

Підбірка текстів з завданнями

Автор: Панібратюк Лариса Ігорівна

[4] [8;93] **“EnglishTests. Reading & Listening”**

Тестові завдання для розвитку та контролю навичок

Упорядник:

Панібратюк Лариса Ігорівна,

вчитель англійської мови

закладу «Загальноосвітня школа

I-III ступенів №10

Вінницької міської ради»

вищої кваліфікаційної категорії

Посібник являє собою підбірку орієнтовних тестових завдань для розвитку та контролю навичок читання і аудіювання в 5–9х класах.

Тестові завдання можуть бути використані для формування навичок і перевірки знань як з читання, так і з аудіювання (за бажанням учителя) відповідно до мети уроку.

Матеріали посібника також можуть бути використані вчителями для проведення семестрового контролю навичок читання і аудіювання учнів 5-9х класів.

ЗМІСТ

Вступ

4

The 5th Form

<i>A Carpet of Many Colours</i>	6
<i>Two Brothers</i>	8
<i>Why the Tree Had No Apples on It</i>	9
<i>I Hit Him Back First</i>	11
<i>The Doctor's Advice</i>	13
<i>Khortytsia Island</i>	13

The 6th Form

<i>The Journey That Impressed Me Greatly</i>	14
<i>Easier For Me, Easier For You</i>	15
<i>English Meals</i>	16
<i>English Tea</i>	17
<i>An American in London</i>	18

The 7th Form

<i>Popcorn</i>	20
<i>National Traditions, Habits and Customs of Great Britain</i>	21
<i>All's Well That Ends Well</i>	23
<i>Love to Languages</i>	24
<i>The Doctor's Help</i>	25

The 8th Form

<i>Eton</i>	26
<i>Mass Media</i>	28
<i>Symbols and Traditions</i>	29
<i>Golden Dreams</i>	31
<i>Schools in Great Britain</i>	32
<i>Television, Computers, Books</i>	33
<i>Beverly Hills High</i>	34

The 9th Form

<i>The History of Sony Walkman</i>	36
<i>Litter Is a Problem in Our Cities</i>	37
<i>Visiting the Aliens</i>	37
<i>John Muir: American Naturalist</i>	39
<i>The Protection of Nature</i>	40
<i>Women in Society</i>	41

Список використаних джерел	43
-----------------------------------	-----------

Вступ

Оволодіння учнями іноземною мовою – процес поступового та систематичного формування іншомовних навичок та вмінь, придбання знань. В ході цього процесу змінюється рівень вказаних вмінь: здійснюється позитивна динаміка, або виявляється негативний результат, наявність "білих плям" в знаннях учнів. В цьому випадку контроль допомагає виявити ці пробіли, ліквідувати причини їх виникнення та одночасно діагностувати складності, які відчують учні.

Дидактична проблема контролю та оцінювання рівня знань студентів є однією із найскладніших. Важливими складовими оцінювання знань та вмінь студентів є об'єктивність та адекватне встановлення критеріїв, які подані в навчальних програмах.

Сучасні вимоги до організації навчального процесу передбачають використання викладачем більш ефективних прийомів і методів контролю знань, умінь та навичок студентів.

Аудіювання і читання є рецептивними видами мовленнєвої діяльності. Форми перебігу рецептивних процесів є внутрішніми, експліцитно невираженими, на відміну від говоріння або письма як продуктивних видів мовленнєвої діяльності, які реалізуються на зовнішньому плані. Предметом аудіювання і читання є чужа думка, закодована за допомогою фонетичних або графічних засобів. Продуктом аудіювання і читання вважають розуміння прослуханого або прочитаного тексту, а результатом є реакція людини на прослухане/прочитане.

Для перевірки вміння *розуміти основний зміст, головні ідеї, деталі, а також розрізняти мовленнєві функції, ставлення, наміри, почуття і думки, висловлені мовцем/мовцями*, використовується **тестове завдання множинний вибір (multiplechoice)**. До кожного уривка ставлять запитання множинного вибору з трьома опціями.

Для перевірки вмінь *розуміти основний зміст, головні ідеї, деталі, а також розрізняти мовленнєві функції, ставлення, наміри, почуття і думки, висловлені мовцем/мовцями*, також використовують тестове завдання **множинне зіставлення (multiplematching)**. Завдання передбачає зіставлення змісту прослуханого із твердженнями, малюнками, таблицями. Серед варіантів, запропонованих для зіставлення, завжди є зайвий, який не співвідноситься із жодним уривком. Варто також звернути увагу на поданий зразок і не використовувати його при виконанні завдання. Мета цього завдання - перевірити вміння розуміти асоціації, ставлення, дефініції, а також уміння

узагальнювати зміст довших текстів і розуміти їх основний зміст.

Для перевірки вміння *розуміти основний зміст, головні ідеї, деталі або знаходити необхідну/бажану інформацію* застосовують тестові завдання із заповнення, які мають форму нотування (note taking), заповнення пропусків у тексті (gap/blank filling), заповнення таблиць (table completion) та доповнення/завершення речень (sentence completion). Від студента вимагається зробити нотатки, заповнити таблицю тощо за допомогою обмеженої кількості слів (зазвичай - не більше трьох слів).

Тестові завдання на заповнення передбачають вільно конструйовану відповідь на запитання, що, на відміну від завдань з вибірковою відповіддю, додає складності (узагальнення змісту, формулювання відповіді) та вимагає від студента, якого тестують, більшої самостійності.

Тестові завдання типу вибір правильної відповіді серед двох (True/False) або трьох (True/False/Not given) запропонованих варіантів мають на меті перевірку тих самих умінь, які були описані вище, але на іншому текстовому матеріалі.

Твердження, що відображають зміст тексту, мають бути оцінені як правильні, неправильні або такі, що взагалі не згадувалися у тексті.

Тестування значно підвищує ефективність навчального процесу, оптимально сприяє самостійності роботи кожного студента, є одним із засобів індивідуалізації в навчальному процесі. Крім того, тестовий контроль має багато переваг перед іншими видами контролю.

Оцінка, яка виставляється за підсумками тестування, є більш об'єктивною і незалежною від можливого суб'єктивізму викладача, ніж оцінка за виконання традиційної контрольної роботи, яка завжди є суб'єктивною, оскільки базується на враженнях викладача.

Тестовий контроль надає викладачу змогу перевірити значний об'єм вивченого матеріалу невеликими порціями та діагностувати оволодіння цим матеріалом більшої частини студентів.

The 5th Form

A Carpet of Many Colours

England is not a large country. No town in England is very far from the sea, and many English families spend their summer holidays at the seaside. There are no high mountains in England, no very long rivers, and no very large forests.

There are many towns in England. No town is very far from another. The

English country-side between the towns is like a carpet of many colours. In spring and summer, the fields, meadows and forests are light green or dark green, and the gardens are green, red, blue, yellow and white with flowers. In autumn the leaves on the trees change their colour from green to yellow, brown and red.

You can see many cows and sheep in the English meadows. There are sheep-farms and cattle-farms in all parts of England.

The English summer is never very hot, and the winter is not very cold. Spring and autumn are cool. Cold winds blow in winter and there are cool winds in summer. There is little snow and much rain in England.

Spring and summer are beautiful seasons, because the sun often shines brightly. The fields, meadows and forests are green and there are many beautiful flowers of all colours in the gardens.

Autumn is a nice season, too. It is the season of the harvest, the season of beautiful apples.

There are many fine days in winter, when the sun shines. But all children like summer, because it is the season of the holidays, the season when they go to the seaside or play in the green meadows and forests.

1. True or False?

1. Many English families spend their summer holidays at the seaside.
2. There are no high mountains in England.
3. The rivers in England are long and forests are not very large.
4. The forests in England are very large.
5. The English country-side is like a carpet of many colours.
6. You can see many cows and sheep in the English meadows.
7. The English summer is very hot, and the winter is very cold.
8. Spring and autumn are warm.
9. Summer is the season of the harvest, the season of beautiful apples.
10. All children like summer, because it is the season of the holidays.

II. ***Complete the sentences.***

1. No town in England is very far from
 - A. the sea
 - B. the mountains
 - C. the river
 - D. the lake
2. Many English families spend their summer holidays
 - A. in the other countries
 - B. in London
 - C. in the mountains
 - D. at the seaside
3. No town in England is very far from
 - A. London
 - B. Glasgow
 - C. another
 - D. Liverpool
4. The English country-side between the towns is
 - A. green
 - B. white with snow
 - C. like a carpet of many colours
 - D. red and blue
5. In all parts of England there are
 - A. factories
 - B. sheep-farms and cattle-farms
 - C. rest camps

D. village schools

6. The English summer is

A. never very hot

B. very hot

C. cool

D. very cool

7. In spring there are many beautiful flowers of all colours

A. in the forests

B. in the gardens

C. in the parks

D. in the fields

8. Autumn is the season of

A. the mushrooms

B. the berries

C. the harvest

D. the cherries

9. In winter there are many

A. frosty days

B. fine days

C. sunny days

D. snowy days

10. But all children like.....

A. winter

B. spring

C. summer

D. autumn

Two Brothers

Once there were two brothers, Peter and Bernard. Both of them liked to ride horses. One day they both went to buy a horse. Bernard bought a horse and Peter bought a horse, too.

“Oh, dear!” said Bernard. “How are we going to tell our horses apart? How shall I know which is my horse and which is your horse?”

“It isn’t difficult,” said Peter, “you cut the tail of your horse shorter than that of mine.”

