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**ПРАКТИЧНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ:
«BOOKS IN OUR LIFE»**

**Навчально-методичний посібник для самостійної роботи студентів першого
(бакалаврського) рівня вищої освіти спеціальності 014 Середня освіта
(Польська мова та зарубіжна література)**

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Drohobych Ivan Franko State Pedagogical University

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PRACTICAL ENGLISH LANGUAGE COURSE:

"BOOKS IN OUR LIFE"

Educational and methodological manual for independent work of students of the first (bachelor) level of higher education, specialty 014 Secondary education (Polish language and foreign literature)

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Практичний курс англійської мови : «Книги в нашому житті» : навчально-методичний посібник для самостійної роботи студентів першого (бакалаврського) рівня вищої освіти спеціальності 014 Середня освіта (Польська мова та зарубіжна література). Дрогобицький державний педагогічний університет імені Івана Франка, 2024. 72 с.

Навчально-методичний посібник укладено відповідно до програми навчальної дисципліни «Практичний курс англійської мови» для підготовки фахівців першого (бакалаврського) рівня вищої освіти галузі знань 01 Освіта / Педагогіка, спеціальності 014 Середня освіта (Польська мова та зарубіжна література), освітньої програми Середня освіта (Мова і література (польська, англійська)), затвердженої вченою радою Дрогобицького державного педагогічного університету імені Івана Франка. До теми «Книги в нашому житті» дібрано й укладено словник та комплекс практичних завдань різної складності, використано ефективні стратегії усного й писемного мовлення з метою допомогти бакалавру ефективно організувати самостійну роботу та здійснити самоконтроль здобутих знань.

Посібник може стати корисним для студентів, викладачів, а також усіх, хто працює самостійно над удосконаленням знань з англійської мови.

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Practical course of the English language: "Books in our life": educational and methodological guide for independent work of students of the first (bachelor's) level of higher education, specialty 014 Secondary education (Polish language and foreign literature). Drohobych, 2024. 72 p.

The teaching and methodical guide is drawn up in accordance with the program of the educational discipline "Practical course of the English language" for training specialists of the first (bachelor's) level of higher education in the field of knowledge 01 Education / Pedagogy, specialty 014 Secondary education (Polish language and foreign literature), educational program Secondary education (Language and literature (Polish, English)), approved by the academic council of Ivan Franko Drohobych Pedagogical University. For the topic "Books in our life" a dictionary and a set of practical tasks of varying complexity have been selected and compiled, effective strategies of oral and written communication are used in order to help the bachelors to effectively organize their independent work and carry out self-monitoring of the acquired knowledge.

The guide can be useful for students, teachers, as well as everyone who works independently to improve their knowledge of the English language.

Bibliography of 12 titles.

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ПЕРЕДМОВА

Навчально-методичний посібник «Практичний курс англійської мови: «Книги в нашому житті» призначений для студентів для підготовки фахівців першого (бакалаврського) рівня вищої освіти галузі знань 01 Освіта / Педагогіка, спеціальності 014 Середня освіта (Польська мова та зарубіжна література), освітньої програми Середня освіта (Мова і література (польська, англійська)), затвердженої вченою радою Дрогобицького державного педагогічного університету імені Івана Франка. Посібник має чітку структуру та складається із шести частин.

Перша частина «Важливість книг та користь читання» охоплює низку тем, що стосуються різноманіття жанрів літератури, компонентів, з чого складається книга, книжкових форматів, людей та подій, пов'язаних з книгами. У другій частині читач має змогу опрацювати й засвоїти словосполучення та фраземи про книги. У третьому – детально схарактеризовано підтему «У бібліотеці» шляхом застосування асоціативних технік та вправ з використанням текстів і діалогів. Розділ четвертий спонукає студента заглибитися у багату літературну спадщину Великої Британії і Сполучених Штатів, п'ятий та шостий розділи допоможуть засвоїти правила аналізу художнього тексту та написання відгуку про прочитану книгу.

Кожна частина посібника включає необхідні лексеми та словосполучення, великий вибір лексичних вправ, методичні матеріали для розвитку усного і писемного мовлення. Усі завдання укладено згідно з вимогами сучасних педагогічних технологій щодо розвитку іншомовної комунікативної компетентності студента, тому запропоновано низку ідей до підготовки презентацій, проєктів, перелік проблемних ситуацій для подальшої дискусії.

Цей посібник допоможе бакалавру ефективно організувати самостійну роботу з поданої теми та здійснити самоконтроль здобутих знань.

