and the food I eat. Maybe I need to make some changes. I don’t think I eat many vegetables. I should probably eat more food.
- Brenda: Me too. I eat a lot of bananas. They are my favourite.
- Linda: I don’t think I drink enough water.
- Brenda: How much do you drink?
- Linda: Three or four glasses a day. Do you think it’s enough?
- Brenda: I don’t think so. You should increase to at least six or seven glasses. What about milk? Do you drink any milk?
- Linda: I do. I usually drink a glass of milk every morning. Do you eat any meat?
- Brenda: Yes, I eat a little meat – I’m not a vegetarian, but I don’t eat any junk food. You know pizza, snacks, chips and stuff like that. Do you?
- Linda: I love pizza! I know it’s bad for my health. I sometimes buy potato chips, not often definitely.

Brenda: Linda, you should really make some changes in your eating habits.

Countable nouns	
Uncountable nouns	

3. Complete the questions with how much / how many.

- _____ slices of pizza do you eat for lunch?
- _____ pizza do you eat for lunch?
- _____ tea do you drink every week?
- _____ bottles of milk do you drink every month?
- _____ sugar do you put in your tea?
- _____ teaspoons of sugar do you put in your tea?
- _____ cups of cocoa do you drink a day?

4. Complete the sentences with the correct expression in the brackets.

- I'd like _____ tea, please. (a little / a few)
- Would you like _____ apple pie? (a little / a few)
- I don't eat _____ sweets. (much / many)
- I don't drink _____ water. (much / many)
- My cousin doesn't eat _____ meat. (some / any)
- Linda, would you like _____ chips? (a little / a few)

5. Read the statements and guess whether they are true or false. Then read the text and check your answers.

- Too much sun can be really dangerous.
- People with dark don't need sunscreen.
- You don't need sunscreen on a cloudy day.
- The sun causes damage by ultraviolet rays.

Everyone might agree that it's healthy to have a suntan. Is it really healthy? The answer is – No! A tan looks beautiful, but all that sun can be very harmful to your health. Too much sun can make your skin dry and look ugly or even worse – it can cause skin cancer. You should put some sunscreen to protect your skin if you're going to stay in the sun for a longer period of time. Many people believe that only blonds need to protect their skin. It's true that light skin is more sensitive to the sun, but it is also true that all types of skin can suffer from too much sun. People also think they don't need sunscreen on a cloudy day. This is wrong. The dangerous ultraviolet rays can pass through the clouds. So, be careful when you are going to lie in the sun.

Focus on Grammar***Modals: should, might, could***

We use "**should**" to make recommendations or give advice. We can also use it to express obligation. Examples:

When you go to Berlin, you should visit the palaces in Potsdam. People with high cholesterol should eat low-fat food. – *recommendation*

You should focus more on your healthy habits. You really should start eating better. Your brother shouldn't smoke. It's not good for his health. – *advice*

I should be in the school by 9:00 AM. You shouldn't eat before swimming. – *obligation / prohibition*

We use "**might**" to express possibility. We can also use "might" to make suggestions or requests. Examples:

Your English book might be in the living room. She might not be in the kitchen. I saw her in the living room a few minutes before. – *possibility*

You might eat more fruit if you want to improve your lifestyle. You might try the cheesecake. – *suggestion*

Might I borrow your pen? Might I have something to drink? – *request*

We use "**could**" to express possibility or past ability as well as to make suggestions and requests. Examples:

Much fat in the food you eat could cause high blood pressure. – *possibility*

Linda could ski very well by the age of 11. – *past ability* You could eat more fruit and vegetables if you want to lose weight. – *suggestion*

Could I use your computer to email my friend? – *request*

6. Read the text in exercise 5 and the dialogue in exercise 2 and find the modal verbs there. Say what meaning they express. Use Focus on Grammar box to help you.

7. Writing. Write the questions you have prepared for the class project "How Healthy We Are" in your copy book. Then write the results of the survey. There is a model to help you.

Model: Question 1: How much water do you drink a day?
Survey results: 13 out of 18 pupils in my class have said they usually drink three glasses of water every day. The rest 5 pupils drink more than three glasses every day.

LESSON 20

Are you a live wire or a couch potato?

1. Look at the title of this lesson. What do expressions “a live wire” and “a couch potato” mean? Use the dictionary and the pictures to help you. Which expression would you use to characterize yourself? Give your reasons.



2. Read the statements and sort them out into two groups: “a live wire group” and “a couch potato group”. Find the sentences which express the future actions. Explain why we should use the given grammar phenomena in each situation.

1. I am going to walk for more than half an hour today. 2. I'm going to spend this weekend lying on a beach and doing nothing. 3. I'm going to play football today. I am not going to watch football on TV today. 4. I'm not planning to get up before ten tomorrow. 5. I'm going to play tennis this weekend. 6. I'd like to spend more time in bed than I normally do. 7. I am going to take a lift, I'm not going to walk up a flight of stairs. 8. I'm planning to go skiing sometime this year. 9. I'm going to spend most of this evening in front of a TV/computer screen. 10. I'd like to climb a mountain or go on a cycling holiday one day. 11. I'm going to buy a more comfortable sofa when I have enough money. 12. I'm going to watch a new soap opera and eat more biscuits tonight.

3. Read the rules for the swimming pool and match them with the signs.

Safe swimming

1. Take a shower before you enter the pool.
2. Don't eat before swimming. It can lead to stomach cramps or you might drown.
3. Call the lifeguards if you get into trouble.

4. Pay attention to the signs which say “No diving!”. Don’t dive in such areas.
5. Don’t jump in the way of dive-bombing. You might put the other swimmers in danger.
6. Don’t wear outdoor boots in the pool.
7. Don’t run around in the pool. The surface is wet and you might slip and fall.



4. Read the rules in exercise 3 and change them as in the model. Then write down all the modal verbs from the text. Explain what they express.

Model: Don't play or run around in the pool. The surface is wet and you might slip and fall. – You shouldn't play or run around in the pool.
 Make sure you know where the lifeguards are. – You should make sure you know where the lifeguards are.

5. Writing an essay. Sort out the linking expressions in the correct paragraph.

in my opinion, in the first place, however, on the other hand, to sum up, generally speaking, in addition, on the one hand, moreover, on the whole, to begin with, in conclusion, in my view, for instance, although, furthermore

Introduction	<i>Generally speaking,</i>
Giving one side of the topic: Adding ideas:	<i>In the first place,</i> <i>In my opinion,</i>
Giving the other side of the topic: Giving examples:	
Conclusion:	

6. Do you prefer to play computer games or sports in your free time? Why? Read the essay on the topic “Video games are a waste of time” and put the paragraphs in order. Then fill in the blanks with the correct expression from exercise 5.

A. _____, there are advantages and disadvantages to playing video games, similar to everything else in our life. The answer is to use your games console in a reasonable way.

B. _____, all young people enjoy playing on their games consoles. In each game there's a challenge, which encourages you to get on the next level and win. _____,

people say that such games increase a person's mental ability because a player needs to react quickly to changing situations.



C. _____, video games such as PlayStation, Nintendo and others aren't a waste of time. Many people, _____, might not agree with this statement. That's why I am going to look at both sides of the question.

D. _____, it's true that children shouldn't spend many hours in front of the screen, because the eyes get tired, and the body needs exercise, especially when you are a teenager. _____, games consoles or TV sets shouldn't be in a child's bedroom. _____, I've got mine in the living room where I can't play for hours.



7. Write a short essay to answer the question “Are mobile phones a good invention?” The following ideas might help you.

Ideas “for” the mobile phones:

- The mobile phone is a quick and easy way to communicate with other people
- Mobile phones are very flexible: you can use them to send messages and photos, as well as talk to someone
- Mobile phones are more personal than emails because you can hear the person you are talking to

Ideas “against” the mobile phones:

- Mobile phones produce harmful waves that can damage your health
- Expensive mobile phones attract the thieves; so you might become a victim of some criminals
- The mobile phone can cause addiction to playing computer and online games in young people

LESSON 21

How healthy is your lifestyle?

1. Answer the questions of the questionnaire to find out how healthy your lifestyle is. Compare your answers with your partner and say who leads a healthier lifestyle: you or your partner.

1. What kind of drink do you usually have?



a. sweet fizzy drinks b. tea or cocoa
c. fruit juice or water

2. How many portions of fruit and vegetables do you eat every day?

a. fewer than three b. three or four
c. five or more

3. Which of these things do you do?

a. smoke cigarettes b. spend time in smoky rooms
c. can't go near cigarette smoke

4. How many times a week do you do physical

exercise?

a. never b. once or twice c. three times or more

5. How many hours do you sleep at night?

a. under 5 b. 5 to 7 hours c. 8 or more hours

Point calculator:

1. a = 0 points b = 0 points c = 5 points

2. a = 1 point b = 3 points c = 5 points

3. a = -20 points b = - 5 points c = 5 points

4. a = - 5 points b = 2 points c = 5 points

5. a = - 5 points b = 2 points c = 5 points



Less than 0 points – think how to change your lifestyle and improve it!

0-10 points – not bad but you should change some things!

11-20 – your lifestyle is healthy but think about how to improve it!

21-25 – well done!





2. Look at the results of your answers to the questions in exercise 1 and make conclusions about the changes you should make to improve your lifestyle. There is a model to help you.

Model: The results of the questionnaire show that I should change a lot of things in my life. First of all, I should drink more water or fruit juice. I should cut on drinking sweet fizzy drinks. Secondly, I should....

3. Listen to the dialogue and act it out with your partner. Make sure you know the meaning of the words in bold type. Use the dictionary if necessary.

- Linda: You're really **fit**, Victor. Do you exercise very much?
 Victor: Well, I almost always get up very early, and I do aerobics for an hour.
 Linda: **You're kidding!!!**
 Victor: No. And then I often **go rollerblading**.
 Linda: Wow!! How often do you exercise like that?
 Victor: About five times a week. What about you?
 Linda: Oh, I **hardly ever exercise**. I usually just watch TV in my free time. I guess I'm a real **couch potato!!!**
 Victor: Well, I used to be the same but then I had some serious health problems and the doctor advised me **to take up** regular exercise. Now I don't have any health problems.
 Linda: I'll probably follow your example. **Otherwise** I am going to have serious health problems in the nearest future.



4. Look at the picture. Say what the time is and what the people are doing at this time. There is a model to help you. Then say what kind of a lifestyle the Wilsons are leading.

Model: Today is Monday. It's 7 p.m. and the Wilsons are at home. Mr. Wilson is watching TV. Mrs. Wilson is...



5. Use the picture in exercise 4. Imagine that today is Tuesday. Look at the picture and read the text. Then read the Focus on Grammar box.

Today is Tuesday. Yesterday was Monday. At 7 p.m. yesterday the Wilsons were at home. When I entered the room Mr. Wilson was watching TV. Mrs. Wilson was knitting and the children were playing: Tom was playing a computer game and Carol was playing with her mobile phone. Their cat was sleeping on the sofa. Focus on grammar?

6. Make up as many sentences as you can using the table given below. Write your sentences in the copy book.

He She We They I	was were	playing watching reading skating talking	a newspaper in the yard with friends on the skating rink a game the guitar	at 10 pm yesterday at 8 am yesterday at 4 pm yesterday
------------------------------	-------------	--	---	--

LESSON 22

1. Listen to the dialogue and do the quiz after it. Act out the dialogue with your partner and then make up a similar one.

Judy: You exercise a lot, don't you, Tom?

Tom: Yes, I work out at least three times a week.

Judy: What kind of exercise do you do?

Tom: I lift weights in the gym and swim in the pool.
And sometimes I go jogging after school.

Judy: I don't exercise at all, but I'd like to start.

What kind of exercise should I do?

Tom: Well, what do you like?

Judy: I like walking. That's exercise, isn't it?

Tom: It sure is! And it's a good way to start!



1. Tom exercises _____ a week.
a. less than three times b. three times or more
2. He _____ at the gym.
a. swims b. goes jogging c. lifts weights
3. Judy wants to _____ exercising.
a. begin b. stop
4. She asks if walking is _____.
a. good for her b. a type of exercise

Focus on Grammar

Past Continuous: interrogative and negative forms

Affirmative	Interrogative	Negative
<p>When Linda met Victor he was exercising in the gym.</p> <p>They were watching TV at 7 p.m. yesterday.</p>	<p>Was Victor exercising in the gym when Linda met him? What was Victor doing in the gym when Linda met him? Who was exercising in the gym when Linda came there? Were they watching TV at 7 p.m. yesterday? What were they watching at 7 p.m. yesterday?</p>	<p>Victor wasn't exercising in the gym when Linda met him.</p> <p>They were not watching TV at 7 p.m. yesterday.</p>

2. Read the sentences. Make up questions and negative sentences. Then put questions to the underlined words or word combinations.

1. Jim was playing the piano when I came in. 2. They were telling jokes when the teacher asked them to answer her question. 3. At 5 he was playing football. 4. We were watching TV when his cousin from France called. 5. I was having a bath when the telephone rang. 6. He was sleeping when somebody knocked at the door.

3. If you have got an embarrassing story to share with somebody write on this blog. Nobody is going to laugh at you. Read the stories and write down the sentences in the Past Simple and Past Continuous tense forms. Say what kind of action they express. Use Focus on Grammar boxes.

Last Saturday my friend and I were waiting at a supermarket checkout when a boy outside started waving at me. I wasn't sure who he was, but I smiled and waved back. My friend asked, "Who's that?" and I said casually, "Oh, just a friend". Then a girl behind me suddenly shouted, "Oh, hi!" and she ran over to him. They were obviously good friends. I felt really stupid with a silly smile on my face.

BLOG



Last Friday I went to the gym and exercised quite a lot there. So by the end of my work out I felt really tired. I decided to go to the cafeteria to have some juice and cool down a little. I took a glass of fresh orange juice and a packet of dough-nuts to get some calories. I also bought my favourite magazine to read while I was cooling down. Then a girl came in the cafeteria and sat at my table. It surprised me a little because there were many vacant tables there. She took some coffee and a packet of dough nuts as well. I tried not to pay attention and opened my magazine. Then I started eating the dough nuts. As I was eating the girl in front of me was staring at me with some kind of angry look. Then she suddenly stood up and ran out of the cafeteria. I took one more dough nut and then decided it was time to go home. I folded the magazine and there under it was my packet of dough nuts. I felt awful.

4. Complete the sentences with the Past Simple or Past Continuous of the verb in brackets. Write the sentences in your copy book.

1. I broke (break) a glass while I was washing up (wash up). 2. When Jack _____ (introduce) me to his friend, he _____ (forget) my name.
 3. The chair _____ (break) when Sally _____ (sit) down. 4. While Peter _____ (walk) to school, he _____ (see) he was wearing different socks. 5. As Tom _____ (answer) the teacher's questions his tablet _____ (produce) a strange sound. 6. As they _____ (walk) under the tree the apple _____ (fall) down from the tree.

5. Say which situation might be the most embarrassing for you. Give your reasons.

- You forgot someone's name
- You break something in your friend's house
- You wear the wrong clothes to a party
- At your friend's party you see somebody in the same clothes you are wearing
- Your phone rings in the cinema or the theatre.

6. Choose one of the embarrassing situations from exercise 5 (or remember the one that happened to you) and make up a story similar to those mentioned in the blog in exercise 3. Use the Past Simple and Past Continuous tense forms. Tell your story to the classmates. Start as in the model.

Model: My most embarrassing moment was when I was



LESSON 23

1. Read the dialogue and act it out with your partner. Then say whether the statements given after it are true or false. Correct the false ones.

Receptionist: Good morning. Steel City Leisure Centre.

Linda: Can you give me some information about swimming please?

Receptionist: Yes, of course.

Linda: What time does the swimming pool open?

Receptionist: Weekdays or weekends?

Linda: Weekends.

Receptionist: We open from 10 am to 9 pm on a Saturday and from 10 am to 7 pm on a Sunday.

Linda: Ok. Is there anything special for children?

Receptionist: Yes. There is a fun pool with wave machine and flumes (водні гірки).

Linda: Is it good for non-swimmers?

Receptionist: Yes. We have a learners' pool if the children can't swim at all.

Linda: How much does it cost?

Receptionist: It's \$ 4 for adults and \$2,5 for children over five. Under-fives are free. But there is also a family ticket, \$9,5 for two adults and two children.

Linda: That's good. Thanks for help.



1. Linda wants to know about swimming pool opening hours for weekdays.
2. There is a nice swimming pool for children at Steel City Leisure Centre, but only for good children swimmers.
3. The wave machine doesn't operate at the swimming pool.
4. The families of four can save their money when they buy a family ticket. It is much cheaper than separate tickets for every member of a family.

2. Read the sentences and complete them with was or were.

At 10 am yesterday:

1. My sister _____ sleeping.
2. My parents _____ watching TV.
3. My grandmother _____ working in her garden.
4. Jack and Linda _____ talking on the phone.
5. You _____ listening to music.
6. We _____ doing our lessons.
7. My brother _____ playing tennis.
8. Our friends _____ reading a book.



3. Read the questions to a magazine and try to answer them. Then read the expert's answers and match them with the questions. How many correct answers did you give?

1. Is it bad for your eyes to look at the computer screen for a long time?

2. My mum says that I have those spots on my face because I eat too much chocolate. Is that possible?

5. Can you catch a cold if you go out in cold weather with wet hair?

6. Is watching TV bad for your eyes?

3. My father says if you eat fish, you'll be much cleverer. I don't believe it. Who is right?

4. Does eating carrots improve your eyesight?

7. I listen to music on my MP3 player. Can this damage my ears?

- a. Well, have you ever seen a rabbit wearing glasses? But seriously, no. Carrots are good for healthy eyes because they are rich in vitamin A. However, eating a lot of carrots will not improve your eyesight.
- b. Yes, it can. Just fifteen minutes of loud music can cause hearing problems. If you are wearing headphones and people around you can hear the music, then the volume is too high.
- c. No. Getting very cold and wet can affect your immune system but cold weather doesn't cause colds: viruses cause them. You can catch some in unhealthy places with crowds of people.
- d. It's quite embarrassing for young people but it's quite normal to get spots. Stop eating chocolates for some time and see if it makes any difference. Eat more fruit and vegetables every day. They will give you vitamin C which is good for your skin.
- e. Fish contains a fat which people call omega-3. It is really good for your brain. There is some doubt if eating fish can improve your intelligence but it's generally healthy to eat fish at least twice a week.
- f. No, it isn't. Good news for TV addicts. But don't sit in an uncomfortable position and close to the screen – it can cause headaches. Also don't watch TV for more than ten hours a week, because you'll be unfit and will get impatient and tired at school.

Focus on Grammar

Modal verb WILL

The verb **will** is a modal verb. We use it:

- to talk about or predict the future.

Example: *You'll be in time if you hurry. You'll be unfit if you eat too much chocolate.*

- to ask somebody to do something – as a request.

Example: *Will you send this letter for me, please? You'll water the plants while I'm away, won't you?*

- to order somebody to do something – as an order.

Example: *You'll do it this minute! Will you be quiet!*

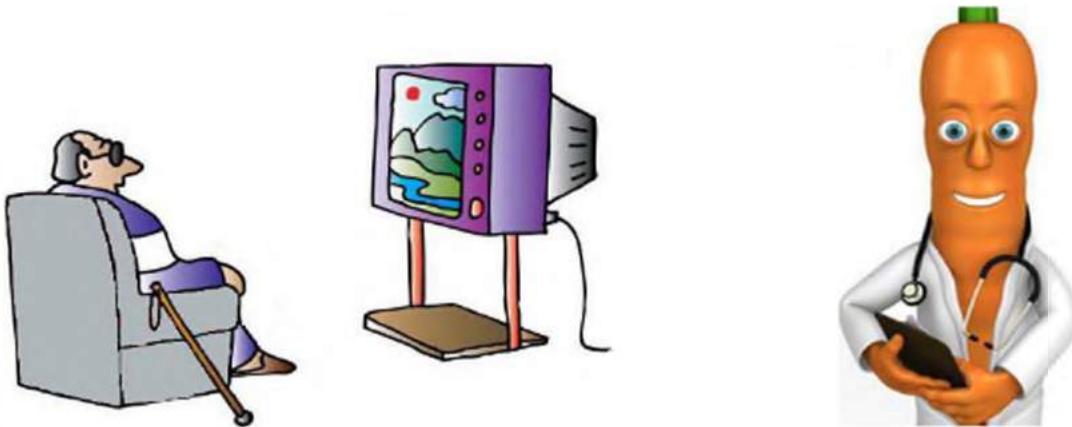
4. Find modal WILL in the texts in exercise 3 and say what it expresses in each situation. Make up 5 sentences of your own with the modal WILL to show all its uses. Use Focus on Grammar to help you.

5. Read the texts in exercise 3 and make up a list of the things you should and shouldn't do to lead a healthy lifestyle.

Model:

I should eat more carrot. It contains a lot of vitamin A.

I shouldn't watch TV for more than 10 hours a week. Otherwise I will be unfit.



6. Give the antonyms to the words given below. Remember some other words which have their opposites with the prefixes un-, im-, in-, ir-, il-. Make up sentences with the words you have provided. Write your sentences in your copy book.

Unhealthy, uncomfortable, unfit, impatient

LESSON 24

You Are What You Eat

1. a) Linda calls the theme park (парк з атракціонами) for information about opening times and prices but she gets a recorded message. Listen to the first part of the message and answer the questions.

b) Listen to the second part of the message and make notes about opening times and prices.

Part 1. Welcome to Derwent Dale Theme Park information line. If you have a star key on your telephone, please press it twice now. For information about opening hours and prices, please press 1. To book tickets, please press 2. For information about overnight accommodation, please press 3. For all other queries, please press 4.

1. Which key must she press first and how many times?

2. What number must she press to hear the opening times and prices?

Part 2. The Theme Park is open 10 a.m. to 11 p.m. every day from the 1st of May to the 31st of October, and from 10 a.m. to 7 p.m. between November and April, excluding Christmas Day and Boxing Day.

The price for an adult is \$12,5 and \$7,95 for a child under twelve. There is no reduction for under-fives and all children must be paid for. There is a family ticket for \$35 which admits a family of four.

2. Read the tongue twisters as quickly as you can and learn them.

Luke's duck likes lakes. Luke Luck licks lakes. Luke's duck licks lakes. Duck takes licks in lakes Luke Luck likes. Luke Luck takes licks in lakes duck likes.

There those thousand thinkers were thinking how did the other three thieves go through.

3. Make up questions using the Past Simple or the Past Continuous tense form.

1. A: What/ the students/ do/ when/ the fire bell/ ring? – What were the students doing when the fire bell rang?

B: They were having their lunch.

A: What/ they/ do?

B: They call the fire brigade and left the building.

2. A: it/ rain/ when/ you/ get/ off the train?

B: Yes, it was. It was terrible.

A: What/ you/ do?

B: I ran home fast.

3. A: Where/ you be/ when/ you/ get/ my text message?

B: I was at home.

A: What/ you/ do?

B: I was exercising in the gym.

4. Look at the pictures and match them with the words from the box.

1	2	3
		
		
4	5	6

a. sugar b. cereals c. fats d. proteins e. vitamins

5. Complete the sentences with the words from exercise 4.

1. Fruit and vegetables contain many _____.
2. Meat has got a lot of _____.
3. I know I shouldn't put much _____ in my tea or coffee.
4. I usually have _____ with milk for my breakfast.
5. Dark bread is rich in _____.
6. The food that contains a lot of _____ can cause high blood pressure.

6. Answer the questions. Write the answers in your copy book.

1. What food do you like? What food do you hate?
2. How many meals a day do you usually have?
3. Where and what time do you usually have your breakfast? What does your typical breakfast consist of?
4. Do you eat snacks? What does your typical snack contain?
5. What do you do for health? How often do you see a doctor?

LESSON 25

Addiction – Watch Out!

1. Read the dialogue. Act it out in pairs. Find the sentences with the Past Continuous tense form. Make them interrogative and negative.

Buggy: Did you have a good time yesterday?

Jane: Yes. I enjoyed the party very much. Everyone was so excited.

Buggy: What did you do at the party?

Jane: Well, it began at four o'clock but I came later. When I came the guests were dancing. Then at about 7 o'clock we were playing different games.

Buggy: Did Jack play his violin?

Jane: Yes, he was playing the violin when the telephone rang. It was his cousin from France. So he didn't finish his playing.

2. Look at the mind map and say what these problems might cause.

Model: Addiction to watching TV can cause overweight problems and then a person will get unfit.

Computer addicts usually spend too much time in front of the screen. This can cause...



3. Let's play a board game. Find the question you have to discuss by rolling your dice twice. Answer the question and pass the dice to the pupil on your left. The next pupil should do the same.

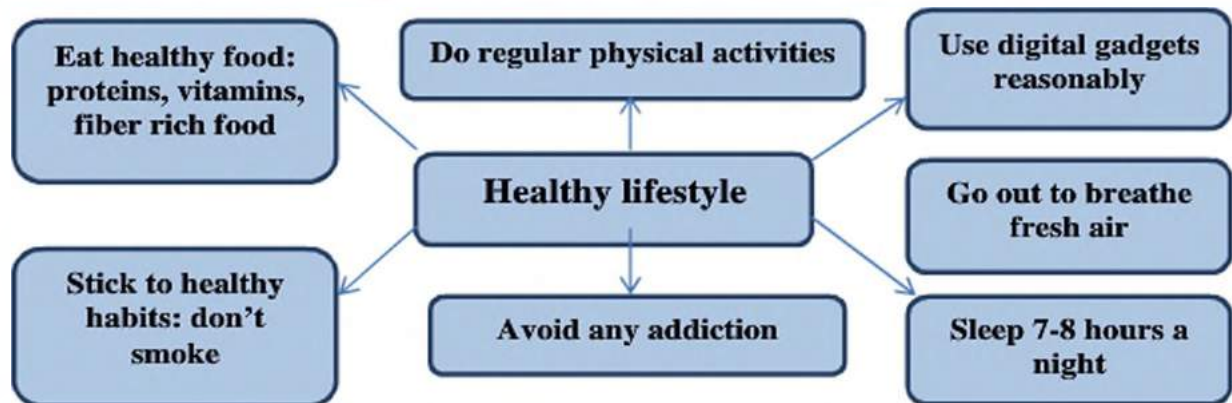
1. Talk on what influences a person's health	2. What kinds of physical activities should you do to improve your health?	3. What do you prefer: fast food or homemade food? Why?	4. Is it better to climb the stairs or to use a lift?
8. What activities do you do after classes? Are they healthy?	7. Name 5 steps to a healthy lifestyle?	6. What kind of food do you eat for dinner? Is it healthy?	5. Why do some people become addicted?
9. Is it important to drink water? Why or why not?	10. How long should a person sleep at night to feel healthy?	11. Is smoking a healthy habit? Why?	12. What health problems does fast food lead to?
16. How much time should a child spend in front of a TV or a computer every day?	15. What kind of addiction do you know?	14. How can people avoid addiction to computers or mobile phones?	13. Does your family follow a healthy lifestyle and how?

4. Put the verbs in brackets into the Past Simple or Past Continuous tense form.

1. My mother called me around five. My brother came home a little after that. When he (*come*) home, I (*talk*) to my mother on the phone. 2. While I (*study*) last night, Fred (*drop by*) to visit me. 3. As I (*cross*) the road I (*step*) on a banana skin and (*fall*) heavily. 4. Yesterday afternoon I (*go*) to visit the Parker family. When I (*get*) there around two o'clock, Mrs. Parker (*be*) in the yard. She (*plant*) flowers in her garden. Mr. Parker (*be*) in the garage. He (*work*) on their car. He (*change*) the oil. The children (*play*) in the front yard. In other words, while Mr. Parker (*fix*) the oil in the car, the children (*play*) with a ball in the yard.



5. Use the mind map to speak about a healthy lifestyle.



6. In your copy book write 8-9 sentences to give advice on how to lead a healthy lifestyle.

Exercise 7. Do you know idioms about health and fitness? Read the idioms and try to guess their meaning by matching them with their explanations. Give Ukrainian equivalents for these expressions.

back on your feet	an extremely thin person
bag of bones	have feelings of deep sadness or depression
full of beans	able to eat all sorts of food and drink without any indigestion, discomfort or bad effects
feel blue	physically healthy again after an illness or an accident.
cast iron stomach	lively, active and healthy
clean bill of health	in an excellent state of health or physical condition.
fit as a fiddle	look extremely healthy
look the picture of health	a report or certificate declaring that the health is satisfactory

Exercise 8. Fill in the blanks with the idioms from exercise 7.

My grandfather is nearly ninety but he's as _____.

Nice to see you again Mr. Brown. I must say you _____.

My grandmother had a bad 'flu but she's _____ again.

I'm going to see my grandmother. She's recently _____.

He may be getting old but he's still _____.

When he came home from the war he was _____.

All candidates for the position must produce a _____.

I don't know how you can eat that spicy food. You must have a _____.

LESSON 26

1. Complete the sentences with the correct form of the verb to be.

1. They _____ cleaning the room when their mother came home from work. 2. I _____ sleeping when somebody knocked at the door. 3. We _____ doing physical exercises at 5 o'clock yesterday. 4. She _____ playing the piano at this time yesterday. 5. You _____ watching TV when your brother came home. 6. Yesterday at 10 o'clock in the evening he _____ sleeping.

2. Put the verbs in brackets into the Past Simple or Past Continuous tense form.

1. Sally _____ (eat) dinner yesterday at 5 p. m. when somebody _____ (knock) at the door. 2. I began to study at 4 p. m. yesterday. Fred _____ (come) at four thirty. I _____ (study) when Fred _____ (come). 3. When I _____ (come) in they _____ (sit) around the table. Mr. Scott _____ (do) a crossword puzzle, Mr. Scott _____ (read) a newspaper. 4. When the baby _____ (wake up) his mother _____ (sit) in the arm-chair. 5. At 6:00 p.m. Bob sat down at the table and began to eat. At 6:05 Bob (eat) dinner. While Bob (eat) dinner, Ann (come) through the door. In other words, when Ann (come) through the door, Bob (eat) dinner. Bob went to bed at 10:30. At 11:00 Bob (sleep). While Bob {sleep}, the phone (ring). In other words, when the phone (ring), Bob (sleep). Bob left his house at 8:00 a.m. and (begin) to walk to class. While he (walk) to class, he (see) Mrs. Smith.

3. Look at the picture and read the story of Freddy's lifestyle. What kind of advice would you give to help the boy become fit and healthy?

Freddy likes junk food. Snacks like hamburgers and pizzas are his favourite. He doesn't do any sports. He lies in bed until 10 o'clock in the morning. His parents take him to school in their car. In the evening he plays computer games or just watches films on TV. When his friends ask him to go out and play football he finds excuses not to go.

Model: Freddy, you should change your diet. You should eat less junk food. You should eat more vegetables and fruit. You should....



4. Read and choose the best answer to complete the text.**Healthy Eating Habits We Have Forgotten**

Steven Lindale is a professor in the department of medicine at the University of Lund in Sweden. He trained in 1___ medicine and became interested in the effects of diets on our health. He has investigated a Stone Age diet, that is, the food people ate thousands of years ago. As a result of his 2___ he decided to test 3___ in Sweden to see how ancient diets could affect them. Fourteen patients in his experiment 4___ a Stone Age diet while another fourteen people followed a Mediterranean diet, which is also 5___ with lots of fruit and vegetables. All of the patients in the test had high blood sugar 6___, the majority of them suffered from diabetes, and they all had problems with their 7___.

At the end of three months, the group which followed the Mediterranean diet had 8___ their blood sugar levels by a small amount, but the other group had reduced such levels by a very large amount. The patients in both groups had lost weight and had become much healthier.

- | | | | |
|-----------------|----------------|---------------|----------------|
| 1. A kitchen | B family | C country | D state |
| 2. A findings | B researchings | C explainings | D discoverings |
| 3. A doctors | B nurses | C patients | D hospitals |
| 4. A followed | B ate | C listened | D bought |
| 5. A rich | B expensive | C unhealthy | D healthy |
| 6. A amounts | B kilos | C levels | D portions |
| 7. A hurts | B hearts | C heads | D heards |
| 8. A reproduced | B increased | C reduced | D enlarged |

5. a) Answer the questions. Write your answers in your copy book.

- How many servings of fruits or vegetables do you eat a day?
- How many times a week do you eat dinner at the table together with your family?
- How many times a week do you eat breakfast?
- How many times a week do you eat takeout or fast food?
- How many hours a day do you watch TV/movies or sit and play video/computer games?
- Do you have a TV in the room where you sleep?
- Do you have a computer in the room where you sleep?
- How much time a day do you spend in active play?

b) Look at your answers to the questions and make a conclusion about your lifestyle.

LESSON 27

1. Look at the clocks and tell the time shown on them. Then say what you were doing at those times yesterday.



2. Make up as many sentences as you can using the table below.

At 10:30 a.m. yesterday	Susan I my friends my aunt we	were was	cooking. playing the piano. watching TV. reading a book. listening to the radio. talking on the phone. sleeping.
----------------------------	---	-------------	--

3. Put the verbs in brackets into the Past Simple or Past Continuous tense form.

Yesterday Tom and Janice (go) to the zoo around one o'clock. They (see) many kinds of animals and (have) a few adventures. While they (walk) by the elephant, it (begin) to squirt water at them, so they (run) behind a rock and (dry) themselves. Later, while they (pass) the giraffe area, one of the tall, purple-tongued animals



(lower) its head toward Tom and (start) to nibble on his green hat. Janice said, "Shoo!" At that point, the giraffe (stretch) its head toward Janice and (try) to eat her ice cream cone. Janice (let, not) the giraffe have the ice cream because she (stand) right in front of a sign that said, "Don't feed the animals". She (point) at the sign and (say) to the giraffe, "Can't you read?"

4. Look at the pictures and say which of them describe a healthy lifestyle and which – unhealthy one. Give your reasons. Give advice to people who lead an unhealthy lifestyle. There is a model to help you.

Model: Picture 1 describes an unhealthy lifestyle. The boy is watching television and eating chips and crisps. He should spend more time outdoors. He should also eat healthy food, something like fruit and vegetables, cereals and proteins.



5. Imagine your friend has become addicted to playing computer games or playing games on his mobile phone (tablet). Write an email to your friend giving advice on how to get rid of his / her addiction. Start your email as in the model.

Model: Dear ...,

I am writing to help you. I have noticed that you are playing games on your tablet too much. I mean, you are spending too much time with your tablet. I think you are getting addicted to it. It's not good for your health. As a friend, I really believe I should give you some pieces of advice to change your lifestyle. First, you should limit the time you spend with your tablet. You should also...

LESSON 28

1. Fill in the blanks in the following story with the verbs in brackets in the Past Simple or the Past Continuous tense form. Use the dictionary if necessary.

A Strange Day on Planet Zenon

This is XR 101, Planet Zenon News. I'm talking to little TQ 005 who has an amazing story to tell. TQ, can you tell us what _____ (*happen*) yesterday?

We _____ (*have*) a normal Sunday afternoon when something unbelievable _____ (*happen*). Dad _____ (*dig*) craters in the backyard while Mom _____ (*punch*) our dinner order into the computer. My sister,



RQ 005, _____ (*check*) the computer printout to make sure it _____ (*match*) what Mom _____ (*order*). My brother, PQ 005, _____ (*repair*) his rocket. My younger sister, VQ 005, and her friend _____ (*do*) experiments in her laboratory when the trouble _____ (*begin*).

I _____ (*oil*) my robot when suddenly it _____ (*sound*) its warning alarm. When the alarm _____ (*begin*) to ring, everyone _____ (*stop*) what they _____ (*do*). We _____ (*try*) to find out why the alarm _____ (*ring*) when a strange object _____ (*appear*) in the sky. It _____ (*seem*) to be coming directly toward us. And in a few minutes, it _____ (*land*) right in Dad's newly made crater. We all _____ (*hold*) our breath. While we _____ (*watch*), one of the doors slowly _____ (*open*). Then two of the ugliest creatures I've ever seen _____ (*step*) into the doorway. I _____ (*hide*) my eyes from the horrible sight when they _____ (*begin*) coming closer. The robot _____ (*begin*) to examine them as they _____ (*approach*). When the robot's arm _____ (*reach*) out to grab them, the two creatures _____ (*run*) back into their ship and _____ (*begin*) to take off again. As the ship _____ (*climb*) back up to the sky, I _____ (*see*) the strange markings on the side that _____ (*look*) like this: "Planet Earth".

2. Make up a list of top 10 healthy habits. Say why you believe they are healthy. There is a model to help you.

Model: Doing morning exercises: It gives you energy for the whole day. It keeps you active. It burns extra calories. It makes you slim, fit and healthy.

3. Look at the pictures and say what words on the topic “Healthy lifestyle” they stand for.

Model: Picture 1 stands for proteins, because meat contains a lot of proteins.



4. Put the verbs in brackets into the Past Continuous or Past Perfect tense form.

1. When I walked into the kitchen after dinner last night, my wife (*wash*) the dishes, so I picked up a dish towel to help her. 2. By the time the lesson was over this morning, the rain (*stop*) so I didn't need my umbrella anymore. 3. When I left for school this morning, it (*rain*) so I used my umbrella. 4. Last night I started to study at 7:30. Dick came at 7:35. I (*study*) when Dick came. 5. By the time I walked into the kitchen after dinner, my husband (*wash, already*) the dishes and (*put*) them away. 6. Last night I started to study at 7:30. I finished studying at 9:00. Dick came at 9:30. By the time Dick came, I (*finish*) my homework.

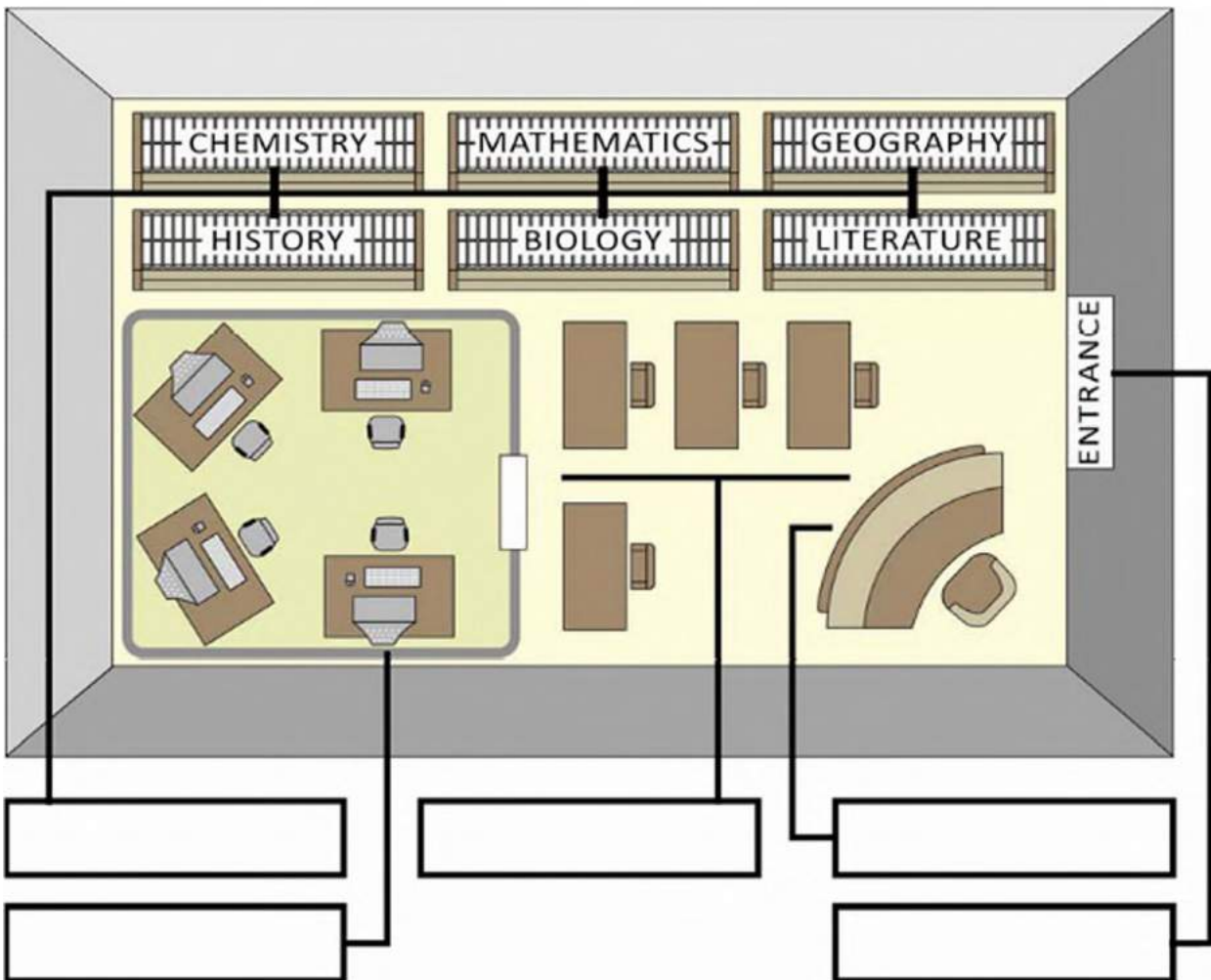
5. Complete the sentences and write them in your copy books.

1. I was reading a book at 8 p.m. yesterday evening when
2. My mother was cooking a delicious cake in the kitchen at 6 p. m. yesterday while
3. Yesterday she called me at around 11 p.m. to find out what ... at that time.
4. When I was younger I
5. In order to stay fit and healthy you should
6. His health is in very bad condition. I think he should

LESSON 29

1. Look at the picture of the library plan and listen to the librarian's instructions following them on the plan. Then fill in the names of the areas on the plan.

We are now at the main **entrance** to the library. There are many different **areas**. Inside on the left there is the IT centre. It has got computers. You can use the Internet and e-mail here. We have lots of books, videos and cassettes on different subjects. Books about IT are on the left between the **study area** and the IT centre. English language books and **bilingual** dictionaries are next to the study area on the right. The Maths books are in front of us. Science books are behind Maths. The **enquiry desk** is immediately to the right of the main entrance.



2. Look at the plan in exercise 1. Then ask and answer questions using the charts below.

Where		are the Maths books?	They are	between and
		is the IT centre?		next to ...
		is the enquiry desk?	It's	in front of ... opposite ... on the left / right of...

3. Read or listen to the dialogue and act it out with your partner. Pay attention to the words in bold.



Brenda: Hi, Victor. Are you waiting **to take out** a book?

Victor: No, I **have brought back** those which I have already read. You know the rules: you should not keep books for more than a **fortnight**.

Brenda: True, true. Let me see. What is it?

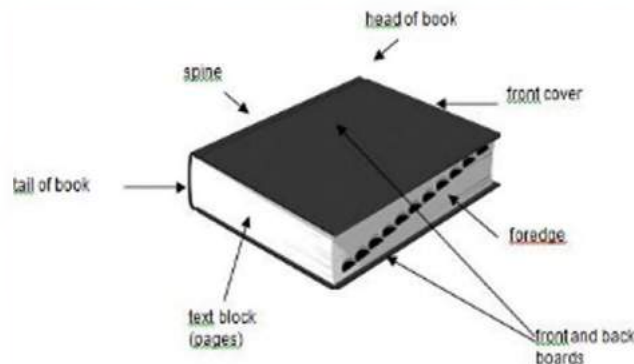
Victor: It's "**The Moonstone**" by Wilkie Collins.

Brenda: Oh! That's the book I have wanted to read for months.

Victor: Great. You can take it after me.

Brenda: I am so lucky to meet you here at the library.

4. Look at the pictures of a book and learn the words.



5. Match the words with their definitions. Use the dictionary if necessary.

tail of a book	the part of a book to which the pages are attached and on the cover of which usually appear the title and author's and publisher's names
foredge	the top part of the book spine
spine	the bottom part of the book spine
front cover	the part of a book that faces inward when the book is on the shelf; the part of a book opposite the spine
head of a book	any protective covering used to bind together the pages of a book
bookworm	the front and back covers of a hardcover book, today typically a cardboard base covered with cloth, paper, or leather
boards	separate paper covering for the book
book jacket	a person devoted to reading books

6. Read the rhymes and learn one of them.

<p>Look in a Book Look in a book and you will see words and magic and mystery. Look in a book and you will find sense and nonsense of every kind. Look in a book and you will know all the things that can help you grow. <i>Ivy O. Eastwick</i></p>	<p>A Book Speaks When you drop me on the floor I get stepped on – my sides are sore; Torn-out pages make me groan; I feel dizzy if I'm thrown; Every mark and every stain On my covers gives me pain; Please don't bend me, if you do I don't want to talk to you; But we will both be friends together, If you protect me from the weather And keep me clean so that I look A tidy, neat and happy book. <i>Author Unknown</i></p> <hr/> <p>In a Story Book At night when sunshine goes away, And it's too dark for me to play, I like to come inside, and look For new friends in a story book. <i>Author Unknown</i></p>
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7. Make up a similar dialogue as the one in exercise 3. Then write it in your copy book.

