



Liudmyla Byrkun



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ВИДАНО ЗА РАХУНОК ДЕРЖАВНИХ КОШТІВ. ПРОДАЖ ЗАБОРОНЕНО

Художник Володимир Зельдес

Биркун, Л. В.

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Цей підручник є складовою навчально-методичного комплексу «Наша англійська» для 8 класу загальноосвітніх навчальних закладів (7-й рік навчання). До комплексу входять також робочий зошит, книга для вчителя та аудіозапис текстів для аудіювання, начитаних носіями мови.

Навчання за цим комплектом базується на системі комунікативно орієнтованого викладання англійської мови як мови міжнародного спілкування.

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Dear friends,

You all know this English proverb: *A good beginning makes a good ending*, so if from the very first week of your study you will start exploring this coursebook, you will make a great progress in English.

First you are suggested to review the main themes you learned last year.

Then you will learn more about Ukraine and Great Britain, their geographical situation, landscapes, resources, climate, plant and animal world, the population and the wonders of the nature of both countries.

You will speak more about everyday life of teenagers, about their relationships, work and leisure time, about types of schools and school life, about what your peers read, write, listen and talk about. You will also learn how to compare a lot of things, to discuss urgent issues, to argue and express your points of view.

Finally, you will have an excellent opportunity to improve your English by reading about the adventures of most famous and popular literary heroes.

A special flavour in the process of your study will be received by you from the fact that the heroes of this coursebook will start discovering a new planet.

All this hopefully will help you build up your English — very special for you and for others around you to enjoy.

Have a nice time!

Your author

1¹ 1. a) Match the pictures with the names of places. What do you know about these places?



a Andriivskyi Uzviz, *b* Big Ben, *c* Buckingham Palace, *d* London Eye, *e* Maidan Nezalezhnosti, *f* St Sophia Cathedral, *g* the Golden Gate, *h* Trafalgar Square, *i* Tower Bridge

b) Listen to two students talking about their summer holidays and find the pictures of the places they are mentioning.

¹ Такі цифри позначають початок кожного уроку в розділі.

c) Fill in the table in Ex. 1 from the WB and compare the two stories. Use the useful phrases and key words and word combinations from the lists below.

Useful phrases

Both of them...

Neither of them...

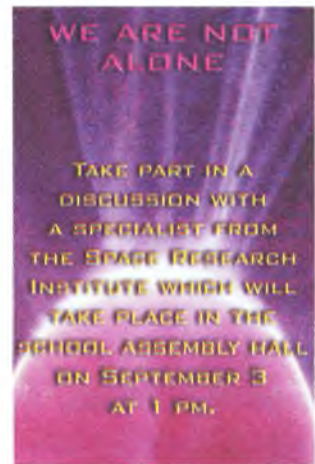
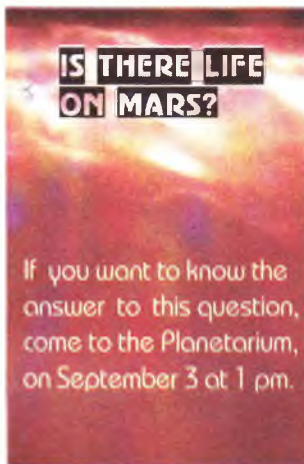
One of them... but the other...

Key words and word combinations:

sight / place of interest, capital city, central square, oldest part of the city, entertainment, excursion, church, walk.

2. Work in pairs. a) Tell each other about your summer holidays. Describe where you went, what you saw, what you liked most of all, who you met, etc.
b) Compare your summer holidays. Use the phrases from Ex.1.

3. a) Read the following posters. What do you think will be discussed at each of the meetings?



b) Read a newspaper report about a meeting. Which of the above posters advertises this meeting?

Yesterday I was present at an extremely interesting meeting. Mr Spaceman from Starcity, Spaceland, was talking about a large project, which gathered children from different parts of the world in a special training school. The first stage of the project was very successful. Six best children from Australia, China, Egypt, Great Britain, Ukraine and the USA were trained in the school for a flight to space. Their mission started a year ago. We informed our readers about all their adventures. As we reported, they met an alien spaceship and studied all its sections. They found a lot of interesting things there. We also know now that there are other living beings in space. So the exploration of space has to continue. Now the training school is looking for new candidates. Mr Spaceman told those who gathered in the assembly hall about the qualities necessary to become an astronaut, the training programme at school and the life on the spaceship. He added that this profession is full of dangers and surprises. Only those who are ready for it can become a new team.

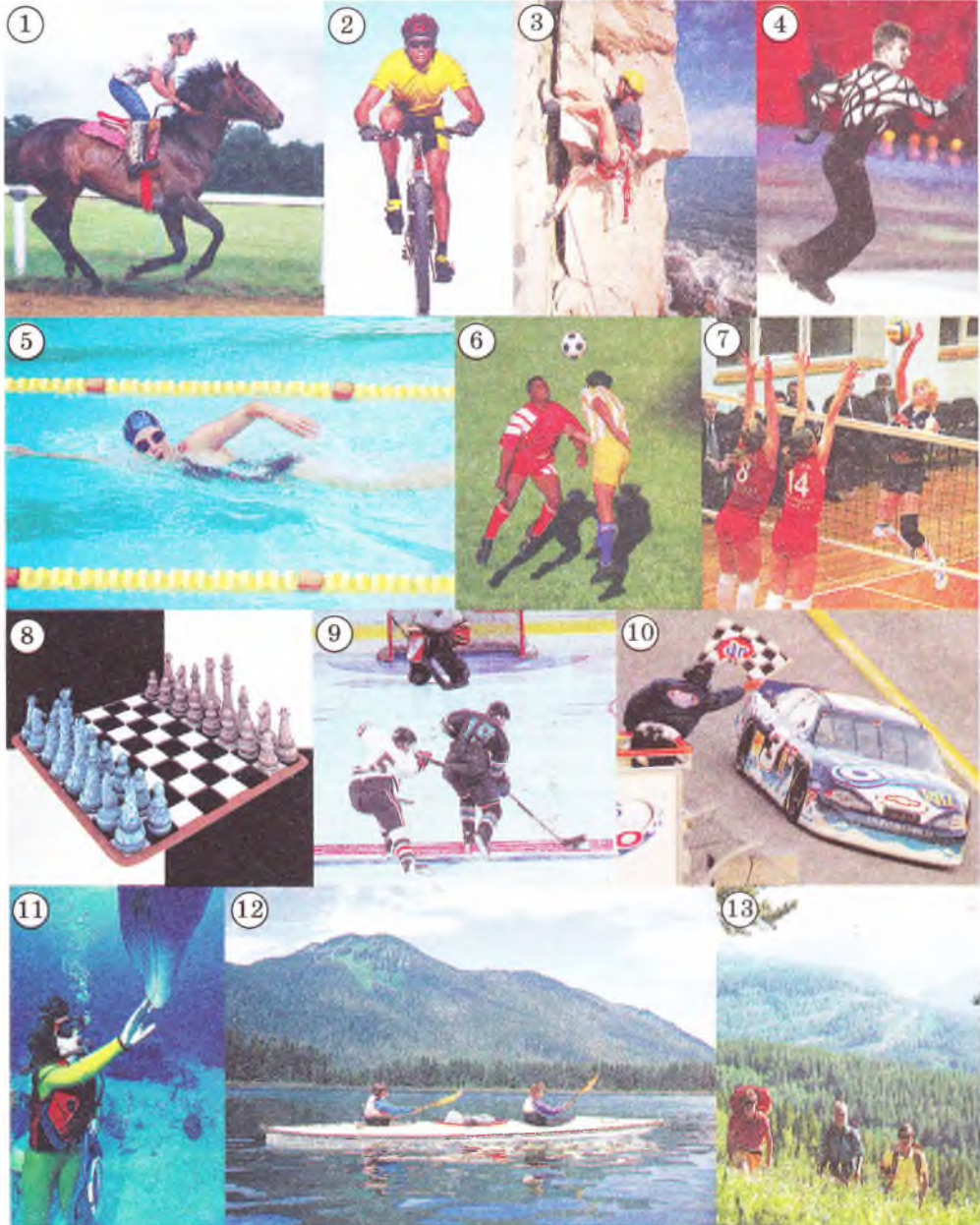
John Curious

c) Discuss the questions.

- What qualities are necessary to become an astronaut?
- What dangers and surprises can an astronaut meet during the flight? How can an astronaut get ready for them?

2

1. a) Match the pictures with the names of sports on page 7.





a baseball, *b* boating, *c* camping, *d* car racing, *e* chess, *f* cycling, *g* figure skating, *h* football, *i* hockey, *j* horse racing, *k* mountain climbing, *l* scuba diving, *m* ski jumping, *n* swimming, *o* volleyball, *p* windsurfing

b) Sport is an integral part of your life, isn't it? Discuss the following questions.

1. Which of the above sports can you do during the summer holidays?
2. Did you do any of those sports during the summer holidays? Which one?
3. Did you watch any sports competitions on TV? What were they? Which team/sportsman did you support?
4. Did you watch any live competition? What kind of sport was it? Who did you support? Who won it?
5. Did you take part in any sports competitions yourself? What competition was it? Did anyone support you? Who won the competition?

Match the pictures with the names of sportsmen. Do you know anything about their lives and careers? What are they famous for?

a Zinedine Zidane, *b* Andrii Shevchenko, *c* Vitalii and Volodymyr Klychko, *d* Michael Jordan



Listen to the story of a famous sportsman and discuss the questions.

- Zinedine Zidane says that fame hasn't changed him. Is it true about all famous sportsmen?
- How does fame sometimes change people? Think about lifestyle, family and friends.

a) Read about Michael Jordan and fill in the table in Ex.2 from the WB.

Michael Jordan wasn't born a star. His strong family background and personal goals helped to make him the success he is today.

Michael was one of five children in the family. His parents were strict. But their children's interests and activities were of great importance for them. Michael's mother often said, "Outside this door all sorts of things will happen. Don't let it affect you."

Because all of the Jordan children enjoyed sports, Michael's dad made the back yard into a basketball court. The Jordan boys played against the neighbourhood children for hours after school and on Sundays.

At the age of 16, Michael, who was 180 cm tall, tried out for the University basketball team but he didn't make it because they said he was too short. The next year, after growing 10 cm, he was taken. He practised with the junior and the regular teams and shot baskets on his own after school and on weekends in the school gym. In 1984, Michael's road to success began: he was on a team that won a gold Olympic medal and started to play for *Chicago Bulls*. Since then he has achieved much more.

Michael did have the natural talent and physical qualities of a gifted athlete. But his success was a result of his family's support and these two qualities: hard work and ambition.

b) Using the table and phrases from Ex. 1 (Lesson 1), compare Michael Jordan and Zinedine Zidane.

3 1. Think whether you got stronger and healthier during your summer holidays. What did you do for it? Discuss the following questions.

1. Did you eat health food? What was it?
2. Did you eat fast food? How often did you eat it?
3. Did you eat junk food? What was it? How often did you eat it?
4. Who cooked food for you?
5. Did you get plenty of fresh air?
6. Did you do exercises regularly?

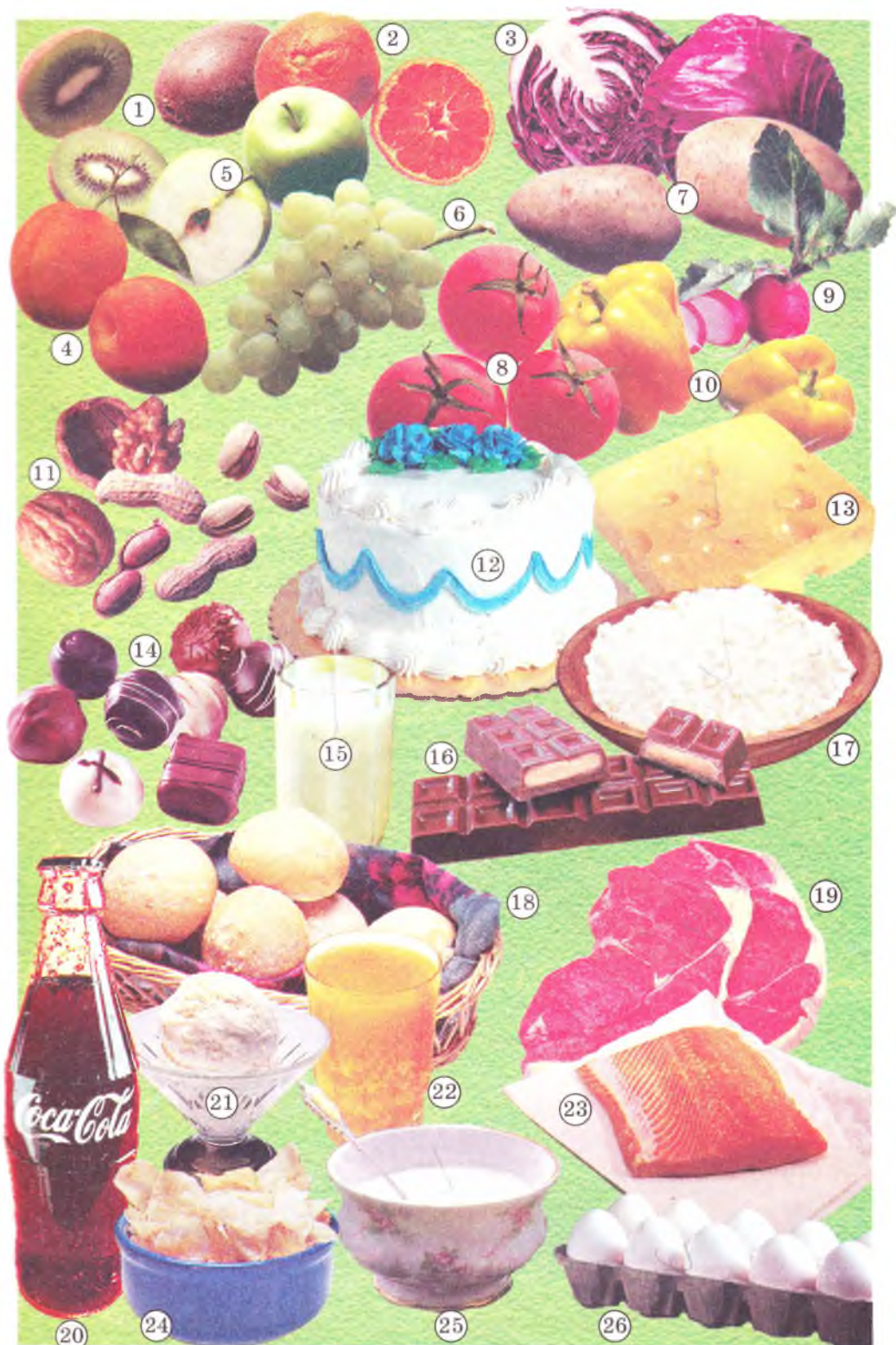
2. Look at the picture on page 9. Which of the products are rich in proteins? carbohydrates? vitamins? minerals? fat? fibre?

3. From the list below, choose the foods you should eat more of and those you should eat less of. Explain why.

bananas	biscuits	carrots	dairy products
fried potatoes	jam	ice cream	nuts
chocolate bars	apples	cakes	sweets or candy
meat	fish	honey	vegetables

4. If you regularly do some sport and your diet is balanced, you are sure to feel fit. Discuss the following questions about your health.

1. When was your last medical checkup?
2. What doctors did you see?
3. How did they find out if you are healthy or not?
4. Where did they write down all the information about you?
5. What advice did they give you?

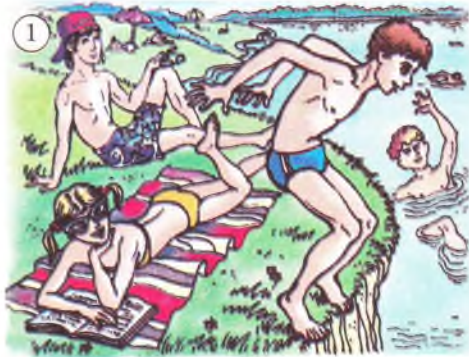


5. Match the doctors and medical problems they treat.

- | | |
|-----------------|---------------------|
| 1. surgeon | a. soar throat |
| 2. dentist | b. broken arm |
| 3. pediatrician | c. toothache |
| 4. heart doctor | d. earache |
| 5. eye doctor | e. heartache |
| 6. ear doctor | f. soar eye |
| | g. stomachache |
| | h. backache |
| | i. pain in the knee |
| | j. allergies |
| | k. flu |
| | l. headache |

6. Look at the pictures and make up a story. Use the words and phrases in the box.

bleed, cut, dive, emergency room, examine, first aid, injured, make an injection, nurse, put a bandage, sunbathe, surgeon, swim, doctor, sunny, hospital, bathe the wound, give some medicines, get scared, pale, smile





4

Match the types of films with their definitions.

- | | |
|----------------|--|
| 1. comedy | a. a film about life in the 19th century in the American West |
| 2. commercial | b. a film about love |
| 3. documentary | c. a film in which strange and frightening things happen |
| 4. fantasy | d. a film that gives detailed information about a particular subject |
| 5. horror | e. a film that is based on imagination and not facts |
| 6. romance | f. a film that makes people laugh |
| 7. thriller | g. a film that tells an exciting story about murder or crime |
| 8. trailer | h. an advertisement for a new film or television show |
| 9. western | i. an advertisement on television or radio |

Read the review of a film and answer the questions on page 12.

The Chronicles of Narnia: the Lion, the Witch and the Wardrobe



A. *The Chronicles of Narnia* is a great family movie. People of all ages will enjoy it. This movie is based on a novel and the plot is true to the original.

B. It begins as the four children (Peter, Susan, Edmund and Lucy) lose their home during World War II and are sent to live with a professor in a gigantic house. While playing hide-and-seek, Lucy, the youngest girl, finds a mystical land behind the back wall of the wardrobe. The four kids end up in the land of Narnia where they meet talking creatures. The children learn that this amazing land is ruled by the ugly White Witch.

C. *The Chronicles of Narnia* is filled with excellent visual effects. During the battles between Aslan, the Lion, and the White Witch, everything seems very realistic. The imaginary creatures that live in the magical land of Narnia even look real. The cast of the film, William Moseley, Anna Popplewell, Skandar Keynes, and Georgie Henley, are remarkable as the children. The voices of the animated characters also add greatly to this film.

D. If you enjoy watching fantasy movies, you will absolutely love *The Chronicles of Narnia*. I highly recommend this touching film. They may, in fact, even look at their wardrobe in a different way!

1. In which paragraph can you find out about the type of the film?
2. In which paragraph can you learn about where the events take place?
3. In which paragraph can you read about the author's attitude to the film?
4. Which paragraph describes the filming?
5. Which paragraph gives basic information about the film?
6. Which paragraph introduces the actors of the film?
7. Which paragraph says about the plot of the film?

3. Discuss the following questions.

1. Did you go to the cinema or theatre during your summer holidays?
2. What did you watch there?
3. Which film/performance did you like best of all?
4. Who did you see it with?
5. Why did you choose this film/performance?
6. What did you know about it beforehand?
7. Do you know who directed it?
8. Who were the actors?
9. What was the main story?
10. Did it have a happy ending?
11. Would you recommend this film / performance?

4. a) Read the statements about a famous British actor and guess if they are true or false.

DANIEL RADCLIFFE

Birthday: July 23, 1989

Astrological sign: Leo

Birthplace: Fulham, London, England

Originally named: Daniel Jacob Radcliffe

Best known for: playing Harry Potter in the movie series

1. Daniel Radcliffe's portrait is in the National Portrait Gallery.
2. *Harry Potter* is his first film.





3. He doesn't believe in magic.

4. His favourite book from the *Harry Potter* series is number four.

5. He spends a lot of money on charity.

b) Listen to the text about the actor and check if your guesses were right.

c) Read the titles of paragraphs from the text about Daniel Radcliffe. There is one title that does not match any paragraph. Which title is it?

1. Acting career.

2. Charity work.

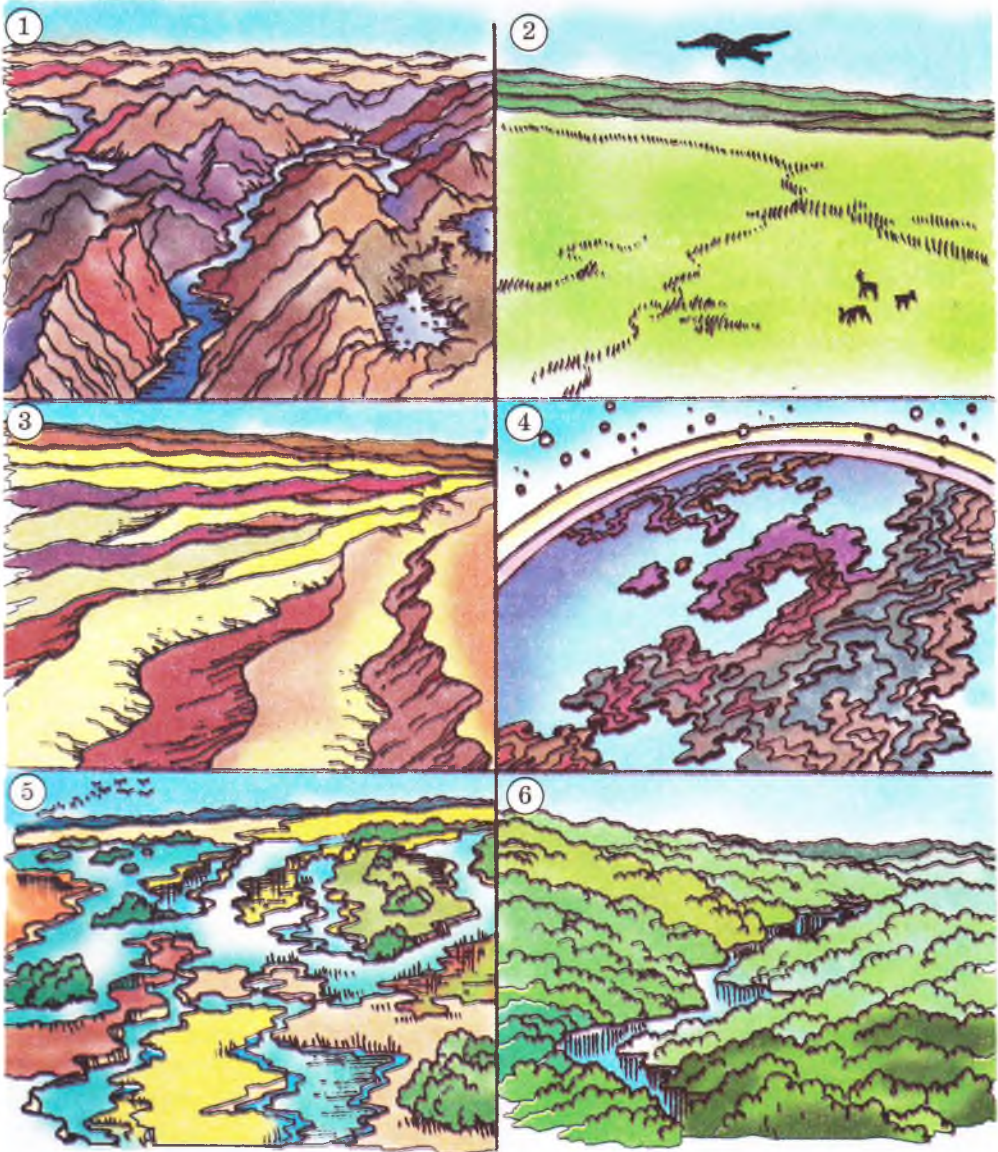
3. *Harry Potter* in his life.

4. School life.

5. Typical child.

6. Young star.

1 1. a) Listen and choose the pictures that match the descriptions.



b) Put the chosen pictures in the correct order.

Match the words with their definitions. Find the corresponding pictures on page 14.

- | | |
|---------------------------|---|
| 1. desert /'dezət/ | a. a dry area of land where it is hot and there is a lot of sand |
| 2. island | b. a large area of water surrounded by land |
| 3. lake | c. a large area of land without trees, especially in eastern Europe |
| 4. marsh /mɑ:f/ | d. a piece of land completely surrounded by water |
| 5. valley /'væli/ | e. an area of low flat ground that is always wet and soft |
| 6. steppe /step/ | f. an area of lower land between hills or mountains |

Geographical maps help us study the world, don't they? Discuss the following questions.

1. How are mountains marked on maps? How is the height of mountains shown?
2. How are valleys marked on maps? What does dark green mean?
3. How are rivers, lakes, seas and oceans marked on maps?
4. How are marshes shown on maps?
5. How are deserts marked on maps?

! Can you read maps? Look at the map and answer the questions.



1. What is the name of the largest island?
2. What is the name of the lake on the map?
3. What island can you see marshes on?
4. What is the name of the valley on the biggest island?
5. What mountains are separated by that valley?
6. What is the name of the longest river?

2

1. Read the definitions of the following verbs and phrases, look at the maps on this page and on page 17 and answer the questions.

to border on — to be next to

to consist of — to be formed of two or more parts

to be situated — to be in a particular place or position

to be bounded by — if a country or area is bounded by a sea or ocean, it is next to it



GREAT BRITAIN AND UKRAINE

1. Which of the two countries is larger: Great Britain or Ukraine?
2. In what parts of Europe are Great Britain and Ukraine situated?
3. What countries does Ukraine border on?
4. What seas is Ukraine bounded by?
5. How many regions does Ukraine consist of?
6. What countries does Great Britain border on?
7. What seas and oceans is Great Britain bounded by?
8. How many parts does Great Britain consist of?



UKRAINE



GREAT BRITAIN

2. Compare the geographical positions of the two countries. Don't forget about the useful phrases. You may start like this:

Both countries are situated in Europe. Ukraine is bounded by the seas in the south, but Great Britain...

3. a) Read the text and fill in the corresponding column of the table in Ex.1 from the WB.

Great Britain

The official name of Great Britain is the United Kingdom of Great Britain and Northern Ireland (the UK). Its capital is London. Its population is about 61 million people. The United Kingdom is an island country. Its total area is 244,000 square kilometres. It is situated on the British Isles which consist of more than 5,000 large and small islands. The two main islands are Great Britain and Ireland. They are separated by the Irish Sea. Great Britain is about 1,000 km from the south coast to the extreme north and about 500 km across.

The UK is bounded by the Atlantic Ocean in the north and northwest and the North Sea in the east. The English Channel separates it from the mainland in the south. The Strait of Dover, 18 miles wide, separates it from France. Great Britain is separated from Belgium and the Netherlands by the North Sea, and from Ireland by the Irish Sea.

Historically, the territory of the United Kingdom is divided into four parts: England, Scotland, Wales and Northern Ireland. Many foreigners say *English* and *England* when they mean *British* and *Britain*. This is not very pleasant for the five million Scotsmen, three million Welsh and two million Irishmen who are not certainly English but are all British. England occupies the southern and eastern parts of Great Britain. It has an area of 130,000 sq km. Scotland, covering 79,000 sq km, lies to the north. Wales, to the west, has an area of 21,000 sq km and Northern Ireland — 14,000 sq km.



CAPTIVATING SCENERY, WALES

b) Compare the territories and population of the four parts of Great Britain.

a) Listen to the text about Ukraine and fill in the corresponding column of the table in Ex. 1 from the WB.

b) Compare the two countries using the table. Don't forget about the useful phrases.

Use the table below to describe the country.

<i>Name</i>	the United States of America
<i>Is situated</i>	on the North American continent
<i>Type of the country</i>	continental + islands
<i>Bounded by</i>	the Atlantic Ocean, the Pacific Ocean, the Gulf of Mexico
<i>Borders on</i>	Canada, Mexico
<i>Capital</i>	Washington
<i>Territory</i>	over 9.6 million sq km
<i>Population</i>	more than 300 million people
<i>Nations</i>	white Americans, African Americans, native Americans, Asian Americans
<i>Parts</i>	continental USA, Alaska, Hawaii

3 a) Read the newspaper reporter's notes from a conference. Guess the meanings of the words in bold type.

Speaker: Professor Stepovyi

Topic: The **relief** of Ukraine

Main ideas: Mostly a **plain**, forest-steppe regions; mountains — 55 %, the Crimean Mountains in the west, the Carpathians in the south; Hoverla — 2,061 m, Roman-Kosh — 1,545 m; forests in Volyn

Speaker: Professor Hillside

Topic: The relief of Great Britain

Main ideas: Two main regions: the **Lowlands** and the **Highlands**; the Lowlands in the north and in the east of England; the Highlands

in Scotland, Wales and in the east of England; Ben Nevis — 1,343 m, Snowdon — 1,085 m
the Cheviot Hills, the Pennines
Northern Ireland — marshes
Sherwood Forest

Speaker: Professor Vodnyi
Topic: The rivers of Ukraine
Main ideas: main river the Dnipro — 2,285 km, flows into the Sea of Azov
the Dniester, the Southern Bug, the Desna
70,000 small rivers
2,000 lakes

Speaker: Professor Waterman
Topic: The rivers of Great Britain
Main ideas: longest rivers: the Severn — 354 km and the Thames — 346 km
the Tyne, the Trent and the Clyde — flow to the east
the Lake District — in the north-west of England
Loch Ness — in Northern Ireland
Lough Neagh (Scotland) — the largest lake in the UK

b) Match the words to their definitions.

- | | |
|--------------|--|
| 1. to flow | a. a large area of flat dry land |
| 2. highlands | b. an area of a country where there are a lot of mountains |
| 3. hill | c. an area of land that is higher than the land around it, like a mountain but smaller |
| 4. lowlands | d. an area of land that is lower than the land around it |
| 5. plain | e. differences in height between different parts of the land |
| 6. relief | f. to move continuously |

c) Listen to the reports from the conference and compare them with the reporter's notes. What did the reporter write wrong? Correct the mistakes. What didn't the reporter write down?

d) Use the reporter's notes and the information from the reports and fill in the table in Ex.1 from the WB.

2. Choose the right answer to fill in the blanks.

- The territory of Ukraine is mostly...
a highlands b marshes c plains
- The mountains in Ukraine are...
a very high b not very high c low
- Geographically, the largest of the islands — Great Britain — is divided into ... main regions.
a two b four c six
- There are ... mountains in Great Britain ... in Ukraine.
a less...than b more...than c as many...as

5. The mountains in Great Britain are... in Ukraine.
a lower than b higher than c as high as
6. The rivers in Ukraine are... in Great Britain.
a shorter than b longer than c as long as
3. Compare the two countries using the pieces of information from the table in Ex. 1 from the WB and Ex. 1 from the SB. Don't forget about the useful phrases.
4. Look at the map of China and answer the questions.



CHINA

1. Is China mostly a highland or a lowland country?
2. Where are the highest mountains in China? How high are they?
3. In what part of the country can you find plains?
4. Are there long rivers in China? What are they? Where do they flow?
5. Are there any lakes in China? Where are they?

4

1. a) Read the definitions of new words.

average — it is what you get when you add together several figures and divide this by the number of these figures. *The age of the musicians in the band is from 29 to 39. The average age is 33 (29 + 39 + 30 + 34 = 132; 132 : 4 = 33).*

mild — rather warm, not very cold. *Today's weather is mild for February.*

humid — is used about the weather or the air when it is slightly wet and makes you feel uncomfortable. *It was a hot humid day.*

rainfall — all the rain that falls on an area in a definite period of time. *The usual rainfall in June is 63 mm.*

b) Match the above words with their Ukrainian equivalents.

a опади, b середній, c вологий, d м'який

2. Read the text and answer the questions below.



A. The climate of Great Britain is generally mild and humid because of the Gulf Stream, which brings warm water and air across the Atlantic from the Gulf of Mexico. That means that it is never too hot or cold, too wet or dry.

B. The winds bring rain from the Atlantic to the hills of the west. That means that the west of Britain is wetter than the east. The average rainfall during the year is more than 1,600 mm

in the mountainous areas of the west and north, but less than 800 mm over the central and eastern parts. It rarely snows heavily in winter. Snow does not stay for long, except in the Scottish Mountains. November, December and January have the least sunshine — only an hour a day in northern Scotland and two hours a day on the south coast of England.

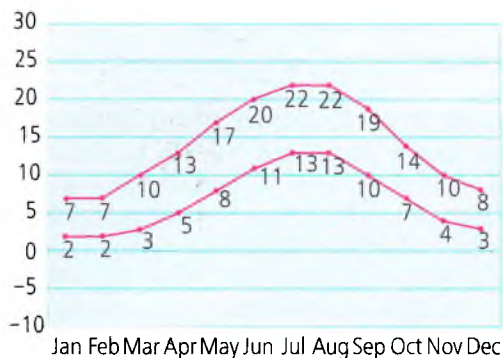
C. The southern parts of England and Wales are usually a little warmer and sunnier than the rest of the country. Average temperatures are from 4 °C in January to 16 °C in July and August. During a normal summer, the temperature sometimes rises above 25 degrees in the south.

D. The weather in Great Britain is so changeable that the British often say they have no climate but only weather. They also say they have three variants of weather: when it rains in the morning, when it rains in the afternoon, or when it rains all day long. In general, weather is a favourite topic of conversation in the UK.

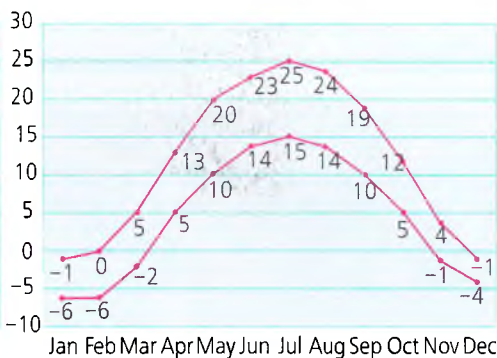
1. In which paragraph can you find information about the sunshine in Great Britain?
2. Which paragraph describes people's feelings about British weather?
3. In which paragraph is there information about what influences British climate?
4. Which paragraph gives facts about how much rain they have in Great Britain during the year?
5. Which paragraph describes the type of climate in Great Britain?
6. In which paragraph can you read about how hot or cold it can be in Great Britain?
7. Which paragraph gives information about how the temperature differs in different parts of Great Britain?
8. In which paragraph can you read about winter snowfalls in Great Britain?
9. Which paragraph describes what people talk most often about in Great Britain?

a) In the diagrams below, there are low and high temperatures for every month in London and Kyiv. Count the average temperatures for every month and the average temperatures for the year. Start like this:

In London, the low temperature in January is +2 °C and the high temperature is +7 °C. The average is +4,5 °C. ...



LONDON

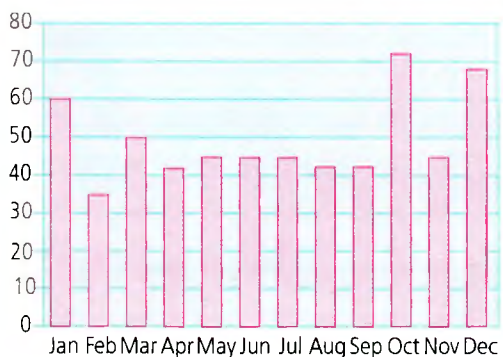


KYIV

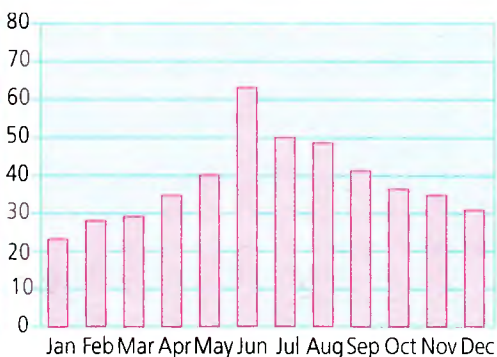
b) Answer the following questions.

1. Which month is the hottest in London?
2. Which month is the hottest in Kyiv?
3. Which month is the coldest in London?
4. Which month is the coldest in Kyiv?
5. What is the difference between the average temperatures in London and Kyiv?
6. Can we say the temperature conditions in both cities differ greatly?

Use the diagrams below to compare the average rainfalls in London and Kyiv. How does the weather differ in these two cities?



LONDON



KYIV

Using the information from the texts in Ex. 2 from the SB, Ex. 1 from the WB and the diagrams, compare the climates of Great Britain and Ukraine. Don't forget about the useful phrases.

5 1. a) Look at the pictures, read the names of the trees and match them with their Ukrainian equivalents.

①



oak

②



pine

③



fir

④



birch

береза, дуб, ялина, сосна

b) Look at the pictures, read the names of the animals and birds and match them with their Ukrainian equivalents.

①



golden eagle

②



otter

③



starling



(wild) boar



blackbird



woodpecker



sparrow



sea-gull



robin

<p>вільшанка, горобець, дятел, дрізд чорний, чайка, кабан дикий/вепр, видра, шпак, беркут</p>

2. Read the text and fill in the table in Ex. 1 from the WB.



IN BRITAIN,
RIVERS HELP SHAPE
THE LANDSCAPE,
CREATING BEAUTI-
FUL VALLEYS

With its mild climate, Britain has a lot of different plants. Many centuries ago, oak forests covered the greater part of the lowland. Later, nearly all the forests were cut down, and now woodlands take only about 7% of the territory of the country. Most woodlands are in the north and east of Scotland. In the mountainous regions of Great Britain, pine, oak and birch are most often met. There are large areas of marshes in the Highlands of Scotland and the Lake District. Midland Britain has a lot of hedges¹. Hedges are typical for British landscape. Farming land is divided into fields by hedges or stone walls.

The animal life of the British Isles is now much poorer than it was a few centuries ago. With the disappearance of forests, many forest animals, including the wolf, the bear and the boar have almost disappeared. There are lots of foxes, hedgehogs, hares, rabbits, rats and mice; near rivers and streams otters can be found. Deer live in some of the

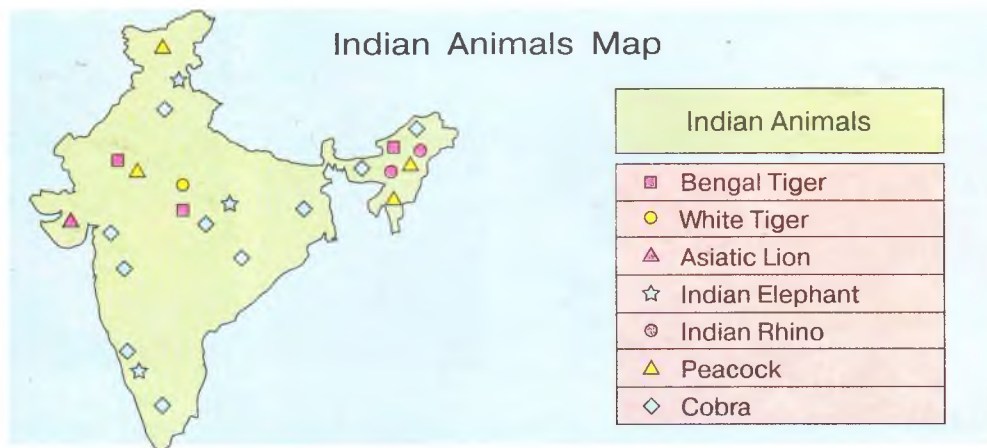
¹ h e d g e /hedʒ/ — a row of bushes or tall plants forming a boundary for a field or garden

forests in the Highlands of Scotland and England. There are several small lizards, two or three kinds of snakes and several kinds of frogs. 230 kinds of birds live in the UK, many are songbirds. Most often blackbirds, sparrows and starlings can be seen. Robin is the national bird of the UK. There are also ducks, geese and sea-gulls.

3. a) Listen to the text describing animals and plants of Ukraine and fill in the table in Ex. 1 from the WB.

b) Compare the plant and animal worlds of the two countries using the table and information from the texts. Don't forget about the useful phrases.

4. Look at the Indian animals map and answer the questions below.



1. What animal is most often met in India?
2. What is the rarest animal in India?
3. In what parts of India can Asiatic lions be found?
4. Are there peacocks in the south of India?
5. What animals live in the south-west of India?
6. Are there more animals in the east or west of India?

6

1. Read the text and find the pictures of the marked words under the text. What other symbols of Ukraine do you know?

When people talk about nations, they often think of symbols that are associated with those nations. They can be national clothes, plants or animals, or musical instruments.

Different nations speak different languages and this is reflected in people's names. Most Scottish names, for example, have the prefix *Mac* or *Mc* (such as *MacDonald*, *McCall*), but many Irish names have the prefix *O* (such as *O'Hara*). Ukrainian names often end with *-ko* (as in *Shevchenko*).

The kilt (1), a skirt with a tartan pattern¹ worn by men, is a very well-known symbol of Scotland. Their national musical instrument is bagpipes (2). Ukrainians are known for their beautiful embroidered shirts and banduras (3). The harp (4) is an emblem of both Wales and Ireland. The

¹ tartan /'tɑ:tən/ pattern — with coloured crossing stripes



well-known flower symbols of different parts of Great Britain are the rose (5) for England, the daffodil (6) for Wales, the shamrock (7) for Ireland and the thistle (8) for Scotland. In Ukraine, the snowball tree (9) is a national symbol.

2. Listen to some people talking about the British. Which of the words or phrases below do they use to describe four British nations? Which of these words can be used to describe Ukrainians? Before answering, acquaint yourself with the definitions of the words in italics.

ambitious, artistic, careful with money, cold, creative, emotional, friendly, funny, hardworking, *hospitable*, kind, musical, open, polite, *relaxed*, *reserved*, respectful, talkative, *unconventional*, unfriendly, with a sense of humour

ambitious — determined to be successful

hospitable — welcoming and generous to visitors

relaxed — feeling calm, comfortable and not worried or annoyed

reserved — unwilling to show emotions

unconventional — very different from the way people behave, think or dress

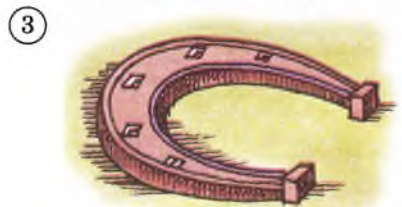
3. Read some rules of behaviour in Great Britain and compare them with the rules in your country. Are there any similarities/differences?

1. When you are invited to someone's home, it is nice to take a gift: flowers or chocolates. Sending a thank-you note the next day is also very nice.
2. British people are very punctual. In Britain, people always try to arrive on time. It is impolite to arrive even a few minutes late.

3. If you can't keep an appointment, call the person you are meeting.
4. Always stand in line when necessary, take your turn and don't push in front. "Queue jumping" is very impolite.
5. If someone is blocking your way and you would like them to move, say "Excuse me", and they will move out of your way.
6. It is very good manners to say "please" and "thank you". It is considered rude if you don't. You will notice in England that they say "thank you" a lot.
7. If you accidentally bump into someone, say "sorry". They probably will, too, even if it was your fault. This is a habit.
8. A smiling face is a welcoming face.
9. Avoid talking loudly in public.
10. It is impolite to stare at anyone in public. Privacy is highly respected.

4. **Different nations have different superstitions — beliefs that some objects or actions are lucky or unlucky. Look at the pictures below and answer the questions.**

- Do you know any superstitions connected with these objects? What are they?
- Do you believe in these superstitions? Why? Why not?



1. a) Listen to a student describing a picture of her favourite place and answer the questions below.



1. Where is this place situated?
2. What is special about the place?
3. Why does the writer like this place when the weather is hot?
4. In which season does the writer prefer to be in the park? Why?

b) Describe a picture of your favourite place. Tell what the place is, where it is, what is special about it, when you like to be there and why, what you do there and why this place is special for you.

2. Listen to two students describing the picture. Pick out the phrases they use.

Student 1

I can see...
 This is a picture of...
 I think ...
 I don't think...

Student 2

I'm not really sure...
 I don't really understand...
 It must be...
 It could be...
 It's difficult to say...
 It seems to be...
 Perhaps it's...



3. Make notes about the picture below. Describe the picture using your notes and the phrases you've picked out.



8

Writing Corner

1. Discuss the following questions.

1. Have you ever got a postcard from someone?
2. Where was it from?
3. Who was it from?
4. What was written on it?

2. Read the text and say why people buy and write postcards.

Postcards contain very short messages usually sent back home or to friends while people are on vacation. Although there are postcards that have one side for a





message and the other side for the address, the most common ones have pictures on one side. The side opposite the picture is divided so that a short message can be written on half of the card and the other half is used for the address of the person who will be receiving it.

Postcards are a good record of the sights visited on vacation. People often buy postcards just for the pictures because they may show scenes that are impossible to get with a camera. These cards are never written on but are placed with the pictures taken during the trip.

3. a) Match the names of sections on a postcard with their descriptions.

- | | |
|--------------------|---|
| 1. Greeting | a. it can be a general picture or a picture that matches the date or subject |
| 2. Body | b. it gives the last word or two to the reader at the end of the message |
| 3. Closing | c. the message written on the postcard, usually several sentences long |
| 4. Sender | d. the name and address of a person who will receive the postcard |
| 5. Stamp | e. the opening which includes the name of the person who receives the message |
| 6. Mailing address | f. the signature or name of the person who is sending the postcard |

b) Sort out the following phrases into the corresponding sections of the postcard: Greeting, Body and Closing.

Best wishes,
Goodbye...
I feel fine,
The weather is...
In ...
Bye-bye,

Hello...
Do you miss me?
I play golf and tennis,
Love,
Your...
I have been...

How are you?
I'm planning to...
What's up?
Hi...
I have seen...
Miss you,
As far as I can see,
Seriously speaking,
Therefore,
I hope you can help me...

I am very happy,
Dear...
Today it is sunny and warm,
See you soon,
... is beautiful,
As a rule,
Please let me know...
Lots of love,
I'm writing to tell you...
Best regards,

4. a) Look at the postcard on page 31. Identify all its sections.

Hi, Ellen,

It's amazing! Just imagine! I am sitting in front of my tent and looking at Mount Everest. I just don't believe it. I'm drinking local tea. Me, who never drinks tea at home! I don't understand what's happened to me. Pat and Jim are taking photos of the mountains, as Mount Everest looks absolutely amazing today. They realize they probably won't get another chance as it's our last day. You know I miss you.

Love,

Chris

Miss Ellen Talbot

151a High Street

Milford

Norfolk

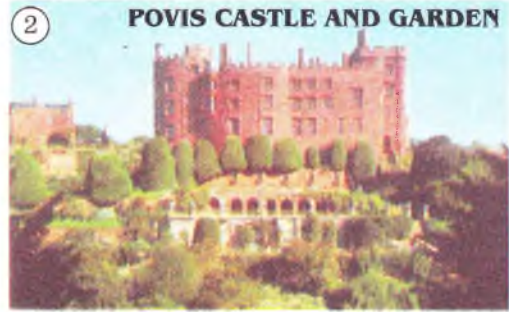
NN8 7JP

UK

b) Which of the following can you find in the body of the above postcard?

1) where Chris is; 2) what he can see; 3) what food he eats; 4) what the weather is; 5) what he is doing; 6) who he has met; 7) what his impressions are.

a) Look at the postcards. Where are they from?



b) Choose one of the above cards. Imagine you are on vacation in that place. Write a postcard to your friend. You may use the items of Ex. 4b as a plan.

- Choose one of the projects from the list or think of your own one.
- 1. Writing an article about Great Britain/ Ukraine/ some other country/ your region for the World Book Encyclopedia.
- 2. Designing a tourist booklet of Great Britain/ Ukraine/ some other country/ your region.
- 3. Designing a virtual excursion of your region.
- Decide how you are going to do the project: alone, with a partner or in a group.
- Do the project and then present it to the class.
- Discuss the presentations.

Useful information

If you have chosen the first project, do the following:

- Collect the necessary information: the geographical position, relief, climate, plants and animals, natural wonders and people of the country/ region.
- Put the information in a logical order.
- Choose illustrations for each section.
- Present the information in a way interesting for the reader. The style of your article should be formal.

If you have chosen the second project, do the following:

- Find out as much as possible about the country/region you have chosen: the geographical position, relief, climate, plants and animals, natural wonders and people.
- Find attractive illustrations for each part of the booklet.
- Present the information in such a way that it will be interesting for the reader. Be emotional while describing places. The style of the booklet should not be very formal.
- Make the booklet as attractive as possible.

If you have chosen the third project, do the following:

- Think of different places of interest in your region. Pay special attention to natural wonders: parks, woods, rivers, lakes, mountains, ancient castles, etc.
- Find pictures of the places you have chosen.
- Develop a route of the excursion.
- Design the presentation of the route: a poster or a slideshow.
- Think of the text for the guide. Don't forget that the excursion should be both educational and entertaining.

If you have chosen to do your own project, you can ask your teacher for advice when you have any problems. Good luck!

STUDY SKILLS

Group Project Tips

When you get to do a group project, it's great if everyone does their part and things go well. Unfortunately, as we all know, that's not usually what happens! Follow these tips to solve the most typical problems of group projects, and end up with a result that everyone in the group can be proud of.

1. Develop a project agreement.

Before you even start working on your project, sit down with your teammates and create a plan for how you'll work on the project: the aim of the project, a strategy for solving problems, how you will take care that all members of the group can express their opinions (for example, you could decide to sit in a circle when you work together).

2. Make a list of tasks and those who will do them.

You'll need to find out what you need to do on the project. For example, if your project is to design a poster, the tasks might be writing the text, developing a design, drawing or using a computer graphics program, deciding how you will present the poster to the class and writing the speech to the class, etc.

When you get a list of tasks, you can give each person in the group a responsibility, according to their abilities. Have a group discussion to find out what parts of the project each person is interested in, and what skills and talents they can bring to the project. If there are boring parts of the project that nobody wants to do, divide them up so not only one person has to do them. The idea is to let people develop their abilities within the group and create a project that can get your team a good grade.

3. Choose a project leader.

It's usually a good idea to choose a project leader who can take care that everyone is doing what they should to. Choose someone who is well-liked in the group, and who everyone respects and can accept as a leader. If nobody else is volunteering, think of becoming a leader yourself.

4. Don't forget about politeness.

Group projects can get unpleasant when team members are not polite to each other. That's why all team members should:

- listen without interrupting when their teammates express their ideas;
- let quiet people on the team express their opinions;
- stay positive and help team members who have problems.

Don't talk behind people's backs.

Don't take it personally when someone else's idea is chosen but not yours.

10

Grammar Corner

1. Review the use of articles with geographical names (Grammar Reference, §1) and answer the questions.

1. What geographical names are used without any article?
2. What geographical names are always used with the definite article?
3. The names of what countries can be used with the definite article?

2. Use the appropriate article where necessary.

1. ... Ukraine is bounded by ... Black Sea and ... Sea of Azov.
2. Polissia is a region in ... north of Ukraine.
3. ... Roman-Kosh is the highest mountain in ... Crimean Mountains.
4. The longest river in ... Ukraine is ... Dniro.
5. ... Kyiv is the capital of ... Ukraine.
6. ... west of ... Ukraine is mountainous but ... east is not.
7. The state of ... Ukraine is situated in ... Europe.
8. ... Trent is one of the most important rivers of ... England.
9. In ... east, ... Great Britain is bounded by ... North Sea.
10. London, the capital of ... United Kingdom, stands on ... Thames.
11. ... Loch Lomond is one of the most beautiful lakes in ... Scotland.
12. ... Rio Grande flows on the border between ... United States and ... Mexico.
13. ... Times Square is the central square in ... New York City.
14. ... Fifth Avenue is the street which is famous for its expensive shops.
15. ... British Isles are separated from the Continent by ... English Channel.

3. Read the text about the geography of the UK and fill in the gaps with articles where necessary.

... British Isles lie off the north-west coast of continental ... Europe.

... United Kingdom of Great Britain and Northern Ireland consists of ... England, ... Scotland, ... Wales and ... Northern Ireland.

... Britain occupies the greater part of ... British Isles. The largest of the islands is ... Great Britain.

The main areas of high land are in ... Scotland and ... Wales. In ... England, there's a range of hills called ... Pennines. The highest mountains in ... Scotland and ... Wales are ... Ben Nevis and ... Snowdon. The longest rivers are ... Severn and ... Thames.

4. Review the rules of forming and using the Passive Voice (Grammar Reference, § 2) and change the following sentences into the Passive Voice.

1. Christopher Columbus discovered America.
2. Mountains cover about half of the United States' territory.
3. Snow rarely covers southern parts of England.
4. The Gulf Stream brings warm air to Great Britain.
5. Natural channels connect the Great Lakes in the north of the USA.
6. Two oceans bound the territory of the USA in the west and in the east.
7. The Cheviots separate Scotland from England.
8. Many people call the Great Wall of China a wonder of the modern world.

5. Make up sentences in the Passive Voice. Use the given words and word combinations.

1. Great Britain/ situate/ north-west/Europe
2. Ukraine/bound/ two seas/ south
3. The Carpathian Mountains/ cover/ forests
4. The people/ Great Britain/ call/ the British
5. Great Britain/ separate/ continental Europe/ the English Channel
6. The territory/ the UK/ divide/ four parts
7. The national bird/ Great Britain/ call/ robin
8. More than 200 languages/ speak/ London

9. Scottish kilts/ wear/ men
 10. Nearly all forests/ Great Britain/ cut down

Put the verbs in brackets into the right form, Active or Passive Voice.