PREFACE

The educational and methodological guide "Practical course of the English language: "Books in our life" is intended for students to prepare specialists of the first (bachelor's) level of higher education in the field of knowledge 01 Education / Pedagogy, specialty 014 Secondary education (Polish language and foreign literature), educational program Secondary education (Language and literature (Polish, English)), approved by the academic council of Ivan Franko Drohobych Pedagogical University. The manual has a clear structure and consists of six parts.

The first part, 'The Importance of Books and the Benefits of Reading', covers a range of topics relating to the diversity of literary genres, the components of a book, book formats, people and events associated with books. In the second part, the reader has the opportunity to study and learn phrases and idioms about books. Using associative techniques and exercises the third chapter characterizes the topic "In the library" in detail. The fourth chapter encourages the student to delve into the rich literary heritage of Great Britain and the United States; the fifth and sixth chapters will help to learn the rules of analyzing a literary text and writing a book review. Each part of the guide includes the necessary lexemes and phrases, a large selection of lexical exercises, methodical materials for the development of oral and written speech skills. All tasks are completed in accordance with the requirements of modern pedagogical technologies regarding the development of the student's foreign language communicative competence, so a number of ideas for preparing presentations, projects, and a list of problem situations for further discussion are proposed.

This manual will help the bachelor to effectively organize his independent work on the given topic and to carry out self-monitoring of the acquired knowledge.

PART ONE

THE IMPORTANCE OF BOOKS AND THE BENEFITS OF READING

Books have been an integral part of human civilization for centuries, serving as collections of knowledge, culture, and imagination. For language students, books are indispensable tools for learning and personal growth. They are vital for developing language and literacy skills, offering a rich source of vocabulary, grammatical structures, and linguistic nuances essential for mastering a language. Exposure to diverse genres and writing styles helps students understand the complexities and beauty of the language they are studying. Moreover, books act as windows into different cultures and perspectives, fostering empathy and global awareness, and promoting a greater appreciation for cultural diversity and human experiences. This cultural literacy enhances students' ability to communicate effectively in a globalized world.

Reading stimulates mental processes, improving memory, concentration, and critical thinking skills. Regular reading enhances language proficiency by exposing students to correct usage, idiomatic expressions, and contextual meanings. Books spark the imagination, encouraging readers to envision new worlds and possibilities, leading to improved problem-solving skills and innovative thinking. Through characters and narratives, books explore a wide range of emotions and social situations, helping readers develop empathy and emotional intelligence – crucial for effective communication and interpersonal relationships. Additionally, reading is a great way to relax and unwind, reducing stress and providing a much-needed escape from academic pressures. Books inspire curiosity and a love for knowledge, fostering lifelong learning and continuous personal and intellectual growth.

In conclusion, books play a pivotal role in our lives, especially for language students. They are essential for academic success and personal enrichment. By embracing the habit of reading, students can unlock countless benefits that will serve them well throughout their lives.



VOCABULARY LIST ON TOPIC BOOKS

Find the definitions of the following words in the dictionary. Translate them into Ukrainian.

Author, autobiography, bestseller, biography, blurb, book cover, chapter, character, cliffhanger, cover design, dedication, dialogue, editorial, fiction, foreword, genre, index, introduction, memoir, non-fiction, novel, page turner, plot, preface, prologue, publisher, reading, sequel, series, setting, table of contents, theme, title, tragedy, trilogy, volume, wordsmith, world-building, young adult (ya), fictional universe, pacing, backstory, inciting incident, suspense, resolution, climax, narration, mood, tone, style

BOOKS

Books are amazing! They're like magic portals to different worlds and stories. Have you ever read a book about someone's life, written by that person? That's called *an autobiography*. And when a book sells a lot, it's called *a bestseller*!

Sometimes, people write about others' lives, and that's called *a biography*. On the back of a book, there's a short description called *a blurb* that tells you what the story is about.

Characters are the people or animals in a book that do things and make the story exciting. Have you ever read a book with a really exciting ending that made you want to know what happens next? That's *a cliff-hanger*!

Before a story begins, the author might write a special message called *a dedication* to thank someone. And when characters talk to each other, it's called *dialogue*.

Books aren't just made-up stories; some tell true stories, like *memoirs*. Others teach us about real things, like science or history, and those are called *non-fiction books*.

Authors are like magicians with words, using them to create amazing stories. They also choose where the story happens, called the setting, which can make the story feel different.