LESSON 30

1. Read the notice for the students at the library. Pay attention to the underlined word combinations.

To the readers!

The rules of using the library books:

1. The readers should **attend** the library at least two times a month.
2. The readers should use the books carefully.
3. The readers should not: a) **turn a book upon its clear face** (вигинати книжку всередину обгорткою); b) **fold** the pages of a book to make them look like a **dog's ear**; c) tear, cut or colour the pages of the book; d) write on the pages and the **covers** or the **foredge** of a book.
4. The readers may keep books for two weeks. They should bring the books back to the library **in the due time** (у належний час).
5. The readers should **inform** the librarians of any **violations** of these rules by other readers.

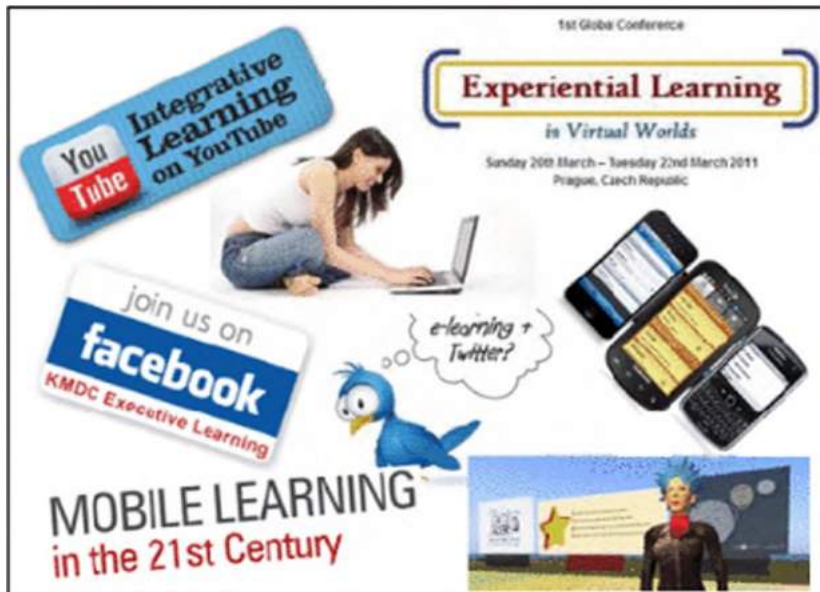
2. Your friend or relative is waiting for some advice from you. Use should or shouldn't.

Model: Your cousin coughs very often because he smokes too much. Advise him to stop smoking. – You should stop smoking, Alan.

1. Your friend has a bad toothache. Advise him to see a doctor.
2. Your uncle is going to visit Greece. Advise him to learn a few words of Greek before he goes.
3. Your classmate is often late for the lessons. This makes the teachers very angry and brings her many troubles. Advise her to set her alarm clock at an earlier time.
4. Your friend feels hungry at school and very often buys food at the student cafe. That's why she spends a lot of money on food. Advise her to bring some sandwiches to school from home.
5. Your friend plays computer games for a long time. Her eyes hurt after that. Advise her to reduce the time for playing computer games.



3. Read the text. Find modals in it. Explain the meaning of the sentences where these modals appear.

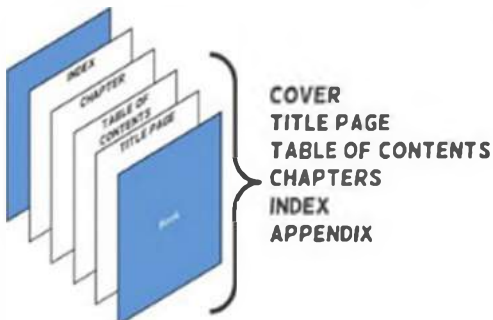


We are in a new age – the age of information technologies and global economics. The old system of education can't meet the needs of the new age. We should have the opportunities to change our lives. A new type of education should provide us with such opportunities.

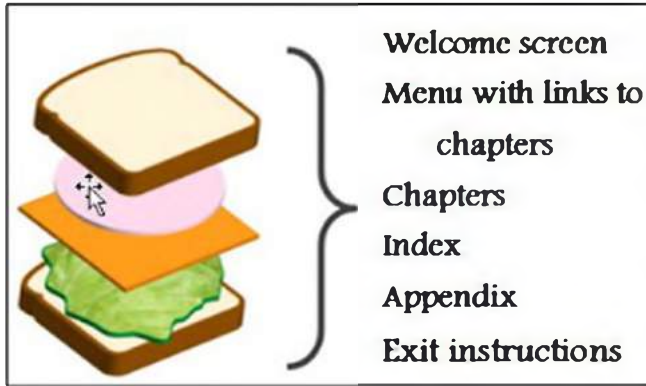
Now learning is more than just schools, colleges or universities. In this time of change learning should be lifelong not just for the young people. We should learn throughout our lives to be part of the changing world.

Exercise 4. Look at the pictures and read the text. Compare an ordinary book with an e-book. There is a model to help you.

Go to a bookstore and you'll find thousands of books. They look different and cover different topics. Yet, most books follow a similar structure. They have an attention-getting jacket, a cover, title page, table of contents, chapter sections, and an index. So while the topics of the books may be different, the structure of the books is very similar. And so it is with elearning.



E-books may look different and may cover different topics, but most e-books have a similar structure. They include a title screen, a menu,



instructions, objectives, content, assessments, and exit instructions. Think of it like a sandwich. There's the top (welcome) and bottom (exit) with a bunch of stuff in-between.

Model: Table of contents in an ordinary book *looks similar* to "Menu" page of an e-book. An ordinary book table of contents gives the number of the page a certain chapter is on, *while* an e-book menu gives a link to the web page on which a certain chapter is.

5. Answer the questions.

What would life be like without books?

What kinds of books do you like?

Do you think the Internet will make books disappear?

What do you think of the idea of e-books?

6. Find 10 spelling mistakes in the text given below and correct them. Rewrite the correct text in your copy book.



Evrybody can learn a language. We have alraedy learned at least one, but it takes time, pateince and hard work. Answering tests is not enought to become a fluent speaker. Our English teacher adviced us to read widelly in English, we need to read books, magasines, and newspapers, also to take every oportunity to listen to English throught satellite television, films, and radoi, and to speak so that we can use the language naturally.

LESSON 31

1. Look at the picture of a modern library and learn the words.



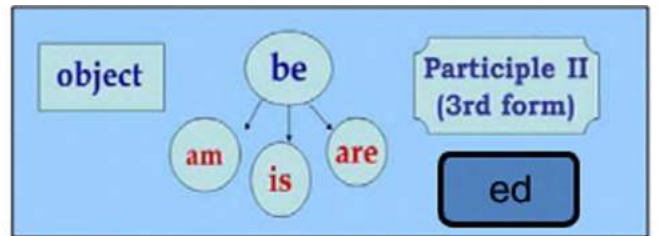
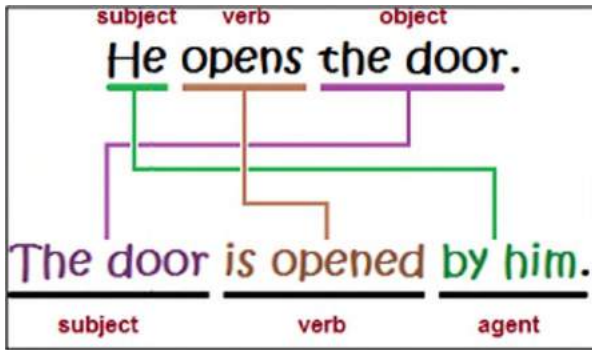
1. reference librarian	7. magazine	13. videocassette
2. reference desk	8. newspaper	14. CD (compact disc)
3. library book	9. online catalog	15. record
4. microfilm reader	10. card catalog	16. checkout desk
5. microfilm	11. media section	17. library clerk / assistant
6. periodical section	12. audiocassette	18. encyclopedia

2. Look at the picture in exercise 1 and read the sentences. Pay attention to the word combinations in bold. Then refer to Focus on Grammar.

1. The books in a library **are** usually **kept** on the shelves. 2. The information about library books **is stored** in the online catalog or in the card catalog. 3. Magazines and newspapers **are placed** in the periodical section. 4. Periodical section area **can be found** on your right. 5. Microfilms **can be read** on the microfilm reader.

Focus on Grammar

Present Simple Passive



Sentences can be active or passive. In active sentences, the thing that is doing the action is the subject of the sentence. The thing that is receiving the action is the object.

In passive sentences, the thing that is receiving the action (the object in active sentences) is the subject of the sentence and the thing that is doing the action is the agent.

Interrogative form

The door is opened by him. — Is the door opened by him?

Negative form

The door is **not** opened by him.

3. Make up sentences in the Present Simple Passive. Then make your sentences interrogative. You may add up agents of the action.

1. the documents / print. – *The documents are printed by the secretary. Are the documents printed by the secretary?*
2. the book / read / not – *The book is not read by the teacher. The book is read by the pupils. Is the book read by pupils?*

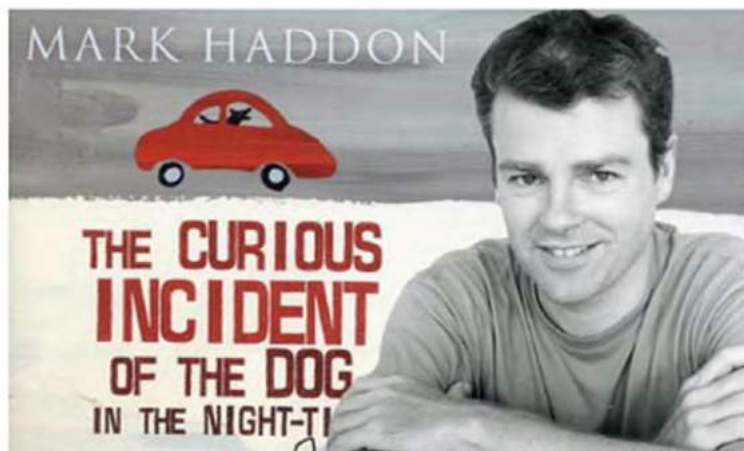
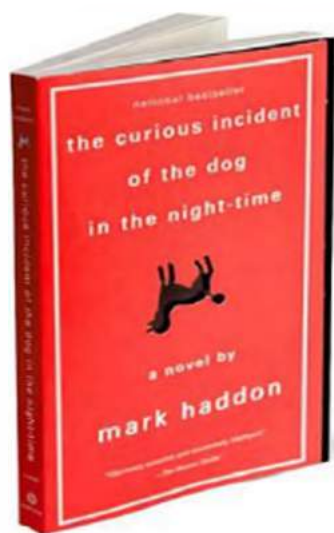
3. the window / open	7. the letter / send
4. the shoes / buy	8. the songs / sing / not
5. the car / wash	9. the food / eat / not
6. the litter / throw away	10. the shop / close / not

4. Read the book review and choose the best answer to fill in the blanks. Find the sentences in the Present Simple Passive and make them negative and interrogative.

If you want to read a humorous crime story, this book is 1___ the one you should choose. The narrator is Christopher, aged fifteen, who is 2___ unusual. He loves Sherlock Holmes stories. Christopher is 3___ intelligent, but also has got some disease which affects the way he thinks about the world. The story begins with a murder victim, a dog called Wellington. Wellington's body 4___ found by Christopher, who tries to be a 5___. He believes he can find the 6___. Then Christopher is arrested himself, but even when he's in trouble, his descriptions are 7___ funny.

Finally Christopher finds the clue and 8___ shocked to find out that his own father may tell lies.

Model: Wellington's body is found by Christopher. — Is Wellington's body found by Christopher? — Wellington's body isn't found by Christopher.



1.	A rather	B quite	C definitely	D funnily
2.	A nearly	B quietly	C usually	D rather
3.	A certainly	B quickly	C everywhere	D nowhere
4.	A been	B is	C did	D has
5.	A criminal	B witness	C thief	D detective
6.	A suspect	B officer	C innocent	D arrest
7.	A then	B quite	C here	D possibly
8.	A are	B has	C is	D have

5. Match the words with their definitions.

a detective story	activity that is against the law
narrator	one who commits the crime of murder
crime	a person who sees something (such as a crime) happen
suspect	type of popular literature, a genre of fiction in which a detective solves a crime or a series of crimes.
murder	a person who gives an account or tells the story of events
witness	not able to be trusted : causing feelings of doubt or suspicion
murderer	not guilty of a crime or other wrong act
innocent	the crime of deliberately killing a person

6. Rewrite the sentences in the Present Simple Passive.

1. We set the table. – *The table is set by us.*
2. They don't help you. – *You are not helped by them.*
3. She pays a lot of money.
4. I draw a picture.
5. They wear blue shoes.
6. He doesn't open the book.
7. You do not write the letter.
8. They earn much money.
9. His father speaks German.
10. My cousin plays computer games.

7. Get ready to speak about the library you have attended.

You should say:

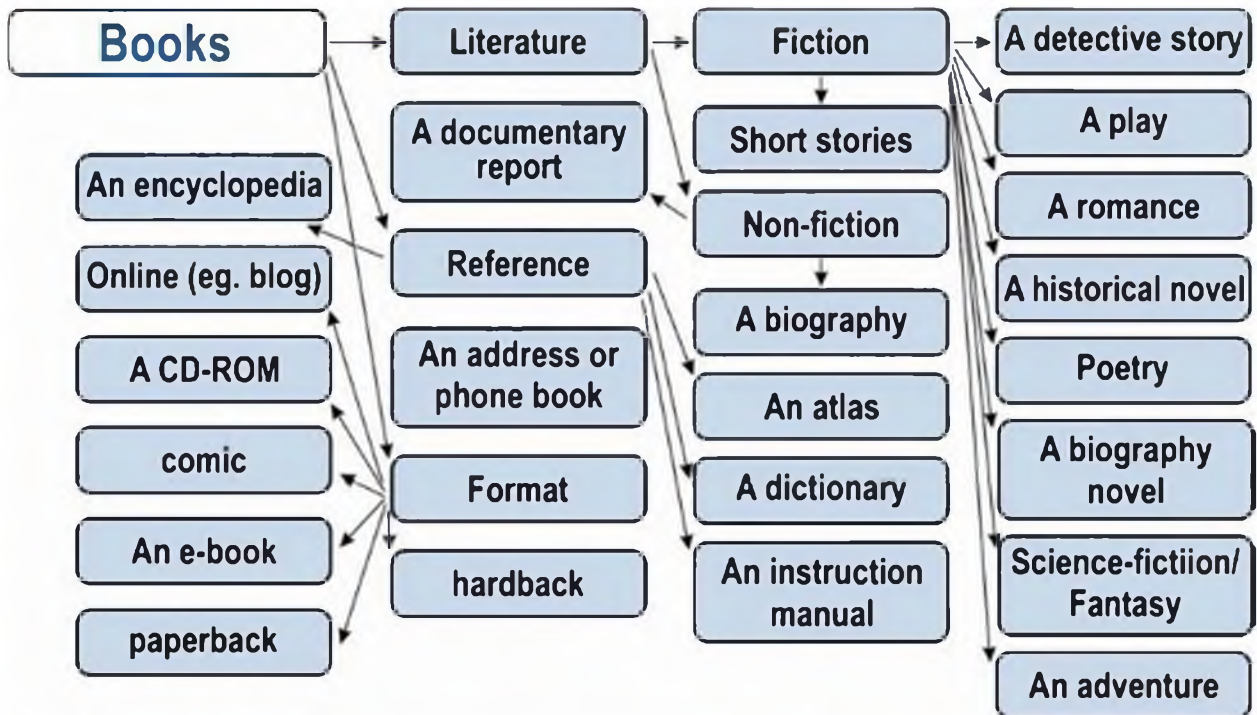
- Where the library is located;
- What resources and information can be found there;
- What kind of help can be received by the readers;
- Who works in the library;
- What kind of books you have taken out to read at home;
- What rules are there in the library;
- Whether you enjoy attending the library.

LESSON 32. THE WORLD OF BOOKS

1. Match the names of the authors with the book titles. Give the Ukrainian equivalents for the books. Which books have you read? What are they about?

1. J. K. Rowling	a. The Lord of the Flies
2. George Orwell	b. The Adventures of Tom Sawyer
3. Mark Twain	c. The Hobbit
4. J. R. R. Tolkien	d. Gone with the Wind
5. Lewis Carroll	e. Harry Potter and the Prisoner of Azkaban
6. William Golding	f. Animal Farm
7. J. D. Salinger	g. Alice's Adventures in Wonderland
8. Margaret Mitchell	h. The Catcher in the Rye

Exercise 2. Look at the mind map and study the words.



3. Look at the book titles in exercise 1 again and say what kind of the book each title is. There is a model to help you.

Model: I guess (to my mind, in my view, I think), “The Lord of the Flies” is an adventure novel.

4. Answer the following questions.

1. What book would you recommend for children?
2. How many books have you read in English?
3. Who is your favourite author?
4. Why doesn't everybody enjoy reading?
5. Do you prefer to keep the books you read?
6. Which is better, the book or the movie?
7. Do you ever read the last page of a book before you start reading it?
8. How often do you want the story in a book to never end?

5. Go around the class, ask and answer to find a person who:

- Reads books on the laptop after dinner.
- Reads books on the train / bus while travelling to school.
- Reads books in bed at night.
- Uses encyclopaedias and dictionaries as reference books.
- Likes online encyclopaedias.
- Downloads books from the Internet.
- Buys books in a bookshop.
- Takes books from the library.

Model: Do you read books on your laptop after dinner or do you read them on the bus while travelling to school? Where and when do you read books?

6. Insert the passive form of the verbs in the given spaces.

1. Bob mails the package. The package *is mailed* by Bob.
2. Mr. Can delivers our mail. Our mail _____ by Mr. Can.
3. The children eat the cake. The cake _____ by the children.
4. Linda writes that letter. The letter _____ by Linda.
5. The jeweler fixes my watch. My watch _____ by the jeweler.
6. Ms. Bond teaches our class. Our class _____ by Ms. Bond.
7. That company employs many people. Many people _____ by that company.
8. The secretary faxes the letters. The letters _____ by the secretary.
9. Mr. Adams does the work. The work _____ by Mr. Adams.
10. Mr. Fox washes the windows. The windows _____ by Mr. Fox.



LESSON 33. ADVENTURE STORIES

1. Read the adjectives with definitions and choose those to describe the adventure story you have read and liked.

- Stimulating – making (a person) excited or interested in something
- Captivating – attracting and holding the attention or interest
- Gripping – holding the attention or interest intensely; fascinating
- Dynamic – always active or changing
- Vigorous – powerful in action or effect; energetic
- Forceful – expressed in a way that is effective and that influences people's thoughts and ideas

2. Read about R. L. Stevenson. Look at the title of the book and the illustration and check the meaning of the words in the box. Which words do you expect to find in the text and why?

captain, cloth, coast, horses, money, pirate, scoundrels, squire, tremble, ship, software, search, sword



Robert Louis Stevenson was born in 1850 in Edinburgh, Scotland. He went to university to study engineering, but then decided to become a writer. Stevenson liked to travel, although he often felt ill. Together with his wife Stevenson went to live on the Pacific Island of Samoa because the weather there was good for his health. The islanders called him “The teller of tales”. He died on Samoa in 1894.

R. L. Stevenson

Treasure Island

Dr Livesey was not at his house but with the squire at his home, so Captain Dance and I went on there.

I had never seen Squire Trelawney so near. He was a big tall man, with a red face, and was sitting beside a fire with Dr Livesey. 'Come in, Mr Dance,' he said.

Mr. Dance gave his report and both men listened with deep interest.

'And so, Jim', said the doctor, 'you have the thing that they were looking for, have you?'

'Here it is, sir,' I said, and gave him the papers tied inside the cloth. The doctor looked at them and put them quietly in the pocket of his coat. After that, Mr. Dance went away and I was given some food.

'And now, squire', said the doctor, 'you have heard of this Flint, I suppose?'

'Heard of him!' cried the squire. 'He was the worst pirate that ever sailed. The Spanish used to tremble just to hear his name!'

'Well, I've heard of him myself', said Dr Livesey. 'But the question is, did he have the money?'

'Money!' said the squire. 'Of course Flint had money! Those scoundrels were after it'.

'Well, then, suppose I have here in my pocket a paper that shows where Flint hid his treasure', said the doctor. 'Would the treasure be worth looking for?'

'Worth looking for!' cried the squire, with great enthusiasm. 'I'll prepare a ship at Bristol, take you and Hawkins with me, and have that treasure if I have to search for a year!'

We opened the cloth and found two things – a book and a paper. The book gave a list of all the money Flint had stolen from different ships during twenty years at sea. The doctor opened the paper and found a map of an island. There was a hill in the centre marked Spyglass, and several names had been added later. There were three big crosses – two in the north of the island and one in the south-west. Beside the last cross were the words: *Most of the treasure here*. On the back of the paper, the same person had written:



Tall tree. Spyglass shoulder, to the North of North North-East. Skeleton Island East-South-East and by East.

The squire and Dr Livesey were delighted.

3. Read the extract from "Treasure Island" and answer the questions.

1. What did the narrator take to Squire Trelawney's house?
2. Who was Flint?
3. Why was Squire Trelawney interested in Flint?
4. What information did Flint's book contain?
5. Why were the men delighted when they looked at the map?

4. Read the text again to explain the following:

- How the writer shows that Dr Livesey was a calm and patient man;
- In what way Squire Trelawney is different from Dr Livesey;
- Who the word "they" refers to in the Dr Livesey's question addressed to Jim, the narrator: "You have the thing that *they* were looking for, have you?"

5. Look at the text in exercise 2 again. Say how you can describe the story and your feelings and emotions while reading this adventure novel. Use exercise 1 and the model to help you.



Model: It's a very gripping story. You never know what is going to happen next. I mean, you can't predict the events. It's really dynamic and stimulating. The plot captivates your attention from the beginning to the last page of the book. I felt excited when I was reading the novel.

6. Rewrite the sentences in the passive voice.

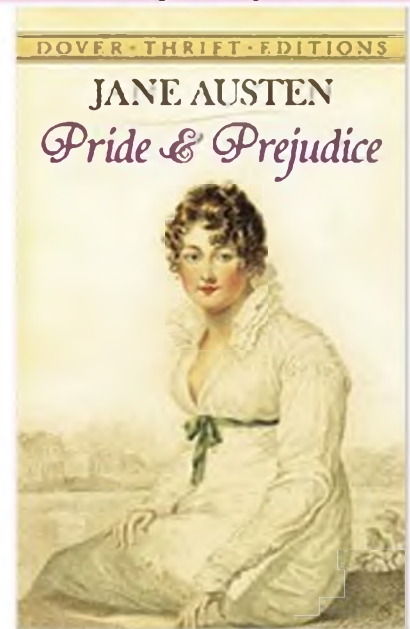
Model: 1. Everyone knows this fact very well. –
This fact is known very well (by everyone).

2. They can open the theatre next month.
3. People may soon forget it.
4. You must write the answers to these questions.
5. Someone should take two of my books.
6. We should read this book quickly.
7. What should one do in such cases?
8. Do they say anything interesting about us?
9. Does the teacher make the situation clear to you?
10. You should keep milk in a refrigerator.
11. I don't think anyone can do it.
12. You must finish the work by seven o'clock.
13. No one knows the secret.
14. Does anyone clean all the rooms regularly?

LESSON 34. ROMANCE

1. Read or listen to the dialogue and act it out with your partner

- Brenda: Hi, Victor. What are you doing?
Are you reading a book? Here, in the street?
- Victor: It's so captivating! I just can't stop.
- Brenda: What is it? Who is it written by?
- Victor: By Jane Austin. It's "Pride and prejudice".
- Brenda: I have read this book. It's a romance. Do you like romances?
- Victor: I like all books which are interesting. It's not only about love and marriage. It's about human relationships, moral values, about Britain and its culture of the past as well. I love reading such books. Moreover, I adore Jane Austin. She is one of my favourite writers.
- Brenda: Have you read "Sense and sensibility"?
- Victor: No. Is it written by Jane Austin?
- Brenda: Yes, it is. I have got this book in English. I have already read it, so if you like I can give it to you to read it and practice your English.
- Victor: It would be very kind of you! Can you bring it tomorrow?
- Brenda: Sure! See you tomorrow.



2. Look at the book cover and a short summary of the story. Are you interested in reading such books? Why or why not. You may use the words in the box to describe the novel of this kind.

- Enchanting** – delightfully charming or attractive
Tear-jerker – an excessively sentimental film, play, book
Sentimental – of feelings of tenderness, sadness, or nostalgia
Happy end story – the story with a happy end
Tragic – causing or characterized by extreme distress or sorrow
Dramatic – happening suddenly, very noticeable and surprising

“Pride and Prejudice” is about the Bennet family and their five daughters. Mrs Bennet wants to see them married, if possible to husbands who are richer than her family. One of the daughters, Elizabeth, is not impressed by Mr. Darcy when he doesn't give her a lot of attention at a dance. She considers him proud and arrogant. However, as this enchanting story of love, marriage and mutual understanding unfolds, Elizabeth finds out that a man can change his manners, and a lady can change her mind.

3. Look through (scan) the text and answer the questions.

- Where does the scene take place?
- What is the relationship between Mr. Bingley and Mr. Darcy?

Mr. Bingley soon made himself acquainted with all the important people in the room; He was lively and unreserved, danced every dance, was angry that the ball finished so early, and talked of giving one himself at Netherfield. Such friendly qualities speak for themselves.

What a contrast between him and his friend! Mr. Darcy danced only once with Mrs.Hurst and once with Miss Bingley. He didn't want to be introduced to any other lady, and spent the rest of the evening walking around the room, speaking occasionally to some people from his group. His character was evident. He was the proudest, most disagreeable man in the world, and everybody hoped he would never come here again. Mrs. Bennet was the most violent against him, because he had offended one of her daughters.

Elizabeth Bennet was that daughter, because there were very few gentlemen, to sit out two dances; and during part of the time, Mr.Darcy had been standing near enough for her to hear a conversation between him and Mr.Bingley.

'Come on, Darcy', he said, 'you have to dance. I hate to see you standing about by yourself in this stupid manner. You really should dance'.

'I certainly won't. You know I hate it, unless I know my partner very well. At such an assembly as this it is impossible. Your sisters are with someone else, and there is no other woman in the room whom it would not be a punishment to me to dance with'.

'Don't be so choosy as you are!' said Mr.Bingley. 'Honestly, I've never met so many pleasant girls in my life'.

'You are dancing with the only pretty girl in the room', said Mr.Darcy, looking at the eldest Miss Bennet.

'Oh! She's the most beautiful creature I've ever seen! But one of her sisters is sitting just behind you, she's very pretty, and probably very pleasant. Please let me ask my partner to introduce you'.

'Which one do you mean?' said Darcy, and turning round, he looked for a moment at Elizabeth, until their eyes met, and then he looked away and

coldly said: 'She is tolerable, but not so pretty as you are saying. I am in no mood to pay attention to young ladies who are ignored by other men.'

4. Read the text in exercise 3 again and answer the questions.

1. Why did everybody hope that Mr. Darcy would never come again?
2. Why did Mrs. Bennet especially dislike him?
3. What was Mr. Darcy's reaction when Mr. Bingley suggested to him that he should dance?
4. Why did Elizabeth overhear the conversation between Mr. Bingley and Mr. Darcy?
5. What reasons did Mr. Darcy give for his refusal to dance with Elizabeth?

5. Use the model answer to speak about your favourite book. Stick to the following plan:

1. The title and the author of the book.
2. A short plot description.
3. The reasons why you like the book.

Model answer: My favourite book is "Harry Potter and the Philosopher's Stone" by J.K.Rowling. The story is about a young orphan boy called Harry Potter who lives with his horrible aunt, uncle, and cousin. When he is ten, Harry leaves them and goes to a school called Hogwarts, where he studies magic and witchcraft.



The story is exciting, funny, and frightening. This book is my favourite, because there are a lot of unusual human and animal characters, such as Fluffy, the dog with three heads. Secondly, at the end of the story Harry finds the magical philosopher's stone, before his enemies find it.

6. Write one paragraph about a book you have recently read. Use the model in exercise 5.

LESSON 35. SCIENCE FICTION

1. Match the words with their definitions.

stimulating	expressed in a way that is effective and that influences people's thoughts and ideas
tear-jerker	holding the attention or interest intensely; fascinating
captivating	delightfully charming or attractive
vigorous	of feelings of tenderness, sadness, or nostalgia
gripping	causing or characterized by extreme distress or sorrow
dynamic	attracting and holding the attention or interest
happy end story	an excessively sentimental film, play, book
enchancing	powerful in action or effect; energetic
forceful	happening suddenly, very noticeable and surprising
sentimental	making (a person) excited or interested in something
dramatic	always active or changing
tragic	the story with a happy end

2. Imagine you travel in a time machine to the year 3020. What changes can you see in these areas? Use the model to help you.

- people; - health; - education; - transport; - money

Model: In the year 3020 people live longer than in our time because health care system has developed greatly and helps people to live longer. People don't do much sport, that's why they are not fit, but the new medicines help them to stay quite healthy. The education has become...

3. Read the extract from "The Time Machine" by H. G. Wells and answer the questions after the text.

The Time Traveller has just met the Eloi.

'At the top of a hill, I sat down and looked at our world. Here I could see that these changes had been made. The air was free of unpleasant insects, the earth was free of weeds. Everywhere there were fruit and pleasant flowers. Beautiful birds flew here and there. And I saw no diseases during my stay.

There had been social changes as well. I saw people living in fine buildings, beautifully dressed, but I hadn't yet found them doing any work. The shop, the advertisement, buying and selling – all of those things which are so important to us had all disappeared.



I thought of the small size of the people and their low intelligence. People had been strong, energetic and intelligent, and had used this energy to change their living conditions. Difficulties make people strong and clever and help

them to work together. But where were these dangers now?

1. What does the Time Traveller notice about the natural world?
2. How healthy were people?
3. What social change did he find surprising?
4. In what way can difficulties in life be good?

4. Change the sentences to the passive if possible. Say why a sentence cannot be changed to the passive.

1. Jack walks to school every day.
2. We stay in a hotel.
3. Susie can break the cup.
4. The leaves fall to the ground.
5. I sleep at my friend's house.
6. The player should catch the ball.
7. Ann's cat catches mice.
8. That book belongs to me.
9. The train arrives on time.
10. The teacher explains the rules well.
11. I agree with George.
12. Do you agree with me?
13. Dick should go to the doctor's office.
14. We can meet tomorrow.

5. Read a sample book review and put the items of its plan in the correct order.

"The Time Machine" is a science fiction book by H.G.Wells, who was a famous British author. He wrote the book in 1894. It is about a journey through time in a time machine. The book forecasts space travel and nuclear wars as well as predicts genetically modified food.

The main character is an inventor who lives in London. He's called simply 'The Time Traveller'.





He builds a time machine and sets off on a journey which takes him into the future. He arrives in the year 802,701. He expects to find a better world with more intelligent people and great inventions. Instead he discovers a world where people have become happy, child-like

creature. These people, the Eloi, are not only physically smaller, but also less intelligent than people in the present day. What's more, they have become weak. While he gets to know the Eloi, the Time Traveller forgets about his time machine. He suddenly realizes that it has mysteriously disappeared. During his search for it, he meets another group of creatures, the Morlocks, who live underground. They are the workers and they are strong, but they are also evil and violent. After fighting the Morlocks, the Time Traveller finds his time machine, which the Morlocks have stolen and hidden. He returns to the present time to tell his friends the story of his time travel.

I've just finished this book and I enjoyed every minute of it. It's one of the most exciting books I've read.

- a. The plot of the story.
- b. Biographical notes about the author of the book.
- c. The reasons for liking the book.
- d. The title of the book.
- e. Introduction of the main characters.

6. Use the texts in exercises 3 and 5 and write the questions to the given answers.

1. H.G.Wells. – *Who wrote "The Time Machine"?*
2. 1894.
3. A science fiction book.
4. In a time machine.
5. In the year 802, 701.
6. They live underground.

7. Use the model review and the items of the plan in exercise 5 and write a review of the book you have read and liked.

REVISION LESSONS

LESSON 36

1. Read the text and answer the questions. Pay attention to the words in bold. Use the dictionary if necessary.

Libraries: The Memory of Mankind

Imagine you travel back in time **to check out** some ancient books! To your big surprise you will discover that libraries were quite different long ago. Books were **rare** and **valuable**, and no librarians **encouraged** people to take them home.

Five thousand years ago in Mesopotamia, the Sumerians tied their **clay tablets** together and stored them in baskets. Librarians called the Keepers of the Tablets who guarded the books, and ordinary people were not able to check them out because they could break.

At about the same time in history, Egyptian scribes kept track of **papyrus scrolls** in the **temples**, but the average Egyptian never saw those books and definitely couldn't take them home!

One of the biggest ancient libraries was the **magnificent** Chinese Imperial Library in the Forbidden City, which belonged to **the Emperor** of China. However, this library wasn't like our public libraries today. Ordinary people couldn't even go into the Forbidden City. In the Hall of Literary Glory, the emperor studied selections from his 36,000 books. Few Chinese people had **access** to books 5,000 years ago.

The Greeks, on the other hand, gave everyone access to books because they loved learning. Their libraries **contained** books on all subjects ranging from mathematics to **myths**. They built the most magnificent library in the world in Alexandria. Alexandria was on the northern coast of Egypt, and the great library of Alexandria **existed** for more than 900 years. It contained over 700,000 scrolls, which was the equivalent of 100,000 modern books.



1. Why were the books rare and valuable in the ancient world?



2. Why were the books guarded in Mesopotamia?

3. Could early Egyptians read papyrus rolls? Why?

4. What was different in Greece in comparison with China or Egypt?

5. What was built in Alexandria in ancient Greece? Can we see it now? Why?

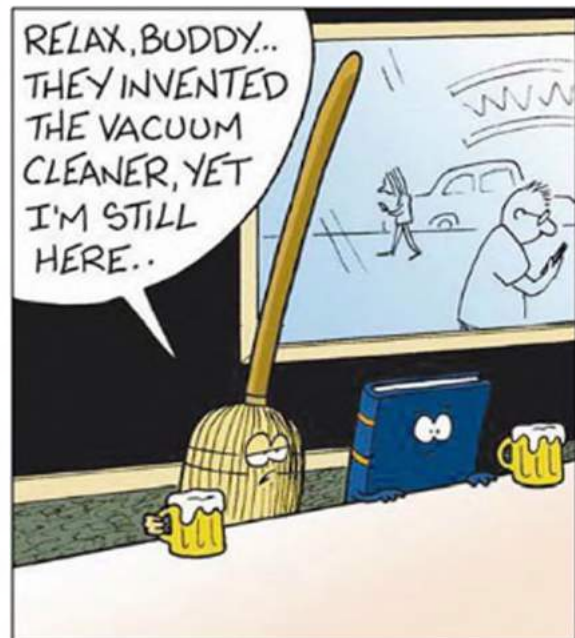
2. Make the outline of the text in exercise 1. Get ready to retell the text according to the outline you have made.

3. Change the sentences from active to passive. Include the "by-phrase" only if it contains important information.

Model: Someone might cancel the lesson. –

The lesson might be cancelled.

1. Someone might cancel the lesson.
2. A doctor can prescribe some medicine.
3. People should plant tomatoes in spring.
4. Mr. Hook must send this letter.
5. Someone may build a new post office on First Street.
6. People should read books.
7. People can reach me at the following telephone number: 555-3815.
8. People should place stamps in the upper right-hand corner of an envelope.
9. Someone must paint that fence.
10. People cannot control the weather.
11. Someone had to fix our car before we left for Chicago.
12. All of the students must do the task.



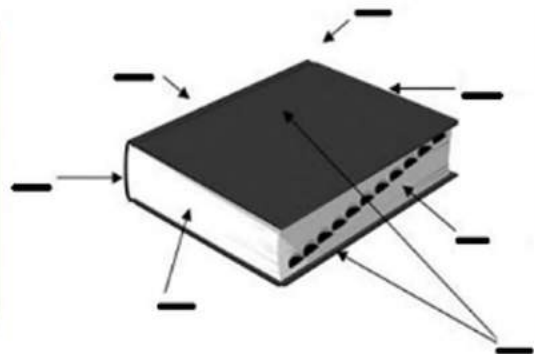
4. Sort out the words into three groups: Fiction, Non-fiction, Reference.

A biography, an atlas, a romance, a dictionary, an address book, a science fiction, an instruction manual, an adventure, poetry.

Fiction	Non-fiction	Reference
<i>a romance</i>		

5. Use the words in the box and label the picture.

- a. front cover
- b. head
- c. tail
- d. front and back boards
- e. text block
- f. foreedge
- g. spine



6. Take a book you have recently read. Look at the book. Say and then write:

- What is written on the cover of the book;
- How many chapters the book consists of;
- What kind of information can be found in the table of contents;
- Whether there is an appendix in the book; what is written in the appendix;
- Whether there is an index in the book; what kind of information it contains;
- Whether there is a title page in the book;

Model: The title of the book (which is) and the name of the author (...) are written on the cover of the book. The book consists of

LESSON 37

1. Look at the pictures below and label the numbers. Use the words from the box.



library card - periodical section - reference section - cart -
 magazines - shelf - computer - checkout desk - librarian -
 newspapers - books - information desk -

2. Read the sentences and correct them if necessary.

1. Information desk is a place in the library where newspapers can be found. – *Information desk is a place in a library where you can go to get information, for example about where to find certain books in that library.*
2. Periodical section is a place in a library where reference books can be taken.
3. A librarian is a person who can give you information on where to find certain books.
4. A library card is the card which can be used to buy books.
5. Check out desk is a place in the library where you can read books.
6. Reference section is a place in a library where fiction books can be found.

3. Read short book reviews and match them with the pictures.**American classical novels**

1. J.D.Salinger's only published novel "The Catcher in the Rye" tells the story of sixteen-year old Holden, who runs away from school after failing his exams and spends three days in New York. Then he returns home to his parents. What strikes me the most is the way Salinger creates the atmosphere from the very beginning of the book, portrays Holden as lazy and quite frankly, completely clueless about his future. The Catcher in the Rye certainly isn't everyone's cup of tea, however I find it an exciting and captivating novel, which describes difficult reality along with some humour, contrasting with moments of depression.

2. Mark Twain's "Huckleberry Finn" is the story of a white boy, Huck and a black slave, Jim, who try to escape down the Mississippi River to freedom. Some people believe that Huck sets a bad example for young people, but I find this book quite gripping and exciting, giving the example of real friendship.

3. Margaret Mitchell spent a lot of years to write "Gone with the Wind", the story of the beautiful and rebellious Scarlett O'Hara. It's a story of peace and war, love and loss, hope and despair. Much of the book is devoted to describing the development of Scarlett's personality. What I admire most about Margaret Mitchell is the way she develops the characters. Each one is full of life and personality.



4. Sort out the words into three columns. You may use the words more than once. Give your reasons.

Model: I guess the word “creature” should go to “a science fiction” column, because in such stories creatures from other planets or time can be described.

<i>A detective story</i>	<i>A romance</i>	<i>A science fiction / an adventure story</i>

creature, sentimental, treasure, crime, travel, love, suspect, pirate, murder, gentle, marry, witness, pretty, murderer, machine/device, captain, innocent, gun, narrator, fight, space

5. Complete the sentences with the correct form of the verb (active or passive) in brackets.

1. Yesterday our teacher (*arrive*) _____ five minutes late. 2. The morning paper (*read*) _____ by over 200,000 people every day. 3. My favourite TV program often (*interrupt*) _____ by special news. 4. That’s not my coat. It (*belong*) _____ to Louise. 5. Our mail (*deliver*) _____ before noon every day. 6. The “b” in “comb” (*pronounce, not*) _____. It is silent. 7. A bad accident (*happen*) _____ on Highway 95 last night. 8. Roberto (*write*) _____ compositions as a hobby. That one (*write*) _____ by Paul. 9. Do you understand the explanation in the book? – No, I don’t. I (*confuse*) _____ by it. 10. Where are you going to go to school next year? – I (*accept*) _____ by Shoreline Community College. 11. I think football is too violent. – I (*agree*) _____ with you. I (*prefer*) _____ baseball. 12. The Eiffel Tower (*be*) _____ in Paris, France. It (*visit*) _____ by millions of people every year.

6. Use the template below to write a review of the book you have read.

<i>A book reviewed by</i>
<i>Title:</i> _____ <i>Author:</i> _____
<i>Characters: Who are they? Did you like them? How did they make you feel?</i>
<i>Plot: What happens? Is it fun to read?</i>
<i>Your opinion: Did you like the book? What is your favourite part? Why?</i>
<i>Are there any funny or scary parts? Did you learn anything from the book?</i>
<i>Your recommendation: Why do (or don't) you recommend this book?</i>

LESSON 38

1. Listen to the dialogue and fill in the table.

Brenda: Hi, Jane and Victor!
What are you discussing so lively?

Jane: We have read a book by Miguel de Cervantes, you know, the novel titled "Don Quixote".

Brenda: So what?

Jane: Victor says he likes it, but I don't find it exciting.

Victor: It's funny and quite adventurous.

Brenda: Nothing of the kind. My favourite book in World Literature is "Gone with the Wind" by Margaret Mitchell.

Victor: O-oo... A tear-jerker! How can you read such stories?

Jane: You don't understand, Victor. It's a dramatic novel which shows the difficult life of the American people at the time of wars and slavery. It's not only about love, if you mean that. Do you agree with me, Brenda?

Brenda: Absolutely! It's a breathtaking and forceful book. I love it. Though my favourite one is another romance, "The Pride and Prejudice", by Jane Austin.

Victor: Oh, come on! Do you really believe those "happy end" love stories are true to life?

Brenda: Victor, what is your favourite kind of books, then?

Victor: I enjoy adventure stories, detectives or science fiction. Something which is stimulating, captivating, and vigorous.

Brenda: I enjoy reading detective stories or adventures, but science fiction – brr... It is not my kind.

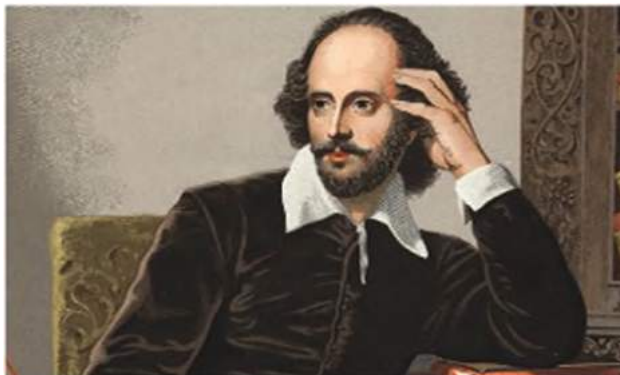
Jane: It seems like we have got very similar taste in reading, Brenda.



	Brenda	Jane	Victor
"Don Quixote"	X	X	V
"Gone with the Wind"			
"Pride and Prejudice"			
Romances			
Adventure stories			
Science fiction			
Detectives			

2. Read the text and complete it with the correct words.

William Shakespeare was born in 1564 in Stratford-upon-Avon. Shakespeare's father, John, was a glove 1_____ and his mother 2_____ quite a lot of land. When William was born, his father 3_____ very well in business but 4_____ years later things 5_____ wrong. William went to Stratford Grammar School and there he 6_____ to read and write in Latin. When he was eighteen, he 7_____ Anne Hathaway. In 1588 William 8_____ Stratford to go to London and in 1594 he 9_____ for the most successful theatre company in London. Shakespeare 10_____ 37 plays and 154 poems. He returned to Stratford in 1611 and lived there until he died in 1616 at the age of 52.