So Bernard cut the tail of his horse and now they could see which horse was his. But then the tail of Bernard’s horse grew and the brothers began to think again.

“I know!” said Bernard. “You cut the mane of your horse very short and so we’ll see which horse is yours.”

But soon the mane of his horse grew.

“Do you know what we must do?” asked Peter. “We must see whose horse is longer. Perhaps, one is longer than the other.”

And at last they found that the black horse was three centimetres longer than the white horse.

mane - грива

tell ... apart - розрізняти

1. True or False?

1. Peter and Bernard liked to ride horses.
2. One day they both went to buy a dog.
3. They didn’t know how to tell their horses apart.
4. Bernard cut the tail of his horse.

5. Then the tail of Bernard's horse grew again.
6. Then Peter cut the mane of his horse very short.
7. But soon the mane of his horse grew.
8. Then they decided to see whose horse was longer.
9. The black horse was three centimetres shorter than the white horse.
10. The black horse was three centimetres longer than the white horse.

II. Choose the correct answer.

1. Once there were
 - a. two brothers.
 - b. two cousins.
 - c. three brothers.
2. Bernard bought a horse and Peter bought a
 - a. cat.
 - b. horse.
 - c. dog.
3. They didn't know how
 - a. to look after their horses.
 - b. to tell their horses apart.
 - c. to cut the mane.
4. Peter asked Bernard to cut
 - a. the tail of Bernard's horse shorter than that of Peter's.
 - b. the tail of Peter's horse shorter than that of Bernard's.
 - c. tails of both horses.
5. Bernard cut the tail of

a. Peter's horse.

b. his horse.

c. black horse.

6. When the tail of grew, the brothers began

a. to cut it again.

b. to think again.

c. buy new horses.

7. Then they decided

a. to cut the mane of Peter's horse.

b. to cut the mane of Bernard's horse.

c. to cut the tail of Peter's horse.

8. Then they decided to see whose horse was

a. stronger.

b. more beautiful.

c. longer

9. They found

a. the black horse was longer than the white horse.

b. the white horse was longer than the black horse.

c. the black horse wasn't longer than the white horse.

10. And at last they found that the one horse was.....than the other horse.

a. two centimetres longer

b. three centimetres longer

c. four centimetres longer

Why the Tree Had No Apples on It^[1]

One Sunday morning, two men who lived in a town went to the country. They went by car. They passed a river and then a small forest and then they came to a large orchard. In the orchard there were a lot of apple-trees and they all had apples on them except one tree. This tree had no apples at all on it.

One man asked the other, "Why has that tree no apples when the others all have a lot of apples on them?"

"I don't know," answered the other man. "Let's stop and ask that little boy who is sitting at the bus stop."

The little boy came from a village. There were no bus and he wanted to go to the village by car. He said to the men, "Will you give me a lift in your car to the village?"

The man said, "All right, get in. But tell us why that tree has no apples on it and all the others have a lot."

The boy got in the car and then he said:

"Well, that's an easy question to answer. That tree had no apples on it because it is not an apple-tree – it's an oak-tree."

1. True or False?

1. Two men who lived in a town went to the country.
2. They went by bus.
3. They came to a large park.
4. In the orchard there were a lot of apple-trees and they all had apples on them except one tree.
5. They wanted to know why that tree had no apples on it.
6. They asked an old man about it.
7. The little boy who was sitting at the bus stop came from a town.

8. He wanted to go to the village by car.

9. The boy got in the car.

10. That tree had no apples on it because it was not an apple-tree – it was an oak-tree.

II. Choose the correct answer.

1. who lived in a town went to the country.

a. One man

b. Two men

c. Three men

2. They went to the

a. country

b. country

c. orchard

3. They went by..... .

a. car

b. bus

c. taxi

4. They passed a and then came to a large orchard.

a. village

b. lake

c. river

5. In the orchard there were a lot of

a. oak-trees

b. apple-trees

c. pear-trees

6. One tree had no at all on it.

a. acorns

b. apples

c. pears

7. They saw a little boy who was sitting

a. under the apple-tree

b. under the oak-tree

c. at the bus stop

8. The little boy came from a

a. village

b. town

c. orchard

9. The boy wanted to go to the

a. town by bus

b. village by car

c. to the village by bus

10. He said to the men, "Will you give me a lift in your.....?"

a. car to the village

b. car to the town

c. bus to the village

I Hit Him Back First

Steve was eleven years old, and his brother Tim was seven. Both of them

went to the same school, and both of them liked sports and game very much. They also liked fighting, but their mother wasn't happy when they had fights with other boys.

A few days ago Tim ran into the house and went up to his bedroom. His brother was there too, listening to their record player. He looked up when Tim came and said, "Why are you crying, Tim?"

"Because Harry hit me," his younger brother said. Harry was one of the boys at school, and they often had fights with each other.

Steve laughed and said, "Did you hit him back, or did you cry like a baby and run home to Mommy?"

"I hit him back!" Tim answered angrily. "I hit him back first, and then he hit me."

fighting – бійка

record player – програвач

hit back – давати здачі

I. True or False?

1. Steve was seven years old, and his brother Tim was eleven.
2. Steve and Tim were friends.
3. Both of them liked sports and game very much.
4. They didn't like fighting.
5. A few days ago Tim ran into the house. He was crying.
6. His brother was there too, reading a book.
7. He looked up and asked Tim why he was crying.
8. Tim answered that Harry hit him.
9. Steve laughed and asked if Tim hit him back.
10. Tim answered angrily. "He hit me, and then I hit him back."

II. Choose the correct answer.

1. Steve and Tim were.....
 - a. friends.
 - b. brothers.
 - c. schoolmates.
2. Both of them likedvery much.
 - a. listening to the record player
 - b. reading books
 - c. sports and game
3. They also liked
 - a. fighting.
 - b. running.
 - c. swimming.
4. Their motherwhen they had fights with other boys.
 - a. was happy
 - b. wasn't happy
 - c. was angry
5. A few days ago Tim ran into the house. He was
 - a. laughing.
 - b. listening to their record player.
 - c. crying.
6. Steve looked up when Tim came and said,
 - a. "Why are you crying, Tim?"
 - b. "Why are you running, Tim?"

c. "Why are you laughing, Tim?"

7. His younger brother answered,.....

a. "Because Mommy hit me."

b. "Because Steve hit me."

c. "Because Harry hit me,"

8. Harry was one of the boys at school,

a. and they often had fights with each other.

b. and they often had fights with other boys.

c. and they often had fights with their schoolmates.

9. Steve laughed and said,

a. "Did you hit him first?"

b. "Did you hit him twice?"

c. "Did you hit him back?"

10. Tim answered angrily,.....

a. "He hit me, and then I hit him back."

b. "I hit him back first, and then he hit me."

c. "He hit me back first, and then I hit him."

The Doctor's Advice[\[2\]](#)

Once, an old gentleman went to see a doctor. The doctor examined him and said, "Medicine will not help you. You must have a complete rest. Go to a quiet country place for a month, go to bed early, drink milk, walk a lot, and smoke just one cigar a day".

"Thank you very much", said the old gentleman. "I shall do everything you say".

A month later the gentleman came to the doctor again.

"Hello," said the doctor. "I'm very glad to see you. You look much better".

"Oh, doctor", said the gentleman. "I feel quite well now. I had a good rest. I went to bed early, drank a lot of milk, I walked a lot. Your advice certainly helped me. But you told me to smoke one cigar a day, and that one cigar almost killed me at first. It's no joke to start smoking at my age".

I. True or False?

1. Once, an old gentleman went to see a dentist.
2. The doctor examined him and said, "Medicine will not help you."
3. He had to drink coffee and smoke a lot.
4. A month later a gentleman felt quite well.
5. He went to bed early, drank a lot of milk and walked a lot.

II. Choose the phrases on the right with the phrases on the left.

- | | |
|--------------------------------------|-------------------------------------|
| 1. Once, an old gentleman | A helped me. |
| 2. The doctor examined him and said, | B almost killed me at first. |
| 3. A month later | C to start smoking at my age. |
| 4. Your advice certainly | D "Medicine will not help you." |
| 5. That one cigar | E the gentleman come to the doctor. |
| 6. It's no joke | F went to see a doctor. |

Khortytsia Island

Khortytsia Island is the largest island in the Dnieper River, situated south of the Dnieper Hydroelectric Station and now a part of the city of Zaporizhzhia. It is 12 km long and 2.5 km wide, and covers the area of over 3,000 ha.

It was first mentioned as St Gregory's Island in the middle of the 10th century. The island played an important role in the Cossack wars with the Tatars and Poles.

In the 1550s Prince Dmytro Vishnevetskyi built a Cossack fortress 10 km north on Mala Khortytsia Island, which served as a defensive wall against various invaders. In the 1660s the Zaporizhian otaman Ivan Sirko used the island as his military base.

The island was part of the territory held by the Zaporizhian Sich until its destruction in 1775. During the Russian-Turkish War of 1735 – 1739 a fortress and a port were built there; their remains have been preserved to this day.

Now the island is a historical-cultural preserve.

I. True or False?

1. Khortytsia Island is the largest island in the Dnieper River.
2. It covers the area of over 2,000 ha.
3. Ivan Sirko used the island as his military base.
4. During the Russian-Turkish War of 1735–1739 a fortress and a port were destroyed there.
5. Their remains have not been preserved to this day.
6. Now the island is a historical-cultural preserve.