But the best thing about books is the way they make us feel and think. They can be sad, happy, or exciting, and they often teach us important lessons about life. So, when you read a book, remember you're entering a whole new world full of adventures and discoveries!

Exercise 1. Answer the Questions:

1. What is the difference between an autobiography and a biography?
2. What information can you find on the back of a book?
3. How are characters described in a book?
4. What is a cliffhanger in a story?
5. What is the purpose of a dedication in a book?
6. What do authors use to create amazing stories?
7. How do books make us feel and think?

Exercise 2. Choose the correct answer.

1. What is the purpose of an autobiography?

- A. To write about someone else's life
- B. To write about the author's own life
- C. To write about fictional characters
- D. To write about historical events

2. What is the term used to describe a book that sells a large number of copies?

- A. Dedication
- B. Blurb
- C. Bestseller
- D. Memoir

3. What is the term used to describe when characters talk to each other in a book?

- A. Setting
- B. Cliffhanger
- C. Dialogue
- D. Non-fiction

4. Which type of book tells a true story?

- A. Autobiography
- B. Memoir
- C. Biography
- D. Fiction

5. What is the term used to describe a special message written by the author to thank someone?

- A. Dedication
- B. Blurb
- C. Cliffhanger

D. Dialogue

6. What is the term used to describe the place and time where the events of a story take place?

- A. Characters
- B. Setting
- C. Memoir
- D. Non-fiction

7. What is the term used to describe an exciting ending that leaves the reader wanting to know what happens next?

- A. Dedication
- B. Blurb
- C. Cliffhanger
- D. Dialogue

Exercise 3. Say whether the following are true or false.

1. Books are described as magical gateways to various worlds and tales.
2. Characters in books are just background decorations and do not contribute to the story.
3. Authors are not creative individuals and struggle to write engaging stories.
4. The most significant aspect of books is their ability to evoke emotions and stimulate thoughts.
5. Authors are terrible at writing and cannot create engaging stories.
6. All books are purely fictional and do not contain any true stories.
7. The most significant aspect of books is their ability to evoke emotions and stimulate thoughts.

Exercise 4. Find the definitions of the following words in the dictionary. Translate them into Ukrainian.

BOOK GENRES

Action, adventure, biography, chick lit, children's, classic, comedy, crime, detective, drama, fantasy, gothic, historical fiction, horror, humour, mystery, paranormal, romance, satire, science fiction, self-help, suspense, thriller, western, young adult (ya), cyberpunk, epic, fairy tale, fable, memoir, non-fiction, philosophy, poetry, post-apocalyptic, psychological thriller, realistic fiction, religious fiction, steampunk, superhero, time travel, war, women's fiction, alternate history, apocalyptic, autobiography, crime fiction, historical romance

Exercise 5. Read the texts. Ask questions on each of them.

Adventure

Adventure stories are exciting and full of action. They usually include dangerous journeys or missions to save the world. The hero or heroine has to be very brave and clever. For example, "Treasure Island" by Robert Louis Stevenson is a classic adventure novel follows young Jim Hawkins as he embarks on a dangerous journey to find buried treasure.

Chick lit

This is a term used for literature marketed to young women, especially single, working women aged 20-30. It typically deals with modern situations in a humorous way. The main character is often looking for love or searching for a better job. These books are easy to read and very popular with teenage girls. "Bridget Jones's Diary" by Helen Fielding is a humorous novel chronicles the romantic misadventures of a single woman in her thirties, Bridget Jones, as she navigates through life in London.

Children's

These books are written for children. They often have lots of pictures and small amounts of text. Famous children's authors include Dr Seuss and Roald Dahl.

"Charlotte's Web" by E.B. White is a beloved children's classic about the friendship between a pig named Wilbur and a spider named Charlotte, filled with heart-warming lessons about love and loyalty.

Classic

A classic book is one that is well-known and considered to be of a high literary standard. Many famous authors have written classic books, for example J.D. Salinger and Charles Dickens. "To Kill a Mockingbird" by Harper Lee is a timeless classic that explores themes of racial injustice and moral growth in the American South through the eyes of a young girl named Scout Finch.

Comedy

Comedy books are funny books. They make us laugh. For example, P.G. Wodehouse wrote many comic novels about upper-class English life. "The Hitchhiker's Guide to the Galaxy" by Douglas Adams is a hilarious science fiction comedy that follows the misadventures of Arthur Dent, an ordinary human swept up in an intergalactic journey.