- | | | | |
|---------------|---------------|---------------|---------------|
| 1. A eater | B maker | C doer | D buyer |
| 2. A has | B was having | C had | D had had |
| 3. A had done | B was doing | C did | D is doing |
| 4. A a little | B little | C few | D a few |
| 5. A made | B were | C went | D changed |
| 6. A learnt | B studied | C memorized | D recited |
| 7. A marries | B married | C has married | D is married |
| 8. A went | B lived | C left | D entered |
| 9. A did | B was doing | C was making | D was working |
| 10. A wrote | B has written | C is written | D writes |

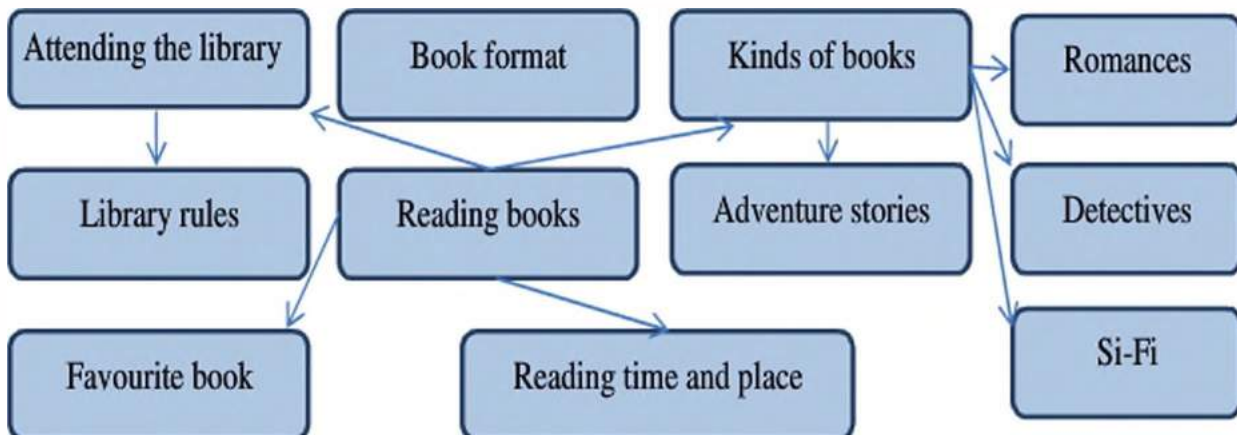
3. Match the events of Shakespeare's life with the dates. Then put the events in the chronological order. Use any reference material.

May 1597	William and Anne bury their only son, Hamnet, who dies at the age of 11 of unknown causes
Apr 23, 1616	Anne Hathaway gives birth to twins, son Hamnet and daughter Judith. The babies are named after Shakespeare's close friends, Hamnet and Judith Sadler
May 26, 1583	Shakespeare leaves London and moves back to Stratford, where his wife and married daughters live
1613	Suffering from an unknown illness, William Shakespeare dies on his 52nd birthday
Nov 28, 1582	Publisher Thomas Thorpe prints a collection of 154 of Shakespeare's sonnets
1585	Shakespeare composes his final plays — Henry VIII, Two Noble Kinsmen. The Globe catches fire during a performance of Henry VIII and burns to the ground
1609	William Shakespeare is christened at Holy Trinity Church in Stratford
1569	The Chamberlain's Men build the Globe, a wooden theatre in London. Many of Shakespeare's most famous plays are performed for the first time here, including Hamlet, Othello, and King Lear
1590	Around this time, Shakespeare writes Henry VI, Part One — his first play. Also around the same time, Shakespeare leaves Stratford to begin work as a playwright and actor in London
Aug 11, 1596	Wealthy thanks to his theater work, Shakespeare buys New Place, the second-largest house in Stratford
1599	William Shakespeare is born in Stratford-upon-Avon to John and Mary Arden Shakespeare
Apr 23, 1564	marries Ann Hathway, who was eight years older than William
Apr 26, 1564	Six months after his marriage, the Shakespeare's first child, Susanna, is born
1611	Shakespeare enters King's New School, an excellent grammar school in Stratford

4. Complete the sentences with the correct form of the verbs (active or passive) in brackets.

1. This book (*should, return*) _____ to the library today. 2. The other books (*can, return*) _____ tomorrow. 3. These letters (*should, mail*) _____ tomorrow. 4. That letter (*must, send*) _____ immediately. 5. Those letter (*arrive*) _____ yesterday. 6. The mechanic (*repair*) _____ Tina's car last week. 7. Glass (*make*) _____ from sand. 8. You (*should carry, not*) _____ large sums of money with you. 9. Large sums of money (*should, keep*) _____ in a bank, don't you think? 10. At our school, the students' marks (*send*) _____ to their parents four times each year. 11. What products (*manufacture*) _____ in your country? 12. In prehistoric times, herds of horses (*live*) _____ in the Americas. But then, for some unknown reason, they (*disappear*) _____ completely from North and South America. Even though the early horses (*die*) _____ out of the Americas, they (*survive*) _____ in Asia. 13. What is your opinion? (*Should protect, wild horses*) _____ by law?

5. Use the mind map to speak about books and reading.



LESSON 39 (OPTIONAL)

LESSON 40

1. Read or listen to the dialogue and act it out with your partner.

- Victor: I think a good book is a wonderful birthday present.
- Brenda: It surely is. But sometimes it's rather difficult to choose a book for your friend.
- Victor: Then let's go to the bookstore to choose something appropriate for my sister's birthday.
- Brenda: What is she interested in?
- Victor: Well, she loves reading detective stories. I am sure we'll find an exciting detective for her.

**2. Read the text and say what each paragraph tells you about. There is a model to help you. Pay attention to the words in bold.**

Model: Paragraph 1 tells us mainly about the beginning of a school life for every child – nursery and primary school.

Education in the UK

In Britain children start school **full-time** when they are five years old. They can go to a **nursery** or to a play group before starting school. At **primary** school children learn to read, write and study different subjects. They must go to school every day, but not at the weekends. The school year starts in September and finishes in July.

At 11, all children begin **secondary** school. Secondary schools are much bigger than primary schools. Sometimes as many as 2000 students go to one school. In some schools students must wear a **uniform**. Some subjects are **compulsory**. These subjects are English,

Math, **Science** and **Information Technology** (IT). Students can choose to study other subjects, for example Arts and Languages.

When students are 15 or 16 they take important exams. At the age of 16, students in England, Wales and Northern Ireland take an examination called the GCSE (General Certificate of Secondary Education). In Scotland, the equivalent of the GCSE is the Standard Grade. After this



they can choose to **get a job** or **continue** to study at school or college. At the age of 18 some students continue their **education** and go to university for three or four year courses.

3. Fill in the blanks in the sentences with the words in bold in exercise 2.

1. _____ have become quite important in the modern world, because most parents work nowadays and can't stay home with their small children.

2. I enjoyed studying in the _____ school. We had very few lessons and home assignments were very easy. We also played a lot after school. Now, as we are in the secondary school, the subjects are difficult, and we have got up to 7 lessons a day.

3. My favourite school subject is _____. In future I am going to be a computer programmer.

4. Are there any _____ subjects in your school? – Yes, most of them are _____. We can only choose to study Arts and languages.

5. Will you stop studying at school when you reach 15, or will you _____ to study in high school? – I am going to _____, I guess. I think work experience is quite necessary nowadays.

6. Biology, Physics, Chemistry are all the disciplines of _____.

7. Do you have to wear a _____ to school? – No, we can put on any clothes we like.

4. Match the pictures with the subject names.



- a. Biology, b. History, c. English, d. Math,
e. Physics, f. Arts, g. Literature, h. Chemistry

5. Take turns to ask and answer the following questions.

1. Do you like to study at school?
2. What new things do you learn at school every day?
3. What new things did you learn at school yesterday?
4. Have you got many friends at school? What's your best friend's name?
5. Do you get on well with everybody in your class?
6. What do you usually do at school?
7. What is your favourite subject? Why?
8. How many times a week have you got your favourite subject?



6. What is your school timetable? What do you like (don't like) about it? Have a discussion in small groups.

Model: Our school timetable is rather busy. We have got 4 English lessons a week. We have also got three lessons of Ukrainian language. It's good that we have got three lessons of Physical Education. But I don't think it's good that we have got the last lesson of Math on Thursday. We are too tired at the end of the school day, and it's difficult to cope with mathematical sums in that lesson.

7. Write down your school timetable in English in your copy book.

Model: On Monday we have got seven lessons. They are: Math, History, English, Ukrainian Literature, Art, Physical Education. On Tuesday...



LESSON 41

1. Imagine you are a member of the Ministry of Education. Give advice on how to place the subjects in the timetable for the pupils of the 8th form.

Model: The lesson of Geometry should be the second in a usual working day because it demands much thinking. In the first lesson, pupils sometimes are still very sleepy. In the second lesson their brain is fresh and can work well.

2. Read the text and make up a fact sheet about British education. There is a model to help you.

Model: Terms of schooling: September through June
 Schooling age: 5 to 16 (compulsory secondary education);
 to 18 -

Schooling in Britain

Education is an important part of British life. There are hundreds of schools, colleges and universities, including some of the most famous in the world.

Education is free and compulsory for all children between the ages of 5 - 16. Some children are educated at home rather than in school.

About 94 per cent of pupils in England, and the rest of the UK, receive free education from public funds, while 6 per cent attend independent fee paying schools or homeschooling.

All government-run schools, state schools, follow the same National Curriculum.

Teachers in secondary schools are always addressed by their surname by parents and pupils alike, Mr, Mrs or Miss Smith.....

The school year runs from September to July and is 39 weeks long.

For many areas the year is divided into six terms (some counties in England still follow the traditional three terms a year):



September to October

October to December

January to February

February to March

April to May

June to July

The main school holidays are:

Christmas - 2 weeks

Spring - 2 weeks

Summer - 6 weeks

There are also one week holidays: at the end of October; in the mid February; at the end of May.

Most schools in England require children to wear a school uniform.

Boys wear long grey or black trousers (shorts may be worn in the summer), a white shirt, a school tie (optional in most primary schools), a jumper or sweater with the school logo on (the colour is the choice of the schools) and black shoes. Girls may wear skirts. During the summer term girls often wear summer school dresses.

The children attend school from Monday to Friday, from 08:55 - 15:15.

3. Should the schoolchildren wear a school uniform? Discuss in small groups and then present your group opinion to the class.

Model: We strongly believe that schoolchildren should wear a uniform because:

when they go on a school trip they all look the same and so can't get lost;

they stop worrying about what to wear each day;

this will make sure everyone is equal;

parents don't have to shop for expensive and varied wardrobes for their children to keep up with other children;

wearing a uniform stimulates discipline in students.

4. Read the ideas for "The school of tomorrow" project expressed by pupils. Pay attention to word combinations in bold.

1. All important school decisions **will be taken** not only by the headmaster, but also by all the teachers and the most diligent pupils.
2. School uniform **will be worn** only on special occasions.
3. The school timetable **will be sent** by an email to every pupil's mobile phone or tablet.
4. The marks for the study achievement **will be shown** on a big screen in every classroom.
5. The home assignment **will be sent** to every pupil by email.

Focus on Grammar! Future Simple Passive

will + be + Past Participle

modal + be + Past Participle

Future Simple Active: The headmaster **will take (should take)** an important decision about the school organization.

Future Simple Passive: An important decision about the school organization **will (should) be taken** by the headmaster.

5. Make up sentences to describe what good things will be done in your school in some years.

The classrooms Trees and flowers A fountain The benches The walls The books A new cafeteria The sports stadium A swimming pool	will be	built. repaired. painted in different colours. redecorated. modernized. opened. planted. rebuilt. given to pupils at every lesson.
--	---------	--

6. Mini project.

1. Make a survey about favourite subjects of the pupils in your school.
2. Make up a table where you will fill in the data.
3. Find out the reasons which determine the choice of a favourite subject (interesting information in the lesson, personality of a teacher, importance for the future career etc.).
4. Write a report on the survey results and present it to the rest of the class. Answer any questions from your classmates.

	5 th form	6 th form	7 th form	8 th form	9 th form
Favourite subject					
Reasons for choices					

Model: For the pupils of the 5th form the favourite subject is Math. They say it's because they have got a great teacher.
 For the pupils of

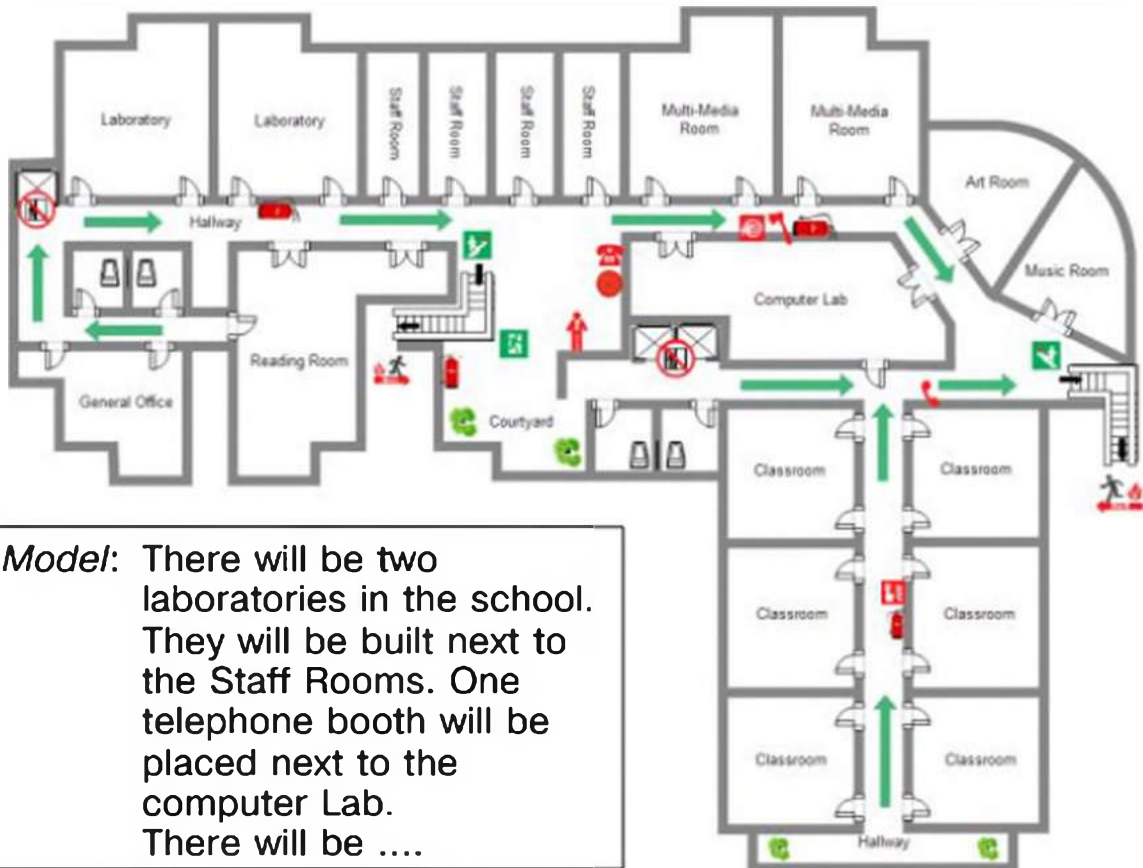
LESSON 42

1. Look at the pictures and match them with the words. Use the dictionary if necessary.



- 1. locker 2. cafeteria 3. pen 4. pencil 5. notebook
- 6. blackboard 7. chalk 8. desk 9. gymnasium

2. Look at the plan of a new school which will be built soon. Say what the new school will look like. Use the model.



Model: There will be two laboratories in the school. They will be built next to the Staff Rooms. One telephone booth will be placed next to the computer Lab. There will be

Focus on Grammar!
Future Simple Passive
Interrogative Form

The pupils **will be given** two new books this semester.

Will the pupils **be given** two new books this semester?

What will the pupils **be given** this semester?

When will the pupils **be given** new books?

Negative Form

The pupils **will NOT be given** two new books this semester.

3. Write questions to the sentences. There is a model to help you.

1. This house will be sold soon. (When?) – Will this house be sold?
When will this house be sold?
2. A lot of money will be spent on rebuilding the school. (How much money?).
3. All the quiz winners will be given prizes. (What prizes?)
4. The parents will be sent invitations to the school party. (Why?)
5. The tickets for the bus will be bought for all of the pupils. (When?)
6. The pupils will be met at the station. (By whom?)
7. They will be shown a lot of places of interest. (What places?)
8. Then they will be taken for lunch? (Where?)

4. Read the text and choose the word that best completes the sentence. Use the information from the text to speak about your English teacher.

Our English Teacher

I like to study English at school. This
 1___ is one of my favourite ones. One
 2___ for that is our teacher. Her name is
 Inna Vasylivna. She speaks English 3___.
 Her 4___ is almost accent free. It is
 always very interesting to be present in
 her lessons. We learn several new words
 in every lesson. She 5___ English
 grammar very clearly, but the explanation
 is always 6___ and easy to understand.

She never shouts at the pupils. She 7___ them very much. And she
 always has got something interesting to say about Great Britain or



other English speaking 8___. We sing English songs, play different 9___ games. We have great fun in her lessons.

Every pupil 10___ comfortable in the lessons of English. Inna Vasylivna thinks about everyone: those who are bright and those who don't catch up with the rest of the class. She gives extra assignment for the bright pupils while the weaker pupils work on their usual tasks.

We love our teacher. She is the best English teacher in the whole world!

- | | | | |
|--------------------|-----------------|---------------|----------------|
| 1. A book | B subject | C predicate | D teacher |
| 2. A decision | B choice | C reason | D cause |
| 3. A beautifully | B quickly | C carefully | D fluently |
| 4. A pronunciation | B grammar | C writing | D reading |
| 5. A explained | B is explaining | C explains | D will explain |
| 6. A difficult | B simple | C complicated | D complex |
| 7. A laughs | B beats | C explains | D respects |
| 8. A cities | B continents | C countries | D counties |
| 9. A language | B computer | C board | D street |
| 10. A lives | B speaks | C feels | D smiles |

5. Let's discuss the topic of language learning. Answer the following questions.

- How is our language different from animal language?
- Does language make the people of each nationality different?
- What languages do you like or dislike the sound of?
- Compare your own language with English.
- Why do you think there are so many different languages in the world?
- What three languages would you really like to speak, and why?
- What are the most difficult areas of English for you?
- What do you find the easiest to learn in English?



6. Think of and then write 5 pieces of advice for the pupils to be good language learners. There is a model to help you.

Model: In order to speak English well you should learn at least two new words every day. I mean, two new words should be learnt by you every day. You should

LESSON 43

1. Listen to the dialogue and arrange the sentences in the correct order.

- Mary: He looks nice, doesn't he?
 Peter: Hi Mary, yes. I met him in the headmaster's office.
 Peter: I didn't because I had forgotten my textbook.
 Peter: Yes, I think so.
 Mary: I hope so.
 Peter: I hope he won't ask me.
 Mary: Hi Peter did you see our new English teacher?
 Mary: Did you learn your lesson?

**2. Rewrite the sentences in the passive voice.**

1. Jane will buy a new computer. – A new computer will be bought by Jane.
2. Her friend will recite a poem at the concert.
3. Millions of people will visit the museum.
4. Our teacher will check our test papers.
5. You should not do it.
6. They will not show the new film.
7. He won't see Sue.
8. They will not ask him.

3. Use Simple Future Active or Passive of the verbs in brackets to complete the sentences.

Another test in English 1 will be written (to write) tomorrow. It will contain (to contain) five or more exercises. When all the pupils finish writing, the exercise-books 3 _____ (to collect) by the teacher. Our exercise-books 4 _____ (to hand in) to the teacher. She 5 _____ (to take) them home and 6 _____ (to check) them up. They 7 _____ (to return) to the pupils at the next English lesson. We 8 _____ (to get) our tests back and our mistakes 9 _____ (to correct). All pupils 10 _____ (to give) marks for the tests. They 11 _____ (to put) into our school record-books and into the class register-book. I hope I 12 _____ (to give) a good mark. Anyway, I 13 _____ (to see).

4. Read the text and say whether the sentences are true or false. Correct the false sentences.

Schools in Japan

Japanese school pupils spend 240 days a year at school – that's forty-five days more than in the United Kingdom. The school year begins in April. Classes are large with 40-45 pupils in each class. At the end of the school day, all pupils take part in "o soji" – they sweep the classrooms and corridors, empty rubbish bins, clean the blackboards and pick up litter outside the school. Then, the after-school clubs begin.

After-school clubs are very important in Japan. Popular sports clubs are baseball, football and volleyball, as well as traditional



Japanese sports like karate, judo and kendo. Pupils can also take up traditional activities such as calligraphy, origami or others.

Over 60% of Japanese parents spend a lot of money on evening classes in private schools for their children. These classes prepare pupils for entrance exams to university. Private schools are often near railway stations to save travelling time for pupils.

One more thing – when tired Japanese pupils finally get home, they can't waste time on TV or computer games. They have got an average of two hours of homework a day plus three hours on Sundays.

1. British pupils study the same period of time as the Japanese pupils do.
2. The schoolchildren have to tidy the school building.
3. The school year in Japan finishes in December.
4. The schoolchildren in Japan go home immediately after the lessons are over.
5. Private evening classes are quite expensive in Japan.
6. The Japanese schoolchildren are not busy, so they have got much time for leisure.
7. They have got much homework for the weekend.

5. Find the words in the text in exercise 4 with the following meaning.

1. To clean the floor with a brush
2. Rubbish on the ground.
3. To start an activity.
4. Decorative handwriting.
5. Folding paper to make shapes and figures.
6. Exhausted because of hard work.
7. The exams that school graduates take to get a degree.

6. Think of a future new thing in your school. Imagine this new thing and describe it. Use the given questions as a plan. Write your description in the copy book.

- Where will it be located?
- When will it be started?
- What will it be made of?
- How long will it take to build it?
- What will it be called?
- What will it be popular for with the pupils?



LESSON 44

1. Complete the sentences with the correct form of the verbs in brackets.

1. Our school will be _____ (close) on Monday.
2. The letters will be _____ (send) to your grandparents as soon as possible.
3. It will be _____ (do) tomorrow. I promise!
4. Joanne's new book will be _____ (publish) next year.
5. Some good plays will be _____ (put on) at the theatre.
6. Social problems will be _____ (solve) next year.
7. We will be _____ (give) our marks soon. Probably next Monday.
8. This book will be _____ (finish) next week.
9. The teachers will be _____ (give) flowers by their students at the party.
10. The computer will be _____ (use) on Saturday.

2. Let's discuss the topic of home schooling. Answer the following questions.

1. Do you think home schooling is a good idea?
2. What are the advantages of home schooling?
3. What kind of children benefit from home schooling?
4. Do children who are home schooled get the social skills they need?
5. Is home schooling gaining popularity in Ukraine?

3. Listen to the interview and write three unusual things that pupils at Sudbury School do or don't do.

Interviewer: What's happening in the school right now? It's 10 a.m. but most schoolchildren are not in their classrooms like in traditional schools. What are they doing?

Teacher: Well, some are playing basketball or riding their bikes. Most of them love sports. Some are painting pictures. Others are



discussing their last week school trip to the mountains. Some of them are studying traditional subjects, like Biology or Maths. In this way, they

are learning how to work with other people and how to organize their learning.

Interviewer: Who runs the school?

Teacher: We all do. We meet once a week at the School Meeting and we make all the important decisions. Each pupil and each teacher has got one vote.

Interviewer: Linda, what is life like at the school?

Pupil: Well, it's a challenge but we all love it, because I decide what I learn and who teaches me. Many pupils don't go to classes and they don't have traditional subjects. I read a lot and I talk to other pupils and the teachers and we do a lot of things together. We learn things when we need them. At the moment, we are reading a lot about the Middle Ages because we're preparing a play about the history, the clothes and the lifestyles of that time.

4. Read the interview in exercise 3 again. Then answer these questions:

Do you like the idea of this kind of school? Why/Why not?
 Would you like to go to this school? Why/Why not?

5. Read the list of school facilities and then say which of them your school has got/hasn't got. Then say which facilities you would like to see in your school and why. There is a model to help you.

Model: My school hasn't got a swimming pool, but it would be nice to go the swimming pool after classes. Swimming is good for our health and general fitness. Moreover, swimming is a necessary skill for every person.

<i>School facilities</i>	<i>My school has got it</i>	<i>It would be good to have this in our school</i>
Library		
Science laboratory		
Computer laboratory		
Cafeteria/canteen		
Fine arts workshop		
Sports stadium		
Gymnasium		
Swimming pool		
Playground		
Reading room		

Medical clinic		
Audio-visual centre		
Labour lesson workshop		
Concert hall		

6. Look at the pictures and label them. Use the names of school facilities given in exercise 5.



7. Imagine you are a headmaster of your school. Write 5-7 promises of how the school facilities will be renovated. There is a model to help you.

Model: I know our cafeteria needs renovations. There aren't enough chairs and tables. The cafeteria will be redecorated and more tables and chairs will be brought there.



LESSON 45

1. Read or listen to the dialogue and act it out with your partner. Then make up a similar one.

Jane: A lot of top people in America went to prep schools.

Victor: I haven't heard of them. What kind of schools are they?

Jane: They're very expensive, private boarding schools (школа-інтернат), which offer a very high-quality education.

Victor: Why do people spend so much to send their children to them?

Jane: Well one of the main reasons is that so many of their graduates get into the top universities like Harvard, Yale and Princeton.

Victor: Oh, I see.



2. Fill in the blanks with suitable verbs from those suggested in the box.

are, eat, ends, go, is, play, reads, starts, teaches, wear

1. In Great Britain, pupils _____ a uniform.
2. They often _____ to school by bus.
3. The school day always _____ with Assembly.
4. The Head teacher _____ the news.
5. At a break, they _____ with their friends in the school yard.
6. If they _____ late, they must get a late slip.
7. The science teacher _____ in a laboratory.
8. At lunch time, most children _____ a packed lunch.
9. School usually _____ at 3:30 p.m.
10. When a teacher _____ away, the pupils go to the library.

3. Let's discuss the topic of home assignments. Answer the following questions.

1. What comes to mind when you hear the word 'homework'?
2. What kind of homework do you like most?
3. What happens when you don't do your homework?

4. How important do you think homework is?
5. Do you always understand the reasons why the teacher asks you to do a particular homework activity?
6. Do you ever think homework is a waste of time?
7. Do you ever do your homework with friends or ask someone to help you?
8. What was the last piece of homework you really loved doing?

4. Listen to the interview of six pupils on what they like about their schools. Fill in the table with words you hear according to the given categories.



- Jane: What do I like about my school? Um... The computer lab. It's fun to work on the computers. I can also send emails to my friends.
- Steven: I like my school because it's really modern. All classrooms have got computers and projection devices.
- Linda: I love the recreation room. You can relax and talk to friends at lunch time or after school, or you can play video games. It's fun!
- Mark: The cafeteria. It's attractive and the food is very delicious.
- Sally: I like the classrooms. The desks are comfortable, and the classrooms have got whiteboards – a lot nicer than those old blackboards. Some classes have got interactive whiteboards.
- John: I guess my favourite things are the football field and the basketball court. They are both really good.

School items	Desks,
Places / rooms	Computer lab,
Technology	

5. Write 5-7 sentences saying what you like about your school. Use exercise 4 as a model.

6. Mini project.

Your ideal school

1. Think about the following things: location, day school or boarding school, school trips, number of pupils in a class, facilities, uniform or no uniform, school rules, after-school activities.
2. Plan your description:
 General description (location, type of school, uniform, rules, facilities);
 A typical school day (lessons, lunch, breaks);
 After school (clubs, activities, trips, homework).
3. Write your description in three paragraphs. Then present your description to the rest of the class.

Model: My ideal school is near the sea. It's a day school for boys and girls. The pupils may not wear a uniform, but on school festivals a uniform should be worn. There are no rules at this school. The school has got a music studio, a swimming pool and a computer for every student.
 A typical school day lasts for five hours with a half hour break for lunch. The lessons last for 30 minutes.

There is no homework for the pupils. All the tasks are done during the lessons. After school the pupils swim in the pool, or play music in the music studio. The pupils are often taken on exciting school trips to different cities in Ukraine.



LESSON 46

1. There are a lot of idioms in English which use the school words. Read some of them and then match the sentences to the idioms.

a: "the teacher's pet" (the teacher's favorite student)

example: My sister was always the teacher's pet when she was in the first grade at school.

b: "have one's nose in a book" (be reading a book)

example: The boy loves to read and always has his nose in a book.

c: "take the roll" (call the names of students in an attendance book and expect them to answer if they are there)

example: The teacher took the roll and then we started the lesson.

d: "cow college" (a school where farming/agriculture is studied)

example: My cousin plans to go to a cow college when he finishes high school.

e: "count noses" (count the number of people)

example: The teacher stopped to count noses several times during the field trip.

1. Sarah always buys dozens of books. She loves science fiction books, novels and poetry. She always _____.
2. The teacher always _____ before starting the lesson.
3. The teacher always _____ before going back to school after a school trip.
4. Harry is the _____: he always gets good marks and the teacher is very friendly with him.
5. I went to a _____ and I started my own business. I now have got one hundred cows.

2. Let's discuss the topic of human intelligence. Answer the following questions.

1. What is intelligence?
2. What would you say about your intelligence?
3. What can you do to increase your intelligence?
4. Why are some people more intelligent than others?
5. Does school make a person more intelligent?



6. Do you think scientists will create Artificial Intelligence that is greater than our intelligence?
7. Does intelligence make people more attractive?
8. Does speaking English well make you more intelligent than a friend who cannot speak English at all?
9. Who is the most intelligent person you know? Why do you think so?
10. Do you think all world leaders are intelligent?
11. Are we all born with the same level of intelligence?

3. Turn the following sentences into passive voice.

1. They will build a new house next to ours next year. – A new house will be built next to ours next year.
2. Jane will write a composition about the future of Ukrainian schools.
3. I will take some books from the library on Friday.
4. The teacher will check our test papers next week.
5. The headmaster will change our school rules soon.
6. Our English teacher will introduce some changes in our timetable.

4. Read the text and get ready to make up a text about a typical day at school for pupils at your school.

School life for a 13 year old British boy

My School is a mixed 11-18 school. There about 1,150 pupils in my school, including 200 in the eighth form. It is called a Sudbury School and specialises in Computers and Maths. My school has got over 1200 computers.

I am in Year 8 and now I have to decide what GCSEs I would like to start working towards.

Some subjects are compulsory like Maths, English, Science and a foreign language. I am not sure what other GCSEs I will take. This will soon be decided.

My school day. I leave home at 6:45 and walk 20 minutes to catch a bus to school. The bus is a special one just for children going to my school. The journey on the bus takes an hour.

When I arrive at school, I collect my Tablet PC from the Flexi (Flexible Learning Centre). Then I go to my Tutor Room for Registration at 8:30.



We listen to announcements to see what special things are happening at school that day or that week.

At about 8:50 we leave Tutor Room to go to our first lesson. Every day I have got a different lesson. Normally it is Humanities but I also have Maths, Drama and Music, and French on the other days. Each lesson lasts an hour.

All my lessons are in different rooms and places around the school. I have got different teachers for each lesson. I have got a locker where I can store some of my stuff.

Swipe cards. Every pupil carries a swipe card. We swipe into every lesson to let the school know that we have attended that lesson.

On the swipe card there are two stripes, a black and a brown. The brown is to swipe into lessons and the black is to get into the toilets and buildings.

We can put money on our swipe cards instead of carrying cash around when we want to pay for snacks at the canteen.

At 3:10 the school day is over. Sometimes I stay after school for clubs.

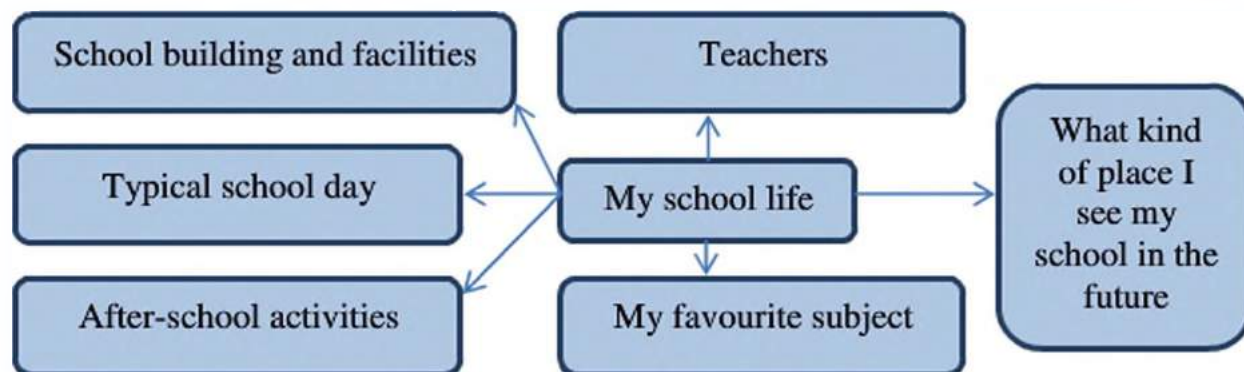
5. Read a description of a school. A new headmaster has decided to change it. Look at the pictures and say what changes will be made. Use the Future Simple Passive.



This school is not a very nice place. There's graffiti on all the walls and the paint is old and ugly. There's litter on the ground outside the school and in the halls. There are no rubbish bins. The school facilities are ugly too. There aren't many trees and flowers. There's no grass because the pupils don't walk on the paths. When the bell rings, there are many pupils outside the classrooms.

Model: This school will be changed into a good place for studies. The walls will be painted and redecorated. The litter will be picked from the ground and rubbish bins will be put in each corner....

6. Speak about your school and your school life. Use the mind map given below.



6. Read the text in exercise 4 and 5 and find the words which mean the following:

1. required by a law or rule
2. an act of travelling from one place to another
3. pictures or words painted or drawn on a wall, building
4. a container that you put litter in
5. something (such as a building or large piece of equipment) that is built for a specific purpose
6. a plastic card that you pass through a piece of electronic equipment that reads the information stored on the card
7. unpleasant to look at, not pretty or attractive
8. the act of officially telling people about something
9. the act or process of entering names on an official list



REVISION LESSONS LESSON 47

1. Guess the word explained by the definition.

Model: a period of time when the children learn – lesson

1. the time between the lessons - _____
2. a list which shows when lessons begin and end - _____
3. a large thing where the teacher writes on with a piece of chalk - _____
4. the material that you write and draw on - _____
5. a small bag for your pens - _____
6. a special word for a child in a school - _____
7. the room where the children and a teacher are - _____
8. the person who looks after the school - _____
9. a formal written, spoken or practical test - _____
10. the people who work at a school - _____

2. Read the poem and learn it by heart.

The Wise Owl



A wise old owl
sat on an oak,
The more he
saw the less he
spoke,
The more he
spoke the less
he heard,
Why can't you
be like that
wise old bird?



3. Read the text. Answer the questions and make up a plan to retell it.

University Cities

Oxford

Oxford is a city, and the county town of Oxfordshire, in South East England. It has a population of 134,248 people. Buildings in Oxford reflect every English architectural period since the arrival of the Saxons.

Oxford is home to the University of Oxford, the oldest university in the English-speaking world and the world's second oldest university. The university is made up of a variety of institutions, including 38 constituent colleges and a full range of academic departments. Being a city university, it does not have a main campus; instead, all the buildings and facilities are located in different places throughout the city centre.

Nowadays, the city is a busy cosmopolitan town. Still with its ancient University, but also home to many businesses and a number of residential areas.



Cambridge

Welcome to Cambridge – home to the famous University, carols in King's College Chapel and the river Cam. Cambridge is a compact city with outstanding architecture old and new. The beauty of its ancient centre is preserved with its walkable medieval streets, college courts, gardens and bridges. Cambridge is easy to get – just 50 minutes from central London. The city's population is 108,863 (including 22,153 students).



Cambridge is best known for the University of Cambridge, which includes the renowned Cavendish Laboratory, King's College Chapel, and the Cambridge University Library. Founded in 1209, Cambridge is the second oldest university in the English-speaking world



and the world's fourth oldest university. Perhaps most of all, the university is renowned for a long and distinguished tradition in mathematics and the sciences. Among the most famous of Cambridge natural philosophers is Sir Isaac Newton, who spent the majority of his life at the university and conducted many of his now famous experiments within the grounds of Trinity College. Sir Francis Bacon, responsible for the development of the scientific method, entered the university when he was just twelve.

1. Which university is older: Oxford or Cambridge?
2. What prominent people were among the graduates of Cambridge?
3. What is the student population in Cambridge?
4. Where is the campus of Oxford university located?
5. What year was the beginning of the history for the University of Cambridge?

4. Let's discuss the topic of language learning. Answer the following questions.

1. How is our language different from animal language?
2. Does language make the personalities of each nationality different?
3. What languages do you like or dislike the sound of?
4. What are your feelings towards your own language?
5. How would you compare your own language with English?
6. Why do you think there are so many different languages in the world?
7. What three languages would you really like to speak, and why?
8. What are the most difficult areas of English for you?
9. What do you find the easiest to learn in English?

5. Change the sentences into the passive voice.

1. Adam will help me.
2. He will help me with money.
3. Jenny will buy a new phone.
4. The baby will break the toy.
5. Will he cook the food?
6. He will not steal the watch.
7. What will you eat for breakfast?
8. She will not iron her skirt.
9. Jack will not post the letter.
10. We will catch the train.

LESSON 48

1. Let's discuss the topic of education. Answer the following questions.

1. What comes to mind when you hear the word 'education'?
2. How important do you think education is?
3. What do you think of the idea of all education being online?
4. In which country do you think you can receive the best education?
5. What is a good education?
6. What do you think of the idea of lifelong education?

2. Read the text and make up a description of your school according to the example suggested in the text.

A Typical English School



Welcome to the virtual tour of Woodlands Junior School.

The school began in the 1983.

The main building of our school is two-storied with four classes on each floor.

Our classrooms are large and every classroom, in the main teaching block, has got its own resource area.

In all classrooms there is a computer, overhead projector, an interactive whiteboard and flip chart.

We have got a well-equipped music room where we play a variety of musical instruments.

We have got an Opportunity Centre for individual and small group work with learning support assistances.

We have got our adventure playground. We are very fortunate to have a large field. Our students enjoy using it for games and cross-country runs.

Many of our children are members of our cross-country running teams. They take part in events across the county.

3. Complete the sentences with a suitable verb in an appropriate form.

1. *I am studying English at school.*
2. We usually _____ to a dialogue.
3. Sometimes, I can't _____ very well because it is noisy in the classroom.
4. The teacher always _____ questions about the text.
5. The pupils try to _____ the questions.
6. Then, we open our books and _____ the text.
7. If we don't _____ some words, the teacher explains them.
8. She usually _____ English but sometimes she needs to translate some words.
9. Finally, we take our pencils and _____ the lesson in our copybooks.
10. We have to _____ at home because we must do some exercises and know our lessons.

4. Use the words in brackets in the Present or Future Simple Passive.

1. Our son ___ (give) sweets only on Saturdays. Not every day.
2. The dishes ___ (wash) every day by Kate. She does it after breakfast.
3. The project ___ (finish) by tomorrow. Don't worry.
4. A new computer ___ (buy) by my sister next week.
5. Some old films ___ (watch) by them every month.
6. I clean my room but the flowers ___ (water) by my younger sister.
7. Don't wear that old hat! You look like a clown and you ___ (laugh) at.
8. New teachers ___ (employ) by the school in two weeks.

5. Use the sentences to write the rules you should follow in the lessons. Use the model.

Model: Be at your seat before the bell rings. – You should be at your seat before the bell rings.

1. Come to class prepared. Have the proper books and writing utensils.
2. Sit up straight in your chair.
3. Raise your hand if you wish to speak.
4. Do not pass notes.
5. Do not talk while the teacher is talking or while another student is speaking.
6. Do not get up from your seat without permission.

LESSON 49

1. Read or listen to the funny school conversations and act them out with your partner.

- A. Teacher to her kindergarten class: "Hurry up or we'll be late!"
 Child: "What's the rush?"
 Teacher: "If we're late, we'll miss your next class!"
 Child: "If you're in such a hurry, go on without us."
- B. Teacher: Why is a math book always unhappy?
 Student: Because it always has lots of problems.
- C. Teacher: Why are you late?
 Student: Because of the sign.
 Teacher: What sign?
 Student: The one that says, "School Ahead, Go Slow."
- D. Teacher: "He killed a person, tell me this sentence in future tense."
 Student: "In future tense, he will go to prison."
- E. Mom: What did you do at school today?
 Mark: We did a guessing game.
 Mom: But I thought you were having a test paper in math.
 Mark: That's right!

2. Match the names of the school subjects with activities.

a) Maths	1) they learn to speak a foreign language
b) Chemistry	2) pupils learn about plants & animal life
c) Geography	3) pupils learn about the past
d) History	4) they learn to sing and play musical instruments
e) Biology	5) pupils learn numbers
f) English	6) they carry out experiments in the lab
g) Music	7) pupils learn about other countries

3. Classroom management phrases. Make up sentences out of the given words.

1. Who's today missing ?	Who's missing today?
2. a of paper. Take sheet	
3. please? window, the Can open I	

4. for What's the English?	
5. don't understand. I	
6. I agree with.....	
7. you please? Can repeat,	
8. Stop on chair! your swinging	
9. your hand! Raise	
10. English? it good Is	
11. I sorry 'm I'm late.	
12. agree Do with...? you	

4. Answer the following questionnaire by putting a True (T) or a False (F) after each sentence. Then report to the rest of the class about the results of the questionnaire.

- A. I often study English, at home, in a library, on the train.
- B. I need English for my work, to pass an exam, to get a job.
- C. I don't like making grammar mistakes when I speak English.
- D. I began learning English because my parents felt it was necessary for the future.
- E. I love speaking English with other learners of the same level.
- F. I go to English conversation classes because I simply want to, not because I have to.
- G. I think my teachers should force me to speak more in conversation class.
- H. I would love to go on a year-long world tour, even if I had little money.
- I. If I don't speak in conversation class, it is because the topic/task is bad.
- J. I watch English-language TV and films in English-even though I understand nothing!
- K. I hate it when one person does all the talking in conversation class.
- L. Quite often, I am happy just to listen to the teacher.
- M. I often feel a little stupid when I talk in conversation class.
- N. I think the teacher is what motivates a student most.
- O. I prefer learning grammar, vocabulary, etc to speaking English.
- P. I wish I could go to a conversation class every day instead of just twice a week.
- Q. Basically, I think a conversation class should be for practising the grammar you have just learnt.
- R. I regularly ask the other students questions and comment on what they say in conversation class.

INTERPRETATION

A, E, F, H, J, P, R = True. This indicates a self-motivated, hard-working learner. It also indicates a desire to socialize, to meet other cultures. This is what language is for. The perfect student: A talker and a worker!

B, D, G, I, K, N = True. There is a strong sense of obligation to learn, which is not self-motivation. Also, this type of learner blames his performance on others/external factors.

C, O = True. This can mean that you are a perfectionist. You pay attention to formal detail. Can be good, but it can also be an obstacle to communication. An anxious talker.

G, I, K, L, N = True. This indicates a degree of passiveness. If you want to talk, don't think about it – act! This learner could also lack self-motivation.

M = True. It happens to everybody at the beginning. But you must get over this after a few classes.

Q = True. This is a big issue. But how can you talk about the world with a few set phrases? You may be a traditional learner expecting a traditional class. Remember, the ultimate aim of English is to communicate.

5. Let's discuss the topic of school life. Answer the following questions.

1. What is your first memory of school?
2. Why do you think it is that many children don't like school?
3. What's the most important thing you have learnt at school so far?
4. Do you think your school days will be the best days of your life?
5. What's the most important thing a school should teach children?
6. Is school too dangerous these days?
7. What's your image of school in other countries?
8. What kind of discipline do you think there should be in schools?



LESSON 50

1. Find out what happens at school. Make up sentences out of the given words.

Model:

1. starts and five. School at o'clock at finishes 7
School starts at five o'clock and finishes at 7.
2. that Ms Today she had so the classroom dirty to cleaners. call 's
was Bunchett
3. cheat the to tried All no exams the students but during
succeeded. one
4. the the schedule, whole Because of every school class Saturday.
have will
5. get for ready students to test. his the asked Mr Pratchett
6. weather. trip The to cancelled due the director bad
7. early school the does morning start ? Why in so the
8. Teachers Fridays correct on their only. copies
9. was us so that hard finished yet Bunchett Ms ! it homework gave
haven't Yesterday the I
10. school in use the cannot cellular phone during class. You the

2. Read the school jokes. Try to remember a funny story from your school life and tell it to the rest of the class.

1. A class went on a school trip to Rome. On Sunday they all went to church and when they came out the teacher said, 'I hope you all behaved well'.
'Oh, yes, sir,' said one girl. 'A kind man offered me a plate full of money but I said, "no thanks".'
2. Our school has a strict dress code.
The only time we can dress the way we like is on Halloween.
3. Teacher: Can you tell me something important that didn't exist 100 years ago?
Pupil: Me!
4. Teacher: Why have you got cotton wool in your ears, do you have an infection?
Pupil: Well you keep saying that things go in one ear and out the



other so I am trying to keep them it all in!