II. Fill in the gaps using the words from the box.

is	until	as	against	with	of
----	-------	----	---------	------	----

1. Khortytsia Island is situated south the Dnieper Hydroelectric Station.
2. It 12 km long and 2.5 km wide.
3. It was first mentioned St Gregory's Island in the middle of the 10th century.
4. It served as a defensive wall various invaders.
5. The island played an important role in the Cossack wars ... the Tatars and Poles.
6. The island was part of the territory held by the Zaporizhian Sich

.....its destruction in 1775.

The 6th Form

The Journey That Impressed Me Greatly

In the middle of June, my sister invited me to an island in France to visit a monastery there. At first I didn't feel like going but then she managed to persuade me.

We travelled to France by plane and I enjoyed the flight very much because it was very comfortable inside the plane. Our flight lasted five hours. We didn't have much luggage, so we didn't spend much time at the airport waiting for it.

When we arrived, we were met by a good-looking man who helped us with the luggage and led us to a small boat. Two hours later we reached a tiny island of Saint-Honorat.

A priest met us there. He showed us our "cell" in a guest-house. It looked very beautiful. Though the room was simply-furnished, there was an attractive picturesque view from the window and a bible on the table.

We enjoyed walking down the palm alley, listening to the beautiful singing of the monks in an ancient church. We went swimming only twice because the sea was stormy. It was a lovely island and every morning we went for a walk to explore it. On the whole, I was having a real rest.

I didn't want to return home, but two weeks passed and we had to go back home. I was greatly impressed by the journey! I look forward to visiting the place again.

I. True or False.

1. It was summer.
2. They traveled by train.

3. The flight took them more than four hours.
4. Nobody met them.
5. They often swim in the sea.
6. They spent three weeks there.

II. Fill in the gaps with one suitable word.

furniture	boat	view
explore	a priest	an island

1. The monastery was on the _____.
2. They got to the place by _____.
3. They were met by _____.
4. The _____ in the room was simple.
5. The _____ was attractive.
6. Every morning they _____ the shore.

Easier For Me, Easier For You[3]

One day an Englishman looked into his cupboard and saw that he had no bread. So he decided to go to the baker's shop to buy some bread.

When he came to the shop, the baker asked, "Do you want one or two loaves? White or brown bread?"

The man asked for a loaf of white bread. The baker took one from the shelf and gave it to him. The man took it, held it in his hand for a moment, thought a little and then said, "This loaf is not the right weight, it is less than it should be."

"Oh, think nothing of it. It's not so important," said the baker. "It will be easier to carry, won't it?"

The man put the loaf of bread into his shopping-bag and said nothing. He counted the money and gave it to the baker.

When he was on his way to the door he heard the baker again.

“Just a minute!” he said to the man. “You haven’t paid enough. That’s wrong. You have given me less money than you should.”

“Oh, think nothing of it. It’s not so important,” said the man. “It will be easier to count, won’t it?”

With these words the man went out and shut the door behind him.

I. True or False?

1. One day an Englishman went to the baker’s shop to buy some bread.
2. The man asked for a loaf of brown bread.
3. The baker took one from the shelf and gave it to him.
4. The man took it, held it in his hand for a moment, and then said, “This loaf is not the right weight, it is less than it should be.”
5. The baker answered, “It will be easier to carry, won’t it?”
6. The man put the loaf of bread into his shopping-bag and said, “Thank you.”
7. He counted the money and gave it to the baker.
8. The baker said to the man. “You have given me more money than you should.”
9. The man answered, “It will be easier to count, won’t it?”
10. The man went out and shut the door behind him.

II. Choose the right answer.

1. Where did the man go to buy some bread?
 - a) to the market;
 - b) to the baker’s shop;
 - c) to the café.

2. What did he ask for?

- a) a loaf of white bread
- b) a loaf of brown bread
- c) a loaf of white bread and a loaf of brown bread

3. What did the man say when he took a loaf of bread?

- a) "This loaf is not the right weight, it is more than it should be."
- b) "This loaf is the right weight."
- c) "This loaf is not the right weight, it is less than it should be."

4. How much did the man pay for the loaf?

- a) He paid enough.
- b) He didn't pay enough. He gave the baker less money than he should.
- c) He didn't pay enough. He gave the baker less money than he should.

English Meals

The English take four meals a day: breakfast, lunch, tea, and dinner or supper.

In England breakfast time is between seven and nine, lunch time is between twelve and two, tea is between four and four a half and dinner or supper time is between seven and ten.

In some English houses lunch is the biggest meal of the day – they have meat or fish, vegetables, fruit or pudding.

Some people who go out to work have sandwiches and coffee.

In the afternoon, at tea time, the English like to have a cup of tea with milk.

Some Englishmen have their dinner late in the evening. For dinner they have soup, fish or meat, vegetables, pudding and fruit.

For supper they usually have a glass of milk and a cake or a cup of tea and a sandwich.

But there are people who like to have some more things to eat for supper – cold meat or fish. Then they usually try to take a good walk after supper: “After dinner sleep a while, after supper walk a mile,” the English proverb goes.

I. True or False?

1. The English take four meals a day.
2. In England breakfast time is between nine and twelve.
3. Lunch is a biggest meal of the day in some English families.
4. People in England never eat sandwiches.
5. Some people who go out to work have sandwiches and coffee.
6. The English like to have tea with milk.
7. English people have soup for breakfast.
8. Some Englishmen have their dinner late in the evening.
9. It's good to have a walk after supper.
10. The English proverb says, “After supper sleep a while, after dinner walk a mile.”

II. Fill in the gaps.

with to for after between in

1. In England breakfast time is seven and nine.
2. Some people who go out work have sandwiches and coffee.
3. The English like to have a cup of tea milk.
4. Some Englishmen have their dinner late the evening.
5. There are people who like to have some more things to eat supper.
6. They usually try to take a good walk supper.

English Tea

Tea in England is a suitable occasion when people often come in for a chat over their cup of tea. There are two kinds of tea, “afternoon tea” and “high tea”.

“Afternoon tea” takes place between three-thirty and four-thirty and consists of tea, bread, butter and jam, followed by cakes and biscuits. “High tea”, however, is a substantial meal and is eaten between five-thirty and six-thirty by the families which do not usually have a late dinner. In a well-to-do family it consists of ham and salad or tinned salmon with strong tea, bread and butter, followed by stewed fruit or tinned pears, apricots or pineapple with cream and cake.

Tea making in England is an art. The hostess first of all rinses the teapot with boiling water (this is called “warming the pot” before adding four or five teaspoonfuls of tea. The amount of tea varies, of course, according to the number of people present. The pot is filled with boiling water and covered by a tea-cosy to allow the tea to infuse for five minutes. English people seldom put lemon juice in their tea, usually they have it with milk.

to come in for a chat - приходити потеребенити

well-to-do family - заможна сім'я

tinned salmon - консервована

to rinse - ополіскувати

tea-cosy - стьобаний чохольчик на чайник

to infuse - настоювати

1. Mark statements True or False.

1. Tea in England is a suitable occasion when people often come in for a chat over their cup of tea.
2. There are three kinds of tea, “breakfast tea”, “afternoon tea” and “high tea”.

3. "Afternoon tea" takes place between three-thirty and four-thirty.
4. "Afternoon tea" consists of tea, bread, butter and jam, followed by cakes and biscuits.
5. "High tea" is not a substantial meal.
6. It is eaten by the families which usually have a late dinner.
7. Tea making in England is an art.
8. The hostess first of all rinses the teapot with boiling water.
9. The amount of tea varies according to the tests.
10. The pot is filled with boiling water.
11. English people often put lemon juice in their tea.
12. English people seldom drink their tea with milk.

II. Fill in the gaps using the words from the box.

usually followed consists all seldom is

1. "Afternoon tea" consists of tea, bread, butter and jam, ... by cakes and biscuits.
2. In a well-to-do family it ... of ham and salad or tinned salmon with strong tea.
3. Tea making in England ... an art.
4. The hostess first of ... rinses the teapot with boiling water.
5. English people ... put lemon juice in their tea.
6. English people ... have tea with milk.

An American in London[4]

An American tourist got on a bus in a London street and began to talk loudly to the bus conductor.

“What is the name of that nice little place there?” – “The Law Courts,” answered the conductor. “And how long did it take to built it?” asked the American. “Can’t say it, sir, but I think it took ten years.”

“Oh, in America we build very quickly. We could do it in a month.”

Then they came to St. Paul’s Cathedral. “Is that famous old St. Paul’s?” came the American’s questions. “And how long did it take to build it?” – “I have heard it took the builders six or seven years,” said the bus conductor. “Seven years! – Six month’ work in America. We build very quickly.”

Soon they came to another famous building, “And what fine house is that, my boy?” said the American. “Don’t know,” answered the conductor, “it wasn’t there when I passed three hours ago.”

The American didn’t know what to say. He stopped asking questions. The conductor was glad.

I. True or False?

1. An American tourist got on a bus in London.
2. He began to talk loudly to his friend.
3. The American tourist asked the conductor how long it took to build the Law Courts.
4. The conductor answered that it took ten month.
5. Then they came to Westminster Abbey.
6. The conductor said that it took six month to build St. Paul’s Cathedral.
7. The tourist said that they built very quickly in America.
8. Soon they came to another famous building.
9. The conductor said that building was not there when he passed an hour ago.
10. An American stopped asking questions.