Crime

Crime books are about someone who commits a crime or about detectives trying to solve a crime. The stories often involve murder and mystery. Agatha Christie was a famous writer of crime fiction. "The Adventures of Sherlock Holmes" by Arthur Conan Doyle is a collection of detective stories featuring the brilliant Sherlock Holmes and his loyal friend Dr John Watson as they solve puzzling crimes in Victorian England.

Drama

Drama stories are full of emotion and conflict. They are serious stories that follow people through a difficult time in their lives. Some drama books are written as plays, others are more like stories. "Of Mice and Men" by John Steinbeck is a poignant drama set during the Great Depression, exploring the friendship between two migrant workers, George and Lennie, as they dream of a better life.

Fantasy

Fantasy stories are set in worlds that are completely different from our own. They often include magic or supernatural events. Famous fantasy authors include J.R.R. Tolkien, C.S. Lewis and J.K. Rowling. "Harry Potter and the Sorcerer's Stone" by J.K. Rowling is the first book in the beloved Harry Potter series, which follows a young wizard named Harry as he discovers his magical heritage and attends Hogwarts School of Witchcraft and Wizardry.

Historical fiction

Historical fiction is set in the past. It often tells the story of a real person's life or follows a character as they live through a particular historical event. Historical novels are often based on facts but some include imaginary characters. Hilary Mantel has written many popular historical fiction books. "The Book Thief" by Markus Zusak is set in Nazi Germany, this novel follows a young girl named Liesel as she discovers the power of words and storytelling amidst the horrors of war.

Horror

Horror stories are designed to frighten the reader. They usually include supernatural elements, for example ghosts or witches. Bram Stoker's Dracula is one of the best-known horror stories. "Frankenstein" by Mary Shelley is a classic horror novel that explores themes of creation, ambition, and humanity through the story of Dr Victor Frankenstein and his monstrous creation.

Humour

These books are intended to make the reader laugh. They can be collections of jokes, funny stories or even comic novels. Terry Pratchett wrote many humorous fantasy novels. "Good Omens" by Neil Gaiman and Terry Pratchett is a witty and irreverent novel about an angel and a demon teaming up to prevent the apocalypse, filled with clever humour and sharp satire.

Romance

Romantic novels are love stories. They often explore themes of love and relationships and may include elements of other genres such as drama, adventure, mystery or fantasy. Jane Austen's *Pride and Prejudice* is a famous romantic novel. "*Pride and Prejudice*" by Jane Austen is a timeless romance novel that follows the spirited Elizabeth Bennet as she navigates love and social conventions in Georgian England.

Science fiction

Science fiction stories are set in the future or in space. They often include new or imagined scientific ideas. H.G. Wells and Isaac Asimov are two well-known science fiction writers. "*The War of the Worlds*" by H.G. Wells is a pioneering work of science fiction that depicts an invasion of Earth by Martians, exploring themes of imperialism, technology, and humanity's resilience.

Thriller

Thrillers are exciting stories that keep you on the edge of your seat. They often involve danger and suspense. Thrillers can be about anything from politics and crime to science and adventure. Dan Brown's *The Da Vinci Code* is a popular thriller. "*The Girl with the Dragon Tattoo*" by Stieg Larsson is a gripping thriller that follows journalist Mikael Blomkvist and hacker Lisbeth Salander as they investigate a decades-old disappearance, uncovering dark secrets along the way.

Other types of book

There are many other types of book not mentioned here, for example, biographies, autobiographies, reference books, picture books, cookbooks, religious books, self-help books, travel books, poetry books, plays, fairy tales, fables, myths and legends, and books about hobbies, sport, science, nature, war, art, history, humour, philosophy, psychology, mathematics, technology, etc.

RESEARCH WORK. *Find out the definitions of the following book genres: action, alternate history, gothic, historical romance mystery, satire, self-help, suspense, western, cyberpunk, epic, fairy tale, fable, non-fiction, philosophy, poetry, realistic fiction, religious fiction, steampunk, superhero, time travel. Give examples of books of each genre from British/American Literature as given above.*

Exercise 7. Read the text and do the exercises on it.

I read a huge amount. As an editor, I'm always using *reference books* such as dictionaries, *encyclopedias*, *manuals*, *catalogues*, and so on. But I read a lot for *pleasure* too, and I particularly like *poetry*. At home all my books are arranged in *alphabetical* order (I know that's a bit strange!). I've got loads of *novels*, *murder mysteries*, *science fiction*, etc. But there is *non-fiction* as well; I read quite a lot of *biographies*. My husband says I'm book-crazy.