5. Pupil: The art teacher doesn't like what I'm making?
Dad: Why is that, what are you making?
Pupil: Mistakes!
6. Pupil: I don't think I deserved zero on this test!
Teacher: I agree, but that's the lowest mark I could give you!
7. Father: Why did you get such a low score in that test?
Son: Absence.
Father: You were absent on the day of the test?
Son: No, but the boy who sits next to me was!

3. Fill in the blanks with the word that best completes the sentence. Use the dictionary if necessary.

1. I have a lot of very difficult _____ this term.
a. exams b. exam c. examination
2. To _____ means to study hard in a short period of time (usually before an exam).
a. cram b. cram c. crumb
3. I thought that the _____ I wrote for my Spanish Literature class was great, but I only got a C.
a. essay b. article c. work
4. Did you pass? No, I _____!
a. fled b. flipped c. failed
5. A _____ student is someone who already has an undergraduate degree, and is trying to get an M.A., M.S., Ph.D., etc.
a. graduating b. graduate c. gradual
6. A Masters _____ is something you have to write in order to obtain a Masters Degree.
a. theory b. work c. thesis
7. The maximum _____ for undergraduate degree students is 21 credit hours in a semester.
a. course load b. class number c. load
8. A _____ student, is one who doesn't have a full course load.
a. part-time b. part-study c. full-time
9. When you write a _____, you're writing a formal written report that includes both research findings and your own ideas.
a. test research b. paper research c. work
10. She is a very smart girl. She always gets good _____.
a. gradients b. notes c. grades

4. Use the model and complete the sentences.*Model: Rules for students:*

Students must attend their class.
 Students have to do their homework.
 Students aren't allowed to be late for their class.
 Students should concentrate on their class.
 Students can lift up their hand and ask questions.
 Students must not use their cell phones in class.
 Students aren't allowed to gossip.
 Students have to come to class on time.
 Students are required to do their homework.
 Students must respect their teachers.

Rules for teachers

Teachers can't hit students.
 Teachers have to speak loudly and clearly.
 Teachers are required to prepare for the class.
 Teachers must come to class on time.
 Teachers must treat all students equally.
 Teachers have to turn off their cell phones in the class.

Things you have to do:

Students have to _____
 Students need to _____
 Students are required to _____
 Students must _____
 Students should _____

Things you can't do:

Students can't _____
 Students must not _____
 Students shouldn't _____
 Students aren't allowed to _____
 Students aren't permitted to _____

Things you can do if you want.

Students can _____
 Students are allowed to _____
 Students are permitted to _____
 It is OK if students _____
 It is all right if students _____

LESSON 51

1. Choose the word that best completes the sentence.

1. Tom went to *boarding/ grammar* school, so he only came home during the holidays.
2. I believe children should go to a *single sex/ comprehensive* school because it's better for boys and girls to learn separately.
3. Most children go to *state/public* school where education is free.
4. Jane's parents couldn't send her to *grammar/private* school when she was young, because it was very expensive to study there.
5. Eton and Harrow are famous *state/public* schools in Britain.

2. Turn the sentences into the Passive Voice.

1. The Minister of Education will visit the school next week. –
The school will be visited by the Minister of Education next week.
2. Charles Dickens wrote "David Copperfield".
3. Students must wear a school uniform at all times.
4. Have the examiners announced the results of the test?
5. The school publishes the newsletter every month.
6. Someone has broken the window on the first floor of our school building.

3. Fill in the gaps with by or with.

1. The exam hall was filled *with* nervous students.
2. The school was badly damaged _____ the fire.
3. The new gym was opened _____ the mayor.
4. The new school uniform was designed _____ a young local designer.
5. The classroom walls were covered _____ the student's artwork.

4. Read the text and choose the word that best completes the sentence.

As Head Librarian I have got a lot of responsibility. As well as managing a staff of eight 1____, I also supervise all the 2_____ of the library.

This year we have had a large increase in the number of 3_____ students. Due to extra demand for the library time this has created, we've 4_____ our hours. I have also been accepted into the Institute for Learning and Teaching. I see thus as 5_____ of my role in supporting learning and as 6_____ of the teaching role that I have got within the library.



I enjoy the 7 ____ the job provides, though times are hard 8 _____. The budget we have to buy books has remained static for the past three years, yet book prices have not and 9 ____ to magazines and periodicals rise. This leaves me with a number of difficult 10 _____ to make.

- 1. A person B persons C personal D personals
- 2. A operated B operates C operations D operatives
- 3. A medicine B medicines C medication D medical
- 4. A extending B extended C extension D extensioned
- 5. A recognition B recognizing C recognized D recognitional
- 6. A acknowledging B acknowledged C acknowledgingly D acknowledgement
- 7. A variability B variation C varied D variety
- 8. A finance B financial C financially D financed
- 9. A subscription B subscribing C subscribed D subscribes
- 10. A deciding B decided C decision D decisions

5. Match the literature genres with their descriptions.

1. A story about fighting between countries	crime, detective
2. A story about falling in and out of love	adventure
3. A story about spaceships and robots	western
4. A story in which a lot of exciting things happen	fairy tale
5. A story to make you scared	horror
6. A story about witches and princesses	science fiction
7. A story about cowboys and Indians	romance
8. A story about murder and theft	mystery
9. A story about the everyday life of young people	war
10. A story in which strange and unexpected things happen	family

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

atlas, autobiography, cookbook, dictionary, guidebook, manual, play, textbook

- 1. She looked in the ____ for a map of Austria.
- 2. It's a great ____ with lots of good recipes for fish.
- 3. I read the ____ at home before we saw it at the theatre.
- 4. She tells stories about her childhood in her ____.
- 5. If you don't know a word, look it up in a ____.
- 6. I'm not sure how to copy photos from my digital camera to my computer - I'll look in the ____.
- 7. We're using an interesting ____ in our history classes.
- 8. When we went to New York, we stayed at a hotel that we found in the ____.

LESSON 52

1. Look at the pictures and match them with the names of music styles. Complete the table and then practise speaking as it is given in the model.



pop music, jazz, folk music, rock music, Latin music, country music, hip-hop and rap, classical music

love	like	don't care for	can't stand
rock music,			

Model: I love listening to rock music. I like listening to Latin music. I don't care for folk music, but I can't stand hip-hop and rap. My friend has got different tastes in music. He loves listening to

2. Read the book review. In which paragraph does Jane:

- Give her opinion about the book?
- Describe what happens in the book?
- Give brief information about the book and its author?

One of my favourite books is *Northern Lights* by Philip Pullman. It's a fantasy story set in Oxford and it's the first part of a trilogy.

It's the story of a girl called Lyra. She tries to save some children who have been kidnapped by a strange woman called Mrs. Coulter. Lyra and some friends travel north to look for the missing children, who include her best friend, Roger. The ending is very exciting, with an interesting twist.

I liked the book for a number of reasons. The author has created an amazing fantasy world. The story is very gripping and I found it difficult to put down. The characters are convincing. The book is sometimes compared with the *Harry Potter* stories. But I think it's more thought-provoking and less childish. I thoroughly recommend it.

3. Read the review in exercise 2 again and say whether the sentences are true or false. Correct the false sentences.

- | | |
|--|---|
| 1. <i>Northern Lights</i> was written by J.K. Rowling. | 4. Jane didn't like the book. |
| 2. The story is set in London. | 5. Jane thinks the book is much better than <i>Harry Potter</i> . |
| 3. The main character is a girl. | |

4. Look at the words and phrases in the box. How many of them can you find in the review?

I liked the book because ...
In the end, ...
It was written by (author)..
It's a (type of a story)...
It's set in (place)

It's the story of
It was made into a film.
The main character is (name) ..
There is a twist at the end.
I thoroughly recommend it.
The ending is ...

5. Read a short review of "The Lord of the Rings". Use the phrases from exercise 4.

The "Lord of the Rings" is a fantasy story. 1_____ J.R.R. Tolkien. 2_____ an imaginary land called "Middle Earth", and 3_____ a group of hobbits who have to destroy a magic ring. 4_____ called Frodo. 5_____ they succeed in destroying the ring. A few years ago 6_____. Did you see it at the cinema? Anyway, it's a great book – 7_____!

6. Write a review of the book you have recently read. Use the headings to make notes first. Then write your review.

Paragraph 1: General information: title, author and type of the book.

Paragraph 2: Story and characters: Where is it set? Who are the main characters? What happens?

Paragraph 3: Your opinion: Why did you like it? For example:
It's funny/ moving/ exciting/ gripping/ interesting.
It contains lots of interesting characters.
I really wanted to know what was going to happen.
There are lots of surprises.

LESSON 53 (OPTIONAL)

LESSON 54

1. Read or listen to the dialogue. Act it out with your partner. Make up a similar one.

- Jane: Do you like jazz, Victor?
 Victor: No, I don't like it very much. Do you?
 Jane: Well, yes, I do. I'm a real fan of Wynton Marsalis.
 Victor: Oh, does he play the piano?
 Jane: No, he doesn't ! He plays the trumpet. So, what kind of music do you like?
 Victor: I like rock a lot.
 Jane: Who's your favourite group?
 Victor: The Cranberries. I love their music. How about you? Do you like them?
 Jane: No, I don't. I can't stand them!!



2. Read the text and answer the questions.

Music

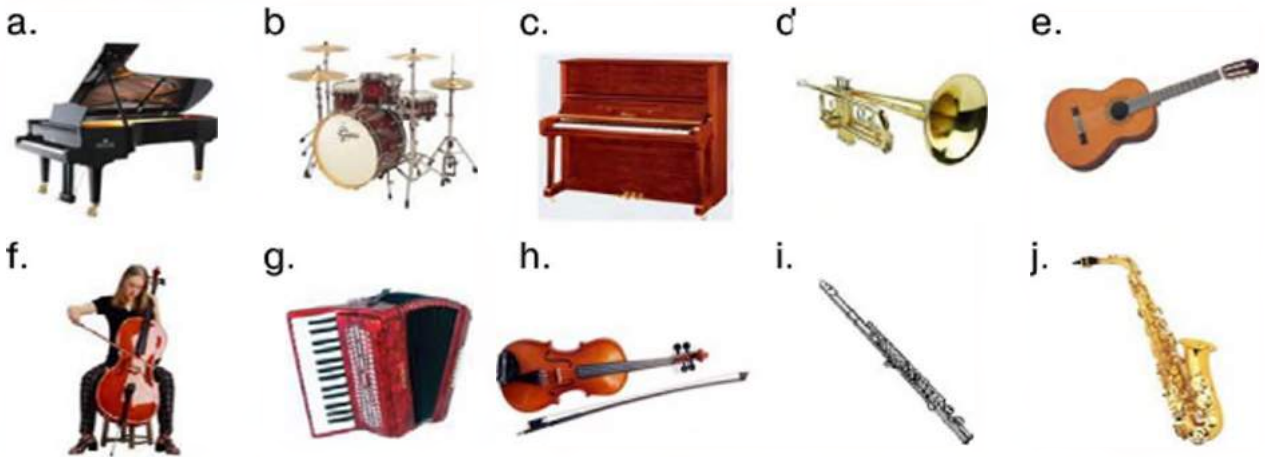
Everybody will probably agree that music plays a very important role in our life. We listen to music every day: concerts on TV or on the radio, or even music accompaniment of the films and advertisement melodies. We often sing when we feel happy, or when we celebrate different holidays.

Most people also like to produce music – to play different musical instruments. Very often girls prefer to play the piano, or the violin, but boys usually play the guitar or the accordion. But some boys choose the drums as their favourite musical instrument.

When many musical instruments play in a band, we call this band an orchestra. Of course, the music of the orchestra sounds the best.

1. What musical instruments can you name?
2. What do we call a band in which many musical instruments play the same melody?
3. What musical instruments do the girls usually play?
4. What musical instruments do the boys prefer to play?
5. Where and when can we listen to the music?
6. What role does music play in our life?

3. Use the words from the box to label the pictures.



4. Use the words from exercise 3 and sort them out into the given categories. Add up more instruments to each category. Use the dictionary if necessary.

Wind / woodwind instruments	flute, ...
Brass instruments	trumpet, ...
String instruments	guitar, ...
Percussion instruments	drums, ...
Keyboard instruments	accordion, ...

5. Guess the names of the musical instruments.

1. This musical instrument is both a stringed and a keyboard instrument. Its ancestor is the harpsichord. It is the ____.
2. This percussion instrument makes a lot of noise. It is the ____.
3. This wind instrument is often used in jazz music. It is the ____.
4. This wind instrument is used by Lisa in the popular series 'The Simpsons'. It is the ____.
5. This wind instrument is very small. It is the ____.
6. This stringed instrument is very popular. It can be electric. It is the ____.
7. This percussion instrument has the form and the name of a geometric figure. It is the ____.
8. This musical instrument produces a very tender sound. It is played by Vanessa May.

6. Think of any musical instrument and write its description. You should include the following:

- What the instrument is;
- What category it belongs to (percussion, wind, brass, etc.);
- What kind of sound it produces (loud, soft, tender, deep, rhythmic, melodic);
- Whether you can play this instrument;
- Whether you would like to learn to play it and why.

7. Correct mistakes in the following sentences.

1. The piano is a percussion musical instrument.
2. The violin belongs to the brass group of musical instruments.
3. Cello is a wind musical instrument.
4. The trumpet has got keys, so it's a keyboard musical instrument.
5. The drums are a string musical instrument.



LESSON 55

1. Together with your partner make a list of places you can hear music without your personal choice.

2. Read the text and say whether you have listed the places mentioned in the text.

Music is all around us – in shopping centres, at football grounds, in taxis, at the gym, and even in hospitals. We can't hide away from it. We also don't have any influence on what to listen. However, we rarely think about who chooses the music, and we have no idea how they decide what music to play.



"It's a science", explains Jim Collins, who is DJ at the Bluewater Shopping Centre. 1 _____. "We usually play music in the dining areas in the shops, entrance halls and the courtyards. There you can hear a whole range of different music, from present day music hits to timeless classic songs".



"I make my selections with the help of the buyers. I consult with them at different megastores. In the morning I usually play some loud music. 2 _____. The busier the shopping centre gets, the more relaxing the music needs to be."

It's difficult to say whether the customers ever listen to the music. Jim knows the answer. He says that once they played a Christmas song at Easter. In a few minutes a huge crowd came to the reception to tell them to change the song.



"I don't think the people care about the music on the football ground, to be honest. 3 _____", says Bill Newman, an announcer at Prenton Park football ground. "As usual, we play *I Feel Good* when our local team score, and then we play *Going Home* when people are leaving the stadium".

Several taxi drivers were asked by music experts as well. What is important for them is to have music playing, but it's not important for them what they listen to. No one complains about that song is played, but the minute it gets too loud, then people complain. 4 _____.

3. Read the text again and fill in the missing sentences 1-4.

- But if we've got a big cup match and we play *We Will Rock You*, they clap.
- They just turn on the radio and listen to whatever comes on.
- It has got more than 27 million visitors who spend over 770 million pounds a year.
- But later on, it's quieter.

Focus on Grammar!**Past Simple Passive**

<i>Form</i>	
<i>Affirmative</i>	<i>Interrogative</i>
subject + form of the verb to be (was/ were) + past participle	form of the verb to be (was/were) + subject + past participle
The book was taken to the classroom.	Was the book taken to the classroom?
<i>Negative</i>	
subject + form of the verb to be (was/ were) + NOT + past participle	
Those songs weren't chosen by DJ.	

4. Read the text in exercise 2 again and find a sentence in the Past Simple Passive. Turn the sentence into the active voice.**5. Look through the text in exercise 2 and answer the questions.**

- When is relaxing music played in shopping centres?
- How do we know that the people actually listen to what is played in the shopping centres?
- How is the choice of music decided on the football ground at Prenton Park?
- What do taxi drivers have to do so that their passengers don't complain?
- Why do you think some people choose to play classical music?

6. Read the poems about music and learn one of them by heart.**Music**

Music brings joy,
to all of our hearts,
It's one of those,
emotional arts.

Sounds of melodies,
that we truly adore,
Brings us pure pleasure,
as our spirits do soar.

Music that touches us,
we can't help but smile,
We're free to choose,
genre or style.

Music clearly,
enlightens our days,
Makes us happy,
in so many ways.

What's your
very favourite tune?
Is it from
that funny cartoon?

Songs are fun,
to listen and dance,
Shake and jump,
when you get a chance.

Play your music,
right after school,
It's not about,
trying to be cool.

When a super fun song,
enters your ear,
You'll get so excited,
suddenly you'll cheer.

Go and pick songs,
that you like the best,
Enjoy your music,
with smiles and zest.

7. Turn the sentences into the passive voice.

1. Who wrote this book? – Who was this book written by? 2. The children rang the bell a few minutes ago. 3. The children forgot the whole story in a few days. 4. Did the president make his speech last night? 5. Who wrote the music to this song? 6. She sang a song. 7. Somebody hit me. 8. She didn't win the prize. 9. They didn't make their beds. 10. I did not tell them. 11. Did he send the letters? 12. Everyone knew them. 13. All the students understood the explanation. 14. Thomas and his brother built that house.

LESSON 56

1. Read the sentences about music. Match the words in bold with the definitions.

1. I prefer songs to **instrumental** music.
2. I love driving a car and **singing along** to the songs on the radio.
3. I am a hopeless singer, so I usually just **whistle** or hum along.
4. I don't really enjoy recorded music on the radio or on CDs. I prefer **live music**.
5. I am not really interested in the lyrics – it's the **tune** that's important for me.
6. Dance music is my favourite – it has got a great **beat**.
7. Sometimes I hear a song and then I can't get it out of my head. It's very **catchy**.



- a. the words
- b. stop thinking about it
- c. make a music noise with your lips together
- d. music composed for instruments, not voices
- e. music played in front of the audience
- f. music played in a studio and put on a CD or tape
- g. melody
- h. sing as you listen
- i. musical pulse or rhythm

2. Complete the sentences with the present or past simple passive of the verb in brackets.

1. How many newspapers ___ (print) in Britain every day?
2. Who ___ (this play / write) by?
3. German ___ (speak) in Germany, Austria, and part of Switzerland.
4. The royal wedding ___ (watch) by millions of people in 2011.
5. Nowadays, a lot of computers ___ (make) in Korea.
6. The *Harry Potter* films ___ (not direct) by Steven Spielberg.
7. How much ___ (paper / recycle) in Poland each year?
8. In the UK, alcohol ___ (not sell) to anyone under 18. It's against the law.

3. Read the text and then say what Britney speaks about herself.

Model: Britney says that her mother noticed a talent in her and...

BRITNEY SPEARS BY HERSELF

About my family...

My mom noticed that I had a talent and really encouraged me to “go for it.” I realized after the Mickey Mouse Club that I loved performing for not only my family, but for everyone who would watch. I really wanted to follow my dream, and my family was always very supportive from the beginning. My parents play a big role in my career. I’m so thankful that they supported and believed in me.

Mom is involved in my website but...she’s a teacher and the people asked her if she would mind writing something. She says it’s very therapeutic for her. But it’s so important that she stays my mom – that she’s not a stage mom. I do my business and when I come home I can just be me and my mum can cook for me. I wouldn’t like it if she was too involved.

The crazy little Jamie...

My little sister Jamie Lynn? She is crazy! When I was little, I was really determined but I was still rather shy and I kept to myself. She’ll tell you flat out that she is the biggest star! I asked her to be in my performance for the Grammy’s, to be the little girl at the very beginning that’s dreaming about being me and she said, ‘You know, if I do that, the next day all these producers will be calling me! I’m just not ready to deal with that!’

My hobbies?

I love to shop! I also love talking on the phone, going to movies with friends and reading romance novels! I also have a deep passion for dancing and singing... but dancing was really my first love!

My favourite songs...

I really like, “From the Bottom of My Broken Heart!” Not that it relates to my life, I just like it! But my personal favourite song is “Sometimes.” So I really want my fans to feel and hear how much these songs mean to me.”

My favourite artists...

I like Michael Jackson, Whitney Houston, Mariah Carey, Prince, Madonna, Monica, Matchbox 20, Natalie Imbruglia, N’SYNC and Backstreet Boys. That’s only a few to mention!



4. Read the text in exercise 3 again and say whether the sentences are true or false. Correct the false sentences.

1. Britney's aunt inspired the girl to take up a singing career.
2. Britney's mother writes comments for the singer's website.
3. Britney's little sister Jamie believes that she sings better than her star sister.
4. Britney can't stand talking to her close people, like friends, on her cell phone.
5. She doesn't have any interests or activities for pleasure.
6. Britney hates all her songs.
7. Whitney Houston was on the list of Britney's favourite singers.

5. Read Britney Spears fact file and make sentences in the Past Simple Passive.

Model: December 2, 1981 – Britney's birthday. – Britney was born on December 2, 1981.

1996	the family moves to New York
1999	"Baby One More Time" brought the first success
2000	Britney releases her second album "Oops! I did it again"
2002	Britney plays a role in her first film debut "Crossroads"
2002	Forbes Magazine names Britney "Hollywood's Most Powerful"
2008-09	Music experts announce her the best selling female artist of the 2000s
2005	Britney gives birth to her first son, Sean.
Feb 2005	Britney won her first Grammy for the single "Toxic" as Best Dance Recording.
Sep 2006	Britney gives birth to her second son, Jayden.

6. Mini project.

1. Choose your favourite music celebrity (singer, musician).
2. Find the information about this person.
3. Make notes about his / her life and the path to fame.
4. Find pictures of this person (music and lyrics if it's a singer, music pieces if it's a musician etc).
5. Make a presentation in front of the class about the person you have chosen. Answer any questions from your classmates.

LESSON 57. MUSIC GENRES

1. Read the text and pay attention to the words in bold. Use the dictionary if necessary. List the music genres that are mentioned in the text.

Model: The following music genres are discussed in the text: pop music, ...

People all over the world love listening to music. They love going to concerts to hear **live** music, and they love listening to **recordings** of their favourite **artists**.

Nearly all of the most important genres of popular music in the last century have come from the USA. This is where African and European musical traditions came together, and it's this mixture of traditions that gave birth to popular music.

Some people love listening to the **melodies** and **lyrics** of **pop music**, and others love moving to the **beat** of dance music. Some prefer the beautiful **harmonies** of **classical music**, and others like the complex **rhythms** of **jazz** or the power and excitement of **rock music**. There are those who like the strong beats and lyrics of **hip hop**, or the music of other **genres** like **country music**, **folk music** and **Latin music**.

2. Match the words with their definitions.

1. beat	a. the combining of musical notes that sound good when played or sung together
2. classical music	b. a genre of popular music in Latin America and Spain that has complex rhythms
3. country music	c. a musical genre in which artists rap over beats and sampled sounds
4. folk music	d. a pattern of beats and sounds that musicians play in time to and dancers move to
5. genre	e. a genre in which artists improvise within a rhythmic and harmonic framework

6. harmony	f. a popular music genre with short, melodic songs that are easy to remember
7. hip hop / "rap"	g. a genre of American music with origins in the rural folk music of Europe
8. jazz	h. the regular pulse in music that dancers move to and audiences clap to
9. Latin music	i. music played at a concert in front of an audience
10. live	j. traditional music from a particular region or country
11. pop music	k. a kind or style of music, movie, TV show, painting, etc
12. rhythm	l. European orchestral and keyboard music that's written by composers

3. Fill in the blanks with the words from exercise 2.

1. Dance music always has got a strong _____.
 2. Jane loves listening to _____, especially the music of Mozart and Beethoven. 3. Many people were surprised when Ray Charles began singing _____. 4. Did you hear any traditional _____ while you were in China? 5. In music classes at school, the only _____ we studied were classical music and jazz. 6. If singers don't sing in _____, it can sound terrible. 7. When my friend wants to listen to hip hop, she always puts on Kanye West. 8. If you want to hear great _____, listen to the recordings of John Coltrane and Miles Davis. 9. I hadn't heard much _____ until I visited Mexico and South America. 10. You don't hear _____ music in dance clubs anymore, only recorded music. 11. My uncle's nearly 60, but he still likes listening to _____. 12. The _____ of African music are



much more complex than those of European music.

4. Read or listen to the dialogue and act it out with your partner.

Jane: Hi, Victor! Victor, can you hear me? I say "Hi!"

Victor: Oh, sorry, Jane. I couldn't hear you. I was listening to music.

Jane: What kind of music is that?

Victor: It's pop music. I love it. It's Enrique Iglesias's best single "I like it".

Jane: I have never heard it.

Victor: It has got a catchy melody. When I first listened to it I kept humming it all day. In 2010 it was a smash hit.

Jane: Oh, I see. Probably I should listen not only to the father Iglesias, but to his son as well.

Victor: Do you mean Julio Iglesias?

Jane: Yes, I do. Latin music is my favourite. I love the upbeat rhythm, its fast tempo. It makes me feel relaxed and happy.

5. Work in pairs. Use the expression in the boxes and make up similar dialogues as the one in exercise 4.

Words describing music: heavy, upbeat, catchy, aggressive, fast, happy, lively, loud, monotonous, relaxing, repetitive, romantic, sad, slow, melancholic, jazzy, funky, orchestral

Expressions: It has got a catchy melody; It has got a fast tempo; It's very cheesy; It's a timeless classic; It brings back memories; It was a smash hit; : It makes me feel relaxed / happy / excited / nostalgic / sad ...;

6. Write 5-7 sentences about your favourite song. Use the expressions from exercise 5.

7. Turn the following sentences into the passive voice.

1. Someone told him to stop behaving like a child.
2. A thief stole my dog.
3. The judge gave him two weeks in which to pay the fine.
4. They make these artificial flowers of silk.
5. They feed the seals at the zoo twice a day.
6. Who wrote it?
7. They showed her the easiest way to do it.
8. Lightning struck the old oak.
9. A jellyfish stung her.
10. What did he write it with? – He wrote it in pencil.

LESSON 58

1. Do you know modern pop singers? Match the photos with the names.



Bruno Mars

Justin Beiber

One direction

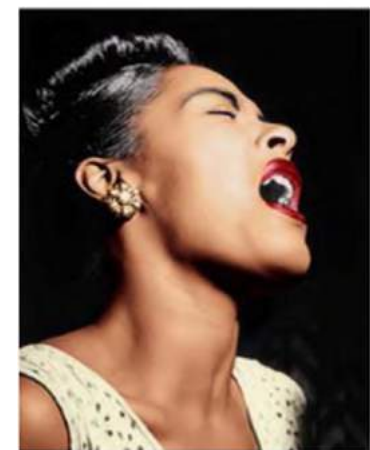
Rihanna

Tylor Swift

2. Read the text and answer the questions after it.

The History of Blues

When millions of Africans were transported to America as slaves in the 18th and 19th centuries, their melodies and rhythms went with them. They knew that singing together made working easier, and it was in these work songs that African rhythms and melodies were preserved until slavery ended in 1856. And when they expressed their feelings by creating new songs, African melodies could be heard in the tunes.



It was this new combination of African and Western music that led to the genre we now call "blues". Some blues songs told stories of heartbreak and pain, and these were often slow and sad. But others were about love, or having fun, and these were **up-tempo** (having a fast beat) and good to dance to. Various blues styles developed over the years, some in small towns of the American south and others in cities like Chicago and New Orleans. But wherever the music was played, listeners heard a sound that influenced almost every genre of popular music, from jazz and **soul** (a style of music that combines rhythm and blues and gospel music) to hip hop. If you'd like to hear some early blues, try searching for the recordings of Blind Willie McTell, Bukka White

and Lightnin' Hopkins. For later blues, try Billie Holiday, Muddy Waters, Howlin' Wolf and John Lee Hooker.

1. When was the beginning of blues?
2. What people created blues music?
3. What kinds of stories were typical of blues songs?
4. What famous blues singers can you name?
5. What music genres were influenced by blues?

3. Read the text in exercise 2 and find the sentences in the passive voice. Turn these sentences into the active voice. Add up the necessary information. There is a model to help you.

Model: When millions of Africans were transported to America as slaves in the 18th and 19th centuries, their melodies and rhythms went with them. – *When the Europeans transported millions of Africans as slaves to America in the 18th and 19th centuries, their melodies and rhythms went with them.*

4. Go round the class and ask your classmates about their music preferences. Then complete the table and present your findings to the rest of the class.

Model: A: What style of music do you like?

B: I like hip hop and rap and some kind of rock.

A: Who is your favourite singer or musician?

B: I often listen to Pink Floyd, Maroon 5 and others.

A: Which is your least favourite music genre?

B: I don't listen to classical music. Rock'n'roll doesn't interest me too. I know many people are crazy about Elvis Presley, but his songs don't sound exciting to me.



Classmate's name and surname	Favourite styles and singers/ musicians	Least favourite genres and singers/ musicians

5. Listen to the CD review and complete the chart.



Enrique Iglesias is one of the most fulfilling artists of the current pop scene. I decided to buy Enrique's Spanish albums after enjoying his English album so much. First of all, I have to say that his Spanish albums are very different from his English one, they contain mostly slow songs, but they're still awesome! Listening to his Spanish stuff made me become an even bigger fan! *Cosas Del Amor* is just breathtaking! If you love gorgeous ballads, then you should buy this album! Enrique's ballads are what fantasies are made of. I've never heard ballads filled with so much poetry and sung so emotionally. I don't know Spanish, but luckily I was able to find translations of the songs so I know what he's singing about. These songs are so romantic and beautiful. "*Nunca Te Olvidare*" has got only a piano and violins in the background; it's stunning, sad, and beautiful. Returning to the CD, it's very good, I highly recommend it.

Singer: Enrique Iglesias _____

Album: _____

Most popular song: _____

Album also includes: _____

Why you recommend the album: _____

6. Mini project: CD review. Think of your favourite CD and write its review. Use the model in exercise 5 and the frame given below.

The singer: _____ The title of the CD: _____

_____ is a(n) _____. He/she is a talented singer with _____ voice. His/her songs are _____.

The most popular song is _____. The album also includes _____. I strongly recommend the CD because _____.

LESSON 59

1. Music is not only about singing. Somebody has to compose melodies. Do you know prominent composers? Match the photos with the names. What can you say about each musician?



A



B



C



D



E



F

1. Fryderyk Franciszek Chopin – D
2. Wolfgang Amadeus Mozart
3. Ludwig van Beethoven

4. Robert Schumann
5. Johann Sebastian Bach
6. Mykola Lysenko

2. Now match each composer's name with the brief notes from their biographies.

1. A German composer, one of the most famous and influential of all composers. His best-known compositions include 9 symphonies, 5 piano concertos, 1 violin concerto, 32 piano sonatas with the most popular Moonlight sonata, 16 string quartets, his great opera, Fidelio. During his last years he went completely deaf but kept writing music.

2. Born in Salzburg, he showed music ability from his earliest childhood. He was competent on keyboard and violin by age five, and he composed from the age of five and performed before European royalty. He composed more than 600 works. The circumstances of his early death are still a myth.

3. A Polish composer and a virtuoso pianist of the Romantic era, who wrote primarily for the solo piano. At the age of 21 he settled in Paris and during the last 18 years of his life, he gave only 30 public performances. He supported himself by selling his compositions and teaching piano, for which he was in high demand.

4. A German composer and influential music critic. He left the study of law, intending to pursue a career as a virtuoso pianist, but a hand injury ended this dream. He then focused his musical energies on composing.

5. A German composer and organ musician of the Baroque period. His compositions include the Brandenburg Concertos, the Goldberg Variations, the Mass in B minor, two Passions, and over three hundred cantatas. He is now generally regarded as one of the greatest composers of all time.

6. A Ukrainian composer, pianist, conductor and ethnomusicologist. During his time at Kiev University, he collected and arranged Ukrainian folksongs, which were published in seven volumes. One of his principal sources was the kobzar Ostap Veresai (after whom he later named his son).

3. Work in pairs. Ask and answer the questions given below.

1. Have you got music classes at school? Do you like them?
2. Can you play a musical instrument? Which? How well?
3. Can you read music note sheets? How well?
4. Have you got a good singing voice? What sort of songs do you like singing?
5. Can you recognize music written by any classical composers? Which ones?
6. How many musical instruments from an orchestra can you recognize or name? Which ones?

4. Read the text about Wolfgang Mozart and put the paragraphs a-g in the correct order. Then complete the blanks with the correct linking words from the box.

“Music is my life and my life is music. Anyone who does not understand this is not worthy of god.” – W. A. Mozart.

a. _____, despite his fame he struggled to manage his finances and moved between periods of poverty and prosperity. Mozart earned a substantial sum from his successful operas, but he was extravagant in spending and often ended up in financial difficulties.

b. Mozart was born in Salzburg to a musical family. From an early age, the young Mozart showed all the signs of a prodigious musical talent. By the age of 5 he could read and write music, and he would entertain people with his talents on the keyboard. _____ he was 6 he was writing his first compositions. He wrote his first opera, *Mitridate Re di Ponto*, in 1770 when he was only 14 years old.

c. _____ in 1782, he married against the wishes of his family; he had 6 children but only 2 survived infancy.

- d. Mozart was very productive until his health got very bad and he _____ died of kidney failure in 1791, aged 35.
- e. The work of Mozart is epic in scope and proportion. He composed operas, symphonies, concertos, and single pieces for the piano. In the beginning of his career, Mozart had a powerful ability to learn and remember from the music he heard from others. But, as he matured he developed his very own style and interpretations.
- f. _____ Mozart was brought up a Roman Catholic, some of his greatest works are religious in nature.
- g. _____ his childhood, he would frequently tour various palaces around Europe playing for royal guests. _____ he was 17, he accepted a post as a court musician in Salzburg, _____ in 1781, he moved permanently to Vienna where he stayed for the rest of his life. In Vienna, he became well known and was often in demand as a composer and performer.

5. The language of music can be often found in many idioms. Match the idioms with their meaning. Use the dictionary if necessary. Make up your own sentences with each idiom.

Model: face the music – to accept criticism or punishment for something you have done.

Example sentence: *If she lies to me, then she'll face the music.*

face the music	to tell everyone proudly about your achievements
music to my ears	making very small changes to something in order to make it work as well as possible
rings a bell	to change your opinion completely, especially because you know it will bring you an advantage
fine tuning	to accept criticism or punishment for something you have done
blow your own trumpet	to decide how to deal with a situation as it develops, rather than acting according to plans made earlier
change your tune	to be something that you are very pleased to hear
play it by ear	something, esp. a name, is familiar to you

LESSON 60

1. Read or listen to the interview with Ruslana in 2005. Then say the following:

What countries did she visit?

What awards did she get?

What music genres does she like listening to?

Interviewer: At what point in your life you are now, at the time when you are giving this interview?

Ruslana: I am ambitious and have got enough potential to move forward. I am working for the future, and not just enjoying the fame.

I have got great ideas for new shows, new arrangements, new songs and costumes.

Interviewer: Lately, you've been travelling and touring a lot, giving press conferences and meeting people. What have you gained in these travels?

Ruslana: A lot of things, but the main one — a lot of experience. Experience is not something that you can gain sitting at home. I've learnt a lot of things about the world. In some countries I've become quite well-known. In Turkey, for example, they gave me the Person of the Year Award which is usually given only to the Turks — and I'm a foreigner. Also, in Turkey they welcomed me with a huge picture made of flowers which said, Ruslana, we love you! In Israel, Greece, and Cyprus I was given a very warm reception, and in Germany, Sweden and Belgium there are many Ruslana fan clubs. I've established good relations with journalists and even with some officials. I've been given presents; I've received invitations to come to stay at resorts as a way of appreciation.

Interviewer: Which music — apart of your own, of course — do you like best?

Ruslana: I like "ethnic music" — folk music of Serbia, Turkey, Moldova, Rumania, Hungary. But lately I've begun listening to classical music too — after all, I was educated



at a music conservatory! Verdi's Requiem, Brahms' Second Concerto for the Piano and Orchestra, Beethoven — but everybody likes him. And also I like hard rock, real hard.

Interviewer: Did you get to meet any celebrities or stars?

Ruslana: I did. Celine Dion was one of them. I met many stars in Las Vegas, at the awards presentation ceremony when I won the World Music Award as a pop singer who had sold the greatest number of CDs with her music outside her country.

Interviewer: How does Ukraine look to you after all your travels?

Ruslana: I began to understand the Ukrainian mentality and psychology much better. And I saw how beautiful my country is.

Interviewer: Do you think you'll preserve your "wild" image throughout your career?

Ruslana: I'm a person who is experimenting and fantasizing all the time. The energy of the Carpathian folk culture and music gives me many ideas and it will take many albums to get these ideas implemented in music. And I think the spirit of Wild Dances, the spirit of freedom and naturalness will stay with me forever.

2. How can you characterize Ruslana on the basis of what she says in the interview? There is a model to help you.

Model: I think, Ruslana is an ambitious person. She seems very hard-working. She also looks

3. Listen to the story of "Wild Dances" and fill in the fact file of the song. Then try to retell the story on the basis of the information you have got in the table.

"**Wild Dances**" is a single by Ukrainian singer-songwriter Ruslana. The song won the Eurovision Song Contest 2004 held in Turkey with an amount of 280 points.

After qualifying second for the Eurovision Song Contest 2004, it scored a total of 280 points in the final, making it the first and only victory for Ukraine. With a mixture of English and Ukrainian lyrics, "Wild Dances" had the distinction of becoming the first Eurovision winner to be sung at least partly in a language other than English since the rule-change of 1999, when countries were allowed to sing in

a language of their choosing, rather than one of their official languages. With this win, Ukraine became the third ex-USSR member to win the Contest after Estonia and Latvia having previously done so. The song was remembered for an energetic performance, which Ruslana gave in a leather costume, inspired by ethnic tradition of Ukraine. The work on the song lasted for about 3 months. Editing and sound engineering was done by Ruslana together with specialists from Kiev, London and New York.

<i>The year of Eurovision</i>	<i>The country which hosted the contest</i>	<i>The number of points the song got in the final</i>	<i>The languages of the lyrics of the song</i>	<i>The other former USSR countries which won Eurovision</i>	<i>The duration of work on the song</i>

4. Read the lyrics of «Wild Dances». Find the music for the song. Sing it together with your teacher and fill in the missing words. Translate the song into Ukrainian.

Wild Dances

Just maybe I'm 1 _____,
 The world spins round and round and round
 Shi-di-ri-di-duy, shi-di-ri-di-da-na
 Shi-di-ri-di-duy, shi-di-ri-di-da-na.
 I want you to want me as I 2 _____
 Round and round and round
 Shi-di-ri-di-duy, shi-di-ri-di-da-na
 Shi-di-ri-di-duy, shi-di-ri-di-da-na.
 Forever and ever go, go, go wild dancers!!!
 Day-na-day-na, wanna be loved,
 Day-na, gonna take my wild 3 _____,
 Day-na-day-na, 4 _____ above,
 Day-na-da-na-da, I'm wild 'n' dancing.
 Hey!
 Desire, inside two,
 My 5 _____ spins round and round and round
 Shi-di-ri-di-duy, shi-di-ri-di-da-na
 Shi-di-ri-di-duy, shi-di-ri-di-da-na



5. Read the text and fill in the gaps with the words that best complete the sentences.

Ruslana Stepanivna Lyzhychko (born 24 May 1973), known as **Ruslana**, is a World Music Award and Eurovision Song 1_____ winning singer, holding the title of People's Artist of Ukraine. Ruslana was the UNICEF Goodwill Ambassador in Ukraine in 2004-2005. She is recognized as the most 2_____ Ukrainian female solo singer internationally and was 3_____ in the top 10 most influential women of 2013 by the Forbes magazine. The U.S. Secretary of State honoured her with the International Women of Courage 4_____ in March 2014.

She is a singer, songwriter, producer, musical conductor, multi-instrumentalist, dancer, voice actress and social activist. She writes, 5_____ and produces her own songs and music videos.

She won the 2004 Eurovision Song Contest with the song *Wild Dances* and received 280 points, which at that time was a 6_____ of points. Following her 7_____, she rose to fame in Europe and became one of the biggest pop stars from the Eastern part of the continent. Her winning song *Wild Dances* has dominated the European 8_____ for 97 weeks peaking at number one in Belgium for 10 consecutive weeks. Her Eurovision winning song was included on the official 9_____ called *The Very Best of Eurovision* at the celebration of the 60th 10_____ of the contest.

Her repertoire includes songs performed mainly in Ukrainian and English, but she also recorded songs in Spanish and Latin languages.

- | | | | |
|----------------|---------------|----------------|-------------|
| 1. A festival | B competition | C championship | D contest |
| 2. A rich | B happy | C successful | D kind |
| 3. A included | B chosen | C selected | D consisted |
| 4. A medal | B award | C prize | D diploma |
| 5. A creates | B rewrites | C listens | D composes |
| 6. A peak | B top | C best | D record |
| 7. A defeat | B victory | C win | D fight |
| 8. A tables | B tops | C lists | D charts |
| 9. A album | B single | C lyrics | D song |
| 10. A ceremony | B festival | C anniversary | D holiday |

LESSON 61

1. Read or listen to the interview. Act it out with your partner. Then with your partner make up a similar interview.

- Victor: What's your favourite music?
 Jane: It's disco music.
 Victor: Do you know when disco music started?
 Jane: Oh, back in the 1970s, I think.
 Victor: I see. How many disco CDs have you got?
 Jane: Oh, hundreds. I have lost count of them!
 Victor: Where do you keep them?
 Jane: On the shelves in my room.
 Victor: Which was the first disco record you bought?
 Jane: Oh, I can't remember.
 Victor: Which piece of disco music do you like most?
 Jane: I guess it's *Lost in Music* by Sister Sledge.
 Victor: How often do you listen to it?
 Jane: Not very often. I have got much homework.



2. Read the text about a prominent Ukrainian composer. Pay attention to the words in bold. Say whether the sentences after the text are true or false. Correct the false ones.



Mykola Vitaliyovych Lysenko (22 March 1842 – 6 November 1912) was a Ukrainian **composer**, pianist, **conductor** and **ethnologist**.

Lysenko was initially a student of Biology at the Kharkiv University, studying music privately. On a **scholarship** which he won from the Russian Music Society he took further professional music studies at the Leipzig **Conservatory**. It is there that he understood the importance of collecting, developing and creating Ukrainian music rather than following the work of Western classical composers.

On his return to Kiev he continued to create Ukrainian theme **compositions**. His approach to composition was not supported by the Russian Imperial Music Society which promoted a Great Russian cultural presence in Ukraine. As a result Lysenko broke his relationship with them, never composed any music set to the Russian language. He also didn't allow any translations of his works into the Russian language. The Ems Ukaz, which **banned** the use of Ukrainian language

in print, was one of the **obstacles** for Lysenko; he had to publish some of his works abroad.

In order to improve his **orchestration** and composition skills the young Lysenko traveled to St. Petersburg where he took orchestration lessons from Nikolay Rimsky-Korsakov in the mid-1870s, but his Ukrainian national position and **hate** for Russian autocracy stopped his career. He supported the 1905 revolution and was in prison in 1907. In 1908, he was the head of the Ukrainian Club, an association of Ukrainian national public figures in Kiev.

For his opera Lysenko insisted on using only the Ukrainian language. Tchaikovsky was impressed by Lysenko's *Taras Bulba* and wanted **to stage** the work in Moscow, but Lysenko didn't allow this to happen, because he didn't want to stage it in Russian.



In his later years, Lysenko raised funds to open a Ukrainian School of Music. Lysenko's daughter Mariana **followed** in her father's **footsteps** as a pianist, and his son Ostap also taught music in Kiev.

1. M. Lysenko was a musician by his university education.
2. The composer realized the importance of folk music in Germany.
3. Lysenko's love for Ukrainian music and culture was greatly welcomed by the Russian authorities.
4. He paid the price for his beliefs by getting into prison.
5. Lysenko had good relationship with Russian musicians.
6. Lysenko's *Taras Bulba* was staged in Moscow.
7. The composer's children continued his music career.