II. Choose the correct variant.

1. An American tourist got on in London.

- a) a bus
 - b) a taxi
 - c) a car
2. He began to talk loudly to the
- a) bus conductor
 - b) driver
 - c) tourist
3. "What is the name of that nice little place there?" -
- a) "The Law Courts"
 - b) "Westminster Abbey"
 - c) "Trafalgar Square"
4. It took years to build it.
- a) six
 - b) twenty
 - c) ten
5. Then they came to
- a) the Tower
 - b) St. Paul's Cathedral
 - c) The Law Courts
6. The tourist said that it took work in America.
- a) six years'
 - b) three months'
 - c) six months'
7. Soon they came to
- a) the bus stop

- b) another famous building
 - c) West End
8. The American asked the conductor about
- a) that house
 - b) the Law Courts
 - c) the Tower
9. The conductor answered that it wasn't there when he passed ago.
- a) three months
 - b) three weeks
 - c) three hours
10. The conductor
- a) stopped talking
 - b) was glad
 - c) was not glad

The 7th form

Popcorn

All corn does not pop. A seed or kernel of corn must have 14 per cent water in it to pop. Other kinds of corn have less water and do not pop. When you put a kernel of corn on a fire, the water inside makes the corn explode. This makes a "pop: noise. That is why it is called popcorn.

The American Indians popped corn a long time ago. The Indians knew there were three kinds of corn. There were sweet corn for eating, corn for animals, and corn for popping. The Indians introduced corn to the first settlers, or Pilgrims,

when they came to America in 1620. One year after they came, the Pilgrims had a Thanksgiving dinner. They invited the Indians. The Indians brought food with them. One Indian brought popcorn!

Since that time Americans continued to pop corn at home. But in 1945 there was a new machine that changed the history of popcorn. This electric machine popped corn outside the home. Soon movie theatres started to sell popcorn to make more money. Popcorn at the movies became more and more popular. Today, Americans still continue the custom of eating popcorn at the movies.

Americans use 500,000 pounds of popcorn every year. Many people like to put salt and melted butter on their popcorn. Some people eat it without salt or butter. Either way - Americans love popcorn!

to pop -вибухати

seed -зернятно

kernel -зернина

to explode -вибухати

pilgrims -пілігріми

pounds - фунти

melted butter - масло, що розтануло

I. True or False?

1. The American Indians knew about three kinds of corn.
2. Americans use 500,000 pounds of popcorn every year.
3. The Pilgrims had a Thanksgiving dinner.
4. The Indians invited the Pilgrims.
5. In 1925, an electric machine popped corn.
6. An Indian brought popcorn to the Thanksgiving dinner.

II. Choose the right variant.

1. For corn to pop, it must have ...

- a) less than 12% water; b) 14% water; c) no water.

2. The Indians ...

- a) sold popcorn; b) brought popcorn to the Thanksgiving dinner;
c) boiled it.

3. Today, popcorn is ...

- a) only popular at home; b) popular at the movies; c) not popular.

III. Fill in the gaps.

to	with	without	on	inside	outside	at
----	------	---------	----	--------	---------	----

- When you put a kernel of corn on a fire, the water makes the corn explode.
- The Indians introduced corn the first settlers.
- The Indians brought food them.
- Since that time Americans continued to pop corn home.
- The electric machine popped corn the home.
- Many people like to put salt and melted butter their popcorn.
- Some people eat it salt or butter.

National Traditions, Habits and Customs of Great Britain

Every nation and every country has its own customs and traditions. In Britain traditions play a more important part in the life of the people than in other

countries.

Englishmen are proud of their traditions and carefully keep them up. Foreigners coming to England are surprised by a number of customs in English life.

Some ceremonies are rather formal, such as the Changing the Guard at Buckingham Palace. The Guards wear red uniforms and their special duty is to guard the king or the queen of Great Britain and very important quests of the country.

To this day an English family prefers a house with a fireplace and a garden to a flat in a modern house with central heating. Most English love gardens.

The English people like animals very much, too. Pet dogs, cats, ducks, chickens, canaries and other friends of man have a much better life in Britain than anywhere else.

Foreigners often laugh at English people.

They say, "In England you get chips with everything!" But even the British don't eat chips with their breakfast.

However, the traditional English breakfast is a big meal. Visitors to Britain often think that breakfast is the best meal of the day.

A traditional English breakfast consists of bacon and sausage with eggs and tomatoes, milk, corn flakes, toast, tea, marmalade and butter. It is so big that you can easily go without lunch.

Holidays are especially rich in old traditions and are different in Scotland, Ireland, Wales and England. Christmas is a great English national holiday and in Scotland it is not observed at all. But six days later, on New Year's Eve the Scots begin to enjoy themselves. All the shops and factories are closed on New Year's Day. People invite friends to their homes. Greetings and presents are offered.

A new tradition has been born in Britain. Every year a large number of ancient motor cars drive from London to Brighton. Some of these veteran cars look very funny. This run from London to Brighton is a colourful demonstration. People are dressed in the clothes of those times.

It is not a race, and most of the cars come to Brighton, which is sixty miles from London, only in the evening.

I. True or False

1. Every nation has its own customs and traditions.
2. The Changing the Guard at Buckingham Palace is a formal ceremony.
3. English families prefer a modern house with central heating to a house with a fireplace.
4. Most English love gardens.
5. The British people eat chips with their breakfast.
6. Holidays are the same in Scotland, Ireland, Wales and England.
7. Every year a large number of ancient motor cars drive from Brighton to London.

II. Multiple Choice.

1. In traditions play an important part in the life of the people.
a) Britain b) England c) Wales d) Scotland
2. Some are rather formal.
a) traditions b) customs c) holidays d) ceremonies
3. The Guards' duty is to guard the
a) Queen b) President c) Prime-Minister d) children
4. Visitors to Britain often think that is the best meal of the day.
a) breakfast b) lunch c) dinner d) supper
5. is a great English national holiday.
a) New Year's Day b) Christmas c) Easter d) St. Valentine's Day
6. Every year ancient motor cars drive from London to
a) Edinburgh b) Liverpool c) Brighton d) Oxford

III. Complete the sentences.

1. Every _____ and every country has its own _____ and traditions.

2. Englishmen are _____ of their traditions and carefully _____ them up.
3. Foreigners coming to England are _____ by a number of customs in English_____ .
4. Some ceremonies are rather _____ .
5. An English family prefers a house with a _____ and a _____ .
6. Pets have a much better life in Britain than anywhere _____ .
7. Foreigners are often _____ at English people.
8. Some of veteran cars look very _____ .
9. Brighton is _____ miles from London.

All's Well That Ends Well

One afternoon some friends of Susan's and Derek's telephoned them and invited them to go for a walk in the evening. They had not seen one another for a long time, but Susan had bought tickets for the theatre for that evening. She and Derek wanted to see the play very much; several different people had recommended it to them. However, they agreed to meet their friends before the theatre.

They all early in the evening went into the park, sat down on a bench and talked for an hour. When got up, she could not find her handbag. She was very sorry because there was a lot of money in it. But she and Derek decided to go to the theatre and forget about it for a few hours. Then suddenly Susan remembered that the theatre tickets had been in the handbag too. So they could not see the play which had already started by that time.

Derek had some money, so they went to a cafe to have supper and later went to the nearest police station. Perhaps they would know something about the handbag there. To their surprise Susan's bag was there with everything in it! A child had picked the handbag in the park and the child's parents had taken it to the police station.

The friends went straight to the theatre and with money they thought they had lost, bought excellent seats for all the performances of that month!

I. True or False

1. One afternoon Susan and Derek telephoned to their friends and invited them to go for a walk.
2. But Susan and Derek had tickets for the theatre for that evening.
3. They agreed to meet their friends before the theatre.
4. After the meeting Susan couldn't find her umbrella.
5. Susan was very sorry because there was a lot of money in her lost handbag.
6. Suddenly Susan remembered that the tickets had been in the handbag too.
7. Of course, Susan and Derek couldn't see the play after their meeting in the park.
8. Derek had some money and they went to the cafe to have breakfast.
9. After supper Susan and Derek went to the nearest police station.
10. Susan's handbag was in the police station with everything in it.
11. An old man had picked a handbag in the park and had taken it to the police station.
12. Susan and Derek with the money, they thought they had lost, bought excellent tickets for all the performances of that month.

II. Put the sentences in the correct order.

1. But Susan had bought tickets for the theatre for the evening.
2. They all met early in the evening and went into the park.
3. One afternoon Susan's and Derek's friends telephoned them and invited them to go for a walk in the evening.
4. Susan and Derek agreed to meet their friends before the theatre.
5. After the meeting Susan could not find her handbag.
6. So, Susan and Derek could not see the play.

7. The tickets and money were in her handbag.
8. A child had picked Susan's handbag and the child's parents had taken it to the police station.
9. Susan and Derek went straight to the theatre and bought good tickets for all the performances of that month.
10. The friends went to the nearest police station.

Love to Languages

Bernard Berg, Professor of Linguistics, started as an English language teacher. He was always good at languages at school, so he decided to take his degree in French and German first.

When he finished his university studies in Oxford he began teaching in a secondary school in England. Two years later, however, he met someone by chance who offered him a job teaching English to foreign students during the long summer holidays.

His students were adults and he enjoyed the work greatly. He soon found he was interested in languages of different countries. Since then he has specialized in this work.

First he went to Africa for two years and then he spent a year in Spain. After that he went to Italy where he worked for three years. He hasn't been to South America yet but he plans to go there next.