Hadrian Wall

In the year 122 AD, the Roman Emperor Hadrian (*visit*) his provinces in Britain. On his visit, the Roman soldiers (*tell*) him that tribes from Britain's north (*attack*) them. So Hadrian (*give*) the order to build a wall across one of the narrowest parts of the country. After six years of hard work, the Wall (*finish*) in 128. It (*be*) 117 kilometres long and about four metres high. The Wall (*guard*) by 15,000 Roman soldiers. Every eight kilometres there (*be*) a large fort in which up to 1,000 soldiers (*live*). The soldiers (*watch*) over the border to the north and (*check*) the people who (*want*) to enter or leave Roman Britain. In order to pass through the Wall, people (*have to go*) to one of the small forts that (*serve*) as gateways. Those forts (*call*) milecastles because the distance from one fort to another (*be*) about 1,500 metres. Between the milecastles, there (*be*) two posts from which the soldiers (*guard*) the Wall. If the Wall (*attack*) by enemies, the soldiers at the posts (*run*) to the nearest milecastle for help or (*light*) a fire that (*can see*) by the soldiers in the milecastle. Since 383, Hadrian's Wall (*not to use*) any more. Today, Hadrian's Wall (*be*) the most popular tourist attraction in northern England.



Test Yourself!

Read the information from two tourist booklets and match the questions given after them to the texts. Get one point for each correct answer.

(A)

Snowdonia Tours

At Snowdonia Tours we offer specialist tours of Snowdonia and the wider North Wales area.

- Group sizes are from single travellers to groups of four.
- We offer full board accommodation in our 4 Star hotel and professional guides for all tours.
- Some tour ideas include:
 - *Photographic tour*: Up before breakfast for the sunrise, then off past lakes, over mountains and through valleys, finishing off with beautiful sunsets. The tour details depend on you!
 - *Castles*: Snowdonia is home to so many castles that they're hard to number. It's your tour you choose!
 - *Myth and Legend*: The mountains and valleys of Gwynedd have long been known as the land of Merlin and King Arthur. The dragons, one of which can be seen to this day on the Welsh flag, lived far below the hills of Snowdonia. So come and see the 'Castle' of Merlin, mystic lakes and wonderful forests. Live the stories!
- For tour prices and further details please e-mail enq@snowdoniatours.co.uk

B

Snowdonia Beano Cycling Holiday

Area: North Wales, Wales.

Holiday Type: fully guided single-base cycling holiday.

Accommodation: comfortable single or twin bedrooms.

Three of our rides are rarely more than a few miles from the sea. We visit Whistling Sands, Hell's Mouth, and the seaside town of Cricieth. Our other two rides go into the western part of the Snowdonia National Park. On the optional bike-free day you could visit the fantasy village of Portmeirion; go up Snowdon; cycle to a nearby beach or laze by the clear waters of the lake.

Contact: Rob Green. Tel: 01982 560471

1. Which tour gives an opportunity for more active rest?
2. Which tour suggests more comfortable living conditions?
3. On which tour can you choose what to see and do?
4. On which tour can you learn about the history of the area?
5. On which tour can you relax and do nothing?

A	B
A	B
A	B
A	B
A	B

12

Reading Corner

Read the story and do the tasks in the WB.

In Search of the Castaways¹, or the Children of Captain Grant

(after Jules Verne)

Chapter VIII. ON THE ROAD TO AUCKLAND

1. On the 7th of February, at six o'clock in the morning, the signal for departure was given by Glenarvan. During the night the rain had stopped. The sky was covered with light grey clouds, which made the **heat** of the sun less unbearable, and allowed the travellers to start a journey by day.

Paganel had measured on the map a distance of eighty miles between Point Kawhia and Auckland; it was an eight days' journey if they made ten miles a day. But he thought they should take a straight route but not go along the **coastline**.

The travellers started off. Each of them carried a part of the provisions. They did not allow themselves **to fall behind**, and by instinct they kept a look over the plains to the east, ready with their guns. Paganel, map in hand, took a professional pleasure in checking the smallest details.

¹ castaway /'kɑ:stəweɪ/ — somebody who is left on a lonely shore or island after their ship has sunk

The country looked like a huge plain which promised an easy walk. But the travellers understood they were wrong when they came closer to the plain thickly covered with fresh green plants. The grass changed into small bushes with little white flowers. They had to cut a path across the plain, through these woody bushes, which was rather difficult, but at eight o'clock in the evening the first hills of the Hakarihoata Ranges appeared, and the party camped immediately. After a fourteen miles' march, they needed some rest.

As they didn't have a wagon or a tent, they relaxed under some *magnificent* pines. They had plenty of rugs which made good beds. Glenarvan made every possible preparation for the night. His companions and he, well-armed, agreed to watch in turns, two and two, till morning. No fires were lighted. Fire of course is good for keeping wild animals away, but New Zealand had neither tiger, nor lion, nor bear, nor any wild animal, but the Maori /'maʊri/ (native people) were even more dangerous, and a fire could only attract those two-footed jaguars /'dʒæɡjuəz/.

The night passed pleasantly with the exception of the attack of the sandflies and the visit of the brave family of rats.

2. Next day, on the 8th of February, Paganel rose more cheerful. The Maori, whom he was especially scared of, had not yet appeared, and these wild cannibals had not injured him even in his dreams. "I begin to think that our little journey will end well. This evening we shall reach the place where the Waipa and Waikato flow together, and after that there is not much chance of meeting natives on the way to Auckland."

"How far is it now," asked Glenarvan, "to that place?"

"Fifteen miles; just about what we did yesterday."

"But it will take us a lot of time if these endless bushes are in our way again."

"No," said Paganel, "we shall follow the banks of the Waipa, and then we shall have a very easy road."

"Well, then," said Glenarvan, seeing that the ladies were ready, "let us make a start."

During the early part of the day, the thick brushwood seriously slowed down their progress. Neither wagon nor horses could pass where travellers passed.



The little party overcame many difficulties in crossing the plains in which the Hakarihoata Mountains rise. But before noon they reached the banks of the Waipa, and followed the river to the north.

The Major and Robert, without leaving their companions, shot some birds under the low bushes of the plain. Olbinett, to save time, prepared the birds for cooking as he went along.

Paganel was not so much interested in food. He tried to find some bird specific to New Zealand. His curiosity as a naturalist *overcame* his hunger as a traveller. He spoke of the bird sometimes called the mocking bird.

"It grows so fat during the winter," said Paganel to the Major, "that it makes him ill, and prevents him from flying. Then he cuts his *breast* with his beak, to take away his fat, and so becomes lighter. Doesn't that seem to you special, McNabbs?"

"So special that I don't believe a word of it," replied the Major.

3. Paganel, unfortunately, could not find a single bird. But he was more fortunate with a strange animal which had almost disappeared from the fauna of New Zealand. Robert *came upon* a nest and in it a pair of birds without wings and tail, with four toes, a long beak, covered with white feathers over the whole body.

It was the New Zealand *kiwi* which lives on insects or seeds. This bird is specific to the country. It has been introduced into very few of the zoological collections of Europe. Its unusual shape and comical motions have always attracted travellers.

Paganel, who was excited at such luck, tied the two birds together, and carried them along with the plan of presenting them to the Botanical Gardens in Paris. "Presented by M. Jacques Paganel." He imagined his name on the most beautiful cage in the gardens. Optimistic geographer!

The party continued their way along the banks of the Waipa. The country was quite *deserted* /dɪ'zɜ:tɪd/. They could see the low range of hills which hid the eastern end of the valley. With their unusual shapes, they looked like huge whales, suddenly turned to stone.

At four in the afternoon, nine miles had been easily covered. According to the map which Paganel often had in front of him, the meeting of the Waipa and Waikato was about five miles further on, and they planned to stop for the night there. Two or three days could then be enough for the fifty miles which lay between them and the capital.

"So," said Glenarvan, "we shall have *to camp* during the night once more."

"Yes," said Paganel, "but I hope for the last time."

"I am very glad to think so, for it is very difficult for Lady Helena and Mary Grant."

"And they never say a word," added John Mangles. "But I think you spoke of a village at the meeting of these rivers."

"Yes," said the geographer, "here it is, marked on Johnston's map. It is Ngarnavahia, two miles below the meeting."

"Well, couldn't we stay there for the night? Lady Helena and Miss Grant don't mind two miles more to find even a very simple hotel."

"A hotel!" cried Paganel, "a hotel in a Maori village! This village will be just some huts. You can't think of sleeping there!"

"Your old fears, Paganel!" said Glenarvan.

"My dear Lord, I think it is certainly safer to go around this village of

Ngarnavahia. When we reach Drury, it will be another thing, and there our brave ladies will be able to rest.”

4. Lady Helena and Mary Grant preferred to pass another night in the open air, they didn't want to stop, and they continued their march along the river.

Two hours later, the first shades of evening began to fall. The sun almost disappeared below the western horizon.

Glenarvan and his friends went faster because they knew how quickly the night could fall. But a thick fog rose from the ground and made it very difficult to see the way.

Fortunately, they could hear well; soon the sound of water indicated that the meeting of the rivers was very close. At eight o'clock the little group arrived at the point where the Waipa meets the Waikato.

“There is the Waikato!” cried Paganel, “and the road to Auckland is along its right bank.”

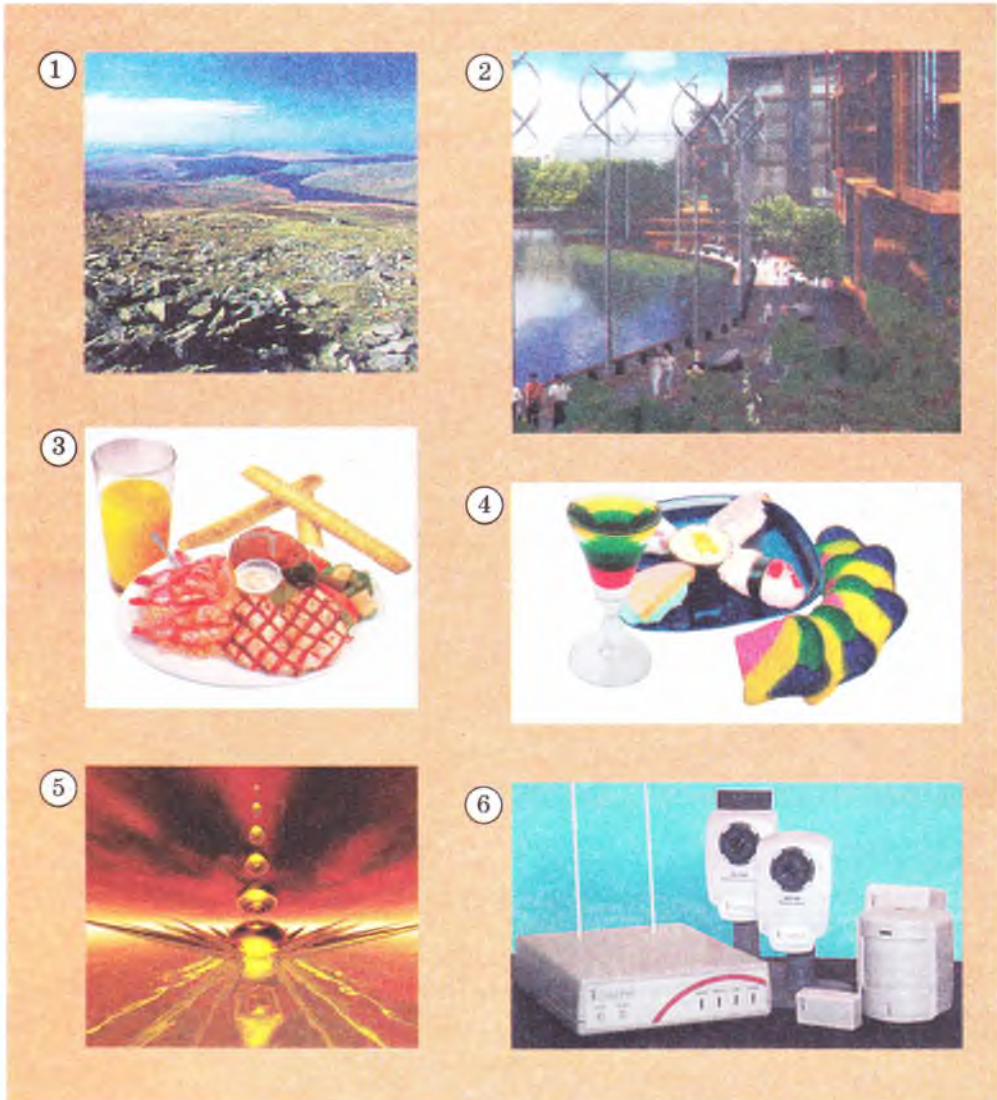
“We shall see that tomorrow,” said the Major. “Let us camp here. Let us have supper and then get some sleep.”



“Supper, of course,” said Paganel, “but no fire; nothing but biscuit and dried meat. We have reached this spot *incognito*, let us try and get away in the same manner. By good luck, the fog is our friend.”

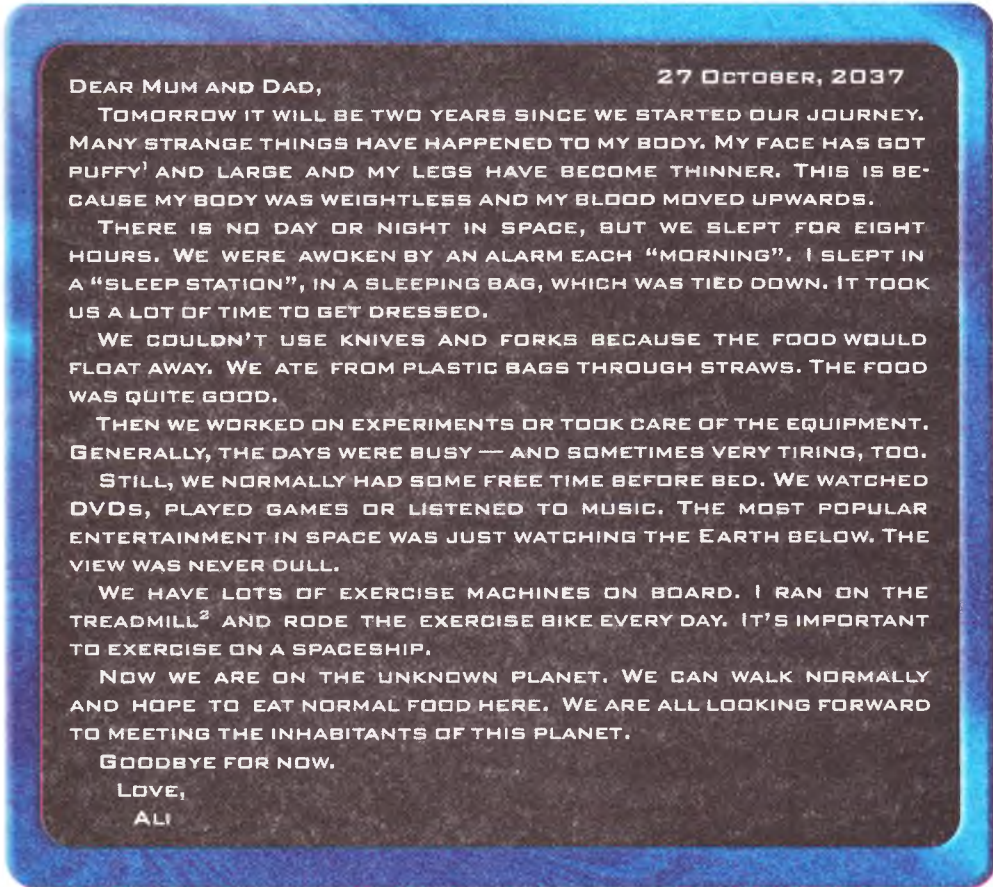
They camped under a group of trees. The cold supper was eaten without a sound, and the travellers, who were *extremely* tired after their fifteen miles' march, fell asleep.

1 a) Look at the pictures. Which of them are pictures from the new planet?



b) Listen and choose the pictures that match the descriptions. Did you guess right? Think over and say what else the international team can find on that planet. How should they behave with the inhabitants of that planet? What should they do and say?

2. Read the letter and answer the questions below.



1. Which information can not be found in the letter?

- the astronauts' diet;
- daily activities;
- changes in their bodies;
- work during the day;
- clothes;
- sports activities;
- sleeping conditions;
- plans for the future;
- how they feel about the flight.

2. What happens to a body if a person spends a lot of time in weightlessness?
3. Why is it important to exercise on a spaceship?
4. Why do astronauts tie down their sleeping bags?
5. Why do they eat from plastic bags through straws?
6. What clothes do you think they wear on a spaceship? Do they wash them?
7. Can they take showers on a spaceship?
8. If you had a chance to live on a spaceship for two years, would you do it? Why or why not?

¹ p u f f y / 'pʌfi/ — swollen

² t r e a d m i l l / 'tredmi/ — a piece of equipment that has a large belt around a set of wheels, that you can run on while staying in the same place

2

1. a) Listen to the radio programme and discuss the questions below.

1. Who are couch potatoes?
2. Do you think the results of the survey are true for Ukraine? Why? Why not?

b) Working in small groups, do the survey in your class. Find out how much time people in your class spend on reading books, how much junk food they eat, how much exercise they get, how much time they spend in front of their TV or computer every day. Analyse the information you've got and make a conclusion. Can you call yourselves the couch potato generation?

2. Discuss the following questions.

1. Have you ever worked anywhere?
2. Where did you work? What did you do?
3. How many hours did you work?
4. Did you get paid for your work?
5. How did you spend the money you earned?
6. What did you feel about your job?

3. a) Read the interview and fill in the table in Ex. 1a from the WB.

Yesterday, our correspondent talked to the Minister of Labour about teenagers working part-time. Here's what we found out.

Journalist: How old do children have to be before they can work in Britain?

Minister: Children are not allowed to work until they are 13.

Journalist: What times can 13—14-year-olds work?

Minister: Children can only work after 7 am and before 7 pm. On a school day, they can only work for up to two hours (7 am to start of school or close of school to 7 pm). On Saturdays, they can work up to five hours and on Sundays — not more than two hours. The weekly maximum is 12 hours.

Journalist: What about school holidays? Can they work more then?

Minister: Yes. Up to a maximum of 25 hours a week. They can work five hours a day, except Sunday. On Sundays, it's only two hours.

Journalist: What kind of jobs can teenagers do?

Minister: Many teenagers get up early to deliver newspapers before going to school. They are known as *paperboys* or *papergirls*. Looking after young children is a popular job for teenagers, as babysitters get paid for watching children and television all at the same time! Some teenagers help the milkman deliver milk to houses. Other popular jobs include agricultural work, working in a shop, washing cars, in a café or restaurant, domestic work in hotels.

Journalist: What do teenagers need to start working?

Minister: They need to have a work permit. An application form for the work permit can be got from school.

Journalist: How much money do teenagers get paid for working?

Minister: It depends on the kind of work but could be anything up to £3 per hour.

b) Compare the information in the table and discuss the questions below.

1. Are there any differences in teenage part-time work in Great Britain and Ukraine? What is the difference?
2. Why do teenagers start working?
3. Should teenagers be allowed to work part-time? Why? Why not?
4. Would you like to work part-time? Why? Why not?
5. Would your parents let you work part-time?
6. What would you like to do? Why?

4. Nowadays, most families enjoy an enormous range of activities, don't they? Discuss the following questions.

1. In Britain, families usually go shopping, do jobs around the home, watch sports and go to church at weekends. What do families in Ukraine usually do on such days? What do your family usually do?
2. The British are a nation of gardeners. Most people have a garden. Every town in Britain has one or more DIY (Do It Yourself) centres and garden centres. These are like supermarkets for the home and garden. These places are very popular with British home-owners at weekends. Are these activities popular in Ukraine? in your family?
3. One of British favourite activities is family trips. Do you ever go on family trips? Where do you go? What do you do?
5. Look at the pictures below and on p. 44 and make up a story about a family trip at the weekend. Use the key words and phrases from the box.

suntan lotion, beachwear, traffic jam, motorway, to get sunburned, beach umbrella, to be stung by a jellyfish, to break down, midnight, disaster, beach ball





3 1. a) Read the advertisements of two tours and say which one and why you would choose.

(A)

**Simatai
Great Wall
One Day Hiking Tour**

Our tour guide will pick you up at your hotel in the early morning at 8 am. This part of your trip is one of the most beautiful sections of the Great Wall. You'll visit as many as 150 watchtowers and terraces of the wall. There are sections of renovated and original wall with fantastic views. Hiking for three to four hours. Have lunch at a local restaurant. After the late lunch, get back to the hotel downtown.

Tour cost:
 1 traveller: \$130
 2–5 travellers: \$85 per person
 6–10 travellers: \$50 per person

Price includes: Private car transfer. English-speaking guide. Entrance fee and lunch.

E-mail: info@tour-beijing.com

B



Family Cycle Tours
Barcelona Natural Park
Duration: 2 hours

This family activity will take us to the Collserola Natural Park in Spain. If you can ride a bike, you can do this tour. It is suitable for all ages. We will ride at a nice, relax speed on flat route and see the most beautiful views of Barcelona. During the ride, our guides will give information about different buildings and views.

Price: 35€ per person.
Price includes: Transport from Barcelona downtown. Bike and helmet rental.

E-mail: info@terradiansions.com

b) Choose a tour for each of these people. Explain your choice.

1. Rob is a student. He spends a lot of time studying in the library and rarely goes outside. When he has some free time, Rob mostly stays at home and watches TV. So he would really like a different kind of rest.
2. Maggie works five days a week and she doesn't have enough time to spend with her children — a 7-year-old daughter and a 13-year-old son. So she would like to spend the weekend with them.
3. James and Lillie are teenagers. They like to have an active rest in the company of their friends. They also like to take pictures: they have lots of pictures of historical places in their albums.
4. Marie would like to organize a group trip for her friends. It is their tradition to spend a weekend together every summer. They either go hiking in the mountains, or rafting, or surfing.

2. Sports have always been popular in Great Britain. What about Ukraine? Discuss the following.

1. In the UK, children go to watch other people play sports or take part in sports themselves. There are lots of sports facilities for everyone, such as swimming pools, tennis courts, parks and golf courses. Do many children go in for sports in Ukraine? Are there enough sports facilities for teenagers?
2. In the UK, children enjoy playing and watching games or sports like skateboarding, roller-blading, football, basketball, mountain biking, karate, judo, bowling and computer games. What games and sports do Ukrainian children watch and play?
3. Football is the most popular sport played by children in Great Britain. They play it all the year round. What are the most popular summer and winter sports in Ukraine?

3. Read the interview and match the questions and answers.

1. How did you start climbing, David?
2. What is necessary to become a rock climber?

3. What do you enjoy in climbing?
4. What have you achieved in climbing?
5. How often do you practise?
6. Why do you climb?



- A. Climbing is a physical and mental challenge. Having the muscle to do all the moves is less important than learning to position your body.
- B. During the week, I climb three or four times at a gym. When I get a chance to get away from the plastic climbs of the gyms to some real rock, I often go to Yosemite.
- C. I believe that climbing is an opportunity to show yourself what you are made of, the ability to point out your successes to yourself. This is what I use climbing for, and it works great.
- D. One of my physics professors started a mountaineering class, trying to show the modern youth the joys of doing something besides watching TV. I always liked climbing trees, and had climbed rocks a few times, so I signed up for the class.
- E. The most beautiful scenery in the world, great walks to the places of your climbs, fresh air, good company and of course the joy of climbing — it's a wonderful pastime.
- F. There are climbs in Yosemite that take an experienced climber five or more days to climb! I am not quite ready for these, but I'm looking forward to them. When I go, I typically do one very long climb that takes me nearly all day.

4. Answer the questions. Then listen to the interview and check your answers.

1. Which kinds of sports are more popular now — traditional competitive ones or extreme sports?
2. Why do young people choose to participate in extreme sports?
3. What qualities do extreme sports develop in sportsmen?
4. Are extreme sports dangerous?

- 4** 1. Modern technologies help to make different kinds of sports safer. They also make it possible to practise sports at home. Read the advertisements of two latest gadgets and say what you think of them. How useful are they? Would you buy any of them? Give arguments.

COMPUTER GAME BRINGS BIKE INDOORS

The recent wet weather may have made it difficult to play outside, but a new gadget may let you exercise indoors. A toy company has come up with something called a Smart Cycle which plugs into your TV and then you use it to play games.

Some people have asked if kids need an indoor exercise bike when they could go outside on a normal one. But the company say their toy will be useful when it's cold outside or too dark for kids to play safely.



Hi-Tech Helmet to Help Cyclists

Wearing a helmet when cycling is important, but sometimes they don't look as smart as you'd like them to. This crazy-looking design is the answer to making bike safety cool.

Although it looks a bit strange, it's been designed to keep you safe and help you breathe cleaner air. A shield covers your mouth and nose, making sure only air that has been cleaned by the helmet can get to your face.

2. Listen to a story about a gadget that saved a person's life. Say if the statements below are true or false.

1. Michael was climbing up a mountain in Wales.
2. It took him three weeks to prepare for the climb.
3. Michael was not very attentive because he was tired.
4. It was snowing and the rocks were slippery.
5. Michael broke his arm when he fell down.
6. He found his mobile phone in his back pocket.
7. He called the emergency services himself.
8. He was saved in half an hour.
9. It was the scariest moment in Michael's life.

3. Discuss the following questions.

1. Do you have a mobile phone? How often do you use it?
2. What do you do more — make calls or send text messages (SMS)?
3. What language do you use for sending text messages?
4. Do you use any abbreviations (short forms) when you write text messages?
5. Are there any special abbreviations that only you and your friends know?
6. What do you use them for?

4. a) Can you read the following? These are the abbreviations which are used in text messaging and in Internet chatrooms in English all over the world.

- | | | | |
|--------------|----------|-----------|-----------|
| 1. 4eva | 7. OMG! | 12. peeps | 17. dunno |
| 2. BTW | 8. gratz | 13. pix | 18. 10Q |
| 3. C U L8ER! | 9. GTG | 14. sup | 19. OTOH |
| 4. every1 | 10. HIG | 15. cuz | 20. PLS |
| 5. FWD | 11. LOL | 16. ditto | 21. TTYL |
| 6. i h8 it | | | |

b) Match the above abbreviations with their full forms.

- | | | |
|-------------------|----------------------|-----------------------|
| A. by the way | H. pictures | O. because |
| B. everyone | I. Congratulations! | P. I don't know. |
| C. forever | J. Got to go! | Q. Thank you. |
| D. forward | K. What's up? | R. on the other hand |
| E. I hate it! | L. How's it going? | S. please |
| F. Oh, my god! | M. laughing out loud | T. Same here. |
| G. See you later! | N. people | U. Talk to you later. |

c) Discuss the following.

- Why do people use abbreviations?
- Who uses abbreviations more often?
- Where is it OK to use abbreviations?
- Where are abbreviations not allowed?

5. Do you know who Bill Gates is? He is Chairman of Microsoft, the world's biggest and most successful company. How do you imagine his work? What gadgets do you think he uses during the day? Read what he says about it and check if you are right.



If you look at my office, there isn't much paper in it. On my desk, I have three screens, connected into a single desktop. I can move documents from one screen to the next. The screen on the left has my list of e-mails. On the centre screen is usually the e-mail I'm reading and responding to. And my Internet browser is on the right-hand screen. This gives me the ability to see what new has come in while I'm working on something.

At Microsoft, we use e-mail more than phone calls, documents, or even meetings. I get about 100 e-mails a day, after they have gone through the filter, of course. My assistant reads all the other e-mails and gives me a report about them.

I also use SharePoint, a program that creates websites for working on specific projects. These sites have plans, schedules, discussion boards, and other information. SharePoint puts me in touch with 50,000 people in the organization.

Paper is no longer a big part of my day. I get 90% of my news online, and when I go to a meeting, I bring my Tablet PC, so I have all the files I need.

5

1. Technology develops so quickly that it is very difficult to say what life will be like in the future. Try to imagine what it will be. Discuss the following questions.

1. How will people move from one place to the other? Will there be any kind of transportation? What will it be? How will it work?
2. Where will people live? What kind of houses will they have?
3. What will people eat? How will the food be cooked?
4. Will people work in the future or will all the work be done by robots for them?

5. What kinds of entertainment will people have? What gadgets will be used for that?
6. Will people use mobile phones in the future? If yes, what will they be able to do with their mobile phones? If not, what other means of communication will they use?
7. Will there be schools in the future? How will children be taught?

2. a) Read the text about the city of the future and choose a title for each paragraph from the list in the box. There is one extra title that you do not need to use.

Shimizu Mega-City Pyramid

1. *Shimizu Mega-City Pyramid* is a project, according to which there will be built a huge pyramid near Tokyo in Japan. The structure will be 12 times higher than the Great Pyramid at Giza. When built, it will be the largest man-made structure on Earth.
2. The proposed structure is so large that it cannot be built with any known materials. The designers hope that in the future they will be able to use superstrong and light materials. Large robots will put the structure together.
3. The pyramid structure will consist of 55 smaller pyramids. Levels 1 to 4 will be used for housing and offices, levels 5 to 8 — for scientific institutes and entertainment. About 800,000 people will work there, and 750,000 people will live in the city.
4. Each building will have its own energy resources (sun and wind). Transportation within the city will have walkways, elevators, and individual driverless means of transportation.

A Life of the pyramid.

C Getting to the pyramid.

B Inside the structure.

D Putting the structure together.

E The height of the structure.

b) How do you find the project? Discuss the questions.

1. Do you think this project will be realized? When will this happen?
2. Why can't this structure be built now?
3. What jobs will people, who will live in that pyramid, have?
4. What kinds of entertainment will there be in the city pyramid?
5. What are the advantages and disadvantages of building such a structure?

3. a) How do you imagine the car of the future? Discuss the following.

1. How will the car of the future be driven?
2. Can you draw the car of the future?
3. How can the car of the future be made safer?
4. How will the problem of traffic be solved?
5. How can travelling become more interesting for passengers?

b) Now listen to the text and check if your guesses were right.

1. Read a part of the Internet survey and discuss the following questions.



1. Will people be the same or different in the future?
2. What will interest the people of the future?
3. What problems will the people of the future have?
4. How do you imagine your life in 10 years time?
5. Say which of the following is most important in reaching your goals:
 - luck
 - hard work
 - having a plan and following it
 - knowing somebody who can help you
 - something else (What is it?)

6. Who can help you achieve your goals?

- parents
- friends
- teachers
- specialists

6

1. Many people believe that one thing will never change in the future. People will always have friends. Do you agree with this idea? Discuss the questions.

1. Do you have many friends? How long have you been friends with them? Are they all the same friends with you, or you can say that you have different kinds of friends?
2. A friend who supports others only when it is easy and convenient to do so, is called a *fair-weather friend*. Have you ever had such friends? How did you find out that they were this kind of friends?
3. A friend who supports their own friends in emotional difficulties, is a *true friend*. A true friend often gives up something of his or her own in order to help the friend in need. A true friend may not be your best friend but someone who you know will be there for you. Do you have such a friend? How do you know that he/she is this kind of friend?
4. A *best friend* is a friend to whom one feels closest. Are there such people in your life? What makes you so close?

2. a) Read a letter from the *Problem Page* of a teenage magazine. What advice can you give to this girl?

Dear Problem Page,

I don't have a best friend. I do have friends at lunch who I chat with. But I don't have a best friend. My friends at lunch live far and I don't get in contact with them as much + they aren't interested in the things I'm interested in. Our school is full of groups. There are the populars, those who want to be populars, the trouble-makers who always make fun of other people, and so forth. I don't really fit in because no one shares my interests. I don't believe I should change myself. I'm going to a high school next year and I keep telling myself that there will finally be some people who have something in common with me but I'd still like to have a friend now.

Friendless girl

b) Read the piece of advice that a specialist gave to the girl. What do you think of it? Compare it with your advice.

Dear friendless girl,

I'm glad you don't want to change the things that make you special, just to fit in with a crowd. It tells me you're a strong person. So have faith, you're going to get through this. Might I suggest that you try and join a team or club at your school? It can be really surprising how people from

different groups can create true friendships, when they're in a shared project. I'm thinking of things like drama clubs, sports teams, school teams, etc. Even if you think you know who's on those teams, don't pre-judge¹ them. They might be more interesting — and more like you — than you think. Just be sure to pick something that you really like, so the new friends will share something in common with you. Another way to go is to create your own "club" that brings together different types of people. Finding a new *best friend* will probably take a lot of effort. But hey², everything good takes work! Good luck!

3. a) You sometimes conflict /kən'flikt/ with your friends or parents, don't you? Discuss these questions in small groups.

- What happens when you argue with your friends or parents? What do you do or say?
- How do your friends/parents respond? What do they usually say or do?

b) Listen to the psychologist's advice. From the box below, choose four expressions, which can sum up the advice. Which of them can be most useful to you? Do you want to try any part of the advice? Do you think it will help you in resolving conflicts /'kɒnflɪkts/?

a Listen! b Cool off! c Accept your responsibility!
d Forget about it! e Say what you feel!

4. a) An Internet survey showed that some teenagers are in conflict even with themselves. They want to change either their weight or height, or something in their appearance. But some of them are really proud of who they are. Read some of their answers to the question *How are you different from everyone else?* Think of your own answer to that question.

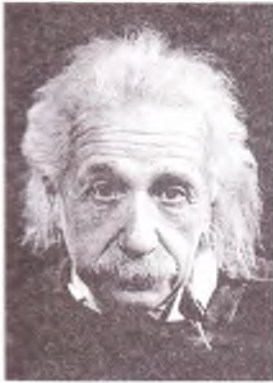
- Well, I think I am unique because I try hard in my studies and still have time with all my friends. I also write songs and I try not to agree with everybody's idea of cool. And that is so hard!
- I have my own style and I think differently.
- I love to stand out, wear all black, and even sometimes do different things just to make my friends laugh.
- I think I am not very different, you know, we are all human beings. We all get thirsty, hungry, laugh in funny situations and we all don't like to wake up in the morning to go to school. But from the other sight, I am so different. Sometimes I just like to think about life, about small but great things that make me laugh or cry. I think the difference between me and you is... maybe I will call it the understanding of the colours of life.

¹ p r e j u d g e /,pri:'dʒʌdʒ/ — to form an opinion about someone before making a proper inquiry

² h e y /heɪ/ — a word used to call attention or express joy, surprise, etc.

b) Say in what ways a person can be different from everybody else. What makes a person unique? What is easier — to be like everybody else or to be different?

5. Do you know these people? What makes them unique?



7

Speaking Corner

1. a) Look at the pictures and answer the questions.



1. Where are the pictures taken?
2. What can you see in each picture?
3. How many people do you see in each picture?
4. What is the age of the people in each picture?
5. What are the people doing in each picture?
6. Is any equipment needed for their activities?
7. What qualities are needed for each of the activities?
8. What is the result of each of the activities?
9. What is common between the two pictures?
10. What is different?

b) Listen to a student comparing and contrasting those two pictures. Which words or phrases from the list below does he use?

also	however	...are similar	either of them
but	is like	is different	on the other hand, ...
differs	is unlike	each of them	neither of them
too	one main dif-	is similar to	the first picture is...
at first	ference is...	to begin with	they are both pictures of...
while	as well as	is the same as	they are different because...
	although		

c) Say which of the words and expressions from the above list can be used:

- to compare (find similarities between) two objects/activities, etc.
- to contrast (find differences between) two objects/activities, etc.

Choose a pair of pictures (1 and 2 or 3 and 4) and compare and contrast them. Use the questions in Ex. 1 from the WB.

STEP 1. Decide where the pictures were taken.

STEP 2. Make a list of things you can see in the pictures.

STEP 3. Make a list of similarities.

STEP 4. Make a list of differences.

STEP 5. Choose words and expressions to describe similarities and differences.



3. Compare and contrast pictures 5 and 6. Follow the instructions in Ex. 2 from the WB.



Key words: weekend, rest, relax, activity, active, company, friends, alone, noisy, quiet, season, nature, outside, sit, move, talk, eat, clothes, equipment, travel, means of transport, hill, plain, enjoy.

8

Writing Corner

1. Discuss the following questions.

1. Do you (or members of your family) ever get letters? Are they formal (letters from organizations) or informal (letters from friends)?
2. Have you ever written a letter to a friend? When did you write it? Who did you write it to? What was it about?
3. Why do people usually write letters to friends?

2. a) Read the letter. Match each of its sections with one of the purposes from the list given on p. 56.



15th September 2008 (1)

Dear Adam, (2)

Hi! How's it going? Thanks a lot for your postcard. Sounds like you had a great time in Switzerland. (3)

Well, we went back to school a couple of weeks ago. Boring! I can't believe how quickly the summer holidays went. Actually it wasn't that bad. There are a couple of new guys in my class this year and they both seem really nice. One of them is good at football. I'm going to try to get him on the team! (4)

Talking of football, we've got our first match next week. We're training hard at the moment, and I think we've got a good chance of winning. Wish us luck! (5)

Anyway, I'd better go now. I've got loads of homework to do tonight (unfortunately!). (6)

Write soon! (7)

All the best, (8)

Gary (9)

- | | |
|---|---|
| a. to close the letter | f. to greet the person you're writing to |
| b. to continue with your news | g. to mention their last letter and something in it |
| c. to express your feelings or wishes | h. to sign the letter |
| d. to give a reason for ending the letter | i. to state the date |
| e. to give your main news | |

b) Which sections of the above letter belong to the parts below?

Date	Greeting	Body	Closing	Sender
------	----------	------	---------	--------

3. Sort out the following phrases into the corresponding parts of a letter.

1. All the best, 2. Best wishes, 3. Dear ..., 4. Fondly, 5. Give my regards to... , 6. Hi... ! 7. How are things? 8. How are you? 9. How's it going? 10. How's life? 11. I'm really sorry, I... , 12. I've got your letter about... , 13. I look forward to hearing from you, 14. It's great to hear that you... , 15. It was great to hear from you! 16. Let me know as soon as... , 17. Here's some news for you, 18. Hope to hear from you again, 19. Hugs, 20. Hugs and kisses, 21. I am sorry to inform you that... , 22. Lots of love, 23. Love, 24. Regards, 25. Sincerely, 26. Sincerely yours, 27. Sorry, but I have to finish, 28. Take care, 29. Tell me all your bits of news! 30. Thanks for your letter about... , 31. Well, I must finish, 32. Why don't we... , 33. Very truly yours, 34. Write back soon, 35. Your friend, 36. Yours truly, ...

4. a) Read the letter again and find the following things in it:

- all the short forms (e.g. haven't, doesn't);
- one example of an incomplete sentence;
- informal words and phrases in the letter that mean the same as these more formal words and phrases:
a. How are you? b. Thank you very much. c. we have d. a lot of

b) What can you say about the style of an informal letter using this information?

c) Look at the letter again and answer the following questions.

1. Where is the date usually written in a letter?
2. Where is the greeting written? What punctuation mark is put after the greeting?
3. Where does the body of the letter start? What letter does it start with?
4. How many paragraphs does the letter have? What are they about?

5. Where is the closing written? What punctuation mark is put after the closing?
 6. Where is the sender's name written? What punctuation mark is put after the name?
5. Read the letter and say what is wrong in it.

November 17th, 2008

Dear Ryan! I'm writing to let you know how things have been since I left the United States. Although I miss you every day, I like living in Ukraine very much. In Ukraine, the climate is colder than at home in Ohio. While you are still wearing your fall jacket, I am already wearing my winter coat and hat. The food in Ukraine is delicious, even better than Mom's, but don't tell her I said that. I especially like Ukrainian borsch. Well, sorry this is so short. I just wanted to let you know how things have been in Ukraine.

Hugs. Ben

9

Project

- Choose one of the projects from the list or think of your own project. You may:
 1. do a survey of the use of mobile phones;
 2. design an advertisement for a gadget of the future;
 3. prepare a special issue of a teenage magazine *Relationships Special*.
- Decide how you are going to do the project: alone, with a partner or in a group.
- Do the project and then present it to the class.
- Discuss the presentations.

Useful information

If you have chosen the first project, do the following:

- Collect the necessary information from the students of your class (use the questionnaire in Ex. 1 from the WB).
- Sort out the data. Draw diagrams to illustrate the findings.
- Analyse the results of the survey and prepare a presentation based on your analysis.
- Present the information in an interesting way. Use your diagrams as illustrations.

If you have chosen the second project, do the following:

- Imagine a gadget of the future (what it is, what it can do, who can use it, why it is useful, what it looks like, what it is made of, what are its advantages, etc.).

- Draw illustrations or prepare other visuals.
- Design an advertisement. Think of your audience and try to make this advertisement as interesting as possible.
- Prepare your advertisement for the presentation.

If you have chosen the third project, do the following:

- Start by looking through some teenage magazines to see what is usually in them. The magazines can be in English or Ukrainian.
- Decide which sections your magazine will have. Here are some possible ideas:
 - letters to the Problem Page about relationships;
 - true stories about relationship problems;
 - surveys about how well you know your friends.
- Write up your sections. Find illustrations for them.
- Organize the material, present it in an interesting way.

If you have chosen to do your own project, you can ask your teacher for advice when you have any problems. Good luck!

STUDY SKILLS

Speaking in Public

Do you get nervous when you have to speak in front of your whole class? You're not alone! The good news is, anyone can overcome their public speaking fears with some practice. Follow these tips to become a more confident public speaker.

1. Be prepared!

Don't wait until the last minute to write your speech! Get it done early, so you have time to organize it and practise saying it.

2. Break it down!

Organize your ideas into note form, using small cards. Try one card per topic, idea, or paragraph. Make sure that your note cards are very easy to read. Number your note cards in order, and make a bold heading for the top of each card.

3. Practise!

The more you practise saying your speech beforehand, the more confident and relaxed you will look when speaking to your class. A mirror can be very useful for this. Say your speech into the mirror. Focus on smiling (this makes you look confident) and speaking slowly and clearly. You can even use a tape recorder, so you can listen to yourself and decide if there's anything that you need to work on.

If there is a time limit for your presentation, make sure you can say everything you need to communicate within the given time period. If necessary, make it shorter.

It's a good idea to try your presentation on some actual people — like your family, or your best friend — before presentation day. Get used to saying your speech in front of an "audience".

4. Relax!

Before you get up in front of the group, prepare your "instrument" (your voice and body) by doing a few relaxation techniques. Try to keep yourself

busy in the half hour before the speech, talking to friends (about anything BUT your speech) or just reading.

6. Don't be shy!

If you're too shy or nervous to make good eye contact with the group, just pick one person near the middle of the audience and tell your presentation mainly to them. You can focus just above people's heads. This may help you feel less nervous, and you'll still give the impression of speaking to everyone.

7. Don't panic if you lose your place!

What if you lose your thought while talking? No problem, just look down at your numbered cards. Check out the brightly coloured heading of the card, and move on to the next point as smoothly as you can. Just keep moving the presentation forward.

10 Grammar Corner

1. Look at the pictures and compare what the people in the pictures say. Under Picture A, you can read the written record of Ali's exact words. It is called *direct speech*. Under Picture B, you can read the correct meaning of what Ali said, but not in the very same words. It is called *reported*, or *indirect, speech*. Compare the pairs of sentences under pictures A and B and find all the differences between them. Can you formulate any rules for changing direct speech into indirect speech? Read Grammar Reference, § 3.



1. **We sent** a special robot to take pictures of everything.
2. **We are looking forward** to meeting the inhabitants of **this** city.

1. **They told us** that **they had sent** a special robot to take pictures of everything.
2. **They said** **they were looking forward** to meeting the inhabitants of **that** city.

2. Match the words or expressions in direct and indirect speech.

- | | |
|-----------------|------------------------------------|
| 1. here | a. that day |
| 2. last week | b. the week before |
| 3. now | c. the next day |
| 4. this | d. there |
| 5. today | e. that morning |
| 6. tomorrow | f. then/at the time/right away |
| 7. yesterday | g. that/the |
| 8. this morning | h. the day before/the previous day |
| 9. tonight | i. the week after/the next week |
| 10. next week | j. that night |

3. Change the sentences from direct into indirect speech. Pay attention to the change of words.

E.g. *Ali: "I miss my parents very much." — Ali says he misses his parents very much.*

1. *Sara: "People on this planet can be just like us."*
2. *Ron: "I want to make new friends here."*
3. *Vira: "We hope to meet the aliens tomorrow."*
4. *Lin: "We have a lot of work today."*
5. *Megan: "I will send a letter to my parents next week."*
6. *Rich Spaceman: "We are proud of the team's success."*
7. *John Curious: "I will inform you of the news tomorrow."*

4. Change the sentences from direct into indirect speech. Pay attention to the change of tenses.

E.g. *"I'm tired," she said. — She said she was tired.*

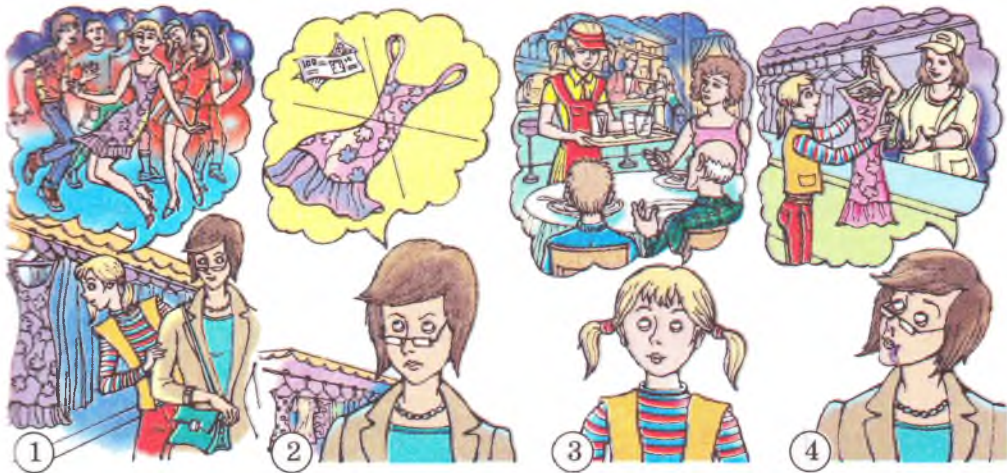
1. Rich Spaceman said, "We are looking forward to the news from space."
2. "We took pictures of this planet yesterday," Megan said.
3. Vira said, "I have never seen this flower before."
4. "I want to send a picture of this planet to my brother," Ron said.
5. "We're getting ready for a meeting with aliens now," Ali said.
6. Sara said, "Prepare to land on this planet."
7. Megan said, "Don't use knives and forks on our spaceship".

5. Fill in and then change from direct into indirect speech.

a enjoyed, b don't, c to, d am, e said, f this

1. She said, "I ... eating a yoghurt now."
2. "... translate word for word in this text," the teacher said to his students.
3. The professor ... , "Start your plan."
4. "Get out of this car," the policeman said ... them.
5. "I ... getting up late yesterday," Helen said.
6. "Describe your idea of life on ... planet," Vira said.

6. Look at the pictures below and imagine what the people are saying to each other. Tell the story using the indirect speech.



11

Test Yourself!

1. Listen to the text. In your copybook, match the colours with the emotions or other notions these colours are associated with. More than one word can match almost each colour. Get one point for each correct answer.

- | | |
|-----------|---------------------|
| 1. black | A. cheerfulness |
| 2. blue | B. comfort |
| 3. green | C. command |
| 4. orange | D. competition |
| 5. pink | E. conversation |
| 6. purple | F. creativity |
| 7. red | G. emotional growth |
| 8. white | H. energy |
| 9. yellow | I. enthusiasm |
| | J. happiness |
| | K. hunger |
| | L. independence |
| | M. mystery |
| | N. optimism |
| | O. power |
| | P. relaxation |
| | Q. safety |
| | R. sleep |
| | S. unity |

1	2	3	4	5	6	7	8	9

2. Read the letter and the advice. There is an extra word in almost every line. Find the extra word. In your copybook, write it next to the number of the line. Get one point for each correct answer.

Dear Jellybean,	1
I wonder if you could be help me with a bad habit I have. That habit	2
is called sugar. Can you help to me? Thanks very much!	3
Dear Writer,	4
Everyone loves sweets, and there's nothing is wrong with eating	5
them sometimes. But lots of sugary snacks can to add pounds to your	6
body and spoil with your teeth. To get over it, try these tips:	7
Don't stop at once. Decide to eat less and less sugar in every day.	8
Brush at your teeth immediately after every meal. Make sure you're	9
eating enough at meal times! Never let yourself go with hungry. Make	10
sure you're getting enough on sleep. Exercise. Good luck!	11

12

Reading Corner

Read the story and do the tasks in the Workbook.

Gulliver's Travels into Several Remote¹ Nations of the World

(after Jonathan Swift)

Chapter II

1. I was surrounded with a crowd of people, but those who stood nearest seemed more important. They **stared** at me with great wonder. And I was staring at them in the same manner as I have never till then seen human beings who were so strange in their appearances and behaviour. Their heads were all to one side, either to the right, or the left; one of their eyes was turned inside, and the other directly up to the top. Their clothes were decorated with the figures of suns, moons, and stars mixed with flutes, harps, guitars, and many other instruments of music, unknown to us in Europe.

I noticed, here and there, many creatures who looked like servants. They each had a bag tied to the end of a stick, which they carried in their hands. Each bag had some dried peas inside. With these bags, they **flapped** the mouths and ears of those who stood near them, from time to time. And I couldn't at once guess why they were doing this. It appeared those people were so deep in their thoughts, that they could neither speak, nor listen to what others were saying if somebody didn't wake them up by touching their mouths or ears. That's why those who could **afford** it always kept a flapper in their family. They never made visits without him. And the business of this officer was, when two, three, or more people were in company, to **strike gently** with his bag the mouth of the person whose turn it was to speak, and the right ears of those to whom the speaker addressed. This flapper also followed his master in his walks, and, when necessary, gave him a soft flap on his eyes; because he was always so inattentive, that could fall down, and hit his head **against** every post; and in the streets, **bump** into others.

¹ r e m o t e /rɪ'məʊt/ — far away in space

These people took me up the stairs to the royal palace. While we were going up, they forgot several times what they were doing, and left me to myself. But then they were reminded about me by their flappers.

2. At last we entered the palace, and went into the hall, where I saw the king sitting on his throne, with important people on each side. Before the throne, was a large table filled with globes and mathematical instruments of all kinds. His majesty did not notice us, although our entrance was rather noisy. But he was then deep in a problem; and we waited at least an hour, before he could solve it. There stood by him, on each side, young boys with flaps in their hands, and when they saw he was not busy any more, one of them gently struck his mouth, and the other his right ear. After that he looked towards me and the other company and remembered about our coming (of which he had been informed before). He spoke some words, and immediately a young man with a flap came up to my side, and flapped me gently on the right ear. But I made signs, as well as I could, that I had no need for such an instrument. The king, as far as I could guess, asked me several questions, and I addressed myself to him in all the languages I had. When it was clear that I could neither understand nor be understood, I was taken by his order to an apartment in his palace, where two servants were serving me. My dinner was brought, and four important people, whom I saw very near the king's person, did me the honour to dine with me. We had two courses, of three dishes each. The servants cut all our food into cones¹, cylinders, parallelograms, and several other mathematical figures.

While we were at dinner, I asked the names of several things in their language, and those people, helped by their flappers, were glad to give me answers. I was soon able to ask for bread and drink, or whatever else I wanted.

After dinner my company left me, and a person was sent to me by the king's order, together with a flapper. He brought with him pen, ink, and



¹ cone /kəʊn/ — (*maths*) a shape which narrows to a point from a round, flat base

paper, and three or four books. He gave me to understand by signs that he was sent to teach me the language. We sat together four hours. In that time I wrote down a great number of words in columns, with the translations of them. I also started to learn several short sentences: my teacher ordered one of my servants to bring something, to turn about, to sit, or to stand, or walk, and so on. Then I took down the sentence in writing. He showed me also, in one of his books, the figures of the sun, moon, and stars, the zodiac, and the names of many plains and mountains. He gave me the names and descriptions of all the musical instruments, and how to play on each of them.

After he had left me, I placed all my words, with their translations, in alphabetical order. And in a few days, with the help of my very good memory, I started to understand their language.

3. Those who took care of me saw how bad my clothes were. So they ordered a *tailor* to come next morning, and take measure for a suit of clothes. He did his job differently from tailors in Europe. He first took my height and then, with a ruler and compasses¹, described my whole body, and put all this on paper. In six days he brought my clothes which were very badly made and quite out of shape, because of a mistake in the calculator. But I didn't worry because I saw that many people had such clothes and nobody noticed it.

During the time that I couldn't leave my room because I didn't have good clothes, I learned a lot of words in the new language. When I went next court², I was able to understand many things the king spoke, and give him some kind of answers.

On the next morning, about eleven o'clock, the king himself, and his officers prepared all their musical instruments and played on them for three hours without stopping. I couldn't understand what it was but my teacher informed me. He said that the people of their island could hear "the music of the spheres, which always played at certain periods, and the court was now prepared to play their part, in whatever instrument they were best."

The knowledge which I had in mathematics was very helpful in learning their phrases, which were connected closely with science and music. Their ideas were always expressed in lines and figures. If they wanted, for example, to praise the beauty of a woman, or an animal, they described it by circles, parallelograms, ellipses, and other geometrical terms, or by words of art taken from music.

Their houses were very badly built, without one right wall in any apartment; and this defect came up from their dislike of practical geometry, which they called rude and mechanic. The instructions which they gave were too clever for their workmen, and it led to mistakes. And although they were skillful enough with the ruler and pencil on a piece of paper, in everyday actions and behaviour I had not seen a more *clumsy* people. They didn't have imagination and they didn't even have a word in their language to express this idea. All they could think about was mathematics and music.