3. Answer the questions about Mykola Lysenko.

1. How did Lysenko manage to study in Leipzig?
2. What did he learn from his experience in German conservatory?
3. What was the result of controversy between Lysenko and the Russian Imperial Music Society? What problems did Lysenko meet with because of that controversy?
4. Where did Lysenko improve his skills of composition and orchestral music playing?
5. Why wasn't *Taras Bulba* staged in Moscow?
6. How many children did M. Lysenko have?

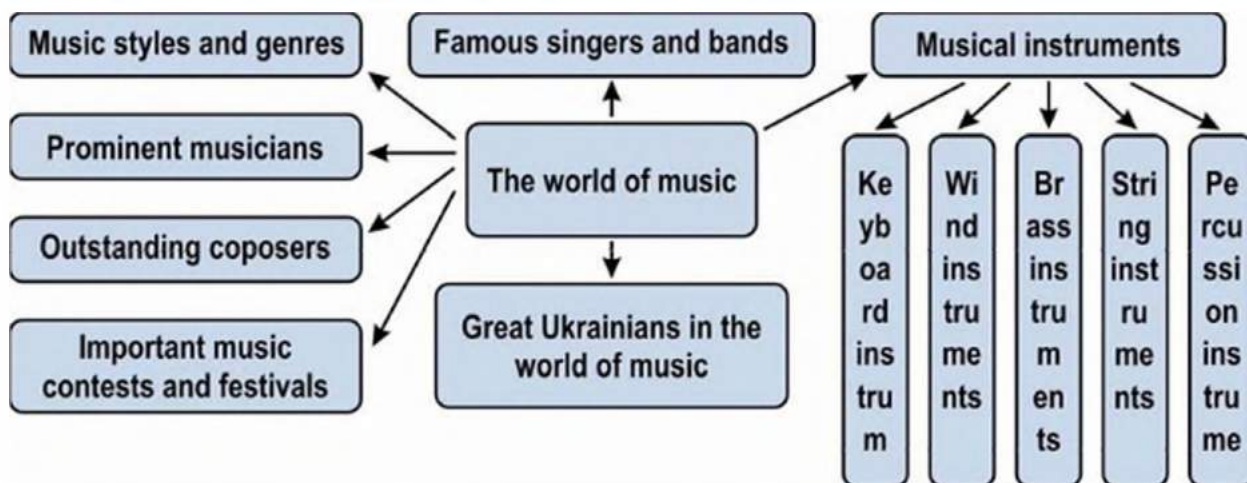
4. Read the text in exercise 2 again and find the words which mean the following:

1. something that makes the process difficult to go on
2. a sum of money granted to a student for his/her studies
3. to imitate another person
4. to produce (a play, performance) on a stage
5. a school of music
6. to prohibit, not to allow
7. a person who directs an orchestra or chorus
8. intense dislike

5. Put the following sentences into the passive voice.

1. Does the idea interest you?
2. The lawyer gave him the details of his uncle's will.
3. Beavers make these dams.
4. Most people opposed this.
5. Anyone with the smallest intelligence could understand these instructions.
6. We shall not admit children under sixteen to watch this film.
7. A rainstorm flooded the camp.
8. The howling of wolves kept him awake all night.
9. Ms. Hopkins invited her to dinner.
10. Thomas Edison invented the phonograph.
19. Water surrounds an island.
11. A maid will clean our hotel room.
12. A doctor examined the sick child.
13. The police arrested James Swan.
14. A large number of people speak Spanish.
15. The secretary will answer the phone call.
16. The teacher's explanation confused Carlos.
17. My mistake embarrassed me.
18. Helicopters fascinate children.
19. Shakespeare wrote *Hamlet*.
20. This news will amaze you.

6. Use the mind map to speak about music.



REVISION LESSON

LESSON 62

1. Agree or disagree with the given statements. There is a model to help you.

Model: Shopping centres would be nicer without music. – I don't agree completely. People spend much time shopping. It would be boring to walk around the shop for several hours without pleasant music on. Moreover, there are many people in big shopping centres. They make much noise. Without music this noise would be dreadful to hear.

1. MP3 players are cheaper than they used to be.
2. Classical music is more relaxing to listen than dance music.
3. The piano is harder to learn to play than the guitar.
4. CDs should be less expensive than they are.
5. Films are as enjoyable as music.
6. Music isn't as important as many people say it is.

2. Use the words to write questions for a pop quiz. Then try to answer the questions. Use the words who, which, or that.

1. Name / female pop star / sold more records than any other woman? – *What is the name of the female pop star who has sold more records than any other woman?*
2. Band / Number One song in the USA was *I Wanna Hold Your Hand*?
3. Name / country / Bob Marley was born?
4. City / Nirvana and Pearl Jam formed?
5. Title / the most famous song / The Rolling Stones played?
6. Instruments / are used by every rock band?

3. Turn the following sentences from passive into active.

1. Was the window broken by him?
2. Where could such fine art be found?
3. Why was your servant abused by you??
4. Was your purse stolen by anyone?
5. Were your feelings hurt by anyone?
6. Were you invited by Alice?
7. By whom was the snake killed?
8. Why were you punished by him?
9. Who was laughed at by you?

4. Use the words and expressions from exercise 5 (lesson 55) to describe the following pieces of music. Find their songs in the Internet and match the pictures of CDs with the names and songs.

1. Sorry by Justin Beiber
2. Cake by The Ocean by DNCE
3. Hands to Myself by Selena Gomez
4. Out of the Woods by Taylor Swift
5. Work by Rihanna
6. HELLO BY ADELE
7. Something in the Way You Move by Ellie Goulding
8. Perfect by One Direction



5. Correct mistakes in the given statements.

Model: classical music – a pattern of beats and sounds that musicians play in time to and dancers move to. It's incorrect. Classical music is a European orchestral and keyboard music that's written by composers.

- | | |
|---|---|
| 1. country music – a genre of popular music in Latin America and Spain that has complex rhythms | 2. folk music – a genre in which artists improvise within a rhythmic and harmonic framework |
| 3. hip hop / "rap" – a popular music genre with short, melodic songs that are easy to remember | 4. pop music – a genre of American music with origins in the rural folk music of Europe |
| 5. jazz – a musical genre in which artists rap over beats and sampled sounds | 6. live music – traditional music from a particular region or country |

6. Speak and then write about your favourite music genre. There is a model to help you.

Model: My favourite style of music is pop music, because it is breathtaking and full of energy. When I listen to pop music it makes me remember happy moments and forget the problems of everyday life. It helps me to relax when I'm tired, and entertains me when I'd like to have fun.

LESSON 63

1. Listen to the presentation about Shakira and do the quiz.

Shakira Isabel Mebarak was born on February 2, 1977 in Barranquilla, Columbia. When she was a little girl Shakira was very talented, she sang and wrote poetry and stories. She wrote her first song at the age of eight. Her first album, *Magia*, was recorded at the age of thirteen. Shakira says her music is a combination of different cultures and styles. Her native Columbian music is reflected in her songs. She also loves Arabic music because her father is Lebanese (he is from Lebanon). She sings mainly in English and Spanish. Shakira's musical variety and talent for languages make her a very international singer and songwriter.

1. What is the name of the city Shakira was born?

- a. Bogota b. Cartagena c. Barranquilla

2. What age was Shakira when she wrote her first song?

- a. 8 b. 12 c. 18

3. When was her first album recorded?

- a. when she was 10 b. when she was 13 c. when she was 20

4. What nationality is Shakira's Dad?

- a. American b. Japanese c. Lebanese d. Spanish

5. What languages does Shakira use while singing?

- a. Spanish b. English c. Spanish
and English and Columbian and Arabic

6. What is Shakira's second name?

- a. Isabel b. Lisa c. Louise

2. Read the story and say whether the sentences are true or false. Correct the false sentences.

Louise Farrenc (1804-1875) came from a family of artists but decided to take up music. At seventeen, she married another musician and they had a daughter. In her twenties, Louise started to compose music and her works were popular around Europe. In 1842, she became the first woman teacher at the Paris Conservatory. Louise's daughter was a brilliant pianist and often performed her mother's works. When her daughter died young, Louise stopped composing music forever.

1. Louise Farrenc was born to a family of musicians.
2. She married a man who was good at painting.
3. She, as well as many other women, taught music at the Paris Conservatory.
4. Her daughter played the piano perfectly.
5. Louise refused to compose music because of her teaching career at the Paris Conservatory.

3. Look at the pictures of national Scottish and Ukrainian musical instruments. Can you name them? Say what category of musical instruments they belong to (percussion, brass, string, etc.). Describe the kind of sound they produce.

Model: The Scottish national musical instrument, .., produces a loud voiced sound, while the Ukrainian produces a very gentle quiet sound. It also... .



4. Complete the sentences with the correct form of the verbs (active or passive) in brackets.

In prehistoric times, huge herds of horses (*live*) _____ throughout the Americas. But then, for some unknown reason, they (*disappear*) _____ completely from North and South America. Even though the early horses (*die*) _____ out of the Americas, they (*survive*) _____ in Asia. Long ago, horses (*domesticate*) _____ by central Asian nomads. At first, horses (*use*) _____ in war and in hunting, and oxen (*use*) _____ for farming. Later, horses also (*become*) _____ farm animals. These animals (*reintroduce*) _____ into the Americas by Spaniards in the early fifteenth century. Spanish explorers (*come*) _____ in ships to the New World with their horses on board. When the explorers (*return*) _____ to Spain, they (*leave*) _____ some of their horses behind. These (*develop*) _____ into wild herds. Native American tribes in the western plains (*begin*) _____ to use horses around 1600. Wild horses (*capture*) _____ and (*tame*) _____ for use in war and in hunting. In the 1950s there were several million wild horses in North America, By the 1970s, that number had become less than 20,000. The wild horses (*hunt*) _____ and (*kill*) _____ principally for use as pet food. Today in the United States, wild horses (*protect*) _____ by law. They (*can kill, not*) _____ for sport or profit. What is your opinion? (*Should protect, wild horses*) _____ by law?



5. Write ten sentences in the Past Simple Passive describing what happened last month.

Model: My favourite cup was broken by my younger sister last week.

I was given a good mark in French yesterday.

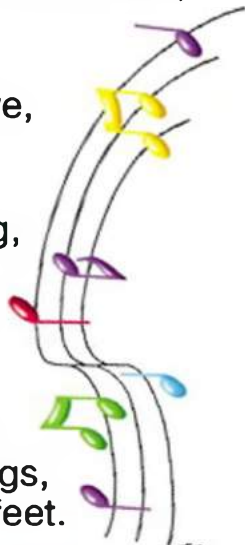
My mother was sent to an important business trip two weeks ago.

LESSON 64

1. Read the poems and learn one of them by heart.

Music is Fun

Music is wonderful,
and so much fun for me,
When I sing, dance, and listen,
I feel very free.
When I'm dancing,
I think of a new move,
As I practice,
I gradually improve.
Singing is something,
I constantly do,
Even when,
I'm tying my shoe.
Listening to music,
is so fun and sweet,
When I hear my songs,
they wake both my feet.

**Enjoy music!**

It doesn't matter,
which instrument you play,
As long as your hair,
is invisible or grey.

I'm not saying,
old musicians are best
Some actually require,
help getting dressed.
It all comes down,
to the art of the tune,
If you sing softly,
you'll know how to croon.

Look at your lyrics,
you may need to change.
Some just may seem,
a little bit strange.

Those that master,
the low and high pitch,
Have a good shot at becoming,
famous and rich.

But if all fails,
continue to enjoy,
Because music to the ears,
is a beautiful toy.



2. Match the pictures with the words.

Instruments

string	a. cello, b. viola, c. violin, d. acoustic guitar, e. bass, f. ukulele, g. electric guitar, h. mandolin, i. harp, j. banjo
wind	k. flute, l. piccolo, m. clarinet, n. oboe, o. bassoon, p. saxophone, q. recorder
brass	r. trombone, s. French horn, t. trumpet, u. tuba
percussion	v. kettle drum, w. bongos, x. conga, y. drums, z. cymbals, aa. xylophone
keyboard	bb. organ, cc. digital /electric piano, dd. grand piano, ee. synthesizer, ff. accordion



3. Read the text about Sviatoslav Vakarchuk and his band “Okean Elzy”. Put the paragraphs a-e in order. Make a fact file for the pop star.

- In 2003 Sviatoslav had become an Honorary Ambassador of Culture in Ukraine. In 2005 he became a Goodwill Ambassador for the United Nations Development Programme.
- Vakarchuk supported the Orange Revolution (2004) and the Revolution of Dignity (2013-2014). He is now involved in many social and cultural projects. He is one of the most successful musicians in Ukraine and has got a degree in theoretical physics. He has released 9 studio albums together with his band, “Okean Elzy”.
- Sviatoslav speaks Ukrainian, Russian, English and Polish fluently. He answered all questions correctly and won the grand prize (1 million hryvnias) for the first time on the Ukrainian version of Who Wants to Be a Millionaire? He donated his winnings to orphanages in Ukraine.
- Slava Vakarchuk (born May 14, 1975) is the lead vocalist of “Okean Elzy”, the most successful rock band in Ukraine. His father, Ivan

Vakarchuk, is a professor of physics at Lviv University and the former Minister of Education and Science in Ukraine.

- e. In support of their latest album “Zemlia” in spring 2013, the band went on a stadium tour throughout cities in Ukraine, Russia, Belarus, USA, Canada, and a number of countries in Western Europe. In the summer of 2014, “Okean Elzy” performed a number of concerts on the biggest stadiums in Ukraine. These concerts were dedicated to the band’s 20th anniversary. Their performance in Kyiv on Olympiyskiy Stadium brought over 75 thousand people, which broke the record for the largest amount of people attending a concert by a Ukrainian band.



4. Answer the questions using passive constructions.

1. What foreign languages were you taught at school.
2. What should someone be given when he’s hysterical?
3. In a cross-examination, who is asked what by whom?
4. Wages or a salary – which is a teacher paid?
5. What is a patient given before an operation?
6. If you wrote to a school for information, what might you be sent?
7. What would you most resent being told?
8. What opportunity would you like to be offered?
9. How much is a Member of Parliament paid in your country?
10. What would you need to be lent if you were hard up?

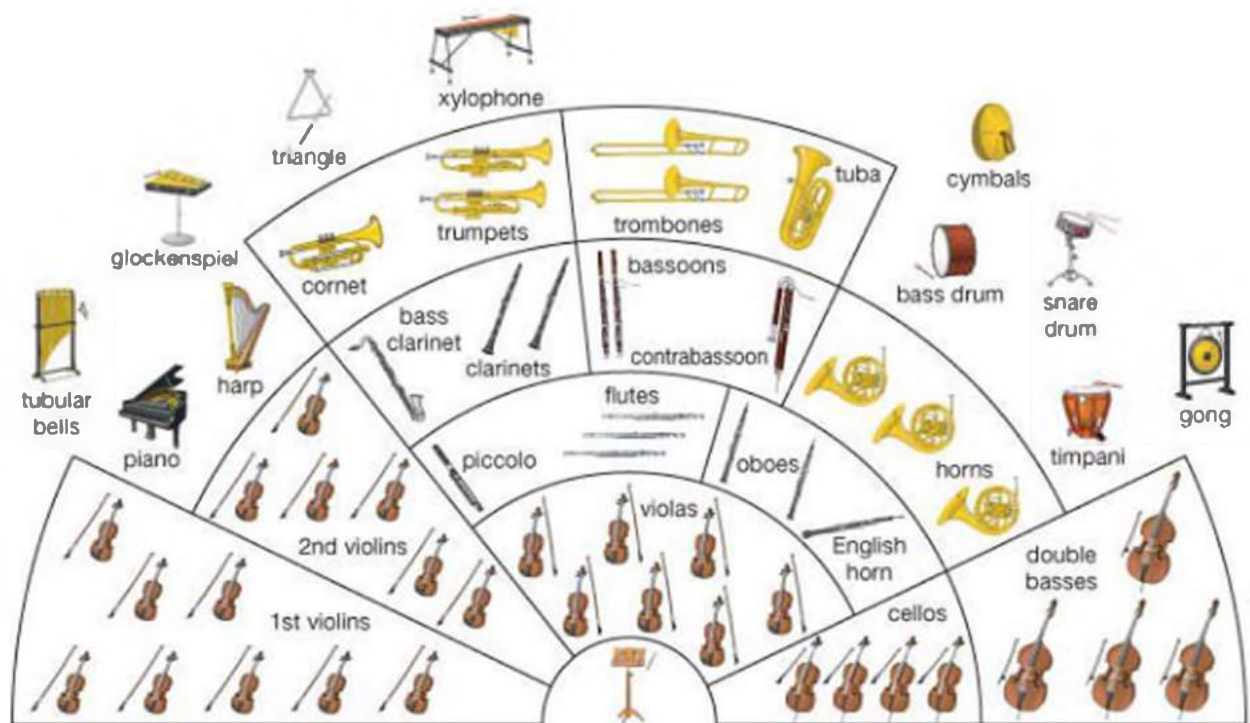
5. Find the lyrics of your favourite song by Slava Vakarchuk and “Okean Elzy”. Find the melody of this song in the Internet. Translate one stanza (куплет) into English and then sing your English version to the music. Write your translation in your copy book.



LESSON 65

1. Use the picture of the orchestra structure and describe the position of instruments and musicians in the orchestra pit.

Model: In the front left hand corner of the orchestra pit, the first violins are usually located. In the back left hand corner of the pit, the piano can be positioned and also percussion musical instruments are played there. In the



2. Change the following sentences from passive into active construction.

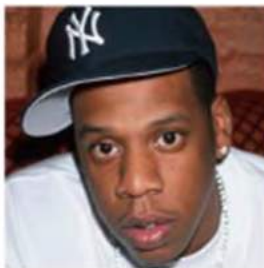
1. The ship was put into quarantine and passengers and the crew were forbidden to land. 2. My paintings will be exhibited for the first time by New Arts Gallery. 3. Someone will be found to take her place. 4. He was made to give his passport. 5. Why wasn't the car locked and put into the garage? 6. The stones were thrown by the student 7. The football player was kicked on the leg by a member of the opposing team. 8. The fire was finally got under control. 9. The problem of school education will be discussed tomorrow at the teachers' meeting.

3. Read the text about Glastonbury festival and say whether you would like to go and see such an even? Why/ Why not?

The first Glastonbury Festival took place in 1970 and was organised by Michael Eavis, who still runs the festival now on his farm in Somerset in the south-west of England. Michael charged people just J1 to enter, and the ticket included free milk from the farm. Only 1,500 people attended on that



occasion, but this number has grown greatly since then. In 2011, there were approximately 100 times more people in the crowd and tickets, which cost J195 each, sold out within 4 hours. The festival takes place almost every year in the last weekend of June and lasts for three days. Although it is best known for contemporary music, Glastonbury hosts other performing arts such as dance, comedy and theatre.



Countless famous British musicians have played at the festival, including Sir Paul McCartney, Oasis and Coldplay, however the festival also attracts international interest, and such singers as Beyonce Knowles, Stevie Wonder and Jay-Z took part in it as well. In 2000, when only 100,000 tickets were sold, about

250,000 people attended the event – many of whom jumped over the fence to get there.

The festival has made substantial contributions to charity over the years. In 2003, over a million pounds was donated to Greenpeace and WaterAid.

4. Find the numbers given below in the text. Write a sentence to say what they refer to. The first one is done for you.

1,500	<i>The number of people who attended the first Glastonbury festival</i>
100,000	
150,000	
4	
1970	
2000	
250,000	
1	
195	
1,000,000	

5. Your friend invites you to go to a music festival. Ask and then write questions about the following:

- Where it takes place;
- What you can see there;
- What style of music will be played during the festival;
- What famous musicians will participate in the festival;
- How long it will last;
- Where you can stay;
- How much the ticket costs.

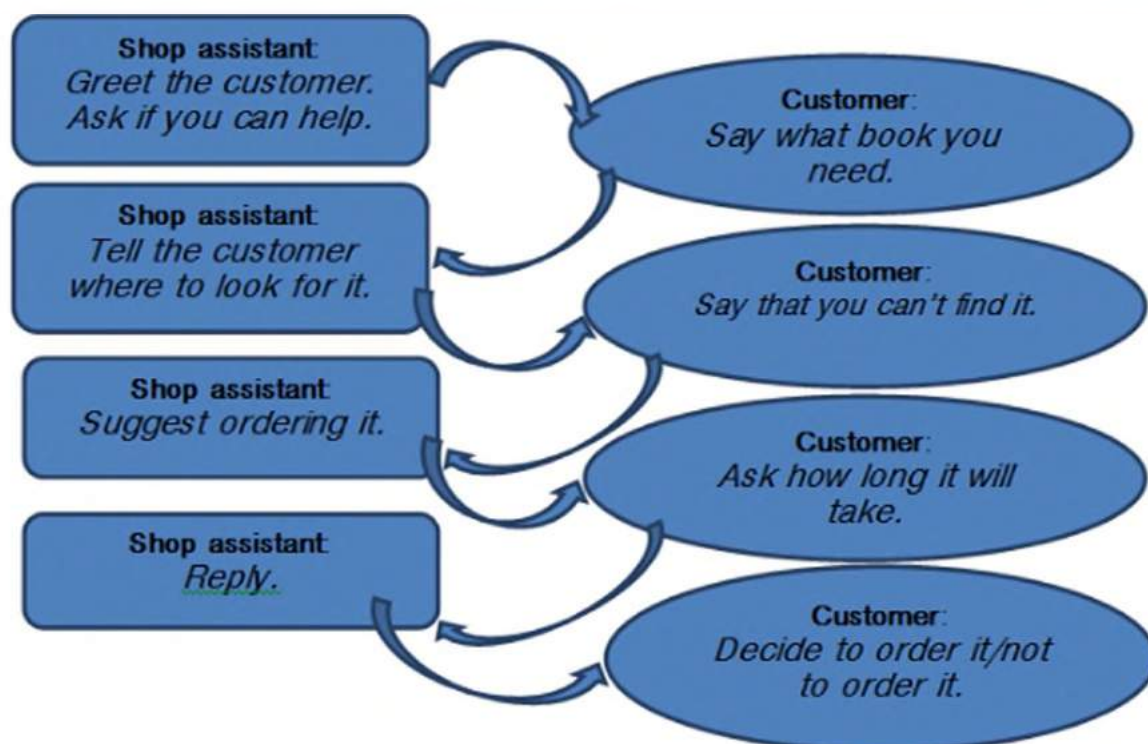
Model: That's a good idea, I mean, going to the festival. Where does it take place?

What can we see there, I mean

LESSON 66

1. Read or listen to the dialogue and act it out with your partner.

- Victor: Good morning. I wonder if you could help me. I am looking for a book called "Computing Made Easy".
- Shop assistant: It'll be over there in the "Science and Technology" section.
- Victor: I've looked but I can't see it on the shelves.
- Assistant: Let me just check on the computer... Do you know the name of the author?
- Victor: I think it's Hammond.
- Assistant: Ah, yes. No, I'm sorry, we don't have it in stock. But I can order it for you.
- Victor: Yes, please. How much is it?
- Assistant: 12,99 pounds.
- Victor: And how long will it take?
- Assistant: about a week or ten days.
- Victor: That's fine.
- Assistant: Ok, if I could just take some details...

2. Work in pairs. Make up a dialogue following the chart below.

3. Answer the following questions.

1. What do you call someone who: a) composes music? b) plays the drums? c) sings? d) conducts an orchestra?
2. What instruments does _____ play? a) a chellist; b) a guitarist; c) a pianist; d) a violinist.

4. Read the text and choose the word that best completes the sentences.

From the moment we 1 are born, we start learning about the world 2 us. We learn a great deal of things over a very 3 period of time, and this forms the foundation of all our future learning. 4 to the age of six, we are extremely sensitive and we develop the important skills that will prepare us for 5 life. Therefore, it is very important to have a good preschool programmer which helps us to develop hand-eye co-ordination and problem-solving abilities, as well as exposing us to a 6 variety of stimuli and materials.



Maria Montessori created 7 a programme, which helps children to develop their intelligence and 8 of independence. The Montessori Method, as it 9, combines practical activities, which stimulate the senses of touch and smell, with mathematical and language development activities. The children are completely free to choose which activity to 10 in and when. This encourages their self-confidence and independence. This 11 of teaching is very popular with 12 parents of young children, as it involves learning which focuses on the use of all the senses 13 those important years.

- | | | | |
|-------------------|-------------|-----------------|-----------|
| 1. A is | B are | C be | D were |
| 2. A against | B among | C around | D along |
| 3. A short | B small | C little | D tiny |
| 4. A Above | B Over | C Near | D Up |
| 5. A after | B next | C later | D older |
| 6. A broad | B far | C rich | D wide |
| 7. A so | B such | C quite | D many |
| 8. A appreciation | B awareness | C understanding | D sense |
| 9. A known | B labelled | C titled | D branded |
| 10. A play | B do | C participate | D take |

- | | | | |
|--------------|----------|------------|----------|
| 11. A plan | B scheme | C approach | D method |
| 12. A lots | B many | C much | D plenty |
| 13. A during | B while | C at | D for |

5. Which type of music do you associate with the following?

1. The 1930s, Louis Armstrong and Ella Fitzgerald. – *jazz*
2. The 1950s, “Rock around the Clock”, Elvis Presley.
3. The 1960s, Aretha Franklin and Stevie Wonder.
4. The 1970s, Bob Marley, Jamaica and the UK.
5. The 1980s, The Clash, short spiky hair and nose rings.
6. The 1990s, MC Hammer, fast, rhythmical talking with an instrumental background.



6. Read the description of different styles of music. Match the descriptions with the music styles.

1. country and western	3. jazz	5. rock 'n' roll
2. folk music	4. new age music	

- a. music of African-American origin with improvisation and a strong rhythm
- b. popular music with a strong beat, usually played with electric guitars and drums
- c. a soft, soothing form of instrumental music often used to promote relaxation
- d. traditional songs often performed with simple instruments such as the banjo and guitar
- e. music that is popular today in the US, especially in the Southern states. Often based on the music of cowboys in the American West, it is accompanied by a banjo, violin, or guitar



LESSON 67. (OPTIONAL)

LESSON 68

1. Read or listen to the telephone conversation and act it out with your partner.

Assistant: North-East tourist information. How can I help you?
 Jane: Hello, I need some information.
 Assistant: What station are you travelling from?
 Jane: Birmingham New Street.
 Assistant: And where are you travelling to?
 Jane: Leeds.
 Assistant: OK. When are you travelling?
 Jane: On Friday the 18th.
 Assistant: And what sort of time?
 Jane: Late morning.
 Assistant: OK. Right. Depart Birmingham New Street 11:30, arrive Leeds 13: 33.
 Jane: 11:30. OK. Thank you very much.
 Assistant: You are welcome.



2. Look at the map of Great Britain and match the numbers with the geographical parts of this country.

The South West	
The Midlands	
The North East	
The South East	
The North West	
Scotland	
East Anglia	
Wales	
Northern Ireland	



3. Look at the table and make up sentences about the UK.

Model: The full name of the country is the United Kingdom of Great Britain and Northern Ireland. Very often the name "United Kingdom" is used. Sometimes the name "Great Britain" is used.

Full name:	United Kingdom (the United Kingdom of Great Britain & Northern Ireland)		
Population:	over 60,000,000	Capital:	London
Official language:	English	Main religions:	Christian, Muslim
Currency:	British pound (GBP)	Internet country code:	.uk
Telephone country code:	+44	Continent:	Europe

Focus on Grammar!

Cardinal numerals in English are read like this: **123** – one hundred and twenty-three; **407** – four hundred and seven; **3,538** – three thousand five hundred and thirty-eight; **73,005** – seventy-three thousand and five; **5,300,050** – five million three hundred thousand and fifty.

HUNDRED, THOUSAND, MILLION

The words "hundred, thousand, million" can be used with "one" or "a" (if "one" is meant). But only "one" is used before these words if they are followed by numerals in order to express an exact number.

Examples: I saw about a hundred people there. **One hundred thirty-five people were present at the meeting.** The lake is about a hundred and fifty miles from the nearest city. The lake is at a distance of one hundred fifty-two miles from the nearest city. Their house is almost a hundred and ten years old. **Their house is one hundred ten years old.**

The words "*hundred, thousand, million*" do not take the plural ending "s" when they are followed by numerals in order to express an exact number. But the words "*hundred, thousand, million*" can take the plural ending "s" when they are followed by "**of**" + **noun**, and have the meaning "a great number, a lot of". *Examples:* **We need three hundred volunteers.** – **We saw hundreds of people there.** **They sold two thousand cars.** – **There are thousands of books in her collection.** The population of Britain is about 60 million people. – The new radio program attracted millions of listeners.

4. Choose the correct word combination.

1. *Hundreds of people / hundreds people* were in the streets of the festival capital. 2. It was reported that there were *fifteen thousand / fifteen thousands* people damaged in the earthquake. 3. There are more than *two million / two millions* Polish immigrants in the United States of America. 4. *Millions of Ukrainians / millions Ukrainians* live in the United States of America. 5. *Millions of trees / millions trees* are lost in the world every year. We should start planting new trees as soon as possible. 6. The population of Ukraine is about forty six *million people / millions people*.

5. Match the manners the British people usually follow with their explanations.

Do stand in line	A smiling face is a welcoming face.
It is impolite to stare at anyone in public	It is impolite for men to wear hats indoors especially in churches.
Do say "sorry"	We only kiss people who are close friends and relatives.
Do not pick your nose in public	When yawning or coughing always do it with your hand.
Do cover your Mouth	In England we like to form orderly queues and wait patiently for our turn e.g. boarding a bus.
Do say "Excuse Me"	Privacy is highly regarded.
Do Smile	When you are first introduced to someone, do it with your own right hand.
Do not greet people with a kiss	The British are disgusted by this. If your nostrils need de-bugging, use a handkerchief.
Do take your hat off when you go indoors	If you accidentally bump into someone, say it. They probably will too, even if it was your fault! This is a habit and can be seen as very amusing by an 'outsider'.
Do Shake Hands	If someone is blocking your way and you would like them to move, say this phrase and they will move out of your way.

6. What manners would you recommend to a visitor coming to Ukraine? Use exercise 5 as a model.

LESSON 69

1. Match the adjectives with their definitions.

a. beautiful	1. not new
b. boring	2. not making much noise
c. busy	3. exciting because a lot of things are happening
d. crowded	4. extremely attractive to look at, giving you great pleasure
e. dull	5. not quiet
f. exciting	6. not interesting in any way
g. interesting	7. calm and quiet without any worry or excitement
h. lively	8. too full of people
i. noisy	9. full of people, vehicles and movement
j. old	10. extremely unattractive and unpleasant to look at
k. peaceful	11. not interesting, bright or shiny
l. pretty	12. attracts your attention because it seems unusual or exciting
m. quiet	13. pleasant to look at but is not impressive
n. ugly	14. making you feel excited

2. How well you know Great Britain. Look at the map of the UK. Put the city names on the map.**3. Read the information about British cities and complete the table after it.**

Birmingham is in the Midlands. It was a major industrial city. This is no longer the case, but it is still the second largest city in England.

Cardiff is on the south coast of Wales. It's a pleasant city with green open spaces. It was an important port in the past. Now you will find more offices in the port than ships.

Edinburgh is on the east coast of Scotland. It's a beautiful city with a castle and fine streets such as



Prince Street. Edinburgh has got a festival of music and drama every summer.

Glasgow is on the river Clyde on the west side of Scotland. It has a famous museum and art gallery.

Liverpool is on the river Mersey, not far from Manchester. It's famous for its football teams and for the Beatles. In the past it was a major port and industrial city.

London is the capital of the United Kingdom. It's in the south of England. It's an important financial centre. Its population is about 13 million people.

Manchester is in the north-west of England. Like Liverpool it was a big port and industrial city before. And Manchester has also two famous football teams, Manchester United and Manchester City.

Newcastle is a lively city in the north-east of England. It's well-known for art, culture and its nightlife, and of course, its football team.

<i>City's name</i>	<i>Characteristic features</i>	<i>Location</i>
Birmingham		
Cardiff		
Edinburgh		
Glasgow		
Liverpool		
London		
Manchester		
Newcastle		

4. Ask and answer questions about places on the map (exercise 3).

Model: A: Do you know where Manchester is?

B: Yes, it's a city in the north-west of England.

5. Read the explanations and then match the pictures with the words.

An **island** is a piece of land completely surrounded by water. An island can be very small or very big. An island can be in a lake or in a river or in the sea. If it is land with water all around it, it is an island. The "s" in island is mute. The word island is pronounced / aɪ l ə n d/, with its first syllable stressed.

The word **Iceland** is the name of a country (sometimes called Republic of Iceland). However, the country of Iceland is also an island because it is surrounded by water (the North Atlantic Ocean). Iceland begins with a capital "I" because it is a name. The word Iceland is pronounced / aɪ s l ə n d/, with its first syllable stressed.

Ireland is the name of an island to the west of Great Britain. The island of Ireland contains two political units: **Republic of Ireland** (also called **Eire**), which is a country covering about 80% of the island of Ireland; **Northern Ireland**, which covers about 20% of the island of Ireland and is politically part of the United Kingdom. Ireland begins with a capital "I" because it is a name. The word Ireland is pronounced / aɪ r l ə n d/, with stress on first syllable.



6. Write in words.

254 trees, 836 universities, 3,000,000 people, 25,697 books,
39,956,378 students, 923,000 km, 5,384 kilograms of sugar

LESSON 70

1. Read or listen to the dialogue and do the quiz. Act out the dialogue with your partner. Then make up a similar one.

Customer: Excuse me. How often do trains go to London?

Clerk: Every half hour. The next one leaves at 3:05.

Customer: And how long does it take to get there?

Clerk: About two and a half hours. Would you like a ticket?

Customer: Yes, I would.

Clerk: One-way or round-trip?

Customer: One-way, please.

Clerk: That'll be 73 pounds.

Customer: And where do I catch the train?

Clerk: On track 11.



1. Trains go to London once every ____.

2. The trip takes ____ two hours.

3. It costs 73 pounds ____.

a. hour

b. thirty minutes

a. less than

b. more than

a. to go there

b. to go there and come back.

2. Read the story about the British flag and get ready to retell it.

The formal name of the British national flag is Union Flag, but it is commonly known as the Union Jack. It combines the St. George's cross of England, St. Andrew's cross of Scotland and St. Patrick's cross of Ireland. "Union" symbolizes the union of England and Scotland in 1606, while "Jack" refers to the flag by which a ship shows its nationality.

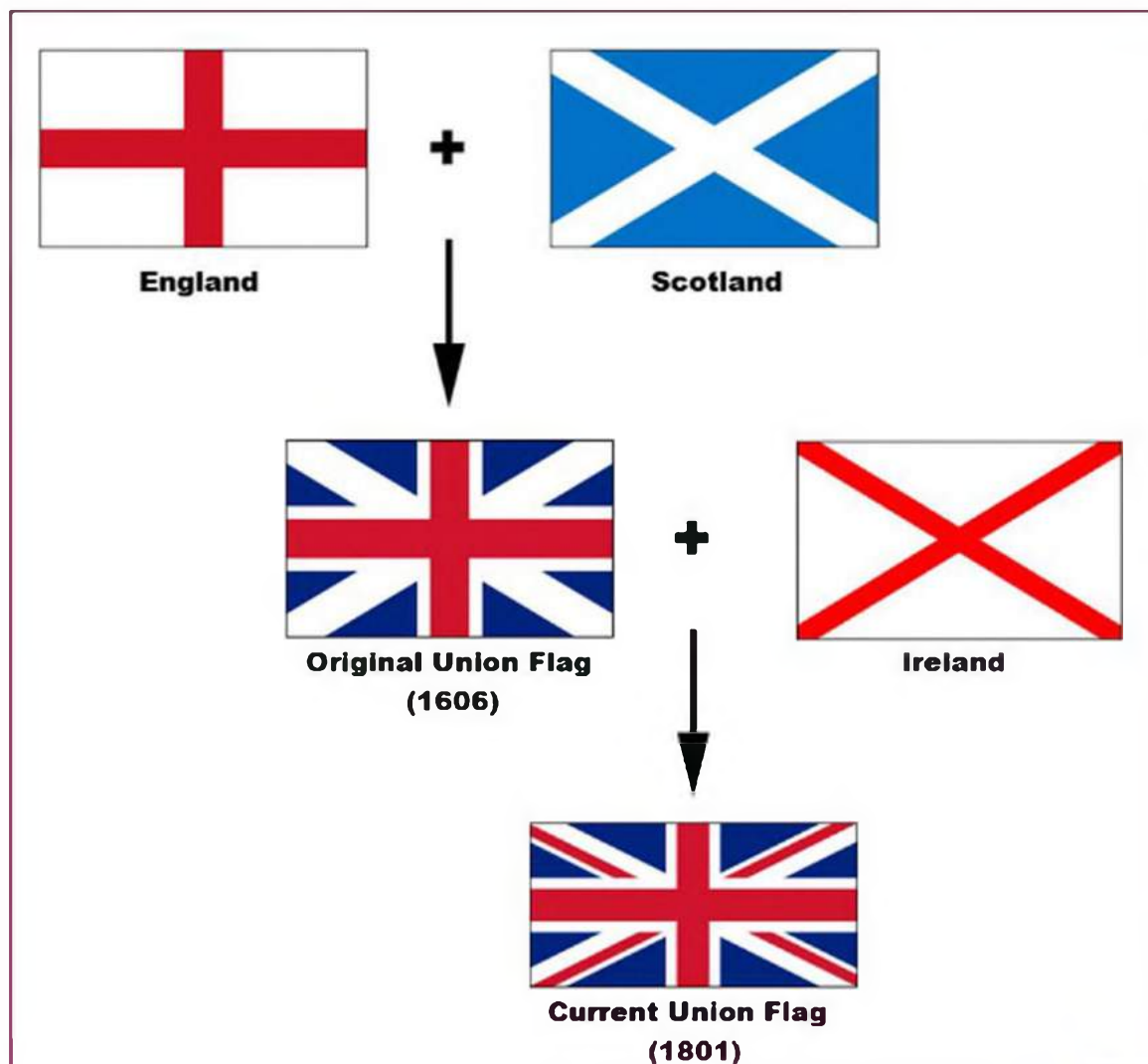
The upright red cross on a white background is the cross of St. George, the patron saint of England. St. George's Day falls on the 23rd of April and is regarded as England's national day. On this day some patriotic Englishmen wear a rose pinned to their jackets. A red rose is the national emblem of England from the time of the War of Roses.

The white diagonal cross on a blue background is the cross of St. Andrew, the patron saint of Scotland, who was crucified in 69 AD on a cross formed like the letter "X". St. Andrew's Day (30th of November)

is regarded as Scotland's national day. On this day The Scots wear a thistle in their buttonholes. As a national emblem of Scotland thistle apparently was first used in the 15th century as a symbol of defence. The Order of the Thistle is one of the highest orders of knighthood. It was founded in 1687, and is mainly given to Scottish noblemen.

The diagonal red cross on a white background is the cross of St. Patrick, the patron saint of Ireland. He was a bishop and a missionary in Ireland and died in 461. St. Patrick's Day (17th of March) is regarded as a national day in Northern Ireland and an official bank holiday there. The national emblem of Ireland is shamrock. According to the legend, it was the plant chosen by St. Patrick to illustrate the Christian doctrine of the Trinity to the Irish.

The national flag of the UK came into being in 1606 as a result of the union with Scotland, when St. Andrew's cross was added to the


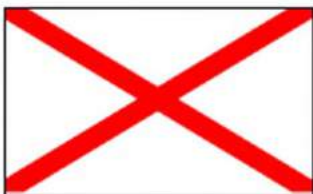






cross of St. George. In 1807 Northern Ireland became part of the UK and St. Patrick's cross was added to the other two.

The Welsh flag, called the Welsh dragon, represents a red dragon on a white and green background. St. David's Day (1st of March) is the church festival of St. David, a 6th century bishop and monk, the patron saint of Wales. This holiday is regarded as the national holiday in Wales. On this day many Welshmen wear either a yellow daffodil or a leek pinned to their jackets.

One can see two animals on the British coat of arms. One of them is the lion. The "king of beast" has been used as a symbol of national strength and of the British monarchy for many centuries. The other one is the unicorn. It is a mythical animal that looks like a horse with a long straight horn growing from its forehead, and is a symbol of purity.

3. Read the text in exercise 2 and correct mistakes in the table.

<i>England</i>	<i>Scotland</i>	<i>Northern Ireland</i>
		
St. Andrew's cross	St. Patrick's cross	St. George's cross
		
London	Belfast	Edinburgh

4. Read the text in exercise 2 and make up its plan. Then try to retell the text according to your plan.

Model: 1. The reason for the name "the Union Jack". Retelling: The British flag is called the Union Jack. "Union" – because it symbolizes

the union of all parts of Britain that make up a country. “Jack” – because that was the name for the flag which is put on a ship to show the country or nationality it belongs to.

2. The English flag. Retelling

3. The Scottish flag. Retelling....

Exercise 5. How well do you know about Britain? Match the questions with the answers.

What is the official name of the UK?	Cardiff
Why is the whole of Ireland not in the UK?	Belfast
What are people called in the UK?	England, Scotland, Wales and Ireland (though most of Ireland is now independent. Only <u>Northern Ireland</u> is part of the UK now)
What is the capital of Wales?	On January 1, 1801 and constitutes the greater part of the <u>British Isles</u> .
What is the capital of Northern Ireland?	the United Kingdom of Great Britain and Northern Ireland
What countries make up the UK?	Before 1922 the UK included Ireland, but when the Irish Free State ceased to be part of the Union the title changed to include ' <u>Northern Ireland</u> '.
When was the UK formed (made)?	British, although they have different nationalities.

Exercise 6. Mini project. Work in groups. Prepare a class presentation about one of the following flags.

In your presentation, you should include the following information:

What country the flag represents.

What is shown on the flag.

What the history behind the flag is.



LESSON 71

1. Look at the map of Great Britain. Read the beginning of the description of the country's geographical position and finalize it using the given prompts and the word combinations in bold.



1. The UK **is situated** north-west of the European continent between the Atlantic Ocean and the North Sea. It has a total land area of 244,100 square kilometres, of which nearly 99% is land and the remainder inland water. From north to south it is about 1,000 kilometres long.
2. In the north east, the UK **is washed** by the North Sea. In the west, (Atlantic Ocean).
3. The island of Great Britain (west, the Irish Sea). The island of Ireland(the Irish Sea, the Atlantic Ocean).
4. In the south, Great Britain (the English Channel).
5. Northern Ireland (to the west of the island of Great Britain).

2. Read the text and then say what changes have occurred in the process of getting the British citizenship. Pay attention to the words in bold.

Model: The ceremony of swearing an oath of allegiance has been broadened.

The government has introduced ...

About ninety thousand people **apply** to become British **citizens** every year. Now each of them will have to take a written test before they can **qualify** as citizens.

For years the future British citizens simply had to **swear an oath of allegiance** in front of a lawyer and then receive a certificate. But in 2004 Britain **introduced** a **compulsory** citizenship



ceremony which required new citizens to take a broader oath promising to respect Britain's rights, freedoms and laws and all of this in front of **civic dignitaries** dressed in full regalia. The government now has gone even further: it has introduced a test to check the knowledge of the country and its language.

The test contains twenty-four questions on life in the United Kingdom and lasts for 45 minutes. If applicants don't pass the first time they can try again and again. The questions range from simple tests of knowledge (such as - what's the minimum age for buying alcohol?) to exploring more complex cultural issues (How interested are young people in politics?) The government believes the test is part of a process that will help new citizens feel they belong to the country.

Supporters of such changes point to other countries which have got similar schemes – particularly the United States where citizenship ceremonies **have long been common practice**. Opponents however say it's all too nationalistic and puts **undue pressure on newcomers**, working against the efforts to build a multi-cultural society in Britain.

3. Read the text in exercise 2 again and match the words on the left with their definitions on the right.

<i>to swear an oath of allegiance</i>	a. unnecessary influence
<i>applicants</i>	b. something which must be done
<i>have long been common practice</i>	c. just arriving (to the country)
<i>civic dignitaries</i>	d. to promise officially that you will follow the laws of a country
<i>opponents</i>	e. traditional and official ceremonial costumes
<i>regalia</i>	f. government officials
<i>compulsory</i>	g. people who have applied to become British citizens
<i>undue pressure</i>	h. have been done regularly for a long time
<i>newcomers</i>	i. people who are against something

4. British stereotypes. Listen to the interviews with three people and then put a name according to the expressed opinions about the British.