He has taught men and women of all ages and of all nationalities. He has also learnt to get on with people of all walks of life. Now he is a writer but his interest in foreign languages never lessens.

I. True or False?

1. Bernard Berg, Professor of Linguistics, started as an English language teacher.
2. After school he decided to take his degree in English and French.

3. After university studies he began teaching in a secondary school in England.
4. Two years later he was offered to teach foreign students during the summer holidays.
5. Bernard Berg taught children there.
6. He enjoyed the work greatly.
7. He found he was interested in languages of different countries.
8. First he went to Spain for two years and then he spent a year in Africa.
9. Next he planned to go to South America.
10. Now he is a writer.

II. Multiple Choice.

1. Bernard Berg is
 - a) a teacher
 - b) a professor
 - c) a student
2. At school he was good at ...
 - a) languages
 - b) mathematics
 - c) biology
3. He decided to take his degree in ... first.
 - a) English and French
 - b) French and German
 - c) English and German
4. Bernard Berg studied in ...
 - a) Cambridge
 - b) Oxford
 - c) Eton
5. He was offered to work as a teacher ...
 - a) two years later
 - b) three years later
 - c) four years later
6. He was offered to work during ...
 - a) autumn holidays
 - b) winter holidays
 - c) summer holidays
7. His students were..
 - a) children
 - b) adults
 - c) children and adults

8. He went to Italy where he worked for

- a) two years b) three years c) four years

9. Bernard Berg specialized in teaching ... of different countries.

- a) geography b) economy c) languages

10. Now he is

- a) a traveller b) a writer c) a teacher

The Doctor's Help

There was a bookseller in a small town who did not like to spend his money. One day a big box of books fell down and hurt his foot.

"Go to the doctor," said his wife, "and show that foot to him."

"No," he said, "I'll wait until the doctor comes into the shop next time. Then I'll ask him what to do about my foot. If I go to see him, I shall have to pay him."

The next day the doctor came into the shop and bought some books. As the bookseller was wrapping up the books, he told the doctor about his bad foot. The doctor examined it.

"Yes," said the doctor. "You must put that foot in hot water every night. Then you must put some ointment on it."

He took out a piece of paper and wrote a prescription on it. "Buy this and put it on the foot before you go to bed every night," he said.

"Thank you," said the bookseller. "And now, sir, here are your books."

"How much?" said the doctor. "Two pounds."

"Good," said the doctor. "I won't need to pay you anything."

"Why not?" asked the bookseller in surprise.

"You asked me to look at your foot. I did so and wrote out a prescription. If people come to my house, I ask them to pay one pound for a small thing like that."

But when I go to their houses, I want two pounds. And I came here, didn't I?"

wrap up — *загорнути*;

ointment — *мазь*

I. True or False?

1. There was a bookseller who liked to spend much money.
2. One day a box of books fell on his foot.
3. The bookseller's wife called the doctor.
4. The doctor bought books at the man's shop.
5. The bookseller went to the doctor to show him his foot.
6. The doctor wrote a prescription on a piece of paper.
7. He told the man to put some ointment on the foot.
8. The man had to put his foot in cold water every night too.
9. The bookseller had to pay one pound for the doctor's advice.
10. The doctor paid two pounds for books.

II. Multiple Choice.

1. The story is about...
a) man who wrote poems; b) man who sold books; c) man who bought books.
2. The bookseller lived in ...
a) a big city; b) a small village; c) a small town.
3. The man didn't like ...
a) to spend his money; b) to buy books; c) to read books.
4. The bookseller ... right after that.
a) went to see the doctor; b) asked his wife to call for the doctor;

c) waited for the doctor in his shop.

5. The man ...

a) couldn't walk; b) didn't want to pay money; c) decided not to see the doctor.

6. One day the doctor came to the man ...

a) to help him; b) to buy some books; c) to see the doctor's wife.

7. The doctor examined his patient...

a) at home; b) in the hospital; c) in the shop.

8. The doctor prescribed some ...

a) pills; b) ointment; c) cold water baths.

9 .The bookseller didn't want to go to the hospital because ...

a) he was afraid of doctors; b) he didn't want to pay money; c) he couldn't walk.

10. The doctor ... for the books.

a) didn't pay anything; b) paid two pounds; c) paid one pound.

The 8th form

Eton

Eton is one of the oldest and best-known public schools for boys, in the town of Eton on the river Thames. Its students are largely from aristocratic and upper class families. The school was founded in 1440. Boys usually stay at Eton for five years (between the ages 13 and 18). Eton gives good knowledge in science, languages, computing and design. There are two major libraries, College Library and School Library, but also a lot of subject libraries in Eton.

Sport plays a very important part in the life of Eton. The most popular games are rugby, football and cricket. Athletics, swimming, golf, tennis, fencing, judo and karate are all very popular.

Boys can attend art, sculpture, woodwork, metalwork and silverwork clubs in their free time. Besides, almost any musical instrument can be learned. There are also fifty clubs run by the boys themselves.

Many famous people of Britain studied at Eton, among them twenty of Britain's Prime Ministers. There were future writers among the students of Eton. Among them there was Thomas Gray, Percy Bysshe Shelley and Henry Fielding.

I. True or False?

1. Eton is a school for boys and girls.
2. The town stands on the river Thames.
3. The school was built in the 15-th century.
4. The children study there for ten years.
5. They go to study to Eton at the age of seven.
6. There is one good library in Eton.
7. The pupils at Eton can go in for different sports.
8. Musical instruments cannot be learned at this school.
9. Many famous politicians studied at Eton.
10. Eton school gives good knowledge.

II. Multiple Choice.

1. Eton is the school for ...
a) girls; b) boys; c) boys and girls.
2. The town stands on the river ...
a) Avon; b) Severn; c) Thames.

3. Eton school is...

- a) very old; b) new; c) not very old.

4. The pupils usually go to this school when they are ...

- a) seven years old; b) thirteen years old; c) seventeen years old.

5. They study there for...

- a) five years; b) ten years; c) twelve years.

6. Eton gives good knowledge ...

- a) only in foreign languages; b) only in computing and design;
c) in science, languages, computing and design.

7. Among the most popular sport games at Eton is ...

- a) football; b) hockey; c) basketball.

8. Students go in for ...

- a) wrestling; b) fencing; c) cycling.

9. There are ... clubs run by the students.

- a) five; b) fifteen; c) fifty.

10. ... British Prime Ministers studied at Eton.

- a) Two; b) Twenty; c) Twelve.

Mass Media

The mass media play an important part in our lives. Newspapers, radio and especially TV inform us of what is going in the world and give us wonderful possibilities for education and entertainment. They also influence the way we see the world and shape our views. Of course, not all newspapers and TV programmes report the events objectively, but serious journalists and TV reporters try to be fair and provide us with reliable information.

It is true that the world today is full of dramatic events and most news seems to be bad news. But people aren't interested in ordinary events. That is why there are so many programmes and articles about natural disasters, plane crashes, wars,

murders and robberies. Good news doesn't usually make headlines. Bad news does.

Some people say that journalists are given too much freedom. They often intrude into peoples private lives. They follow celebrities and print sensational stories about them, which are untrue or half true. They take photos of them in their most intimate moments. The question is – should this be allowed?

The main source of news for millions of people is television. People like TV news because they can see everything with their own eyes. And that's an important advantage. Seeing, as you know, is believing. Besides, it's much more difficult for politicians to lie in front cameras than on pages of newspapers.

Still, many people prefer the radio. It's good to listen to the radio in the car, or in the open air, or when you do something about the house.

Newspapers don't react to events as quickly as TV, but they usually provide us with extra detail, comment and background information.

The Internet has recently become another important source of information. Its main advantage is that news appears on the screen as soon as things happen in real life and you don't have to wait for news time on TV.

I. True or False?

1. Three sources of information are mentioned in this article.
2. All the mass media report all events objectively.
3. People would like to know about extraordinary events.
4. People are sure that journalists are given too much freedom.
5. Newspapers give us more details about events than TV.
6. TV reacts to events as quickly as Internet.

II. Multiple Choice.

1. The mass media gives us the opportunity _____.
a) to find a job. b) to see the world. c) to homework.
2. People prefer to know about _____.

a) bad news. b) good news. c) all news.

3. To attract people's attention to their reports some journalists write ____ about celebrities.

a) ordinary stories. b) true stories. c) untrue stories.

4. People prefer TV because they can ____.

a) see everything. b) feel everything. c) touch everything.

5. When some people have picnics they enjoy ____.

a) TV news. b) radio. c) reading newspapers.

6. When you see the Internet you get the news ____.

a) in a day b) just after appearing them c) simultaneously with TV.

III. Complete the sentences.

1. Not all newspapers report the events ____.

2. Serious journalists try to provide us with ____ information.

3. Good news doesn't usually make ____.

4. It's good to listen to ____ in the car.

5. Newspapers usually provide us with ____ details.

6. When you use the Internet you don't have to ____ news time on TV.

Symbols And Traditions

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 reflects in people's names. Most Scottish names, for example, have the prefix Mac or Mc(such as Mac Donald,

McCall), but many Irish names have the prefix O (such as O'Hara). Ukrainians names often end with -ko (as in Shevchenko).

The kilt, a skirt with a tartan pattern worn by men, is a very well-known symbol of Scotland. Their national musical instrument is bagpipes. Ukrainians are known for their beautiful embroidered shirts and banduras. The harp is an emblem of both Wales and Ireland. The well-known flower symbols of different parts of Great Britain are the rose for England, the daffodil for Wales, the shamrock for Ireland and the thistle for Scotland. In Ukraine, the snowball tree is a national symbol.