4. Most of them, and especially those who were connected with the astronomical part, believed in astrology, although they were *ashamed* to say it

¹ c o m p a s s e s /'kʌmpəsɪz/ — a V-shape instrument for drawing circles

² c o u r t /kɔ:t/ — the king, his family and officials

publicly. But what I mostly admired was their love for news and politics, discussing them, giving their opinions, and discussing opinions of others.

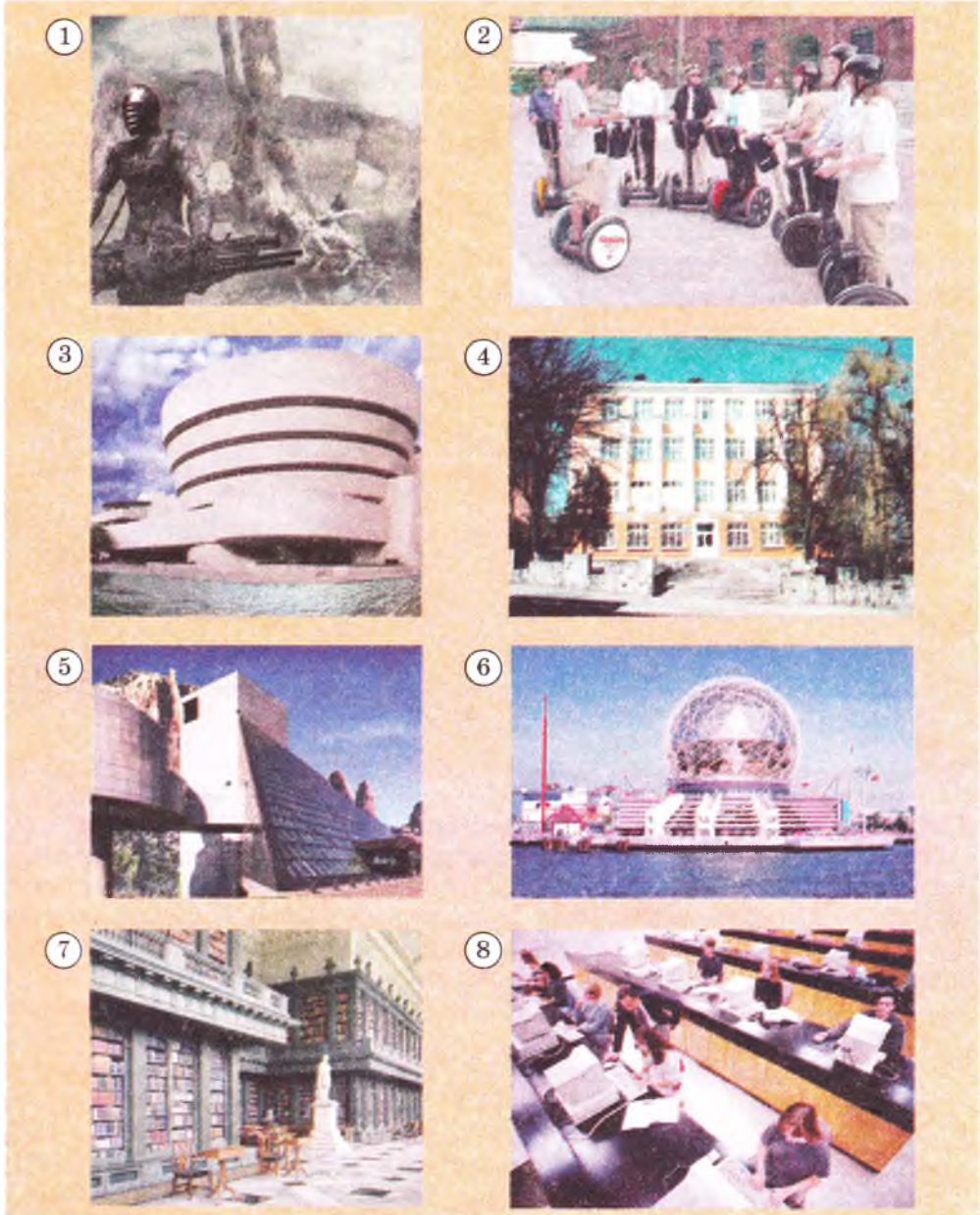
These people were always worried, never enjoying a minute's peace of mind. They worried about things that interested other human beings very little. Their worries came up from several changes which (in their opinion) could happen to the space bodies. For example, that the earth, which is coming closer to the sun, could be swallowed up by it; that the face of the sun, would give no more light to the world; that the earth was almost hit by the tail of the comet, which could burn it; and that the next comet would probably destroy us in one hundred and thirty years, as they had calculated.

They were so worried about all these dangers, that they could neither sleep quietly in their beds, nor enjoy the ordinary pleasures and fun of life. When they met a friend in the morning, the first question was about the sun's health, how he looked at his setting and rising. They enjoyed these conversations like boys who like to hear terrible stories of spirits after which they are afraid to go to bed.



In about a month's time, I knew their language quite well and was able to answer most of the king's questions, when I had the honour to attend him. His majesty wasn't curious about the government, history, religion, or manners of the countries where I had been. He only asked about the state of mathematics, and received the answers I gave him with great *indifference* though he was often awakened by his flapper on each side.

1 1. a) Look at the pictures. Which of them are the pictures from the new planet?



b) Listen and choose the pictures that match the descriptions. Did you guess right? Why do the astronauts miss their school? Do you miss your school during the summer or winter holidays? What do you miss in school most of all?

2. a) What is the best and the worst thing about your school? Discuss this question in small groups, then get together and make up a list of best and worst things.

b) Read the answers that children gave to the question *What is the best and the worst thing about your school?* Are their opinions different from yours?

1. The definitely best thing about school is my friends.
2. The teachers help me a lot when I need their help.
3. The last five minutes of school, knowing that you can go home.
4. The best thing about school is when we get break time.
5. School is a kind of fun because you get to meet new people.
6. We get to dance and listen to hip hop in gym.
7. The best thing about school is the clubs, especially ski and snowboard clubs!
8. The worst thing about school is the tests and homework!
9. I don't like working on group projects when nobody in the group participates.
10. My school is boring.
11. You can't do anything fun, like throw snowballs or play football.
12. School is so long. It should only be at the most four hours.
13. Students don't trust each other and they don't want to get along nicely!
14. Our principal doesn't let us bring in anything!

3. a) Listen to a boy telling about his school and say if the statements below are true or false.



school bus



Tablet PC



swipe card

1. There are 1,550 students in Erik's school.
2. It specialises in computers and maths.
3. The school has 400 computers.
4. It takes Erik 20 minutes to get to school.
5. Erik gets his Tablet PC from the Learning Centre.
6. The school day starts with registration.
7. Erik's first **period** is always humanities.
8. Erik has five periods each day, with two **breaks** between them.
9. Children always have lunch in the **school canteen**.
10. School is over at 2:10 pm.
11. Students use swipe cards to pay for snacks.

b) Fill in the table in Ex. 1 from the WB and compare your school with Erik's.

2

1. a) Read the interview about British school system and match the words in bold type with their Ukrainian equivalents. Then answer the questions.

Q: How long do children study at school in Great Britain?

A: Children's education is divided into two stages. They begin with **primary education (1)** at the age of five and this usually lasts until they are eleven. Then, to get **secondary education (2)**, children move to secondary school and they stay there until they reach sixteen years of age.

Q: What types of schools do you have in Great Britain?

A: The main categories of schools are: **state schools (3)** free to all children between the ages of 5—16 and **independent /private/public schools (4)** where parents pay for their children's education. In the UK, 93 % of children go to state schools. All schools can be also divided into **day schools (5)** where students go home in the evening and **boarding schools (6)** where students live and study. Most independent schools are boarding schools.



Q: Is there any difference between primary and secondary schools?

A: Primary schools are almost always **mixed sex (7)**, and are usually situated close to the child's home. Children are with the same group throughout the day, and one teacher has responsibility for most of the work they do. Secondary schools are usually much larger than primary schools. There are two types of secondary schools: **grammar schools (8)** and **comprehensive schools (9)**. Grammar schools are selective, they give academically oriented general education. Selection is based on a test called the 11-plus, usually at 11. Grammar schools are **single sex (10)** schools. Children either go to a boys grammar school or a girls grammar school. Comprehensive schools do not select pupils on the basis of ability. They are mixed schools.

Q: What subjects are taught at schools?

A: In primary schools, English, mathematics, science, information technology (computers), religious education (RE), design and technology, history, geography, art, music and physical education (PE) are taught. In secondary schools, they study all the same subjects plus modern foreign languages. In addition, sex education may also be taught.

a денні школи	f приватні школи
b державні школи	g початкова освіта
c загальноосвітня школа	h середня освіта
d змішана школа (для дівчат і хлопців)	i школи-інтернати
e школа нарізного навчання (тільки для хлопців чи тільки для дівчат)	j середня класична школа (для обдарованих дітей)

- What is the difference between grammar schools and comprehensive schools?

- In which school would you like to study — mixed sex or single sex school?
- Which school, in your opinion, is better — day school or boarding school?

b) Fill in the table in Ex. 1 from the WB using the information from the interview. Compare different types of schools in Great Britain and Ukraine.

2. Listen to the second part of the interview and match the types of education programmes with their advantages and disadvantages. Some statements can match more than one type. Then answer the questions.

1. camp education	a. Children can learn together with people from other countries.
2. cyberschool	b. Children only communicate with their parents.
	c. Children have no chance of communicating with other kids.
3. homeschooling	d. Children don't have to leave home.
	e. Children get more attention.
	f. Children get one-to-one learning.
4. unschooling	g. Children have less opportunity to meet other cultures.
	h. Children learn as fast as they can.
	i. Children may only get one point of view on things and it is difficult for them later to adapt to different points of view.
	j. Children's interests are the most important thing.
	k. It is more difficult to get into college.
	l. Learning can take place at any time.
	m. Lots of modern technologies can be used.
	n. Not all parents have the necessary skills.
	o. Some children are not motivated to learn anything.

- What other advantages and disadvantages can you think of for each of these types of education programmes?
- Are there similar programmes in Ukraine?
- Which of them would you like to try? Why?

3. Read the descriptions of children and choose the best school or education programme for each of them. Explain your choice.

1. **Amanda** is 8. She lives with her parents on a small island with a few farms. There is no school there. The closest school is 50 miles away — on the other island. People get there by boats.
2. **Aslan** is 13. His father is a politician. He is often on business trips to other countries. His mother is a famous journalist in a serious newspaper. They live in a huge house with two swimming pools, a golf course and a tennis court.
3. **Benjy** is 9. He is a smart boy. He likes studying. But he has problems with his bones. It's difficult for him to walk and sit. His parents take care of him.
4. **Rachel** is 12. She likes to read a lot. She always takes part in different quizzes and has won a lot of prizes. She dreams of studying at Cambridge University.

5. **Tamara** is 5. She is a very active girl and likes to play with other children. She can already read and count to 100.
6. **Vincent** is 14. He doesn't like school very much but is interested in technology. He has put together his own computer and now is working on a new program for it.

3

1. a) Discuss the following questions.

1. How long is the school year in Ukraine? When does it start? When is the last school day?
2. How many semesters are there in the school year?
3. How long are school holidays?

b) Look at the table with the information about a school year in Great Britain and compare it with a school year in Ukraine.

<i>Term 1</i>	1/9/05 to 21/10/05	7 weeks 2 days (+ a one week holiday)
<i>Term 2</i>	31/10/05 to 16/12/05	7 weeks (+ a two week holiday)
<i>Term 3</i>	3/1/06 to 10/2/06	5 weeks 4 days (+ a one week holiday)
<i>Term 4</i>	20/2/06 to 31/3/06	6 weeks (+ a two week holiday)
<i>Term 5</i>	19/4/06 to 26/5/06	5 weeks 2 days (+ a one week holiday)
<i>Term 6</i>	5/6/06 to 25/7/06	7 weeks 2 days (+ a six week summer holiday)
	Total number	195 days

The school year is 39 weeks long and is divided into six terms. The main school holidays are: Christmas — 2 weeks, spring — 2 weeks, summer — 6 weeks.

2. Read the information and discuss the questions on p. 71.

At the age of 16, British students write an examination called the GCSE (General Certificate of Secondary Education). All students are tested in mathematics, English literature, English composition, chemistry, biology, physics, history or the classics, one modern language, and one other subject, such as art or computer studies. After completing the GCSE, some students leave school, others go to technical college, while others continue at high school for two more years and take another set of exams in three or four subjects. The results of these exams give them the right to enter a university. The exams are marked according to a scale. The grades can be given in per cent or in letters.

A	B	C	D	F (fail)
100—90 %	89—80 %	79—70 %	69—60 %	below 60 %

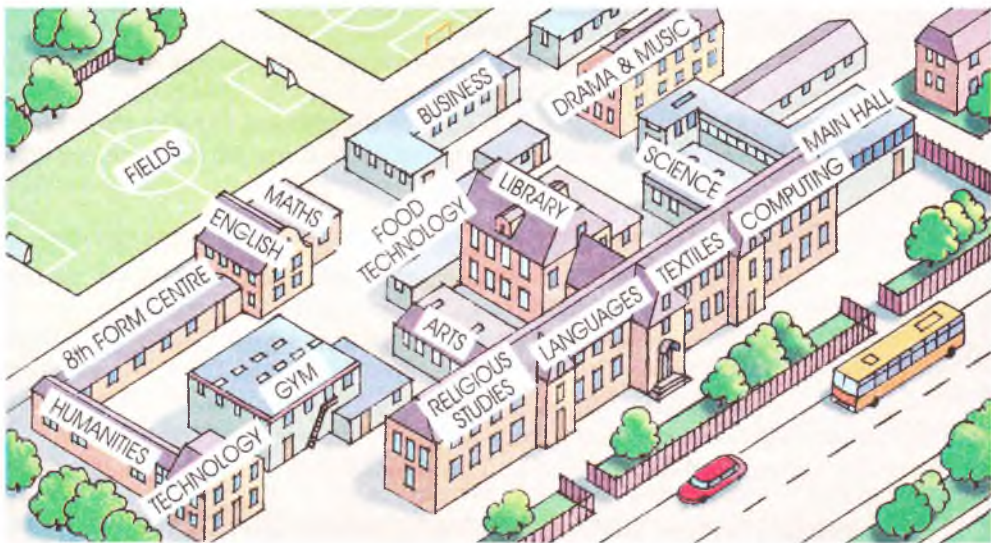
1. Which is the highest grade? Which is the lowest?
2. How can you compare them with the grading system in Ukraine?
3. Which system is more strict? Which one do you think is more detailed?
4. How important are grades for you?
5. Can you imagine studying at school without getting grades? What are the advantages of it? What are the disadvantages?

3. Discuss the following questions.

1. Who are the main participants of the teaching-learning process?
2. Who else works at school and helps organize the process? (the principal / headteacher, deputy headteacher, secretary, school nurse, school psychologist, subject teachers (they can also be tutors). What are their responsibilities?
3. Do you have a favourite teacher? Which words from the box below can describe him/her?

honest, kind, generous, strong, clever, cheerful,
 intelligent, tough, attractive, gentle, charming,
 skilful, truthful, creative, knowledgeable¹,
 enthusiastic

4. Look at the picture of a school in Great Britain. How does it differ from your school? What are the advantages and disadvantages of studying at a school like this?



5. Is there a story from your school life that you will never forget? When did it happen? Why is it so memorable? Working in small groups, tell your stories and discuss them. (It can be a funny story, a tragedy, or a story of success.)

¹ knowledgeable / 'nɒlɪdʒəbl/ — having much knowledge

A Very Useful Book



Mrs Smith was a woman who was very fond of reading. She always tried to learn something new from the books she read. When Mrs Smith was on a visit to a friend of hers one afternoon, she started to talk about books. She wanted to know what kind of books her friend liked best.

“You have a lot of books, I see,” said Mrs Smith. “Which of them do you find the most useful?”

“That large dictionary of the English language, of course,” answered the woman without thinking.

“Oh, very interesting!” said Mrs Smith without understanding her friend. “May I ask why it is so useful to you?”

“Certainly,” was the answer. “My little son sits on it at the table, and I don’t need to buy a high chair for him!”

1. Do you like reading books? What kinds of books do you read most often?
2. Do you have a favourite writer? Who is it?
3. Do you have many books at home? Have you read all of them? What is the most useful book in your home library?
4. Do you ever borrow books from libraries? What libraries are they? What kinds of books do you usually take?
5. Do you know what an **e-book** is? What an **audiobook** is? Do you think people will read paper books in the future? Will there be libraries in the future?

2. a) Listen to the dialogue and say if the following statements are true or false.

1. There are lots of books on different subjects in the school library.
2. One can search for the necessary books in the **catalogue**.
3. Borys rarely goes to the library and doesn’t know how to use the catalogue.
4. There is no **reading hall** in the school library.
5. The library **reference section** is huge.
6. There are **encyclopedias, atlases** and **dictionaries** in the library reference section.
7. The **periodicals section** has various magazines and newspapers.

b) Discuss the following.

1. Is there a library at your school? Is it big?
2. How often do you borrow books from your school library?
3. Is there a reading hall in your school library?
4. What sections are there in the library?

5. How do you find the necessary books in the library?
6. Can you use the catalogue?
7. Do you use reference books to prepare for your lessons?

3. Match the titles of the books and their authors. Which of these books have you read? Which of them do you like best? Why?

- | | |
|-----------------------------|---|
| 1. Antoine de Saint-Exupery | a. <i>Harry Potter and the Sorcerer's Stone</i> |
| 2. Alexandre Dumas | b. <i>Peppi Longstockings</i> |
| 3. Arthur Conan Doyle | c. <i>The Adventures of Sherlock Holmes</i> |
| 4. Astrid Lindgren | d. <i>The Little Prince</i> |
| 5. Joanne K. Rowling | e. <i>The Prince and the Pauper</i> |
| 6. Mark Twain | f. <i>The Three Musketeers</i> |
| 7. Robert L. Stevenson | g. <i>Treasure Island</i> |

4. a) Discuss the following questions.

1. What is a book review?
2. Why do they write book reviews?
3. Who writes book reviews?
4. What information about the book can you get from a book review?

b) Read a book review and answer the questions given on p. 74.

The Fellowship of the Ring

by John R. R. Tolkien

In a time of magic and mystery, a hobbit's¹ story is told. It's a story of a magical ring which has unusual powers that change everything.

The Fellowship of the Ring, the first of *The Lord of the Rings* trilogy by J. R. R. Tolkien, is a great epic on its own. As the story begins, a hobbit named Frodo Baggins, receives a letter that has a ring inside. Gandalf, a wizard, brings the letter to give to Frodo. They discover that the ring cannot be destroyed in a usual way. Frodo, unsure about what to do, decides to get rid of the ring. The only way to destroy it is to go to Mount Doom, a place surrounded by evil.

On his journey, Frodo meets people who help him. They are followed, however, by Ring-wraiths, who have been searching for Frodo in order to take away the Ring of Power so that their master, Sauron, can destroy everything that is good in the Middle-Earth.

The book has many aspects that I like. Tolkien's writing is full of descriptive words; the text seems to catch the reader. *The Fellowship of the Ring* is full of fantasy and adventure, which makes it a must-read.



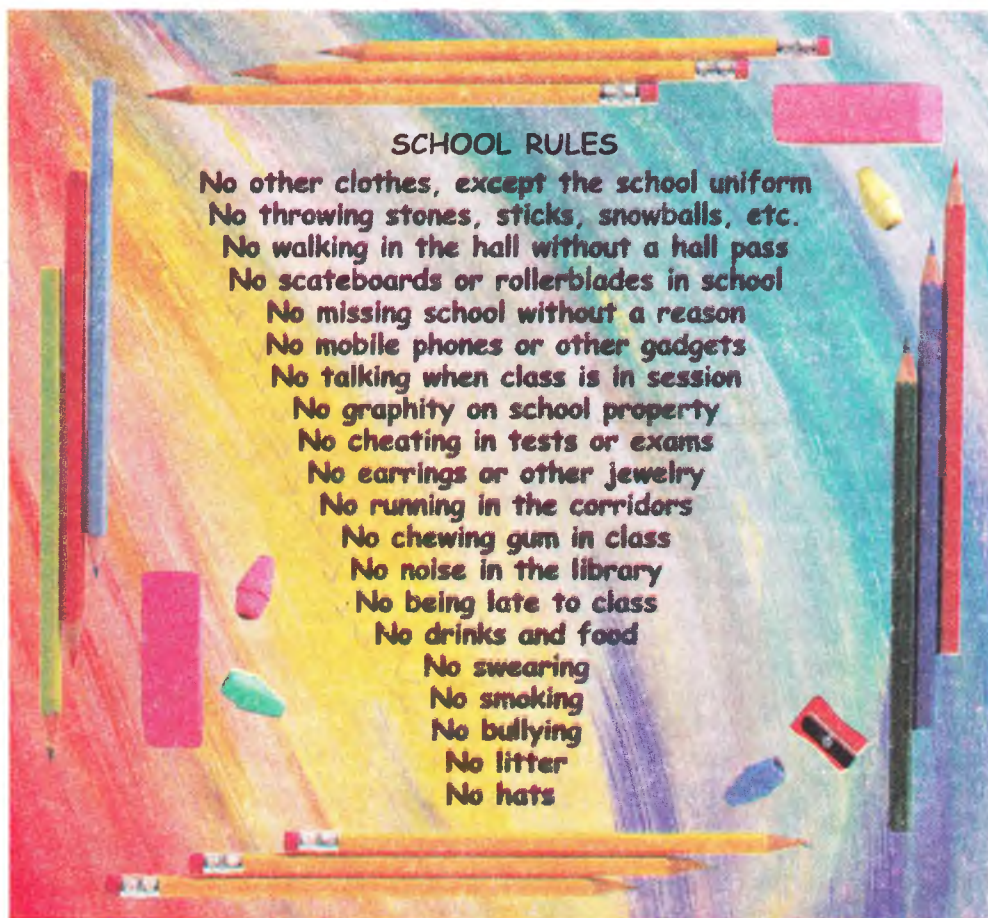
¹ h o b b i t / 'hɒbɪt/ — an imaginary being similar to a human one but smaller and with hairy feet; invented by John R. R. Tolkien

1. Where is the story of the book set?
2. Who is the main character?
3. Who are other characters?
4. What is the main problem or conflict the characters have to solve?
5. What happens when the characters are trying to solve this problem?
6. How do you think the book ends?
7. What does the author of the review think of the book?

5

Speaking Corner

1. Look at the *School Rules* and say which of them you think are good and which are bad. Explain why. Can you think of any other rules a school should introduce?



2. a) Listen to two British students discussing their school rules. Which of the following expressions do they use to express their opinions?

- | | |
|-----------------------------|--|
| 1. As far as I am concerned | 9. I really feel that |
| 2. I think that | 10. It seems to me that |
| 3. I don't think that | 11. Personally I think |
| 4. If you ask me | 12. So because of this |
| 5. As a matter of fact | 13. I'm convinced that |
| 6. To be honest, I think | 14. I'm not sure but |
| 7. To my knowledge | 15. As far as I know |
| 8. In my opinion | 16. Since I see two sides of the problem |

b) Say which of the above expressions are used to express personal opinions. Then answer the questions.

1. Which of them introduce reasons for that opinion?
2. Which of them introduce results?
3. Whose arguments are more convincing?
4. Whose opinion do you agree with? Why?
5. What conclusion can you make?

3. a) Read about possible ways of punishing those students who break school rules in Great Britain. What do you think of them? What are your arguments for and against each of them? Make a list first (see Ex. 1 from the WB) and then express your opinion. Don't forget to use the expressions from Ex. 2.

School Punishment

Schools usually use a range of punishments for breaking school rules. Though there are variations between types of school, the list is generally the same.

1. **Lines** is the practice of making a student write something. Originally they wrote some phrase a certain number of times (e.g. five hundred lines of *I must not kick footballs at school windows*). An essay on a stated subject is more common now.

2. **Detention** is the practice of making a student study at a time when they usually do not study. It may be during the school day, after the school day, or on a non-school day (normally Saturday), depending on how serious the punishment should be. It can last from a few minutes to an hour or more.

3. **Report.** Students who do not work hard could be reported (often weekly) to parents and/or tutors.

4. **Suspension** is the procedure of taking a student from normal classes. Long ago the student was sent home, but nowadays in-school suspension is practised, when the student is separated from their class but still taught in the school. It may last from one day to several weeks.

5. **Expulsion** is not letting a student come to school for some time. This is the most serious punishment. It may last from one day to a year.

6. **Other punishments** may include a warning, loss of privileges, additional homework, confiscation (taking away the things that are not allowed at school), chores, being positioned at the front of the class and standing in the corner.

b) Compare the above punishments with the ways of punishing students in Ukrainian schools. Which are the same? Which are different?

4. Most schools in Great Britain require children to wear a school uniform. Read the description of the uniform for boys and girls. What do you think of it? Don't forget to use the expressions from Ex.2.

BOYS

Blazer with badge.
Grey trousers.
V-neck jumper with school logo.
White shirt.
Tie.
NO JEWELLERY may be worn.

* The colour of the blazer, jumper and trousers is the choice of the school.

GIRLS

Blazer with badge.
Pleated skirt.
V-neck jumper with school logo.
White open neck blouse.
White socks or brown or white tights.
NO JEWELLERY may be worn.

* Girls may choose between the blazer and jumper. Trousers may be worn instead of a skirt.

6

Writing Corner

1. Read the story, put points *A, B, C* in the correct order and discuss the questions after them.

It all happened last summer. I was staying at my cousin's house in the mountains and I was bored. I really wanted something exciting to happen, so I decided to go for a walk alone.

At first, it was sunny, the mountains were beautiful and I felt happy. But time passed quickly and soon it was getting dark. I realized that I was a long way from my cousin's house and I was completely lost.

Suddenly, I heard a strange noise and saw a large dog. He was barking and he seemed to be asking me to go with him. So I decided to follow him. After a while, he took me to my cousin's house. He ran off into the night and I never saw him again.

A Description of the main events (the problem and how it develops).

B The end (how the problem is solved).

C The setting (place, time, people).

1. Who is the main character of the story? What do you know about the main character? How do you know it?
2. What is the main problem the character has to solve?
3. Is there anybody to help the main character?
4. How is the problem solved?

2. Sort out the phrases below into the three groups: setting, description of the main events, ending.

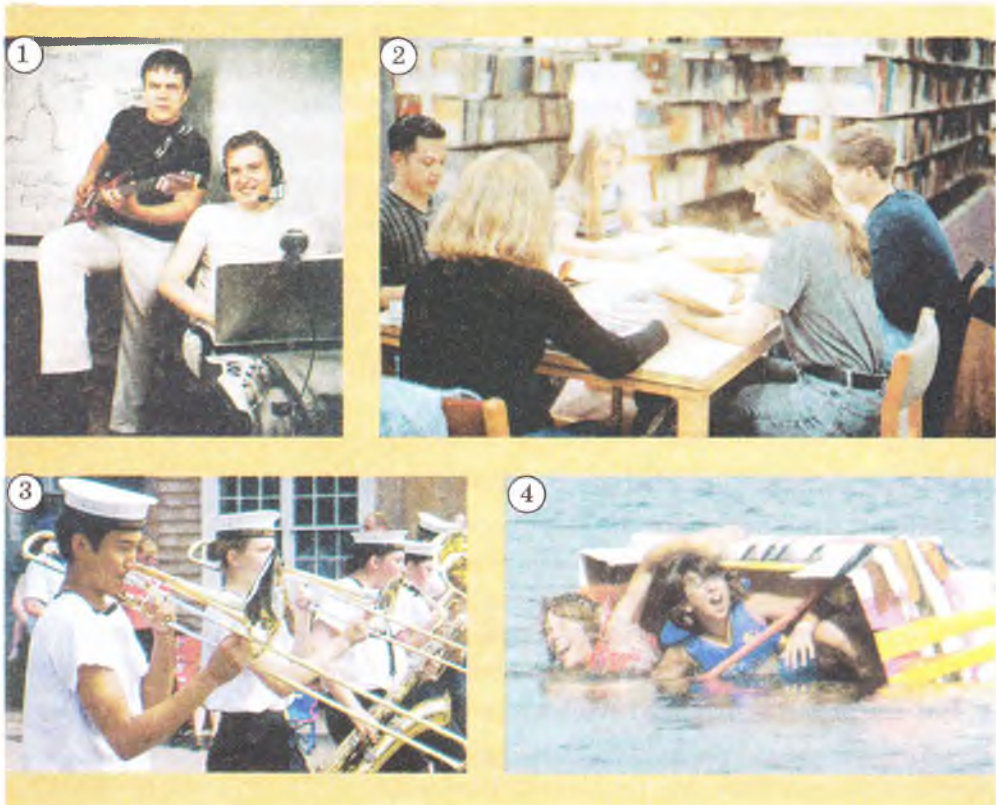
After a while, ... ; At first... ; In the end, ...; It all happened last summer/ during my last holiday...; Finally, ...; One day/morning...; Soon, ... ; Suddenly, ...; To begin with, ...

3. Tell a story that happened to you or someone you know. Use the following questions as a plan and the expressions from Ex. 2 to connect the sentences in the story.

1. Who did the story happen to?
2. When did the story happen?
3. Where did it happen?
4. Why was the main character of the story in that place? What was he/she doing?
5. What happened? What problem did the character have to solve?
6. Was there anybody to help the character?
7. Was there anybody or anything that was in the way of solving the problem?
8. How was the problem solved? What was the end of the story?

4. Choose one of the pictures below and make up a story. The following tips will help you. Don't forget to use the expressions from Ex. 2 to connect the sentences into a story.

1. Think about the scenery and people depicted. Who are they, what are they doing, why?
2. How did they get there, what are they doing?
3. Describe them. Is there anything special about them? What are they frowning/smiling at?
4. Look at the picture closely, mentally note the smallest details, then write, write, write. Don't stop to think — let the words flow out of you.



- Choose one of the projects from the list or think of your own one.
 1. Designing the poster *Meet Our School Staff*.
 2. Writing a different ending to a well-known book / story.
 3. Preparing a book review poster.
- Decide how you are going to do the project: alone, with a partner or in a group.
- Do the project and then present it to the class.
- Discuss the presentations.

Useful information

If you have chosen the first project, do the following:

- Find out the names and positions of your school staff (principal, vice-principals, secretary, school nurse, school psychologist, cook, etc.) If possible, get their photos or pictures.
- Make up a questionnaire for an interview with them. Ask about their education, years of experience, why they have chosen this profession, about their hobbies, favourite books and music and other things you think may be interesting to know. (Be polite; don't ask personal questions.)
- Prepare a poster based on your questionnaire. Present the information in an interesting way.

If you have chosen the second project, do the following:

- Choose a book or story that everyone knows. How many times have you come to the end of a really good story and wanted it to continue? Here's your chance to become the author!
- Think of what might happen next, plan how the events will develop and how the problem will be solved.
- Write a draft outline and make a list of descriptive words you will use to make your part of the story interesting.
- Try to write in the same style as the author.

If you have chosen the third project, do the following:

- Find out what books are the most popular in your class.
- Make a list of those books and ask your classmates to rate them (give each book from 0 to 5 points or stars.)
- Collect book reviews that your classmates wrote for their homework.
- Take pictures of the covers of the books, or make drawings.
- Put the pictures and the reviews together on a poster.

If you have chosen to do your own project, you can ask your teacher for advice when you have any problems. Good luck!

STUDY SKILLS

Improve Your Note-taking Skills

Are your notes a mess? You're not doing yourself any favours. Taking good notes is an important skill for any student. Good notes help you study and learn and do well on tests. Check out these suggestions for improving your in-class attention and note-taking skills.

1. Stick to the important stuff.

Do not try to take down every single word the teacher says. Write down the main points and important facts. Your teacher's voice can tell you which points are important. Repeating points, speaking more loudly, and listing a series of points can be signals that this is important information your teacher wants you to remember. Copy down everything on the board. It is probably important if the teacher took the time to write it down. It may turn up on your next test!

2. Put up your hand.

Ask questions anytime you're not sure what is meant. Don't write down something that you know you won't understand later. If you don't get it, ask the teacher for more explanation.

3. Create your own system.

Develop and use a standard method of note-taking.

- A table with rows and columns is good for facts and relationships.
- Mind maps can be used for planning and writing essays.
- In sentence method every new thought is written as a new line.
- Different colours are used to highlight main points.

4. Make your notes brief.

Never use a sentence where you can use a phrase. Never use a phrase where you can use a word. Use abbreviations and symbols. Put most notes in your own words.

5. Leave white space.

Leave a few spaces blank as you move from one point to the next so that you can fill in additional points later if necessary. Your objective is to take helpful notes, not to save paper.

6. Use a big notebook.

Use a large notebook for taking and keeping notes. A large notebook allows you to organize your notes better and gives you room to write things so that they're readable later.

7. Write neatly.

Some students say they plan to rewrite or type their notes later. The advice is simple: **DO IT RIGHT THE FIRST TIME!**

1. a) Look at the picture. How does the teacher inform her students about the rules?



b) Now read her instructions in the indirect speech. Compare them with the sentences in the direct speech.

1. The teacher told the students to come on time.
2. The teacher asked the students not to run in school.

c) Answer the questions.

- What has changed? What word is used to show it is an order or request?
- What form of the verb is used in the instruction?
- Can you make up a rule for changing orders and requests from direct into indirect speech? (See Grammar Reference, § 4.)

d) Change the other teacher's requests and orders into indirect speech now.

2. Change the orders and requests from direct into indirect speech.

E.g. "You have to clean your car."

→ Pascal... car.

Pascal told me to clean my car.

1. "Take these books from the school library."

→ My friend ... from the school library.

2. "Please go out with the dog."

→ Mom... with the dog.

3. "Don't eat during the lesson."

→ The teacher ... during the lesson.

4. "Finish the test quickly."

→ The teacher... quickly.

5. "Take the bus which is waiting in the parking lot."

→ He... in the parking lot.

6. "Register this morning."

→ The tutor... that morning.

7. "Don't walk too far from here." → Allen's parents... from there.
8. "Wash your hands immediately!" → Granny... hands immediately.
9. "Max, open the window, please." → Ihor... the window.
10. "Fanny, give this letter to your dad." → The neighbour... that letter to her dad.
11. "Help your brother, Jay." → Dad... brother.

3. Choose the correct item: **A**, **B** or **C**.

1. "Could you, please, open the door for me?" the old lady said.
A The old lady ordered me... B The old lady begged me... C The old lady asked me...
2. "Stand up!" the officer shouted.
A The officer ordered... B The officer asked... C The officer suggested...
3. "Don't drive so fast, it's very dangerous!" he said.
A He reminded... B He warned... C He asked...
4. "Don't forget to do this exercise," she said.
A She warned... B She ordered... C She asked...
5. "Why don't we visit the Zoo tomorrow?" Bob said.
A Bob ordered... B Bob commanded... C Bob suggested...
6. "Oh, please, Mom, we want to go to the cinema, please, please..." they said.
A They ordered... B They suggested... C They begged...
7. "Let's play billiards," he said.
A He told... B He ordered... C He suggested...
8. "Drink less soda," she said.
A She ordered... B She advised... C She asked...
9. "Take this pill," the doctor said.
A The doctor told me... B The doctor suggested... C The doctor reminded me...

4. a) Compare the pairs of sentences. How do modal verbs change in indirect speech? (See Grammar Reference, § 5.)

- A. He said, "I can do it tomorrow."
- B. He said (that) he would be able to do it the next day.
- A. He said, "You must return it soon."
- B. He said (that) I must/had to return it soon.

b) Change the following sentences from direct into indirect speech.

1. "You can sit over there," the waitress said.
2. "I may go to Spain again," Mike said.
3. "I must finish this report," Sara said.
4. "I may see John," he said.
5. "You should get ready for the test," the teacher said.
6. "You needn't do it now," my friend said.
7. "You needn't come tomorrow," our boss said.
8. "You shall go to school tomorrow," Dad said.
9. "I can't solve this problem," the policeman said.

10. "You may be free now," the tutor said.
11. "The students can go on a field trip," the principal said.
12. "Your parents should come to school tomorrow," the nurse said.

9

Test Yourself!

Read the book reviews and choose the best book for each of the children described on p. 83. There is one extra review which you do not need to use. Get one point for each correct answer.

(A)

LBD: IT'S A GIRL THING

It is about three 14-year-old girls called Ronnie, Claude and Fleur. They're best friends and call themselves the LBD, standing for Les Bambines Dangereuse. The school party had been cancelled at Blackwell School by their unpleasant headmaster, so the three girls decide to take matters into their own hands and organise a music festival instead.

(B)

ANOTHER ME

It's about Fay, a 13- or 14- year-old girl. She's having problems at home with her parents, as they are always arguing, and she is worried that they might split up. People start saying that they have seen Fay in places where she definitely hasn't been. Fay soon starts worrying about what is going on. The only person who believes her is Drew, a boy at school. And after doing some research, it seems that Fay is in some terrible danger...

(C)

Liar

John Macklin, nicknamed Mack by his friends, is investigating the disappearance of a boy in his class, Tel. Terrance Holbrook is a goody-goody boy in John's class, who is always telling lies to get himself out of trouble. Nobody likes him. However, one day he goes missing, and John Macklin decides to investigate his disappearance. He discovers more and more about Tel's real life. Had Tel been hiding something?

(D)

THE HITCHHIKER'S GUIDE TO THE GALAXY

This book is based around one man Arthur Dent and his three friends, Ford Prefect, Trillian and Zaphod Beeblebrox. The storyline is that the earth gets blown up and Arthur Dent is the only Earthman to survive. He meets up with these people along the way. It is Arthur Dent's job to find out the Question to the Answer.

1. Julian likes to read books about relationships between people. She doesn't like detective stories.
2. Brad is a fan of science fiction. He likes to read about adventures and mysterious things. He dislikes romantic stories.
3. Louis's favourite books are those about ghosts, unexplainable events and mysteries. He dislikes action stories.

10

Reading Corner

Read the story and do the tasks in the Workbook.

Harry Potter and the Sorcerer's¹ Stone

(after Joanne K. Rowling)

Chapter Twelve. THE MIRROR OF ERISED²

1. It was nearly Christmas. Harry, Ron and Hermione came to the Great Hall to see Christmas decorations. The hall looked fantastic. No less than twelve gigantic Christmas trees stood around the room, some sparkling with tiny icicles, some glittering with hundreds of candles.

"How many days you got left until your holidays?" Hagrid asked.

"Just one," said Hermione. "And that reminds me — Harry, Ron, we've got half an hour before lunch. We should be in the library."

"The library?" said Hagrid following them out of the hall. "Just before the holidays? A bit too *keen*, aren't you?"

"Oh, we are not working," Harry told him *brightly*. "Ever since you mentioned Nicholas Flamel, we've been trying to find out who he is."

"You *what*?" Hagrid looked shocked. "Listen here — I've told you — drop it. It's nothing to you what that dog's guarding."

"We just want to know who Nicolas Flamel is, that's all," said Hermione.

"Unless you'd like to tell us and save us the trouble," Harry added. "We must have been through hundreds of books already and we can't find him anywhere — just give us a hint — I know I've read his name somewhere."

"I'm saying nothing," said Hagrid categorically.

"Just have to find out for ourselves, then," said Ron and they left Hagrid looking displeased and hurried off to the library.

They had indeed been searching books for Flamel's name ever since Hagrid had mentioned it, because how else were they going to find out what Snape was trying to *steal*? The trouble was, it was very hard to know where to begin, not knowing what Flamel might have done to get himself into a book. He wasn't in *The Great Wizards of the Twentieth Century*, or *Notable Magical Names of Our Time*; he was missing, too, from *Important Modern Magical Discoveries* and *A Study of Recent Development of Wizardry*. And

¹ sorcerer / 'sɔ:sərə/ — a man who practises magic with the help of evil spirits

² the mirror of erised — a mystical mirror discovered by Harry in a back corridor of Hogwarts School. On the mirror, there's the sentence *erised stra ehru oyt ube cafru oyt on wohsi* — which, when opposite in order and correctly spaced, reads *I show not your face but your heart's desire*

then, of course, there was the size of the library; tens of thousands of books; thousands of shelves; hundreds of narrow rows.

2. Hermione took out a list of subjects and titles she had decided to search while Ron walked off down a row of books and started pulling them off the shelves without any definite plan. Harry *wandered* over to the *Restricted* Section. He had been wondering for a while if Flamel wasn't somewhere in there. Unfortunately, you needed a specially signed note from one of the teachers to look in any of the restricted books, and he knew he'd never get one. These were the books containing powerful Dark Magic never taught at Hogwarts.

"What are you looking for, boy?"

"Nothing," said Harry.

Madam Pince, the librarian, pointed a feather duster at him.

"You'd better get out then. Go on — out!"

Harry left the library. He, Ron and Hermione had already agreed they'd better not ask Madam Pince where they could find Flamel. They were sure she'd be able to tell them, but they couldn't risk Snape hearing what they were up to.

Harry waited outside in the corridor to see if the other two had found anything, but he wasn't very hopeful. They had been looking for two weeks, after all, but as they only had rare moments between lessons it wasn't surprising they'd found nothing. What they really needed was a nice long search without Madam Pince *breathing down their necks*.

Five minutes later Ron and Hermione joined him, shaking their heads. They went off to lunch.

"You will keep looking while I'm away, wont you?" said Hermione. "And send me an owl if you find anything."

* * *

Once the holiday had started, Harry and Ron were having too a good time to think much about Flamel. They had the *dormitory* to themselves and the common room was far emptier than usual, so they were able to get the good armchairs by the fire. They sat for hours eating anything they could find and thinking of ways to get Malfoy expelled¹. It was fun to talk about even if it wouldn't work.

Ron also started teaching Harry wizard chess. This was exactly like Muggle chess except that the figures were alive, which made it a lot like directing soldiers in battle. Ron's set was very old. It had once belonged to his grandfather. However old chessmen weren't a disadvantage at all. Ron knew them so well he never had problems getting them to do what he wanted.

* * *

3. On Christmas day they had a great feast: there was so much food. When Harry finally left the table, he carried a pile of things including his own new wizard chess set.

Harry and the Weasleys spent a happy afternoon having a snowball fight on the grounds. Then, cold and wet, they returned to the fire in the Gryffindor common room, where Harry broke in his new chess set by losing dramatically to Ron.

¹ t o e x p e l /ɪk'spel/ — to send out or away by force



It had been Harry's best Christmas day ever. But something had been worrying him all day. Only when he climbed into bed did he think about it: the *invisibility* cloak which he got as a Christmas present in the morning and the person who sent it.

Ron, full of turkey and cake, fell asleep almost at once. Harry pulled the cloak out from under his bed.

His father's... This had been his father's. *Use it well* the note had said.

He had to try it, now. He got out of bed and *wrapped* the cloak around himself. Looking down at his legs he saw only moonlight and shadows. It was a very funny feeling.

Use it well.

Suddenly, Harry felt wide-awake. The whole of Hogwarts was open to him in this cloak. He could go anywhere in this, anywhere, and Filch would never know.

Ron murmured in his sleep. Should Harry wake him? Something held him back — his father's cloak — he felt that this time — the first time — he wanted to use it alone.

4. He quietly got out of the dormitory, down the stairs, across the common room, and climbed through the portrait hole.

"Who's there?" called the Fat Lady. Harry said nothing. He walked quickly down the corridor.

Where should he go? He stopped and thought. And then it came to him. The Restricted Section in the library. He'd be able to read as long as he liked, as long as it took to find out who Flamel is. He started off, wrapping the invisibility cloak tight around him as he walked.

The library was very dark and strange. Harry lit a lamp to see his way along the rows of books.

The Restricted Section was right at the back of the library. Stepping carefully over the rope that separated these books from the rest of the library, he held up his lamp to read the titles.

They didn't tell him much. Their old gold letters spelled words in languages Harry couldn't understand. Some had no title at all. One book had a

dark spot on it that looked horrible like blood. Maybe he was imagining it, maybe not, but he thought a quiet whispering was coming from the books, as if they knew someone was there who shouldn't be.

He had to start somewhere. Setting the lamp down carefully on the floor, he looked along the bottom shelf for an interesting-looking book. A large black and silver *volume* caught his eye. He pulled it out with difficulty, because it was very heavy, and balancing it on his knee, let it fall open.

A sharp, frightening scream broke the silence — the book was screaming! Harry quickly shut it, but the scream went on and on, one high, unbroken, loud note. He fell backward and turned over his lamp, which went out at once. Panicking, he heard footsteps coming down the corridor outside. Putting the screaming book back on the shelf, he *ran for it*.



1 1. a) Listen and choose the pictures that illustrate the story. Put them in the correct order.



b) Discuss the following questions.

1. How do people on Htrae get information? Is there any difference between information sources on Htrae and on Earth?
 2. Which information source is the oldest on our planet, which of them appeared later, and which one is the newest?
 3. Which of these information sources do you think is the most popular?
2. a) Read and match the words in bold type with their Ukrainian equivalents.

Mass Media

Mass media (1) means all the people and organizations that provide information and news for public. There are two forms of mass media: *print* and *electronic*. *Newspapers* and *magazines* are print media. *Radio*, *television* and the *Internet* are electronic media. Each of these forms has its advantages and disadvantages. Each of them has its own **audience (2)**. Some people prefer to get information from newspapers or magazines. They either **subscribe to (3)** them or buy them at newsstands. Others listen to radio **broadcasts (4)**, which are always free. Still others subscribe to cable TV or Internet services: they want to get as much information as possible.

аудиторія, засоби масової інформації,
трансляції, передплачувати

b) Match the activities given below with the corresponding kinds of mass media. Explain your choice. Some activities can match more than one media.

advertise, appear, broadcast, buy, hear, link, listen, publish, read, tell, use

c) People of what professions work in each media? Match these professions with the corresponding kinds of mass media. Explain your choice. Some professions can match more than one media.

actor/actress, camera operator, commentator, correspondent, designer, director, engineer, graphic artist, journalist, lighting specialist, news editor, newswriter, photojournalist, producer, reporter

3. We can't get along without mass media, can we? Discuss the following questions.

1. Which kind of mass media do you most often use? What do you use them for? Why do you choose these media?
2. What are the advantages and disadvantages of each kind of mass media?
3. Which of the functions given below do mass media perform? Give arguments.

advertise, attract attention, be a friend, educate, entertain, form opinions, inform, provide communication channels, provide sources for research, punish, sell products, support in a difficult situation, support some business or policy



4. What positive or negative effect do mass media produce on people? Give arguments.

4. Some people believe there will be no newspapers, radio or TV in the future. The Internet will become the only source of information. Listen to four people talking about it and do the task in Ex. 1 from the WB. Who of these people do you agree with? How do you see the future of mass media?

2

1. a) Discuss the following questions.

1. How often do you read magazines or newspapers?
2. Do you subscribe to periodicals or buy them at newsstands?
3. What newspapers or magazines do you read? Why?

b) Read the encyclopedia article and match the words in bold type with their Ukrainian equivalents given below.

A newspaper is a publication containing news, information and advertising. Newspapers are published daily and weekly.

Daily newspapers (1) are produced every day, except Sundays and national holidays. Most of them are published in the morning. Daily newspapers print world, national, and local news. They also publish advice, a sports section, critic reviews of movies, plays or restaurants, weather news and forecasts, a humor section, comic strips and other entertainment, such as crosswords, sudoku and horoscopes, advertisements, etc. The front page usually has the main news stories and the back page has the less important news, and news about sport.

Weekly newspapers (2) are usually published in small areas where most people know one another. Weddings, births, and deaths are main news. A fire or traffic accident gets to the front page of a weekly newspaper. Weeklies also report news of local business and politics. Most weekly newspapers do not print state, national, or world news.

Most nations have at least one **national newspaper (3)**, as contrasted with a **local newspaper (4)** serving a city or region. In addition, there are numerous **special-interest newspapers (5)**. *Special-interest papers* may focus on specific topics, such as sports or the arts. Many high schools and most colleges also have a newspaper of their own.

There are two main sizes of newspapers — **standard (or broadsheet) (6)** and **tabloid (7)**, which is much smaller. The standard and tabloid sizes are both used in publishing all types of newspapers. *Broadsheets* are generally associated with more intellectual newspapers, but there is a change now towards “compact” newspapers. Tabloids are often seen as sensationalist.

With the introduction of the Internet, **web-based newspapers (8)** have also started to be produced.

електронні газети, місцева газета, національна газета,
повноформатна газета, спеціальна (галузева) газета, таблоїд,
щоденні газети, щотижневі газети

c) Look at the pictures and say what types of newspapers they are.



2. a) Read the definitions of different types of newspaper publications and match them with their Ukrainian equivalents.

Editorial — a piece of writing in a newspaper that gives the editor's opinion about sth, rather than reporting facts.

Feature article — a piece of writing about a definite subject in a newspaper or magazine.

Column — an article on a definite subject or by a definite writer that appears regularly in a newspaper or magazine.

Classified ad — a small advertisement you put in a newspaper to buy or sell sth.

News item — a short piece of news in a newspaper or magazine.

Comic strip — a series of pictures drawn inside boxes that tell a story.

Gossip column — a regular article in a newspaper or magazine about the behaviour and private lives of famous people.

a новини у стислому викладі; повідомлення, *b* рубрика; огляд постійного коментатора, *c* комікс, *d* оголошення, *e* редакційна стаття, *f* світська хроніка, *g* тематична стаття

b) Discuss the following questions.

1. If you read a newspaper or magazine, do you begin reading from the very first page or from your favourite section?
2. What are your favourite sections?
3. To your mind, what are the most boring sections in the newspapers and magazines that you read?
4. What types of articles do you most often read?

3. Read some headlines from British and American newspapers and say what types of newspapers they may be from, what sections of the newspapers they are printed in, what types of articles they present and what information can be found in them.

Rare mountain gorilla born in Congo park

Rhys police hunt teenage killer

Storm Misses Tourist Spots and Weakens

Out-of-body experience recreated

Top Italian film-maker beaten in Rome

Britain enjoying 'digital boom'

World Health Organisation warns of global epidemic risk

Read the statements below and say if you agree or disagree with them. Give arguments.

- Journalists can write on any topic they like.
- Government should control the press.
- Newspapers always publish accurate information.

3

a) Work in small groups. Do a survey using the questions below.

1. How many TVs do you have in your home?
2. How many hours of TV do you watch each day?
3. What do you watch TV for? (e.g. news, entertainment, education, etc.)
4. What do you usually do while you watch TV?

b) Compare the results of the groups and discuss the following questions.

1. How many people in the group have more than one TV at home? What percentage of the group is that?
2. Who watches TV more — boys or girls?
3. What do people mostly watch TV for?
4. What is the most popular activity while watching TV?



c) Listen to the text and compare the results of your group survey with the results of the survey in Great Britain. What do you have in common? What is different?

2. What kinds of programmes can you watch on TV? Read the definitions and match them with the corresponding kinds of programmes given in the box and in the pictures.

1. a funny programme in which the same characters appear in different situations each week
2. a programme about making or repairing things yourself (e.g. cooking)
3. a programme in which people play games or answer questions to win prizes
4. a programme that gives detailed information about a definite subject
5. a programme that shows normal people in their every-day jobs or several people put in a specially built house where they can be filmed 24 hours a day
6. a short film made by photographing a series of drawings
7. a show in which famous people answer questions about themselves
8. a story about the daily lives and relationships of the same group of people, which is broadcast regularly
9. a type of news and entertainment television programme, broadcast live in the morning (typically between 6:00am and 10:00am)
10. reports of latest events

a breakfast television, *b* cartoon, *c* chat show, *d* DIY programme, *e* documentary, *f* game show, *g* news broadcast, *h* reality TV, *i* sitcom, *j* soap opera





3. Look through the TV programme. a) Match the descriptions of shows with the kinds of programmes in the box.

Time		MYTV3
7.00 pm	Castaway	A review of this week's events, as the group try to survive emotionally, socially and physically in extremely difficult conditions.
7.30 pm	Freaky¹ Eaters	Nutritionist Natalie Savona and psychologist Benjamin Fry meet Debbie Ezogu, who lives on a diet high in fat, salt and sugar.
8.00 pm	American Idol	Jon Bon Jovi advises the remaining six participants of the competition before they take the stage.
8.30 pm	Friends	Monica applies for a job in a good restaurant. Jon Lovitz guest stars.
9.00 pm	The World	Weather.
9.30 pm	Imagine	Alan Yentob speaks to Yusuf Islam, the singer-song writer earlier known as Cat Stevens (to 12.00)
10.00 pm		
10.30 pm		
11.30 pm		

a music programme, *b* chat show, *c* sitcom, *d* reality show,
e news broadcast, *f* documentary

¹ f r e a k y / 'frikɪ/ — different from what is normal, ordinary or expected

b) Which of the above programmes would you choose for each of the teenagers described below? Explain your choice.

1. Roman is 14 years old. He is a student. He spends most of his time with friends. They like to go camping, play football or volleyball. They also play music together: Roman is a good guitar player and sings very well.
2. Katia is 15. She doesn't have a lot of friends. She spends most of her time at home. The walls in her room are all covered with portraits of celebrities: singers, actors and sportsmen. She is fond of reading anecdotes.
3. Olena and Mariia are sisters but they are very different. Olena is serious. She likes educational books and TV programmes. Her sister is adventurous. She spends most of her time out. She has lots of friends and they always turn to her for advice.