Kate, age 15: I think the British are quite miserable – in fact, we like a good joke, but we are a bit gloomy and pessimistic. When it comes to sport, for example, we cheer on British teams, but we aren't really surprised when they lose. We accept underachievement as the norm. I think Americans are different: they expect to win.

Sam, age 14: We, the British, seem to be cold and unfriendly. People don't chat. We don't say hello to our neighbours. I would rarely recognize my neighbours in the street. Sometimes it's difficult to make friends. We seem to be rather reserved. I have been to some eastern European countries, like Poland, Ukraine – there the people are more sociable and friendly. I sometimes envy them.

Jake, age 17: Britain is a multicultural country. There are many people of different ethnic groups, and you can hear about 300 languages in the street. New people are arriving all the time, so the country is changing day by day. It's a very competitive, fast-moving state. People here are not afraid of work, they know what they want and how to get it.

1. They aren't very hospitable.
2. They work very hard.
3. They don't talk to each other very much.
4. They've got a good sense of humour.
5. They are quite motivated.
6. They aren't optimistic.



5. Look at the picture and make up sentences according to the stereotype statements. There is a model to help you.

Model: I live in the past. – The British are very conservative. They are very slow to introduce new things. They *seem to live* in the past (It looks like they live in the past).



I live in the past



I don't care what people think



I'm a different person when the sun's out



I'm not bothered about a bit of dust



I never refuse a drink



I don't speak a foreign language



I'm lost without my dog



I wouldn't live anywhere else!

6. How would you describe people: a) from your home town / city / village / Ukraine? b) from another country you have been to / you have read about? Use the model to write your descriptions.

Model: People in my town seem to be friendly and talkative. You can see many people chatting to each other. At the same time they are rather hard-working, modest and reliable.

I have read much about the French. They are very optimistic. They also seem to be quite funny. Sometimes they laugh very loudly just in the street or in some public places. They are also very polite, but quite often they can be arrogant.

LESSON 72. WALES

1. Read or listen to the dialogue. Act it out with your partner.

(People are singing "Hen Wlad Fy Nhadau")

Victor: Jane, do you understand what those people are singing?

Jane: Not much, because I can't speak Welsh, but I know that it is the national anthem of Wales. It's called "Land of my fathers".

Victor: You, the British, can't live comfortably in Wales.

Jane: Why have you made such a conclusion?

Victor: Because you don't speak Welsh.

Jane: We don't, but most Welsh people speak English fluently. That's why we don't have any problems in this country. We are understood everywhere in Wales.

2. Match the facts about Wales with the correct category.

1. Flag	a. Snowdon, 1085 metres
2. Capital city	b. Cymraeg (Welsh)
3. Area	c. 1st of March
4. The language	d. Dragon
5. Population	e. Cardiff, Swansea and Newport
6. Largest lake	f. Towy 103 km
7. The highest mountain peak	g. 2,918,700
8. Official animal	h. Cardiff
9. National day	i. 20,779 sq km
10. Longest river	j. Red dragon on a green and white field.
11. Major cities	k. Bala (4.4 sq km)

3. Read the text and check some of the answers in exercise 2.

Wales is in north-west Europe and is part of Great Britain with Cardiff as the capital city. The name Wales comes from the Cymraeg word Gwalia, meaning in English "Homeland". It later became Latinized as Walia, then by the Normans to Wales.

Wales (Cymru in Welsh) is a land of rugby, singing and beautiful scenery situated on the western side of the UK. Its population is just under three million which is about 5 %



of the total UK population. The main cities, besides Cardiff, are Swansea and Newport. Wales is mountainous country with its highest peak named Snowdon.

Technically, Wales is a principality. This means that it is ruled by a prince. Traditionally the Prince of Wales is the eldest son of the English monarch. The country has not been politically independent since 1282, when it was conquered by King Edward I of England. It was ruled from London until 1999, when the first elections to the Welsh National Assembly were held. The Assembly has some powers specific to people in Wales and can make decisions on areas such as education and health. As Wales remains part of the UK, the Members of Parliament from Wales have seats in the UK Parliament at Westminster. The laws which passed by the Parliament in Westminster still apply to Wales.



Wales is known for its great actors: Richard Burton, and today Sir Anthony Hopkins and Catherine Zeta Jones. The other prominent people from Wales are: Laura Ashley, a famous fashion creator; David

Lloyd George – past British Prime Minister; Sir George Everest – a famous traveller and explorer, The highest peak in the world is named after him; Tom Jones – a famous musician.

The country is also known for its Celtic traditions and the Red Dragon on its flag.

4. Read the text in exercise 3 again and answer the questions.

1. What does the name of Wales mean as translated into English?
2. Who is believed to rule Wales according to its status?
3. When was Wales conquered by King Edward I?
4. Which year did the first elections to the Welsh government take place?
5. What famous British people who are originally from Wales do you know?

5. Match the descriptions of four famous Welsh people with the names given in the box.

<p>A – She was born in South Wales, near Swansea, in 1969. She started acting at an early age and has starred in blockbusters like <i>“The Mask of Zorro”</i>, <i>“Traffic”</i> and <i>“Chicago”</i>. She is married to Hollywood star Michael Douglas and has two children.</p>	<p>B – He was born in South Wales in 1940. He is a singer and his most famous songs are <i>“It’s not unusual”</i>, <i>“Delilah”</i> or more recently, <i>“Sex Bomb”</i>. He is well known for wearing tight trousers and exotic shirts on stage.</p>	<p>C – He was born in 1937 in Port Talbot, South Wales but now he lives in Hollywood. He’s a very famous actor. He played the character of Hannibal Lecter in 1991 in <i>“The Silence of the Lambs”</i>.</p>	<p>D – This football player was born in Cardiff and plays for Manchester United and the Welsh national football team. He has played for Manchester United since 1991, so is one of the longest serving players in the team.</p>
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Anthony Hopkins, Ryan Giggs, Cathrine Zeta-Jones, Tom Jones



6. Group work. Imagine you have won a trip to Wales. You will go with your class and will stay for one week. There are lots of things you can do on holiday in Wales. Here are some of the options. Discuss the options with a group. You must choose the three you would prefer to do. There is a model to help you.

Model:

Student A:

The idea of watching a rugby match is good but we can do that on television from home. I guess, visiting Cardiff Castle is a more important option. We won't have another chance to see it in real.

Student B:

That's a good idea. I think we all should agree to that. I would also suggest

Student C:

To my mind, visiting the Castle is fine, but not everyone is interested in Welsh history. What about going on a tour in Swansea? It's a lovely city with many attractions and sights. ...

- a. Watch a rugby match.
- b. Learn to speak Welsh.
- c. Go horse-riding in the countryside.
- d. Do a Welsh cookery course.
- e. Visit Cardiff Castle.
- f. Learn to surf at the beach.
- g. Listen to a concert of Welsh singers.
- h. Go shopping in Cardiff city centre.
- i. Go on a tour in Swansea.
- j. Go mountain biking in the countryside.



LESSON 73

1. Scan the text in exercise 2 and answer the following questions.

1. Who built the Thames Tunnel?
2. Why did they need to build a tunnel?
3. Who uses the tunnel today?

2. Read the text and choose the answer that best completes the sentence. Then get ready to retell the story.

Two hundred years ago in 1806 Isambard Kingdom Brunel was born. He was the son of a French civil engineer – civil engineers plan, 1___ and build roads, bridges and public buildings. And Isambard Kingdom Brunel followed



the same 2___ path as his father and became one of the world's most famous engineers. During his life Brunel designed and built docks – enclosed areas of 3___ where ships are 4___, unloaded and repaired. He also designed and built railways, steamships and much more. With his father, Brunel designed and built the historic Thames Tunnel which is now used by the East London line of the London Underground train 5___. The Thames Tunnel is 35 feet wide and 1,300 feet long, beneath the River Thames between Rotherhithe and Wapping.

They needed a way of 6___ stuff across the river as well as up and down it. It was impossible to build a bridge here because of 3,000 tall-masted ships. The only way to do it was to move stuff under the river but no one had ever done that before. Actually, that was the first tunnel under a river anywhere in the world. People understood that the best way to build below the ground is to build above the ground and sink it.

- | | | | |
|----------------|----------------|----------|--------------|
| 1. A draw | B invent | C devise | D design |
| 2. A career | B job | C work | D occupation |
| 3. A sand | B water | C wood | D glass |
| 4. A uploaded | B downloaded | C loaded | D overloaded |
| 5. A structure | B system | C plan | D complex |
| 6. A taking | B transporting | C moving | D getting |

3. Match the words with their definitions.

tunnel	a. someone who plans, designs and builds roads, bridges and public buildings
steamship	b. to move downwards
civil engineer	c. a passage that goes under the ground, through a hill
enclosed	d. large commercial boat, especially one driven by steam
to sink	e. surrounded with

4. Look at the table and write down about the population in certain places in Great Britain. There is a model to help you.

Model: The population of England in 2004 was fifty million ninety-three thousand eight hundred people. In 2005 it was

Administrative Division	Population (mid 2004)	Population (mid 2005)	Population (mid 2006)	Population (mid 2007)
England	50,093,800	50,431,700	50,762,900	51.1 million
Northern Ireland	1,710,300	1,724,400	1,741,600	1.8 million
Scotland	5,078,400	5,094,800	5,116,900	5.1 million
Wales	2,952,500	2,958,600	2,965,900	3.0 million
United Kingdom	59,834,900	60,209,500	60,587,600	60,975,000

5. Here are some facts about British climate and weather. Read the information and then give advice on how to get prepared for the trip to Britain. There is a model to help you.

Model: They say it doesn't rain in Britain every day, but you should take an umbrella in your suitcase. If you want to relax in fine weather and get suntanned while you are in Britain, you should go in July or August, because these are the warmest months of the year with average temperatures of 24-29°C ...

Contrary to popular belief, it DOES NOT rain every day in England or in the rest of the UK! However, it is always advisable to bring some type of waterproof clothing and keep yourself psychologically prepared!

Britain is an island country and the surrounding sea gives England a varied climate. You never know what the weather will be like from one day to the other. It can be sunny one day and rainy the next. As Britain has such a variable climate changing from day to day, it is difficult to predict the weather. In general there are warm summers and cool winters. The summers are cooler than those on the continent, but the winters are milder.

The overall climate in England is called temperate maritime. This means that it is mild with temperatures not much lower than 0°C in winter and not much higher than 32°C in summer.

July and August are normally the warmest month in England.

Around the coasts, February is normally the coldest month, but inland there is little to choose between January and February as the coldest month.

Probably the best months to travel in England are May, June, September and October. These months generally have the most pleasant temperatures and less rain. July and August are the warmest months, but they are also the wettest. The sunniest parts of the Britain are along the south coast of England.

The main influence on the British climate is close proximity to the Atlantic Ocean, northern latitude, and the warming of the waters around the land by the Gulf Stream (a warm current of the northern Atlantic Ocean).

6. Look at the picture. Read or listen to the weather forecast and say whether the sentences are true or false. Correct the false sentences.

Good evening, and here is the weather forecast for tomorrow. Scotland will be cold and it will snow a little in the morning. In the north east it will be a wet day and rain may move to Wales and the Midlands during the afternoon. In the east it will be generally dry, but dull and cloudy. In the south and the southwest it will be a bright clear day with sunshine, but it may rain during the evening. In the south east it may be foggy during the morning, but the afternoon will be clear. It may be windy later during the day.

1. It will be a good day in the south west of England.
2. It will rain in the north east.
3. The mornings will be clear in the south east.
4. It will not rain tomorrow in the south.
5. It may rain in the Midlands and Wales.
6. It will snow in the morning in Wales.



6. Give words for the given definitions. You can find the words in the text in exercise 5.

1. located near or next to the sea – *maritime*
2. having much variation or diversity
3. situated in the interior part of a country or region
4. nearness in place, time
5. the angular distance north or south from the equator of a point on the earth's surface, measured on the meridian of the point
6. a portion of an ocean or sea partly enclosed by land
7. designed to prevent water from entering or passing through

LESSON 74. NORTHERN IRELAND

1. Look at the photos. What do you know about Northern Ireland? Work in pairs and try to choose the right answers.

1. What is the population of Northern Ireland?
 - a. 1,810,863 million people
 - b. 2,810,863 million people
 - c. 3,810,863 million people
2. What language do people usually speak in Northern Ireland?
 - a. English
 - b. Welsh
 - c. Irish
3. What is the climate like in Northern Ireland?
 - a. hot and dry
 - b. cold and snowy
 - c. rainy and wet
4. What is the capital of Northern Ireland?
 - a. Belfast
 - b. Dublin
 - c. Cardiff
5. Who was the captain of "the Titanic"?
 - a. Captain William James Smith
 - b. Captain Samuel Edward Smith
 - c. Captain Edward John Smith
 - d. Captain John Fredrick Smith



2. Read the brochure about Northern Ireland and find the answers to questions in exercise 1.

Northern Ireland has a population of about two million people. The official language is English but people usually speak Irish. People call the island of Ireland the "Emerald Isle" because it is very green. It often rains in Northern Ireland.

The countryside is very beautiful and Irish people are very friendly.

Belfast – a great capital

Have a great time in Belfast.

There are wonderful shops, restaurants, music life and lots of cultural attractions. Walk around the busy streets, visit the museums, or relax in one of the parks. Belfast is the home of the Belfast Telegraph, Irish News, and The News Letter, the oldest English-language newspaper in the world still in publication. Go to Belfast Strand Cinema where you can watch the best films of the world.

Great People of Northern Ireland

Some of the best world famous people are from Northern Ireland. For example, Gary Moore, a prominent guitarist, Thomas Andrews, a world famous architect and others.

Legends

Go to Dunluce Castle and see the famous Dunluce Stone. People say this stone has got magic powers and you become a brilliant speaker when you touch it! What is more: do you know that Titanic was build in Belfast? Visit its renowned shipyards.

Around the country

Explore Northern Ireland: drive, walk or cycle around the beautiful coast and the green countryside. Stop in wonderful old towns and villages and visit historic castles and churches.

Fun activities

Horse riding, fishing, cycling and walking are popular activities. There are fantastic beaches, too. Try surfing or scuba diving – or just have a swim!

3. Read the brochure again and say whether the sentences are true or false. Correct the false sentences.

1. Northern Ireland is very green.
2. The Irish people are not very hospitable and friendly.
3. There are good shops in Belfast.
4. When you touch the Dunluce Stone, you become happy.
5. There are many historic buildings in Northern Ireland.
6. Skiing is a popular activity in Northern Ireland.
7. The beaches are really good.

4. Find the synonyms for the words “famous” and “places of interest” in the text in exercise 2.

5. Work with your partner. Take turns to ask and answer questions.

1. What images spring to mind when you hear 'Northern Ireland'?
2. What are the good things and bad things about Northern Ireland?
3. What is Northern Ireland most famous for?
4. What do you know about Northern Ireland's history?
5. What do you think about Northern Ireland people?
6. What do you know about the geography of Northern Ireland?
7. Who are the most famous Northern Ireland people you know?

6. Choose any city in Great Britain. Find information about this city and prepare a similar brochure as the one in exercise 2. Write it down in your copy book.



LESSON 75. SCOTLAND

1. Read or listen to the dialogue. Act it out with your partner and then make up a similar one.

Jane: Where in Britain would you like to live Victor?

Victor: In Scotland.

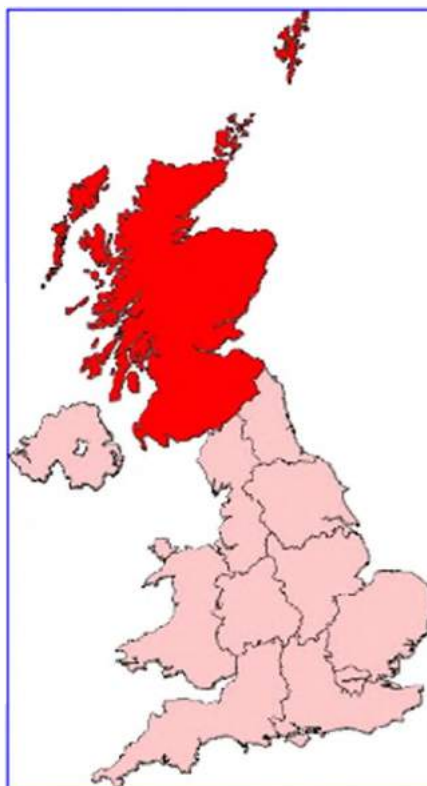
Jane: That's a good choice. Can you give any reasons?

Victor: It's a very beautiful country. There are high snowy mountains and green plains and valleys. Moreover, Scotland has got very heroic past. I have read a lot about brave Scots who fought fearlessly for the independence of their home land.

Jane: What about its climate and weather? The winters in Scotland can be rather cold, you know.

Victor: I love winters with snow and some cold. What I love about Scotland is its wonderful cities with many historic buildings, castles and fortresses, and a lot of modern houses too.

Jane: Your story about Scotland is so good. You have almost persuaded me to move to this part of Britain.



2. Work in pairs. Guess the answers to the questions about Scotland.

1. What is the capital of Scotland?
 - a. Glasgow
 - b. Edinburgh
 - c. Dublin
2. What is the population of Scotland?
 - a. 5 million
 - b. 10 million
 - c. 15 million
3. Which rare animals can you find in Scotland?
 - a. brown bears
 - b. golden eagles
 - c. wolves
4. Which of the scientists is not Scottish?
 - a. A. G. Bell (invented the telephone)
 - b. T. Edison (invented a light bulb)
 - c. A. Fleming (discovered penicillin)

3. Read the text and check your guesses from exercise 2.

Scotland is part of the United Kingdom of Great Britain and Northern Ireland, but it has got its own parliament, football and rugby teams, and there are special Scottish banknotes. The country has a population of about five million people. In Edinburgh, which is the capital city, there are lots of modern facilities like shops, restaurants, sports clubs, etc. The old town looks very much interesting. There is a historic castle there as well.



Scotland has lovely mountains and lakes (called "lochs"). There are nearly eight hundred islands, so you shouldn't be surprised to see some seals there. There are some animals which are in danger of extinction. These are brown bears and wolves. Golden eagles are special birds in Scotland, because it is the only place in the UK where you can see them. If luck strikes you, you might see the Loch Ness Monster!

Scottish people are very proud of their country and its culture. There were a lot of scientific achievements as well. Television was invented by John Logie Baird. The telephone was first constructed by A. Bell. Penicillin was discovered by a prominent Scottish scientist Alexander Fleming. There are famous Scots in the world of literature too. The writers Arthur Conan Doyle (Sherlock Holmes was written by this writer) and Robert Louis Stevenson (Treasure Island) are from Scotland. Every year on the 25th of January, the Scots celebrate the birthday of their national poet, Robert Burns.



The BAIRD "Television" HOME RECEPTION SET

4. Read the text again and say whether the sentences are true or false. Correct the false sentences.

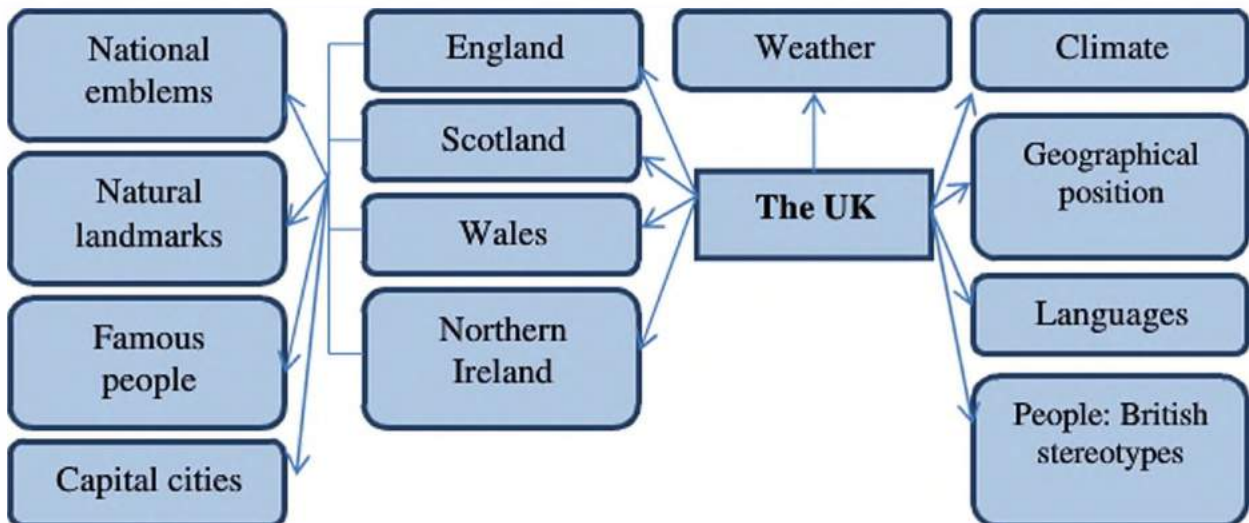
1. All houses in Edinburgh are modern.
2. There are over 800 Scottish islands.
3. Golden eagles can be found anywhere in Great Britain.
4. Robert Stevenson is the author of Sherlock Holmes.
5. Robert Burns is a famous Scottish scientist.

5. Mini presentation. Divide the class into several groups. Each group should collect some information about Britain and the British (you can check www.projectbritain.com for a start). Then have all-class presentation on what you have found. The following are the topics to look for:

1. Customs and traditions.
2. Britain today.
3. Daily life of the British.
4. English character.
5. Sports and leisure
6. Activities in Britain.
7. Food and drink.
8. History.
9. Education.
10. Government.
11. Tourist information.



6. Use the mind map given below to speak about Great Britain.



REVISION LESSONS

LESSON 76. LONDON AND THE LONDONERS

1. Read or listen to the dialogue and put it in the correct order as you listen. Act it out with your partner and then make up a similar one.

Victor: Never mind, it goes all around London.

Jane: Let's look at the map first. I don't want to get lost in the tube.

Victor: Come on Jane, shall we go to Piccadilly Circus or to Trafalgar Square?

Victor: Where is the nearest underground station, Jane?

Jane: You've got a nice sense of humour, Victor!

Jane: Just there, at the corner of the street.



2. Complete the conversations below with the best answer:

1. You are going to London on a train. You want to know what time you will arrive. You ask the passenger next to you: _____

- a. Excuse me, what time does this train arrive in London?
- b. Hello. Are we nearly there?
- c. Do you know if this train will arrive in London?
- d. You're welcome. We will arrive in the morning.

2. Your friend Jane is meeting you at the station. Jane calls you on your mobile and asks: _____

- a. What time will you meet the train?
- b. Is the station near London?
- c. What time does your train arrive?
- d. When is your train going to be near me?

3. Your train arrives on time and Jane is waiting to see you. You have not seen each other for a long time. You say to Jane: _____

- a. We've been able to meet for such a long time.
- b. It's been a long time since we had time.
- c. I saw you before, maybe a year ago.
- d. Long time no see.

3. Study the facts about London. Then make up a similar fact sheet about Kyiv. Compare the two cities. Use the model to help you.

Model: Kyiv is a smaller city than London. But it is younger. And it has a lower population density...

London is the **biggest city** in Britain and in Europe.

London occupies over **620 square miles**.

London has a population of 7,172,036 (2001).

About 12 per cent of Britain's overall population live in London.

London has the highest population density in Britain, with 4,699 people per square kilometre.

London is in the southeast of England.

London is the seat of central government in Britain.

The tallest building in London is the Canary Wharf Tower.

London was the **first city in the world to have an underground railway**, known as the 'Tube'.

Some of the most important people from countries all over the world visit the Queen at Buckingham Palace.



There are over 100 theatres in London, including 50 in the West End. London theatre accounts for 45% of all UK theatre admissions and over 70% of box-office revenues.



4. Answer the questions.

1. What comes to mind when you hear the word 'London'?
2. Do you think London is the greatest city in the world?
3. What are your favourite images of London?
4. What do you know about life in London?
5. What is your image of Londoners?
6. Would you like to live in London? Why/ why not?
7. What things can tourists do in London?
8. What do you think of the different London accents?
9. Is London the best place to live in the UK?

5. Do the quiz about London.

1. The Roman name for London was:			
a) Anglium	a) Danube		
b) Capitalum	b) Thames		
c) Londinium	c) Rhine		
2. The river in London is called the...			
3. In the photo, you can see ...			
a) Big Ben	a) the metro		
b) Hyde Park	b) the snake		
c) Tower Bridge	c) the tube		
4. Londoners call the London underground railway ...			
5. The Queen lives in			
a) Buckingham Palace	a) 2008		
b) Downing Street	b) 2010		
c) Trafalgar Square	c) 2012		
6. The London Olympics were in ...			
7. is not a London football team.			
a) Arsenal			
b) Everton			
c) Chelsea			

6. Write down in full words all the figures you can find in exercise 3. There is a model to help you.

Model: 620 square miles – *six hundred and twenty square miles.*

LESSON 77

1. Read or listen to the dialogue and act it out with your partner.

Victor: Listen. What do you think of this song?

Jane: It's good – I like it. Who is it?

Victor: A new band.... Some local guys. Do you like them?

Jane: They are local? Really? They're pretty good. Who's the lead singer? I like her. She sounds like Mariah Carey.

Victor: Yes, everybody says that. It's my friend, Kate.

Jane: Who's the boy singing with her? I'm not sure about him.

Victor: Uh... actually, that's me. I'm in the band, too.

**2. Complete the questions with personal pronouns and the questions – with everybody, nothing or nobody.**

1. A: I listen to hip-hop a lot. Do you listen to it, too?

B: Yes. Everybody in my class listens to hip-hop.

2. A: Ricky Martin – he was on TV last night. Do you know ?

B: Of course I do. knows Ricky Martin.

3. A: I don't really like classical music. Do you ever listen to ?

B: Yes, but with earphones – in my family likes it.

4. A: I like Alicia Keys. She's a good singer. What do you think of ?

B: Oh, much. is a fan of Alicia Keys in my class.

A: My favourite band is Coldplay. I think they're great. Do you like ?

B: Yeah. They're the best. plays rock like they do.

3. Choose the correct word.

1. The Beatles were a famous British *orchestra/band*. 2. Coldplay's new song has gone straight into the *top/box* ten. 3. We haven't seen this group on *scene/stage*. 4. The *spectators/audience* sang along with the band. 5. I always wanted to hear them perform *live/living*. 6. Social surroundings seem to *affect/effect* the music and lyrics of different musicians. 7. He was tapping his foot to the *rhythm/rhyme* of the music. 8. He plays music entirely from *mind/memory*. 9. Live music can be *transmitted/broadcast* over the radio, TV or the Internet. 10. Some amateur musicians have *private/personal* music lessons with a teacher.

4. Read the text and match the headings with the paragraphs.

Body image	Mobile phones	Bullies	Clothes and looks
School	School uniform	Free time	

- A. British teenagers spend most of their time at school. Pupils in Britain can leave school at 16 (year 11). This is also the age when most pupils take their first important exams, GCSEs. They take between five and ten subjects and that means a lot of studying. They are spending more time on homework than teenagers have ever done before.
- B. Visit almost any school in Britain and the first thing you'll notice is the school uniform. Although school uniform has its advantages, by the time most teenagers are 15 or 16 they are tired of wearing it.
- C. Fifty per cent of teenagers in Britain say they have been bullied because of their race, looks, accent, intelligence or for no reason at all. Sixteen teenagers in Britain kill themselves every year because of bullying, a problem now called "bullycide".
- D. In Britain, teenagers judge you by the shirt or trainers you are wearing. Forty per cent of British teenagers believe it's important to wear designer labels. Teenage feet in Britain wear Nike or Adidas and the more expensive, the better.
- E. Teenagers in Britain worry about their looks and their weight, like in many other western countries. More than 70 per cent of girls in Britain are on a diet, although only one in eight of them is overweight!
- F. Like teenagers all over the world, British teenagers love to chat. The mobile phone is an essential thing for most British teenagers. More than 90 per cent of 12 to 16-year-olds have one. Many experts believe that mobiles stop teenagers spending money on cigarettes and sweets.
- G. Music is the number one interest for British teens. But they certainly don't all like the same music. UK garage, hip-hop and new metal are all popular. Teenagers love going out too. However, finding somewhere to go isn't always easy. It's no surprise that British teenagers spend more time online than European or American teens and use chat rooms to make a new friend.



5. Fill in the gaps with the words from the box.

about	of	by	for
on (2x)	out	on	in

1. How much time do you usually spend _____ homework?
2. Are you tired _____ wearing/ not wearing a school uniform?
3. Do you judge people _____ their behavior or clothes?
4. Do you usually notice differences _____ designer labels?
5. Are pupils of your school bullied _____ the clothes they wear?
6. Do you worry _____ your weight?
7. Why are you eating so little? Are you _____ a diet?
8. What do you spend money _____? Mobile, sweets, books, etc?
9. Do you like going _____ at the weekend?

6. Turn the following sentences into the Passive Voice.

1. They print this newspaper in London. –
This newspaper is printed in London.
2. They wear these shoes in Holland.
3. They built that church five hundred years ago.
4. They've stolen my bike.
5. They don't eat pork in Iran.
6. They make pasta in Italy.
7. They didn't translate his first novel.
8. They've caught the robbers.



LESSON 78

1. Look at the pictures of Ukrainian cities. Match their names with the pictures. Say what you know about each city.

- a. Kharkiv b. Lutsk c. Zaporizhyya d. Lviv e. Chernivtsi f. Odesa



2. Read the text and answer the questions after it. Pay attention to the words in bold.

Climate

A certain place has some weather during a long period of time. We say it is a climate. Climate has a very important **influence** on plants, animals and **humans**. It's different in **various** parts of the world.

In Ukraine climate is usually mild and **moderate**, sometimes wet. But recently climate has changed a lot. Though it hasn't changed naturally. **We can say that the climate has been changed by people**. Scientists think the world is becoming hotter. Winters have become warmer. Sometimes there is little snow in January, and there were winters when it rained on the New Year's Eve.

Many people say that it is so because of the **greenhouse effect** (парниковий ефект). It works like this: sunlight gives us heat; some of the heat warms the **atmosphere**, and some of the heat goes back into space. But much heat cannot go there, as during the last 100 years people have produced a lot of **carbon dioxide** (вуглекислий газ). This gas in the

atmosphere is like glass in a **greenhouse**. It lets heat get in, but it doesn't let much heat go out. So the atmosphere becomes warmer.

Where does the carbon dioxide come from? People and animals breathe in **oxygen** (кисень) and breathe out carbon dioxide. We produce carbon dioxide when we burn things. Trees take this gas from the air and produce oxygen but in the last several years people have cut down too many trees, as a result, there aren't enough trees to take this dangerous gas. So there is more and more carbon dioxide.

As we can see, climate changes in different parts of the world from year to year. These changes can be dangerous for our planet. That's why we must do something to stop these changes, **otherwise** we may all die.

1. What is climate?
2. Is climate always the same in different parts of the world? Does it change?
3. What can you say about the climate in Ukraine?
4. What do you know about the greenhouse effect?
5. Why doesn't all the heat go back into space?
6. Why does the atmosphere become warmer?
7. How can the greenhouse effect influence the climate on our planet in the future?



3. Match the words with their definitions.

moderate	a person
carbon dioxide	something to the contrary; in a different way or manner
greenhouse	the power to change or affect someone or something; the power to cause changes without directly forcing them to happen
otherwise	the whole mass of air that surrounds the Earth
oxygen	average in size or amount (neither too much nor too little)
atmosphere	different from each other
influence	a gas that is produced when people and animals breathe out or when certain fuels are burned and that is used by plants for energy in photosynthesis
various	a chemical that is found in the air, that has no colour, taste, or smell, and that is necessary for life
human	a building or part of a building that has glass walls and a glass roof and that is used for growing plants

Focus on Grammar!
Present Perfect Passive

Read the sentence in bold type in the second paragraph of the text in exercise 2. Compare it with the previous sentence. What can you say about these two sentences?

The present perfect passive is useful when you want to describe something that was done in the past without a lot of information about when it was done, how, why, etc.

S + (has or have) + been + past participle

Compare:

Active: Thomas has written many books.

Passive: Many books have been written by Thomas.

Interrogative form

(has or have) + S + been + past participle

4. Turn the following sentences into the Passive Voice.

Model: Zookeepers have captured the lion in the forest. –
The lion has been captured in the forest by the zookeepers.

1. Everybody has celebrated Joana's birthday. 2. They have cleaned the classroom. 3. Kerrie has paid the bill. 4. I have eaten a hamburger. 5. I have opened the present. 6. They have not read the book. 7. You have not sent the parcel. 8. Linda has cleaned the kitchen. 9. Our mother has watered the plants. 10. The headmaster has finished the report.

5. Fill in the blanks with the words from the box.

**humans, otherwise, various, moderate, atmosphere,
influence, oxygen, greenhouse**

1. Her doctor recommended 1 moderate exercise. 2. She has remained *under the* 2_____ of her friends. 3. 3_____ sometimes don't pay attention to what will happen in the future. 4. We needed to move the plants into the 4_____ before the first frost killed them. 5. I didn't like the ending, but 5_____ it was a very good book. 6. He has lived in places as 6_____ as New York and Beijing. 7. Changes in the 7_____ have been noticed by the experts. 8. You may get sleepy in your room if there isn't enough 8_____ there.

6. Make up your own sentences with the words from the box in exercise 5. Write your sentences in the copy book.

LESSON 79

1. Read or listen to the dialogue and act it out with your partner.

Victor: Jane, did you know that Ukraine is larger than Britain?

Jane: Well, I have never thought about that. Is it really larger?

Victor: It is! I am not kidding. What is more, Ukraine is the second largest country in Europe.

Jane: You don't say so! I didn't know that! What about France? Is it smaller than Ukraine?

Victor: Yes, it is. But it's the third largest country after Russia and Ukraine.

Jane: How do you know all that?

Victor: I love Geography. That's my favourite subject.

Jane: I see.

**2. Read the text about Ukraine's geography and say whether the sentences are true or false. Correct the false sentences.**



The geography of Ukraine varies greatly from one region of the country to another, but the majority of the country lies within the East European Plain. Ukraine is the second-largest country by area in Europe after the Russian Federation. Its various regions have diverse geographic and climatic features ranging from the highlands to the lowlands.

Ukraine has a strategic position in East Central Europe: lying on the northern shores of the Black Sea and the Sea of Azov, it borders a number of European countries – Poland, Slovakia and Hungary in the west, Belarus in the north, Moldova

and Romania in the south-west and Russia in the east. The total geographic area of Ukraine is 603,550 square kilometres.

The most part of its area is flat. The mountains in Ukraine cover only 5 per cent its territory. There are the Crimean Mountains in the south and the Carpathians in the west. Hoverla is the highest peak of the Ukrainian Carpathians. It is 2,061 metres high.

There are seven major rivers in Ukraine: Desna, Dniro, Dnister, Danube, Prypyat, Siverian Donets, and Southern Buh.

The climate of Ukraine is determined by its geographical location. Ukraine's territory lies in the temperate belt and its climate is temperately continental with cold winters and warm summers, only the southern coast of the Crimea is subtropical. Ukraine's climates are influenced by the humid air from the Atlantic Ocean. The average yearly temperature in Ukraine varies between +5..+7 C in the north and +11..+13 C in the south. January is the coldest month and July is the hottest one. The average temperature in January is 7 degrees below zero. The average temperature in July is 23 degrees above zero.

The highest rainfall is observed in the western part of Ukraine, in the Carpathians. This is the wettest place in Ukraine. The rains are few on the coastline of the Black Sea and the Sea of Azov. On the main part of the country rain falls enough to cultivate different agricultural plants.

There are more than three hundred cities and towns in Ukraine. The biggest of them are the industrial centres such as Kharkiv, Donetsk, Dnipropetrovsk, Lviv. Odesa, Mykolayiv, Kherson are the most important ports of Ukraine. All parts of Ukraine have got similar climatic and geographic features.

1. Poland is located to the east of Ukraine.
2. Mountains occupy the major part of our country.
3. Most of Ukraine's climate is subtropical.
4. January, February and December are cold months in Ukraine.
5. The driest area of Ukraine is the south of the country.
6. Ukraine's territory is washed by two seas.
7. The climate of our country is greatly influenced by humid air from the Black Sea.

3. Look at the map in exercise 2 and say what countries does Ukraine border on. Pay attention to the structures in bold.

Model: In the east Ukraine **borders on** Russia (or Russian Federation). In the west, Ukraine **is bordered by** Poland. It also **has borders with**

4. Look at the map of Europe. Use the model in exercise 3 and say what neighbours do such countries border on:

- | | |
|-------------|------------|
| 1. Slovakia | 2. Austria |
| 3. Germany | 4. Moldova |

5. Turn the following sentences into the Passive Voice.

1. Has she phoned him?
2. Have they noticed us?
3. The government has repaired the road.
4. The student has learned lessons.
5. The school has ordered new books.
6. My cousin has prepared the meal.
7. My pen friend has sent the email to me.
8. The children have eaten all the strawberries.
9. I have downloaded a very nice song from the Internet.

6. Answers the questions below. Write them. Use the model to help you.

Model: What is the capital of Ukraine?
– The capital of Ukraine is Kyiv.

1. What are the most important Ukrainian rivers?
2. What mountains can you find in the west of Ukraine?
3. Which part of Ukraine receives more rainfall?
4. What is the total area of Ukraine?
5. Does Ukraine border on Turkey? What kind of border is that?
6. What is the average winter temperature in Ukraine (in January, for example)?



LESSON 80

1. Look at the pictures and try to match them with the names.



Dnistrovsky Canyon, Svityaz Lake, Podilsky Tovtry, Hranitno-Stepove Pobuzhzhya, Ascania Nova, Marble Cave, Synevyr Lake

2. Read the text and complete it with the sentences from the box. Pay attention to the words in bold.

Seven Natural Wonders of Ukraine

Ascania Nova, a natural preserve in the land of Khersonshchyna. It covers an area of 11 thousand hectares. It is mostly **steppe** with more than 400 species of grass and flowers. The section of the **preserve**, The Park, spreads over an area of about 200 hectares and consists of several parts. There are about 150 species of trees and bushes in the

park. 1____. More than 60 species of birds and many species of steppe **mammals** inhabit the Park and the preserve. Among the birds you can see white and black **swans**, **flamingos**, **cranes**, grey **partridges**, and **larks**, a steppe **eagle**. **Camels**, **lamas**, **zebras** and wild **horses** can be found here too. Tourists have a chance to travel across certain sections of the preserve on foot, on horseback or in tourist buses.

Dnistrovsky Canyon is a 250-kilometre stretch of the Dnister River from the Zolota Lypa River to the Zbruch River. 2____. In the villages located in the **canyon**, there are old churches and **cave** monasteries, ruins of fortresses, and other historical and architectural landmarks.

Svityaz lake is the biggest and deepest lake in Ukraine. It spreads over a territory of 2,672 hectares. 3____. Svityaz is one of the Shatsky Lakes, famous for their great scenic natural beauty. The water in the lake is clean and has a nice, soft taste.

Podilsky Tovtry, the Land of Khmelnychchyna. It is a national park. The Tovtry is a range of low **hills** that can be seen from the surrounding **plain**. 4____. Similar geological features have been found in Great Britain and the USA. Mineral waters of the area are known for their excellent quality.

Hranitno-Stepove Pobuzhzhya. This area includes several places in the land of Mykolayivshchyna which create a rocky canyon of the River Pivdenny Buh. 5____. The Island of Hard attracts tourists as a place which used to be one of the famous Cossack centres.

Marble Cave. It is the most beautiful cave among other natural caves in the Crimean Mountains. The cave has several "halls" which are connected by corridors of over two thousand metres in length. 6____. About one kilometer of corridors and caves has been opened for tourists.

Synevyr lake, the land of Transcarpathia. It is the most attractive lake of the Ukrainian Carpathians. It's located 989 metres above the sea level; its water area is over 4 hectares; its maximum depth is 22 metres, and the average depth is over 8 metres. The lake is over 10,000 years old. 8____. Right in the centre of the lake you can see a tiny island.

A. Plants and animals of that area together with the rocks and the river make up a true wonder that has got beautiful waterfalls and other scenic attractions.

B. The corridors run underground at the depth of sixty metres.

C. Its maximum length is 9,225 metres, and its maximum width is about 4,000 metres. The maximum depth is 58.4 metres and the average depth is 6.9 metres. In a storm, waves are as impressive as on a regular sea.

D. The lake is surrounded by mountain slopes with trees, many of which are hundreds of years old.

E. These limestone hills are the last remaining traces of the reefs that once existed in what was the Miocene Sea; the reefs were formed by countless numbers of sea shells.

F. Typical are maples, Crimean pines, oaks, elms, fur-trees, ashes, white acacias and weeping willows that grow on the banks of the picturesque pond which is located in the centre of the park.

G. The canyon provides a dramatic view with mighty rocks stretching across the river in several places.

3. Give words for the given definitions.

1. An area where plants, animals, minerals, etc., are protected. – a *natural preserve*

2. A large, flat area of land with grass and very few trees.

3. A type of animal that feeds milk to its young and that usually has hair or fur covering most of its skin.

4. A large bird that has very good eyesight and that kills other birds and animals for food.

5. A deep valley with steep rock sides and often a stream or river flowing through it.

6. A large hole that was formed by natural processes in the side of a cliff or hill or under the ground.

7. A large area of flat land without trees.

8. An area in a stream or river where running water falls down from a high place.

9. A type of white stone that is commonly used in building.

10. An area of moving water that is raised above the main surface of an ocean, a lake.

4. In the text in exercise 2, find the sentences in the Present Perfect Passive and make them active.

Model: The preserve has been turned into a popular tourist attraction.
– *The people have turned the preserve into a popular tourist attraction.*

5. Look at the pictures, name them and say which things can or cannot be found in the area of the seven natural wonders of Ukraine. Use exercise 2 to help you.

Model: It's a weeping willow. It can be found in Ascania Nova.



6. Use the text in exercise 2 to answer the following questions. Write the answers in your copy book.

1. Which region of Ukraine is Svityaz lake located? What do you know about the lake?
2. What kind of territory is Ascania Nova situated? What species of plants and animals can be seen there?
3. What are the attractions of Dnistrovsky Canyon?
4. What reminds of the existence of the Miocene Sea reefs in Hranitno-Stepove Pobuzhzhya?
5. What do you know about the Marble Cave?
6. What can be seen in the middle of Synevir lake? Where is the lake located?

LESSON 81. PROMINENT UKRAINIANS

1. Read or listen to the dialogue and act it out with your partner.

- Jane: Victor, do you know who invented the PayPal and designed the platform for Facebook?
- Victor: No, I don't. Why are you asking me? I am not an IT expert.
- Jane: Shame on you! Max Levchin did it. He is a Ukrainian. You should know the prominent people of your motherland.
- Victor: That's great! I didn't know that.
- Jane: Sylvester Stallone is a Ukrainian by origin too. The same can be said about David Copperfield.
- Victor: Wow! You have inspired me to learn more about famous Ukrainians.



2. Outstanding Ukrainians in sports. Read the text and choose the words that best complete the sentence.

A. *Andriy Shevchenko* is a Ukrainian footballer who 1___ for the Ukraine national team as a forward. He is the third-highest goalscorer in Champions League history and the third top goalscorer in all European competitions (67 goals). His most prestigious awards were the Golden Ball in 2004 and the UEFA Champions League in 2003 with Milan.

B. *Liliya Podkopayeva* is the 1996 Olympic all-around champion. She 2___ widely known as one of the best gymnasts in history. She is the proud owner of 45 gold, 21 silver and 14 bronze medals.

C. *Serhiy Bubka* is **six times** world champion, European champion (1986) and Olympic champion (1988). He 3___ the world record for men's pole vaulting 35 times (17 outdoor and 18 indoor records). He was the first to clear 6.0 metres and the first and only to clear 6.10 metres. He 4___ the current outdoor world record of 6.14 metres, set in 1994 in Italy and the current indoor world record of 6.15 meters, set in 1993 in Ukraine.

D. *Yana Klochkova* is a Ukrainian swimmer, who 5___ five Olympic medals. 4 gold medals 6___ in the 200 meter individual event and the 400 meter individual event at the 2000 and 2004 Summer Olympics. Her silver medal came in the 800 meter freestyle at the 2000 Summer Olympics.