Robin is the national bird of the UK. But nightingale is the most beloved bird in Ukraine .

Every nation and every country has its own traditions and customs. In Britain traditions play a more important role in the life of people than in other countries. They say British people are very conservative. They are proud of their traditions and carefully keep them up. But when we speak about British traditions we always remember that there are four parts in Britain - England, Scotland, Wales and Northern Ireland. Traditions are different in these parts. The national character of the English has been very differently described. The Irish are called great talkers, the Scots have a reputation of being careful with money, and the Welsh are famous for their singing abilities.

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.

Since time immemorial Ukrainians have been known as hard-working, creative, emotional, kind-hearted, friendly, hospitable, respectful, good family men and devoted wives.

I. True or False?

1. Symbols can be national clothes, plants or animals, or musical instruments.
2. Most Irish names, for example, have the prefix Mac or Mc (such as Mac Donald, McCall), but many Scottish names have the prefix O (such as O'Hara).

3. The kilt, a skirt with a tartan pattern worn by men, is a very well-known symbol of Wales.
4. A bagpipe is the national musical instrument of Scotland.
5. Ukrainians are known for their beautiful embroidered shirts and banduras.
6. The harp is an emblem of England.
7. Robin is the national bird of the UK.
8. In Britain traditions play a more important role in the life of people than in other countries.
9. The Irish are called great talkers, the Scots have a reputation of being careful with money, and the Welsh are famous for their singing abilities
10. Since time immemorial Ukrainians have been known as reserved in manners, dress and speech.

II. Multiple choice

1. National symbols can be ...
 - a) names
 - b) languages
 - c) national clothes, plants or animals, or musical instruments
2. Ukrainians names often....
 - a) have the prefix Mac or Mc (such as Mac Donald, McCall)
 - b) end with -ko (as in Shevchenko)
 - c) have the prefix O (such as O'Hara)
3. The kilt, a skirt with a tartan pattern worn by ..., is a very well-known symbol of Scotland.
 - a) men
 - b) women
 - c) men and women
4. Irish national musical instrument is ...
 - a) bagpipe
 - b) bandura
 - c) harp
5. The well-known flower symbols of England is the...
 - a) thistle
 - b) rose
 - c) snowball tree

6. The most beloved bird in Ukraine is ...

- a) nightingale b) sparrow c) robin

7. The well-known flower symbols of Ukraine is the...

- a) snowball tree b) rose c) daffodil

8. British people are very

- a) emotional b) conservative c) hospitable

9. British are famous for their

- a) sense of humour b) reputation of being careful with money c) singing abilities

10. Ukrainians have been known as ..

- a) hard-working, creative, emotional
b) reserved in manners, dress and speech c) great talkers

Golden Dreams

(after Stephen Leacock)

One day I went into a bookshop, to have a look at some new books.

The manager of the bookshop, Mr. Brickhill, led me to the back of the shop where, he said, I could find some books that might interested me.

While I was looking through them, I was able to watch Mr. Brickhill at work with customers.

When I first looked up, a fashionably dressed woman was standing beside him and Mr. Brickhill was showing her a book.

“Are you quite sure it’s his latest?” the lady was saying to Mr. Brickhill.

“Oh, yes, Mrs. Jackson”, answered the manager. “This is Mr. Slush’s latest book. Everybody wants to have it. It’s a wonderful thing. Some people think it’s the most wonderful book of the season”.

I looked at the title, it was Golden Dreams. Mrs. Jackson bought it.

Another lady entered the bookshop. She was in mourning and asked the manager to show her some new books.

"Here's a fine thing, madam, Golden Dreams, a very fine story; critics say that it's one of the finest things Mr. Slush has written. It's a love story. My wife was reading it out loud only last night. The main character, a girl, was very unhappy."

The lady bought the book and left the shop.

"Have you any good light reading for a holiday time?" asked the next customer. "Yes," said Mr. Brickhill, "here is Golden Dreams, the most humorous book of the season. I laughed all the time I was reading it"

And each customer who entered the shop went away with Golden Dreams. To one lady the manager sold Golden Dreams as holiday reading, to another as a book to read after a holiday. One customer bought it to read on a rainy day and another as the right book for a fine day.

Before leaving the bookshop I went up to the manager and asked:

"Do you like that book yourself?"

"Oh!" said the manager, "I've no idea what it's about, I've no time to read every book I have to sell."

"And did your wife really like the book?"

"I'm not married, sir," answered the manager.

I. Match who is who in the story.

- | | |
|--------------------|--|
| 1. Mr. Brickhill | a) the manager of the bookshop |
| 2. Stephen Leacock | b) the author of the story Golden Dreams |
| 3. Mr. Slush | c) the author of the book Golden Dreams |
| 4. Mrs. Jackson | d) a customer |

II. True or False?

1. One day Mr. Brickhill went into a bookshop, to have a look at some new books.

2. While I was looking through the books, I was able to watch Mr. Brickhill at work with customers.
3. A fashionably dressed woman asked Mr. Brickhill, "Are you quite sure it's Mr. Slush's latest book?"
4. "Oh, yes, Mrs. Jackson", answered the manager. Some people think it's the most dull book of the season".
5. The title of the book was Golden Dreams.
5. Mrs. Jackson didn't buy it.
6. Another lady entered the bookshop and asked the manager to show her some new books.
7. The manager proposed her Golden Dreams as a love story.
8. And each customer who entered the shop went away with Golden Dreams.
9. Before leaving the bookshop the author of the story asked the manager if he liked that book yourself?"
10. Mr. Brickhill said: "I read every book I have to sell."

Schools in Great Britain

In Great Britain children go to school from the age of five to fifteen. Some children go to school to the age of eighteen.

The children go to school five days a week. They have no classes on Saturdays and Sundays. The school year has three terms. Winter holidays begin in December. Spring holidays are in April. Summer holidays are in August and September. Spring holidays are the shortest. Summer holidays are the longest.

School usually begins at nine o'clock. English children have four lessons in the morning. Every lesson lasts forty minutes. After the second lesson they have a break in which they drink milk. Some pupils eat sandwiches they bring from home. After the fourth lesson they have a lunch break or dinner time. Some pupils go home for lunch or dinner, but many pupils have it at school.

At two o'clock school begins again. After dinner pupils have three lessons. School is over at ten minutes past four in the afternoon. Some pupils don't go home after lessons. They draw, sing and play football in clubs at school.

I. True or False?

1. In Great Britain children go to school from the age of six to sixteen.
2. The schoolchildren go to school five days a week.
3. They have lessons on Saturdays and Sundays.
4. The school year has two terms.
5. The longest holidays are in winter.
6. School usually begins at nine o'clock in the morning.
7. Every lesson lasts forty-five minutes.
8. After the second lesson they have a break.
9. After the fourth lesson they have a lunch break.
10. All pupils have dinner at school.
11. At two o'clock school begins again.
12. All pupils stay at school for clubs.

II. Multiple choice

1. When do English children begin to go to school?
a) at the age of five; b) at the age of seven; c) at the age of eight
2. How many days a week do they have lessons?
a) four; b) five; c) six
3. How many terms does the school year have?
a) four; b) two; c) three
4. When do they have the longest holidays?

a) in winter; b) in spring; c) in summer

5. When does school usually start?

a) at 8 o'clock; b) at 9 o'clock; c) at 10 o'clock

6. How many lessons do they have in the morning?

a) three; b) five; c) four

7. When do they have a long break?

a) after the second lesson; b) after the fourth lesson; c) after the first lesson

8. When does school begin again?

a) at two o'clock; b) at one o'clock; c) at three o'clock

9. How many lessons do they have after dinner?

a) five; b) two; c) three

10. When is school over?

a) at four o'clock; b) at half past four; c) at 10 minutes past four

11. How many pupils stay at school after lessons?

a) all; b) many; c) some

12. Where do they draw, sing, play football?

a) at the lessons; b) at home; c) at school clubs

Television, Computers, Books

As far as books and computers are concerned, I can say in my firm confidence that computers will never replace books. First, because they **fulfil** different functions. It's true that both books and computers contain information. But one computer is worth the whole library. So, perhaps, computers will replace reference books because it's quicker and easier to find the necessary information in the computer than in the reference books. But I'm sure computers can't be

compared with fiction.

Historical novels, adventure books, detective stories, science fiction, romance, poems which we read for pleasure or if they are recommended by teachers create a special atmosphere. They take us into the imaginary world of high human emotions, exciting relations. A computer can help you in reading these books without turning the pages but working on the computer demands certain effort. In my opinion it is impossible to read "The Master and Margaret" on the screen. We'll lack something important – the invisible contact with the writer.

As to TV, its role is expressed in the proverb: "It's better to see than to hear." **Screen versions** of literary masterpieces add much to our understanding the author and arouse unforgettable emotions.

But the books are the greatest wonders in the world, which bring us knowledge and information.

Through centuries and distances we can keep in touch with the greatest ideas in the Universe.

fulfil – виконувати

screen version – екранізація

I. Fill in the gaps.

1. But I am sure that the computers will ...
2. It's true that books and computers contain ...
3. One computer is ... the whole ...
4. A computer can help you in reading ...