4. Read the quotations. Do you agree or disagree with them? Give arguments.

- "All television is educational television. The question is: what is it teaching?"
- "Television: chewing gum for the eyes."
- "Theatre is life. Cinema is art. Television is furniture."

4 1. a) Read the text and choose the best title for it from those given below.



Many people use the terms **Internet (1)** and **World Wide Web (2)** interchangeably, but in fact the two terms are not synonymous. The Internet connects millions of computers together, forming a network in which any computer can communicate with any other computer if they are both connected to the Internet. The Web is the system on the Internet that allows you to find and use the information that is held on computers all over the world. It is just one of the ways that information can be spread over the Internet. Web documents called **webpages (3)** contain graphics, sounds, text and video. They are linked to each other through **hyperlinks (4)**.

The Internet also has **e-mail (5)**, **forums (6)**, **instant messaging (7)**, etc. Over six million people use **blogs (8)** or message boards for sharing ideas. A popular feature of the Net is chat. Users can gather in electronic **chatrooms (9)** and send typed messages back and forth, discussing topics of common interest.

Together with all the advantages of the Internet, there are also some problems connected with its use. First, not all of the information on the Internet and the Web is accurate. Then, there are security problems. Programs known as viruses have been distributed across the Internet and can destroy data on systems that receive them. Finally, many parents worry about aggressive material on the Net.

A What Is the Internet? B Internet: the Pros and Cons¹.
C What Is the Internet Used for?

¹ the pros and cons — the arguments *for* and *against*

b) Match the definitions with the Internet terms from the text.

- a. a computer system that allows millions of computer users around the world to exchange information
- b. groups of computer users who are interested in a particular subject and discuss it using the Internet
- c. a place on the Internet where you can find information about something
- d. a place on the Internet where you can write and receive messages back immediately, so that you can have a conversation while you are online
- e. a system for sending and receiving messages by computer
- f. a type of service that allows you to quickly exchange written messages with people you know
- g. a way of getting information from computers all over the world
- h. webpages about a particular subject, in which the newest information is always at the top of the page
- i. a word or picture in a website or computer document that will take you to another page or document if you click on it

2 a) Listen to the text about what the Internet is used for and fill in the spaces in the mind map of Ex.1 from the WB.

b) Do a class survey. Find out how often each of you uses the Internet for this or that purpose. Compare the results and find out what the most popular and the least popular uses of the Internet in your class are.

3. a) Look at the picture of a webpage and identify its elements described on p. 96.



- a. **navigation bar** (a horizontal or vertical line containing links to the main sections of an Internet site)
- b. **textual information**
- c. **static or animated picture**
- d. **audio**
- e. **video**
- f. **interactive information**
- g. **button**
- h. **hyperlink**

b) Discuss the following questions.

1. Who is this website for?
2. What kinds of information can you find on this website?
3. Is it easy to navigate this website?
4. Can you listen to audio materials on this website?
5. Can you watch video materials on this website?
6. Can you play games on this website?
7. Can users post messages on this website?
8. Can users look for the information they need on this website?
9. What is your impression of the design of the webpage? Do you like it?

5

Speaking Corner

1 Listen to three students answering questions. What questions do you think they were asked? What words and phrases do they use to give examples? Fill in the table in Ex. 1 from the WB. Which of the following expressions and words did you hear?

- | | |
|-------------------------|---|
| 1. for example | 7. Take...for example. |
| 2. to be more specific | 8. Let me give you an example. |
| 3. for instance | 9. A (classic/well-known) example of this is... |
| 4. is a good example of | 10. including |
| 5. such as | 11. You know |
| 6. like | |

2 Discuss the questions below in pairs. Give examples. Use the phrases from Ex.1.

What kind of	TV programmes magazines websites celebrities	do you like?
--------------	---	--------------

3 Sort out the following expressions for agreement and disagreement starting with the strongest disagreement to the strongest agreement.

- | | |
|-------------------------------------|--------------------------------------|
| 1. I completely agree. | 11. Exactly! |
| 2. Absolutely! | 12. That's a very good point. |
| 3. I'm afraid, I disagree with you. | 13. But what about...? |
| 4. I have to disagree. | 14. Surely. |
| 5. I don't agree. | 15. Not really. |
| 6. I don't think so. | 16. Perhaps, but... |
| 7. I'm not so sure. | 17. Not necessarily. |
| 8. I suppose so but... | 18. I can't argue on that. |
| 9. No doubt. | 19. That's (exactly) the way I feel! |
| 10. I have to agree with you. | 20. I think you are right. |

4. Interview your friend. Use the questions below. Agree or disagree with your friend's point of view. Use the expressions from Ex. 3.

1. Would you like to be famous?
2. Which famous person would you like to meet most? Why?
3. Is it important to read a newspaper regularly?
4. Is TV just for entertainment or does it educate us, too?
5. What do you think of the role of computers in our lives?

5. Below are topics for discussion. Work in two groups. Choose one of the statements. One group should make a list of all the arguments for this statement with an example for each argument (see Ex. 2 from the WB). The other group should make a list of all the arguments against the statement with an example for each of them. Then work according to the scheme given after the statements. Don't forget to use the expressions for agreeing and disagreeing and for giving examples.

- The Internet has done more harm than good.
- Celebrities should be role models for teenagers.
- For teenagers, television is a better teacher than books.
- Television has a bad influence on teenagers.

Group 1 presents its first argument with the example.

Group 2 agrees or disagrees with that argument and presents its first argument with the example.

Group 1 agrees or disagrees with that argument and presents its second argument.

Group 2 agrees or disagrees with that argument and presents its second argument with the example, etc.

6. Read the story and discuss it. Use the expressions from Ex. 1 and Ex. 3 in the SB.

The Elephant and his son were spending the evening at home. Elephant Son was singing a song. "You must be silent," said Father Elephant. "Your papa is trying to read his newspaper. Papa cannot listen to a song while he is reading his newspaper." "Why not?" asked Elephant Son. "Because Papa only can think about one thing at a time, that's why," said Father Elephant. Elephant Son stopped singing. He sat quietly. Father Elephant lit a cigar and went on reading.

After a while, Elephant Son asked, "Papa, can you still only think about one thing at a time?" "Yes, my boy," said Father Elephant, "that is correct." "Well, then," said Elephant Son, "you might stop thinking about your newspaper and begin to think about the slipper that is on your left foot." "But my boy," said

Father Elephant, "Papa's newspaper is more important and informative and interesting than the slipper that is on his left foot." "That may be true," said Elephant Son, "but while your newspaper is not on fire from the ashes of your cigar, the slipper on your left foot certainly is."

Father Elephant ran to put his foot in the bucket of water. Softly, Elephant Son began to sing again.



(by Arnold Lobel)

1 Read the text and match the words in bold type with their explanations below.

E-mailing is a very convenient and quick way of communicating with friends. To be able to do that, you have to **sign up** (1) to one of different e-mail services (Hotmail, Yahoo!, Freemail, etc). You will choose your own **login** (2) and **password** (3). In your account you will have different **folders** (4). One of them is called *Inbox*. It keeps all the messages that you receive. There are also folders for messages that you send to your friends (*Sent*), for saving unfinished messages (*Drafts*), and many others. When you go into the *Inbox* folder, you can see the information about all the messages you have received — who they are from, what they are about, when you got them. When you **click** (5) on the message, it will open for you to read it. If you want to answer the message, you hit the *Reply* button; if you want to send the same message to someone else, you hit the *Forward* button. Using e-mail is very easy. But if you have any questions, there is always the *Help* button. Just hit it and find the answers to all your questions.

- | | |
|---|------------------------------|
| a. groups of files | c. to press a button |
| b. a secret combination of letters and/or numbers that lets only you into your mail account | d. to register |
| | e. user name in this service |

2 Look at the picture of an e-mail account page and match the statements on p. 99 with the corresponding parts of the page.

The screenshot shows a Yahoo! Mail inbox with the following table of messages:

From	Subject	Date
Jack Liu	Hi!!!	Today, 11:00am
Michael Kronthal	Dinner in the city?	Yesterday, 10:27am
Martin Ortlieb	dinner recipes from the bbc	Thu 11/11/05
Suzanne Wang	Isn't the weather just wonderful	Thu 11/11/05
Gary Pijnmaert	where did you go?	Thu 11/11/05
elliott schel	we love	Thu 11/11/05
Gary Mineart	brunch next sunday	Thu 11/11/05
Gary Mineart	why didn't you come for dinner?	Thu 11/11/05
daniel postiron	i love your cookies	Thu 11/11/05

The content of the selected email (from Michael Kronthal) is:

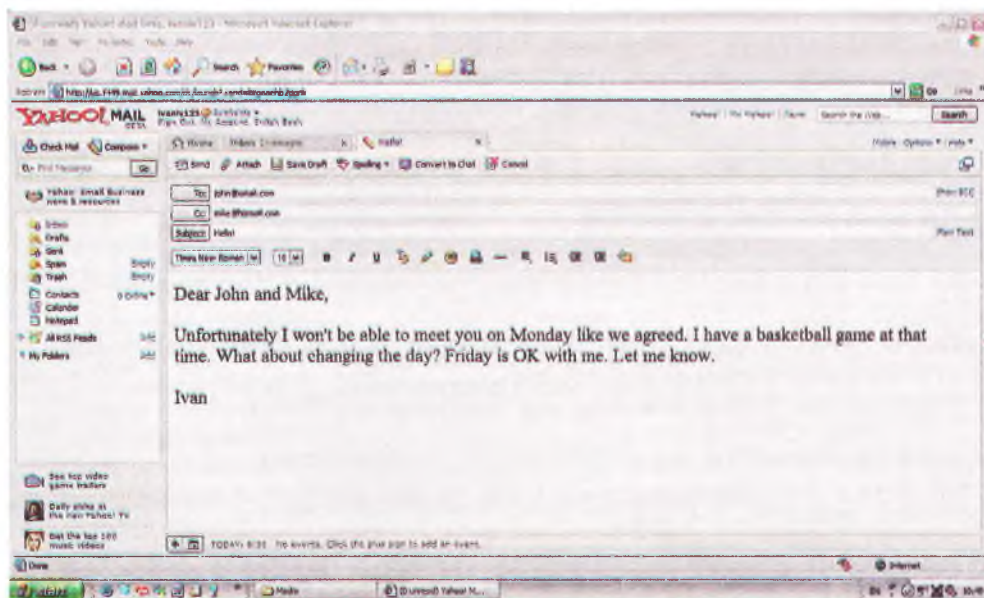
Hi guys,

I was wondering if you wanted to join me for some yummy yummy tapes in the Mission this weekend. Jen and I will be driving into San Francisco around 7:30, maybe you can meet us at Rambles or Cha Cha Cha at 8:00? Do you have any other suggestions?

Mike

1. the name of the e-mail service
2. the owner's login
3. the names of folders
4. who the user got the messages from
5. when the messages were received
6. what the messages are about
7. the content of the selected message
8. the heading of that message (subject, author, addressee)

3. a) When you want to write a new e-mail message, you hit the *Compose* button and get the following picture. Listen to a bit of advice on writing good e-mails and say if the statements below are true or false.



1. E-mailing is practically the same as writing traditional letters or talking to someone.
2. Good e-mails should be short and clear.
3. It's important to describe what the message is about in a short subject line.
4. The original message should be kept in the reply message.
5. Writing in capital letters makes a message more understandable.
6. E-mailing seems a slow way of communicating.
7. With e-mail messages, an addressee can't ask questions immediately.
8. With e-mail, people understand meaning from facial expressions, body language, specific gestures, and tone of voice.
9. The subject line is of minor importance in an e-mail document.

b) Read the e-mail message in the above picture and say if the author followed all the advice.

c) Choose the best subject line for the e-mail.

- a. Basketball match. b. Our Meeting on Monday. c. Sorry!

- Choose one of the projects from the list or think of your own one.
 1. Producing a special-interest newspaper.
 2. Preparing a TV show.
 3. Designing a webpage.
- Decide how you are going to do the project: alone, with a partner or in a group.
- Do the project and then present it to the class.
- Discuss the presentations.

Useful information

If you have chosen the first project, do the following:

- Decide what the focus of the newspaper will be. You can do a survey to find out what topic would be interesting for the pupils of your class.
- Decide what types of items you will have in your newspaper — feature articles, interviews, editorials, etc.
- Think of interesting headlines for the items and design of the paper.

If you have chosen the second project, do the following:

- Decide what kind of presentation you are going to do: a news report, a talk show or something else.
- For a news report, choose events and write 2-minute presentations, including the following into them: when it happened, what happened, who is/was involved, what is happening now, what will/might happen next and quotation by one of the people involved in the event.
- For a talk show, think of the guests you are going to invite and prepare the questions you are going to ask them.
- When presenting the news, look directly at your audience. Look at your notes only from time to time.

If you have chosen the third project, do the following:

- Decide what kind of webpage it is — personal, devoted to some theme, news page or something else.
- Think of the sections you'd like to see on that page. What information would be the most interesting for the reader? You may do a survey to find that out.
- Gather information for each section and think of an interesting way of presenting it. Choose colours for the background and the main information. Choose letter size. Present the page on a poster.

If you have chosen to do your own project, you can ask your teacher for advice when you have any problems. Good luck!

STUDY SKILLS

Learn Good Study Skills

Get in the habit.

A regular time and place is best. Use your desk to study, and try to study at a regular time each day.

Jump right in.

Start immediately when you sit down to study. Don't fall into other amusements like answering e-mails from friends or drawing. You can do that stuff later, as a reward for yourself — if you get your studying done!

Make a list.

Plan what you want to achieve. At the beginning of your study session, write down exactly what you want to get done (complete two pages of an essay, finish a paper, write a short story, answer ten maths questions, etc.).

Chunk it up¹.

Break down large tasks into smaller ones. For example, if you have to write an essay, the tasks might include coming up with the main ideas, writing a solid first paragraph, planning out the points you want to cover, researching those points, writing each section, etc.

Give yourself gold stars.

Keep a “log book” or record of what you achieve in each study section. You can look over it later and be impressed with yourself!

Get your stuff organized.

Keep your studying equipment in a convenient place, like in a shoe box. Have them organized so that you can get what you want quickly.

Don't drift².

Be aware of when you start to be inattentive, and stop right away. Make yourself concentrate for blocks of time. Then give yourself regular breaks to refresh your brain. Try studying for 45 minutes, then resting for 15 minutes.

Get enough sleep.

Getting enough sleep is important for effective studying and remembering. Get to sleep at a reasonable time each night. Avoid caffeine /'kæfi:n/ a few hours before bedtime, so that your sleep is uninterrupted.

Fuel Up.

Eating well gives your body and brain the energy they need. Eat three good meals a day and don't skip breakfast. Try to eat a balanced diet of good health foods and not too much junk.

Work it out.

Exercise will increase your memory and your study stamina, as well as making you feel generally more confident. Aim for three to four exercise sessions a week, doing 20 or more minutes in each workout session.

¹ to chunk sth up — to divide sth into smaller parts

² to drift — to let other things hold your attention

Look at the picture and compare the questions the reporter asked the writer with the same questions in indirect (reported) speech published in the newspaper. Then answer the two questions and do the two tasks.



Our reporter asked Mr Faright **when he started his career**.
Then she asked the writer **if he is satisfied with it**.

1. What are the differences between the questions in direct and indirect speech?
2. What is the difference between the first and the second questions in indirect speech?

1. Try and make up rules for changing questions from direct into indirect speech. (*Grammar Reference, § 6.*)
2. Change the other reporter's questions into indirect speech.

Below are the questions the reporter asked a famous traveller. After the interview, the traveller came back home and told all about it to his wife. How did he tell her about it? Change the questions into reported speech and role-play the conversation.

- | | |
|----------------------------------|---------------------------------|
| 1. Have you ever been to Alaska? | 5. Was it cold? |
| 2. What is it like? | 6. How long did you stay there? |
| 3. When did you go there? | 7. Would you go there again? |
| 4. Who else went with you there? | |

3. Finish the sentences using reported speech.

E.g. Victoria: "Are you reading this book now?" — Yesterday Victoria asked me if I was reading that book.

1. Vi: "Did Max fly to London two weeks ago?" — Yesterday Vi asked me...

2. *Robert*: "Are you leaving next Friday?" — Yesterday Robert asked me...
3. *Bob*: "Do you think it will rain tomorrow?" — Yesterday Bob asked me...
4. *Barbara*: "Must I do the homework this week?" — Yesterday Barbara asked me...
5. *Jennifer*: "Where are you playing football today?" — Yesterday Jennifer asked me...
6. *Nancy*: "Why didn't you go to New York last summer?" — Yesterday Nancy asked me...
7. *Sis*: "Who gave you the book yesterday?" — Yesterday Sis asked me...

4. **Complete the sentences in reported speech.**

E.g. "*Who has written the feature article?*" *Will* asked. — *Will* asked who had written the feature article.

1. "Where is my umbrella?" she asked. — She asked...
2. "How are you?" Martin asked us. — Martin asked us...
3. He asked, "Do I have to do it?" — He asked...
4. "Where have you been?" the mother asked her daughter. — The mother asked her daughter...
5. "Which dress do you like best?" she asked her boyfriend. — She asked her boyfriend...
6. "What are they doing?" she asked. — She wanted to know...
7. "Are you going to the cinema?" he asked me. — He wanted to know...
8. The teacher asked, "Who speaks English?" — The teacher wanted to know...
9. "How do you know that?" she asked me. — She asked me...
10. "Has Caron talked to Kevin?" my friend asked me. — My friend asked me...
11. "What's the time?" he asked. — He wanted to know...
12. "Where did they live?" he asked. — He wanted to know...
13. "Will you be at the party?" he asked her. — He asked her...
14. "Can you meet me at the station?" she asked me. — She asked me...
15. "Why don't you help me?" she asked him. — She wanted to know...
16. "Did you see that car?" he asked me. — He asked me...
17. "Have you tidied up your room?" the mother asked the twins. — The mother asked the twins...

5. **You need information. Ask for it using *Could you tell me...?* or *Do you know...?***

E.g. *Whose website is it?* (know) — *Do you know whose website it is?*

1. Where are the toilets? (*tell*)
2. Can I park here? (*know*)
3. How long does the film last? (*tell*)
4. How often do the buses run? (*know*)
5. Are we allowed to smoke? (*know*)
6. What time is the flight? (*tell*)
7. How much does a ticket cost? (*tell*)

Read the text. Choose *a*, *b*, *c* or *d* for each of the items. Get one point for each correct answer.

Who Wants to Be a Millionaire? is a show that lots of people talk about. The show is a worldwide hit. The contestants are ordinary people chosen from those who ring a special telephone number. The programme makers don't meet the contestants until they arrive at the studio. To win the jackpot, a contestant has to answer 15 questions correctly. For each of them, they are shown the question and four possible answers before deciding whether to play on or not. Then the contestant chooses the answer. If it is correct, they can stay in the game.

The programme is very popular because viewers like to see ordinary people making decisions. When the contestant thinks he knows the answer but isn't sure the excitement is intense. The music becomes louder and the cold blue lights become darker. Some contestants take up to 15 minutes to answer a question,



but we only see their worst moments. The fact that we can see the answers on the screen makes the game seem easier. All the time, the cameras take lots of pictures of the contestant struggling with the decision. This is part of the attraction. For the viewers, the show offers a chance to feel that they could do better than any of the players for the contestant, a chance to win a lot of money and to be a star for a short moment.

- The text on the whole is about...
 - people making decisions.
 - music and lights of the show.
 - the show's attraction to viewers.
 - winning a lot of money.
- What kind of programme is *Who Wants to Be a Millionaire?*
 - A chat show.
 - A fashion show.
 - A reality show.
 - A game show.
- To become a contestant, it is necessary to...
 - meet the programme makers.
 - ring a special telephone number.
 - answer 15 questions correctly.
 - do better than any of the players.
- For the viewers, the most attractive thing in the show is...
 - seeing people making decisions.
 - thinking they know the answer.
 - a chance to win a lot of money.
 - a chance to become a star.

Read the story and do the tasks in the WB.

Around the World in Eighty Days

(after Jules Verne)

Chapter III

1. Phileas Fogg shut the door of his house at half-past eleven, put his right foot before his left five hundred and seventy-five times, and his left foot before his right five hundred and seventy-six times and reached the Reform Club, a magnificent structure in Pall Mall, which could not have cost less than three million. He went at once to the dining-room and took his place at the usual table. He rose at thirteen minutes to one, and directed his steps towards the large hall, a splendid apartment decorated with expensive paintings. A boy handed him an uncut *Times*. Phileas Fogg was busy with the paper until a quarter before four, then the *Standard*, his next task, kept him busy till the dinner hour. Dinner passed as breakfast had gone, and Mr Fogg reappeared in the reading-room and sat down to the *Pall Mall* at twenty minutes before six. Half an hour later several members of the Reform Club came in and sat near the fireplace. They were Mr Fogg's usual partners at cards: Andrew Stuart, an engineer; John Sullivan and Samuel Fallentin, bankers; Thomas Flanagan, a brewer; and Gauthier Ralph, one of the Directors of the Bank of England.

"Well, Ralph," said Thomas Flanagan, "what about that robbery?"

"Oh," replied Stuart, "the bank will lose the money."

"On the contrary," broke in Ralph, "I hope we may put our hands on the robber. Skilful detectives have been sent to all the principal ports of America and the Continent, and he'll be a clever fellow if he slips through their fingers."

"But have you got the robber's description?" asked Stuart.

"In the first place, he is no robber at all," returned Ralph, positively.

"What! A fellow who makes off with fifty-five thousand pounds, no robber?"

"No."

"Perhaps he's a manufacturer, then."

"The *Daily Telegraph* says that he is a gentleman."

2. It was Phileas Fogg, whose head now appeared from behind his newspaper, who made this remark. He bowed to his friends, and entered into the conversation. The event which formed its subject, and which was town talk, had happened three days before at the Bank of England. A package of bank-notes, to the value of fifty-five thousand pounds, had been taken from the principal cashier's table. As soon as the robbery was discovered, best detectives hurried off to Liverpool, Glasgow, Havre, Suez, Brindisi, New York, and other ports. Detectives were also watching those who arrived at or left London by rail.

There were real grounds for supposing, as the *Daily Telegraph* said, that the thief did not belong to a professional band. On the day of the robbery, a

well-dressed gentleman of very good manners had been observed in the paying-room, where the crime took place. A description of him was easily got and sent to the detectives. The papers and clubs were full of the event, and everywhere people were discussing the probabilities of a successful search; and the Reform Club was especially troubled, as several of its members were Bank officials.

"I believe," said Stuart, "that the chances are *in favour* of the thief, who must be a clever fellow."

"Well, but where can he run?" asked Ralph. "No country is safe for him."
"Nonsense!"

"Where could he go, then?"

"Oh, I don't know that. The world is big enough."

"It was once," said Phileas Fogg, in a low tone.

"What do you mean by 'once'? Has the world grown smaller?" Stuart asked.

"Certainly," returned Ralph. "I agree with Mr Fogg. The world has grown smaller, since a man can now go round it ten times more quickly than a hundred years ago. And that is why the search for this thief will be successful."

"And also why the thief can get away more easily."

3. But Stuart *was* not *convinced*, and said eagerly: "You have a strange way, Ralph, of proving that the world has grown smaller. So, because you can go round it in three months—"

"In eighty days," interrupted Phileas Fogg.

"That is true, gentlemen," added John Sullivan. "Only eighty days, now. Here is the calculation made by the *Daily Telegraph*:

From London to Suez via Mont Cenis and Brindisi, by rail and steamboats	7 days
From Suez to Bombay, by steamer	13 "
From Bombay to Calcutta, by rail	3 "
From Calcutta to Hong Kong, by steamer	13 "
From Hong Kong to Yokohama (Japan), by steamer	6 "
From Yokohama to San Francisco, by steamer	22 "
From San Francisco to New York, by rail	7 "
From New York to London, by steamer and rail	9 "
Total	80 days

"Yes, in eighty days!" exclaimed Stuart. "But that doesn't take into account bad weather, winds, shipwrecks, railway accidents, and so on."

"All included," returned Phileas Fogg calmly.

Stuart went on: "You are right, theoretically, Mr Fogg, but practically—"

"Practically also, Mr Stuart."

"I'd like to see you do it in eighty days."

"It depends on you. Shall we go?"

4. "God save me! But I would *bet* four thousand pounds that such a journey, made under these conditions, is impossible."

"Quite possible, on the contrary," returned Mr Fogg seriously.

"Well, make it, then!"

"I should like nothing better."

"When?"

"At once. Only I warn you that I shall do it at your expense."

"Well, Mr Fogg," said Stuart, "it shall be so: I will bet the four thousand on it."

"All right," said Mr Fogg quietly; and, turning to the others, he continued, "I have twenty thousand at Baring Bank which I will risk upon it."

"Twenty thousand pounds!" cried Sullivan. "But, Mr Fogg, eighty days are only the calculation of the least possible time in which the journey can be made."

"A well-used minimum is enough for everything."

"But, in order to do it, you must jump mathematically from the trains upon the steamers, and from the steamers upon the trains again."

"I will jump—mathematically."

"You are joking."

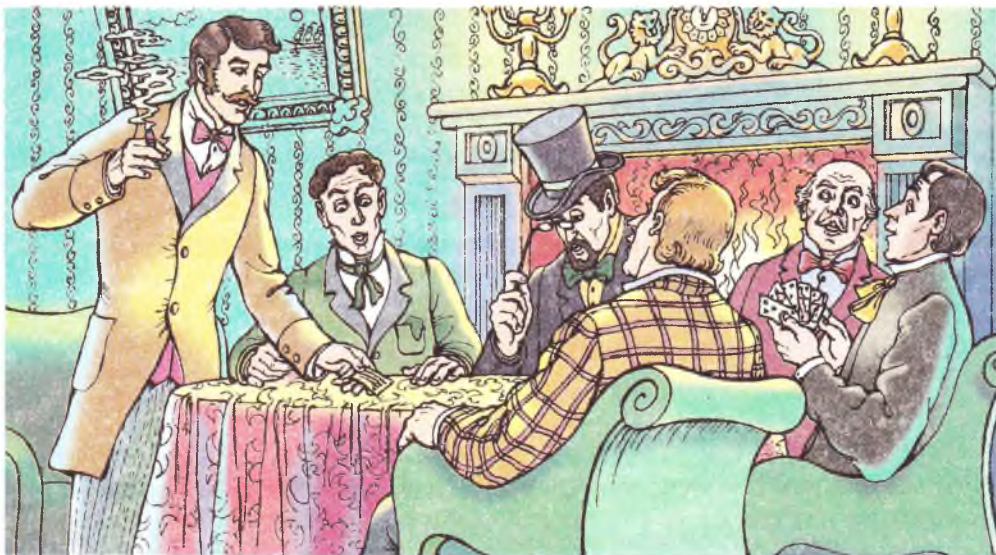
"A true Englishman doesn't joke when he is talking about so serious a thing as a bet," replied Phileas Fogg. "I will bet twenty thousand pounds against any one who wishes that I will make the tour of the world in eighty days or less. Do you accept?"

"We accept," replied Stuart, Fallentin, Sullivan, Flanagan, and Ralph, after consulting each other.

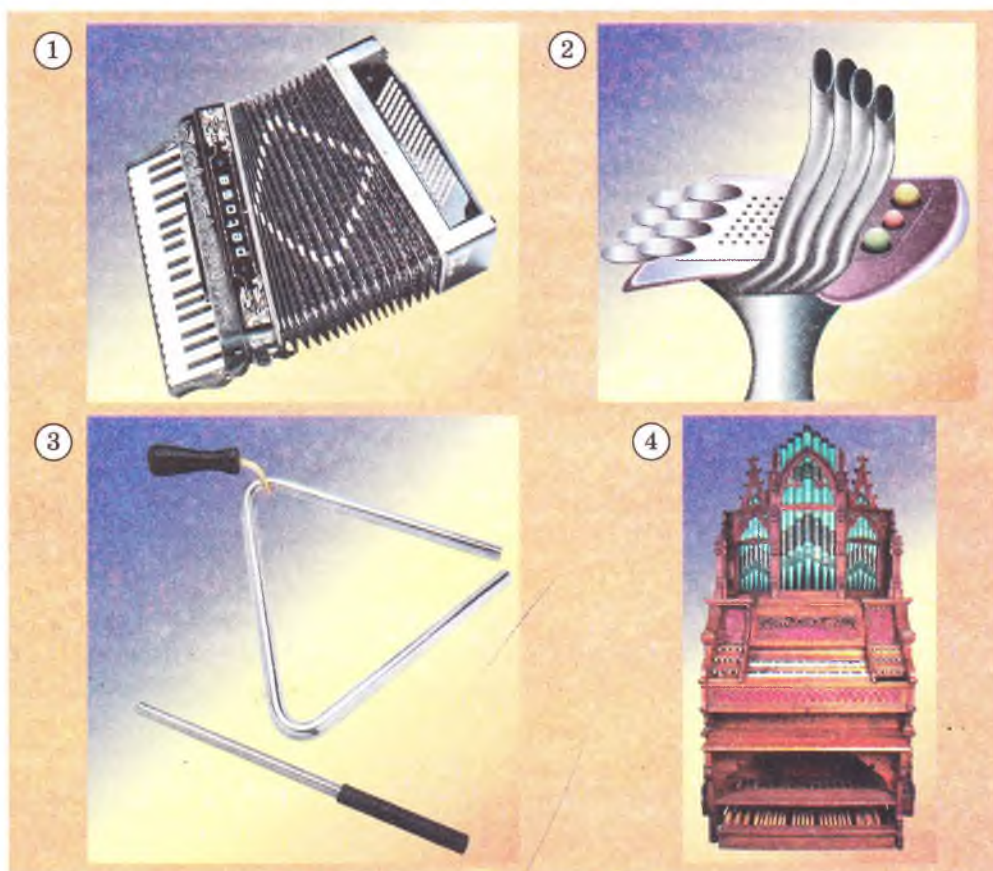
"Good," said Mr Fogg. "The train leaves for Dover at a quarter before nine. I will take it."

"This very evening?" asked Stuart.

"This very evening," returned Phileas Fogg. He took out and consulted a pocket watch, and added, "As today is Wednesday, the second of October, I shall be in London, in this very room of the Reform Club, on Saturday, the twenty-first of December, at a quarter before nine p.m.; or the twenty thousand pounds, now deposited in my name at Baring Bank, will belong to you, in fact and in right, gentlemen. Here is a check for the money."



1 1. a) Which of these in your opinion are pictures of musical instruments from Htrae? How do they work?



b) Listen and choose the pictures that illustrate the story. Then answer the questions.

- Why is music so popular on Htrae? Is it as popular as on our planet?
- Can you imagine our world without music? What would it be like?
- Do you prefer listening to live¹ or recorded music? What is the difference?

2. Discuss the following questions.

1. What musical genres do you know?

¹live /laɪv/ — not recorded in advance

2. How can you describe them?
3. What musical instruments are specific for each genre?
4. Can you name the performers who represent each of the genres?
5. What is your favourite genre? Why?

3. Listen to the radio advertisement and match the performers with the genres of music they play.

- | | |
|--------------------------------|--------------------|
| 1. <i>The Bad Bad Boys</i> | a. pop music |
| 2. <i>Jimmy Wild</i> | b. jazz |
| 3. <i>Jamaica Inn</i> | c. punk music |
| 4. <i>Las Palomas</i> | d. classical music |
| 5. <i>Sam and the Band</i> | e. rock music |
| 6. <i>The Vienna Orchestra</i> | f. reggae |
| 7. <i>Ronnie Sonnie</i> | g. folk music |

4. a) Read the text and find all the names of musical genres in it.

Music in Britain

The origins of music in Britain lie in the dance music played and songs sung by ordinary people. It was passed from village to village and handed down in the unwritten form from generation to generation.

From the 16th century until the early 20th century printed lyrics of popular songs were extremely popular. They were known as broadsides or broadsheets. Broadsides were printed on one side of a piece of paper and included only the lyrics. Printed music usually wasn't included. Folk tunes were used and reused, so people generally only needed to learn the words.

At the same time, Britain was the land of classical music. London was and still remains one of the major classical music capitals of the world. Famous composers from the United Kingdom have included William Byrd, Henry Purcell, and Benjamin Britten, pioneer of modern British opera.

Though Britain is mostly known for its pop performers, it was one of the major contributors to the development of rock music and has provided some of the world's most famous rock bands including *The Beatles*, *The Rolling Stones*, *Queen*, *Pink Floyd*, and *Radiohead*. The UK has also been at the front of developments of rock, such as punk rock, techno and house music, folk rock, heavy metal, and progressive rock. During the 1990s and 2000s, artists in urban music in Britain generated first drum and bass, trip-hop and UK garage.

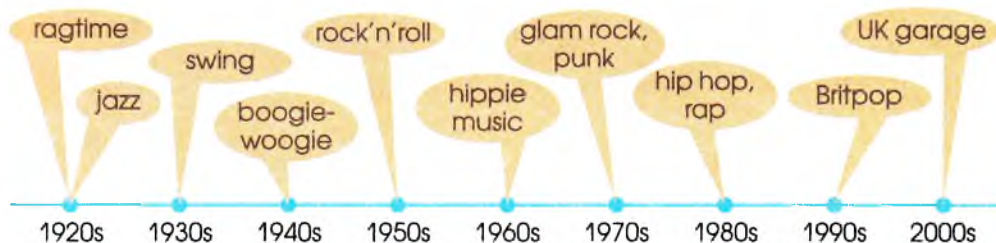


ROBBIE WILLIAMS



RADIOHEAD ROCK BAND

b) Look at the timeline of musical genres popular in Great Britain. Which of the genres from the text are not marked on the timeline?



2 Read the definitions of different groups of musical instruments, look at the pictures and sort out the instruments in them into these groups.

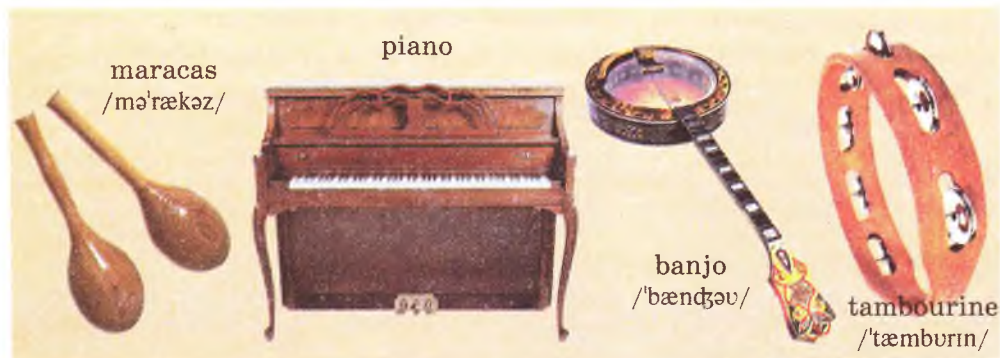
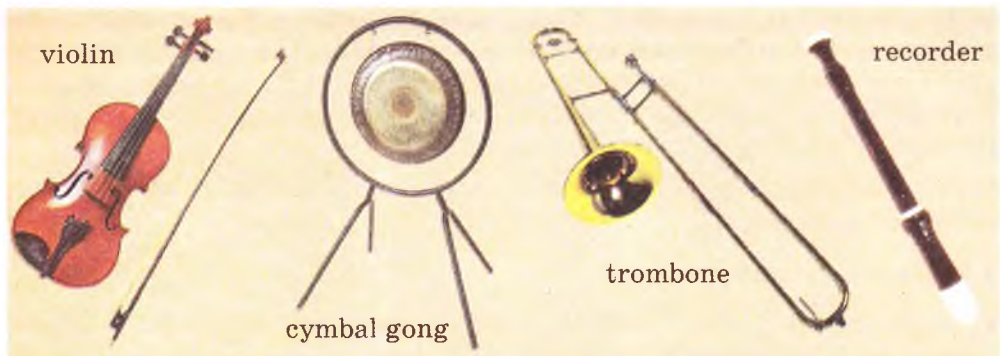
string instruments / (the) strings — musical instruments that produce sound from a set of strings

percussion instruments / (the) percussions — musical instruments which you play by hitting or shaking them

woodwind instruments / (the) woodwinds — musical instruments made of wood that you play by blowing and that usually have finger holes or keys

brass instruments / (the) brasses — musical instruments that are made of metal and that you play by blowing them





Make up possible word combinations using the words in both columns.

- | | |
|-------------|--------------------------|
| 1. symphony | a. band |
| 2. folk | b. group |
| 3. brass | c. orchestra |
| 4. pop | d. ensemble /a:n'sɑ:mbl/ |
| 5. jazz | e. quartet /kwɔ:'tɛt/ |
| 6. string | |
| 7. chamber | |

a) Read the information about British national musical instruments. What groups do these instruments belong to?

Every country is known for its musical traditions which are closely connected with traditional musical instruments. Whenever someone speaks of Great Britain, they remember bagpipes. The bagpipe was known to the ancient civilisations of the Near East. It was probably introduced into Britain by the Romans. It was popular all over the country in the Middle Ages. Now different types of bagpipes can be seen in the northern parts of England, in Ireland and in Scotland. Other traditional musical instruments played in these parts of Great Britain are fiddles and accordions. The national instru-



ment in Wales is a Welsh harp. Wales' deep-rooted love of music and song is evident, and whatever your musical taste you will find something to suit you. Live music can often be heard in the pubs, but if you prefer country music, there are organised events and festivals to join in. Wales is famous for its choirs and you can see them rehearsing.

b) Say what Ukrainian national musical instruments are. What groups of instruments do they belong to?

4. Discuss the following questions.

- Do you have any special feelings when you hear a brass band play? Do you have any associations with this kind of music?
- Do you have favourite musical instruments? Which ones? What do you like about them?
- Can you play any musical instrument? If yes, which one? Do you enjoy doing it? If not, what instrument would you like to learn to play?

5. a) Read the message some person posted on the Internet forum. What advice would you give this person?

Message 1 - posted by mysti (U8299164), 2 Weeks Ago

I have just decided I would like to learn to play a musical instrument! I haven't played anything since the recorder about 10 years ago and I cannot read music. Tell me what instruments you play and why you like them. Please give me any tips on learning an instrument or how to go about learning to play music. Thank you.

mysti

P.S. I am on a limited budget as I don't have much money at the moment! Lol!

b) Listen to the advice some people gave to this person on the forum and fill in the table in Ex. 1 from the WB. Then answer the questions.

1. What instrument is most often mentioned? Why?
2. What instrument is the least popular? Why do you think it is so?
3. Which two instruments are similar to each other?
4. What is the most important thing to learn playing a musical instrument?

3

1. Discuss the following questions.

1. Are you a music fan? Who can be called a music fan?
2. Do you have favourite singers, musicians or composers?
3. Do you like to read about them in newspapers and magazines?
4. Do you think their personal life should be discussed in media?

2. Read the information about famous singers, match it with their pictures and answer the questions.



BRAYAN ADAMS



MICHAEL JACKSON



EMINEM



JON BON JOVI



BEYONCE



SHAKIRA

1. Born — August 29, 1958. Started career in 1967. Genres — pop, rock, soul¹, disco, dance. Instruments — piano/keyboards, guitar, drums. Other occupations — actor, songwriter, record producer, arranger.
 2. Born — September 4, 1981. Started career in 1990. Genres — soul, funk². Other occupations — songwriter, record producer, actress, dancer, fashion designer, philanthropist.
 3. Born — November 5, 1959. Rock singer. Raised over a million dollars to build a breast-screening centre.
 4. Born — October 17, 1972. Started career in 1996. Genres — hip hop. Other occupations — rapper, producer, actor.
 5. Born — February 2, 1977. Started career in 1990. Genres — Latin pop, pop, pop rock. Instruments — guitar, harmonica, drums. Other occupations — songwriter, record producer, philanthropist, dancer, actress.
 6. Born — August 2, 1962. Started career in 1982. Genres — rock. Instruments — guitars, piano, harmonica, drums, keyboards.
1. Who of the singers started their career at the youngest age?
 2. Who of them has had the longest/shortest career yet?
 3. Who of them plays more instruments than the others?
 4. Who of them is involved in non-music activities?

¹ s o u l /səʊl/ — a style of bluez

² f u n k /fʌŋk/ — a style of jazz

3. Read the text of an interview and match the questions given below with the answers to them. There are two extra questions which you do not need to use.

1. Musicians are a broad group of artists who play musical instruments, sing, compose, and arrange music. Musicians include rock stars, opera singers, folk guitarists, jazz pianists — anybody who creates and performs music.

2. It's a tough field, but individuals in it usually feel an impulse to play and share their music. Some lucky musicians make a living at their profession. Very few become rich and famous, but most musicians are happy just to be able to play for an audience.

3. The serious musician spends a lot of time practising and rehearsing. Musicians also spend a lot of time on the road, travelling to and from performances. Since most musicians' shows are at night and on weekends, those people who don't fully support themselves through their art often take day jobs.

4. The road to becoming an expert musician starts at a very early age and involves hard study and training. For singers, training begins when their voices mature, and it never ends. Most other musicians start to play their instruments very early in their lives. Some musicians enter into private study with a master musician, while others get formal training at a college or university. Talent, persistence, and having excellent mentors are important to becoming a good musician.

5. Musicians almost never give up music completely. Even when they leave, they often get nightclub engagements at nights and on weekends. Some musicians find music-related jobs as teachers, songwriters, and even music therapists. Those who enjoy the business side may become concert managers and publicists. Some go into the sales and marketing of musical instruments and record store management.



- A. What do musicians do when they finish their career?
- B. What is necessary to become a good musician?
- C. What music do musicians produce or perform?
- D. What's the life of a musician like?
- E. Where do musicians work?
- F. Who can be called a musician?
- G. Why do people become musicians?

4. Listen to the text and say if the statements below are true or false.

- 1. Charlotte was a talented musician from the early age.
- 2. Her first album appeared when she was fifteen.
- 3. Charlotte performed for many important figures of the world.
- 4. Her second album wasn't as successful as her first one.
- 5. Her parents didn't want her to be a singer.
- 6. Charlotte left school because of her career.
- 7. At the age of sixteen Charlotte's career came to an end.
- 8. Charlotte thinks her life isn't different from the life of an ordinary teenager.
- 9. People in the music industry believe that Charlotte can have a great future.

4

1. Discuss the following questions.

1. What genre of music do you like/dislike? Who or what do you think influence(d) your music tastes?
2. Are you one of those people who switch on the music as soon as they wake up? If yes, what kind of music do you like to listen to in the morning?
3. Imagine you've just come home tired from a day at school. What music would you like to listen to, if any, and why?
4. Can you say you choose music according to your mood and the job you are doing? If yes, what kind of music do you like to listen to when you are:

- | | |
|-------------------------|-----------------------------|
| a. with your friends? | d. relaxing alone? |
| b. dancing? | e. in a bad mood? |
| c. doing your homework? | f. working about the house? |

5. Imagine you are going to take part in an experiment and will have to spend a month on a desert island. You can take several discs with your favourite music. Which would you choose and why?



2. a) Read the statements below. Do you agree or disagree with them? Give arguments.

1. There are few places where you can avoid hearing music.
2. Our taste in music is personal.
3. Music can affect us physically.
4. The only music which affects us positively is that which we like.
5. Music can be used to cure people in hospitals.
6. Certain types of music can be harmful.

b) Read the text about the power of music and then see if your opinion about the statements above has changed.

Nowadays it's almost impossible to escape from music, even if we want to. It thunders out of every shop, hisses horribly through other people's stereos on public transport, fills you in restaurants, and blasts out of car windows.

But although we all can have music wherever we go, very few of us have any real idea of the effect music has on the human system. For many years it has been thought that musical tastes are subjective, that one person will like jazz while another prefers classical music. But recent research in America and Australia has shown that appreciation of music is not a matter of individual taste. Certain types of music have a particular effect on us, whether we like them or not. For instance, some music will help us feel relaxed and peaceful, while other types may be stimulating to the brain, encouraging creativity and curiosity.

Psychologists believe all music can be divided into three types, and each of them has different effect on the body and mind. The first is *low-energy music*, the sort that makes you feel bad. Most rock music falls into this



category. The next category is *high-energy music*. This makes you feel better and it can help normalize the heart rate. J. S. Bach's music has very high energy. The third category is the most healing of all. Much of the classical music falls into this category. It seems that most jazz, country and western music is simply neutral, having neither healing nor harmful effect.

Scientific work on the power of music started with plant research in the 1970s. Many types of classical music speeded plant growth, while heavy metal made plants draw away from the speakers and die. As a result, music is being used in hospitals and doctors have found that 20 minutes of comforting music is often far more effective than tranquillizers¹ or sleeping pills.

Music can also help us in our daily life. For example, you can prepare yourself for important events such as an exam by humming² an appropriate tune. It can also act as a pain reliever when you go to the dentist, or it can simply give expression to your mood. Listening to music gives your brain a break and helps you get through the day.

3. Read some quotations about music. Do you agree with them? Give arguments.

- Music is the universal language of mankind. (*Henry W. Longfellow*)
- Music is the medicine of the breaking heart. (*Leigh Hunt*)
- Where words fail, music speaks. (*Hans C. Andersen*)
- Music expresses that which cannot be said and on which it is impossible to be silent. (*Victor Hugo*)

4. Listen to the text and discuss the following.

1. What influences your attitude to a song? Which is more important to you: the lyrics of the song or its melody? Would you like a song if you didn't like its lyrics?
2. What is your favourite music genre? What style clothes do you usually wear? Is your clothing style related to your favourite music genre in any way?

¹ tranquillizer /'træŋkwɪlaɪzə/ — a drug that makes a patient calm and quiet

² to hum /hʌm/ — to sing with closed lips

3. Is music connected with fashion? How do they become connected?
4. What genres of music are most popular now? Are they associated with any specific clothing styles? Why?
5. Look at the pictures below. What styles clothes are the people in the pictures wearing? Are they associated with any musical genre?



5

Speaking Corner

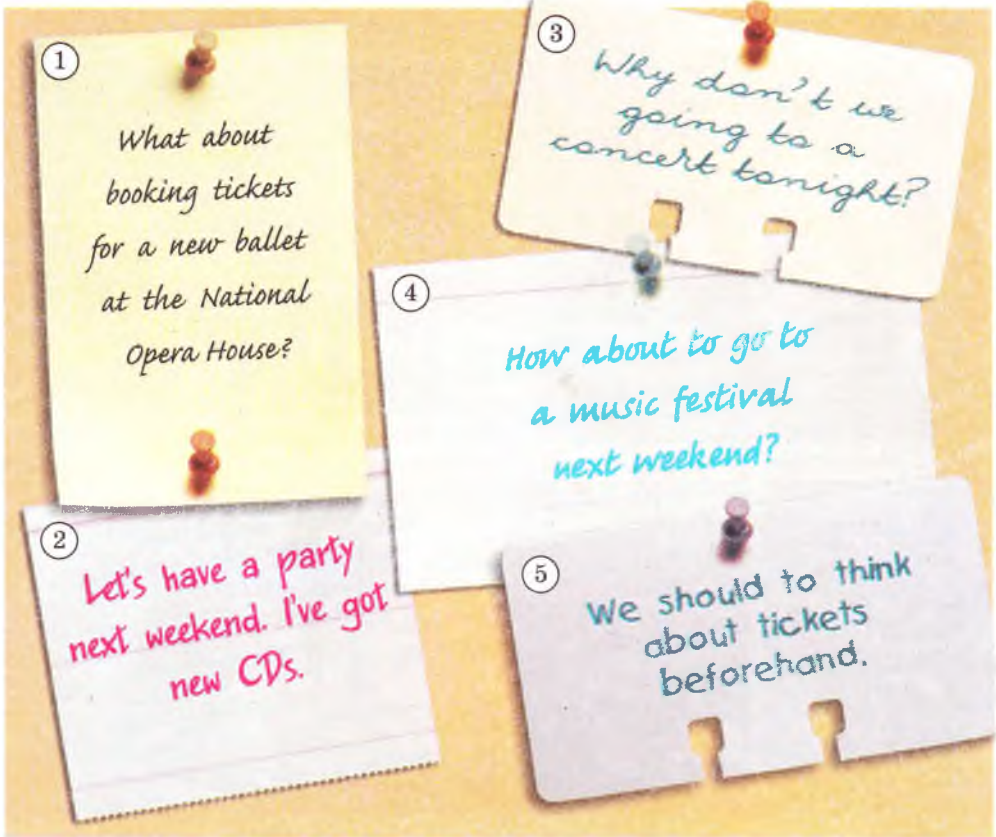
1. a) Listen to the dialogue and say which of the phrases from the list below the speakers use.

How about doing sth?
 I don't particularly like...
 I suggest you/we do sth
 I think we should...
 I'd (really) rather not...
 I'd prefer to...
 I'd rather...
 I'm afraid I can't...

I'm not (really) fond of...
 It's not my idea of...
 Let's do sth
 Thank you, but I have to...
 We/You could do sth
 What about doing sth?
 Why don't you/we do sth?
 Would you like to...

b) Some of the phrases in the above list are used to make suggestions, some of them — to refuse politely, and some others — to state preference. Sort out the expressions into these three groups.

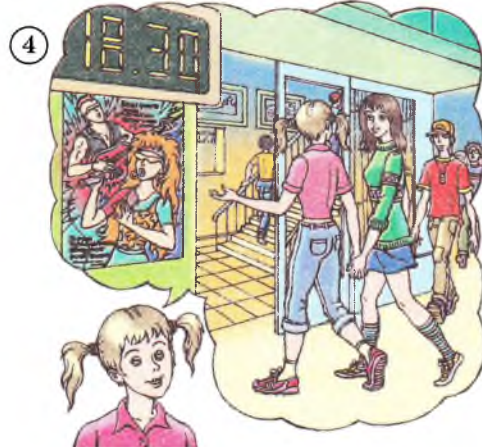
2. A family has a notice-board where all members of the family can leave messages. Some of them have mistakes. Which sentences do not have mistakes? What is the correct variant for the sentences with mistakes?



3. Read the dialogue and fill in the gaps with the phrases from the list in Ex. 1.

- Sam: Hi, Lee! ... to the philharmonic hall tomorrow.
 Lee: No, ... classical music. I think it's boring.
 Sam: Then ... go to a jazz concert?
 Lee: Good idea, Sam! ... invite Mark to go with us?
 Sam: Hi, Mark! We're going to the jazz concert tomorrow. ... come with us?
 Mark: Jazz concert? No, I don't want to go. ... a rock festival.
 Sam: Rock festival sounds fun! Hey, Mark, since you live near the box office, ... pick up the tickets for us? We'll pay you back tomorrow.
 Mark: Well, okay, but you have to pay me back. What tickets ... get?
 Lee: ... too far from the stage. It's not fun.
 Mark: I agree with Lee. ... be closer to the stage at rock concerts.

4. Look at the pictures. What are these people saying to each other? Reproduce their conversation. Use the phrases from the list in Ex.1.



6

Writing Corner

1. Have you ever watched a concert *live*, on TV or on video? Tell the class about it using the words and word combinations below to help you.

E.g. *I saw a Viacheslav Vakarchuk's concert last month. The music was brilliant but the special effects were disappointing.*

the music, the singing, the guitar solos, the drums, the lighting, the special effects, the stage design, the sound, the songs, the words, the performance, boring, brilliant, exciting, fantastic, poor, quite good, really loud, disappointing, spectacular, clear

2. a) Read the concert review and match the names of its parts with the paragraphs given after the review.

1. On Friday night I had the great pleasure of attending a performance by Joel Plaskett — and what a concert it was! Attended by a few hundred

excited people, it was a very enthusiastic concert, and a ton of fun. The concert started just past 9:30 pm, and it ended around 11, with the band selling T-shirts and CDs.

2. Around 9:15, a few others and I went over to the concert stand to find a good place to watch the concert from. It turned out that a lot of other people had been thinking the same way, as the stands were all packed, and many people were already crowded in front of the stage to watch.

3. When Joel walked out on stage with the rest of his band, it was pretty awesome¹! They all seemed to really get into the music and the performance, they made it fantastic and they interacted with the audience. Joel seemed to get really into the singing, with lots of actions and making many comments before, after and during his songs.



JOEL PLASKETT WITH HIS GROUP

4. Although the auditorium was cold and the sound was sometimes poor, the audience really loved the concert. Lots of people in the crowd were obviously real fans and they knew the words and they sang along to nearly every song.

5. After his performance was finished, loads of people stayed even longer to buy T-shirts or some of his music, and to get autographs and pictures. He was really good about it, and it was cool to learn about

some of his upcoming performances around here. I must say, this was a great way to spend a Friday night, and I greatly enjoyed listening to his music live.

A Audience reaction

B End of the concert

C General information

D Start of the concert

E The performance

b) Read the review again and discuss the following.

1. Did the reviewer like the concert? Why or why not?
2. How did the audience react to the singer?
3. What things about the concert were not very good?
4. Would you like to go to a Joel Plaskett's performance? Why or why not?

3. Listen to some concert reviews and match them with the corresponding pictures.



¹ a w e s o m e — / 'b : s ə m / causing fear and respect



4. Look at the notes from the concert and talk about it. Give general information, describe its beginning, the performance and your reaction to the music, sound quality, lighting and special effects. Say what the audience reaction was and how the concert ended.

type of music	a six-man a cappella ¹ ensemble
group/singer	Pikkardiiska Tertsiia
time/place	October 7, 2007; Palats Ukraina
performance	fantastic, well-thought
music	ancient and folk, brilliant
lyrics	love, friendship, humour
sound quality	excellent
lighting/special effects	quite good
audience reaction	singing along, dancing

7

Project

- Choose one of the projects from the list or think of your own one.
 1. Analysing musical tastes of different generations.
 2. Preparing a presentation about a musical genre.
 3. Designing *My/Our Favourite Musician* poster.
- Decide how you are going to do the project: alone, with a partner or in a group.
- Do the project and then present it to the class.
- Discuss the presentations.