- | | | | |
|----------------------|-------------|-------------------|-----------|
| 1. A has been played | B will play | C has played | D plays |
| 2. A have been | B was been | C is | D will be |
| 3. A broke | B is broken | C has been broken | D breaks |
| 4. A is holding | B holds | C has held | D held |
| 5. A has been won | B won | C has won | D had won |
| 6. A are coming | B have come | C have been come | D came |

3. Write all the synonyms you know for the word «famous». Then make up a sentence with each synonym.

4. Read a person's fact sheet and tell a story about him/ her. There is a model to help you.

Model: Roberta Bondar was born on December 4, 1945 in Sault Ste. Marie, which is in Ontario, Canada. She comes from a family of ethnic Ukrainians.



Roberta Bondar

- Born: 4 December 1945, Sault Ste. Marie, Ontario, Canada, in family of ethnic Ukrainians;
- Canada's first female astronaut and the first neurologist in space;

- has received many honours (the Order of Canada, the Order of Ontario, the NASA Space Medal, over 22 honorary degrees, etc.);
- on the list of Canadian Medical Hall of Fame



Max Rafael Levchin

- Born: 15 July 1975, Kyiv, Ukraine;
- computer scientist and entrepreneur'
- co-founder (with Peter Thiel) of PayPal;
- 1991: moved to the United States with his family, settled in Chicago, Illinois;

- developed a popular payment product known as PayPal;
- 2004: founded Slide, a personal media-sharing service for social networking sites such as MySpace and Facebook;
- 2010: sold Slide to Google for \$182 million;
- 2010, August 25: became Google's newest Vice President of Engineering.

5. Mini project. Work in pairs. Prepare a presentation about world famous Ukrainians in the following spheres: a) modern information technologies; b) science and inventions; c) music and art; d) film industry.

In your presentation, you should include the following information:

- A person's name, date of birth, the place of birth;
- The Ukrainian roots;
- Current place of residence;
- What achievements have been / were gained;

6. Write the sentences in the Passive Voice.

1. Charles Darwin wrote "*The Origin of Species*". 2. Someone published "*The Origin of Species*" in 1859. 3. They serve very delicious food at that restaurant. 4. Has anyone ever hypnotized you? 5. Something confused me in class yesterday. 6. Something embarrassed me yesterday. 7. The government authorities have changed the name of this street from Bay Avenue to Martin Luther King Way. 8. The film makers filmed many of the Tarzan movies in the rain forest in Puerto Rico. 9. They established the Red Cross in 1864. 10. When did someone establish this school?

7. Sort out the word into the given columns.

plain, maple, eagle, hill, subtropical, mild, pond, steppe, coastline, crane, canyon, temperate belt, cave, partridge, continental, highland, lake, lark, elm, lowland, pine, mountain slope, weeping willow, rock, waterfall, river, rainfall, the Black Sea, river bank/

climatic features	land	water basins	plants	animals

LESSON 81. UKRAINIAN SUPERSTITIONS

1. Read or listen to the dialogue and act it out with your partner.

Jane: Victor, Stop! Don't go!

Victor: Why? What's wrong? Are you OK, Jane?

Jane: Stop laughing at me, Victor. A black cat has just crossed the street in front of you.

Victor: So... why should I stop?

Jane: It is a bad sign for a person to keep going along the street a black cat has just crossed.

Victor: Jane, do you believe in those silly superstitions?

Jane: I do believe! Last year I left home and forgot my mobile there. I had to return back to take my mobile. I am sure you have heard of the superstition – never return home even if you have forgotten something there. At school that day I got a bad mark in every subject. What could it be?

Victor: It could be the way you did your homework – and you did it badly.

2. What superstitions do you know? Try to say them in English.

Model: Do not take out litter or water from your house after the sunset. Do not give knives or scissors as presents. If you want somebody to have them as a gift from you make sure these items are "bought" from you for a symbolic price.

3. Read the text and arrange it in the correct order. The first paragraph has already been chosen for you.

- a. Superstitions can be divided into several groups. "Don't do it" superstitions are particularly numerous and have roots in a very distant past. Most of them have died out, but some are still practised. Such superstitions are of the kind that many people would not ignore them.
- b. There are superstitions that belong to the cultural tradition and these are enormous in their variety. Many persons, even in the most developed and largely irreligious societies, have held, seriously or half-seriously, irrational beliefs concerning methods of fighting bad influence or bringing good, foretelling the future, and healing or preventing sickness or accidents. A few specific folk traditions, such as a belief in the evil eye or in the power of amulets, have been found in most periods of history and in most

- parts of the world. Others may be limited to one country, region, or village, to one family, or to one social or vocational group.
- c. “Don’t whistle indoors!” is an order that a boy has heard from his grandma. “Why?” some boys ask. “Because if you do, there’ll be no money in this house!” But it’s not an explanation, of course. It is one of the most characteristic features of any superstition that in most cases, there seems to be no rational explanation. Many attempts have been made to discover the circumstances that gave rise to this or that superstition, or dig deep into the roots of the age-old traditions, or study the subconscious of the people who believe in superstitions, but it seems not much success has been achieved.
 - d. The word “superstition” suggests a belief or practice for which there appears to be no rational reason. Every religious system tends to accumulate superstitions — a Christian, for example, may believe that in time of trouble he will be guided by the Bible if he opens it at random and reads the text that first strikes his eye. In fact, all religious beliefs and practices may seem superstitious to the person without religion.
 - e. People may develop their personal superstitions, but we’ll deal with superstitions that have gained wide popularity in Ukraine and are still practised.
 - f. Though no results of a large-scale research into the superstitions of the Ukrainians are available, it is probably quite safe to say that many people in Ukraine today feel uncomfortable if a black cat walks across your path in front of you. They would feel something has to be done to fight the possible ill effects on them that they, for no apparent reason, believe may be caused by that small and harmless animal just peacefully taking a walk and minding its own business — many would look for a cross or wood to touch; some would spit over the left shoulder three times, change the direction of their walk or try to walk around the place the black cat has walked across, or wait for someone else to cross the imaginary line along which the cat has walked — the person who does it would thus take the evil power of the black cat magic upon himself. Most of those who do such things would not be able to explain why they do it, but would admit that the black cat walking in front of them can bring bad luck. Some research suggests that in old times, it was widely believed that it was the devil himself that walked around in the shape of a black cat.
 - g. To sum up, it is possible to say that the study of superstitions may help understand better certain aspects of ancient beliefs and

conditions of life, and can even reveal some unexpected “shady corners” of the human mind.

- h. Some superstitions have become so wide-spread that many people think that they keep some traditions rather than believe in these irrational superstitions. Prohibition to work on Sunday, for example goes much deeper into the past than seems at first glance. Ethnographic materials of the nineteenth century show that there was a belief that existed in a very distant past —“working on Sunday may turn you into a werewolf.”

1	2	3	4	5	6	7	8
d							

4. Write down all the superstitions mentioned in the text in exercise 3.

5. Match the pictures with the superstitions.



1. Don't kill a spider in the house.
2. If a glass breaks at the wedding – the newly married couple will soon get divorced.
3. Don't cross the cat's walking in front of you.
4. If you want to reach what you've planned, knock your finger against the wood three times.
5. Don't do anything important on Friday 13 – it will not turn out well.

6. Find the passive structure sentences in the text in exercise 3 and turn them into the Active Voice.

Model: A Christian, for example, may believe that in time of trouble he will be guided by the Bible if he opens it at random and reads the text that first strikes his eye. – A Christian, for example, may believe that in time of trouble the Bible will guide him if he opens it at random and reads the text that first strikes his eye.

LESSON 82

1. Speak about your visits to different places in Ukraine.

Model: I have been to Lviv two times (twice).

I have visited Lugansk region several times.

I was in Cherkasy in 2003.

I have never been in Poltava. I am planning to go there next summer.

**2. Read the city presentations and say whether the sentences are true or false. Correct the false sentences.**

Chernivtsi. Chernivtsi celebrates the day of the City on October 8. It is this date that was found in the first known written mention about it in 1408. Another recent celebration in Chernivtsi was the 130th anniversary of the Chernivtsi National University, which is named after Yury Fedkovych, a



prominent poet, playwright, translator, folklorist, and public figure in the Land of Bukovyna in the second half of the nineteenth century. The university was founded in October 1875 and at present it has fifteen departments and is considered to be one of the leading schools in Western Ukraine.

Poltava. Poltava has always been known as a hospitable place, with beautiful churches and gardens. The first written mention of Poltava dates to the year 1174; at that time it was named as Ltava.

On June 27 1709, a major battle was fought not far from Poltava. The battle was lost and with it Ukrainian independence. Ukraine found itself completely absorbed by the Russian Empire.

Like in most other ancient cities of the world, the most interesting part of Poltava is its old section. It is there, on Ivanova Hora, that you find the restored house where the Ukrainian poet Ivan Kotlyarevsky once lived. His long and comic poem Eneyida was the first literary work written in the new Ukrainian literary language.



Odesa. Once upon a time, there lived a Spanish adventurer, Don Jose de Ribas, who came to the Russian imperial court closer to the end of the eighteenth century. He made an impressive military career. When he was appointed the governor of Odesa, he suggested the Empress Catherine II to build a big port at the Black Sea coast. The Belgian architect Franz de Vollan was invited to design the layout of the city. Don Jose de Ribas became Osyp Deribas to suit the local speech, the first “mayor” of Odesa.

Lviv. Once, the king of the Lands of Halych and Volyn named Danylo, went on a tour of his kingdom, accompanied by his son Lev. When they were crossing the Poltva River, the king looked around and exclaimed in admiration, “My son, look at that hill! It would be a shame not to build a castle on it, and a town around it! And then I would name it after you, and give it to you!” This is what one of the popular legends says about the foundation of Lviv, one of the most important cities of Ukraine, and one of the most beautiful too.





Among the cities of Ukraine Lviv stands out as a place of impressive architectural landmarks of many architectural styles and epochs. In its long history Lviv has seen many wars and invaders — Tartars, Poles, Lithuanians, Turks, Austrians and others tried to establish their rule over Lviv.

It was in Lviv that the first Ukrainian newspaper, Gazette de Leopold, was published in 1776. Lviv was a place that inspired the creativeness of

Ukrainian and Polish artists, scholars and writers. Ivan Franko, the prominent Ukrainian author of the late nineteenth-early twentieth century; Adam Mickiewicz, one of the best Polish poets of the nineteenth century; Stanislav Lyudkevych, the remarkable composer, Mykhailo Hrushevsky, the historian and first president of the Ukrainian People's Republic — all of them were either born or lived in Lviv.

1. Chernivtsi was founded in 1875.
2. Yuriy Fedkovych is a famous Ukrainian composer.
3. The battle at Poltava determined the sad future of Ukraine.
4. Don Jose de Ribas was a Belgian architect who designed the construction process of Odesa.
5. Lviv was named after the son of King Danylo.
6. The first cup of coffee was made in Lviv in 1776.

3. Look at the pictures and make up short conversations as in the model.

YES
I'm from Ukraine
NO
it's not the part
of Russia

YES
I'm from Ukraine
NO
it's not in Asia

Model: A: A lot of people in the world consider Ukraine a part of Russia.
B: It's a common stereotype, but it is wrong. Ukraine isn't part of Russia. My country is an independent state.

YES
I'm from Ukraine
NO
we have another
more famous
Shevchenko

YES
I'm from Ukraine
NO
we don't have
snow the whole
year

YES
I'm from Ukraine
NO
Russian is not
my language

4. Answer the questions. Write the answers in your copy book.

1. When was Poltava founded?
2. What architectural landmarks in Poltava can you name?
3. What famous people lived and created in Lviv?
4. How was Odesa's port built?
5. Who was the first major of Odesa?
6. What year was Chernivtsi National University founded?

5. Use the mind map to speak about Ukraine.



6. Read the text in exercise 2 and compare the cities. Use additional reference materials. Follow the given criteria: age; population; location; architecture.

Model: Lviv is older than Chernivtsi. Lviv was founded in 1256, while Chernivtsi was founded in 1408. At the same time, Lviv and Chernivtsi are located in the western part of Ukraine.

In my opinion, Odesa is more beautiful than Poltava, because you can see many different styles of architecture in Odesa. There aren't many architectural landmarks in Poltava.

7. Use exercise 2 as a model and write a description of your favourite Ukrainian town or city. You should include the information about: the history of the place; its geographical position; historical and architectural sights; famous people; modern life.

REVISION LESSONS

LESSON 83

1. Match the words in column A with the words in column B.

A:	European	B:	Church
	St.Sophia		Nezaleznosti
	Kyiv-Cave		River
	Majdan		House
	St. Andrew		Square
	Cathedral of		Monastery
	Dnipro		Cathedral
	Kyiv Opera		St.Volodymyr

2. Answer the questions.

1. What famous places in Kyiv do you know? Why are they so famous?
2. Who lived in Kyiv-Cave Monastery? What do you know about these people?
3. What art galleries and museums are worth visiting (варті, щоб їх відвідати) in Kyiv?
4. What famous places in Kyiv do you know that are good for doing shopping?
5. What would you suggest to visit in Kyiv to a person who is interested in theatrical playing?



3. Read the poem and try to learn three stanzas by heart.

ODE TO THE UKRAINE: A PROPHECY

From ashes of forgotten centuries
 Like Phoenix bird, we see the rise again.
 And Flourishing throughout the future years
 O glorious and beautiful Ukraine

Cruelly held beneath the Russian heel.
 Deprived of human rights and liberty.
 Within our very hears we strongly feel
 The transformation of your destiny.

Although the man-made evil holds its sway,
 We all must strive to reach our final goal.
 No human power on this Earth can stay
 The inner will of the national soul.
 Go read the annals of world's history,
 Where much less cruel powers in the past
 Fell from the blows of righteous victory.
 The end to Moscow's rule must come to last.

Faith of our Fathers shall, at last, prevail.
 Beyond man's reach: behind the dim unknown,
 Almighty God abides, Who cannot fail
 In keeping watch above His very own.

We, Too, must have strong faith to truth adhere.
 Work hard, so we may freedom's cause enhance.
 Help to create ideal atmosphere
 That would ensure Ukraine's deliverance.

By VOLODIMIR BARABASH

4. Match the names of outstanding Ukrainians (or people with Ukrainian roots) with the description of their achievements. Use any reference material if necessary.



Milla Jovovich

born in a family of immigrants from Kiev; an actor with a career in film, television, and theatre since 1960. Some of his most noted films are *Midnight Cowboy*, *Lenny*, *All the President's Men*, *Kramer vs. Kramer*, *Tootsie*, *Rain Man*, and *Wag the Dog*.



Olga Kurylenko

an actor, filmmaker, screenwriter, film director and occasional painter. Two of the notable characters he has portrayed include boxer *Rocky Balboa* and soldier *John Rambo*.



Mila Kunis

a worldwide famous film director, screenwriter, film producer and video game designer. His grandfather of his mother's side came from Odessa, on father's side – from a small Ukrainian village. His favorite dish – Ukrainian borsch.



Sylvester Stallone

a Ukrainian-born actress, supermodel, fashion designer, singer and public figure, who was on the cover of more than a hundred magazines, and starred in such movies as Return to the Blue Lagoon (1991), The Fifth Element (1997), Joan of Arc (1999), Ultraviolet (2006), and the Resident Evil (2002).



Dustin Hoffman

her family moved from Ukraine to LA when she was 7. In 2010, she won the Marcello Mastroianni Award for Best Young Actor or Actress at the 67th Venice International Film Festival for her performance as Lily in Black Swan.



Steven Spielberg

following a successful career in France, this actress has crossed over into American movie roles in Hitman (2007). She played the Bond girl, Camille, in Quantum of Solace (2008) a sequel to 2006's Casino Royale.

5. Write the sentences in the Passive Voice.

1. Teachers don't teach calculus in elementary school.
2. No one delivers the mail on holidays.
3. Will someone deliver the mail tomorrow?
4. The plant workers made my tape recorder in Japan.
5. Where did they make your tape recorder?
6. My grandfather has made that table.
7. No one has ever hypnotized me.
8. Have my directions confused you?



LESSON 84

1. Let's revise the vocabulary of this unit. Say the words which mean the following:

- a. A gas which is the result of breathing out by people or animals;
- b. A necessary chemical component found in the air;
- c. A building with glass walls and roof used for growing plants;
- d. A large area of flat land without trees;
- e. Something that shows where an area ends and another area begins;
- f. The amount of rain that falls on a particular area;
- g. An area where plants, animals, minerals are protected;
- h. Ground that goes upward or downward;
- i. A large animal that has got a long neck and one or two humps on its back and that is used for desert travel;



2. List the adjectives which can be used to describe Ukrainians as a nation. Then use the list to describe and compare the people of Ukraine with other nations based on the common stereotypes and your personal experience. There is a model to help you.

Model:

In my opinion, Ukrainians are very hospitable and friendly. We always meet the strangers and guests with bread and salt. I know that people of my country are hard-working. They are also kind and have got a sense of humour. Ukrainians are quite educated and clever, that's why so many important discoveries have been made by people of Ukrainian origin.

Ukrainians are more hard-working than Italians, for example. People in Italy don't work for some hours in the afternoon. They have got a siesta and sleep. Ukrainians, on the contrary, have a very short break for lunch.

3. Take turns to ask and answer the questions.

1. What are the general characteristic features of the climate in Ukraine? Is it the same in all parts of our country?
2. What influences the climate in general? What influences the climate in Ukraine?
3. Does the climate influence the life of people in Ukraine? In what ways? Have there been noticed any changes in the climate in Ukraine for the recent years?
4. Describe typical winter weather in different parts of Ukraine.
5. Describe typical summer weather in different parts of Ukraine.
6. What do you know about the greenhouse effect?
7. What can you say about the geographical position of Ukraine?

**4. Fill in the blanks with the words from the box.**

1. There were 1_____ levels of chemicals in the lake.
2. Her ideas have gradually gained 2_____ in the class.
3. Emily Dickinson had a major 3_____ on his poetry.
4. Art allows us to express things that we would not be able to express 4_____.
5. We have eaten 5_____ dishes, ranging from very sweet to rather sour.
6. The planets have different 6_____.
7. No living creature can live without 7_____.

otherwise, various, moderate, atmosphere, influence (2 times), oxygen

5. Turn the following sentences from the Passive into the Active Voice. The first sentence has already been done for you.

1. The pages have been cut from this book. That's why I can't learn this lesson. – Someone has cut the pages from this book. That's why I can't learn this lesson.
2. This newspaper hasn't been read yet.
3. The stones were thrown by the student who was afterwards seen in the central street of the town.
4. This activity has been used by many teachers worldwide.
5. The football player was pushed to the ground by his opponent.
6. The fire was finally got under control by the firefighters.

7. The plan hasn't been well thought by the leader at all.6. Mini project. Find information about a beautiful natural wonder of Ukraine and get ready with a presentation about this place. In your presentation, you should:

- say the name of the place and its location;
- give some historical background of the place (if possible);
- prove its beauty and describe the place;
- mention the most remarkable features that would inspire people to visit this place.
- create a PowerPoint presentation with images of the place.

Model: My presentation today will be about Sofiyivka, a beautiful park which is located near the town of Uman, Cherkasy region. It was designed by a loving husband, Polish king Philip Potocki, as a gift for his wife, Sofia. She was a lady of exceptional beauty.

The park has got many alleys, ponds and lakes with many rare species of trees, bushes and flowers. There are a lot of relaxation areas with benches, fountains and beautiful sculptures. Sofiyivka is a masterpiece of horticulture (мистецтво садівництва).



LESSON 85

1. Name all the prominent Ukrainians (or people with Ukrainian roots) you know. Mention their achievements.

Include the following categories: a) people of the past and present day celebrities; b) famous Ukrainians of the Arts and Literature; c) outstanding Ukrainian inventors and scientists; d) cinema industry celebrities with Ukrainian roots.

2. Read the text and choose the word the best completes the sentence.

Lesya Ukrayinka (Lesya Petrivna Kosach) 1___ on February 13, 1871 in the town of Novhorod-Volynsky in the Land of Volyn, Ukraine. Her parents did not 2___ their children to school, but educated them 3___. Lesya's mother was afraid that attending school which was russified, would be bad for her children culturally. She wanted 4___ them in Ukrainian society, appreciating Ukrainian culture and their Ukrainian roots.

Lesya learnt to read when she was four. Among the authors whose books she 5___ reading in her later childhood were Pavlo Chubynsky (Ukrainian writer who retold folk stories), Taras Shevchenko (his Kobzar collection of poems in particular), Jules Verne, Daniel Defoe. Among the friends of Lesya's family were remarkable cultural figures — the prominent historian Mykhailo Drahomanov (Lesya's uncle); the writer Mykhailo Starytsky, and the composer Mykola Lysenko. It was Lysenko who saw Lesya's musical talent.

Visits to fairs, attending religious feasts and weddings were a great joy to Lesya. In the winter of 1881, on Vodokhreshcha she 6___ to the river to watch this colourful celebration. But she got her feet wet soon after she 7___ there. Instead of going home, she stayed until the end of the ceremony. It was rather cold that day. The consequences were tragic — she developed the tuberculosis of bones which until her death thirty two years 8___ was a source of constant pain and ill health. She went through several operations but they helped only for a short time. One of her hands was painful with tuberculosis and her dream to become a musician 9___. Because of her illness Lesya couldn't get a formal education but thanks to her mother and her uncle, Mykhailo



Drahomanov, she became a widely 10___ person, could read and speak many languages.

Lesya spent her last ten years mostly abroad — the Caucasus, the Crimea, Italy and Egypt, with only occasional visits to Ukraine, but the state of her health remained bad. But she kept writing. The choice of the penname was not accidental. Lesya wanted to emphasize her Ukrainian roots. Her poetry, no matter where she was, was always rich in soft and kind melodies of her native land.



In 1907 she married Klyment Kvitka, a music critic and folklorist whom she 11___ for a long time. They settled first in the Crimea, then moved to Georgia.

Finally, in 1912, Lesya wrote “Lisova pisnya” (The Forest Song). She wrote it in eleven days. It was her best work, a reflection of her soul and heart. The image of Mavka 12___ by Lesya on the basis of her own life:

*“Yes, I’m alive, I’ll live forever,
What’s in my heart can never die!”*

But Lesya died on August 1, 1913 at a health resort in Surami, Georgia.

- | | | | |
|-------------------|-------------------|---------------|--------------------|
| 1. A born | B has been born | C was born | D bore |
| 2. A sent | B sended | C have sent | D send |
| 3. A at home | B in the house | C from home | D in home |
| 4. A raise | B rise | C risen | D be raised |
| 5. A enjoys | B enjoyed | C has enjoyed | D was enjoyed |
| 6. A has gone | B was going | C gone | D went |
| 7. A had come | B came | C was coming | D has come |
| 8. A late | B lated | C later | D lates |
| 9. A is ruined | B has been ruined | C was ruined | D were ruined |
| 10. A educating | B education | C educated | D educatedly |
| 11. A knew | B known | C has known | D had known |
| 12. A was created | B created | C is created | D has been created |

3. Read the text in exercise 2 again and find the words which mean the following:

1. the production of an image by or as if by a mirror
2. something that is an origin or source
3. a name used by a writer instead of the writer’s real name

4. a serious disease that mostly affects the lungs and in which there is fever, cough, and difficulty in breathing
5. something that happens as a result of a particular action or set of conditions
6. a reproduction or imitation of the form of a person or thing

4. Read the fragment of the poem by Volodymyr Sosiura "Love Ukraine" and learn it by heart.

Love Ukraine

Love Ukraine, like sun that you love
 Like wind, like grass, and like water,
 Whenever you're happy, in moments of gladness,
 At times of trouble, do love.

Love Ukraine when asleep or awake
 The glamorous your Ukraine
 The beauty of it, always alive and new
 And language of hers full of charm.

Amongst the brother-made nations, like garden in dew
 She shines through the ages again
 Love Ukraine with all of your heart
 And all of the deeds that you make..."

5. Write the sentences in the Passive Voice.

1. No one will collect the garbage tomorrow. 2. People spell "writing" with one "t". 3. People don't spell "writing" with two "t's". 4. People spell "written" with two "t's". 5. The construction workers will build a new hospital next year. 6. When did they build the Suez Canal? 7. Olga wrote that composition. 8. The University of Minnesota has accepted my brother.

6. Imagine your pen friend from Great Britain has decided to visit Ukraine. In his letter he / she asks you to arrange a four-day tour around your country. Write a letter to your pen friend suggesting the ideas for the tour. Give your reasons why he / she should visit the places you suggest. Use lesson 14 to help you remember the structure of a letter.

LESSON 86 (OPTIONAL)

LESSON 87. WORKING IN THE MEDIA

1. Guess what life is like for a journalist interviewing celebrities: do journalists enjoy this? Do they earn a lot of money? How busy are they? Are they popular themselves? Read or listen to the conversation to confirm your guesses.

The interviewer:

Jake, how many famous people have you interviewed in your career?

Jake Houston, celebrity journalist:

Hundreds of pop stars and film stars.

The interviewer:

So, who have you met?

Jake Houston:

From the world of music, I've met Kylie Minogue, Robbie Williams, the boys from "Oasis", and a lot more. The film stars I've done interviews with include Tom Hanks, Patrick Swayze, Goldie Hawn, Ben Stiller, Sandra Bullock. I can't remember all the names right now.

The interviewer:

I see. Do you just phone the celebrities and ask to interview them?

Jake Houston:

Not exactly. It's not that easy. At the beginning of my career I had to pay to people who had contacts with celebrities to ask them for interviews. But now I run the company called Celebritext. I have been working in the media for **quite** a lot of years. We specialize in doing celebrity interviews, so I've got lots of contacts in the industry. When a new movie or CD comes out, the film or record company contacts me and says that the star is happy to give some interviews. I don't always do the interviews myself. The other journalists at my company do that as well. When the interview has been done, I then sell it to newspapers or magazines all round the world.

The interviewer:

And what are the stars like when you meet them?

Jake Houston:



It depends. Mostly they are really friendly. Robbie Williams was very funny. I have had some arguments as well, but not strong ones. For example, Tom Hanks and I had an argument about space exploration when I interviewed him for the movie "Apollo 13".

The interviewer:

Who would you like to interview in the future?

Jake Houston:

I haven't met Madonna yet. I'd love to interview her, but it's **quite** difficult to get an interview with her.

The interviewer:

Have you enjoyed this interview today?

Jake Houston:

Very much! Actually, it's the first time I've been interviewed. I usually ask the questions, but I do not answer them!

2. Say whether the sentences are true or false. Correct the false ones.

1. Jake has interviewed a lot of celebrities.
2. He enjoyed his interview with Tom Hanks.
3. He does the interview only for Celebritext.
4. Other people often interview Jake.
5. At the beginning of Jake's professional activity he could easily ask any celebrity for an interview.

3. Read the interview in exercise 1 and choose the correct answer.

1. Why does Jake know a lot of people in the media?
 - a. Because he specializes in doing celebrity interviews
 - b. Because he runs his own company in London
 - c. Because he's been working in the media for a long time
 - d. Because film and record companies contact him
2. When does a film or record company contact Jake?
 - a. When the celebrities are in good mood
 - b. When the company has produced a new product
 - c. When the company needs to find a new journalist
 - d. When Jake has done an interview with a star
3. Jake does not always ____
 - a. Win the arguments he has with the stars
 - b. Find it easy to think good questions
 - c. Respect the celebrities he interviews

- d. Agree with what the stars say in interviews
4. Jake sometimes asks other people to ____.
- Do the interviews for him
 - Sell the interviews for him
 - Contact the film or record company for him
 - Contact the celebrity for him

Focus on Grammar!

Adverbs of degree: Quite / Rather / Almost

Quite is often used to show the degree of certain quality. Both **quite** and **rather** are used to modify adjectives and adverbs to mean "more than a little, but not very":

*He's **quite** well-known.*

*She greeted me **quite** cheerfully.*

*You seem **rather** unhappy today.*

*It was a **rather** sad story.*

Rather has less force than **quite**. **Rather** means "to a degree." **Quite**, in contrast, means "to a significant degree". When someone is **rather** sad, the degree of sadness is less than if the person is **quite** sad.

*Is he well-known? Oh yes, **quite**!*

*I **quite** agree with you!*

We can use **rather** with comparatives. **Quite** is never used with them.

Their new house is **rather smaller** than their old one.

(**NOT**: Their house is ~~**quite smaller**~~ than the old one.)

Almost means 'nearly', 'not quite' 'not completely'. It is an adverb of degree. When **almost** modifies a verb, it normally goes before it.

*I have **almost finished** the job.*

If the verb is a form of **be**, **almost** goes after it.

*There were **almost sixty** people there.*

Almost can modify an adjective, and then **almost** goes before it.

*I am **almost ready** to leave.*

*He is **almost certain** to win.*

Almost can be used with **every**, **all**, **nothing** and **no one**.

*He calls him mom **almost every** day.*

*She has broken **almost all** of her toys.*

***Almost no one** wished him on his birthday.*

*There was **almost nothing** to do.*

Almost can be used with expressions of time and quantity.

*I spent **almost two months** (OR **nearly two months**) in Australia.*

*That used laptop costs **almost 3000 hrn.** (= ... nearly 3000 hrn.)*

Almost can be used with **always** and **never**. It cannot be used with **sometimes**, **occasionally** or **often**.

He is **almost always** late for work.

She is **almost never** on time for school.

4. Complete the sentences with almost, quite, or rather.

1. ___ all people in the world want to lead a better life. 2. The film was ___ good but the book was much better. 3. "What was the examination like?" "___ difficult, I am afraid." 4. I was ___ pleased with the hotel but she was ___ disappointed. 5. ___ all junior high students in Japan and Korea have to study hard to pass high school examinations. 6. She lives ___ near me, so we can see each other ___ often. 7. John is a hard working student but he is ___ slow. 8. I have been told a strange ghost story. It is ___ incredible. 9. I ___ had a bad accident yesterday. I have to drive more carefully. 10. The cat ___ scratched my leg, but I managed to take it away. 11. We had ___ arrived in the city when it started to snow. 12. She has been to ___ all countries in Asia.

5. Choose the correct word.

1. It's *quite/rather* colder today than it was yesterday.
2. Ann didn't like the book but I thought it was *quite/rather* good.
3. He *quite/rather* agrees with you.
4. She is clever but *rather/quite* lazy.
5. What he said was *quite/rather* true.
6. I don't *rather/quite* understand what he means.
7. It's *quite/rather* an interesting novel.
8. I didn't expect to see them in my town. It was *quite/rather* a surprise.

6. Complete the sentences with some words from the conversation in exercise 1.

1. A _____ is a person who writes for newspapers and magazines.
 2. Famous people, particularly pop stars, actors and TV presenters, are sometimes known as _____.
 3. Newspapers, magazines, TV, radio and films are all examples of the _____.
 4. When a film _____ out, you can go and see it at the cinema.
 5. There's an interesting ___ with Gwyneth Paltrow in this week's "Gossip".

7. Make up your own sentences with almost, quite, rather (three sentences for each adverb).

LESSON 88

1. Work with your partner and discuss what qualities a journalist needs.

2. Read or listen to the article and check your ideas. List the skills necessary for effective professional activity of a journalist as mentioned in the text.

If you want to work in the media or as a journalist, it's a good idea to learn as many relevant skills as possible. Any good job involves using lots of different skills, and that's what your goal is!

For example, learning about digital technology is a good start. You never know when you may have the opportunity to take that important photograph! Knowing a foreign language is quite important too. The ability to communicate in a foreign language "opens a lot of doors".

Getting some work experience during the holidays on the local newspaper is also a good idea. That's the best way of making important contacts. Of course, if you consider a career of a journalist, you will need to be good at writing. You can find a website that encourages new writers to send in their work or start your blog to try yourself in writing.

Finally, if you really want to follow a career in the media, it's important to do your best to succeed, to be hard-working and never give up!

3. Match the skills on your list (exercise 2) with the pictures.



4. Read the introduction and the conclusion of the article in exercise 2 again. What does each of them do?

Introduction:

- a. Gives the reader an idea of what the rest of the article is going to be about
- b. Starts immediately with the first point the writer wants to mention

Conclusion:

- a. Gives further detailed information
- b. Makes a general statement about the topic

5. Use the article in exercise 2 and write an introduction and a conclusion for an article on the topic: "How to become a TV news reporter".

6. Use the plan of the article on the topic suggested in exercise 5 and the expressions from the box and write the whole article.

Introduction: about working in the news
 Paragraph 1: how to – start information about the job
 Paragraph 2: Useful experience
 Paragraph 3: enthusiasm and hard work
 Conclusion: future success

<i>Personal advice expressions:</i>	<i>Ideas for the main body of the article</i>
<p>It's no good.... You may be able to It's all about The best thing to do is Make sure you You might need to ...</p>	<p>Do something useful/ spare time Train as junior reporter Visit local newspaper Ask/ positions available Show enthusiasm Do your best/ volunteer for tasks</p>

LESSON 89

1. Read or listen to the conversation with a journalist and say what she is talking about: a) types of journalists; b) types of stories; c) types of newspapers. Act out the conversation with your partner.

Interviewer: Alison, I suppose the question most people ask is about the stories journalists write. What makes a good story?

Alison, a journalist: All good stories need certain components, certain factors that make them interesting for the reader. And there are two main types. Firstly, if something strange has happened that readers can relate to. The stories of strange or funny situations, in which ordinary people can find themselves, or the stories we can all understand.

Interviewer: And the other type?

Alison: the other type concerns celebrities: film stars, the royal family, politicians, sportspeople. I think people enjoy reading about celebrities who have done something wrong, because it shows their human side: even if you are rich and famous, you can still make mistakes.

2. Read the text about newspapers in the UK. Find some of the words in bold in the pictures.

Journalists write the stories, but the **editor** controls the contents of the newspaper. He/ She decides which stories should go on **the front page**. Editors also write the **headlines** for the **main stories**. **The Sunday papers** have more **sections** than the **daily papers**, for

example, they have a **sports section** with reports of different sporting events, a **financial section** with **articles** about money and a **review section**. This often has **interviews** with **celebrities** like film stars and singers. Newspapers are cheap in the UK and they make lots of money by including **advertisements**. **Online news** is one of the fastest growing areas of the media in Britain.



3. Sort out the words and phrases in bold type in exercise 2 in the correct column.

<i>People</i>	<i>Things you find in a newspaper</i>	<i>Other</i>
<i>journalists, ...</i>	<i>main stories, ...</i>	<i>the Sunday papers, ...</i>

4. Complete the sentences with quite or rather. Use focus on Grammar (lesson 87) to help you/

1. 'How was the movie?' ' ___ good. Not the best one I have seen this year'. 2. She didn't run ___ fast enough for a record. 3. I speak French ___ well – enough for everyday purposes. 4. In our team, we play ___ well. 5. He managed to do it! It was ___ incredible! 6. My father's new job is well-paid, but ___ noisy with all those machines. 7. I found the water ___ cool this afternoon at the swimming pool. 8. It was ___ expensive to go to Sydney, but ___ a good idea! 9. I ___ understand you why you had to leave the concert. 10. This exercise was ___ easy, wasn't it?

5. Take turns to ask and answer the questions.

1. Is the system of newspapers in Ukraine similar to that of Great Britain? 2. Do you read a daily newspaper? Which one? What is your favourite section? 3. Do you read a Sunday newspaper? Which one? What are your favourite sections? 4. Would you like to be a journalist or an editor? Why or why not? 5. Do you believe everything you read in the newspapers? Why/ Why not? 6. Are some of the newspapers more believable than others? Which ones?

6. Read the story and complete it with the correct tense form of the verbs in brackets.

I believe that magazines are not useful for me so I stopped reading them a long time ago. My history teacher 1 ___ (advise) me to start reading newspapers, which can help me 2 ___ (understand) the world better. He 3 ___ (suggest) to try "The Guardian" and 4 ___ (offer) me his copy. I 5 ___ (love) reading the sports pages but I 6 ___ (enjoy) the political and economic news yet. Anyway, I 7 ___ (promise) to read everything. Now I 8 ___ (want) to buy some magazines, like "Newsweek" or "Time", and see if I 9 ___ (enjoy) reading them as well.

LESSON 90

1. Listen to the second part of the conversation with Alison, a journalist and put the topics she discusses in the order they appear in the conversation. Pay attention to the words in bold.

- a. Writing about people's private lives.
- b. Celebrities who need publicity.
- c. Newspapers which write only about celebrities.
- d. Famous people who do something wrong.

Alison: You know, people like reading about **scandals** in a politician's activity, actors and their bad **behaviour** and the stuff like that.

Interviewer: There has been a lot of criticism of journalists for writing too much about people's **private life**. What's your opinion? Is it right **to break into** someone's private life for a story?

Alison: In my opinion, it depends on who it is and what is reported. Is it right to follow normal people on holiday and take photos of them and their family? No, I don't think so. But if these people are famous or they are spending **public** money, politicians, for example, we should definitely check what they are doing.

Interviewer: So it depends on each individual case?

Alison: I think so, yes.

Interviewer: But what do you think of those newspapers which follow celebrities twenty-four hours a day and take pictures of them?

Alison: Well, there are different types of newspapers. Some are full of gossip and celebrity news. They don't contain serious news. They sell because the public wants to see famous people in their private moments.

Interviewer: Doesn't that seem wrong to you?

Alison: I am not sure about that. I don't think so. If you become a film star or a TV celebrity you know what's going to happen to your life. Many celebrities need that **publicity** to keep them **in the public eye**. Celebrities need photographers and photographers need celebrities.



Interviewer: I am sure the photographers would agree with you.

2. Match the words or phrases with their definitions.

publicity	relating to, or affecting all the people or the whole area of a nation or state
in the public eye	one's personal relationships and activities distinct from his or her public or professional life
scandal	the manner of conducting oneself
public	to enter something without permission, usually using force
private life	attention that is given to someone or something by newspapers, magazines, television news programs
behaviour	known and talked about by many people
break into	a talk about the shocking or immoral things that people have done

4. Read the headlines and say what features differ them from regular sentences.

Model: I can see that the nouns in the headlines are usually used without articles.

Skirts for men come into fashion.

Doctors discover cure for cancer.

Brad Pitts star in world's most expensive film.

Talking mouse created by scientists.

Healthy chocolate developed by food scientists.

Computer virus likely to crash all computers worldwide.

Ancient city in Asia discovered by archeologists.

4. Work with your partner. Choose four stories from the headlines in exercise 4 to go on the front page in this week's Sunday newspaper.

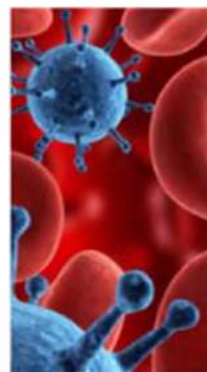
Model:

A: I believe the article about a new cure for cancer should go on the front page?

B: I am not sure about that. It isn't interesting for all people. Only doctors would like to read it.

A: I don't think so. So many people in the world suffer from this dreadful disease. I am sure it must be useful for everybody.

B: All right. You have got the point.



5. Fill in the blanks with the words and phrases from exercise 2. The words may be used more than once.

1. I couldn't wait and ____ their conversation. 2. We need to keep education in the ____ if we want support for improvements in our schools. 3. There was a major ____ involving the mayor's ties with the Mob. 4. I'm surprised by her bad ____ toward her friends. 5. *She was reserved and shy* in _____. 6. Illness kept the actor out of ____ for eighteen months. 7. An acceptable social ____ in one country may be unacceptable in another country. 8. She has received a lot of ____ for her latest novel. 9. The gossip magazine is filled with rumors and _____. 10. *He tried to live an ordinary* _____. 11. An arrest for drunk driving is bad ____ for any celebrity.

6. Choose the correct word.

1. Let's put this story on the *headline / front page / review section*. It's quite attention grabbing.
2. Did you read the *interview / report / celebrity* with Ani Lorak?
3. Today's *main story / front page / review* was about a famous politician.
4. You can read about new books in the *headline / interview / review section*.
5. A lot of *editors / journalists / reports* have interviewed her, but we still know nothing about this film star.
6. *The free press / The Daily papers / Online news* on the Internet is more up-to-date than newspapers.

LESSON 91

1. Listen to the conversations and act them out with your partner. Have you experienced any of the problems like those mentioned in the conversations? Make up similar dialogues.

1. A: What's the matter?
B: The printer's broken, again. I need to finish this article for the editor's check.
A: Oh, dear. Shall I call the engineer?
B: I'd be so grateful.
2. A: Oh no! My computer keeps freezing!
B: Try turning it off and on again.
A: Thanks.
3. A: What's wrong?
B: The photocopier isn't working. I think the paper's run out.
A: What if the paper's stuck in it?
B: I hope not.
A: Don't worry. I'll deal with it.



2. Complete the newspaper headlines using the words below.

saves, inherits, takes, escapes, deliver, survives

1. Traffic police officer in Madrid helps a woman to ___ baby in a car.
2. Lost driver ___ a wrong turn for 5,000 miles.
3. Circus monkey ___ and destroys a restaurant.
4. Top chef ___ giant lobster from cooking pot.
5. Sailor ___ four months at sea.
6. Cat ___ \$350,000 house and \$100,000 from owner.



3. Would you read any of the stories under the headlines given in exercise 2? Say which stories and why you would like to read them.

Model:

I would like to read a story about a driver who had to drive 5,000 because of the wrong turn. I don't believe this could happen. So I would like to check if the story is true or invented.

4. Read the texts and match them with the headlines from exercise 2. Then match the stories with the pictures.

A. A driver who went on a day-trip to Calais ended up in Gibraltar after a five-day mystery tour. Mrs Bright was going to France to buy presents for her friends. But, driving around Calais in search of the supermarket, she took a wrong turn and lost her way. Without a map, unable to speak French, she was too embarrassed to ask for directions and found herself in Gibraltar.



B. A giant lobster, saved from the cooking pot by Antony Bizarre, a top chef at one of the restaurants in Victoria, Australia, has been returned to the sea. Antony said he was planning to serve the lobster at his expensive restaurant, but decided he couldn't boil such a fine creature. Then the creature was taken to the coast and freed.



C. Philip, a grey and white cat, has become Britain's most famous pet. The eight-year-old cat got a very expensive house plus \$ 100, 000 after his owner's death as a heritage. Mrs. Barela's neighbours will use \$100,000 to buy food for her lucky Philip.



D. A monkey, who escaped from a local circus in Lehre, Germany, cause \$10,000 of damage to a pizzeria after the owner of the restaurant tried to feed it on bread and salad. It dropped a vase, then started throwing paper towels and finally turned on the water taps flooding the restaurant bathroom.



E. “He was eating a seagull when we found him”, said a member of the South African navy team that rescued a Vietnamese immigrant, Parn Hung Kuk from the Atlantic Ocean. Kuk took a day-trip from Cape Town in his boat. He got lost in a storm, and then found four months later. “He was living on seagulls, a turtle and rain water. It’s a miracle he’s still alive”, said the rescue ships’s captain.



F. Madrid traffic police helped to deliver another baby yesterday. “I was taking a break in a cafe by the road when a taxi driver shouted for help”, said Carlos Venire. His passenger was having a baby. It was a boy. The woman said she would call him Carlos as a way to say “thank you”.



5. Read the texts in exercise 4 again and answer the questions.

1. Where did Mrs. Bright want to go? Why didn't she ask for directions?
2. What did Parn Hung Kuk eat for four months?
3. Why is Philip the cat so famous?
4. What damage did the monkey do to the pizzeria?
5. Why didn't the chef cook the lobster? What did the chef do with Billy?
6. Why did the taxi driver ask for help? How did the lady express gratitude to the police officer?

6. Think of 3 headlines for the tabloid you work as the editor. Write the headlines and choose the only one to go on the front page of your newspaper.

LESSON 92

1. Read or listen to the text and fill in the gaps with the words from the box.

The ____ British newspaper was published in 1621, and had the title "Corante, or Weekly News from Italy, Germany, Hungary, Poland, Bohemia, France and Low Countries". It was a single sheet of paper and was sold _____. Other newspapers soon sprang up, but they were strictly controlled by the _____ and journalists were not free to write what they liked until the eighteenth century. In 1702, the first daily newspaper was launched. For the next 150 years the governments imposed heavy taxes on newspapers, which made them too ____ for ordinary people to buy. Prices began to fall in the 1860s, when more people were able to read and were curious to find out what was happening in the world. Many new newspapers were launched around this time and the era of daily paper popularity began.



Nowadays there are basically two types of _____ newspapers in Britain: serious "quality" papers that carry news and analysis (for example, "The Daily Telegraph", "The Times", "The Guardian"), and popular "tabloid" papers that have some news but are largely devoted to gossip and _____ (for example, "The Sun", "The Daily Mirror", "The Daily Mail").