II. Multiple choice

1. It is quicker and easier to find the necessary information...
 - a) in a reference book;
 - b) watching TV;

- c) in the computer.
2. A computer can help you in reading books without turning the pages but working on the computer ...
- a) has a harmful impact on the eyesight;
 - b) demands certain effort;
 - c) doesn't bring pleasure.
3. Screen versions of literary masterpieces add much to our understanding ...
- a) the author and arose unforgettable emotions;
 - b) the art of film production;
 - c) the problems of film making industry.
4. In the recent years there has been ...
- a) the fall in the amount of time spent watching TV;
 - b) the increase in the amount of time spent listening to the radio;
 - c) the increase in the amount of time spent watching TV.
5. Radio and TV contribute to ...
- a) the increase of radio-and-TV-set productions;
 - b) the development of the country.

Beverly Hills High

It's the most glamorous school in America. Kids drive to school in Porches and BMWs. There's a television series about it, too!

This is the school from the television show Beverly Hills 90210. Most of the kids here come from rich families and many of them have famous parents. People from Hollywood sometimes go to Beverly Hills High to look for future actors. Kids from this school often become famous. You can find pictures of David Schwimmer

(Ross from Friends), Angelina Jolie and Lenny Kravitz in old school yearbooks.

There are lots of advantages about going to Beverly Hills High - the school has two theatres, a TV studio and a school radio station. Kids make programmes in their drama classes that you can see on TV. Like most other schools in the USA, the biggest event for the kids at Beverly Hills High is the prom. Students go to this when they finish their last grade at school. Everyone at Beverly Hills High travels to the prom in a limousine.

In California, kids can learn to drive three month before their sixteenth birthday. Lots of kids at Beverly Hills High have cars. The kids' favourite cars are Porches, BMWs and Jeeps. Students with cars must pay \$250 a semester to park their car in the school parking lot.

Most kids enjoy going to Beverly Hills High because it is fun and there are a lot of opportunities. But some kids don't like going to this school. They feel bad if their parents haven't got money to buy them a car or expensive clothes.

I. True or False?

1. Is this school in California?
2. Is it an ordinary school in the USA?
3. Do the students of this school have many opportunities?
4. Is there a school radio station there?
5. Is the prom the biggest event at Beverly Hills High?
6. Do all kids enjoy going to Beverly Hills High?

II. Match the words and their definitions.

1. yearbook	a. - the party that students go to when they finish their last year at school.
2. parking lot	b. - the American word for a school year group.
3. grade	c. - a set of television programmes.
4. prom	d. - an American school term.
5. semester	e. - a school diary with photographs and information about the students.
6. series	f. - a car park.

III. Complete the sentences using: *expensive, two, Beverly Hills High, limousine, bad, famous, \$250, rich.*

1. Many of the kids have _____ and _____ parents.
2. The school has _____ theatres.
3. It's a tradition to go to the prom in a _____.
4. Students with cars must pay _____ for parking.
5. Most kids usually wear _____ clothes.
6. Most kids enjoy going to _____, but some kids feel _____ if their parents haven't got much money.

The 9th Form

The History of Sony Walkman

If you look closely at some people you will see that they are listening, passing the time pleasantly, with a Walkman attached. These wonderful machines are also used in the bath, on planes, in bed, in cafes, while jogging – the list is endless.

Akio Morita, the legendary head of Sony, once said how he had got his idea for the Sony Walkman. He used to go to the beach with his children, and the kids and their friends would listen to loud music from boom boxes from morning till night. Teenagers are a cultural plague that we must all endure, you say. But not Mr. Morita. He asked his engineers to build a small radio or a cassette player that would sound like a high-quality car stereo and yet could be attached to a person's head. That way, people could take their music with them, they could listen to it while riding bikes and doing other things, and they wouldn't annoy other people.

The Sony Walkman was first introduced in Japan in 1979.

The Walkman was a truly original product and Sony used innovative methods

to launch and advertise it. It was decided to test this launch first on a group of magazine journalists. Then young recruits walked around busy Tokyo districts on Sundays, offering passers-by the chance to listen to the Walkman. When people put the headphones and listened, their skeptical expressions were replaced with ones of delight.

The popularity of the Walkman spread by word of mouth. It became a fashionable new way to enjoy music.

I. True or False.

1. People with Walkman don't disturb other people.
2. The inventor of the Walkman lives in Japan.
3. Teenagers don't like loud music.
4. First the Walkman was introduced in 1969.
5. Sony used new methods to advertise the Walkman.
6. Young people walked around the busy Tokyo districts advertising the Walkman.

II. Complete the sentences using the words:

passers-by	loud	headphones
popular	beach	take

1. Akio Morita liked to go to the _____.
2. The people were annoyed with _____ music.
3. Now people could _____ their music with them.
4. They put on _____ to listen to music.
5. Young people offered _____ to listen to the Walkman.
6. The Walkman became very _____ all over the world.

Litter Is a Problem in Our Cities

Litter is garbage – like food, paper, and cans – on the ground or in the street. Where many people live together, litter is a problem. People don't always put their garbage in the garbage can. It's easier to drop a paper than to find a garbage can for it. But litter is ugly. It makes a city look dirty, and it spoils the view.

The wind blows papers far away. Often they are difficult to catch. When they blow against a fence, they stay there. This fence is a wall of garbage.

Litter is a health problem, too. Food and garbage bring animals, which sometimes carry disease.

Some people want to control litter. They never throw litter themselves, and sometimes they work together in groups to clean up the city. In most places litter is against the law. The law punishes people who throw garbage on the streets. They usually pay a fine, and occasionally they go to jail.

Two famous sayings in the United States are: "Don't be a litterbug" and "Every litter bit hurts".

I. True or False.

1. We can find litter everywhere.
2. People always put garbage into the garbage can.
3. Litter is ugly.
4. Litter spoils the view.
5. Litter isn't a health problem.
6. People want to control litter.

II. Match the words with the definitions.

litter	a.-garbage on the ground or in the street.
fence	b.-a special can for garbage.
jail	c.-everything that a person can see.
garbage can	d.-a wall that separates two places.
view	e.-sickness.
fine	f.-to manage or to stop.
litterbug	g.-a number of people.
disease	h.-money people pay as punishment.
control	i.-a place people stay as punishment.
group	j.-a person who throws litter.

Visiting the Aliens

...Walton found himself on a spaceship. He saw that the walls were metal, and that the people around him were not human. They were small (about 1.60 metres), with large heads and no hair.

Walton jumped off the bed; he wanted to escape. He pushed one of the aliens – it felt soft – and picked up a long piece of metal. To his surprise, the aliens ran out of the room.

Carefully, Walton pushed open the door and looked out of the room. There was a long passage outside. He walked quietly along the passage, looking for a door.

The first door went into a circular room, about five metres across, with a high, round ceiling. In the centre of the room there was a chair, and when Walton moved towards it, the room got darker. Now, on the walls and the ceiling Walton could see tiny lights – like stars. Perhaps this was the map of the stars.

Suddenly there was a noise behind him. He turned, and saw a tall human man wearing blue clothes, with a glass or plastic helmet over his head. Walton ran up to him, talking and asking questions. The man didn't answer, but smiled and took Walton's hand. Then he took Walton back into the passage. They walked outside.

They were inside a very big building. The man took Walton past two or three more flying saucers, and then into a small room. Here, there were two more human men and a woman, with the same clothes and helmets. Again Walton asked questions, and again nobody answered. Instead they put him in a chair. Walton was

now very frightened again, and he was more frightened when the woman picked up a black mask and put it over his face.

When he woke up again he was lying on the road. He could see the lights of the flying saucer as it disappeared into the sky.

I. True or False.

1. The aliens looked very dangerous.
2. At first Walton wanted to run away.
3. Out of the room there was a long passage.
4. Another room was square.
5. He saw an armchair in the centre of the room.
6. The aliens answered all Walton's questions.

II. Multiple choice.

1. The aliens were _____.
a) very tall b) very short c) very fat
2. They were _____.
a) dark-haired b) grey-haired c) without hair
3. When Walton wanted to escape he used _____.
a) a wooden thing b) a metal thing c) a glass thing
4. The aliens were wearing _____.
a) blue costumes b) grey costumes c) silver costumes
5. The aliens had _____ on.
a) glass hats b) metal helmets c) glass helmets
6. In the big building there were _____.
a) flying carpets b) flying saucers c) flying plates

III. Fill in the gaps with the suitable words.

Walton saw some people with big _____. He was frightened. The people spoke _____. So Walton couldn't understand what happened. _____ was put a mask on his face. The last thing he could see was the disappearing _____ saucer.

John Muir: American Naturalist

John Muir was an inventor, conservationist, explorer, naturalist, and teacher. He dedicated his life to preserving nature.

Born in Scotland on April 21, 1838, John was one of eight children. He started school when he was three years old. The Scottish countryside was the perfect playground for John. He watched birds, explored meadows and fields, and climbed the ruins of a nearby castle. His early love for hiking, climbing, and nature followed him throughout his life.

In 1849 John's father decided to move to America. He took John and his two younger children with him. The rest of the family arrived from Scotland nine months later. The Muirs settled in Wisconsin. Pioneer work was very hard for young John. Land had to be cleared, and logs had to be cut and split to make fences. Fields had to be plowed, planted, and harvested.

John continued to work on the family farm until he was 22 years old. He then packed his bags, moved to Madison and entered the University of Wisconsin. At the university John studied chemistry, biology and geology.

In the spring of 1864 John set out for Canada. He began a lifelong journey to explore and eventually protect parts of the North American wilderness.