¹ a cappella /,ɑ:kə'pelə/ ensemble — a group singing without instrumental accompaniment

Useful information

If you have chosen the first project, do the following:

- Find out musical tastes of people of different generations: your friends, elder brothers and sisters, parents and grandparents. You can do a survey using the questions of Ex. 1 from the WB.
- Present the information you get in the form of graphs or tables on posters.
- Analyse the information you have got. Do music tastes have something to do with age? Do tastes in music change during a person's life? Why?

If you have chosen the second project, do the following:

- Choose a musical genre. It can be your favourite genre or some other which people don't know much about.
- Find out when this genre appeared, where and, probably, why. What is specific for this musical genre? Who are the representatives of this genre (individual musicians or groups, top international representatives and local artists)? Is it associated with any special clothes? Are there any festivals? Where and when do they take place? How popular is this genre?
- Find samples of music of this genre and pictures to illustrate your presentation.

If you have chosen the third project, do the following:

- Gather information about your favourite musician (biography, education, musical genre, participation in contests, musical instruments they play, other occupations they have, hobbies, fan clubs and their activities, etc.)
- Find different pictures of the musician and samples of their music.
- Design a poster which will present all the information you have gathered. Prepare the presentation of the information illustrating it with samples of music.

If you have chosen to do your own project, you can ask your teacher for advice when you have any problems. Good luck!

STUDY SKILLS

Manage Your Time Better

1. Record where your time's going now.

Use a notebook, diary or weekly planner to realistically keep track of how you use your working hours for one week. The results will probably surprise you.

2. Start looking forward.

The next step is to start using your notebook to do some planning ahead. If you get eight hours sleep a night, you have 112 hours per week to do everything you need to do. That includes going to class, eating, athletic events, social activities, dressing and undressing, time spent travelling between places, studying, student organizations, telephone and Internet time, etc. Be sure to schedule time for all these in your 112 hours. Then try sticking to your schedule for a week. This should give you a good idea of what your real priorities are!

3. The magic two-letter word.

After you schedule your time, you need to learn to say NO to things outside your schedule. For example, saying NO to going out because you need to get

your homework done. Realize that turning down an invitation doesn't mean you'll never be asked to do something again. Making a decision based on what you know is best for you at the time, leads to greater respect from your friends.

4. No phone calls, please.

Stay away from the telephone when you're trying to get work done. If it's really important, they'll call back.

5. Be a calendar person.

Use a monthly calendar to help you plan out your study time on a weekly schedule. At the beginning of each school term, spend an hour with your calendar to enter all important dates. Then decide how much time you need to prepare for each of these. For example, if your history paper is due the eighth week of the term and it usually takes you four weeks to write a paper, start work on the paper the second week. You'll be surprised how well you're using your time and how much better your grade will be when you're not under pressure.

6. Don't forget time for studying.

Be sure to schedule time in your planner for study breaks. Your brain works best when it has enough oxygen, which means taking a break now and then. A good system is to work for 45 minutes and then break for 15. But watch yourself — more than 15 minutes is more than a break!

7. It's not so bad!

If you're not used to managing your time, you may be thinking "If I do this I will be a slave to my calendar!" That's a normal reaction. But the truth is, planning your time this way actually leads to a greater sense of freedom and achievement because you're IN CONTROL of your life. That's all time-management is managing your life more effectively (and wearing a watch!). By following these suggestions, you'll be happier, more satisfied, and more productive. Try it!

8

Grammar Corner

Read a short abstract from *The Sign of Four* by Arthur Conan Doyle (Paragraph A). There is a lot of dialogue in it, which we call *direct speech*. Compare it with Paragraph B, which describes the same conversation in indirect speech. Pay attention to the words in bold type. Do the tasks and answer the questions on p. 124.

A.

"I have come to you, Mr Holmes," Miss Morstan said, "because you once helped my employer, Mrs Cecil Forrester. She was much impressed by your skill."

"Mrs Cecil Forrester," Holmes repeated thoughtfully. "The case, as I remember it, was a very simple one."

"She did not think so. But at least you cannot say the same of mine. I can hardly imagine anything more strange than the situation in which I find myself."

"State your case," said Holmes in business tones.

"You will, I am sure, excuse me," I said, rising from my chair.

“If your friend,” the girl said, “would be good enough to stop, he might be of service to me.”

I sat back into my chair.

“Briefly,” she said, “the facts are these...”

“The date?” asked Holmes, opening his notebook. “His luggage?” “Had your father any friends in town?”

B.

Miss Morstan **explained** that she had come to Mr Holmes because he once had helped her employer, Mrs Cecil Forrester. She **added** that Mrs Forrester had been much impressed by his skill. Holmes **repeated** the name and **added** thoughtfully that the case as he remembered it was a very simple one. The young lady **argued** that he couldn't say the same of hers. She **exclaimed** that she could hardly imagine anything more strange than the situation in which she found herself. In business tones, Holmes **invited** her to state her case.

Watson rose from his chair and **excused** himself. But the girl **stopped** him and **added** that he might be of service to her. Watson sat back in his chair.

The girl **described** the facts briefly. Opening his notebook, Holmes **inquired** about the date, the luggage and if her father had had friends in town.

1. Note all the cases when the verb tense was changed. What are those changes? Why did they take place?
2. Note all the cases when personal pronouns and adverbs of time or place were changed. What are those changes? Why did they take place?
3. Find all the statements, general and special questions changed into indirect speech. What changes do you observe?
4. Look at the words in bold type. What parts of speech are they? Are there such words in the original conversation? What is their function in reported speech? (See Grammar Reference, §7.)

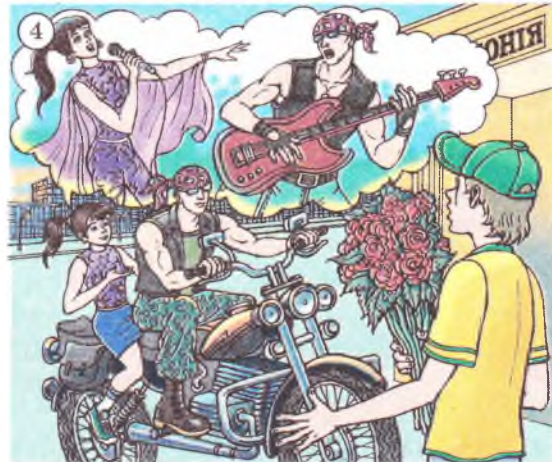
2. a) Read the following sentences and match them with the introductory verbs that best suit each of them.

- | | |
|--|------------|
| 1. A policeman to Christopher: “Stop shouting.” | a. agree |
| 2. Anna to Janet: “Don't forget to sign the form.” | b. admit |
| 3. Daughter: “Oh, all right. I'll do the washing-up.” | c. advise |
| 4. A doctor to a patient: “You should go to bed.” | d. ask |
| 5. A man to a robber: “No, I will not give you my money.” | e. invite |
| 6. Martin to Nancy: “Did anyone ring me an hour ago?” | f. promise |
| 7. Mother to her kid: “I'll punish you if you don't behave.” | g. refuse |
| 8. Robert: “What time will the office close this evening?” | h. remind |
| 9. Simon to Susan: “Would you like to join me for lunch?” | i. tell |
| 10. Tessa: “It was me. I ate all the cake yesterday.” | j. wonder |

b) Change the above sentences into indirect speech using the chosen verbs.

3. Look at the pictures, imagine what the people are saying to each other and report their conversations using the appropriate introductory verbs from the box.

explain, say, invite, wonder, refuse



9

Test Yourself!

1. Read the text. There is a mistake in almost every line. Correct it. If there is no mistake in the line, put a tick (✓) next to the number of the line (do it in your exercise book). Get one point for each correct answer.

1 Wolfgang Amadeus Mozart was born in Salzburg, Austria. Mozart's
2 father, Leopold Mozart, was one of Urope's leading musical teachers. He was
3 a successful compose of instrumental music. Leopold gave up composing
4 when his son's outstanding musical talents became clear. Leopold, proude of
5 Wolfgang's achievements, gave him intensive musikal training, including

6 instruction in clavier, violina, and organ.
7 Leopold was Wolfgang's only teacher in his
8 earliest years.
9 Later, his familie made several European
10 jorneyes in which the children were shown as
11 phenomenal. During those trips, Mozart meet
12 a lot of musishians and got acquainted with
13 the warks of other composers.
14 Mozart enjoyed billiards and dancing. He
15 kept pets (a canary and a dog), and a hors for
16 riding. Wolfgang worked very hard. Wen
17 compousing, he often made sketches and
18 drafts but they haven't been keep.



2. Say if the following statements are true or false. Get one point for each correct answer.

1. Wolfgang Amadeus Mozart was born in Austria.
2. His father was a writer.
3. Leopold Mozart gave proper musical training to his son.
4. Wolfgang Amadeus Mozart learned to play a musical instrument in his earliest years.
5. He was trained by a great number of musicians.
6. He travelled a lot during his life.
7. Mozart worked very hard but in his free time he enjoyed dancing, billiards, horse riding and other entertainments.
8. He kept parrots.
9. Mozart used to draw when composing.

10

Reading Corner

Read the story and do the tasks in the Workbook.

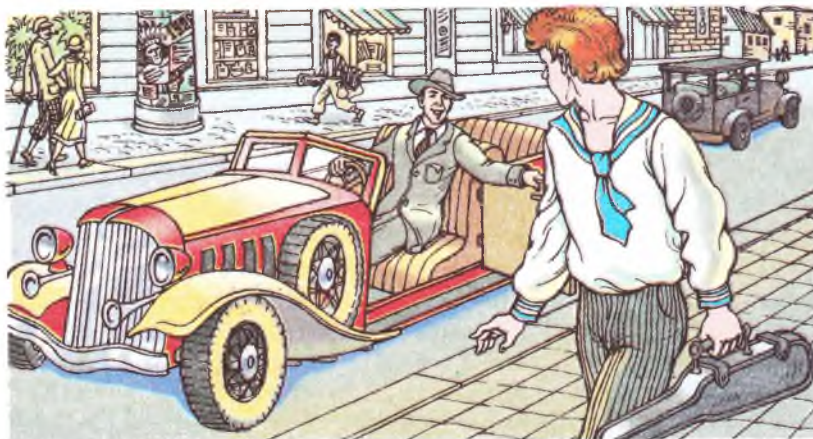
The Young Musician; OR, Fighting His Way

(after Horatio Alger, Jr.)

Chapter XXI

1. Philip walked along the road thinking about how good last day had been. Now he had three dollars in his pocket. Three dollars was not a very large sum, to be sure, but to Philip it seemed very important. Besides, he had discovered in his violin a source of *income*, while before he had looked upon it only as a source of pleasure. This made him feel more independent.

He had walked perhaps two miles, when he heard a strong voice calling "Hello!" Turning, he saw that a young man was looking toward him. "You're the boy that played for a dance last night!" said the newcomer. "Yes, sir." "Then you're the one I want to see. Jump in, and we'll talk as we are going along." Philip had no objection to a ride, and he accepted the invitation.



The driver was a young man of pleasant manners. "Are you engaged for this evening?" he continued. Philip became interested. Was it possible that he was to have an opportunity of making some more money through his faithful friend, the violin? He didn't think it was good to show the happiness he felt, and answered, in a matter-of-fact tone, "No, I have no *engagement* for this evening." "I'm glad of it," responded the young man, well-pleased. "You see, we had planned to have a dance, but Mr Beck is sick, and we thought we'd have to give it up. One of my neighbours was over last evening and heard you play, and he thought maybe we could invite you." "I shall be glad to play for you," said Philip politely. "What are your *terms*?" asked his companion. "Three dollars." "That's satisfactory. I'll engage you."

2. He was pleasantly received and hospitably entertained at the house of Mr Blake, and about quarter of eight started out for the hall, at which he was to play, in company with his host and hostess. As they approached the hall, a young man came to them with a confused face. "What do you think, Andrew?" he said. "Paul Beck's in the hall, as mad as a hatter¹, and he declares he'll play himself. He says he was engaged, and no one shall take his place."

They entered the hall, which was already well filled. At the head of the hall, in the centre of a group, stood a tall, thin man, dressed in formal black, with a violin under his arm. His face, which looked like that of a sick man, was marked by an angry expression, and this, indeed, was his feeling. The fact was that Paul Beck was jealous of his reputation as a musician. When he heard that another musician had been engaged in his place, he got angry. He decided to permit no one to take his place in his own town. Paul Beck stood in angry impatience awaiting the arrival of his opponent.

Philip followed Andrew Blake up to the central group. "Who is it, I say," Mr Beck was inquiring, "that engaged another musician?" "No one, sir," answered Andrew Blake firmly. "I engaged a musician to play this evening, but it was not in your place, for you had sent us word that you could not appear." "Where is he, I say?" continued Paul Beck. "Here he is," replied Blake, moving toward our hero, who felt that he was placed in an *awkward* position. "Why, he's only a baby!" said Beck, studying our hero disapprovingly. "He isn't as old as you are, Mr Beck," said Andrew Blake, "but you'll find he understands his business."

¹ as mad as a hatter — furious

“I certainly didn’t expect you to get a child in my place,” said Paul Beck. “You engaged me to play to-night, and I am ready to do it.”

Andrew Blake felt the difficulty of his position, but he did not mean to leave the boy-musician whom he had engaged. “Mr Beck,” he said, “this young man is engaged, and we have no right to break the engagement.”

Philip, who had felt the awkwardness of his position, had made up his mind what to do. The three dollars he expected to *earn* were important to him, but he didn’t care to make trouble. “I have been engaged, it is true,” he said, “but if Mr Beck wants to play I will give up my engagement and stay and hear him.” “No, no!” exclaimed several. “Mr Gray, you were regularly engaged,” said one of the committee. “That’s true,” answered Philip, “but since Mr Beck seems to feel so bad about it, I will *give way* to him.” He spoke manfully¹, and there was no sign of weakness about him.

3. There was a little consultation among the committee. Finally, they announced their decision through Andrew Blake. “We are not willing to break Mr Gray’s engagement wholly,” he said, “but we propose that he and Mr Beck shall divide the evening’s work between them — each to receive half the usual compensation.” There was applause, for it seemed to be a suitable compromise, and would let the company compare the qualities of the musicians. “I agree,” said Philip quickly. “What do you say, Mr Beck?” asked Andrew Blake.

Now, Paul Beck felt sure that Philip was only a beginner, and that he, as an experienced player, could easily beat him, and thus gain a triumph which would be very pleasing to his pride. “I have no objections,” he said. “If you want to give the boy a chance to practice a little, I am willing.”

The committee was much pleased and it was arranged that Mr Beck should play first. The old musician played, in a *confident* manner, a familiar dancing-tune, accompanying his playing with strange movements, supposed to express feeling. It was a good performance, but mechanical, and did not show anything but very ordinary talent. When Paul Beck had completed his task, he looked about him, as if to say, “Let the boy beat that if he can,” and sat down.

Philip had listened to Mr Beck with attention. He wanted to learn how powerful an opponent he had. What he heard did not alarm him, but rather gave him confidence. When Paul rose and stood before this audience, violin in hand, he certainly presented a strong contrast to his competitor. Paul Beck was a tall, thin man, dressed in formal black, his face of a pale, sickly colour. Philip was of normal height, for his age, with a bright, expressive face, his hair of a brown shade, and looking the very picture of boyish health. His appearance made a pleasant impression upon those present. “He’s a nice-looking boy,” thought more than one, “but he looks too young to know much about the violin.”

4. But when Philip began to play, there was general surprise. In a dancing-tune



¹ manfully — bravely

there was not much chance for showing talent, but his delicate touch and perfect mastery of his instrument were immediately clear. In comparison, the playing of Paul Beck seemed wooden and mechanical. When Philip had finished his first part of the program, he was *saluted* by enthusiastic applause, which he accepted by a modest and graceful bow.

Paul Beck's face, as his young opponent continued his playing, was an interesting study. He was very unpleasantly surprised. He had made up his mind that Philip could not play at all, and he could hardly believe his ears when he heard the sounds which Philip produced from his violin. He secretly agreed that Philip even now was better than him, and in time would leave him so far behind that there could be no comparison between them. It was not a pleasant discovery for a man who *had prided* himself for many years on his superiority as a musician. When he heard the applause that followed Philip's performance, and remembered that none had been called out by his own, he decided that he would not play again that evening. He did not like to risk the comparison which he was sure would be made between himself and Philip.

So, when Andrew Blake came up to him and asked him to play for the next dance, he shook his head. "I don't feel well enough," he said. "I thought I was stronger than I am." Half an hour later he left the hall.

The opinions expressed when Philip started playing were repeated again and again, as the evening went on. "I tell you, he's a regular genius!" one enthusiastic admirer said to his companion. "That's so. He's smart, and no mistake."

When the dancing was over, Andrew Blake approached Philip and said: "Mr Gray, some of us would like to hear you play something else, if you are not tired — not a dancing-tune." "I shall be very happy," answered Philip. He spoke sincerely, for he saw that all were pleased with him. He paused a moment in thought, and then began to play the "Carnival of Venice," with variations. It had been taught him by his father, and his performance was all that could be desired. "Beautiful! Beautiful!" exclaimed the young ladies, while their partners pronounced it "tip-top" and "first-rate," by which they probably meant very much the same thing.

The evening was over at last, and again Philip received three dollars. His first week had certainly been unexpectedly successful. "This is better than staying in the Norton Poorhouse!" he said to himself.



- 1 a) Look at the pictures below. Do you know what places they are? What do you know about these places? Have you ever been there? Match the pictures with the names of places below.



- A Chersonesos
- B Khotyn Fortress
- C Kamianets-Podilskyi Historical Complex
- D Khortytsia
- E St Sophia Cathedral
- F Kyievo-Pecherska Lavra
- G Sofiiivskyi Park

b) Listen to the text and fill in the table in Ex. 1 from the WB.

c) Discuss the following questions.

1. Which of the sites is the oldest in history?
2. Which of them is the youngest?
3. How many of the sites are in Kyiv?
4. How many of the sites are connected with religion?
5. How many of the sites are connected with wars?

2. Three objects from the *Seven Wonders of Ukraine* nomination list got special nominations. Read their descriptions and match each of the places described with the nomination and its picture.

Ostroh is a historic town in the Rivne oblast of western Ukraine. It was first mentioned in 1100, as a fortress. Since the 14th century, it was the seat of the powerful Ostrogski princely family, who developed their town into a great centre of learning and commerce. In the 16th century, first East Slavic books were printed there. Its sites include the ruins of the Ostrozkyi Castle on the Red Hill with a church and several towers. To the north-west from the castle, stand two sixteenth-century towers. There is also a fifteenth-century cathedral and other old structures.

Livadiia Palace was a summer residence of the last Russian tsar, Nicholas II, in Crimea. All four facades of the palace look different. The palace is built of white Crimean granite. It contains 116 rooms, with interiors in different styles. The Yalta Conference was held there in 1945, when the palace housed the apartments of Franklin Delano Roosevelt and other members of the American delegation. Today the palace houses a museum, but it is sometimes used by the Ukrainian authorities for international summits.

Built in 2000 in the town of Kolomyia, the central part of the museum has the form of an egg and is 14 metres high. It is the only **Pysanka Museum** in the world. This unique museum attracts tourists from all over the world. It's made of coloured glass and has no roof. The exhibits of the museum include more than 6,000 pysankas from all regions of Ukraine and also such countries as Sweden, the USA, Canada, France and India. Some of them were made as early as the 19th century.



- A a monument of modern Ukraine
- B a monument of modern history
- C a spiritual monument

3. a) Answer the following questions. (See Grammar Reference, §8.)

1. When is Present Perfect used?
2. How is it formed?
3. How is the passive voice of Present Perfect formed?

b) Fill in the gaps using the verbs in brackets in the appropriate tense form.

1. ... (you / ever / bake) your own bread?
2. ... (you / invite) to Andy's party?
3. A Roman pavement ... (just / find) under Oxford Street.
4. Martin ... (be) to Greece five times. He loves the place.
5. Of course I can ride a bike. But I ... (not / ride) one for years.
6. We moved here in 1993. We ... (be) here a long time now.

2 1. Read the information (given below the photos) about things that some famous musicians do to help other people. Then answer these questions:

Who of the celebrities...

1. created special charity organizations?
2. is worried about people's health?
3. performed for charity?
4. takes care of children's interests?
5. promotes a different kind of food and clothes?

STARS MAKING A DIFFERENCE



JUSTIN TIMBERLAKE

His foundation has joined forces with the American Music Conference, an organization that advocates for music education at a young age.



JAY-Z

The Jay-Z Scholarship Fund has partnered with the New York City Mission Society to raise funds for underprivileged city kids.



NELLY FURTADO

Nelly played at the Women Rock Girls and Guitars breast cancer awareness benefit.



ALICIA SILVERSTONE

Alicia modelled pleather (artificial leather) for People for the Ethical Treatment of Animals. She also contributed vegan¹ recipes to their celebrity cookbook.

2. Discuss the following questions.

1. Is charity necessary? Why?
2. Have you heard of other celebrities participating in charitable activities? What do they do?
3. Why do celebrities participate in charitable activities?
4. Are there charities² in your town? What do they do?
5. Have you ever done anything for charity? When was it? What did you do?
6. Would you like to participate in a fund-raising activity for charity? What would you like to do?

3. Read the text and choose the best title for each paragraph from the box on p. 134.

Charitable Activities at School

1. Charities need people. They need people to organize them, they need people to give donations and they need people to raise money. Raising money for charity is a great thing to do. It can also be great fun. But where do you start? One of the best places to start is at school. There are hundreds of people who will help you there. First you need to decide which charity you want to donate to. Then you need to get permission from your school. After that it's time to decide what events to organize.

2. The most common way of raising money in schools is by holding a sale. Are you good at cooking? Can you make a cake or some biscuits? Then why

¹ v e g a n — vegetarian

² c h a r i t y — *here* organization for helping the poor

not have a good sale? Agree on a date, time and place with your teachers. Make sure you've got enough helpers who will sell things and enough people who will make things. Then sell the home-made food to the other hungry children in your school.



3. And why not ask people who do not cook to make something else? Find people who are good at making jewelry or models out of clay. Then organize your group of creative students and set up an arts and crafts stall next to the cakes stall. You'll make lots of money for charity in this way.

4. And after all your hard effort why not have a concert? Find the best musicians and singers in your school. Find teachers who will organize it. Decide on a time and place. Charge an entrance fee and donate the money to charity. You can have great fun and raise money for a good course at the same time.

- A Raising money can be fun.
- B Eat good, feel good!

- C Planning is important.
- D Beauty will save the world.

4. a) Answer the following questions. (See Grammar Reference, §3 and 4.)

1. When is Future-in-the-Past used?
2. How is it formed?

b) Change the following sentences into indirect speech.

E.g. Lucas: *"We'll raise some money for charity during this festival".* → *Lucas said they would raise some money for charity during that festival.*

1. **Mark:** "I'll see you in the office."
2. **Emma:** "The conference will take place next week."
3. **Chris:** "Will you go to the cinema with me?"
4. **Doctor:** "You'll have to be here at three o'clock next afternoon."
5. **Emily:** "If I hear anything, I'll call you."
6. **TV host:** "It will be hot tomorrow."
7. **Mrs White:** "I'll stay at home next weekend."
8. **Debby:** "I'll meet him at the station and show him the way."
9. **Mother:** "I will buy that book for you."
10. **Grandma:** "I'll bake a cake for the party."
11. **Sam:** "I'll ask the teacher to explain the rule again to me."
12. **Jim:** "I will spend my holidays in Spain next summer."
13. **Vivian:** "I will receive a grant next year."
14. **Ted:** "They will combine lectures and practical classes for us."
15. **Susan:** "I will be able to study as close to home as possible."

1. Read, compare the information in the two columns and answer the questions.

Emma Watson is a British actress. She is famous for one thing — she plays Hermione, the goody-goody girl who is always top of the class in *Harry Potter*. Kids call such people swots. In informal British English it means *someone who spends too much time studying and seems to have no other interests* and is used in order to show disapproval. We ask: is Emma really like Hermione? Who's the bigger swot?



Hermione...

- always gets grade A in her school work.
- knows lots of big words and talks about clever things.
- is very serious. She studies all day.
- is afraid of failing an exam.
- has a crush on her teacher.

Emma...

- sometimes gets an A, but she's not good at maths, Latin and geography.
- sometimes doesn't understand long words Hermione uses.
- sometimes plays tricks on the other actors from *Harry Potter*.
- is afraid of spiders.
- has a crush on Brad Pitt.

2. a) Read some letters to the Problem Page. What advice can you give those people?

Dear Jellybean,

I have a major bad habit. Ever since I was in grade 2 (and I'm now in grade 9) I've had a problem with lying. I always lie to my friends, family, strangers ... everyone. And I really don't know why! I don't have a popularity problem, so it's not like I'm doing it to fit in. But my friends have brought it up and I still deny it. I don't want to be known as a liar. I would really like to stop. Please help me!!!

Kris

Dear Jellybean,

I need help with my parents. I recently became a vegetarian and at the beginning they said it was great. Now that I'm really not eating meat, they don't let me be one anymore. They are constantly telling me you need to eat meat. And I always say no, and they tell me if I don't, they aren't going to buy me what I need for school like backpack, uniform, etc. I'm so mad right now! They said if I want to be one, I have to be one at 18. I really don't know why. I eat a lot of veggies and breads. I eat basically everything including dairy products, except meat. How do I convince them?

Cathy

Dear Jellybean,

My parents never let me do anything! From going out in the evening to doing homework my life has to be scheduled, overlooked, monitored and controlled by them!!! I have tried talking to them but I get meaningless answers back. Please help!!!!!!

Desperate

b) Listen to the advice of a specialist. What problem is he talking about? Is the advice the same as yours? Do you think you'd follow such advice? Why?

3. a) Answer the following questions. (See Grammar Reference, §9.)

1. What does the modal verb *may* mean? When is it used? What form does it have in the past?
2. What does the modal verb *might* mean?
3. What is the difference between these two modal verbs?

b) Look at the devices and say what you think they are, what they are for and how they are used. Use *may* and *might* to express your suppositions.

E. g. *Number 1 has a microphone, so it may be some handsfree device used to connect mobile phones and personal computers for exchanging information.*



FAME SCHOOL FOR BRITAIN

The government is working together with rock stars like Pete Townshend and Carly Simon to start a school in south London for young people who want to be entertainers. The school, the first of its kind in the country, will give free training to Britain's singers, dancers and actors of the future. It will be similar to the school in the American TV series *Fame*, which shows the work of the High School for Performing Arts in Manhattan. In America, there are many schools like this, but here, in London, it is a big breakthrough. Britain's musicals are the best in the world. So it is important to train people who can dance, act and sing.

Britain's biggest record companies have promised £1 million to finance London's new *Fame* school. It is hoped that film and TV companies will also help. After long discussions the government has agreed to pay up to 60 % of the start-up costs.

The pupils, aged 13 to 18, will not only learn to sing and dance perfectly. Normal classwork will also play an important part in the timetable. Until at least the 5th form, the pupils will have to learn the usual school subjects. So there will be not only singing and dancing but also lessons in subjects like maths, English and PE.



The teenagers will not be allowed to specialise in one of the arts until they are 16. Pupils will start the day at 8 am and finish at 5 pm. There will be four terms a year and no summer holidays.

Eventually there will be 720 places at the school which will be open to pupils from a wide area of south London. The school does not offer boarding accommodation yet.

1. How does this school differ from regular schools?
2. Do you agree that there should be special schools for future stars? Why?
3. What things should be taught at such a school?
4. Are there such schools in your town? What do they teach except traditional subjects?
5. Would you like to study at such a school? Why? Why not?

2. Match the halves of these sentences.

- | | |
|---|---|
| 1. Most newspapers cover the same current | a. about genetic engineering the other day. |
| 2. There was an interesting news | b. coverage of pop music. |
| 3. <i>Rolling Stone</i> is the best magazine for in-depth | c. events every day of the week. |
| 4. I've just read in the tabloids a sensational | d. item in <i>The Times</i> today. It was all about extreme sports. |
| 5. I read a worrying feature | e. story about a UFO sighting. |

3. Tabloids write mostly about private lives of celebrities. They do so because people like to read about it. Celebrities, on the other hand, don't really like that their private lives become open to public. What do you think about it? In pairs, give your arguments *for* and *against* the problem. You can use the phrases below to help you.

aggressive paparazzi; can't escape from the press; can't stay alone;
government should stop interference in famous people's lives;
journalists follow everywhere; life is awful; readers have the right
to know the truth about idols; reading about the rich and famous
is amusing and helps to forget about problems;
the right to privacy

4. a) Listen to the text and say if the following statements are true or false.

1. The children-astronauts have finished their mission on Htrae.
2. Now they will return home.
3. They will never see or hear their new friends again and that makes them sad.
4. The two planets are discussing possibilities for co-operation in different areas.
5. People on Earth are afraid of having a contact with aliens and talk about it in all mass media.

b) Discuss the following questions.

1. What do you think will happen with the children-astronauts in the future?
2. How long are they going to travel in space?
3. When will they be able to return home?
4. What will they do when they return on their own planet?

5. a) Answer the following questions. (See Grammar Reference, §10.)

1. What do the words and word combination **till**, **until**, **if**, **as soon as** mean?
2. What are they used for?
3. What tense form is used in the sentences with them?

b) Use the verbs in brackets in the correct tense form.

1. If you (*say*) that again, I (*scream*).
2. Ann (*be*) sorry if Helen (*not come*).
3. I (*miss*) you if you (*go*) to Wales.
4. You (*stay*) here until the plane (*take off*)?
5. As soon as I (*arrive*), I (*phone*) you.
6. I (*open*) the window as soon as it (*stop*) raining.
7. I (*wait*) till you (*finish*) this report.
8. If you (*get*) there first, keep a seat for me.
9. You can stay here till the doctor (*invite*) you.
10. I (*bring*) the dish as soon as it (*be*) ready.

§ 1. Use of Articles with Geographical Names

1. Назви материків, островів, країн, міст, сіл, вулиць та площ вживаються без артикля:

Africa, Prince Charles Island, Ukraine, London, Popivka, Shevchenko Street, Main Square

Але: назви країн, якщо в цих назвах є загальний іменник (*states, kingdom, republic*), вживаються з означеним артиклем:

the United States, the United Kingdom, the Irish Republic

Назви груп островів теж уживаються з означеним артиклем:

the British Isles, the Indonesian Islands

2. Назви гірських хребтів уживаються з означеним артиклем:

the Carpathian Mountains, the Crimean Mountains

Але: назви гірських вершин вживаються без артикля:

Everest, Hoverla, Ben Nevis

3. Назви океанів, морів, річок, долин, пустель, озер вживаються з означеним артиклем:

the Atlantic Ocean, the Black Sea, the Dnipro (River), the Severn Valley, the Great Sandy Desert, the Svitiaz

Але: назви озер уживаються без артикля, якщо назві передує слово *Lake*:

Lake Ontario, Lake Huron

4. Назви сторін світу вживаються з означеним артиклем:

the west, the east, the south, the north

§ 2. The Passive Voice

1. Пасивний стан дієслова вживають тоді, коли інформація про саму дію є важливішою, аніж інформація про те, хто її виконав. Виконавця дії не називають, якщо:

а) він невідомий:

*Several pictures **were stolen** from the museum.*

б) інформація про виконавця дії не є важливою:

*In the Institute, the experiment **was completed** in time.*

в) з контексту зрозуміло, хто виконує дію:

The tooth was filled immediately.

2. Якщо інформація про те, хто виконав дію, є важливою, то виконавець дії може бути названий, і тоді іменник або займенник, що позначає виконавця, вживається з прийменником **by**:

The party was cancelled by the headmaster.

Питальні речення про виконавця дії утворюють так: *Who / What... by?*:

Who was this large juicy hamburger made by?

What is most of the territory of Polissia covered by?

3. Іменник, що означає знаряддя виконання дії, вживається з прийменником **with**:

The room was lit with candles.

The cup is filled with milk.

Питальні речення про знаряддя виконання дії утворюють так: *What... with?*

4. Пасивний стан дієслова утворюється за допомогою допоміжного дієслова **to be** (*am, is, are, was, were, have been, has been, will be*) + 3-тя форма смислового дієслова:

The hotel is highly recommended. (Present Simple)

The cake was soon finished off by the kids. (Past Simple)

You will be allowed to have 50 hrn during the trip. (Future Simple)

Arrangements have already been made for our trip to Lviv. (Present Perfect)

5. Деякі дієслова утворюють пасивний стан двома способами. Це ті дієслова, що можуть мати два додатки (*ask, bring, tell, send, show, teach, promise, offer, give, pay, buy, throw, write, sell, allow, feed, pass, post, read, take* та деякі інші):

During my holidays, I was offered a job in a summer camp.

During my holidays, a job in a summer camp was offered to me.

§ 3. Direct and Indirect/Reported Speech

1. Пряма мова (**direct speech**) — це дослівно відтворене мовлення особи, про яку розповідають:

The alpinists say, "We want to climb the mountain."

Непряма мова (**indirect / reported speech**) передає зміст сказаного або написаного, але не точні слова:

The alpinists say (that) they want to climb the mountain.

2. Оскільки те, що сказано однією людиною, в непрякій мові передається іншою людиною в іншому місці та в інший час, деякі слова і словосполучення змінюються так:

Direct speech	Indirect/reported speech
I	he/she
my	his/her
we	they
our	their
here	there
now	at that moment/then
next	the next
today	that day
yesterday	the day before/the previous day
tomorrow	the next day
this (week, year)	that (week, year)
last (week, year)	the (week, year) before/the previous (week, year)
an hour ago	an hour before
the day before yesterday	two days before
the day after tomorrow	two days later

3. У непрямій мові після дієслів *say* і *tell* може вживатися сполучник *that*:

He said (that) he didn't want to argue with his friends.

She told us (that) she had made many new friends in the camp.

Зверніть увагу, що ми вживаємо *tell*, коли хочемо назвати особу, до якої звертаються. Якщо цю особу не називають, то вживається дієслово *say*. Іноді після дієслова *say* також називають особу, до якої звертаються, і тоді після цього дієслова вживається прийменник *to*. Порівняйте:

Direct speech	Indirect/reported speech
<i>She said, "I can't drive."</i>	<i>She said (that) she couldn't drive.</i>
<i>She said to me, "I can't drive."</i>	<i>She said to me (that) she couldn't drive.</i>
<i>She told me, "I can't drive."</i>	<i>She told me (that) she couldn't drive.</i>

4. Якщо при перетворенні прямої мови в непряму дієслова, що вводять непряму мову, стоять у минулому часі, то відбуваються зміни часових форм усіх дієслів:

Present Simple

"He likes walking," she said.

→

Past Simple

She said he liked walking.

Present Continuous

"He is watching TV," she said.

→

Past Continuous

She said he was watching TV.

Present Perfect

"He has just left," she said.

→

Past Perfect

She said he had just left.

Past Simple

"I was early for the meeting," she said.

→

Past Simple/Past Perfect

She said she was/had been early for the meeting.

"He left an hour ago," she said.

She said he had left an hour before.

Future Simple

"He will be back in an hour," she said.

→

Future-in-the-Past

She said he would be back in an hour.

Зверніть увагу, що в останньому реченні, де переказують слова особи стосовно майбутнього, Future Simple змінюється на Future-in-the-Past — майбутній час з точки зору минулого. У цій часовій формі замість допоміжного дієслова *will* вживається допоміжне дієслово *would*.

5. При перетворенні прямої мови в непряму дієслово залишається у Present Simple, якщо те, про що говориться, не змінюється з плином часу:

He said the Earth is a planet.

She told me God is love.

6. Якщо в прямій мові зазначено дату минулої події, то при перетворенні її в непряму Past Simple не змінюється:

"I finished school in 2006," she said.

She said she finished school in 2006.

§ 4. Indirect/Reported Orders and Requests

При перетворенні в непряму мову речень, що виражають наказ або прохання, наказовий спосіб дієслова замінюється інфінітивом. У заперечній формі перед дієсловом ставиться частка *not*. Дієслово *say* замінюється дієсловами *ask, tell, order* або їхніми синонімами:

"Come back in time," Mum said.

Mum asked me to come back in time.

"Get ready for the quiz," the teacher said.

The teacher told us to get ready for the quiz.

"Don't go out for at least three days," the doctor said.

The doctor ordered me not to go out for at least three days.

§ 5. Modals in Reported Speech

1. При перетворенні у непряму мову речень з модальними дієсловами останні змінюються так:

can → *could* / *would be able to* ("I can do this sum in five minutes," John said. → John said he could do that sum in five minutes.)

may → *might* / *could* ("Mark may be in the swimming pool now," Erik said. → Erik told us that Mark might be in the swimming pool at that moment.)

will / shall → *would* ("You **shall** do the washing-up first," my sister said. → My sister **warned** me that I **would** do the washing-up first.)

needn't → *didn't need to / didn't have to / wouldn't have to* ("You **needn't** do the project for tomorrow," the teacher said. → The teacher said we **didn't have to** do the project for the next day.)

must → *had to / must* ("We **must** hurry up not to miss the train," Brett said. → Brett told us we **had to / must** hurry up not to miss the train.)

2. При відтворенні непрямою мовою модальні дієслова **would, could, should, might** залишаються без змін:

"You **should** work more," the tutor said. → The tutor said I **should** work more.

"I **could** take fine photos in London," my friend said. → My friend told me he **could** take fine photos in London.

§ 6. Indirect / Reported Questions

1. Питальні речення, відтворені непрямою мовою, називаються **непрямими запитаннями (indirect, or reported, questions)**. Непрямі запитання, на відміну від прямих, мають такий самий порядок слів, як і стверджувальні речення. В кінці непрямого запитання ставимо крапку. Допоміжні дієслова **do, does, did** не вживаються. Для введення непрямих запитань вживаються дієслова **ask, wonder**, а також вираз **want to know**:

What TV programmes do you watch? → He **asked** what TV programmes I watched.

Did you get an e-mail from your friend yesterday? → He **wanted to know** if I got an e-mail from my friend the day before.

What topic are they going to focus on in today's editorial? → She **wondered** what topic they were going to focus on in that day's editorial.

2. При відтворенні непрямою мовою загальних запитань вживають сполучники **if** і **whether**:

Did you watch the documentary about Africa on TV last night? → He **asked** if I watched the documentary about Africa on TV the previous night.

Have you worked in mass media? → The director **asked whether** I had worked in mass media.

3. При відтворенні непрямою мовою спеціальних запитань вживають питальні слова **when, what, why, which, how, where**:

When is the game show starting tonight? → He **asked when** the game show was starting that night.

Which of these feature articles is his? → She **wondered which** of those feature articles was his.

4. Непряме запитання вживають також у питальному реченні — з а п и т у в а н н і і н ф о р м а ц і ї. Таке питальне речення зазвичай починається фразою *Could you tell me...* або *Do you know...*:

Could you tell me what local newspaper this newsstand sells?

Do you know who the author of this comic strip is?

Could you tell us where the editorial office is?

Do you know how the new antivirus program works?

§ 7. Reporting a conversation. Introductory verbs and phrases in reported speech

1. У діалогах і полілогах висловлювання можуть бути стверджувальними, питальними, заперечними або спонукальними реченнями. Тому при відтворенні діалогу чи полілогу непрямою мовою вживають відповідно дієслова *say/tell, ask, order*. Щоб урізноманітнити текст, який дістаємо після відтворення діалогів непрямою мовою, а також охарактеризувати співрозмовників, вживають і інші дієслова або фрази:

Verbs and phrases	Direct speech	Indirect / reported speech
agree	Yes, I'll do it again.	He <u>agreed</u> to do it again.
offer	Would you like me to drive you home?	He <u>offered</u> to drive me home.
admit	All right, I haven't done my homework.	He <u>admitted</u> he hadn't done his homework.
promise	I'll pay for you next time.	He <u>promised</u> to pay for me next time.
refuse	No, I won't tell you her secret.	He <u>refused</u> to tell me her secret.
advise	You should have a rest.	She <u>advised</u> me to have a rest.
allow	You can use my phone.	She <u>allowed</u> me to use her phone.
invite	Come to our new place.	They <u>invited</u> me to come to their new place.
remind	Don't forget to turn the lights off.	He <u>reminded</u> me to turn the lights off.
warn	Don't touch the hot kettle.	She <u>warned</u> me not to touch the hot kettle.
ask	Please close the door.	He <u>asked</u> me to close the door.
order	Come here now.	She <u>ordered</u> me to come to her at once.
exclaim	It's a tragedy!	He <u>exclaimed</u> that it was a tragedy.
argue	But I saw it myself.	She <u>argued</u> that she had seen it herself.

inquire	How is your mother?	She <u>inquired</u> me about my mother.
wonder	Where can she be?	He <u>wondered</u> where she could be.
want to know	How can I get to the central square?	She <u>wanted to know</u> how she could get to the central square.
apologise	I am sorry for being late.	She <u>apologised</u> for being late.
beg	Please, please give me your player.	She <u>begged</u> me to give her my player.

2. Після дієслів або фраз, які вводять непряму мову, можуть вживатися інфінітив, іменник або підрядне речення:

He promised to help me.

He promised his help to me.

He promised that he would help me.

3. Для зв'язку речень у непрякій мові вживають слова і фрази *add, then, and, so, but, go on to say, etc.*:

"I'm sorry for being late. There was a traffic jam." → She apologized for being late and added that there was a traffic jam.

§ 8. Present Perfect (Active and Passive Voice)

1. Present Perfect вживається для вираження дії, яка відбулася до моменту мовлення і результати якої можна побачити або відчутти:

Look! I have packed my bag.

She has been very ill, but now she's out of danger.

2. Present Perfect вживається також для вираження дії з досвіду людини, тобто того, що відбулося до теперішнього моменту:

He has travelled round the world.

They have shown this sitcom on TV.

3. Для утворення Present Perfect Active вживається допоміжне дієслово *have* і 3-тя форма основного дієслова. Для утворення Present Perfect Passive вживається допоміжне дієслово *have* у формі пасивного стану (*have been*) і 3-тя форма основного дієслова:

He has introduced himself already. (Present Perfect Active)

He hasn't been introduced to me yet. (Present Perfect Passive)

Several metro lines have been built in Kyiv. (Present Perfect Passive)

§ 9. May and might

Модальне дієслово *may* виражає:

- дозвіл: *May I come in?*
- можливість або припущення: *They may be late because of the traffic jam.*

Форма *might* вживається для висловлення невпевненості:
They might be late, so let's start working not to lose time.

§ 10. As soon as, till, until and if

1. Сполучники *till, until*, а також словосполучення *as soon as* вживаються для приєднання підрядних речень часу:

I will be doing the work till you come.

I will stay here until you let me go.

I will come as soon as I have time.

Зверніть увагу, що в підрядних реченнях для позначення майбутньої дії вживається дієслово в Present Simple.

2. Сполучник *if* вживається для приєднання підрядного речення умови. В останньому для позначення майбутньої дії теж вживається дієслово в Present Simple:

I will come to your party if I have time.

We will help you if it is necessary.


They will stay inside if it starts raining.

Irregular Verbs

I	II	III	Meaning
awake	awoke	awaked	прокидатися
be	was/were	been	бути
bear	bore	borne	нести; терпіти
beat	beat	beaten	бити
become	became	become	стати, зробитися
begin	began	begun	починати(ся)
bend	bent	bent	нахилиятися
bet	bet	bet	піти на парі
bite	bit	bitten, bit	кусати(ся)
blend	blended	blent	змішувати(ся)
blow	blew	blown	дути
break	broke	broken	розбивати
bring	brought	brought	приносити
broadcast	broadcast	broadcast	передавати по радіо
build	built	built	будувати
burst	burst	burst	рватися, пробиватися
buy	bought	bought	купувати
can	could	could	могти
catch	caught	caught	ловити
choose	chose	chosen	вибирати
come	came	come	приходити
cost	cost	cost	коштувати
cut	cut	cut	рубати, різати
deal	dealt	dealt	мати справу
dig	dug	dug	копати
do	did	done	робити
draw	drew	drawn	малювати; тягти
dream	dreamed, dreamt	dreamed, dreamt	бачити сон; мріяти
drink	drank	drunk	пити
drive	drove	driven	їхати; вести машину
eat	ate	eaten	їсти
fall	fell	fallen	падати
feed	fed	fed	годувати
feel	felt	felt	відчувати
fight	fought	fought	боротися
find	found	found	знаходити

fly	flew	flown	літати
forbid	forbade	forbidden	забороняти
forget	forgot	forgotten	забувати
freeze	froze	frozen	замерзати
get	got	got	отримувати
give	gave	given	давати
go	went	gone	іти, їхати
grow	grew	grown	рости; ставати
hang	hung	hung	вішати
have	had	had	мати
hear	heard	heard	чути
hide	hid	hidden	ховати
hit	hit	hit	ударяти
hold	held	held	тримати
keep	kept	kept	зберігати
know	knew	known	знати
lay	laid	laid	класти
lead	led	led	вести, керувати
learn	learnt, learned	learnt, learned	вчити (щось)
leave	left	left	залишати
lend	lent	lent	позичати (комусь)
let	let	let	дозволяти
lie	lay	lain	лежати
light	lighted, lit	lighted, lit	освітлювати, запалювати
lose	lost	lost	губити
make	made	made	робити, виготовляти
may	might	—	могти
mean	meant	meant	означати; мати на увазі
meet	met	met	зустрічати; знайомитися
mistake	mistook	mistaken	неправильно розуміти
overcome	overcame	overcome	долати
pay	paid	paid	платити
prove	proved	proved, proven	доводити, доказувати
put	put	put	класти
read	read	read	читати
retell	retold	retold	переказувати
rid	rid, ridden	rid, ridden	звільняти; позбавляти
run	ran	run	бігати
say	said	said	сказати; говорити
see	saw	seen	бачити

seek	sought	sought	шукати
sell	sold	sold	продавати
send	sent	sent	посилати
set	set	set	установлювати
sew	sewed	sewn	шити
shake	shook	shaken	трясти
shave	shaved	shaved, shaven	голитися
shine	shone	shone	сяяти, блищати
shoot	shot	shot	стріляти
show	showed	shown	показувати
shut	shut	shut	зачиняти
sing	sang	sung	співати
sit	sat	sat	сидіти, сидати
sleep	slept	slept	спати
slide	slid	slid	ковзати
smell	smelt	smelt	відчувати запах; пахнути
speak	spoke	spoken	говорити
speed	ped	ped	поспішати
spend	spent	spent	проводити (час)
spin	span	spun	прясти
spoil	spoilt, spoiled	spoilt, spoiled	псувати
spread	spread	spread	поширювати
stand	stood	stood	стояти
steal	stole	stolen	красти
strike	struck	stricken	бити; ударяти
sweep	swept	swept	підмітати
swim	swam	swum	плавати
take	took	taken	брати
teach	taught	taught	вчити (когось)
tear	tore	torn	рвати, розривати
tell	told	told	розповідати; сказати
think	thought	thought	думати
throw	threw	thrown	кидати
understand	understood	understood	розуміти
wake(up)	woke	woken	будити; прокидатися
wear	wore	worn	носити
win	won	won	перемагати
withdraw	withdrew	withdrawn	відмовлятися
write	wrote	written	писати



Tapescripts

TS1

A: Hello, Boryslav! I haven't seen you for so long! How are you? How's your summer holiday?

B: It was great! My brother won a trip to London for a weekend and he took me with him. At first I couldn't believe my ears! But I did see the Queen's residence and the Nelson's Column and I walked around the old castle of Tower and crossed that famous bridge. I also wanted to ride the famous London Eye but we didn't have time left for that. And what about you? Did you go anywhere?

A: I travelled all the summer. My dad often goes on business trips and in the summer he takes me with him. So I have seen many big and small cities of Ukraine. But most of all I liked our capital Kyiv. We didn't have enough time to go on an excursion. We just walked in the centre of the city and I saw the Golden Gate, one of the oldest sights in Kyiv, then we went to the beautiful St Sophia's Cathedral and from there down a narrow street to the central square. It was a very hot day and many children were playing in the fountains. We took a lot of good pictures. Unfortunately, we couldn't go to Andriivskiy Uzviz but I hope I will see it some other time.

B: Look, I have lots of pictures from London, too. Let's meet one day to see them all.

A: OK, how about tomorrow afternoon?

B: Sure, your place or mine?

A: Mine. Look! What's over there? On that poster?

B: I don't know. Let's go and read.

TS 2

Zinedine Zidane was born on 23 June, 1972. He was the youngest of five children of an Algerian supermarket worker and he went to school in the poor area of Marseilles in France. Young Zizou lived for football — he was always playing with his friends in the streets or watching matches on TV. "I had an impression of another world," he says. "A world of dreams."

At first 13-year-old Zinedine played for a local team. But as he got older and better, he got a place at a football academy in Cannes. He was only 16 when he got \$500 for his first professional game.

He has come a long way since then. Zinedine has played for best European teams, such as *Juventus* and *Real Madrid* as well as the French national team. In 2001, he was the most expensive player in football history. But fame, he says, hasn't changed him. And he hasn't forgotten his family and friends. He paid for a new sports club in his native town and bought a new villa for his parents. And when he isn't working, he does what all fathers do. He spends time with his four sons: he has breakfast with them, collects them from school and helps them with their homework.

Zinedine Zidane is one of the most successful footballers ever. What is the secret of his success? According to Zinedine, hard work and ambition helped him realize his dreams.

TS 3

Daniel Radcliffe has been named Britain's richest teenager, with a fortune of about 23 million pounds (almost 50 million US dollars!). He is the youngest non-royal who has a portrait in London's prestigious National Portrait Gallery.

He began performing in small school productions as a young boy. Soon, he got a starring role in the TV movie, *David Copperfield*. A couple of years later, he appeared in a film with Jamie Lee Curtis, who told Harry's mom that he looked just like Harry Potter! Daniel was cast as Harry Potter, and as soon as it was released, he became a star who is recognized the world over.

For a superstar, Daniel leads a normal life. He doesn't like maths. He says, "Too many little numbers on one page!" Some of his favourite music groups are *The Pixies*, *The Killers*, *Sex Pistols*, and *Red Hot Chili Peppers*. His favourite candy is Mars Bars. His favourite colour is green. He believes in ghosts and magic. He says, "When I get into trouble at school, I'd like to take an invisibility cloak, drape it over me and sneak out the door. Or I'd like to have a 3-headed-dog because then no one would argue with me."

He is great friends with his *Harry Potter* co-stars, Rupert Grint and Emma Watson, and enjoys hanging out with them. His favourite book from the *Harry Potter* series so far is number three, *Harry Potter and the Prisoner of Azkaban*. His favourite character from *Harry Potter* is Hagrid.

He also devotes a good deal of time to his charity work. Daniel supports a charity that cares for ill children in different areas of Britain. Dan always asks his fans to donate to the charity every Christmas and on his birthday, instead of sending him gifts.

TS 4

Attention! Attention! We begin our report from the Mission Control. The spaceship with the international group of children on board is approaching an alien planet. The coordinates of the planet have been calculated by our scientists. They are based on the data which the children got from the alien spaceship. It is a very important moment in the history of our world. Let's listen to the live transmission.

- Hello! I am Starlet!
- Hello, Starlet! This is the Mission Control. How is the flight going?
- Everything is OK. We are close to the planet now.
- What can you see?
- There is a lot of water on this planet. But there is land, too. We can see continents and islands. ...And now we are close to it and see mountains, rivers and lakes. ...There is something green down there. It looks like forests. ...We are trying to land now. Over.
- Good luck to you, Starlet.

TS 5

Ukraine is a country in the south-east of Central Europe. Its capital is Kyiv. It's a continental country. The territory of Ukraine is 603,000 square kilometres. Ukraine is 1,300 km from the east to the west and 900 km from the north to the south. Ukraine borders on Russia, Moldova, Rumania, Hungary, Slovakia, Poland and Bilorus. In the south, it's bounded by the Black Sea and the Sea of Azov.

The name Ukraine is of Slavic origin. It originally meant *borderland*. It is really a borderland of Europe, the border between the forests and the steppe.

The population of our country is about 46 million people. Not only Ukrainians live here. There are also Russians, Byelorussians, Moldovans, Tatars, and some others. Ukraine consists of twenty-four regions and one autonomous republic, Crimea.

TS 6

Professor Stepovyi:

The territory of Ukraine is mostly a plain, covered with steppes and forest-steppe regions. Lowlands take a great part of the country. Mountains cover only 5% of the whole area of Ukraine. But there are the Crimean Mountains in the south and the Carpathian Mountains in the west of the country. Both of them are not very high. The Carpathians with the highest peak Hoverla 2,061 m high are covered with forests. The

thickest forests in Ukraine are in Volyn. The Crimean Mountains are close to the Black Sea and the Sea of Azov. The highest peak is Roman-Kosh, which is 1,545 m high.