Unfortunately, the circulation figures for newspapers in Britain are now low, because of the _____ in recent years of news websites, and many of them are run by the newspapers themselves. As soon as you get the ____ to the Internet from computers or mobile phones, you are instantly updated with breaking news. However, newspapers have survived the invention of radio and television, and most experts agree that despite the _____ they now face from the Internet, newspapers will never die out as they are cheap, convenient and easy to carry around.

Earliest, competition, expensive, government, weekly, national, access, entertainment, emergence

2. Read the text again and choose the correct answer.

1. The earliest newspaper was published in 1621/1702.
2. In the seventeenth century the government/ journalists controlled the newspapers.
3. For many years ordinary people couldn't buy newspapers because the papers cost a lot of money/ the government taxed newspapers.
4. "The Daily Mail" is an example of a quality newspaper/ tabloid newspaper.
5. Sales of newspapers in Britain are falling/ rising.
6. The writer believes that newspapers will/ won't survive.

3. Read the text about the paparazzi and say who you agree with more, the celebrity or the photographer. Give your reasons.

Model: In my opinion, the celebrity people suffer more. It's true that they realize the disadvantages of fame, but they are people, and they also need a normal private life. I wouldn't like to be in the public eye for twenty-four hours a day. I agree with the celebrity.

The public enjoy reading about stars in magazines – and they hope to see new photos of them with every article. Who takes these photos? They are called the paparazzi: photographers who spend hours each day following famous people and waiting for them outside clubs, hotels and restaurants.

The Celebrity: I refuse to co-operate with the paparazzi. I never agree to pose for photos, and I try not to go to clubs and restaurants. Often, I can't leave the house without make-up because I know that they're waiting for me in the street outside. Of course, I realize that the fame has a price, and I don't expect to lead a completely normal life – but we have no privacy at all. Can you imagine that? I do believe it's really unfair.



The Photographer: Most famous people pretend to hate the paparazzi, but almost all of them want to be in the magazines – stars need publicity. Ok, they lose a lot of privacy – but they still manage to have a better life than most other people. I can say a lot of celebrities enjoy the attention. It's the paparazzi who have a bad time. Sometimes we spend all night following celebrities and fail to get a good picture!

4. Work in groups of four. Two of you are paparazzi, the other two are celebrities.

The task for celebrities: think of reasons why celebrities have the right to privacy, and how paparazzi and celebrity newspapers should be controlled. Make notes.

The task for paparazzi: think of reasons why it is fine for newspapers and magazines to publish photos of celebrities and write stories about their private lives. Make notes.

Then together in a group have a discussion and present your opinions. You may use the phrases from the box.

<i>Disagreement</i>	<i>Partial Agreement</i>
I don't accept that ... I think it's wrong to say that ... I disagree with the view that...	It may be true that..., but.... I admit that However, I am for the point that Nevertheless,

5. Write a list of Ukrainian newspapers you know. You may include both local and national newspapers. Then sort them out into quality and tabloid newspaper types. Give your reasons.

Model: I think “*Bulvar*” is a tabloid newspaper, because there are many gossips and scandal articles about famous singers, film stars and politicians there.



LESSON 93

1. Read or listen to the dialogue and act it out with your partner. Then make up a similar one.

Journalist: Good evening, Mr Tomkins. I'm from The Daily Mirror. Can you share with me what happened to you yesterday?

Mr. Tomkins: Well... I was driving home from work yesterday when...

Journalist: When was it? I mean, when were you driving home?

Mr. Tomkins: Oh, I don't remember exactly. It was quite late, probably around eight. I was driving quite slow when suddenly something fell out of the sky and hit my car.

Journalist: Wow! What was it?

Mr. Tomkins: You won't believe it! That was a huge tortoise!

Journalist: Unbelievable!

Mr. Tomkins: I stopped the car and got out. The tortoise was lying on the road. I was about to call the police when I saw two people running towards my car.

Journalist: Who were those people?

Mr. Tomkins: I then found out they were the owners of the tortoise. Luckily the tortoise was not hurt much because I wasn't driving fast, you know. But my car looks quite damaged now. The owners of the tortoise promised to help in repairs. They left the balcony door open and the tortoise crawled out of the flat and fell off the balcony right onto my car.

Journalist: What a story! The people will read about it in tomorrow's paper. Thank you so much, Mr. Tomkins.

2. Here are the top 15 Most Popular News Websites. Match them with their logos.

Yahoo! News
 Google News
 Huffington Post
 CNN
 NewYorkTimes
 Fox News
 NBC News
 Mail Online
 The Guardian
 Washington Post
 WSJ



ABC News - BBC News - USA Today - LA Times

3. Browse the news websites listed in exercise 2 and say what kind of information you can get from each Internet resource.

Model:

CNN news website publishes the news from around the world. I have found articles about the news from the USA, China, Italy and other countries. The articles range from politics to scientific discoveries. There has also been the news about celebrities (the issue I read had an article about Q. Tarantino).

5. Compare a printed newspaper with a news website. Answer the following questions.

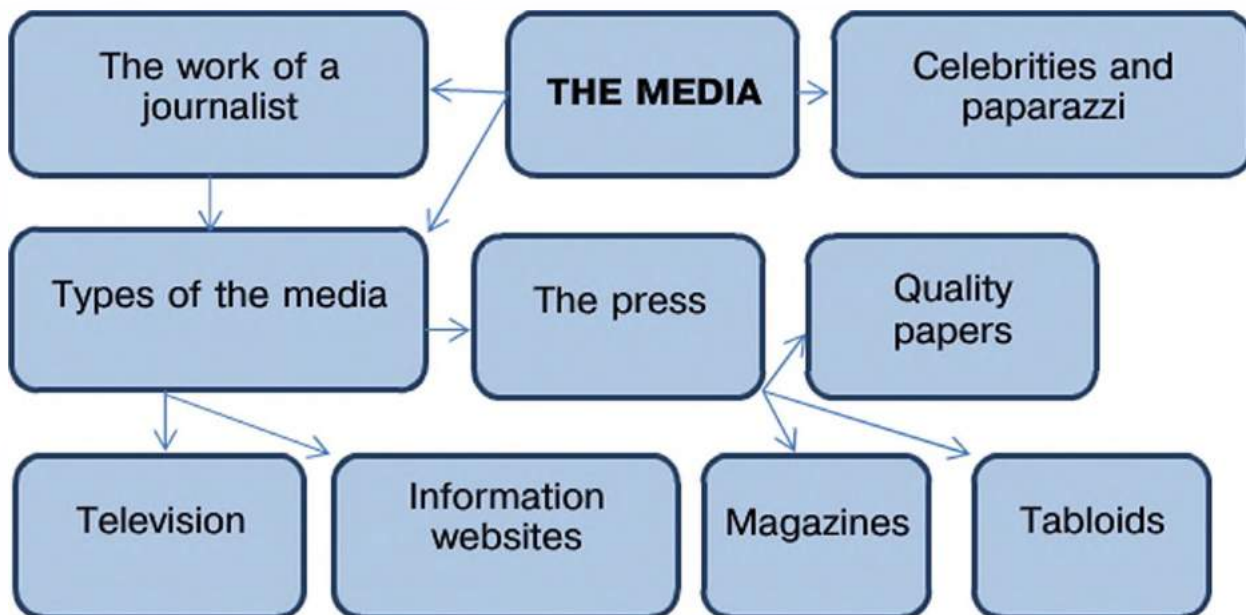
Which newspaper gives more news?

Which newspaper is more convenient for you to read?

Which newspaper do you believe more?

Imagine you have a chance to choose to work in a regular newspaper as a journalist or in a news website. What is your choice? Give your reasons.

6. Use the mind map to speak about the media.



REVISION LESSONS

LESSON 94

1. Read the magazine article about Leonardo DiCaprio and choose the word that best completes the sentence.

“I’m going to be famous”, Leonardo DiCaprio told himself when he was a child. Here he talks about how being a world film star has, and hasn’t 1 ___ his life.

He came from a poor family

“I didn’t exactly grow up rich”, he said smiling to 2 ___. In fact Leonardo lived in quite a dangerous area 3 ___ Hollywood. “All my friends at school had much more money than I did”.

He doesn’t think of himself as a pin-up (a poster showing a famous or attractive person).

“There are always going to be new faces – they come and go like everything else. Two of my movies, “Romeo and Juliet” and “Titanic” have 4 ___ love stories so people think of me as a pin-up. But I’ve never thought of 5 ___ as one”.



Has he ever been in love?

“I’ve been 6 ___ when you were going to ask me that”. And the answer? “You’ll just have to work that out for 7 ___”.

He knows about the problems of being famous

“I still live in the same place I’ve always lived and know the same people I’ve always 8 ___. But I can’t do all the things I could do when I was younger”.

He wants a rest

“I’ve been filming non-stop 9 ___ a long time now and I want to have a rest. I’ve missed a lot of things since I’ve been working in movies. I’ve got lots of interests. So I’m going to take some time off for myself”.

- | | | |
|-------------|-------------|------------|
| 1. A change | B changing | C changed |
| 2. A myself | B himself | C yourself |
| 3. A of | B by | C to |
| 4. A being | B be | C been |
| 5. A I | B me | C myself |
| 6. A wonder | B wondering | C wondered |
| 7. A you | B your | C yourself |
| 8. A knew | B knowing | C known |
| 9. A by | B for | C since |

2. Put the sentences from the news stories into the Present Simple Active or Passive.

1. A top politician _____ (remove) from office.
2. The boss of HAW Steel _____ (give) \$ 1,000,000 bonus by company directors.
3. Workers in a car factory in Scotland _____ (stop) work for forty-eight hours.
4. Injured football star _____ (tell) to rest for three weeks.
5. The body of a famous climber _____ (find) in Austrian mountains.
6. Philip Roth _____ (win) the big prize – again.
7. Tesco supermarkets _____ (open) their doors to Sunday night shoppers.
8. A new health report finds that fewer games _____ (play) at school than ever before.

3. Read the statements and express your opinion on them. Use the phrases from the box.

1. Political news is boring.
2. Newspapers should be free from any censorship.
3. There is too much sport in the media.
4. The Internet has changed the way people find out the news.
5. Journalists shouldn't write about people's private lives.

I strongly believe that..., I think..., I don't think so and the reason is that..., In my opinion..., In my view..., To my mind..., I do believe..., I absolutely agree with the idea that...

4. Choose the correct word or phrase.

1. *He's interviewed/ He's been interviewing/ He interviewed* three celebrities so far this week.
2. *I am writing/ I've written/ I've been writing* this short story for three hours now and I still haven't finished yet.
3. She's been a journalist *from/ since/ for* 2006.
4. I haven't read David Beckham's autobiography *yet/ still/ already*.
5. Have you ever *gone/ been/ been going* to a TV studio?
6. Jake *just has sold/ has just sold/ has sold just* an interview with Jodie Foster.
7. I *still/ yet/ already* don't understand the difference between present perfect simple and continuous.

5. Complete the sentences using quite + one of the following:

a busy day, a good voice, a nice time, a lot of mistakes, a nice day,
a long way, a strong wind, a frightening experience

1. The weather was better than we had expected. It *was quite a nice day*.
2. Tom often sings. He's got _____.
3. The bus stop wasn't very near the hotel. We had to walk _____.
4. I'm tired. I've had _____.
5. Our holiday was OK. We had _____.
6. It's warm today but there's _____.
7. I hope that never happens again. It was _____.
8. She speaks English fluently but she makes _____.

6. Imagine you are going to interview a famous person. Choose the celebrity you would like to interview and get ready with possible questions you might ask him/ her during the interview.

LESSON 95

1. Choose the correct words to complete the sentences.

1. "The Big Issue" is a popular magazine, that *is/ are* published every week.
2. Some of the articles *is / are* written by famous people.
3. About 160,000 copies of each issue *is/ are* sold in the UK.
4. The magazine *is / are* sold by homeless people for 1.40 pounds a copy.
5. The people who sell the magazine *is/are* known as 'vendors' (a person offering something for sale, especially a trader in the street).
6. About half of the money from sales *is/ are* kept by the vendors.
7. Special badges *is/ are* worn by the vendors.

2. Correct mistakes in the following sentences.

1. The story has told many times.
2. Last week's article was written our leading journalist.
3. The magazine sold in twenty countries now.
4. This news report been brought to you by Fox Cable News, USA.
5. The newspaper will printed at 3:00 a.m.
6. The World Wide Web invented by Tim Berners-Lee.
7. These days, over 10,000 books published every week.
8. The growth of television can't stopped.

3. Complete the sentences with the following words or phrases.

sections, record, contestant, article, profit, accidents, documentary, plastic surgery, performance, the front page

1. Did you read about the fire? It was on ___ of almost all the newspapers.
2. I saw an interesting ___ about Ancient Egypt on TV yesterday.
3. I'm sure that actor's had ___. He looks twenty years younger.
4. Which ___ of the paper do you read? I like the sports pages.
5. The company made a ___ of \$ 50, 000 this year.
6. One ___ on "Who wants to be a millionaire?" created
7. Speeding drivers cause a lot of _____.
8. George Michael gave a live ___ on MTV. He sang brilliantly.
9. Asafa Powell broke the ___ for the 100 metres. He ran it in 9,77 seconds.
10. There's an ___ about immigrants in the newspapers today.

4. Read the text and choose the answer that best completes the sentence.

1___ as a journalist for the last five years, but 2___ freelance for ten years. Before that, ___ for a newspaper. 4___ into a new office here in Manchester, which I'm really happy with. 5___ all morning to arrange an interview with the famous 100m runner, Carlos Santiago. Unfortunately, so far, his secretary 6___ that he'll be available next week. I'll keep trying this afternoon. In the past week, 7___ four interviews, and four stories which I wrote last week 8___ in newspapers and magazines. What are my ambitions? Well, 9___ an award for my work, so I'd like that to happen. I 10___ an interview on TV. That would be great too!

- | | | | |
|-----|------------------|---------------------------|------------------------------|
| 1. | A I am working | B I've been working | C I worked |
| 2. | A I've only been | B I'm only | C I've only been being |
| 3. | A. I've worked | B I've been working | C I worked |
| 4. | A I just move | B I've just moved | C I was just moving |
| 5. | A I try | B I've been trying | C I'm trying |
| 6. | A didn't confirm | B hasn't been confirming | C hasn't confirmed |
| 7. | A I'm doing | B I've done | C I've been doing |
| 8. | A have appeared | B have been appearing | C appear |
| 9. | A I've never won | B I've never been winning | C I'm never winning |
| 10. | A also never did | B have also never done | C have also never been doing |

5. Make up your own sentences (7-10) with the following words and phrases.

Model: I wouldn't like to work as paparazzi – you just have to wait the whole day for one picture of a celebrity.

Paparazzi, private life, celebrities, publicity, in the public eye, quality newspapers, tabloids, journalist, gossips, to interview, news section, sports section, review section, editor, front page, magazine.

LESSON 96

1. Read or listen to the text and say what the author's opinion about magazines for teenagers is.

A lot of us like buying magazines, don't we? We enjoy reading about films, fashion and sport. And for girls, magazines are also a good place to find out about important things like health and relationships.

From magazines, you can learn how to put on make-up and how to stop biting your nails. They suggest the way to lead a healthy lifestyle and give practical tips: how to give up eating sweets and how to start doing exercise at home.

They advise us to do those things but the advice comes together with the adverts which tell us to buy various things: body lotions that will help you to lose weight, shoes that will make you look more attractive and energy drinks that will keep you active all night.

Of course, advertisers know that we are important customers, but I think we should stop and think what we are buying. Don't be manipulated by rich companies which worry about their money, but not how healthy you are. You should decide to be yourself!

2. Take turns to ask and answer questions.

1. Do you buy magazines? Which ones? Give the titles.
2. What kind of articles do you usually look for in your favourite magazine?
3. How often do you read teenager magazine/ Do you read them online or in a printed form?
4. What was the last article you read in a magazine about?

3. Shark attacks always hit the news. Here are two stories from summer 1983. One is from "The Times" (the quality paper), the other one is from "The Daily Express" (the tabloid). Read the articles and guess which is from which newspaper.



Shark kills two off Barrier Reef

Melbourne – The skipper of a trawler, wrecked off the Northern Queensland coast near the Barrier Reef on Sunday night is recovering in hospital after a 36-hour fight during which his two-member crew were taken by a shark.

Jaws is dead. The incredible monster of the deep which has been terrorizing America's Eastern Seaboard was killed in a terrifying battle. And it was just like a scene from the famous horror movies.

4. Interview your friend. Use the questions below.

Would you like to be famous? Why?/Why not?

Which famous person would you like to meet most? Why?

Is it important to read a newspaper regularly? Why?/Why not?

How often do you use the internet? What kind of things do you use it for?

Have you ever seen or met a famous person in real life?

What have you been reading recently?

Is TV just for entertainment, or does it educate us too?

5. Look at the information about three magazines and complete the sentences using the following words in the correct form.



cost:	\$1.20	\$1	\$1.50
size:	100 pages	95 pages	75 pages
popular:	vvv	vvvv	v
comes out:	once a month	once a week	once a month

1. "Now!" is ____ magazine (**expensive**). – *Now!* is the most expensive magazine.
2. "Yes!" is ____ "Hi!" (cheap).
3. "Hi!" is ____ "Yes!" (cheap).
4. "Hi!" is ____ magazine (big).
5. "Yes!" is ____ "Hi!" but ____ "Now!" (big).
6. "Yes!" is ____ magazine (popular).
7. "Now!" is ____ (popular).
8. "Hi!" is ____ "Yes!" (popular).
9. "Yes!" comes out ____ "Hi!" and "Now!" (often)
10. "Hi!" comes out ____ "Now!" (often).

LESSON 97

1. Read or listen to the joke and act it out with your partner.

Mum: Wake up! You're going to be late for school!

Son: I don't want to go to school today.

Mum: Why not?

Son: The teachers don't like me, and the children don't like me.

Mum: But you must go to school.

Son: Why?

Mum: Because you're the headmaster.



2. Work in pairs. Practise speaking about your favourite and least favourite music styles and singers. You can use the words

amusing, boring, depressing, exciting, great, impressive, irritating, moving, passionate, relaxing, sad, silly, lovely

Model: A: What do you think about rap?

B: I don't like it, it's rhythmic but repetitive. It's my least favourite music style. What about you?

A: I love opera. It's soft and beautiful.

B: I think it's boring. And it's not soft. It can be very loud.

3. Read or listen to what the schoolchildren say about their school life and match the names and the statements about them.

1. A teenager who likes doing projects in a lesson	
2. A teenager who doesn't like maths	
3. A teenager who does very well in all subjects except one	
4. A teenager who likes meeting school friends but doesn't enjoy doing homework	
5. A teenager who likes sports activities at school	

Linda

At the moment, there's a competition at school and one of the events is *lip synching*. You do a dance routine to music. It looks like you're singing, but you're not. I confess that I like school very much. I'm good at all of my subjects, but not geography. I never do well in it.



Steve

I don't like home assignment, but I like coming to school to see my friends. I play football and volleyball at school after lessons. I started playing volleyball three years ago. It's a lot of fun. I've got some awards for it. I'm also good at science, but I don't like it.



Jane

Drama is an incredible class because you can be someone else. You have to understand how other people feel. It's like the childhood fantasy of being a princess. My teacher is really easy-going. I hate algebra because I don't understand it and it's boring. I don't like sport.



Max

I really like my English teacher. I can ask her anything. I like the stories we read and the projects we do. Sometimes we act out the stories. At the moment, we're studying Greek mythology. I enjoy the activities at school, like the special football game we play once a year. The girls play football and the boys are cheerleaders. Last year, I was a cheerleader and it was a lot of fun.



4. Match each future activity with a prediction. Then work in pairs and take turns to ask follow-up questions and act out the short conversations with your partner.

1. My cousin's getting married in May.
2. We're going trick-or-treating on Halloween.
3. My parents are going to get me something special on Christmas.
4. My sister's graduating from law school soon.
5. I'm going to get my dad a tie for his birthday.
 - a. I think he's going to love it!
 - b. She's going to be a great lawyer.
 - c. It's going to be a fun wedding.
 - d. It's going to rain, but we don't care.
 - e. I think they're going to get me a laptop.



5. The Internet is a powerful tool and means of communication around the world. Develop your website in which you should put information on what you've learnt in English this year. Use the steps to follow.

- Look through your English textbook and copy books and make notes on the most important information you could include in your website.
- Choose the most interesting in your opinion.
- Draw a scheme for your website.
- Think about the titles for different pages of your website.
- Prepare a three-minute presentation about your future website and share it with your classmates.
- Think of three reasons why your website might be interesting for other English learners your age.
- Develop your website and include the information you've chosen.



LESSONS 98-105 (OPTIONAL)

GRAMMAR SECTION

ADJECTIVE

Adjective opposites: the prefixes *un-*, *in-*, *dis-*, *im-*, *il-*.

<i>Un-</i>		<i>In-</i>		<i>Dis-</i>	
fair	unfair	competent	incompetent	honest	dishonest
friendly	unfriendly	dependent	independent	loyal	disloyal
important	unimportant	direct	indirect	<i>Im-</i>	
reliable	unreliable	flexible	inflexible	patient	impatient
				mature	immature

NUMERAL

Cardinal numerals in English are read like this: 123 – one hundred and twenty-three; 407 – four hundred and seven; 3,538 – three thousand five hundred and thirty-eight; 73,005 – seventy-three thousand and five; 5,300,050 – five million three hundred thousand and fifty.

Hundred, Thousand, Million

The words "hundred, thousand, million" can be used with "one" or "a" (if "one" is meant). But only "one" is used before these words if they are followed by numerals in order to express an exact number.

Examples: I saw about a hundred people there. One hundred thirty-five people were present at the meeting. The lake is about a hundred and fifty miles from the nearest city. The lake is at a distance of one hundred fifty-two miles from the nearest city. Their house is almost a hundred and ten years old. Their house is one hundred ten years old.

The words "*hundred, thousand, million*" do not take the plural ending "s" when they are followed by numerals in order to express an exact number. But the words "*hundred, thousand, million*" can take the plural ending "s" when they are followed by "*of*" + *noun*, and have the meaning "a great number, a lot of". *Examples:* We need three hundred volunteers. – We saw hundreds of people there. They sold two thousand cars. – There are thousands of books in her collection. The population of Britain is about 60 million people. – The new radio program attracted millions of listeners.

GRAMMAR SECTION

PRONOUNS AND ADVERBS

Indefinite Pronouns and Adverbs

	Affirmative Form (offers requests)	Negative Form (questions)	As a Subject
People	somebody, someone Somebody knocked at the door. Someone wanted to see you today.	anybody, anyone Is there anybody in the hall? I don't know anybody so clever.	nobody, no one Nobody came to see them. No one wanted to ask questions.
Things	something Something interesting happened to me yesterday. Would you like something else?	anything Is there anything in the fridge? There isn't anything interesting in this book.	nothing Nothing could cheer him up.
Places	Adverb: somewhere You should look for him somewhere else.	Adverb: anywhere Enemies can come from anywhere.	Adverb: nowhere We went nowhere last weekend.

As ... as, Not as ... as constructions

- How do you find my cake?
- Well, it **is as good as** the one I tried in the restaurant.
- What do you think of this computer?
- I am afraid, it is **not as fast as** that one.
- Why don't you want to go to the Strand Theatre?
- It's **not as comfortable as** the Odeon.
- When can you complete the project?
- Early next week. We are working **as fast as** we can!
- Do you play tennis well?
- I don't play it **as well as** my sister does.
- Why do you work so slowly?
- You are kidding! I am working **as quickly as** Paul.
- This meal is very hot! I can't eat it.
- Try this one. It is **not as spicy as** that one.

GRAMMAR SECTION

Adverbs of degree: Quite / Rather / Almost

Quite is often used to show the degree of certain quality. Besides, we can use some other adverbs. Both **quite** and **rather** are used to modify adjectives and adverbs to mean "more than a little, but not very":

*He's **quite** well-known.*

*She greeted me **quite** cheerfully.*

*You seem **rather** unhappy today.*

*It was a **rather** sad story.*

Rather has less force than **quite**. **Rather** means "to a degree." **Quite**, in contrast, means "to a significant degree". When someone is **rather** sad, the degree of sadness is less than if the person is **quite** sad.

*Is he well-known? Oh yes, **quite**!*

*I **quite** agree with you!*

We can use **rather** with comparatives. **Quite** is never used with them.

Their new house is **rather smaller** than their old one.

(**NOT**: Their house is **quite smaller** than the old one.)

Almost means 'nearly', 'not quite' 'not completely'. It is an adverb of degree. When **almost** modifies a verb, it normally goes before it.

*I have **almost finished** the job.*

If the verb is a form of **be**, **almost** goes after it.

*There were **almost sixty** people there.*

Almost can modify an adjective, and then **almost** goes before it.

*I am **almost ready** to leave.*

*He is **almost certain** to win.*

Almost can be used with **every**, **all**, **nothing** and **no one**.

*He calls him mom **almost every** day.*

*She has broken **almost all** of her toys.*

***Almost no one** wished him on his birthday.*

*There was **almost nothing** to do.*

Almost can be used with expressions of time and quantity.

*I spent **almost two months** (OR **nearly two months**) in Australia.*

*That used laptop costs **almost 3000 hrn.** (= ... nearly 3000 hrn.)*

Almost can be used with **always** and **never**. It cannot be used with **sometimes**, **occasionally** or **often**.

*He is **almost always** late for work.*

*She is **almost never** on time for school.*

GRAMMAR SECTION

VERB

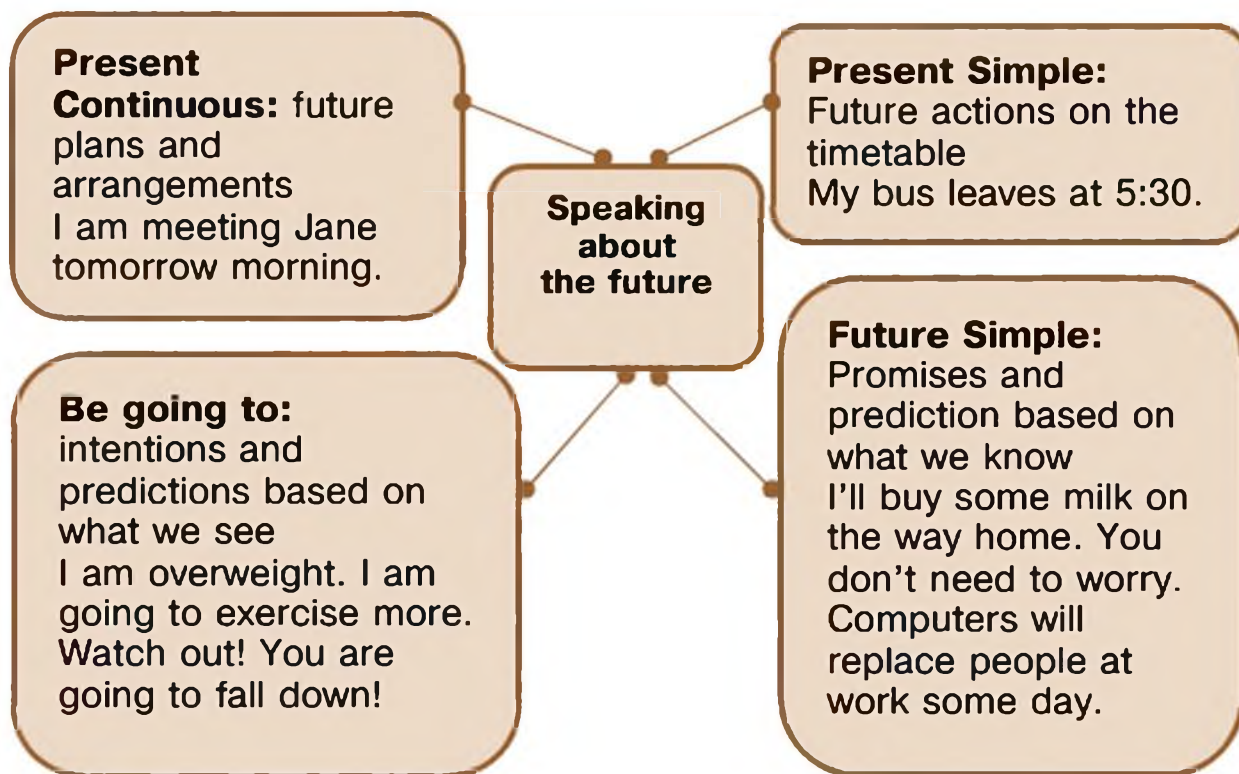
Present Continuous with Future Meaning

You have already learnt that we use the Present Continuous tense form to talk about the action which is taking place at the moment of speaking. *Example: She is taking a picture of her friend at the moment.*

We can also use this tense form to talk about the nearest future plans, as in the example: *She is going to the dentist this Monday. I am having dinner with Bob on Friday evening.*

Time expressions for this kind of usage are the following: after class, this evening, tomorrow evening, next weekend, etc.

Speaking about the Future



GRAMMAR SECTION

Modals: SHOULD, MIGHT, COULD

We use "**should**" to *make recommendations or give advice*. We can also use it to *express obligation*. Examples:

When you go to Berlin, you should visit the palaces in Potsdam. People with high cholesterol should eat low-fat food. – *recommendation*

You should focus more on your healthy habits. You really should start eating better. Your brother shouldn't smoke. It's not good for his health. – *advice*

I should be in the school by 9:00 AM. You shouldn't eat before swimming. – *obligation / prohibition*

We use "**might**" to *express possibility*. We can also use "might" to *make suggestions or requests*. Examples:

Your English book might be in the living room. She might not be in the kitchen. I saw her in the living room a few minutes before. – *possibility*

You might eat more fruit if you want to improve your lifestyle. You might try the cheesecake. – *suggestion*

Might I borrow your pen? Might I have something to drink? – *request*

We use "**could**" to *express possibility or past ability* as well as to *make suggestions and requests*. Examples:

Much fat in the food you eat could cause high blood pressure. – *possibility*

Linda could ski very well by the age of 11. – *past ability*

You could eat more fruit and vegetables if you want to lose weight. – *suggestion*

Could I use your computer to email my friend? – *request*

GRAMMAR SECTION

Past Continuous: Interrogative and Negative Forms

Affirmative	Interrogative	Negative
<p>When Linda met Victor he was exercising in the gym.</p> <p>They were watching TV at 7 p.m. yesterday.</p>	<p>Was Victor exercising in the gym when Linda met him? What was Victor doing in the gym when Linda met him? Who was exercising in the gym when Linda came there? Were they watching TV at 7 p.m. yesterday? What were they watching at 7 p.m. yesterday?</p>	<p>Victor wasn't exercising in the gym when Linda met him.</p> <p>They were not watching TV at 7 p.m. yesterday.</p>

Modal Verb WILL

The verb **will** is a modal verb. We use it:

- to talk about or predict the future.

Example: *You'll be in time if you hurry. You'll be unfit if you eat too much chocolate.*

- to ask somebody to do something – as a request.

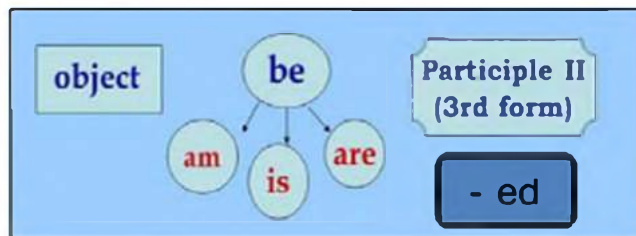
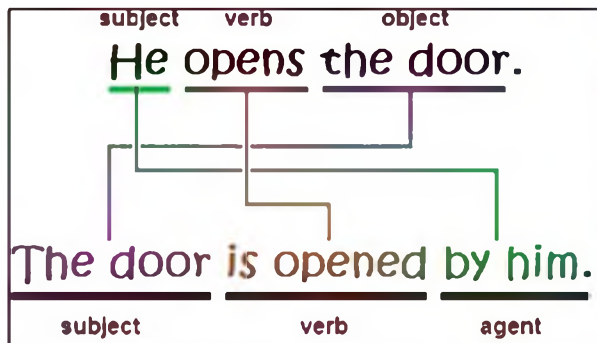
Example: *Will you send this letter for me, please? You'll water the plants while I'm away, won't you?*

- to order somebody to do something – as an order.

Example: *You'll do it this minute! Will you be quiet!*

GRAMMAR SECTION

Present Simple Passive



(modal verb) + be + past participle

Sentences can be active or passive. In active sentences, the thing that is doing the action is the subject of the sentence. The thing that is receiving the action is the object. In passive sentences, the thing that is receiving the action (the object in active sentences) is the subject of the sentence and the thing that is doing the action is the agent.

Future Simple Passive

will + be + Past Participle

modal + be + Past Participle

Future Simple Active: The headmaster **will take (should take)** an important decision about the school organization.

Future Simple Passive: An important decision about the school organization **will (should) be taken** by the headmaster.

Future Simple Passive

Interrogative Form

The pupils will be given two new books this semester.

Will the pupils be given two new books this semester?

What will the pupils be given this semester?

When will the pupils be given new books?

Negative Form

The pupils will NOT be given two new books this semester.

GRAMMAR SECTION

Past Simple Passive

<i>Form</i>		
<i>Affirmative</i>	<i>Interrogative</i>	<i>Negative</i>
subject + form of the verb to be (was/were) + past participle	form of the verb to be (was/were) + subject + past participle	subject + form of the verb to be (was/were) + NOT + past participle
The book was taken to the classroom.	Was the book taken to the classroom?	Those songs weren't chosen by DJ.

Present Perfect Passive

Read the sentence in bold type in the second paragraph of the text in exercise 2. Compare it with the previous sentence. What can you say about these two sentences?

The present perfect passive is useful when you want to describe something that was done in the past without a lot of information about when it was done, how, why, etc.

S + (has or have) + been + past participle

Compare:

Active: Thomas has written many books.

Passive: Many books have been written by Thomas.

Interrogative form

(has or have) + S + been + past participle

PREPOSITIONS

Prepositions of Time

<i>in at on</i>	<i>in at on</i>	<i>in at on</i>
in the morning (afternoon, evening) in August (months) in summer (seasons) in 1992 (years) in the 20 th century	at 8 o'clock at noon (night, midnight) at Easter at Christmas at the weekend	on Fridays on Wednesday (days) on January 27 th (dates) on Monday morning on a cold day on a summer night

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Переклад
to be	was / were	been	бути
to bear	bore	born / borne	нести
to beat	beat	beaten	бити
to become	became	become	ставати
to begin	began	begun	починати
to bite	bit	bitten	вкусити
to blow	blew	blown	дути
to break	broke	broken	ламати
to bring	brought	brought	приносити
to build	built	built	будувати
to burn	burnt / burned	burnt / burned	горіти
to buy	bought	bought	купляти
to catch	caught	caught	хапати
to choose	chose	chosen	вибирати
to come	came	come	приходити
to cost	cost	cost	коштувати
to cut	cut	cut	різати
to do	did	done	робити
to draw	drew	drawn	малювати
to drink	drank	drunk	пити
to drive	drove	driven	керувати
to eat	ate	eaten	їсти
to fall	fell	fallen	падати
to feed	fed	fed	годувати
to feel	felt	felt	відчувати
to fight	fought	fought	боротися
to fly	flew	flown	літати
to forbid	forbade	forbidden	забороняти
to forget	forgot	forgotten	забувати
to forgive	forgave	forgiven	пробачати

IRREGULAR VERBS

to freeze	froze	frozen	заморожувати
to get	got	got / gotten	отримувати
to give	gave	given	давати
to go	went	gone	йти
to grow	grew	grown	рости
to hang	hung	hung	висіти
to have	had	had	мати (щось)
to hear	heard	heard	чути
to hide	hid	hidden	ховатися
to hit	hit	hit	вдаряти
to hold	held	held	тримати
to hurt	hurt	hurt	завдавати болю
to keep	kept	kept	тримати
to know	knew	known	знати
to lead	led	led	вести
to leave	left	left	полишати
to let	let	let	дозволяти
to lose	lost	lost	втрачати
to make	made	made	робити, створювати
to mean	meant	meant	означати
to meet	met	met	зустрічати
to pay	paid	paid	платити
to put	put	put	класти
to read	read	read	читати
to ride	rode	ridden	їхати
to ring	rang	rung	дзвонити
to rise	rose	risen	підніматись
to run	run	run	бігти
to say	said	said	казати
to see	saw	seen	бачити
to seek	sought	sought	шукати
to sell	sold	sold	продавати
to send	sent	sent	надсилати

IRREGULAR VERBS

to set	set	set	встановлювати
to shake	shook	shaken	трясти
to shoot	shot	shot	стріляти
to show	showed	shown/ showed	показувати
to shut	shut	shut	закривати
to sing	sang	sung	співати
to sink	sank	sunk	опускатися
to sit	sat	sat	сидіти
to sleep	slept	slept	спати
to smell	smelt	smelt	пахнути
to speak	spoke	spoken	розмовляти
to spend	spent	spent	витрачати
to stand	stood	stood	стояти
to steal	stole	stole	красти
to swim	swam	swum	плисти
to take	took	taken	брати
to teach	taught	taught	вчити
to tear	tore	torn	рвати
to tell	told	told	розповідати
to think	thought	thought	думати
to throw	threw	thrown	кидати
to understand	understood	understood	розуміти
to wake	woke	woken	прокидатися
to wear	wore	worn	одягати
to win	won	won	вигравати
to write	wrote	written	писати

VOCABULARY

REVISION LESSONS

appetizer
bar
breakfast
brunch
buffet
chef
cook
dessert
dinner
dishwasher
fancy
fast-food
lunch
non-smoking
salad
smoking
soup
tip
waiter
platform
approach
delay
announcement
depart
passport
customs
arrival
departure
timetable
fare
ticket
go on a diet
intend

UNIT ONE. MY FRIENDS

answering machine
to answer the phone
caller
cellular phone / cell
phone
cordless phone

dial (v)
hang up
pick up
mobile phone
receiver
ring (n)
dial tone
busy signal
horoscope
honest
generous
hospitable
sociable
patient
stubborn
lazy
decisive
brave
intelligent
greedy
friendly
welcoming
determined
unreasonable
confidence
courage
cheat
steal
sociable
greedy
independent
generous
lazy
calm
patient
hardworking
reliable
organized
eager
punctual
flexible
weakness
dishonest
unreliable

disorganized
indifferent
tardy
inflexible
impatient
mature
immature
Rooster
Ox
unsociable
generous
arrogant
Capricorn
Aquarius
Pisces
Aries
Taurus
Gemini
Cancer
Leo
Virgo
Libra
Scorpio
Sagittarius
option
special delivery
courier
airmail
guarantee
overnight
sign for
gadget
selfless.
body language
computer network
email
blog
face-toface
conversation
intranet
micro-blog
netbook
postal service
instant messaging

VOCABULARY

sign language
texting (sms)
landline telephone
smart phone
telegraph
tablet

UNIT TWO. HEALTHY LIFESTYLE

increase
junk food
pizza
snacks
chips
stuff
chips
definitely
cocoa
sunscreen
addiction
fit
to be kidding
to go rollerblading
couch potato
otherwise
wave machine and
flumes
eyesight.
headphones
volume
immune system
virus
embarrassing
intelligence
generally
TV addicts
unfit
addiction
proteins
vitamin
fibre
amazing
crater
backyard

punch
check
printout
make sure
match
repair
rocket
climb
fortnight.

UNIT THREE. AT THE LIBRARY. READING BOOKS

bilingual
study area
enquiry desk
tail of a book
foredge
book spine
front cover
protective covering
bookworm
hardcover (book)
cardboard
leather
book jacket
dizzy
attend the library
turn a book upon its
clear face
fold
dog's ear
cover
foredge
inform
violations
e-books
similar
structure
screen
menu
instructions
objectives
content

assessments
in-between
reference librarian
magazine
videocassette
reference desk
newspaper
CD (compact disc)
library book
online catalogue
record
microfilm reader
card catalogue
checkout desk
microfilm
media section
library clerk /
assistant
periodical section
audiocassette
encyclopaedia
a detective
story narrator
crime
murder
suspect
genre
fiction
witness
suspicion
guilty
innocent
deliberately
stimulating
captivating
gripping
dynamic
vigorous
forceful
squire
cloth
scoundrels
tremble
software

VOCABULARY

sword
delighted
sense
sensibility
mutual
enchancing
tear-jerker
sentimental
tenderness
sadness
nostalgia
happy end story
tragic
extreme
distress
sorrow
dramatic
noticeable
science fiction
insects
Time Traveller
Morlock
mankind
check out
rare
valuable
encouraged
clay tablets
papyrus
scroll
temple
magnificent
emperor
access
contain
myths
exist
byphrase
front cover
head
tail
front and back
boards
text block

foredge
spine

UNIT FOUR. SCHOOL LIFE

full-time
nursery
primary school
secondary school
uniform
compulsory
Science
Information
Technology
get a job
continue
education
Physics
Chemistry
Schooling
locker
cafeteria
rubbish
handwriting.
medical clinic
audio-visual centre
labour lesson
workshop
concert hall
teacher's pet
have one's nose in a
book
take the roll
cow college
count noses
constituent
full range
campus
facilities
located
cosmopolitan town
walkable
medieval
well-equipped

communicate.
M.A.
M.S.
Ph.D.

UNIT FIVE. MUSIC IN OUR LIFE

jazz
trumpet
woodwind instrument
flute
brass instrument
string instrument
percussion
instrument
keyboard instrument
accordion
harpsichord
geometric
rhythmic
melodic
complex rhythms
country music
musical genre
improvise
harmonic
framework
hip hop
rap
origin
rural
timeless
relaxed
nostalgic
concertos
sonatas
quartets
opera
deaf
solo piano
organ musician
Baroque
Variations
Mass in B minor

VOCABULARY

Passion
cantata
be regarded (as)
composer
pianist
conductor
ethnomusicologist
folksong
principal sources
kobzar
despite
fame
prosperity
substantial
successful
extravagant
prodigious
infancy
kidney failure
single pieces
interpretation
award
appreciation.
interviewer
ethnic music
mentality
psychology
characterize
songwriter
producer
musical conductor
multiinstrumentalist
voice actress
social activist
repertoire includes
songs performed
composer
conductor
ethnologist
scholarship
conservatory
compositions
banned
obstacle

orchestration
hate
to stage
followed
footsteps
cello
viola
violin
acoustic guitar
bass
ukulele
electric guitar
mandolin
harp
banjo
piccolo
clarinet
oboe
bassoon
saxophone
recorder
trombone
French horn
tuba
kettle drum
bongos
conga
drums
cymbals
xylophone
organ
digital / electric
piano
grand piano
synthesizer
accordion

UNIT SIX. GREAT BRITAIN AND ITS PEOPLE

The Midlands
East Anglia
Muslim
Currency

Internet country
code
Telephone country
code
boring
crowded
dull
peaceful
ugly
island
Iceland
Eire
be washed
apply
citizens
qualify
swear
oath
allegiance
compulsory
citizenship
civic dignitaries
regalia
common practice
opponent
undue pressure
newcomers
tunnel
Belief
surrounding
varied climate
maritime
portion
enclose
blockbuster
scientific
television
invent
emblems
landmarks
stereotypes
Danube
Rhine
influence

VOCABULARY

humans
moderate
greenhouse effect
carbon dioxide
greenhouse
oxygen
otherwise

UNIT SEVEN. UKRAINE

Desna
Dnister
Prypyat
Siverian Donets
Southern Buh
Crimea
the Black Sea
the Sea of Azov
Slovakia
Austria
Moldova
swan
flamingo
crane
partridge
lark
steppe
eagle
camels
lama
zebras
wild horses
canyon
cave
hill
plain
six times world
champion
maple
subtropical

mild
pond
steppe
coastline
temperate belt
continental
highland
lake
elm
lowland
pine
mountain slope
weeping willow
waterfall
rainfall
Independence
absorbed
prophecy
abide
fail
adhere
enhance
deliverance
worldwide
screenwriter
game designer

UNIT EIGHT. MASS MEDIA: NEWSPAPERS AND MAGAZINES

glamorous
dew
celebrities
film star
royal family
politician
sportspeople
journalists
editor

front page
headlines
main story
section
daily paper
sports section
financial section
articles
review section
interviews
celebrity
advertisements
online news
mass media
scandal
behaviour
private life
break into
public
publicity
in the public eye
differ
archaeologists.
tabloids
paparazzi

FINAL REVISION LESSONS

atlas
autobiography
cookbook
dictionary
guidebook
manual
play
bullycide
judge
pork
pasta

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