On his first journey to California, John was amazed by the beauty he saw. The clear rivers, towering waterfalls, and great variety of plants and wildlife convinced him that California would be his home. While working for a shepherd, John realized that sheep's hooved feet damaged the delicate plant life.

From these experiences grew John's love of the Sierra Nevada Mountains.

When he saw sheep destroy the wilderness, he became more dedicated to finding a way to save it. He became a famous writer on the Sierras. Through his writings and continuous work, Yosemite Valley was soon protected by the state of California.

He found so much destruction of the environment that he set out to save it. His efforts helped make Yosemite a national park in 1890. By 1892, he formed the Sierra Club and became the first president of it. He was a respected consultant on conservation matters from then until 1914, when he died.

I. True or False?

1. John was one of seven children.
2. He dedicated his life to preserving nature.
3. In 1949 John's father decided to move to America.
4. John continued to work on the family farm until he was 20 years old.
5. At the university John studied chemistry, biology and geology.
6. His efforts helped make Yosemite a national park in 1890.

II. Multiple Choice.

1. John Muir was born in _____
a) America b) Great Britain c) England
2. He started school in _____
a) 1840 b) 1848 c) 1841
3. His family decided to move to America when he was _____
a) 11 b) 12 c) 13
4. In America John helped his family _____
a) at the firm b) on the farm c) at the plant
5. After university he started exploration of _____
a) California b) the north of Canada c) Nevada

6. He protected the wildness from destroying by _____

- a) sheep b) cows c) elephants

The Protection of Nature

People have lived on our planet for many years. They lived and live on different continents in different countries. People depend on their planet, on the sun, on the animals and planets around them.

April 22 is the Earth Day. People all over the world think about our planet. They think about air, water, plants and animals on the Earth. They say our planet is in danger. Many people do not know how to protect animals and plants, how to keep the water clean and the air fresh. They are ready to do it. They try to help nature.

Water is very important for life on the Earth. It is in the oceans, seas, rivers and lakes. There is much water on the planet and at the same time there is little water on it. It is so because very little water on the Earth is good for drinking. In many rivers and lakes water is very dirty. Sometimes people cannot swim even in the sea because the sea and the seaside are not clean. In many places water is not drinkable. It is dangerous to use it when you cook. Even fish die in such water.

For example Lake Baikal is the deepest freshwater lake on the Earth. It is 1741 metres deep. The lake is very beautiful but now it is in great danger, because of the factories which are near it.

Some people's activities do a lot of harm to the forests. People cut down trees, build farms, homes and roads. Many animals and plants lose their homes. This is bad for the air too. Modern plants and factories send a lot of smoke into the air. This is also very bad, because nowadays it is difficult to breathe in big cities.

I. True or False?

1. People have lived on our planet for many years.
2. April 22 is the Earth Day.
3. People depend on their planet, on the sun, on the animals and planets around

them.

4. Some people say our planet is not in danger.
5. Water is very important for life on the Earth.
6. There is not much water on our planet.
7. In many rivers and lakes water is very clean.
8. In many places water is not drinkable.
9. Lake Baikal is the deepest freshwater lake on the Earth.
10. It is 1500 metres deep.
11. Some people's activities do a lot of harm to the forests.
12. Modern plants and factories send a lot of smoke into the air.

II. Match the parts of the sentences.

- | | |
|---|---|
| 1 People depend on | A how to keep the water clean and the air fresh. |
| 2 People all over the world | B water is very dirty. |
| 3 They say | C their planet, on the sun, on the animals and planets around them. |
| 4 Many people do not know | D the sea and the seaside are not clean. |
| 5 Water is | E a lot of harm to the forests. |
| 6 In many rivers and lakes | F send a lot of smoke into the air. |
| 7 Sometimes people cannot swim in the sea because | G think about our planet. |
| 8 It is dangerous to use water | H lose their homes. |
| 9 Some people's activities do | I to build farms, homes and roads. |
| 10 People cut down trees | J our planet is in danger. |
| 11 Many animals and plants | K when you cook. |
| 12 Modern plants and factories | L in the oceans, seas, rivers and lakes. |

Women in Society

Women are a "mistake". They are silly and not interested in "serious" matters. They are homemakers; men are wage earners. Women are the property of their husbands.

At the start of the 20th century this kind of prejudice was very common. Women would learn to cook, sew, and do housework. The only jobs they could do were to look after other people's children, clean, or perhaps teach.

In Britain, the First World War (1914-1918) marked a great change for women. For the first time they worked in offices and factories to fill the places of men at war. They were just as good, if not better, than men at all jobs. However, when the war was over women went back to their homes. The same thing happened during the Second World War.

"Women's Lib" did not grow until the 1960s. As women fought for equality with men "feminism" became part of the language. Women finally began to be accepted in traditionally male areas. Today many women choose to work. However, there are not many women in the top jobs. In some jobs they still receive less pay than men for the same work and even if they work they usually have more responsibility for the children than the father. But things are changing. What will things be like in the future?

Some people argue that men and women are going to become more and more equal. They say that recent advertisements that show men taking care of the children and doing the housework reflect what is happening in society and they feel this trend will continue.

Others think that things are not going to change that much. For example, many women's magazines still reinforce the idea that women's interests are home, family, cooking, fashion, beauty and, of course, men. They also argue women will be happy to stay at home just like their mothers and grandmothers did it in the past.

I. True or False.

1. At the beginning of the 20th century in Britain women were supposed to be only homemakers.
2. Women could have active life in society at the same time.
3. Women got a chance to show their abilities during the first and the Second World Wars.
4. Women got equal rights with men just after the Second World War.
5. In all jobs women receive equal pay with men.

6. All people agree that women should work, not to stay at home.

II. Fill in the gaps with the suitable words.

responsibility	fill
top	
prejudice	happy
	equality

1. It's _____ that women can do only housework.
2. During the wars women worked in factories to _____ the places of men.
3. All the time women fought for _____ with men.
4. And nowadays you can't find many women in the _____ jobs.
5. Today men try to have more _____ for children than earlier.
6. Women's magazines persuade women they can be _____ without any work.

Список використаних джерел

1. Загальноєвропейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання / Науковий редактор українського видання, доктор пед. наук, проф. С.Ю. Ніколаєва. - К.: Ленвіт, 2003. - С. 65-71.
2. Квасова О.Г., Гнаповська Л.В. Як готувати учнів до тестування умінь рецептивних видів мовлення// Іноземні мови. - 2008.- №1.- С.15-20.
3. Методика навчання іноземних мов у середніх навчальних закладах: Підручник/ колектив авторів під керівн. С.Ю.Ніколаєвої. - К.: Ленвіт, 2002.

4. Національний тест з іноземної мови: ознаки та перспективи розробки // Іноземні мови. - 2007. - №1. - С. 3-6.
5. Hughes, A. Testing for Language Teachers. - Cambridge University Press, 1989. - P. 138-139, 161-162;
6. Alderson J . C . et al. Analysing Tests of Reading and Listening in Relation to the Common European Framework of Reference: The Experience of the Dutch CEFR Construct Project // Language Assessment Quarterly, 3(1), 2006. - P. 3-30.
7. Максименко С. Д. Теорія і практика психолого-педагогічного дослідження. — К., 1990.
8. С.А.Зайковскі, Л.М. Адамовська. Англійська мова. 100 текстів та завдань для аудіювання, читання та усного мовлення, 6-11 класи.Тернопіль: Навчальна книга-Богдан, 2006.-144с. (с.60, 65, 93)
- 9.Чепелянська Г.О. Цікаві історії для читання .-Х.: «Основа», 2003.-80с. (с.23)
10. Н.В. Петрякова «100 английских разговорных тем». – Харьков «Торсинг», 1998
11. З. Й. Коновал, Л. М. Адамовська «Англійська мова. Збірник диктантів, текстів для переказів та аудіювання». – Тернопіль, 2001
12. Е.В. Соломаха «Англійська мова. Тестові завдання 4-5 рік навчання». – Київ «Альтерпрес», 1998
13. Е.В. Соломаха «Англійська мова. Теми до екзаменаційних білетів 9 клас». –Київ «Альтерпрес», 1998
14. Г.Б. Сергеева «Підготовка до олімпіад з англійської мови». – Х., «Основа», 2004
15. С.В. Мясоєдова «200 англійських тем». – Харків «Світ-Прес», 1999
16. Бондар М. В. «Аудіювання. Тексти та завдання для 5 – 11 класів». – Харків «Основа», 2003
17. Ельбрехт О. М. «Англійська мова 8. Методичний посібник для вчителів». – Харків «Ранок» 2003
18. Пащенко Л. В. «Англійська мова 8. Дидактична мозаїка». – Х., «Ранок», 2003
19. Мясоєдова С. В. «Англійська мова 8. Конспекти уроків». – Х., «Ранок», 2008

20. Галузинський В. М., Євтух М. Б. Педагогіка: Теорія та історія. — К., 1995.
21. Державна національна програма «Освіта. Україна XXI століття» // Освіта. — 1993. — № 44—46.
22. Гончаренко С. У. Педагогічні дослідження. — К., 1995.
23. Дичківська І. Інноваційні педагогічні технології. — К., 2004.
24. Жерносек І. Педагогічний досвід: головні ознаки і критерії // Рідна школа. — 1999. — №9.
25. Програми «Іноземні мови. 2-9 класи. Програми для загальноосвітніх навчальних закладів.» «Перун», 2005 р.

[\[1\]](#)[8;60]

[\[2\]](#)[9;23]

[\[3\]](#)[8;65]