Professor Hillside:

Geographically, the largest of the islands — Great Britain — is divided into two main regions: Lowland Britain and Highland Britain. Lowland Britain is in the south and in the east of England. Highland Britain consists of Scotland, most of Wales and the north-west of England. The Highlands in northern Scotland is a region of mountains, deep valleys and lakes. The highest mountain Ben Nevis (1,343 m) is there. The Cheviot Hills mark the boundary between England and Scotland. In the centre of England are the Pennines. The Cambrian Mountains in Wales and the Cumbrian Mountains in the north of England are not high but amazingly beautiful. The highest peak in Wales is Snowdon (1,085 m). Northern Ireland is a lowland region surrounding an area of marshes. The best-known wood is Sherwood Forest where Robin Hood once lived.

Professor Vodnyi:

Ukraine is the country of lots of rivers. The main river is the Dnipro which is the third longest in Europe. One of the oldest Ukrainian cities, its capital Kyiv, is situated on both sides of this wide and powerful river. The river flows into the Black Sea. Its length is 2,285 km. The Danube is the longest river in Europe. It connects Ukraine with seven European countries. Other rivers of Ukraine are the Dniester, the Southern Bug, the Desna, and about 70 thousand small rivers. There are about 20 thousand lakes in Ukraine.

Professor Waterman:

There are plenty of rivers in Great Britain. The longest rivers are the Severn (354 km) and the Thames (346 km), which is the deepest and the most important one. Other big rivers are the Tyne, the Trent and the Clyde. Most of the rivers flow to the east. There are many lakes in Great Britain. In the north-west of England is the Lake District with a lot of lakes. They are famous for their unique beauty and picturesque surroundings. The most famous lake is Loch Ness in Scotland which is known for its water monster. Lough Neagh, the largest lake in the United Kingdom, is situated in Northern Ireland.

TS 7

Ukrainian flora counts about 30 thousand plants. The area of forests takes 14% of the territory. Most forests are in the Carpathians and Polissia. Ukraine has mostly pine, fir, oak and birch. Forests are also rich in berries and mushrooms.

Ukraine has a rich animal world — almost 45 thousand kinds of mammals, birds, fish and reptiles. The typical forest animals are deer, bears, wolves, squirrels, insects, lizards and snakes. There are lots of various birds here, too. The plains are rich in foxes, hares, reptiles and birds. In the surroundings of the River Danube and the Dnipro there are many kinds of water birds like ducks, swans and others, including travelling pelicans.

The animal life of the Carpathians is unique. Here we find deer, brown bears, wild cats, boars and squirrels. The bird-life includes golden eagles and woodpeckers.

The animal world of the Crimean Mountains is different from the other zones. Birds and animals that live there are rare in other places. There are many animals from southern countries. There are also many lizards and some snakes.

TS 8

There are certain stereotypes of national character which are well-known in Britain. For instance, the Irish are called great talkers, the Scots have a reputation for being careful with money, and the Welsh are famous for their singing ability. The British in general are said to be reserved in manners, dress and speech. They are famous for their politeness, self-discipline and especially for their sense of humour. British people have

a strong sense of humour which sometimes can be hard for foreigners to understand. We asked some people to say what they think about the British. Here's what they said.

Person 1: People are polite here. If you're driving and want to change lanes, people help you. They always say *please* and *thank you*. I love their sense of humour. They make me laugh.

Person 2: People are more relaxed here. They don't get so angry and stressed about things. Everyone in America is ambitious — they want to be rich or important. British people aren't so conventional. They don't do what everyone else does.

Person 3: Yes, it's true British people seem more relaxed — in public, anyway. For instance, if a train is late, people don't get angry, they just go on reading their newspapers. But it's not because they're relaxed. It's because they hate showing their feelings — they hate people looking at them.

Person 4: I do agree about the sense of humour. British people love playing with words — they can be very funny, and they can tell a joke without laughing. I don't agree that people are polite though — maybe in small towns, but not in big cities like London. Drivers and shop assistants can be very rude.

Person 5: When I'm away from Britain, I miss the people because they're so unconventional — they're all different. You can see it in the way they dress. They're all individuals.

Person 6: I think, in general people are kind. In a village post office they will probably take the time to ask a little old lady, 'How's your knee?' And they are always ready to help and give money to charities — especially animal charities! They can seem unfriendly, or a bit cold at first, to people they don't know, but they're not really. A lot of British people are very friendly indeed.

TS 9

One of my favourite places is a park near where I live. Many of the trees are very old — some of them have been there for almost a hundred years.

It is a lovely place to go in every season and in any weather. When it's very hot, you can keep cool under the trees. I also like walking in the park in the rain. My favourite time to go to the park is autumn when the leaves are fantastic colours — red, orange, yellow and gold.

This park is a very special place for me. Here I can hide from the noisy crowded city in which I live. The park is beautiful and peaceful and I always feel better when I go there.

TS 10

A: In the picture, I can see some ruins on a mountain. The mountain is not very high. And the ruins look like an old castle. So I think this is a picture of some place in Wales.

B: It's difficult to say. It could be a place somewhere in Scotland. Scottish mountains are not very high, too.

A: Right. But do you remember those old legends about King Arthur? According to the legends, King Arthur lived on the territory of Wales.

B: I'm not really sure but it seems to me this castle is really very old. So perhaps it is the castle of the King Arthur era.

TS 11

Attention! Attention! This is our next report from the Mission Control. The spaceship with the international group of children on board has already landed on the new planet. They landed in some place where nobody could see them. And as far as we

know, they have already sent a special robot with all the necessary equipment to find out what is going on on that planet. But let's listen to what they are saying.

— Hello, ...! I am Starlet!

— Hello, Starlet! This is the Mission Control. How is it going? What have you found out?

— Everything is OK. We landed in a place where there was no one. It looked like a forest. We checked the data on the computer and found out that we can breathe here the same way we do at home. The air here is absolutely the same. So we carefully got out of the spaceship. You can't imagine how good it was to feel the ground under the feet again! To breathe the fresh air, which is wonderful here — it's very clean.

— What did you see?

— Not much at first. We sent a special robot to take pictures of everything. We wanted to be ready to meet those who live on this planet. And when the robot got back, we were greatly surprised. We expected to see a modernistic city, something that we saw in science fiction films. But their city looks like a big modern city on Earth. They have cosy buildings here, wind turbines and beautiful waterways. Our special camera also took pictures of a restaurant window. The food on the advertisements looked very strange — strange colour and shape, not something like what we eat. And in the shop window, there were ads of some things that we don't know. We are looking forward to meeting the inhabitants of this city and talking to them.

— Be careful and good luck to you, Starlet. We are waiting for your new reports.

TS 12

According to a latest survey, Britain's kids aren't as fit as their parents and grandparents. They don't read books, they don't write letters and for most of their free time they just sit in front of a television or computer.

The problem starts at school. Teachers nowadays give a lot of time to subjects like English, maths, science and foreign languages and so pupils do less PE and Games. Also, most pupils don't walk or cycle to school. Some go on the bus, but more and more parents take their children to school and back by car.

When they get home, they don't play in the garden or in the street. They don't go to the park for a game of football or tennis. No, they sit down and watch TV or play a computer game. The survey says that sixty per cent of British children have got a television or computer in their bedroom.

The survey is about young people in Britain, but this isn't just a British problem. Surveys in other countries show that it's happening all over the world. 'Kids today just don't take enough exercise,' says Dr Morgan, 'and they eat too much junk food, too. It's very sad. We've got all these wonderful things — televisions, video recorders, computers, cars — but they're producing a generation of "couch potatoes." The problem is very simple. Life is too easy for young people today. What do you think? Do you agree with Dr Morgan? Our line is open for your calls now. Call 784—2956.

TS 13

Q: Welcome to *Extreme Teens!* Today our guest is Paul Vail, a freestyle bike-rider. Though traditional sports like football, basketball, and hockey aren't out of style, extreme sports are growing in popularity. Why, Paul?

A: Well, some kids are happier riding their skateboards or surfing, or spending the whole weekend learning new tricks on their inline skates than having a football practice with a lot of coaching, rules, pressure and competition. Some kids are attracted to the individuality and self-expression that are the main characteristics of extreme sports. Of course, kids are also attracted to extreme sports because they're cool.

Q: What do extreme sports give people?

A: I personally don't like the term *extreme sports*. I prefer *alternative sports*. But any sport, traditional or alternative, lets a person express themselves physically. Both solo and team sports can build self-confidence, and develop physical fitness. And

sports like rock climbing, inline skating, surfing, skateboarding, and mountain biking develop strength and stamina. Plus, alternative sports can help a person develop such qualities as discipline, and determination.

Q: Injuries are very often in extreme sports, aren't they?

A: Yes, extreme sports can lead to injuries. But studies show that team sports may result in more injuries because greater numbers of kids participate in them. And nearly 75 percent injuries in alternative sports happened because sportsmen didn't wear any protective equipment! Wrist guards and elbow pads give the same protection to inline skaters as helmets do for cyclists — 85 percent.

Q: Thank you, Paul, and hope to talk to you again in our programme.

TS 14

Saved by a Mobile Phone

Climber Michael Davis is recovering in hospital after a serious fall. Yesterday 33-year-old Davis from Manchester was climbing up the Scottish mountain Ben Nevis. He had spent three weeks preparing for the climb. It was starting to snow and he was too tired. But he decided to keep on climbing, he says. He wishes he hadn't. Michael paid the price for his mistake. He wasn't paying attention, too, he admits. That's why he slipped and fell down a narrow hole in the rock. And the worse still, his leg was broken. At first he panicked. He was in a great pain and it was difficult to move. After struggling for half an hour he got the phone out of his backpack and called his wife who immediately contacted the emergency services. A rescue team arrived just half an hour later and took a relieved Michael to hospital. He's had some scary experiences while he's been climbing, he says. But this is definitely the worst.

TS 15

The car of the future won't be driven by people but by in-car computers which will control the speed and do everything else. If you want to drive the car yourself, you'll still be able to do this. But you will also be able to press a special button and ask the in-car computer to take control so that you can have a rest.

The computer can even take control of safety on the road. Even before the driver realizes that there is a problem the computer will solve it.

In heavy traffic, a special computer on the road will take control of your car and other cars around you. The computer will create groups of cars called "car trains" with very little distance between the cars in a "train". More people will be able to use the road and travel will be quicker and less dangerous.

On long journeys, the in-car computer will offer video games for passengers. Each passenger will have his or her own screen and sound system. Drivers will also be able to join in the fun while the car travels under computer control. They will be able to play the games against the in-car computer. A car will have everything that the personal computer has including an in-built entertainment system with e-mail, music and films. So they'll be no more long and boring car journeys.

TS 16

1. If you are ready to burst out, you should take time out from the argument. Here are some simple techniques. Walk around your room for a few minutes until you calm down. Take deep breaths. Close your eyes. You will soon begin to feel more relaxed and in control.

2. Most of us don't really listen to other people when they talk. We are too busy thinking about what we want to hear. But you can't resolve a conflict in this way. You have to really hear what someone is saying. One way you can become a better listener is to practise listening. Sit down with a friend and for 60 seconds really listen while they talk. Don't interrupt. Don't say anything. Just listen. Now ask them to do the same for you for one minute. And see how it feels to have someone really listening to you.

3. Talking about our feelings really improves communication. For example, you and your sister are fighting over who gets to use the phone. You scream at her, "You are always on the line. You never give me my messages." She'll scream at you and nothing will be resolved. There is another way. You might say, "I feel you don't respect me when you don't give me my messages." Since you are not screaming at your sister, she probably won't scream back. Then listen to what she says about the way she feels.

4. You also need to think about what you did or said to add to the conflict and agree that you may be responsible for at least part of the problem. You have to ask questions like: What did I do or say that made the other person angry? What could I do differently next time? It's all about finding more effective ways to disagree with other people and resolve conflicts.

TS 17

Well, to begin with, they are both pictures of people doing sports. The first picture is a photo of a man windsurfing. He's rather young and he seems to be very fit. The second picture's a photo of a man fishing. He's older than the man in the first picture. They are all outside but of course the main difference is that you have to be very active to windsurf while fishing is a much more relaxing hobby.

TS 18

How Colours Influence Your Mood

Your mood is greatly influenced by many factors, one of which is colour. It can be the colours you see when you wake up in the morning, the ones that surround you during your day, or the colours you choose to wear. They have a great effect on your mood. They can also have an effect on others. The following information may help you change your mood.

Black is a disciplined colour that shows power and authority. It is the colour that can stand alone and make an important statement. It shows strength and independence.

White brings a sense of life in combination with other colours. A lot of energy is produced due to this colour. Often, it has an ability to unite people in different situations.

Yellow is cheerful like the sunshine. It also increases energy levels. The brighter the colour of yellow, the more optimistic thoughts become. It is the colour that brings happiness. Yellow is often used in offices to support creative thinking.

Pink has the ability to stimulate conversation.

Purple has a lot of mystery, this colour also has the power to comfort.

Blue is a relaxing, refreshing and cooling colour. Peaceful moods are often a result of this colour. Some feel that blue is the colour of sleep, helps them fall asleep more easily.

Green supports emotional growth. It is the colour of money, so it can give a feeling of wealth and safety. It may produce a feeling of hunger, that is why it is often used in kitchens and restaurants.

Red symbolizes enthusiasm and stimulates emotions. Competition is often found where red is. Red definitely attracts attention.

Orange cheers. It is also known as a very commanding colour.

TS 19

— Starlet! Starlet! This is the Mission Control! Can you hear me?

— Mission Control! This is Starlet! I can here you well!

— Hello, Starlet! What's the latest news?

— We have great news! Yesterday, we finally met the inhabitants of this planet. We expected to see some aliens, like those that we saw in films. But they are not like that at all! They look just like us! They ride segways. And they know our language! So we could easily understand each other.

— What have you learned about them, Starlet?

— Their planet is called Htrae. They showed us their city and even took us to their school. It's a very modern structure made of glass and some other material. We

- don't know what it is called yet. But when we came there we understood how much we miss our school in Starcity. We miss all our teachers who could help us at any moment if we had problems and we especially miss our trainer — Mr Spaceman. He was always there for us. During this flight we understood how important it was for us.
- Starlet! How do they know our language?
 - Well, they have a developed technology. They took us to their library. It looks like a huge ball. It is especially beautiful at night, when it shines like a blue lamp. Inside there are many different halls. Some of them are for working with computers. But some look just like our libraries. They have shelves with books and everything else. So, when we came there, they showed us a computer program that can decode any language. That's how they know ours. It was really impressive.
 - What else are you planning to do today?
 - They have invited us to take part in a TV show. They want all people of their planet to know about us.
 - Great news, Starlet! We are looking forward to your new reports...

TS 20

School Life for a 13-year-old British Boy

I am in Year 8. There are about 1,150 students in my school. It specialises in computers and maths. My school has over 1,200 computers (including over 400 Tablet PCs). We use the Tablets to do our work on and to search the Internet. We can send our work to our teachers and they can send them back with their comments.

I leave home at 6:45 am and walk 20 minutes to catch a school bus. The journey on the bus takes an hour because it has to stop to pick up other students along the way.

When I arrive at school, I collect my Tablet PC from the Learning Centre. Then I go to my Tutor Room for registration, at 8:30 am. We listen to announcements to see what special things are happening at school today or this week.

At about 8:50 am we go to our first period. Normally, it is humanities (history, geography, or religion), but I also have maths, drama and music, and French on the other days. The other subjects I have are: science, ICT, English, art and PE. All my lessons are in different rooms and places around the school. I have different teachers for each lesson.

I have five periods every day. Each period is an hour long. There is a short break after the second period. During the break, I have a snack and play and chat with my friends. From 1:30 to 2:10 pm I have lunch. I bring a packed lunch to school but from time to time I have school dinners in the school canteen. School is over at 3:10 pm. Sometimes I stay after school for clubs.

Every student carries a swipe card. We use it to swipe into lessons and to get into the toilets and buildings. We can put money on our swipe cards. We can pay with them for snacks at the canteen.

TS 21

Q: Are there any other ways of getting education, except those you have mentioned?
Can a child get education without going to school?

A: Yes, there are so called alternative education programmes. One of them is **cyber-school**. In this school, everything is taught through the Internet. There are two forms of this school: in one of them students interact with teachers and other students using e-mail and forums, they can do it at any time which is convenient for them; and in the other — they interact in real time, in virtual classrooms. They can do this through microphones and webcams. The other programme is called **camp education**. It is good for those children who live very far from schools, on farms or in the mountains, for example. Every six weeks, a travelling teacher comes to live with the family for two weeks, giving a child lessons in a specially prepared little schoolroom. For the other four weeks, the child is taught by telephone and by parents.

Q: Can parents really teach children themselves?

A: Sure. There is a special programme for that, called **homeschooling**. Children are usually taught by their parents. The parents get all the necessary materials and organize lessons at home, just like at school.

Q: Interesting! I have never heard of that!

A: Yes, this programme is becoming more and more popular. But there is another variant of it which is called **unschooling**. It doesn't mean that children don't learn anything at all. They do. But their parents teach them only those things which the children want to learn and they don't use traditional teaching materials. They don't have traditional lessons either.

TS 22

Dear Jellybean,

Hi. I'm having a lot of trouble in school. My grades aren't that bad, I only have two **B**s, but the thing is, I know I can do a lot better. This is my first year of high school. In middle school, I got all **A**s. And I worked for them. This year, I am working twice as hard but it doesn't seem to be making any difference. It makes me sad, because I do all the homework, and I study a lot, and then I get **C**s and **D**s on the tests. I really am studying! I just don't know why this is not giving me any results!

Dear Writer,

Moving to high school is a huge change. You're doing very well, so don't be too hard on yourself! It sounds like you are really doing quite well. If you want to do even better, my suggestion is, talk to your teachers in the classes in which you are not so good. Talk to them about how you've always been an **A**-student, and how you want to continue that record. Ask them what's missing from your work that is making it less than grade-**A** material. They may suggest ways to improve your studies. By talking to your teachers, not only will you find out exactly what they're looking for from your work, but you'll bring yourself to their attention as a smart girl for whom studying is important.

TS 23

— Hi, Borys! Can you help me?

— Sure. What is it?

— I need to write a report for our history lesson. I know you are interested in history. Can you advise me where to find some material for the report?

— Have you tried our school library? They have a good collection of books on different subjects. Just search for what you need in the catalogue.

— I'm sorry but I rarely go to the library and I don't know where the catalogue is and how to use it.

— Don't worry. Our librarians are very helpful. Just ask them and they will help you find anything you need. By the way, the reading hall has a good reference section, too. I often use it. It's not big, but there are very good encyclopedias, atlases and dictionaries there.

— Is there anything else I can use?

— Well, I guess periodicals — newspapers and magazines. This section is at the far end of the reading hall.

— Thanks a lot, Borys. I will go to the library right away.

— OK. I was glad to help you.

TS 24

— Personally I think that school rules are too strict. To be honest, I think that we, students, need more freedom.

— If you ask me, I think rules are important. I believe, rules help us be more disciplined. In my opinion, without these rules it would be very difficult to study at school. Everyone would be doing what they wanted. Plus, rules help students stay safe at school.

- It seems to me, you are going to be a teacher. Only they think we need rules. They want to control us every minute.
- Ha, ha, ha! Of course, not. I am saying this because my mom is a teacher. She often tells me stories of what happens when students break rules. And since I see two sides of the problem, I can understand her.
- Oh, I see. Maybe there is a point in what you are saying.

TS 25

- Starlet! Starlet! This is the Mission Control!
- Mission Control! This is Starlet!
- Hello, Starlet! What can you tell us about your experience on Htrae?
- Well, we have been really busy lately. Our new friends wanted all the people from their planet to know about us. They organized a press conference where there were a lot of journalists. They asked us a million questions about our planet and our people. They were eager to know how we live and how we found them. The press conference was shown on TV and all their newspapers wrote about us, too. Then we were invited to a radio station to answer the questions that the radio listeners wanted to ask us. So now we feel really tired and want to have some rest.
- OK, Starlet. Relax and have fun. We'll talk to you later.

TS 26

Speaker 1:

We choose the most up-to-date news first from what we've read in the papers or magazines. Then we use the Internet to get more information. I don't think the Web has changed the way people get their day-to-day news — well, most people in this country read about current events on the train or over breakfast.

Speaker 2:

I don't spend hours surfing the Net for news. The print version is still in the first place. I do think newspapers and magazines will still be around in 10 years time, but the move to electronic media will continue.

Speaker 3:

Once the Internet moves into television broadcasting, the Web's role as a news source will become less important. Newspapers and magazines in their traditional form will then become more important as they'll be the only place you can find news without being constantly bothered by advertising.

Speaker 4:

I read some newspapers and magazines in print and others on the Internet. Within 10 years, I think online operations may become even more important because the Internet has the advantage of speed. But I'm still unsure the Internet will kill off broadcasting or the press. TV and radio are convenient and comfortable — and picking up a newspaper or magazine is far more enjoyable than reading from a screen.

TS 27

A new survey shows that millions of Brittons spend about 14 years watching television. Nearly six in ten adults spend five hours a day, every day, in front of the box — or 14 years of their lives staring at the screen. The survey shows that women are more dependent on TV than men. And that more than a third of British families own two sets. The survey also finds out about the activities people do while they watch. Eating is the most popular activity, followed by chatting on the phone and reading a book. And it's not just soap operas that make us switch on. 61% use television's tele-text for the latest football scores or for the weather forecasts. One industry expert commented: "TV has always influenced people's attitudes and habits and with the hundreds of new digital TV channels we are going to spend even more time in front of it."

TS 28

Nowadays, more and more people are turning into regular Internet users. They use it as means of communication, a major source of leisure, information source, and finally, commerce. Probably the most popular use of the Internet is communication in all its forms — e-mail, instant messaging, chat rooms, forums and telephoning over the Internet. As for leisure, it includes downloading music, movies and other works for enjoyment and relaxation. People can also book tickets, reserve hotel rooms and plan holidays online. Another area of leisure on the Internet is multiplayer gaming. This form of leisure brings people of all ages from all over the world to enjoy the world of games. The Internet has also greatly changed shopping—for example, a person can order clothes, food or other things online and receive them at home within a couple of days. Because of the ease with which information is stored on computers, and the speed with which it can be found, the Internet is a popular first stop for many people performing research. Many people use online publications to find news, weather and sports reports, and to find out more about their ideas and interests. Blogs created by Internet users themselves are also very popular. And finally, many businesses use the Internet to carry on commerce. They advertise and sell nearly every type of product over the Internet.

TS 29

- Oh, comedies, like *Friends* and *My Wonderful Nanny*. I also love watching videos on MTV.
- I generally read entertainment columns. You know, anecdotes, crosswords or puzzles.
- Oh, really good-looking film stars. Brad Pitt and George Clooney, for example.

TS 30

Electronic communication is fundamentally different from paper-based communication. In a paper document, it is important to make everything completely clear because your audience may not have a chance to ask for explanation. With e-mail documents, your addressee can ask questions immediately. So e-mail is more conversational than traditional letters.

At the same time, e-mail is not the same as talking to someone face-to-face or even over the telephone. When we talk face-to-face, we understand meaning from facial expressions, body language, specific gestures, and tone of voice. Even telephone conversations keep the meanings of tone of voice. But e-mail messages lose these extra ways of carrying meaning and so writers need to take care when writing e-mail messages.

The best general advice is the following: what you include in your e-mail message depends on why you are writing and to whom.

Make your message clear and direct. Effective e-mail messages are short and to the point. Addressees don't want to scroll through two or more screens of text to get your message. On the other hand, don't make your messages so short that the addressee doesn't understand you.

The subject line is the most important part of an e-mail message. Always write the subject or topic of your message on the subject line, so that the addressees can see at once who the message is from and what it is about. Make sure the subject line is meaningful and descriptive (e.g. *Today's meeting of the training committee — an agenda*, not *Hello*).

When you write a reply, it is good to use parts of the original message in it. The sender might not remember their original message and it will help them understand your reply better.

Be polite. Don't write in CAPITALS as it is considered to be SHOUTING. Always check your message for spelling and grammar.

TS 31

- Mission Control! This is Starlet!
- Hello, Starlet! Why couldn't we connect with you for the last several hours? Where have you been?
- We have been busy meeting different people from Htrae. They all wanted to meet and talk to us after all that campaign in their mass media. It was extremely interesting. We met people of different professions. There are so many musicians on this planet. Music is everywhere. Their musicians showed us their music studios.
- Are they different from ours?
- Well, we found out that they practically never listen to live music — all their music is recorded. They do it with the help of special computer programs. In these programs, you can choose the genre of music you want to play, the instruments you want to use and all the other details. It makes your work much easier.
- Does it mean they have no musical instruments at all?
- You know, at school that we went to, we saw the same simple musical instruments our children play at school, like triangle and maracas, and we also saw a very strange musical instrument in one of the museums — it was made of lots of metal tubes. We don't know how it worked but it's not used any more.
- Interesting. We are looking forward to getting the pictures of all you saw there. Till the next session then, Starlet.

TS 32

Good morning, dear listeners. This month is going to be special for our town: we are hosting a music festival which will bring together musicians of all genres and ages. Here's short information about what you will be able to see and hear this coming month.

Las Palomas. This South American group play the traditional tunes and sing the popular songs of Peru and Bolivia.

The Bad Bad Boys. Punk music from one of the new waves of punk bands coming out of California.

Jimmy Wild. He looks like Elvis! He sings like Elvis! He creates the great sound of the great rock singer — Elvis Presley.

Ronnie Sonnie. One of the world's great jazz musicians excites you with the wonderful rhythms of his saxophone.

The Vienna Orchestra play some of your favourite tunes — the timeless melodies of Mozart, Strauss and Beethoven.

Jamaica Inn. The West Indian band plays reggae music that will make you want to get up and dance. Listen and dance to the great reggae beat.

Sam and the Band. Music from the 1960s. Remember the songs and the sounds of the pop greats — *The Beatles*, *The Beach Boys* and many more.

TS 33

1. I play the guitar and really enjoy it. The only tip that I can give you is to practise what you decide to play every day for a small amount of time and you will pick it up in no time! And you can buy DVD's and books to learn songs, power chords, etc.

2. I play the piano which I love doing because it's a great instrument. You can do so much with it, but if you're on a budget then I doubt you'd be able to afford a piano.

3. I'm a guitarist myself... but to be honest... it's quite a common instrument nowadays... drums are always fun... but can be expensive. If you are looking to join a band, I would suggest bass, because it's such a cool instrument to play and there always seems to be a shortage of bassists around...

4. I play the flute and saxophone — both of which I would recommend because they're really nice instruments. However, they're both quite technical and can be costly. Guitar is good because you can get one fairly cheaply. Also, it is possible to teach yourself guitar if you buy a chord book. The drums are good, too! Me and my friends are trying

to get a band together and hardly anyone plays the drums. It's quite expensive, though.

5. I played the recorder and went onto sax. Recorder fingers and the basics of most sax fingerings are very similar.

6. I would suggest guitar if you want to just enjoy yourself and jam alone and with others. Bass is a great option, bassists are in higher demand. Try playing some drums at some point. You'll know fairly quickly whether they're for you.

TS 34

Too Much, Too Soon

Charlotte was born on 21st February, 1986, in Cardiff, South Wales. In the early years she had a normal life but she was clearly a talented singer. At the age of eleven, she appeared on, and won, a talent show on TV. She got a recording contract with Sony and her first album, *Voice of an Angel*, was an immediate success. It came out in November 1998 and sold 600,000 copies. She sang all over the world in concerts for Bill Clinton, the Queen and even the Pope. She was just thirteen and life was good, extremely good.

Her second album, in 1999, was also an immediate success, but there were problems. People said her parents were pushing her too hard. She argued with her manager and paid him \$2 million to go. People said it was the end of Charlotte's career. But she then employed her mother, Maria, as her manager and more album successes came in 2000 and 2001. Charlotte then decided to leave school and concentrate on her career. People said it was a bad decision, but with the help of a personal tutor, she passed all her exams with "A" grades. Everything seemed unbelievably good for the young star.

When she was sixteen, things started to go wrong again. The media attention was very difficult for her and her family. She had arguments with her mother about her boyfriend. She sacked her mother as manager and went to live with her boyfriend. The newspapers said she went clubbing every night. Everyone said it was the end of Charlotte's career. But again, this talented young woman remains calm. 'At times, I've behaved badly,' she says, 'but I haven't done anything terrible, just normal teenage stuff, except that for me it's all in the news. It can be difficult but it's part of being famous. Yes — I've had arguments with my mother — but what teenager hasn't? We're very close and she's always been very supportive of me.' So, it seems that for this Charlotte things have worked out fine. She is rich and happy and still loves making music. People in the music industry say she can do anything she wants ... and she probably will.

TS 35

In the 1950s, young people began to have money after the war, so they started buying new clothes and going out in the evenings. Some young men started to wear a new style of clothes. They wore long jackets and narrow trousers. People called them teddy boys. The girls wore big skirts and put their hair in pony tails. Teddy boys loved listening to rock'n'roll music. Unfortunately, some teddy boys got into fights, so a lot of people didn't like them.

In the 1960s and 70s, the hippies believed in peace and love. They wore colourful clothing and had long hair. So some people thought they were strange. Protests were an important part of hippie culture because they wanted to change the world. In the 1960s, hippies protested against the American war in Vietnam.

Punk rockers were protesters like the hippies. Although they were the complete opposite. There was a lot of unemployment in 1970s, so punks sang about boredom and violence. Their music was also angry because they didn't like being unemployed and they hated peace and love. They didn't learn to play their instruments. They wore ripped clothes, metal chains and had colourful haircuts.

TS 36

MTV is a satellite and cable television network which plays pop videos and concerts 24 hours a day. Because of MTV, videos dominate the pop market, and this is a new

challenge for pop stars. These days almost all successful pop stars are expected to perform in front of the camera by their managers who make them do it in order to sell records to a world market. Some people in the pop business argue that videos mustn't be allowed to become too important. They worry that pop videos may help people who can dance but have no musical ability, to become successful just because they hire the right director for their video. This criticism doesn't worry kids very much; they watch MTV all the same, no matter what quality the shows are.

TS 37

- Hi, Chris, would you like to go somewhere this weekend?
- Sure. Where shall we go?
- I don't know. Do you have any ideas?
- Why don't we go to the *Rex Club*?
- That sounds good to me. What music do they have?
- Let's see. DJ Chap.
- I'd rather not. I don't like his music. How about going to *Mad Doctor*? I hear it's quite a funny place.
- OK. Let's go there. When does the show start there?
- Eight o'clock. Shall we have something to eat before the show?
- Sure, that sounds great. What about going to that new café in the central square?
- Great idea! Let's meet there at six.
- OK. Bye.
- Bye-bye.

TS 38

1. Yesterday there was a concert dedicated to the 46th birthday of Princess Diana. It was organized by her sons William and Harry. BBC's correspondent Sarah Murphy spent the concert watching with the crowd of 62,000 at Wembley Stadium. The concert gathered together musicians of different genres and styles. It began at 4 pm with Elton John's *Your Song*. Then the princes went on stage and officially opened the event. They invited their mother's favourite group *Duran Duran* who performed 3 compositions. Then there were different other singers and groups, including the English National Ballet with a section of *Swan Lake*. The audience was excited, people clapped and danced and sang along. The concert ended at about 10.30 pm with Elton John performing again, princes thanking everyone for coming and a special video message from Nelson Mandela.

2. My friend invited me to a concert of chamber music some days ago. The concert was in a small concert hall. There were not so many people there but all the seats were taken. There were musicians who performed different pieces but most of all I liked a string quartet that played music by Bach. The public really enjoyed it. There was a storm of applause after they finished.

3. I am not a great fan of pop music but I really enjoyed the concert I watched on TV the other day. It was celebration of a composer's birthday anniversary and it gathered a lot of singers of different ages. The audience in the concert hall was dancing near the stage and the peak of the concert was at the end — when all of the participants went on stage and sang the final song together. What I liked about the concert was very professional lighting and stage design and spectacular special effects.

4. *Scorpions* are a hard rock/heavy metal band from Germany, best known for their singles *Wind of Change*, *No One like You*, *Still Loving You*, and *Send Me an Angel*. The band has sold over 100 million records worldwide. Last weekend, the fans of the group had a lucky chance to listen to them live in our city. They came on their promotion tour with one concert during which they performed both — songs from their new album and well known hits. The fans were dancing and singing along in the fan zone and they got especially excited when the musicians performed their guitar solos. The stage design was not bad but the lighting, sound and special effects were really fantastic. The concert was a real success.

TS 39

Last night, 1,500 young people went to the Apollo Center to see *Elastic*, a pop rock group with a growing number of fans. All the tickets were sold and there was not an empty seat anywhere. The concert was to start at 8 pm but *Elastic* came out only at ten o'clock. Although it started so late, it was worth it.

Elastic played short, 3-minute songs and there were no long guitar solos. Justine, lead singer and guitarist in the group, proved that she is a true performer. The sound quality in the hall was poor but the audience could still hear her strong voice. Although they are a traditional pop group, it's nice to see the three girl guitarists at the front of the stage.

From the start, the fans were jumping up and down to the rhythm and they did not stop until the very end. The audience loved the final song, *Connection*, an excellent song from their first album.

Everyone left the hall feeling excited. Although it was very cold, a small crowd of fans was waiting outside. The group happily signed autographs before they got on to their tour bus and left for another city. "We'll be back," said Justine.

TS 40

The Seven Wonders of Ukraine are the seven historical and cultural monuments of Ukraine, which were chosen in the contest in 2007. The voting consisted of two parts: first there was a list of 1,000 possible candidates and expert council consisting of 100 people chose a list of 21; then Internet users voted for their seven favourite sites on the official website.

The winners of the contest became Sofiiivskiy Park, Kyievo-Pecherska Lavra (Monastery of the Caves), Kamianets-Podilskiy Historical Complex, Khortytsia, Chersonesos, Saint Sophia Cathedral and Khotyn Fortress.

Sofiiivskiy Park is a landscape park. It was founded in 1796 by Count Potocki, a Polish nobleman. The park is named after his wife Sofia. There are many scenic areas in the park including waterfalls, fountains, ponds and a stone garden.

Kyievo-Pecherska Lavra, also known as the Kyiv Monastery of the Caves, is a historic Orthodox Christian monastery. It was founded as the cave monastery in 1051 by monk Antony. It contains numerous architectural monuments: belltowers, cathedrals and underground cave systems.

Kamianets-Podilskiy is famous for its ancient 12th century fortress. *Kozatski Zabavy* (*Cossack Games*) festivals, which include the ballooning championship, car racing and various music, art and drama activities, attract tourists.

Great Khortytsia Island is a large island on the Dnipro which played an important role in the history of Ukraine. Nowadays, Khortytsia is a national museum. The landscape of the island features the Zaporizhian Cossack Museum and the Cossack Horse Show. The Museum contains exhibits dating from the Stone Age down to the 20th century.

Chersonesos was an Ancient Greek colony founded about 2,500 years ago in the southwestern part of Crimea. The ancient city is located on the shore of the Black Sea at the outskirts of Sevastopol in Crimea.

Saint Sophia Cathedral is an outstanding architectural monument of Kievan Rus. On the inside, it retains mosaics and frescos from the eleventh century. The complex now is a museum of Ukraine's Christianity, with most of its visitors being tourists.

Khotyn Fortress was constructed in the 13—15th centuries. The fortress became the strongest on the northern border of medieval Moldova during the 15th century. In 2000, the historical-architectural preserve *Khotynska Fortetsia* was created in Chernivtsi oblast.

TS 41

Hi, my name is Christine. I'm in the 8th grade. My favourite subject is Tech Ed. The reason why I like Tech Ed is because you get the chance of building things and since we have a new teacher, we really don't do much during class. I think that since I love

building so much, some day I'll be an architect. Since I was 6 years old, I used to love to see my grandfather work on his little workshop. Cutting wood, sanding wood, and using the machinery was part of what made me even more interested.

On my spare time, I like to play music and listen to it. At night, I turn on my radio and fall asleep listening to it. My favourite music station is Jamin' 94.5. My favourite song is *Dance with Me*, by 112. I always have a CD player wherever I go (just in case I get bored) to listen to music. Since I like to listen to music so much, my friends call me a music freak 'cause I can name any song I want.

I sometimes like to go to school and other times, I don't. The reason why I like to go to school is because I like to see my friends. Also because at home, there is really nothing to do. And most of all, I want to hopefully sometime get a job (architecture) and be the best at it. Why I don't like school is because, sometimes there's just too much work and homework to do. Sometimes, I don't even get to go outside with my friend nor listen to music because of all the work there is to do. That's pretty much all.

TS 42

Dear Desperate,

Parents often make strict rules to protect their kids. But they also have trouble dealing with the fact that their children are growing up and need a degree of independence. Your folks love you and want to keep on protecting you from getting into any trouble. They also want you to have a successful life, so they naturally want you to work hard and stick to a schedule and learn while you're in school. But your parents should also realize that while you are still young, you have a normal desire to take part in the healthy social activities of your peers, not just be a homework robot who goes to school and eats and sleeps and has no fun. The trick is to get them to believe you can have fun without putting yourself in danger of getting on "the wrong track."

Talk with your parents, ask them if they can listen to what you have to say, with no interruptions. Then promise to let them respond, without interrupting them. Speak slowly and quietly. Don't get dramatic, just explain them in a grown-up way. Then it's time for you to listen. That means not rolling your eyes, sighing, ignoring or interrupting your parents. Really LISTEN and hear what your parents have to say to you. If they tell you that you're too young for the things you want, ask them how you can earn more trust. If they have any ideas, jump at the chance! Offer to do chores, have a set time for doing homework each night, or whatever they want. If you can do something practical to prove your maturity, that's great... because if you do it well, then they'll have to reward you with more freedom. Good luck!

TS 43

- Mission Control! This is Starlet! Do you hear me?
- We hear you well, Starlet. Go on.
- Our mission on Htrae is over. We have gathered all the information we needed here and now we are ready to continue our journey.
- Have you signed agreements on co-operation with the authorities of the planet?
- Yes. We met with the authorities yesterday and discussed all possibilities of keeping contact between our two planets, and co-operating in various spheres. They were very optimistic about our future work together. We are happy, too. We have made so many new friends here that we would really like to keep in touch with them.
- People on Earth are excited about our new prospects. The information about it is in all media — newspapers, magazines, radio and TV; hundreds of blogs appeared on the Internet.
- The inhabitants of this planet are very generous and open people. We think that the contacts between our two planets will develop really quickly and will be very productive.
- OK, Starlet. Get ready for the start. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, START!

Vocabulary

УМОВНІ СКОРОЧЕННЯ

Українські

амер. — американізм
обчл. — обчислювальна техніка
геогр. — географічна назва, географічний термін
грам. — граматичний термін
збірн. — у збірному значенні
кіно — кінематографія
мед. — медичний термін
муз. — музичний термін
розм. — розмовне слово, розмовний вислів
спорт. — спортивний термін
театр. — театральний термін
техн. — технічний термін

Англійські

a — adjective — прикметник
adv — adverb — прислівник
conj — conjunction — сполучник
int — interjection — вигук
n — noun — іменник
num — numeral — числівник
phr prep — phrasal preposition — фразовий прийменник
phr v — phrasal verb — фразове дієслово
pl — plural — множина
prep — preposition — прийменник
pron — pronoun — займенник
v — verb — дієслово

A

adjective /'ædʒɪktɪv/ *n* прикметник
***abbreviation** /ə'brɪ:vɪ'eɪʃn/ *n* аббревіатура
ability /ə'bɪlɪti/ *n* здатність
able /'eɪbl/ *a* спроможний, здатний
above /ə'boʊv/ *prep* над
abroad /ə'brɔ:d/ *adv* за кордоном
absence /'æbsəns/ *n* відсутність
absolutely /'æbsəlu:tli/ *adv* абсолютно, зовсім
***academically** /,ækə'demɪkəl/ *adv* академічно, чисто теоретично
***accept** /ək'sept/ *v* приймати; погоджуватися
accident /'æksɪdənt/ *n* нещасний випадок, аварія
***accidentally** /,æksɪ'dentəl/ *adv* ненароком
accompany /ə'kʌmpəni/ *v* супроводжувати
according to /ə'kɔ:dɪŋtə/ *phr prep* згідно з
accordion /ə'kɔ:dɪən/ *n* муз. акордеон
***account** /ə'kaʊnt/ *n* рахунок
accountant /ə'kaʊntənt/ *n* бухгалтер

accurate /'ækjərət/ *a* точний
achieve /ə'tʃi:v/ *v* досягати
achievement /ə'tʃi:vmənt/ *n* досягнення
acquaint /ə'kweɪnt/ *v* знайомити; ознайомлювати
across /ə'krɒs/ *prep* через
activity /æk'tɪvətɪ/ *n* діяльність
add /æd/ *v* додавати
addition /ə'dɪʃn/ *n* додавання; доповнення
additional /ə'dɪʃnəl/ *a* додатковий
address /ə'dres/ *n* адреса
addressee /,æd're'si:/ *n* адресат
admire /əd'maɪə/ *v* захоплюватися, милуватися
admirer /əd'maɪərə/ *n* шанувальник
admit /əd'mɪt/ *v* допускати; погоджуватися
advantage /əd'vɑ:ntɪdʒ/ *n* перевага
adventure /əd'ventʃə/ *n* пригода
adverb /'ædvɜ:b/ *n* прислівник
advertise /'ædvətaɪz/ *v* рекламувати
advertisement /əd'vɜ:tɪsmənt/ *n* оголошення, реклама
advice /əd'vaɪs/ *n* порада

Символом * позначено лексичні одиниці, які не входять до активного лексичного мінімуму; трапляються в текстах для читання та аудіювання.

advise /əd'vaɪz/ *v* радити
***affair** /ə'feə/ *n* справа
***affect** /ə'fekt/ *v* впливати (*на щось*), діяти
afford /ə'fɔ:d/ *v* дозволяти собі
agency /'eɪdʒənsi/ *n* агентство
agent /'eɪdʒənt/ *n* агент
agree /ə'ɡri:/ *v* погоджуватися
agreement /ə'ɡri:mənt/ *n* згода; угода
agricultural /'ægrɪ'kʌltʃrəl/ *a* сільсько-господарський
ahead /ə'hed/ *adv* попереду
air /eə/ *n* повітря; *v* провітрювати
alarm /ə'lɑ:m/ *n* сигнал
Alaska /æ'læskə/ *n* *геогр.* Аляска
album /'ælbəm/ *n* альбом
alien /'eɪlɪən/ *n* чужоземець, іноземець
alike /ə'laɪk/ *a* подібний, схожий
alive /ə'laɪv/ *a* живий
allergy /'ælədʒi/ *n* алергія
allow /ə'laʊ/ *v* дозволяти
alone /ə'ləʊn/ *a* сам, самотній
although /ɔ:l'dəʊ/ *conj* хоча
amazing /ə'meɪzɪŋ/ *a* дивовижний; гідний подиву
ambitious /æm'bɪʃəs/ *a* амбіційний, честолюбний
ancient /'eɪnʃnt/ *a* старовинний, давній
angry /'æŋɡri/ *a* сердитий
animal /'ænɪmə/ *n* тварина
animated cartoon /'ænɪmeɪtɪdka:'tu:n/ мультфільм
anniversary /ænɪ'vɜ:səri/ *n* річниця
announce /ə'naʊns/ *v* оголошувати
annoyed /ə'nɔɪd/ *a* роздратований, невдоволений
anybody /'eni'bɒdi/ *pron* хто-небудь, хтось
anything /'eniθɪŋ/ *pron* що-небудь, щось
anywhere /'eniweə/ *adv* де-небудь; скрізь, усюди
apartment /ə'pɑ:tmənt/ *n* *амер.* квартира
apologise /ə'pɒlədʒaɪz/ *v* вибачатися
Appalachian Mountains /æpə'leɪʃjən'maʊntɪnz/ *геогр.* Аппалачі (*гори*)
appear /ə'pɪə/ *v* з'являтися
applause /ə'plɔ:z/ *n* аплодисменти, овація
application form /æp'lɪ'keɪʃn'fɔ:m/ заява
***appointment** /ə'pɔɪntmənt/ *n* зустріч; прийом (*у лікаря*)
***appreciation** /ə'pri:ʃi'eɪʃn/ *n* висока оцінка; розуміння

approach /ə'prəʊtʃ/ *n* підхід
appropriate /ə'prɒpɪət/ *a* відповідний, підходящий
area /'eəriə/ *n* ділянка; район; площа
argue /'ɑ:gju:/ *v* сперечатися
arm /ɑ:m/ *n* рука (*від кисті до плеча*)
***armed** /ɑ:md/ *a* озброєний
arranger /ə'reɪndʒə/ *n* *муз.* аранжувальник
arrival /ə'raɪvl/ *n* приїзд
arrive /ə'raɪv/ *v* приїжджати
art /ɑ:t/ *n* мистецтво
art director *кіно, театр.* художник-постановник
article /'ɑ:tɪkl/ *n* стаття
artist /'ɑ:tɪst/ *n* художник
artistic /ɑ:'tɪstɪk/ *a* художній
ash /æʃ/ *n* *звуч.* *pl* попіл, зола
ashamed /ə'ʃeɪmd/ *a* присоромлений
Asian /'eɪʃjən/ *n* азіат; азіатка; *a* азійський
asleep /ə'sli:p/ *a* який спить
assembly hall /ə'sembli'hɔ:l/ актовий зал
astronaut /'æstrɒnɔ:t/ *n* астронавт, космонавт
athlete /'æθli:t/ *n* атлет; спортсмен
Atlantic Ocean /ət'læntɪk'əʊʃn/ *геогр.* Атлантичний океан
atlas /'ætləs/ *n* атлас (*географічний, зоологічний тощо*)
attach /ə'tætʃ/ *v* прикріпляти
attend /ə'tend/ *v* відвідувати (*лекції тощо*)
attention /ə'tenʃn/ *n* увага
attentive /ə'tentɪv/ *a* уважний
attitude /'ætɪtju:d/ *n* ставлення
attract /ə'trækt/ *v* приваблювати
attractive /ə'træktɪv/ *a* привабливий
audience /'ɔ:diəns/ *n* публіка, глядачі
audiobook /'ɔ:diənbʊk/ *n* аудіокнига
auditorium /ɔ:di'tɔ:riəm/ *n* глядацька зала
Australia /ɔ:'streɪliə/ *n* *геогр.* Австралія
author /'ɔ:θə/ *n* автор
***authority** /ɔ:'θɒrɪti/ *n* влада
autograph /'ɔ:təgrɑ:f/ *n* автограф
average /'ævərɪdʒ/ *a* середній
avoid /ə'vɔɪd/ *v* уникати
awake /ə'weɪk/ *v* будити
aware /ə'weə/ *a* обізнаний; поінформований
***awareness** /ə'weənəs/ *n* компетентність; поінформованість
away /ə'weɪ/ *adv* геть, далеко

awesome /'ɔ:səm/ *a* який вселяє благоговіння
awful /'ɔ:ful/ *a* жахливий
awkward /'ɔ:kwəd/ *a* незграбний
***awkwardness** /'ɔ:kwədənəs/ *n* незграбність

B

baby /'beɪbɪ/ *n* немовля, маля
babysit /'beɪbɪsɪt/ *v* працювати прихожою нянькою
babysitter /'beɪbɪsɪtə/ *n* няня-надомниця
back /bæk/ *n* спина; *a* задній
back page остання сторінка
back yard подвір'я за будинком
backache /'bækəɪk/ *n* біль у спині
background /'bækgraʊnd/ *n* 1. тло, задній план; 2. фон; *театр, кіно* шумове оформлення
backward(s) /'bækwəd(z)/ *adv* назад
bagpipes /'bægrɪps/ *n* муз. волинка
ballad /'bæləd/ *n* балада
band /bænd/ *n* оркестр
banjo /'bænpʃəʊ/ *n* муз. банджо
bank /bæŋk/ *n* банк
***banker** /'bæŋkə/ *n* банкір
banknote /'bæŋknəʊt/ *n* банкнота
bar /bɑ:/ *n* плитка (*шоколаду*)
Barcelona /'bɑ:sɪ'ləʊnə/ *n* *геогр.* Барселона (*місто*)
***bark** /bɑ:k/ *v* гавкати
***basalt** /'bæsɔ:lt/ *n* базальт
basis /'beɪsɪs/ *n* основа
basket /'bɑ:skɪt/ *n* 1. кошик; 2. *спорт.* корзина
basketball court майданчик для гри в баскетбол
bass /beɪs/ *n* муз. бас
battle /'bætl/ *n* битва
beak /bi:k/ *n* дзьоб
bear /beə/ *v* народжувати, родити
beat /bi:t/ *v* бити, ударяти; відбивати; збивати (*яйця*)
beforehand /bɪ'fɔ:hænd/ *adv* заздалегідь
beg /beg/ *v* просити, благати
behave /bɪ'heɪv/ *v* поводитися
behaviour /bɪ'heɪvɪə/ *n* поведінка
behind /bɪ'haɪnd/ *adv* позаду
Belgium /'beldʒəm/ *n* Бельгія
belief /bɪ'li:f/ *n* віра
believe /bɪ'li:v/ *v* вірити
bell /bel/ *n* дзвінок, дзвоник
belong /bɪ'lɒŋ/ *v* належати

below /bɪ'ləʊ/ *adv* нижче
benefit /'benɪfɪt/ *n* користь; вигода; прибуток
bet /bet/ *v* піти на парі
between /bɪ'twi:n/ *prep, adv* між
bin /bɪn/ *n* корзина для сміття
biography /baɪ'ɒgrəfi/ *n* біографія
biology /baɪ'ɒlədʒi/ *n* біологія
birch /bɜ:tʃ/ *n* береза
bird /bɜ:d/ *n* птах, пташка
birth /bɜ:θ/ *n* народження
birthday /'bɜ:θdeɪ/ *n* день народження
birthplace /'bɜ:θpleɪs/ *n* місце народження
biscuit /'bɪskɪt/ *n* сухе печиво, крекер; *амер.* пісочне печиво
blackbird /'blækbɜ:d/ *n* дрізд чорний
***blame** /bleɪm/ *v* звинувачувати
blank /blæŋk/ *n* пропуск; *a* незаповнений
blazer /'bleɪzə/ *n* блейзер, яскрава спортивна куртка
***bleed** /bli:d/ *v* кровоточити
blind /blaɪnd/ *a* сліпий
block /blɒk/ *n* блок; *v* перешкоджати
blog /blɒg/ *n* *обчл.* блог, колективна дошка обговорень (*веб-сторінка, присвячена певній темі, де найновіша інформація подана зверху на сторінці*)
blood /blʌd/ *n* кров
blow up *phr* *v* надувати
board /bɔ:d/ *n* дошка
board accommodation /'bɔ:də,kɒmə'deɪʃn/ стіл і нічліг; житло
boarding school /'bɔ:dɪŋsku:l/ школа-інтернат
boat /bəʊt/ *n* човен
boating /'bəʊtɪŋ/ *n* гребний (весловий) спорт; веслування
body /'bɒdɪ/ *n* тіло
***bold** /bɔ:ld/ *a* жирний (*про шрифт*)
bone /bəʊn/ *n* кістка
boogie-woogie /'bu:gi'wu:gi/ *n* муз. буги-вуги (*танець*)
book /bʊk/ *n* книжка; *v* замовляти
booklet /'bʊklɪt/ *n* брошура; буклет
border /'bɔ:də/ *n* кордон
bored /bɔ:d/ *a* 1. знуджений; 2. набридлий
boring /'bɔ:ɪŋ/ *a* нудний; набридливий
borrow /'bɒrəʊ/ *v* позичати (*у когось*)
both /bəʊθ/ *a, pron* обидва
bottom /'bɒtəm/ *n* нижня частина

bounce /baʊns/ *v* підстрибувати
bound /baʊnd/ *v* межувати
bow /baʊ/ *v* кланятися; кивати
bowling /'bɔʊlɪŋ/ *n спорт.* боулінг, гра в кеглі
box office /'bɒksɒfɪs/ театральна каса
brain /breɪn/ *n* 1. мозок; 2. *pl* розум, розумові здібності
brass /brɑ:s/ *n* мідь; **the** *~(es)* збірн. мідні духові інструменти
brass instrument мідний духовий інструмент
brave /breɪv/ *a* хоробрий
break down *phr v* 1. ламати; 2. ламатися, вийти з ладу; *~ rules* порушувати правила
***breakthrough** /'breɪkθru:/ *n* прорив
breast /brest/ *n* груди; грудна залоза
breathe /bri:ð/ *v* дихати; ***~ down sb's neck** стояти у когось над душею
brewer /'bru:ə/ *n* пивовар
brief /bri:f/ *a* короткий
briefly /'bri:flɪ/ *adv* коротко
brightly /'braɪtlɪ/ *adv* яскраво; блискуче
brilliant /'brɪljənt/ *a* блискучий, яскравий; визначний, видатний
bring out *phr v* 1. виявляти; 2. показувати; 3. виготовляти
British Isles /'brɪtɪʃ'aɪləz/ Британські острови
broadcast /'brɔ:dkɑ:st/ *n* радіомовлення; радіопередача; *v* вести радіопередачу, мовити
broadsheet /'brɔ:dʃi:t/ *n* повноформатна газета
broadside /'brɔ:dsaɪd/ *div.* broadsheet
browser /'braʊzə/ *n* обчл. браузер, програма для перегляду сайтів (*Firefox, Internet Explorer тощо*)
***brushwood** /'brʌʃwʊd/ *n* молода поросль, підлісок
bucket /'bʌkɪt/ *n* відро
budget /'bʌdʒɪt/ *n* бюджет
buffet /'bʊfeɪ/ *n* буфет, буфетний прилавок
built-in *a* вбудований
bullying /'bʊlɪŋ/ *n* залякування
***bump** /bʌmp/ *n* 1. синець, гуля; 2. глухий удар; *v* налітати; *~ into sb* зіштовхнутися (з кимсь)
burger /'bɜ:ɡə/ *n* гамбургер
burn /bɜ:n/ *n* опік; *v* обпікатися
bury /'berɪ/ *n* хоронити, ховати (*мертвих*)
bush /buʃ/ *n* кущ

business /'bɪznɪs/ *n* бізнес, справа; постійне заняття; факс
button /'bʌtn/ *n* гудзик

С

cable /'keɪb(ə)l/ *a* кабельний
café /'kæfeɪ/ *n* кав'ярня, кафе
***caffeine** /'kæfɪn/ *n* кофеїн
cage /keɪdʒ/ *n* клітка
Cairo /'kaɪəʊ/ *n* *геогр.* Каїр (*місто*)
cake /keɪk/ *n* тістечко; торт
calculate /'kælkjuleɪt/ *v* обчислювати, підраховувати
calculation /'kælkju'leɪʃn/ *n* обчислення, підрахунок
call /kɔ:l/ *v* 1. гукати; 2. називати; 3. телефонувати
calm /kɑ:m/ *a* спокійний
calmly /'kɑ:mlɪ/ *adv* спокійно
camera /'kæməɾə/ *n* фотоапарат
camera operator кінооператор
***camouflaged** /'kæməflɑ:ʒd/ *a* замаскований
camp /kæmp/ *n* табір
camping /'kæmpɪŋ/ *n* 1. кемпінг; 2. відпочинок на лоні природи (*в наметовому таборі*)
can /kæn/ *n* банка консервів; *v* могти, вміти
Canada /'kænədə/ *n* *геогр.* Канада
cancel /'kænsəl/ *v* закреслювати; стирати; відмінати
cancer /'kænsə/ *n* *мед.* рак
candy /'kændɪ/ *n* цукерка
***cannibal** /'kænɪbəl/ *n* 1. канибал, людоїд; 2. тварина, яка поживає представників свого виду
canteen /kænti:n/ *n* їдальня
capital /'kæpɪtəl/ *n* столиця
car /kɑ:/ *n* (легковий) автомобіль
carbohydrate /kɑ:bə'haidrət/ *n* вуглевод
card /kɑ:d/ *n* картка
care /keə/ *n* турбота; *v* піклуватися
career /kə'ɪɾə/ *n* кар'єра
careful /'keəfʊl/ *a* турботливий, уважний; обережний
Carpathian Mountains /kɑ:'peɪθiən'maʊntɪnz/ *геогр.* Карпатські гори
carrot /'kærət/ *n* морква
carry /'kæri/ *v* нести
carry out *phr v* виконувати
carton /'kɑ:tən/ *n* картонна коробка
cartoon /kɑ:'tu:n/ *n* мультфільм
case /keɪs/ *n* випадок

cashier /'kæʃiə/ *n* касир
cast /kɑ:st/ *n* склад виконавців
castle /'kɑ:sl/ *n* замок
catch /kætʃ/ *v* ловити; виймати
category /'kætəgəri/ *n* категорія
cathedral /kə'θi:drəl/ *n* собор
ceiling /'si:lɪŋ/ *n* стеля
celebrity /sə'lebrəti/ *n* знаменитість
cello /'tʃeləʊ/ *n* муз. віолончель
centre /'sentə/ *n* центр
century /'sentʃəri/ *n* сторіччя
certain /'sɜ:tɪn/ *a* звичайний
certainly /'sɜ:tɪnli/ *adv* звичайно
chairman /'tʃeətmən/ *n* голова (зборів тощо)
challenge /'tʃælɪndʒ/ *n* виклик
chamber /'tʃeɪmbə/ *a* муз. камерний
chance /'tʃɑ:ns/ *n* шанс; *by* ~ випадково; ненароком
change /tʃeɪndʒ/ *v* 1. змінювати; 2. змінюватися
changeable /'tʃeɪndʒəbl/ *a* непостійний, мінливий
channel /'tʃænl/ *n* 1. канал; 2. русло
character /'kærəktə/ *n* 1. характер; 2. герой, персонаж
*charitable /'tʃærɪtəbl/ *a* благодійний, філантропічний
charity /'tʃærɪti/ *n* 1. милосердя; благодійність; 2. благодійний заклад (богадільня, притулок)
charming /'tʃɑ:miŋ/ *a* чарівний, чудовий
chat /tʃæt/ *v* розмовляти
chatroom /'tʃætru:m/ *n* обчл. чат
*cheat /tʃi:t/ *v* шахраювати, обманювати
check /tʃek/ *v* перевіряти
checkup /'tʃekʌp/ *n* перевірка (стану); огляд (медичний)
cheerful /'tʃi:əfəl/ *a* веселий, радісний
cheerfully /'tʃi:əfəli/ *adv* весело, радісно
cheerfulness /'tʃi:əfəlnəs/ *n* життєрадісність
chemistry /'kemɪstri/ *n* хімія
chess /tʃes/ *n* шахи
*chessman /'tʃesmən/ *n* шахова фігура
Cheviots /'tʃi:vɪəts/ *n* геогр. Чевіоти (гори)
chew /tʃu:/ *v* жувати
China /'tʃaɪnə/ *n* геогр. Китай
choice /tʃɔɪs/ *n* вибір
choir /'kwaɪə/ *n* хор
choose /tʃu:z/ *v* вибирати
chunk /tʃʌŋk/ *n* великий шматок; *v* ділити на частини
church /tʃɜ:ʃ/ *n* церква
circle /'sɜ:kl/ *n* круг, коло

city /sɪti/ *n* (велике) місто
civil /'sɪvl/ *a* цивільний
*civilization /sɪvɪləɪz'eɪʃn/ *n* цивілізація
claim /kleɪm/ *a* заявляти
clarinet /,klærə'net/ *n* муз. кларнет
class /klɑ:s/ *n* заняття, урок
classical /'klæsɪkəl/ *a* класичний
classified ad /'klæsɪfaɪd,æd/ рекламне оголошення про купівлю-продаж
clean /kli:n/ *v* чистити, полірувати
cleanup /'kli:nɪp/ *n* прибирання
clear /kliə/ *a* чистий; ясний
clever /'klevə/ *a* розумний
click /kɪk/ *n* обчл. натискання на клавішу (комп'ютерної) мишки
climate /'klaɪmɪt/ *n* клімат
climb /klaɪm/ *v* підніматися (на); залазити
climber /'klaɪmə/ *n* альпініст
climbing /'klaɪmɪŋ/ *n* альпінізм
cloak /kləʊk/ *n* плащ
close /kləʊz/ *a* близький; *v* закривати
clothes /kləʊðz/ *n* *pl* одяг
cloudy /'klaʊdi/ *a* хмарний, укритий хмарами
clumsy /'klʌmzi/ *a* незграбний
Clyde /klaɪd/ *n* геогр. Клайд (річка)
coach /kəʊtʃ/ *n* 1. тренер; 2. міжміський автобус
coast /kəʊst/ *n* узбережжя
coastline /'kəʊstlaɪn/ *n* берегова лінія
cold /kəʊld/ *n* застуда; *a* холодний
college /'kɒlɪdʒ/ *n* коледж
coloured /'kɒləd/ *a* 1. пофарбований; 2. кольоровий
column /'kɒləm/ *n* стовпчик
come /kʌm/ *v* приходити
come upon *phr* *v* натрапляти
comedy /'kɒmədi/ *n* театр., кіно комедія
comfort /'kʌmfət/ *n* комфорт; утіха
comfortable /'kʌmfətəbl/ *a* зручний
*comforting /'kʌmfətɪŋ/ *a* який заспокоює
comic strip /'kɒmɪk,stri:p/ комікс
command /kə'mɑ:nd/ *n* команда
commentator /'kɒmən'teɪtə/ *n* коментатор
commercial /kə'mɜ:ʃl/ *n* реклама (по радіо або телебаченню)
committee /kə'mɪti/ *n* комітет
common /'kɒmən/ *a* загальний; звичайний
communicate /kə'mju:nɪkeɪt/ *v* спілкуватися
communication /kə,mju:nɪ'keɪʃn/ *n* спілкування

companion /kəm'pæniən/ *n* компаньйон
compare /kəm'peə/ *v* порівнювати
compasses /kəm'pæsɪz/ *n* циркуль
***compensation** /kəm'pæns'eɪʃn/ *n* компенсація
competition /kəm'pɛtɪʃn/ *n* змагання
competitive /kəm'pɛtɪtɪv/ *a* змагальний
competitor /kəm'pɛtɪtə/ *n* конкурент, суперник
complete /kəm'pli:t/ *v* завершати
completely /kəm'pli:tli/ *adv* повністю
compose /kəm'pəʊz/ *v* складати, створювати, писати
composer /kəm'pəʊzə/ *n* композитор
composition /kəm'pəʊzɪʃn/ *n* твір
comprehensive /kəm'prɪ'hensɪv/ *a* всесторонній; загальноосвітній
***concentrate** /kɒnsəntreɪt/ *v* концентруватися, зосереджуватися
***concerned** /kən'sɜ:nd/ *a* який має відношення; **as far as I am** ~ що стосується мене
concert /kɒnsət/ *n* концерт
conclusion /kən'klu:ʒn/ *n* висновок
condition /kən'dɪʃn/ *n* стан
cone /kəʊn/ *n* конус
confident /kɒnfɪdənt/ *a* упевнений; самовпевнений
conflict /kɒnflɪkt/ *n* конфлікт
confused /kən'fju:zd/ *a* спантеличений
Congratulations! /kɒn'grætʃu'leɪʃnz/ По-здоровляю!
connect /kə'nekt/ *v* з'єднувати
cons /kɒnz/ *n* докази «проти»
consider /kən'sɪdə/ *v* вважати
consist /kən'sɪst/ *v* складатися
contain /kən'teɪn/ *v* вмщати; містити в собі
contestant /kən'testənt/ *n* конкурент
continent /kɒntɪnənt/ *n* континент
continue /kən'tɪnju:/ *v* продовжувати
continuously /kən'tɪnjuəsli/ *adv* постійно
contrary /kɒntrəri/ *n* протилежне; **on the** ~ навпаки
contrast /kɒntrɑ:st/ *n* контраст
contribute /kən'trɪbjʊ:t/ *v* робити внесок
contributor /kən'trɪbjʊtə/ *n* спонсор
convenient /kən'vi:nɪənt/ *a* зручний
conversation /kɒnvə'seɪʃn/ *n* розмова
convince /kən'vɪns/ *v* переконувати; **I'm convinced that...** переконаний, що...
convincing /kən'vɪnsɪŋ/ *a* переконливий
cook /kʊk/ *n* кухар; *v* готувати їжу
cool /ku:l/ *a* 1. прохолодний; 2. розм. класний

cool off *phr v* охолоджуватися
coral /'kɒrəl/ *n* корал
Cordillera Mountains /kɒ'dɪ'ljəə'maʊntɪnz/ *geogr.* Кордильєри
corner /'kɔ:nə/ *n* 1. куток; 2. ріг (вулиці)
***corporation** /kɔ:pə'reɪʃn/ *n* корпорація
correct /kə'rekt/ *a* правильний; *v* виправляти, коригувати
correspondent /kɒrɪ'spɒndənt/ *n* кореспондент
cost /kɒst/ *v* коштувати
couch potato /kautʃ'pə'teɪtəʊ/ лежень, лежебока
count /kaʊnt/ *v* лічити; підраховувати
country /'kʌntri/ *n* країна
couple /'kʌpl/ *n* 1. пара; 2. парні предмети
course /kɔ:s/ *n* страва
court /kɔ:t/ *n спорт.* корт, майданчик
cover /'kʌvə/ *n* кришка; *v* накривати
***cowboy** /'kaʊbɔɪ/ *n* ковбой
crab /kræb/ *n* краб
crazy /'kreɪzi/ *a* божевільний; схиблений (на чомусь)
create /kri'eɪt/ *v* створювати
creative /kri'eɪtɪv/ *a* творчий
creativity /kri'eɪtɪvɪti/ *n* творчість
creature /kri:ʃə/ *n* створіння
crime /kraɪm/ *n* злочин
Crimean Mountains /kraɪ'mi:ən'maʊntɪnz/ *geogr.* Кримські гори
cross /krɒs/ *n* хрест; *a* сердитий; *v* переходити
crowd /kraʊd/ *n* натовп
cry /kraɪ/ *v* кричати; плакати
cure /kjʊə/ *n* лікування; *v* виліковувати
curiosity /kjʊə'ɪɒsəti/ *n* допитливість
curious /kjʊə'ɪəs/ *a* допитливий
current /'kʌrənt/ *n* течія; потік
cut /kʌt/ *n* поріз; *v* порізати(ся)
***cyberschool** /saɪbə'skʊl/ *n* кібершкола
***cyberspace** /saɪbə'speɪs/ *n* кіберпростір
cycling /saɪklɪŋ/ *n* велоспорт
***cylinder** /'sɪlɪndə/ *n* циліндр
cymbal gong /sɪmbəl'gɒŋ/ *муз.* гонг (ударний музичний інструмент у симфонічному оркестрі)
cymbals /sɪmbəlz/ *n pl муз.* тарілки

D

***daffodil** /'dæfədɪl/ *n* нарцис
daily /'deɪli/ *n* щоденна газета; *a* щоденний
dairy /'deəri/ *n збірн.* молочні продукти

dance /dɑːns/ *n* танець; *v* танцювати
danger /ˈdeɪndʒə/ *n* небезпека
dangerous /ˈdeɪndʒərəs/ *a* небезпечний
darling /ˈdɑːlɪŋ/ *a* дорогий, милий, любий
data /ˈdeɪtə/ *n* дані, факти
day school /ˈdeɪskʊl/ денна школа
dead /ded/ *a* мертвий
death /deθ/ *n* смерть
***decade** /ˈdekeɪd/ *n* декада
decide /dɪˈsaɪd/ *v* вирішувати
declare /dɪˈkleə/ *v* оголошувати; виголошувати
decorate /ˈdekəreɪt/ *v* прикрашати
deep /diːp/ *a* глибокий
deer /diə/ *n* (*pl* без змін) олень
defeat /dɪˈfiːt/ *v* завдавати поразки, розгромити
definite /ˈdefɪnɪt/ *a* певний
definitely /ˈdefɪnətli/ *adv* точно, ясно; *розм.* звичайно, певно
definition /ˌdefɪˈnɪʃn/ *n* визначення
degree /dɪˈɡriː/ *n* ступінь
delicate /ˈdelɪkət/ *a* витончений; тендітний; ніжний
delicious /dɪˈlɪʃəs/ *a* дуже смачний
deliver /dɪˈlɪvə/ *v* доставляти; вручати
demand /dɪˈmɑːnd/ *v* вимагати
deny /dɪˈnaɪ/ *v* заперечувати
departure /dɪˈpɑːtʃə/ *n* від'їзд
depend /dɪˈpend/ *v* залежати
***depict** /dɪˈpɪkt/ *v* зображати
deposit /dɪˈpɒzɪt/ *v* класти в банк, депонувати
deputy headteacher /ˈdepjuːtɪˌhedtiːtʃə/ заступник директора
describe /dɪˈskraɪb/ *v* описувати, зображати
description /dɪˈskrɪpʃn/ *n* опис, зображення
***descriptive** /dɪˈskrɪptɪv/ *a* описовий; наочний
desert /ˈdezət/ *n* пустеля
deserted /dɪˈzɜːtɪd/ *a* безлюдний, пустинний; покинутий, залишений
design /dɪˈzaɪn/ *n* дизайн; задумка; план
desire /dɪˈzaɪə/ *v* бажати, хотіти
desktop /ˈdesktpɒp/ *n* робоча поверхня
despite /dɪˈspaɪt/ *prep* незважаючи на
destroy /dɪˈstrɔɪ/ *v* руйнувати
detailed /ˈdiːteɪld/ *a* детальний
detective /dɪˈtektɪv/ *n* детектив; *a* детективний
detention /dɪˈtenʃn/ *n* залишення після уроків (*вид* покарання в школі)

determined /dɪˈtɜːmɪnd/ *a* рішучий
develop /dɪˈveləp/ *v* розвивати
dialogue /ˈdaɪələg/ *n* діалог
diary /ˈdaɪəri/ *n* щоденник
dictionary /ˈdɪkʃənəri/ *n* словник
die /daɪ/ *v* помирати
diet /ˈdaɪət/ *n* дієта; харчування
differ /ˈdɪfə/ *v* відрізнятися
difference /ˈdɪfrəns/ *n* відмінність
different /ˈdɪfrənt/ *a* несхожий, відмінний; інший
dig /dɪg/ *v* копати
digital /ˈdɪdʒɪtl/ *a* цифровий
dine /daɪn/ *v* обідати
direct /dɪˈrekt/ *a* прямий
director /dɪˈrektə/ *n* директор
disadvantage /ˌdɪsədˈvɑːntɪdʒ/ *n* недолік
disagree /ˌdɪsəˈɡriː/ *v* не погоджуватися
disappear /ˌdɪsəˈpiə/ *v* зникати
disappearance /ˌdɪsəˈpiəəns/ *n* зникнення
disappointing /ˌdɪsəˈpɔɪntɪŋ/ *a* невтішний
disapprovingly /ˌdɪsəˈpruːvɪŋli/ *adv* іسخвально; осудливо
disaster /dɪˈzɑːstə/ *n* біда, нещастя
***disastrous** /dɪˈzɑːstrəs/ *a* руйнівний
discipline /ˈdɪsɪplɪn/ *n* 1. дисципліна, 2. рядок; 2. галузь знань
discover /dɪˈskʌvə/ *v* робити відкриття
discovery /dɪˈskʌvəri/ *n* відкриття
dish /dɪʃ/ *n* 1. тарілка, миска; 2. страва
dishonest /dɪsˈɒnɪst/ *a* нечесний
displeased /dɪsˈpliːzd/ *a* незадоволений
distraction /dɪˈstrækʃn/ *n* відволікання уваги
dive /daɪv/ *v* пірнати
divide /dɪˈvaɪd/ *v* розділяти, ділити
DIY *абрєв.* від do it yourself зроби сам
Dniester /ˈdnɪstə/ *n* *геогр.* Дністер (*річка*)
dock /dɒk/ *v* стикуватися
documentary /ˌdɒkjʊˈmentəri/ *n* документальний кінофільм
dolmen /ˈdɒlmən/ *n* дольмен (*спорудження бронзового віку з великих тесаних каменів, укладених кол або пірколом*)
dolphin /ˈdɒlfɪn/ *n* дельфін
domestic /dɒˈmestɪk/ *a* домашній
dominate /ˈdɒmɪneɪt/ *v* панувати; доминувати, переважати
***donation** /dəʊˈneɪʃn/ *n* пожертва, дар
doorway /ˈdɔːweɪ/ *n* дверний прохід
dormitory /ˈdɔːmɪtəri/ *n* гуртожиток
doubt /daʊt/ *v* сумніватися
down /daʊn/ *adv* униз

download /'daʊnləʊd/ *v* *обчл.* завантажувати
downtown /'daʊntaʊn/ *n* центр міста
draft /dra:ft/ *n* проект
drama /'drɑ:mə/ *n* драма (*п'еса*)
dramatically /drə'mætɪkəli/ *adv* *драма-*
тично; удавано; зворушливо
draw /drɔ: / *v* малювати (*олівцем*); крес-
 лити
drawing /'drɔ:ɪŋ/ *n* малюнок; креслення
dreadful /'dredfʊl/ *a* страшний, жахли-
 вий
dream /dri:m/ *v* 1. бачити сон; 2. мріяти
dress /dres/ *n* сукня; *v* одягатися
dried /draɪd/ *a* сухий; висушений
drift /drɪft/ *n* повільна течія; *v* гнати
 (*вітром тощо*), зносити
drink /drɪŋk/ *n* напій; *v* пити
drive /draɪv/ *v* водити, правити, керу-
 вати
driver /'draɪvə/ *n* водій
***driverless pod** транспортний засіб без
 водія
drop /drɒp/ *n* крапля; *v* 1. крапати; па-
 дати; 2. упускати
drum /drʌm/ *n* барабан
drummer /'drʌmə/ *n* барабанщик
dry /draɪ/ *a* сухий; *v* сушити
duck /dʌk/ *n* качка
***due** /dju: / *a* відповідний, належний
dull /dʌl/ *a* нудний
duration /dju'reɪʃn/ *n* тривалість
during /dju'eɪnɪŋ/ *prep* протягом
duster /'dʌstə/ *n* ганчірка

Е

eagerly /'i:ɡəli/ *adv* з радістю; енергійно
earache /'i:əreɪk/ *n* вушний біль
earn /z:n/ *v* заробляти
earring /'i:əɪnɪŋ/ *n* сережка
Earth /z:θ/ *n* Земля (*планета*)
east /i:st/ *n* схід
eastern /'i:stən/ *a* східний
eat /i:t/ *v* їсти
eater /'i:tə/ *n* їдок
e-book /'i:bʊk/ *n* електронна книга
editor /'edɪtə/ *n* редактор
editorial /,edɪ'tɔ:riəl/ *n* редакційна стаття
educate /'edju:keɪt/ *v* давати освіту
education /,edju:'keɪʃn/ *n* освіта
educational /,edju:'keɪʃnəl/ *a* освітній
effect /'i:fekt/ *n* результат
effort /'efət/ *n* зусилля
Egypt /'i:ɟɪpt/ *n* *геогр.* Єгипет

either /'aɪðə/ *a, pron* один із двох; той чи
 інший
electronic /,ɪlek'trɒnɪk/ *a* електронний
elevator /'elɪveɪtə/ *n* ліфт
***ellipse** /'ɪlɪps/ *n* еліпс; овал
else /els/ *adv* ще; крім; *pron* інший
e-mail /'i:meɪl/ *n* електронна адреса
***embarrassed** /ɪm'bærəst/ *a* збентеже-
 ний
embroidered /ɪm'brɔɪdəd/ *a* вишитий
emergency /'ɪm:ʒənsɪ/ *n* непередбаче-
 ний випадок; крайня необхідність
emotion /'ɪməʊʃn/ *n* емоція
emotional /'ɪməʊʃnəl/ *a* емоційний
employee /'emplɔɪ'i:/ *n* службовець
employer /ɪm'plɔɪə/ *n* роботодавець
empty /'emptɪ/ *a* порожній; пустий; не-
 заповнений
***enchanted** /ɪn'tʃɑ:ntɪd/ *a* зачарований
encourage /ɪn'kʌrɪdʒ/ *v* заохочувати
encyclopedia /ɪn'saɪklə'pi:diə/ *n* енцикло-
 педія
end /end/ *v* закінчуватися
ending /'endɪŋ/ *n* закінчення
endless /'endlɪs/ *a* безкінечний
enemy /'enɪmi/ *n* ворог
energy /'enədʒɪ/ *n* енергія
engage /ɪn'geɪdʒ/ *v* наймати
engagement /ɪn'geɪdʒmənt/ *n* 1. заняття,
 справа; 2. запрошення; домовленість
engineer /'endʒɪ'nɪə/ *n* інженер
English Channel (the) /'ɪŋɡlɪʃ'tʃænel/ *ге-*
огр. Ла-Манш (*протока*)
enjoy /ɪn'tʃɔɪ/ *v* насолоджуватися
enjoyable /ɪn'tʃɔɪəbl/ *a* приємний
enormous /ɪ'nɔ:məs/ *a* величезний
enough /ɪ'nʌf/ *adv* доволі, досить; пев-
 ною мірою
ensemble /ɑ:n'sɑ:mbəl/ *n* ансамбль
enter /'entə/ *v* заходити
entertain /'entə'teɪn/ *v* розважати
entertaining /'entə'teɪnɪŋ/ *a* розважаль-
 ний
entertainment /'entə'teɪnmənt/ *n* розвага
enthusiasm /ɪn'θju:zɪəzəm/ *n* ентузіазм
enthusiastic /ɪn'θju:zɪ'æstɪk/ *a* сповнений
 ентузіазму
entrance /'entrəns/ *n* вхід
environment /ɪn'vaɪənmənt/ *n* навко-
 лишнє середовище, довкілля
epic /'epɪk/ *n* епічна поема
equipment /'ɪkwɪpmənt/ *n* обладнання
escape /ɪs'keɪp/ *v* тікати
especially /ɪs'peʃəli/ *adv* особливо
essay /'eseɪ/ *n* ессé, нарис, етюд

ethnic /'eθnik/ *a* етнічний
Europe /'juərəp/ *n* геогр. Європа
eve /i:v/ *n* переддень
even /'i:vn/ *adv* навіть; хоча б
event /'i:vent/ *n* подія
everyone /'evriwɒn/ *pron* кожний
everything /'evriθiŋ/ *pron* усе
evil /'i:vl/ *n* зло
exactly /ɪg'zæktli/ *adv* точно
exam /ɪg'zæm/ *n* екзамен
examine /ɪg'zæmɪn/ *v* перевіряти
example /ɪg'zɑ:mpl/ *n* зразок
excellent /'eksələnt/ *a* відмінний
except /ɪk'sept/ *prep* за винятком, крім
exchange /ɪks'tʃeɪndʒ/ *v* обмінювати, обмі-
 нюватися
excited /ɪk'saɪtɪd/ *a* схвилюваний
excitement /ɪk'saɪtmənt/ *n* хвилювання
exciting /ɪk'saɪtɪŋ/ *a* хвилюючий; зво-
 рушливий
exclaim /ɪks'kleɪm/ *v* вигукувати
excursion /ɪks'kɜ:ʃn/ *n* екскурсія
excuse /ɪk'skju:z/ *v* вибачатися
exercise /'eksəsaɪz/ *n* вправа
expect /ɪk'spekt/ *v* очікувати
expel /ɪk'spel/ *v* виключати
expense /ɪk'spens/ *n* витрата; кошт
expensive /ɪk'spensɪv/ *a* дорогий, кош-
 товний
experience /ɪk'spɪəriəns/ *n* досвід
***experienced** /ɪk'spɪəriənst/ *a* досвідче-
 ний
experiment /ɪk'sperɪmənt/ *n* експери-
 мент
explain /ɪk'spleɪn/ *v* пояснювати
explanation /ɪk'splə'neɪʃn/ *n* пояснення
express /ɪk'spres/ *v* висловлювати
***expulsion** /ɪk'spʌlʃn/ *n* звільнення, ви-
 ключення (зі школи тощо)
extreme /ɪk'stri:m/ *a* екстремальний
extremely /ɪk'stri:mli/ *adv* надзвичайно
eye /aɪ/ *n* око

F

fable /'feɪbl/ *n* байка
facility /fə'sɪlɪti/ *n* обладнання
fact /fækt/ *n* факт; **as a matter of ~** фак-
 тично
fail /feɪl/ *v* зазнати невдачі; не досяга-
 ти; провалюватися (на екзаменах
 тощо)
***fair-weather friend** /'feəweðə,frend/ не-
 надійний друг
fairytale /'feərɪteɪl/ *n* казка

faith /feɪθ/ *n* віра
faithful /'feɪθfʊl/ *a* вірний, надійний
fall /fɔ:l/ *v* падати; **fall asleep** засинати,
 засипати; **fall over oneself** старати-
 ся щосили
fall behind *phr* *v* відставати
false /fɔ:ls/ *a* неправильний
fame /feɪm/ *n* слава
fan /fæn/ *n* фанат, болільник, ентузіаст
fancy /'fænsɪ/ *v* мати схильність (до чо-
 гось)
fantasy /'fæntəsi/ *n* фантазія; *v* уявляти
farm /fɑ:m/ *n* ферма
fashion /'fæʃn/ *n* мода
fast food /'fɑ:stfʊd/ нескладні страви;
 їжа, яку можна перехопити нашвид-
 куруч (*гамбургери, сосиски тощо*)
fat /fæt/ *n* жир; *a* товстий, огрядний
fault /fɔ:lt/ *n* помилка; недолік
favour /'feɪvə/ *n* послуга; користь; **in ~ of**
 на користь
favourite /'feɪvəɪt/ *a* улюблений
fear /fɪə/ *n* страх
fearful /'fiəfʊl/ *a* страшний, жахливий
feast /fi:st/ *n* свято
feather /'fedə/ *n* перо
feature article /'fi:tʃə'ɑ:tɪkl/ стаття (в дру-
 кованому виданні)
fee /fi:/ *n* плата
feel /fi:l/ *v* відчувати
feeling /'fi:liŋ/ *n* почуття
fellow /'feləʊ/ *n* чоловік; парубок
fellowship /'feləʊʃɪp/ *n* братство
few /fju:/ *a* мало, небагато
fibre /'faɪbə/ *n* клітковина
fiddle /'fɪdl/ *n* скрипка; **to be as fit as a ~**
 бути при доброму здоров'ї/у гарно-
 му настрої
field /fi:ld/ *n* поле
***fieldtrip** /'fi:ldtrɪp/ *n* навчальна екс-
 курсія
fight /faɪt/ *n* боротьба; *v* боротися
figure /'fɪgə/ *n* цифра
figure skating /'fɪgə'skeɪtɪŋ/ фігурне ка-
 тання
fill /fɪl/ *v* наповнювати
fill in *phr* *v* заповнювати (*анкету*);
 вставляти (в речення)
filming /'fɪlmɪŋ/ *n* кінозйомка
finally /'faɪnəli/ *adv* нарешті; врешті-
 решт
find /faɪnd/ *v* знаходити
find out *phr* *v* з'ясувати; вирішу-
 вати

fine /faɪn/ *a* гарний; чудовий
finger /ˈfɪŋɡə/ *n* палець
fir /fɜː/ *n* ялина
fire /ˈfaɪə/ *n* вогонь
first /fɜːst/ *n* *num* перший
first aid /ˈfɜːstˈeɪd/ перша допомога
fish /fɪʃ/ *n* риба
fishing /ˈfɪʃɪŋ/ *n* рибалка
fit /fɪt/ *v* відповідати (*чомусь*); годити-ся; бути впору; прилагоджувати, приганяти; монтувати, складати
fix /fɪks/ *v* закріплювати; приладнати
flap /flæp/ *n* легкий удар; *v* ляпати
***flapper** /ˈflæpə/ *n* 1. хлопка; 2. той, хто ляпає
flat /flæt/ *n* квартира; *a* плоский
flight /flaɪt/ *n* політ
***float** /fləʊt/ *v* плисти
floor /flɔː/ *n* підлога
flow out *phr v* витікати
flue /fluː/ *n* грип
***flush** /flʌʃ/ *n* 1. приплив, потік (*води*); 2. почервоніння (*обличчя*); *v* 1. литися; 2. почервоніти (*про обличчя*)
flute /fluːt/ *n* муз. флейта
fly /flaɪ/ *v* літати
fog /fɒɡ/ *n* туман
folder /ˈfəʊldə/ *n* папка
folk /fəʊk/ *n* народ
folklore /ˈfəʊklɔː/ *n* фольклор
follow /ˈfɒləʊ/ *v* іти слідом; супроводити; бути наступним
following /ˈfɒləʊɪŋ/ *a* наступний
fondly /ˈfɒndli/ *adv* ніжно, з любов'ю
food /fuːd/ *n* їжа
forecast /ˈfɔːkɑːst/ *n* прогноз
foreigner /ˈfɒrɪnə/ *n* чужинець; іноземець
forever /fəˈtevə/ *adv* назавжди
forget /fəˈɡet/ *v* забувати
fork /fɔːk/ *n* виделка
form /fɔːm/ *n* клас; *v* формувати
formal /ˈfɔːməl/ *a* формальний
fort /fɔːt/ *n* форт; укріплений вузол
***fortress** /ˈfɔːtrəs/ *n* фортеця
forum /ˈfɒrəm/ *n* форум
forward /ˈfɔːwəd/ *a* передній; передовий
fox /fɒks/ *n* лисиця; лис
France /frɑːns/ *n* *геогр.* Франція
***freaky** /ˈfriːki/ *a* примхливий; вибагливий
free /friː/ *a* вільний; *v* звільняти
freedom /ˈfriːdəm/ *n* свобода
fresh /freʃ/ *a* свіжий
fridge /frɪdʒ/ *n* холодильник

fried /fraɪd/ *a* смажений
friendly /ˈfrendli/ *adv* дружньо, приязно
friendship /ˈfren(d)ʃɪp/ *n* дружба
frighten /ˈfraɪtən/ *v* лякати
frog /frɒɡ/ *n* жаба
from /frɒm/ *prep* з, із
front /frʌnt/ *a* передній
***frown** /fraʊn/ *v* хмуритися
fuel /fjuəl/ *n* паливе
full /fʊl/ *a* повний
fun /fʌn/ *n* розвага, забава; веселощі
funk /fʌŋk/ *n* муз. фанк, джаз у стилі «фанк» (*який нагадує негритянськй стіє*)
funny /ˈfʌni/ *a* смішний
furniture /ˈfɜːnɪtʃə/ *n* меблі
future /ˈfjuːtʃə/ *n* майбутнє; *a* майбутній

G

gadget /ˈɡædʒɪt/ *n* пристрій, технічна новинка
gain /geɪn/ *v* досягати
gallery /ˈɡæləri/ *n* галерея
game /geɪm/ *n* гра
gap /ɡæp/ *n* пропуск (*у тексті*)
garage /ˈɡærɑːʒ/ *n* гараж
gardener /ˈɡɑːdnə/ *n* садівник
gateway /ˈɡeɪtweɪ/ *n* ворота
gather /ˈɡæðə/ *v* збиратися
general /ˈdʒenərəl/ *a* загальний
generally /ˈdʒenərəli/ *adv* як правило; загальною
generate /ˈdʒenəreɪt/ *v* виробляти, створювати, генерувати
generation /ˈdʒenəreɪʃn/ *n* покоління
generous /ˈdʒenərəs/ *a* щедрий
genius /ˈdʒiːniəs/ *n* геній
genre /ˈʒɒnrə/ *n* жанр
gentle /ˈdʒentl/ *a* м'який, добрий; легкий; пологий
gently /ˈdʒentli/ *adv* м'яко
geographical /ˈdʒiəˈɡræfɪkəl/ *a* географічний
geometrical /ˈdʒiəˈmetrɪkəl/ *a* геометричний
get along *phr v* ладити, уживатися
get rid of позбутися
ghost /ɡəʊst/ *n* привид
gift /ɡɪft/ *n* подарунок
gifted /ˈɡɪftɪd/ *a* здібний
give up *phr v* відмовлятися
give way давати дорогу
glam rock /ˈɡlæmɹɒk/ *муз.* глемрок (*різновид року*)

glance /glɑːns/ *n* погляд
glass /glɑːs/ *n* скло; *a* скляний
glitter /ˈɡlɪtə/ *v* блищати
globally /ˈɡləʊbəli/ *adv* у світовому масштабі
goal /ɡəʊl/ *n* ціль
***goddess** /ˈɡɒdɪs/ *n* богиня
***goggles** /ˈɡɒɡlz/ *n* захисні окуляри (для плавання тощо)
gold /ɡəʊld/ *n* золото
golden eagle /ˌɡəʊldənˈiːɡl/ беркут
gold course /ˈɡɒlfkɔːs/ *спорт.* майданчик для гри у гольф
good /ɡʊd/ *a* гарний
good manners гарні манери
goody-goody /ˈɡʊdiˌɡʊdi/ *a* удавано добродесний; святенницький
goose /ɡuːs/ *n* гуска; гусак
gossip /ˈɡɒsɪp/ *n* чутки, плітки; світська хроніка
government /ˈɡʌvnmənt/ *n* уряд
graceful /ˈɡreɪsfl/ *a* привабливий; граціозний, витончений
grade /ɡreɪd/ *n* 1. ступінь; 2. клас; 3. оцінка
grammar /ˈɡræmə/ *n* граматика
grapes /ɡreɪps/ *n* виноград (у гронах)
graphics /ˈɡræfɪks/ *n* графіка
graffiti /ˈɡræfɪti/ *n pl* від **graffito** графіті (малюнок або напис на будинках, парканах тощо)
Great Britain /ˈɡreɪtˈbrɪtn/ *геогр.* Великобританія
Great Lakes /ˈɡreɪtˈleɪks/ *геогр.* Великі Озера
greatly /ˈɡreɪtli/ *adv* дуже
greeting /ˈɡriːtɪŋ/ *n* (при)вітання
ground /ɡraʊnd/ *n* земля, поверхня землі, ґрунт
group /ɡruːp/ *n* група
grow /ɡrəʊ/ *v* рости; вирощувати
growth /ɡrəʊθ/ *n* ріст
guard /ɡɑːd/ *n* охорона
guess /ɡes/ *v* здогадуватися; вгадувати
guest /ɡest/ *n* гість
guilty /ˈɡɪlti/ *a* винний
guitar /ɡɪˈtɑː/ *n* гітара
Gulf of Mexico (the) /ˌɡʌlfəvˈmeksɪkəv/ *геогр.* Мексиканська затока
gum /ɡʌm/ *n* жувальна гумка, жуйка
***gun** /ɡʌn/ *n* рушниця
guy /ɡaɪ/ *n* хлопець
gym /dʒɪm/ *n* спортзал

Н

habit /ˈhæbɪt/ *n* звичка
half /hɑːf/ *n* половина
hall /hɔːl/ *n* зал
hand /hænd/ *n* рука (*кисть*); *v* вручати
happen /ˈhæpən/ *v* траплятися
happiness /ˈhæpɪnɪs/ *n* щастя
happy /ˈhæpi/ *a* щасливий
hard /hɑːd/ *a* важкий
hardly /ˈhɑːdli/ *adv* ледь, ледве
hardworking /ˈhɑːdˌwɜːkɪŋ/ *a* працьовитий, працелюбний
hare /heə/ *n* заєць
harm /hɑːm/ *n* шкода; збиток
harmful /ˈhɑːmfʊl/ *a* шкідливий
harmonica /hɑːˈmɒnɪkə/ *n муз.* 1. акордеон; 2. губна гармошка
harp /hɑːp/ *n муз.* арфа
hat /hæt/ *n* шапка; капелюх; капелюшок
hate /heit/ *v* ненавидіти
***hatter** /ˈhætə/ *n* торговець капелюхами; **as mad as a ~** розлючений, розлютований
Hawaii /həˈwaɪi/ *n геогр.* Гаваї (*штат США*)
head /hed/ *n* голова; *v* очолювати
headache /ˈhedəɪk/ *n* головний біль
headline /ˈhedlɑːn/ *n* заголовок
headmaster /ˈhedmɑːstə/ *n* директор школи
headteacher /ˈhedtiːtʃə/ *див.* **headmaster**
***healing** /ˈhiːlɪŋ/ *n* зцілення; лікування
health /helθ/ *n* здоров'я
healthy /ˈhelθi/ *a* здоровий
hear /hɪə/ *v* чути
heart /hɑːt/ *n* серце
heartache /ˈhɑːteɪk/ *n* біль у серці
heat /hiːt/ *n* спека
heavily /ˈhevɪli/ *adv* тяжко; гірко
heavy /ˈhevi/ *a* важкий
hedge /hedʒ/ *n* живопліт
hedgehog /ˈhedʒhɒɡ/ *n* їжак
height /haɪt/ *n* зріст
helmet /ˈhelmit/ *n* шолом
help /help/ *n* допомога; *v* допомагати
helpful /ˈhelpfʊl/ *a* корисний
here /hɪə/ *adv* тут
hide /haɪd/ *v* ховатися; приховувати
high /haɪ/ *a* високий
high school *амер.* середня школа
Highlands (the) /ˈhaɪləndz/ *n геогр.* Шотландське високігір'я

highlight /'haɪlaɪt/ *v* яскраво висвітлювати; висувати на передній план
highly /'haɪli/ *adv* сильно, дуже
hiking /'haɪkɪŋ/ *n* туризм
hill /hɪl/ *n* пагорб
hint /hɪnt/ *n* натяк; *v* натякати
hippie /'hɪpi/ *n* хіпі; **the ~s** хіпі (молодь, яка заперечує мораль і умовності суспільства та виражає свій протест екстравагантним одягом)
hire /'haɪə/ *v* наймати; брати в найми
hiss /hɪs/ *v* шипіти
historically /hɪ'stɒrɪkəlɪ/ *adv* історично
history /'hɪstəri/ *n* історія
hit /hɪt/ *n* 1. хіт; 2. удар; *v* ударяти
hi-tech /'haɪ'tek/ *a* високотехнологічний
honest /'ɒnɪst/ *a* чесний
honey /'hʌni/ *n* мед
honour /'ɒnə/ *n* честь
hope /həʊp/ *n* надія; *v* сподіватися
hopeful /'həʊpfl/ *a* який сподівається
horn /hɔ:n/ *n* ріг; ріжок, горн
horrible /'hɒrəbl/ *a* жахливий
horribly /'hɒrəblɪ/ *adv* жахливо
horror /'hɒrə/ *n* жах
horse racing /'hɔ:s,reɪsɪŋ/ *спорт.* скачки, перегони
hospitable /'hɒspɪtəbl/ *a* гостинний
hospital /'hɒspɪtl/ *n* лікарня
host /həʊst/ *n* хазяїн
hostess /'həʊstɪs/ *n* хазяйка
hot /hɒt/ *a* жаркий
hotel /həʊ'tel/ *n* готель
hour /'aʊə/ *n* година
house /haʊs/ *n* будинок
Hoverla *n* *геогр.* Говерла (гора)
how /haʊ/ *conj* як; **how's it going?** як справи?
however /'haʊ'evə/ *adv* як би не; *conj* проте, однак
Hudson /'hʌdsn/ *n* *геогр.* Гудзон (річка)
huge /hju:dʒ/ *a* величезний
hug /hʌg/ *n* міцні обійми; **hugs and kisses** обнімаю та цілую
hum /hʌm/ *v* наспівувати із закритим ротом, мугикати
humid /'hju:mɪd/ *a* вологий
humorous /'hju:mərəs/ *a* гумористичний
humour /'hju:mə/ *n* гумор
hundred /'hʌndrɪd/ *n* сотня; *num* сто
hunger /'hʌŋgə/ *n* голод
hungry /'hʌŋgrɪ/ *a* голодний
hunt /hʌnt/ *v* полювати
hurry /'hʌrɪ/ *v* поспішати

hurt /hɜ:t/ *v* 1. робити боляче; 2. порізати, поранити
***hut** /hʌt/ *n* хатина, халупа, хижка
hyperlink /'haɪpərlɪŋk/ *n* *обчл.* гіперпосилання (елемент електронного документа, який веде в інше місце цього або іншого документа)

I

ice /aɪs/ *n* лід
icicle /'aɪsɪkl/ *n* льодяна бурулька
identify /aɪ'dentɪfaɪ/ *v* ідентифікувати
identity /aɪ'dentɪtɪ/ *n* 1. ідентичність; 2. індивідуальність, особа
if /ɪf/ *conj* якщо
imaginary /ɪ'mædʒɪnəri/ *a* уявний
imagination /ɪ,mædʒɪ'neɪʃn/ *n* уява
imagine /ɪ'mædʒɪn/ *v* уявляти
immediately /ɪ'mɪdiətli/ *adv* негайно
impatience /ɪm'peɪʃəns/ *n* нетерпіння
impolite /ɪm'pə'laɪt/ *a* неввічливий
importance /ɪm'pɔ:təns/ *n* важливість
important /ɪm'pɔ:tənt/ *a* важливий
impossible /ɪm'pɒsəbl/ *a* неможливий
impressed /ɪm'prest/ *a* вражений, здивований
impression /ɪm'preʃn/ *n* враження
impressive /ɪm'presɪv/ *a* вражаючий
improve /ɪm'pru:v/ *v* удосконалювати
inattentive /ɪnə'tentɪv/ *a* неуважний
inbox /ɪn'bɒks/ *n* *обчл.* вхідні (електронні) листи
include /ɪn'klud/ *v* включати в себе
income /ɪn'kʌm/ *n* прибуток
increase /ɪn'kri:s/ *n* ріст; *v* збільшувати
indeed /ɪn'di:d/ *adv* справді; правда
indefinite /ɪn'defɪnɪt/ *a* *грам.* неозначений
independence /ɪn'dɪ'pendəns/ *n* незалежність
independent /ɪn'dɪ'pendənt/ *a* незалежний
India /ɪndiə/ *n* *геогр.* Індія
Indian Ocean (the) /ɪn'diən'əʊʃn/ *геогр.* Індійський океан
***indifference** /ɪn'dɪfrəns/ *n* байдужість
indirect /ɪn'dɪ'rekt/ *a* непрямий; ~ **speech** *грам.* непряма мова
influence /ɪnfluəns/ *n* вплив
inform /ɪn'fɔ:m/ *v* інформувати
informal /ɪn'fɔ:məl/ *a* неофіційний
inhabitant /ɪn'hæbɪtənt/ *n* житель
injure /ɪn'dʒə/ *v* ранили
injured /ɪn'dʒəd/ *a* поранений
ink /ɪŋk/ *n* чорнило

innocent /'ɪnəsənt/ *a* невинний; невинуватий

inquire /ɪn'kwaɪə/ *v* запитувати

insect /'ɪnsekt/ *n* комаха

inside /ɪn'saɪd/ *adv* усередині

***instant messaging** /'ɪnstənt'mesɪdʒɪŋ/ миттєве листування

instead /ɪn'sted/ *adv* замість, натомість

institute /'ɪnstɪtju:t/ *n* інститут

intellectual /,ɪntə'lektʃvəl/ *a* розумовий

intelligent /ɪn'telɪdʒənt/ *a* розумний

intensive /ɪn'tensɪv/ *a* інтенсивний

interacted /,ɪntə'ræktɪd/ *a* взаємодіючий

***interchangeably** /,ɪntə'tʃeɪnʃəbli/ *adv* поперемінно; по черзі

interest /'ɪntrɪst/ *n* цікавість

interesting /'ɪntrɪstɪŋ/ *a* цікавий

interfere /,ɪntə'fɪə/ *v* втручатися

***interior** /ɪn'tɪəriə/ *n* інтер'єр

Internet /'ɪntənət/ *n* Інтернет

interrupt /,ɪntə'rapt/ *v* перебивати, заважати

introduce /,ɪntrə'dju:s/ *v* знайомити, відрекомендувати

investigate /ɪn'vestɪgeɪt/ *v* досліджувати

***invisibility** /ɪn'vɪzə'bɪləti/ *n* 1. невидимість; 2. щось невидиме

invite /ɪn'vaɪt/ *v* запрошувати

involve /ɪn'vɒlv/ *v* залучати; утягувати

Ireland /'aɪələnd/ *n* геогр. Ірландія

Irish Sea /'aɪrɪʃ'si/ геогр. Ірландське море

Irishman /'aɪrɪʃmən/ *n* ірландець

island /'aɪlənd/ *n* острів

Israel /'ɪzriəl/ *n* геогр. Ізраїль

J

jaguar /dʒædʒɪvə/ *n* ягуар

jam /dʒæm/ *n* варення

jazz /dʒæz/ *n* джаз

jealous /'dʒeləs/ *a* ревнивий

jellyfish /'dʒelɪfɪʃ/ *n* медуза

jewelry /'dʒu:əlɪ/ *n* ювелірні вироби

job /dʒɒb/ *n* робота

join /dʒɔɪn/ *v* приєднуватися

joke /dʒəʊk/ *n* жарт; *v* жартувати

journalist /'dʒɜ:nəlɪst/ *n* журналіст

journey /'dʒɜ:ni/ *n* подорож

jump /dʒʌmp/ *v* стрибати

junior /'dʒu:nɪə/ *a* молодший

junk food /'dʒʌŋk,fu:ɪd/ неповноцінна їжа (в закусоцних, автоматах тощо); готова кулінарна продукція (часто з харчових сурогатів)

K

keen /ki:n/ *a* який захоплюється (чимсь)

keep /ki:p/ *v* тримати; ~ fit бути здоровим

key /ki:/ *n* ключ

keyboard /'ki:bɔ:d/ *n* обчл. клавіатура

kick /kɪk/ *v* ударяти ногою; пробити (про м'яч)

kid /kɪd/ *n* дитина

***kidnap** /'kɪdnæp/ *v* викрадати дитину

***kidnapper** /'kɪdnæpə/ *n* викрадач дитини

kilt /kɪlt/ *n* кілт, спідниця шотландського горця

kind /kaɪnd/ *n* вид, тип, сорт; *a* добрий, лагідний

king /kɪŋ/ *n* король

knee /ni:/ *n* коліно

knife /naɪf/ *n* ніж

know /nəʊ/ *v* знати; as far as I ~ наскільки мені відомо

knowledge /'nɒlɪdʒ/ *n* знання

knowledgeable /'nɒlɪdʒəbl/ *a* добре обізнаний; розумний

L

labour /'leɪbə/ *n* праця

lake /leɪk/ *n* озеро

Lake District назва району озер

Lake Eyre /,leɪk'eə/ *n* геогр. озеро Ейр

land /lənd/ *n* земля

landscape /'lændskeɪp/ *n* ландшафт

language /'læŋgwɪdʒ/ *n* мова

large /lɑ:dʒ/ *a* великий

last /lɑ:st/ *a* останній

late /leɪt/ *a* пізній

laugh /lɑ:f/ *v* сміятися

lawyer /'lɔ:jə/ *n* юрист

laze /leɪz/ *v* ледарювати, байдикувати

lead /li:d/ *v* вести, керувати, очолювати

leader /'li:də/ *n* лідер

leading /'li:dɪŋ/ *a* провідний

learn /lɜ:n/ *v* учити (щось)

leave /li:v/ *v* залишати

legend /'ledʒənd/ *n* легенда

length /leŋθ/ *n* довжина

less /les/ *adv* менше

let /let/ *v* дозволяти; надавати можливість

letter /'letə/ *n* лист

liar /'laɪə/ *n* брехун

librarian /,laɪ'brerɪən/ *n* бібліотекар

library /'laɪbrəri/ *n* бібліотека
Libya /'lɪbiə/ *n* геогр. Лівія
lie /laɪ/ *n* неправда; *v* брехати
lie /laɪ/ *v* лежати
life /laɪf/ *n* життя
lifestyle /'laɪfstɑɪl/ *n* стиль життя
light /laɪt/ *n* світло; *a* світлий; *v* запалювати
lighting /'laɪtɪŋ/ *n* освітлення
like /laɪk/ *v* подобатися
line /laɪn/ *n* рядок; коротка записка
link /lɪŋk/ *n* ланка; *v* з'єднувати
lion /'laɪən/ *n* лев
list /lɪst/ *n* список
listen /'lɪsn/ *v* слухати
litter /'lɪtə/ *n* сміття
live /laɪv/ *adv* наживо; безпосередньо
live /lɪv/ *v* жити
lizard /'lɪzəd/ *n* ящірка
load /ləʊd/ *n pl* розм. безліч, велика кількість; ~s of money купа грошей
lobster /'lɒbstə/ *n* омар
local /'ləʊkl/ *a* місцевий
Loch Ness /'lɒk'nes/ геогр. Лох-Нес (озеро)
lock /lɒk/ *v* замикає(ся) на замок
***log-book** /'lɒgbʊk/ *n* бортовий журнал польотів
login /'lɒɡɪn/ *n* обл. логін (реєстраційне ім'я, яке користувач вводить при входженні в комп'ютерну систему)
long /lɒŋ/ *a* довгий
look /lʊk/ *v* дивитися
look after *phr* *v* доглядати
loose /luːs/ *a* просторий, широкий; неприлягаючий (про одяг)
lord /lɔːd/ *n* господар
lose /luːz/ *v* програвати; втрачати
lost /lɒst/ *a* загублений
loud /laʊd/ *a* гучний, звучний; крикливий
loudly /'laʊdli/ *adv* голосно
Lough Neagh /'lɒk'neɪ/ *n* геогр. Лох-Ней (озеро)
love /lʌv/ *v* любити
lover /'lʌvə/ *n* улюбленець
low /ləʊ/ *a* низький
Lowlands (the) /'ləʊləndz/ *n* геогр. Шотландська низовина
luck /lʌk/ *n* успіх
lucky /'lʌki/ *a* щасливий
luggage /'lʌdʒɪ/ *n* багаж
lyrics /'lɪrɪks/ *n* лірика

M

magazine /'mæɡəzɪn/ *n* журнал
magic /'mædʒɪk/ *n* чари, чарівність
magical /'mædʒɪkəl/ *a* магичний
***magnificent** /'mæɡnɪfɪsənt/ *a* величний
mail /meɪl/ *n* пошта
main /meɪn/ *a* головний
mainland /'meɪnlænd/ *n* материк
mainly /'meɪnli/ *adv* головним чином, здебільшого
***majesty** /'mædʒɪsti/ *n* величність
major /'meɪdʒə/ *a* головний
make /meɪk/ *v* робити; примушувати
make-up /'meɪkʌp/ *n* грим; косметика
mammal /'mæməl/ *n* ссавець
manage /'mænɪdʒ/ *v* керувати; упоратися
***manfully** /'mænfəli/ *adv* сміливо
mankind /'mæn'kaɪnd/ *n* людство
man-made /'mæn'meɪd/ *a* створений руками людини
manner /'mæpən/ *n* 1. спосіб; 2. *pl* вихованість; гарні манери
***manufacturer** /'mænɪnjʊ'fæktʃərə/ *n* виробник
maraca /'mɜːgækə/ *n* муз. марáкас, ударний інструмент в естрадному оркестрі (вид калатальця)
march /mɑːtʃ/ *n* марш
mark /mɑːk/ *n* знак; *v* розставляти знаки
market /'mɑːkɪt/ *n* базар; ринок
marsh /mɑːʃ/ *n* болото
***marvelous** /'mɑːvələs/ *a* дивовижний; чудовий
mass media /'mæs'smiːdiə/ засоби масової інформації
massive /'mæsɪv/ *a* масивний
mastery /'mɑːstəri/ *n* майстерність; досконале володіння (чимсь)
match /mætʃ/ *v* з'єднувати
matter /'mætə/ *n* справа; суть, предмет; *v* мати значення
matter-of-fact /'mætə'reɪv'fækt/ *a* фактичний, буквальный
***mature** /'mætʃə/ *a* зрілий; визрілий; *v* дозрівати
meadow /'medəʊ/ *n* луг, лука
measure /'meʒə/ *n* міра; *v* міряти
Mediterranean Sea (the) /'medɪtə'reɪniən,siː/ геогр. Середземне море
meet /miːt/ *v* зустрічати
meeting /'miːtɪŋ/ *n* зустріч
***memorable** /'memərəbl/ *a* незабутній, пам'ятний

memory /'meməri/ *n* пам'ять
mental /'mentl/ *a* розумовий
mentally /'mentəli/ *adv* розумово
mention /'menʃn/ *v* згадувати
***mentor** /'mentɔ:/ *n* наставник
mess /mes/ *n* безладдя, гармидер
message /'mesɪdʒ/ *n* повідомлення
messy /'mesi/ *a* брудний; безладний
Mexico /'meksɪkəv/ *n* *геогр.* Мексика
mice /maɪs/ *pl* від **mouse**
middle /'mɪdl/ *n* середина
midnight /'mɪdnait/ *n* північ (*про час*)
mild /maɪld/ *a* м'який; помірний; теплий
mile /maɪl/ *n* миля
mind /maɪnd/ *n* розум; *v* заперечувати
mind-map, mind map /'maɪnd'mæp/
 майндмеп (*схема, що відображає хід думок на етапі розв'язання проблеми; унікальна методика організації мислення, винайдена англійським психологом Тоні Б'юзеном*)
mineral /'mɪnərəl/ *n pl* корисні копалини
mirror /'mɪrə/ *n* дзеркало
miss /mɪs/ *v* 1. спізнитися, пропустити; 2. скувати
Mississippi /'mɪsɪ'sɪpi/ *n* *геогр.* Міссісіпі (*річка і штат США*)
Missouri /mɪ'zʊəri/ *n* *геогр.* Міссурі (*річка*)
mistake /mɪ'steɪk/ *n* помилка
mixed school /'mɪkstskʊl/ школа спільного навчання (*для дівчат і хлопців*)
***mocking-bird** /'mɒkɪŋbɜːd/ *n* пересмішник (*багатоголосий*)
modern /'mɒdn/ *a* сучасний
money /'mʌni/ *n* гроші
monthly /'mʌnθli/ *a* щомісячний
mood /muːd/ *n* настрої
moon /muːn/ *n* місяць
***moonlight** /'muːnlaɪt/ *n* місячне світло
morning /'mɔːnɪŋ/ *n* ранок
motion /'məʊʃn/ *n* рух
***motorway** /'məʊtəweɪ/ *n* автострада
mount /maʊnt/ *n* гора
mountain /'maʊntɪn/ *див.* **mount**
mountain climbing *спорт.* альпінізм
mountaineering /'maʊntɪn'meɪnɪŋ/ *див.*
mountain climbing
mouth /maʊθ/ *n* рот
move /muːv/ *v* рухатися
movie /'muːvi/ *n* кінофільм
***multicultural** /'mʌltɪ'kʌltʃərəl/ *a* який має ознаки належності до різних культур

***murder** /'mɜːdə/ *n* убивство
***murmur** /'mɜːmə/ *n* бурмотання; *v* бурмотіти
Murray /'mʌri/ *n* *геогр.* Мурей (*річка*)
muscle /'mʌsl/ *n* м'яз
music /'mjuːzɪk/ *n* музика
musical /'mjuːzɪkl/ *a* 1. музичний; 2. музикальний
musician /'mjuːzɪʃn/ *n* музикант
must-read /'mʌst'riːd/ *n* книжка, яку обов'язково слід прочитати
mysterious /mɪ'stɪəriəs/ *a* таємничий
mystery /'mɪstəri/ *n* таємниця
mystical /'mɪstɪkəl/ *a* містичний
myth /mɪθ/ *n* міф

N

narrow /'nærəv/ *a* вузький
national /'næʃnəl/ *a* національний
native /'neɪtɪv/ *a* рідний
natural /'nætʃrəl/ *a* природний
nature /'neɪtʃə/ *n* природа
navigate /'nævɪgeɪt/ *v* плавати
navigation /'nævɪ'geɪʃn/ *n* плавання
navigation bar /'nævɪ'geɪʃn,bɑː/ *обчл.* навігаційна панель (*горизонтальний або вертикальний блок вікон, зв'язаних із основними розділами сайту*)
near /nɪə/ *prep* біля
neatly /'niːtli/ *adv* охайно
necessary /'nesəsəri/ *a* необхідний
need /niːd/ *v* потребувати
neighbourhood /'neɪbəhʊd/ *n* сусідство
neither /'neɪðə/ *a* ніякий; *conj* ~ ... **nor** ні ... ні
nervous /'nɜːvəs/ *a* знервований
net /net/ *n* 1. сітка; 2. Net (the) Інтернет
Netherlands (the) /'nedələndz/ *n* *геогр.* Нідерланди
network /'netwɜːk/ *n* 1. сітка; 2. мережа
never /'nevə/ *adv* ніколи
newcomer /'njuː,kʌmə/ *n* новачок
news /njuːz/ *n* новини
news broadcast /'njuːzbrɒdkɑːst/ останні вісті, останні новини (*по радіо, телебаченню*)
news item /'njuːzɪtəm/ *n* новина
newspaper /'njuːspeɪpə/ *n* газета
newsstand /'njuːzstænd/ *n* *амер.* газетний кіоск
next /nekst/ *a* наступний
Niagara Falls /naɪ,æɡə'reɪ'fɔːlz/ *геогр.* Ніагарський водоспад
nicely /'naɪsli/ *adv* гарно

nickname /'nikneɪm/ *n* прізвисько
night /naɪt/ *n* ніч
nightingale /'naɪtɪŋeɪl/ *n* соловей
Nile /naɪl/ *n* *геогр.* Ніл (*річка*)
nobody /'nəʊbədɪ/ *pron* ніхто
noise /nɔɪz/ *n* гамір, галас
noisy /'nɔɪzi/ *a* шумний, галасливий
nonsense /'nɒnsəns/ *n* дурниця, нісенітниця
noon /nuːn/ *n* полудень, південь
normally /'nɔːməli/ *adv* зазвичай
north /nɔːθ/ *n* північ; північна частина
North Sea (the) /'nɔːθsi/ *геогр.* Північне море
Northern Ireland /'nɔːðən'aɪələnd/ *геогр.* Північна Ірландія
***notable** /'nəʊtəbl/ *a* видатний
note /nəʊt/ *v* занотовувати
notebook /'nəʊtbʊk/ *n* зошит; записна книжка; блокнот
notice /'nəʊtɪs/ *v* помічати
***noticeable** /'nəʊtɪsəbl/ *a* достойний уваги
novel /'nɒvəl/ *n* роман; новела
now /naʊ/ *adv* зараз, тепер; нині
nurse /nɜːs/ *n* медсестра
nut /nʌt/ *n* горіх
***nutritionist** /njuː'trɪʃənɪst/ *n* дієтолог

O

oak /əʊk/ *n* дуб
object /'ɒbdʒɪkt/ *n* предмет; річ
objection /əb'dʒekʃn/ *n* заперечення; протест
objective /əb'dʒektɪv/ *n* ціль
observe /əb'zɜːv/ *v* спостерігати
obviously /'ɒbvɪəsli/ *adv* очевидно, явно, ясно
occupation /'ɒkjʊ'reɪʃn/ *n* рід занять; робота; фах
ocean /'eɪʃn/ *n* океан
official /ə'fɪʃl/ *n* посадова особа; *a* службовий
often /'ɒfn/ *adv* часто
Ohio /əv'haɪəʊ/ *n* *геогр.* Огайо (*річка*)
old /əʊld/ *a* старий
Olympic /ə'lɪmpɪk/ *a* олімпійський
once /wʌns/ *adv* колись; одного разу
online /'ɒnlaɪn/ *a* *обчл.* підключений; інтерактивний, діалоговий; оперативний
opinion /ə'pɪnɪən/ *n* думка; **in my** ~ на мою думку
opponent /ə'pɒnənt/ *n* суперник, опонент

opportunity /'ɒpə'tjuːnəti/ *n* можливість
opposite /'ɒpəzɪt/ *adv, prep* проти
orchestra /'ɔːkɛstrə/ *n* оркестр
order /'ɔːdə/ *n* порядок; *v* наказувати
ordinary /'ɔːdɪnri/ *a* звичайний, ординарний
organize /'ɔːɡənaɪz/ *v* організувати
***oriented** /'ɔːpɪəntɪd/ *a* орієнтований
origin /'ɒrɪdʒɪn/ *n* походження
original /ə'rɪdʒənəl/ *a* справжній
other /'ʌðə/ *a* інший
otter /'ɒtə/ *n* видра
outline /'aʊtlaɪn/ *n* контур
***out-of-body** /'aʊtəv'bɒdi/ *a* нетілесний
outside /'aʊtsaɪd/ *a* зовнішній; *adv* зовні
outstanding /'aʊt'stændɪŋ/ *a* видатний
over /əʊvə/ *prep* над
overcome /'əʊvə'kʌm/ *v* долати
owl /aʊl/ *n* сова
own /əʊn/ *a* власний; *v* володіти
owner /'əʊnə/ *n* володар; хазяїн
***oxygen** /'ɒksɪdʒən/ *n* кисень

P

Pacific Ocean /pə'sɪfɪk'əʊʃn/ *геогр.* Тихий океан
package /'pækɪdʒ/ *n* упаковка, пакунок
packed /'pækt/ *a* упакований
page /peɪdʒ/ *n* сторінка
pain /peɪn/ *n* біль
paint /peɪnt/ *v* малювати фарбами
painting /'peɪntɪŋ/ *n* малюнок
pair /peə/ *n* пара
palace /'pælɪs/ *n* палац
pale /peɪl/ *a* блідий
paper /'peɪpə/ *n* папір
parallelogram /'pærə'leləgræm/ *n* паралелограм
parents /'peərənts/ *n pl* батьки
part /pɑːt/ *n* частина
participant /pɑː'tɪsɪpənt/ *n* учасник
participate /pɑː'tɪsɪpeɪt/ *v* брати участь
particular /pə'tɪkjʊlə/ *a* особливий; окремий
part-time /'pɑːttaim/ *a* не повністю зайнятий
pass /pɑːs/ *n* прохід; *v* проходити мимо
password /'pɑːswəd/ *n* пароль
past /pɑːst/ *a* минулий
pasta /'pæstə/ *n* макаронні вироби
pastime /'pɑːstaim/ *n* розвага; гра
path /pɑːθ/ *n* стежка
patient /'peɪʃənt/ *n* пацієнт
pavement /'peɪvmənt/ *n* тротуар

pay /peɪ/ *v* платити
pea /piː/ *n* горох; горошина
peace /piːs/ *n* мир; спокій
pediatrician /piːdiə'triʃn/ *n мед.* педіатр
people /'piːpl/ *n pl* люди; народ
pepper /'pepə/ *n* перець
per cent /pə'sent/ *n* процент, відсоток
percentage /pə'sentɪdʒ/ *n* процентний (відсотковий) вміст; процентне (відсоткове) співвідношення
percussions (the) /pə'kʌʃnz/ *n pl* збірн. муз. ударні інструменти
perform /pə'fɔːm/ *v* виконувати
performance /pə'fɔːməns/ *n* вистава
perhaps /pə'heps/ *adv* можливо
period /'piəriəd/ *n* урок
periodical /'piəri'ɒdɪkəl/ *n* періодичне видання; *a* періодичний
permit /pə'mɪt/ *v* дозволяти
***persistence** /pə'sɪstəns/ *n* наполегливість
personal /'pɜːsnəl/ *a* особистий
personally /'pɜːsnəli/ *adv* особисто
philharmonic /'fɪlə'mɒnɪk/ *n* філармонія
photojournalist /'fəʊtəv'ɔːz.nəlɪst/ *n* фотожурналіст
physical /'fɪzɪkl/ *a* фізичний
physically /'fɪzɪkəli/ *adv* фізично
physics /'fɪzɪks/ *n* фізика
piano /'piːənəv/ *n муз.* фортепіано; рояль
pick /pɪk/ *v* рвати; збирати
picture /'pɪktʃə/ *n* картина
piece /piːs/ *n* шматок; частина
***pile** /paɪl/ *n* купка; пачка
pill /pɪl/ *n* таблетка
pine /paɪn/ *n* сосна
place /pleɪs/ *n* місце; *v* поміщати
plain /pleɪn/ *n* рівнина; *a* простий
plant /plɑːnt/ *n* рослина
plateau /'plætəv/ *n* плато
play /pleɪ/ *n* п'еса; *v* грати
playwright /'pleɪraɪt/ *n* драматург
pleasant /'plezənt/ *a* приємний
pleasure /'plezə/ *n* задоволення
***pleated** /'pliːtɪd/ *a* закладений у зборку; плісирований
***pleather** /'pleðə/ *n* замітник шкіри
plenty /'plenti/ *n* велика кількість
plot /plɒt/ *n* сюжет
***plug** /plʌg/ *n* пробка; *v* затикати
rocket /'rɒkɪt/ *n* кишеня
point /pɔɪnt/ *n* крапка; *v* указувати
policy /'pɒlɪsi/ *n* політика
polite /pə'laɪt/ *a* ввічливий
politely /pə'laɪtli/ *adv* ввічливо

politeness /pə'laɪtnəs/ *n* ввічливість
***politician** /'pɒlɪ'tɪʃn/ *n* політик
politics /'pɒlətɪks/ *n* політична діяльність; політичні погляди
pollute /pə'luːt/ *v* забруднювати
pool /puːl/ *n* басейн
poor /pʊə/ *a* бідний
pop music /'pɒp'mjuːzɪk/ популярна музика
popular /'pɒpjʊlə/ *a* популярний
population /'pɒpjʊ'leɪʃn/ *n* населення
***portal** /'pɔːtəl/ *n* портал, головний вхід
portrait /'pɔːtrɪt/ *n* портрет
position /pə'zɪʃn/ *n* положення
possible /'pɒsɪbl/ *a* можливий
postcard /'pəʊstkɑːd/ *n* поштова картка
poster /'pəʊstə/ *n* плакат, постер
potato /pə'teɪtəv/ *n* картопля
pound /paʊnd/ *n* 1. фунт; 2. фунт стерлінгів (*позначається* £)
power /'paʊə/ *n* влада; могутність
practise /'præktɪs/ *v* практикуватися
praise /preɪz/ *v* хвалити
prefer /'prɪ'fɜː/ *v* віддавати перевагу
preference /'prefərəns/ *n* перевага
***prejudge** /'priːdʒʌdʒ/ *v* оцінювати заздалегідь; вирішувати наперед
preparation /'prepə'reɪʃn/ *n* приготування
prepare /'prɪ'peə/ *v* готувати
present /'prɪ'zent/ *v* презентувати; показувати
present /'prezənt/ *n* подарунок
press /pres/ *n* преса; *v* тиснути
***pressure** /'preʃə/ *n* тиск
pretty /'prɪti/ *a* гарненький; *adv* досить; значною мірою
***prevent** /'prɪ'vent/ *v* відвертати, запобігати
previous /'priːviəs/ *a* попередній
price /praɪs/ *n* ціна
pride /praɪd/ *n* гордість
primary /'praɪməri/ *a* початковий
principal /'prɪnsɪpl/ *n* директор школи; *a* головний
principle /'prɪnsɪpl/ *n* принцип
print /prɪnt/ *v* друкувати
***priority** /'praɪ'ɒrɪti/ *n* пріоритет; переважне право
privacy /'praɪvəsi/ *n* таємниця; особиста справа
private /'praɪvət/ *a* приватний
private school /'praɪvət'skuːl/ приватна школа

prize /praɪz/ *n* нагорода
***probability** /prɒbə'bɪləti/ *n* можливість
probably /'prɒbəbli/ *adv* можливо
producer /prə'dju:sə/ *n* театр. 1. режисер-постановник; продюсер; особа, яка фінансує постановку спектаклю або виробництво кінофільму
product /'prɒdʌkt/ *n* продукт
productive /prə'dʌktɪv/ *a* ефективний, продуктивний
progressive rock /prə'gresɪv'tɒk/ *муз.* прогресивний рок
project /prɒdʒekt/ *n* проект
promise /prəmɪs/ *v* обіцяти
***promote** /prə'məʊt/ *v* просувати; підтримувати
pronoun /'prəʊnəv/ *n* грам. займенник
property /'prɒpərti/ *n* власність
propose /prə'pəʊz/ *v* пропонувати
pros /prəʊz/ *n* аргументи «за»
protein /'prəʊtɪn/ *n* протеїн, білок
proud /praʊd/ *a* гордий
proverb /'prɒvɜ:b/ *n* прислів'я
provide /prə'vaɪd/ *v* забезпечувати
provision /prə'vɪʒn/ *n* забезпечення
***psychologist** /saɪ'kɒlədʒɪst/ *n* психолог
public school /'pʌblɪksku:l/ 1. закритий приватний привілейований середній навчальний заклад, переважно для хлопчиків (у Великобританії; готує до вступу в університет); 2. (безплатна) середня школа (в США і в Шотландії)
publicist /'pʌblɪsɪst/ *n* журналіст; публіцист
publish /'pʌblɪʃ/ *v* публікувати
puffy /'pʌfi/ *a* 1. товстий; 2. надутий
pull /pʊl/ *v* тягнути
punctual /'pʌŋktʃʊəl/ *a* пунктуальний
punish /'pʌnɪʃ/ *v* карати
punishment /'pʌnɪʃmənt/ *n* покарання
punk /pʌŋk/ *n* панк (різновид хіпі)
purpose /'pɜ:pəs/ *n* ціль
push /puʃ/ *v* штовхати
put /put/ *v* класти

Q

quartet /kwɔ:'tɛt/ *n* муз. кuartет
***questionnaire** /kwɛstʃə'neə/ *n* анкета
queue /kju:/ *n* черга
quick /kwɪk/ *a* швидкий
quiet /kwaɪət/ *a* тихий
quietly /kwaɪətli/ *adv* тихо

quite /kwaɪt/ *adv* зовсім; абсолютно; повністю
quiz /kwɪz/ *n* вікторина
***quotation** /kwəʊ'teɪʃn/ *n* цитата

R

race /reɪs/ *n* перегони; гонки
radio /'reɪdɪəʊ/ *n* радіо
rafting /'rɑ:ftɪŋ/ *n* спорт. рафтинг, плавання на плотах
ragtime /'rædʒtaɪm/ *n* муз. рэгтайм (танцювальний ритм)
rail /reɪl/ *n* залізниця
rain /reɪn/ *n* дощ
rainfall /'reɪnfɔ:l/ *див.* rain
raise /reɪz/ *v* піднімати
range /reɪndʒ/ *n* ряд
rap /ræp/ *n* муз. реп (речитатив під музику в стилі рок'н'ролу)
rare /reə/ *a* рідкісний
rarely /'reəli/ *adv* рідко, зрідка, нечасто
rat /ræt/ *n* пацюк
rate /reɪt/ *n* оцінка; *v* оцінювати
rather /'rɑ:ðə/ *adv* краще
reach /ri:tʃ/ *v* досягати
reaction /rɪ'ækʃn/ *n* реакція
***readable** /'ri:dəbl/ *a* цікавий; читабельний; легкий для читання
ready /'redi/ *a* готовий
real /riəl/ *a* справжній
realistic /,riə'lɪstɪk/ *a* реалістичний
reality /rɪ'ælɪti/ *n* дійсність, реальність
realize /'ri:əlaɪz/ *v* усвідомлювати
really /'ri:əli/ *adv* справді
reason /'ri:zn/ *n* причина
receive /rɪ'si:v/ *v* отримувати, одержувати, діставати
***recent** /'ri:sənt/ *a* недавній
***recognition** /,rekəg'nɪʃn/ *n* визнання
recommend /,rekə'mend/ *v* радити
record /'rekɔ:d/ *n* запис
record /'rɪ:kɔ:d/ *v* записувати
recorded /'rɪ:kɔ:dəd/ *a* (попередньо) записаний
recorder /'rɪ:kɔ:də/ *n* 1. магнітофон; 2. муз. блок-флейта
***recreate** /'rekri:et/ *v* відпочивати, відновлювати сили
Red Sea /'redsi:/ *геогр.* Червоне море
reference /'refrəns/ *n* довідка
reflect /rɪ'flekt/ *v* відображати
refresh /rɪ'frefʃ/ *v* відновлювати, освіжати
refuse /rɪ'fju:z/ *v* відмовлятися

regard /rɪ'gɑ:d/ *n* турбота; повага; *pl* привіт, уклін; **give my -s to...** передай мої вітання...
reggae /'regɛɪ/ *n* муз. рeгeй, рeгeй (*проста ритмічна музика в стилі «рок» вест-індського походження*)
region /'rɪ:dʒɪn/ *n* область
register /'redʒɪstə/ *n* журнал
registration /,redʒɪ'streɪʃn/ *n* реєстрація
regular /'regjʊlə/ *a* регулярний
regularly /'regjʊləli/ *adv* регулярно
rehearsal /rɪ'hɜ:sl/ *n* репетиція
related /rɪ'leɪtɪd/ *a* пов'язаний; споріднений
relationship /rə'leɪʃənʃɪp/ *n* відносини, стосунки
relax /rɪ'læks/ *v* робити передишку, відпочивати
relaxation /,rɪ:læks'eɪʃn/ *n* відпочинок
relaxed /rɪ'læksɪd/ *a* розслаблений
release /rɪ'li:s/ *v* звільняти
relief /rɪ'li:f/ *n* полегшення
religion /rɪ'lɪdʒɪn/ *n* релігія
religious /rɪ'lɪdʒəs/ *a* релігійний
remain /rɪ'meɪn/ *v* залишатися
remark /rɪ'mɑ:k/ *n* зауваження
remember /rɪ'membə/ *v* пам'ятати
remind /rɪ'maɪnd/ *v* нагадувати
***remote** /rɪ'məʊt/ *a* віддалений
***renovate** /renə'veɪt/ *v* обновлювати, відновлювати
***rental** /'rentl/ *n* 1. орендна плата; 2. рентний прибуток
repair /rɪ'reə/ *v* ремонтувати
reply /rɪ'plaɪ/ *v* давати відповідь, відповідати
report /rɪ'rɔ:t/ *n* доповідь, рапорт; *v* доповідати, рапортувати
reporter /rɪ'rɔ:tə/ *n* репортер
represent /,repri'zent/ *v* репрезентувати, показувати
representative /,repri'zentətɪv/ *n* представник
reptile /'reptal/ *n* рептилія
reputation /,repju'teɪʃn/ *n* репутація
***require** /rɪ'kwaɪə/ *v* потребувати; вимагати
research /rɪ'sɜ:ʃ/ *n* дослідження
***reserve** /rɪ'zɜ:v/ *v* зберігати
residence /'rezɪdəns/ *n* місце проживання
resolve /rɪ'zɒlv/ *n* приймати рішення, вирішувати
resource /rɪ'sɜ:s/ *n* ресурс
respect /rɪ'spekt/ *n* повага; *v* поважати
respectful /rɪ'spektfʊl/ *a* шанобливий

respond /rɪ'spɒnd/ *v* давати відповідь, відповідати
responsibility /rɪ'spɒnsə'bɪlətɪ/ *n* відповідальність
responsible /rɪ'spɒnsɪbl/ *a* відповідальний
***restaurant** /'restərɔ:nt/ *n* ресторан
restricted /rɪ'strɪktɪd/ *a* обмежений; вузький
retire /rɪ'taɪə/ *v* виходити на пенсію
return /rə'tɜ:n/ *v* повертатися; повертати
review /rɪ'vju:/ *n* 1. огляд, рецензія; 2. періодичне видання
revision /rɪ'vɪʒn/ *n* повторення
reward /rɪ'wɔ:d/ *n* нагорода
rewrite /,rɪ:'raɪt/ *v* переписувати
rich /rɪtʃ/ *a* багатий
ride /raɪd/ *n* атракціон; *v* їздити
right away негайно
ring /rɪŋ/ *n* кільце, перстень
rise /raɪz/ *v* підніматися
road /rəʊd/ *n* дорога
***robber** /'rɒbə/ *n* грабіжник
***robbery** /'rɒbərɪ/ *n* грабіж, крадіжка
robin /'rɒbɪn/ *n* вільшанка
rock /rɒk/ *n* 1. скеля; 2. муз. рок
rock'n'roll /rɒkən'rɔ:l/ муз. рок'н'рол
role model /rəʊl'mɒdəl/ зразок для наслідування (*про людину*)
***rollerblade** /'rɒləbleɪd/ *v* кататися на роликах
romance /rə'mæns/ *n* 1. роман; 2. любовна історія; 3. романтична література
rope /rəʊp/ *n* мотузка
route /ru:t/ *n* маршрут
row /rəʊ/ *n* ряд
***royal** /'rɔ:əl/ *a* королівський
rubber /'rʌbə/ *n* гума
rubbish /'rʌbɪʃ/ *n* сміття
rude /ru:d/ *a* грубий
rug /rʌg/ *n* килимок
***rural** /'rʊərəl/ *a* сільськогосподарський

S

safe /seɪf/ *a* безпечний
safety /'seɪftɪ/ *n* безпека
***salary** /'sæləri/ *n* заробітна плата
sales /seɪlz/ *n* торгівля
***salute** /sə'lu:t/ *n* салют
sample /'sɑ:mpəl/ *n* зразок
sand /sænd/ *n* пісок
***sand-flies** /sændflaɪz/ *n* мошка, мошкара

*satellite /sætəlaɪt/ *n* супутник
*satisfactory /sætɪs'fæktəri/ *a* задовільний
satisfy /sætɪsfaɪ/ *v* задовольняти
save /seɪv/ *v* рятувати; зберігати
*scale /skeɪl/ *n* шкала
scan /skæn/ *v* сканувати
scene /si:n/ *n* сцена
scenery /'si:nəri/ *n* декорації
schedule /'ʃedju:l/ *n* розклад; графік
school /sku:l/ *n* школа
science /saɪəns/ *n* наука
science fiction наукова фантастика
scientific /saɪən'tɪfɪk/ *a* науковий
score /skɔ:/ *n спорт.* рахунок; *v* забивати гол
Scotland /'skɒtlənd/ *n геогр.* Шотландія
Scotsman /'skɒtsmən/ *n* шотландець
*scratch /skrætʃ/ *n* подряпина; *v* дряпати
scream /skri:m/ *v* пищати
screen /skri:n/ *n* екран
script /skrɪpt/ *n театр., кіно* сценарій
scriptwriter /'skrɪptwaɪtə/ *n театр., кіно* сценарист
*scuba diving /'sku:bə'daɪvɪŋ/ плавання або ниряння з аквалангом
Sea of Azov /sɪ:əvə:'zɔ:v/ *геогр.* Азовське море
sea-gull /'si:gəl/ *n* чайка
search /sɜ:tʃ/ *n* пошук; *v* шукати
secondary /sekəndəri/ *a* середній
security /sɪ'kjʊərəti/ *n* безпека
seed /si:d/ *n* насіння; насінина
seem /si:m/ *v* здаватися
*selective /sɪ'lektɪv/ *a* вибірковий
self-expression /selfɪks'preʃn/ *n* самовираження
selfish /selfɪʃ/ *a* егоїстичний
sell /sel/ *v* продавати
sender /sendə/ *n* відправник
*sensationalist /sən'seɪʃnəlɪst/ *a* розрахований на сенсацію
sense /sens/ *n* почуття
sentence /'sentəns/ *n грам.* речення
separate /sepəreɪt/ *a* окремий
*series /'sɪəri:z/ *n* ряд, послідовність
serious /'sɪəriəs/ *a* серйозний
serve /sɜ:v/ *v* 1. слугувати; 2. подавати
service /'sɜ:vɪs/ *n* служба, сервіс
session /'seʃn/ *n* засідання; урок
set /set/ *n* набір; *v* ставити
setting /'setɪŋ/ *n театр.* декорація, костюми
Severn /sevən/ *n геогр.* Северн (річка)

sex /seks/ *n* стать
*shade /ʃeɪd/ *n* тінь; холодок; *v* відтіняти
*shadow /'ʃædəv/ *n* тінь (від предметів)
shake /ʃeɪk/ *v* трясти
shamrock /'ʃæmrɒk/ *n* трилисник
shape /ʃeɪp/ *n* форма
share /ʃeə/ *v* поділяти
shark /ʃɑ:k/ *n* акула
sharp /ʃɑ:p/ *a* гострий
shipwreck /'ʃɪpɹek/ *n* корабельна аварія
shirt /ʃɜ:t/ *n* сорочка
shoot /ʃu:t/ *v* стріляти
shout /ʃaʊt/ *v* кричати
show /ʃəʊ/ *n* шоу; *v* показувати
shower /'ʃaʊə/ *n* душ; злива
*show off /'ʃəʊ'ɒf/ *phr* *v* вихвалитися
shut /ʃʌt/ *v* закривати
*shuttle /'ʃʌtl/ *n* космічний корабель багаторазового використання
shy /ʃaɪ/ *a* сором'язливий
sick /sɪk/ *a* хворий
*sickly /'sɪkli/ *adv* хворобливо
side /saɪd/ *n* бік
sight /saɪt/ *n* зір
sign /saɪn/ *n* знак; *v* підписувати
sign up *phr* *v* записуватися
*signature /'sɪgnətʃə/ *n* підпис
silent /saɪlənt/ *a* тихий
similar /'sɪmɪlə/ *a* подібний
similarity /sɪmɪ'læŋəti/ *n* подібність
simple /sɪmpl/ *a* простий
Sinai Peninsula /saɪnaɪpə'nɪnsjʊlə/ *геогр.* Синайський півострів
since /sɪns/ *adv* з того часу, відтоді
*sincerely /sɪn'sɪəli/ *adv* щиро
single /'sɪŋgl/ *a* один, єдиний
single sex school школа нарізного навчання (окремо хлопців і окремо дівчат)
sitcom /sɪtkɒm/ *n* кіно комедійний серіал
site /saɪt/ *n* місце
situated /sɪtʃueɪtɪd/ *a* розташований
size /saɪz/ *n* розмір
skateboard /'skeɪtbɔ:d/ *n спорт.* скейтборд
sketch /sketʃ/ *n* ескіз
skilful /'skɪlfʊl/ *a* вправний
skill /skɪl/ *n* вміння
*skip /skɪp/ *v* 1. стрибати; 2. пропускати (уроки тощо)
skirt /skɜ:t/ *n* спідниця
*slave /sleɪv/ *n* раб
*slide /slaɪd/ *v* ковзати
slightly /'slaɪtli/ *adv* злегка

slip /slɪp/ *v* 1. плавно пересуватися; 2. випадати (з пам'яті)
***slippers** /'slɪpəz/ *n* дамські вечірні чевіки-лодочки
slippery /'slɪpəri/ *a* слизький
slowly /'sləʊli/ *adv* повільно
smart /smɑ:t/ *a* 1. розумний; 2. гарний
smoke /sməʊk/ *v* палити, курити
***smooth** /smu:ð/ *a* гладенький, рівний; однорідний
***smoothly** /'smu:ðli/ *adv* рівно, плавно
snack /snæk/ *n* легка закуска
snake /sneɪk/ *n* змія
snowball /'snəʊbɔ:l/ *n* сніжка
snowball tree калина
snowboard /'snəʊbɔ:d/ *n* спорт. сноуборд
snowfall /'snəʊfɔ:l/ *n* снігопад
so /səʊ/ *adv* так; *conj* таким чином
soap opera /'səʊp'ɒrə/ *n* кіно серіал, «мильна опера»
***soar** /sɔ:/ *n* політ; *v* підніматися, підноситися
socially /'səʊʃəli/ *adv* соціально
society /sə'saɪəti/ *n* суспільство
sock /sɒk/ *n* шкарпетка
soft /sɒft/ *a* м'який
softly /'sɒftli/ *adv* м'яко
solar /'səʊlə/ *a* сонячний
***solid** /'sɒlɪd/ *a* твердий
solve /sɒlv/ *v* вирішувати
some /sʌm/ *a* якийсь, небагато
sometimes /'sʌmtaɪmz/ *adv* інколи
sonnet /'sɒnɪt/ *n* сонет
soon /su:n/ *adv* незабаром
***sorcerer** /'sɔ:sərə/ *n* чарівник
sore /sɔ:/ *a* болючий; хворий
sound /saʊnd/ *n* звук; *a* здоровий
source /sɔ:s/ *n* джерело
south /saʊθ/ *n* південь
Southern Bug /'sʌðən'bu:ɡ/ *геогр.* Південний Буг (річка)
space /speɪs/ *n* космос
spaceship /'speɪʃɪp/ *n* космічний корабель
Spain /speɪn/ *геогр.* Іспанія
***sparkling** /'spɑ:kɪŋ/ *a* блискучий
sparrow /'spærəʊ/ *n* горобець
special /speʃl/ *a* особливий; спеціальний
special effects *театр., кіно* спецефекти
special-interest newspaper спеціальна / галузева газета
specialist /speʃəlɪst/ *n* фахівець
specialize /speʃəlaɪz/ *v* спеціалізуватися
specific /spə'sɪfɪk/ *a* особливий; специфічний

spectacular /spek'tækjʊlə/ *a* видовищний
speech /spi:tʃ/ *n* мова
speed /spi:d/ *n* швидкість; *v* мчатися
spell /spel/ *n* заклинання; *v* вимовляти по буквах
spend /spend/ *v* витратити
sphere /sfɪə/ *n* сфера
spider /'spaɪdə/ *n* павук
spirit /'spɪrɪt/ *n* дух
spiritual /'spɪrɪtʃʊəl/ *a* духовний
splendid /'splendɪd/ *a* розкішний, чудовий
split up /'splɪt'ʌp/ *phr* *v* розщеплюватися
spoil /spɔɪl/ *v* псувати
spot /spɒt/ *n* пляма
spread /spred/ *v* поширювати
square /skweə/ *n* площа; *a* квадратний
squirrel /'skwɪrəl/ *n* білка
stage /steɪdʒ/ *n* сцена
stamina /'stæmɪnə/ *n* внутрішні резерви організму; життєві сили; стійкість
stamp /stæmp/ *n* марка
stand /stænd/ *v* стояти; ~ **in line** стояти в черзі
***stand out** *phr* *v* вирізнятися
***stare** /steə/ *v* пильно дивитися
starling /'stɑ:lɪŋ/ *n* шпак
start off *phr* *v* вирушати
state /steɪt/ *n* держава; *v* стверджувати
stated subject /'steɪtɪd'sabdʒɪkt/ *n* установлений/офіційно затверджений навчальний предмет
statement /'steɪtmənt/ *n* 1. твердження; 2. заява
static /'stætɪk/ *a* стаціонарний
Statue of Liberty /'stætju:ev'libəti/ *n* Статуя свободи
stay /steɪ/ *v* залишатися
steal /sti:l/ *v* красти
steamboat /'sti:m'bəʊt/ *n* парохід
steamer /'sti:mə/ *див.* **steamboat**
step /step/ *n* крок; *v* ступати
steppe /step/ *n* степ
stick /stɪk/ *n* палиця; *v* клеїти; втикати
still /sɪl/ *adv* все ще; досі
***sting** /stɪŋ/ *v* жалити
stomachache /'stʌmək'eɪk/ *n* біль у шлунку
stone /stəʊn/ *n* камінь
store /stɔ:/ *v* зберігати
story /'stɔ:ri/ *n* розповідь
straight /streɪt/ *adv* прямо
Strait of Dover (the) /'streɪtəv'dəʊvə/ *геогр.* Дуврська протока / Па-де-Калé
strange /streɪndʒ/ *a* 1. дивний; 2. чужий

strategy /'strætədʒi/ *n* стратегія
***straw** /strɔ:/ *n* солома; соломину
***stream** /stri:m/ *n* потік; струмок
stress /sires/ *n* наголос
stretch /stretʃ/ *v* витягувати
strict /strikt/ *a* суворий, вимогливий
strike /straik/ *v* бити, ударяти
string /striŋ/ *n* 1. струна; 2. *pl* струнні інструменти оркестру
***structure** /'strʌktʃə/ *n* структура
stuff /stʌf/ *n* 1. склад; 2. річ
***stuffed** /'stʌft/ *a* набитий; заповнений
style /stail/ *n* стиль
subject /'sʌbdʒɪkt/ *n* 1. предмет (розмови); 2. навчальний предмет
subscribe /səb'skraɪb/ *v* передплачувати
***substitute** /'sʌbstɪtju:t/ *v* замінити
***suburban** /sə'bʌ:bn/ *a* приміський
success /sək'ses/ *n* успіх
successful /sək'sesfʊl/ *a* успішний
Sudan /su:'dɑ:n/ *n* *геогр.* Судан
suddenly /'sʌdnli/ *adv* раптом
sugary /'ʃu:ɡəri/ *a* солодкий
suggest /sə'dʒest/ *v* пропонувати
suggestion /sə'dʒestʃən/ *n* пропозиція
suit /si:t/ *n* костюм; *v* пасувати
suitable /'sjutəbl/ *a* підхожий; відповідний
sunbathe /'sʌnbeɪð/ *v* загорати
sunburn /'sʌnbɜ:n/ *n* загар
Sunday /'sʌndi/ *n* неділя
sunny /'sʌni/ *a* сонячний
sunset /'sʌnsət/ *n* захід сонця
sunshine /'sʌnʃaɪn/ *n* сонячне світло
suntan lotion /'sʌntən'ləʊn/ *n* лосьйон для загару
superiority /su:piəri'ɒrɪti/ *n* старшинство
superstition /su:pə'stɪʃn/ *n* забобон
support /sə'pɔ:t/ *n* підтримка; *v* підтримувати
suppose /sə'pəʊz/ *v* припускати
sure /ʃʊə/ *a* упевнений
surf /sɜ:f/ *v* *обчл.* переходити з одного сайту на інший
surfer /'sɜ:fə/ *n* *спорт.* серфінгіст
surgeon /'sɜ:ʒən/ *n* *мед.* хірург
surprise /sə'praɪz/ *n* сюрприз; *v* дивувати
surround /sə'raʊnd/ *v* оточувати
surrounded /sə'raʊndɪd/ *a* оточений
survey /'sɜ:veɪ/ *n* опитування
survive /sə'vaɪv/ *v* вижити
***suspend** /sə'spend/ *v* 1. вішати; 2. тимчасово припиняти
***suspension** /sə'spenʃn/ *n* тимчасова затримка, пауза

swallow /'swɒləʊ/ *v* ковтати
swan /swɒn/ *n* лебідь
swear /sweə/ *v* лаятися; клястися
sweet /swi:t/ *n* цукерка
***swing** /swɪŋ/ *v* гойдатися
swipe card /swaɪpkɑ:d/ магнітна картка
switch /swɪtʃ/ *v* вмикати; перемикати
Switzerland /'swɪtsələnd/ *n* *геогр.* Швейцарія
swot /swɒt/ *n* *розм.* зубрило
symphony /'sɪmfəni/ *n* *муз.* симфонія

Т

table /'teɪbl/ *n* 1. стіл; 2. таблиця
tablet /'tæblɪt/ *n* дощечка
Tablet PC /'tæblɪt'pi:si/ *обчл.* планшетний комп'ютер
tabloid /'tæblɔɪd/ *n* малоформатна газета зі стислим текстом і великою кількістю ілюстрацій
tail /teɪl/ *n* хвіст
***tailor** /'teɪlə/ *n* кравець
take /teɪk/ *v* брати; ~ *care* піклуватися; ~ *into account* брати до уваги; ~ *part* брати участь; ~ *place* відбуватися; ~ *turns* робити (*щось*) по черзі; ~ *away* забирати з собою
talent /'tælənt/ *n* талант; схильність
talkative /'tɔ:kətɪv/ *a* балакучий
tambourine /'tæmbʊ'reɪn/ *n* *муз.* тамбурин; бубон
***tank** /tæŋk/ *n* резервуар
tartan pattern /'tɑ:tən'pætərn/ візерунок у клітинку (*про тканину*)
taste /teɪst/ *n* смак; *v* смакувати
taster /'teɪstə/ *n* дегустатор
team /ti:m/ *n* команда
teammate /'ti:mmeɪt/ *n* член команди
techno- /'teknəʊ/ *у складних словах має значення* техніка; технічний
teenager /'ti:neɪdʒə/ *n* підліток
telly /'teli/ *n* *розм.* телевізор
tense /tens/ *n* *грам.* час; *a* напружений
term /tɜ:m/ *n* семестр
terrible /'terɪbl/ *a* жахливий, страшний
terrific /tə'rifɪk/ *a* колосальний, приголомшливий
territory /'terɪtəri/ *n* територія
***textual** /'tekstʃʊəl/ *a* текстовий
Thames /temz/ *n* *геогр.* Темза (річка)
thank /θæŋk/ *v* дякувати
***thank-you note** лист-подяка
therapist /'θerəpɪst/ *n* *мед.* терапевт
***thief** /θi:f/ *n* злодій

thing /θɪŋ/ *n* річ, предмет
thirsty /θɜːsti/ *a* спраглий
thistle /θɪsl/ *n* чортополох
though /ðəʊ/ *adv* проте; *conj* хоч, хоча
thought /θɔːt/ *n* думка
thoughtfully /θɔːtfuli/ *adv* задумливо
thriller /θrɪlə/ *n* кіно трилер
throat /θrəʊt/ *n* горло
***throne** /θreɪn/ *n* престол, трон
through /θruː/ *prep* через
throughout /θruː'əʊt/ *adv*. **through**
throw away *phr* *v* викидати
thunder /θʌndə/ *n* грим; гроза
tidy /'taɪdi/ *v* прибирати, наводити порядок
tie /taɪ/ *v* прив'язувати
tight /taɪt/ *a* вузький, тісний
tights /taɪts/ *n* колготки
tiny /'taɪni/ *a* крихітний
tip /tɪp/ *n* натяк; підказка
tired /'taɪəd/ *a* утомлений
title /'taɪtl/ *n* заголовок
toe /təʊ/ *n* палець на нозі
together /tə'geðə/ *adv* разом
***tomb** /tuːm/ *n* могила
tomorrow /tə'mɒrəʊ/ *adv* завтра
tonight /tə'naɪt/ *adv* сьогодні увечері
***tons** /tʌnz/ *n* *rozm.* сила-силенна, безліч
toothache /tuːθeɪk/ *n* зубний біль
torch /tɔːtʃ/ *n* ліхтар
touching /'tʌtʃɪŋ/ *a* зворушливий
tough /tʌf/ *a* жорсткий; щільний; цупкий
toy /tɔɪ/ *n* іграшка
track /træk/ *n* доріжка
traffic /'træfɪk/ *n* транспорт
traffic jam дорожня пробка
tragedy /'trædʒədi/ *n* трагедія
trailer /'treɪlə/ *n* кіноафіша, анонс
training /'treɪnɪŋ/ *n* тренування
transfer /træns'fɜː/ *v* переміщати
translate /trænz'leɪt/ *v* перекладати
transmit /trænz'mɪt/ *v* передавати
transport /'trænsprɔːt/ *n* транспорт
***trap** /træp/ *n* капкан
***trawler** /'trɔːlə/ *n* траулер
treadmill /'tredmɪl/ *n* тренажер (*у вигляді доріжки, яка біжить*)
treat /tri:t/ *v* 1. пригощати; 2. лікувати; 3. ставитися
treatment /'tri:tmənt/ *n* лікування
Trent /trent/ *n* *геогр.* Трент (річка)
***trilogy** /'trɪlədʒi/ *n* трилогія
triumph /'traɪəmf/ *n* тріумф

trombone /trɒm'bəʊn/ *n* муз. тромбон (мідний духовий інструмент; характеризується різким звуком)
***trouble-maker** /'trʌblmeɪkə/ *n* порушник спокою
trousers /'traʊzəz/ *n* штани
true /truː/ *n* правда; *a* який відповідає дійсності; правильний
truly /'truːli/ *adv* точно, правильно
trumpet /'trʌmpət/ *n* муз. труба, сурма (мідний духовий інструмент високого регістру)
trust /trʌst/ *n* довіра
truthful /'truːθfʊl/ *a* правдивий
try /traɪ/ *v* намагатися, старатися
try out *phr* *v* намагатися зробити (щось)
***tube** /tjuːb/ *n* трубка, труба
tune /tjuːn/ *n* мелодія
***tunnel** /'tʌnəl/ *n* тунель
turkey /'tɜːki/ *n* індик; індичка
turn /tɜːn/ *v* повертати, повертатися
turn down *phr* *v* зменшувати (газ, світло)
turn out *phr* *v* виявлятися
turn up *phr* *v* загинати(ся)
***tutor** /'tjuːtə/ *n* наставник, учитель
twice /twɑɪs/ *adv* двічі
twin room кімната на двох
twins /twɪnz/ *n* близнята
***two-footed** /tuː'fʊtɪd/ *n*, *a* двоногий
Tyne /taɪn/ *n* *геогр.* Тайн (річка)
type /taɪp/ *n* тип

U

ugly /ʌɡli/ *a* потворний
Ukraine /juː'kreɪn/ *n* *геогр.* Україна
unable /ʌn'eɪbəl/ *a* нездатний
***unbearable** /ʌn'beərəbəl/ *a* нестерпний
***unbelievable** /ʌnbɪ'liːvəbəl/ *a* неймовірний
***unconventional** /ʌnkən'venʃnəl/ *a* нетрадиційний, незвичний
uncut /ʌn'kʌt/ *a* нерозрізаний
understand /ʌndə'stænd/ *v* розуміти
undress /ʌn'dres/ *v* роздягатися
***unexplainable** /ʌnɪk'spleɪnəbəl/ *a* не пояснимий
unfriendly /ʌn'frendli/ *adv* вороже
***uninterrupted** /ʌn,ɪntə'gɜːptɪd/ *a* безперервний
unique /juː'niːk/ *a* унікальний
United Kingdom of Great Britain and Northern Ireland (абрєв. the UK) Сполучене Королівство Великобританії і Північної Ірландії

United States of America (абрєв. the USA) Сполучені Штати Америки

unity /ju:niti/ *n* єдність
universal /ju:nivʒ:sl/ *a* загальний
unknown /ʌn'nəvun/ *a* невідомий
unlike /ʌn'laik/ *a* несхожий
unlucky /ʌn'lʌki/ *a* невдалий, нещасливий
unpleasant /ʌn'plezənt/ *a* неприємний
unsure /ʌn'sʊə/ *a* невпевнений
until /ʌn'til/ *conj* доти, поки
unusual /ʌn'ju:zʊəl/ *a* незвичний
unwilling /ʌn'wɪlɪŋ/ *a* неохочий; який не бажає
unwritten /ʌn'ritn/ *a* неписаний
***upcoming** /ʌp,kʌmɪŋ/ *a* майбутній; який настає
upwards /ʌpwədz/ *adv* вгору
***urban** /'z:bn/ *a* міський
use /ju:s/ *n* використання
use /ju:z/ *v* користуватися
useful /'ju:sfʊl/ *a* корисний
usual /'ju:zʊəl/ *a* звичайний

W

vacation /və'keɪʃn/ *n* відпустка; канікули
valley /'væli/ *n* долина
value /'vælju:/ *n* цінність
variation /və'reɪʃn/ *n* зміна, переміна
***vegan** /'vi:ɡən/ *n* вегетаріанець
verb /vɜ:b/ *n* дієслово
very /'veri/ *adv* дуже
vet /vet/ *n* ветеринарний лікар
vice-principal /'vaɪs'prɪnsɪpl/ *n* заступник директора (школи)
Victoria /vɪk'tɔ:niə/ *n* геогр. Вікторія (річка)
view /vjʊ:/ *n* вид
viewer /'vjʊə/ *n* глядач
village /'vɪlɪdʒ/ *n* село
vinyl /'vaɪnəl/ *a* вініловий
violin /'vaɪəlɪn/ *n* муз. скрипка
***virtual** /'vɜ:ʃʊəl/ *a* віртуальний, можливий
virus /'vaɪərəs/ *n* вірус
visit /'vɪzɪt/ *n* візит; *v* відвідувати
visitor /'vɪzɪtə/ *n* відвідувач
visual /'vɪʒʊəl/ *a* візуальний
***visuals** *n* наочні посібники
voice /vɔ:ɪs/ *n* голос
***volume** /'vɒljʊm/ *n* 1. гучність; 2. том, книга
***volunteer** /vɒləntiə/ *n* волонтер, доброволець

W

Wales /weɪlz/ *n* геогр. Уельс
wagon /'wæɡən/ *n* фургон
wait /weɪt/ *v* чекати
waitress /'weɪtrəs/ *n* офіціантка
wake /weɪk/ *v* прокидатися
walk /wɔ:k/ *n* ходити пішки
***walkway** /'wɔ:kweɪ/ *n* доріжка, алея
wall /wɔ:l/ *n* стіна
***wallet** /'wɒlɪt/ *n* гаманець
***wand** /wɒnd/ *n* чарівна паличка
***wander** /'wɒndə/ *v* блукати, блукати
wardrobe /'wɔ:drəʊb/ *n* шафа
warm /wɔ:m/ *a* теплий
warn /wɔ:n/ *v* попереджати
warning /'wɔ:nɪŋ/ *n* попередження
waste /weɪst/ *v* марнувати, гаяти
watch /wɒtʃ/ *v* спостерігати; дивитися
watchtower /'wɒtʃtaʊə/ *n* сторожова башта
way /weɪ/ *n* шлях; **by the** ~ між іншим
wear /weə/ *v* носити (про одяг)
weather /'weðə/ *n* погода
web /web/ *n* 1. павутиння; 2. обчл. електронна мережа
web-based /'webbeɪst/ *a* обчл. електронний
webpage /'webpeɪdʒ/ *n* обчл. веб-сторінка
website /'websaɪt/ *n* обчл. веб-сайт
***wedding** /'wedɪŋ/ *n* весілля
week /wi:k/ *n* тиждень
weekend /'wi:k'end/ *n* вихідні в кінці тижня
weekly /'wi:kli/ *n* щотижневик
***weightless** /'weɪtlɪs/ *a* невагомий
welcoming /'welkəmɪŋ/ *a* гостинний
well-thought-of /'wel'θɔ:təv/ *a* якого всі поважають
Welsh /welʃ/ *n* валієць; валійка
western /'westən/ *n* кіно вестерн, ковбойський кінофільм
wet /wet/ *a* вологий
whale /weɪl/ *n* кит
when /wen/ *adv* коли
where /weə/ *adv* де; куди
which /wɪtʃ/ *a* який, котрий
while /waɪl/ *n* час, проміжок часу; **in / after a** ~ через деякий час; **for a** ~ на деякий час
whisper /'wɪspə/ *n* шепіт; *v* шептати
white space незаповнене місце
whole /həʊl/ *a* весь, цілий
***wholly** /'həʊli/ *adv* цілком
wide /waɪd/ *a* широкий
wide-awake *a* який не спить; пильний

wife /waɪf/ *n* дружина
wild boar /waɪld'boʊ/ кабан дикий, вепр
willing /wɪlɪŋ/ *a* схильний, охочий, радий
win /wɪn/ *v* перемагати
wind /waɪnd/ *n* вітер
***windsurfing** /'wɪnd,sɜːfɪŋ/ *n спорт.* вінд-серфінг
***wing** /wɪŋ/ *n* крило
wireless /waɪələs/ *n* радіозв'язок; *a* без-провідний
wish /wɪʃ/ *n* бажання
***witch** /wɪtʃ/ *n* відьма
with /wɪð/ *prep* з
without /wɪ'daʊt/ *prep* без
***witness** /'wɪtnəs/ *n* свідок
wizard /'wɪzəd/ *n* чарівник
wolf /wʊlf/ *n* вовк
wonder /'wʌndə/ *n* диво; *v* цікавитися
woodpecker /'wʊd,pəkə/ *n* дятел
woodwind instrument /'wʊdwaɪnd
'ɪnstrʊmənt/ *n муз.* дерев'яний духо-вий інструмент
woodwinds /'wʊd,wɪndz/ *n pl збірн. муз.* дерев'яні духові інструменти

worldwide /wɜːld'waɪd/ *a* всесвітній
worried /'wɒrɪd/ *a* стурбований
worry /'wɒrɪ/ *v* турбуватися
***wrap** /ræp/ *v* загортати
wrong /rɒŋ/ *a* неправильний

X

xylophone /'zaɪləfəʊn/ *n муз.* ксилофон
(ударний інструмент, що склада-ється з низки дерев'яних пласти-нок, по яких ударають дерев'яними молоточками)

Y

year /jɪə/ *n* рік
yellow /'jeləʊ/ *n* жовтий колір; *a* жовтий; *v* жовтіти
yog(h)urt /'jɒɡət/ *n* йогурт
young /jʌŋ/ *n* (часто the ~) молодь; *a* молодий
youth /juːθ/ *n* молодь

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