Exercise 8. Put the following into the correct column

atlas, classic, ghost story, textbook, detective story, dictionary, autobiography, biography, thriller, science fiction, manual, reference book, mystery

Fiction	Non-fiction
<i>novel</i>	<i>encyclopedia</i>

Exercise 9. In which of the non-fiction books would you:

- look up the meaning of a word?
- look up the height of Niagara Falls?
- find a detailed map of India?

Exercise 10. Which of the following books would you buy in the situations below?

a cookery book, a travel guide, a children's book, an autobiography

1. You don't like fiction. You prefer to read about the life stories of real people, written by the people themselves.
2. You are 20 years old and are leaving home to share a flat with some friends. You've never cooked for yourself before.
3. You don't know what to buy your seven-year-old nephew for his birthday.
4. You are going trekking in Nepal. You've never been there before.

Most biographies and reference books are hardbacks but most novels are paperbacks.

Exercise 11. Complete the sentences:

e.g. A dictionary is arranged in *alphabetical* order.

1. If you don't know the date of the French Revolution, look it up in an ...
2. Shakespeare is famous for his plays, but he also wrote beautiful
3. Dictionaries are a kind of ... book.
4. What kind of books do you read for ... in the evening?
5. Do you read crime stories? – Yes, I'm reading a murder ... at the moment.
6. What's the tenth letter of the ...? – It's 'J'.
7. Did David Beckham write his life story himself? – Yes, it's his ...
8. If you don't know how your camera works, you should look in the ...

Exercise 12. Match the writers with what they write:

1. Authors	a. write poetry
2. Novelists	b. write about famous people
3. Poets	c. write any kind of book
4. Playwrites	d. write articles in newspapers
5. Journalists	e. write fiction
6. Biographers	f. write plays

Exercise 13. Mark each sentence P if it expresses a positive idea or N for a negative idea. The phrases in italics will help you to decide.

1. I've just finished a Stephen King novel. I *couldn't put it down*.
2. I just *couldn't relate to any of the characters*.
3. It's no masterpiece but *it's very readable*.
4. The main *characters don't really develop* and some of the minor characters are very *one-dimensional*.
5. The first two chapters were such *heavy going* that I gave up.
6. It's such *a moving story*. I couldn't stop thinking about it.
7. It's a very simple story but there's *no real plot*. Nobody seems to *have a reason for* doing what they do.

SPOTLIGHT

Novels are fictional stories invented by the writer although some are based on true stories.

A *classic* is a famous book which everyone agrees will last, for example, 'Pride and Prejudice' or 'The Three Musketeers'.

What kind of novels do you like?

Exercise 14. Use these words to complete the following:

poems, poetry, poet, verses, recite

When we did ... at school, we had to learn whole ... by heart and then ... them for the whole class. Philip Larkin was my favourite I remember the longest poem I had to learn had over 20 ...!

Exercise 15. Complete the text with the words below:

based, chapters, character, collection, entertaining, fiction, literature, make,

Nobel Prize, novel, plot, recommend, set

What I am reading right now I'm reading this really good ... at the moment. It's ... in Paris in the 18th century during the revolution. Apparently, it's ... on a true story. The main ... is a woman who pretends to be a man to find out who killed her

husband. The ... is a bit confusing at first, but after the first few ... you just can't put it down. You learn a lot about history and it's also really The writer is a historian who also writes I've got a wonderful ... of short stories that she wrote. She's been nominated for the ... in They're also going to ... the book into a film. I can't ...this book highly enough.

Look through the glossary:

title – the name of a book, play, film, etc.

cover – the outside part of a book, magazine, etc.

attract smb's attention – if sth *attracts your attention*, it interests you so that you want to look at it.

browse – spend time pleasantly in a shop looking at things.

paperback – a book with a thick paper cover (a *hardback* has a hard cover).

gift – a thing that you give to sb., e.g. for their birthday. SYN. **present**.

author – the writer of a particular book, play, etc.

look through sth. – read sth. quickly. SYN. **skim sth.**

chapter – one of the parts into which a book is divided.

fascinating – very interesting.

SPOTLIGHT

There are many adjectives consisting of **well** + past participle, e.g. **well written** (of a book, article, etc.), **well informed** (knowing a lot about a subject), **well known** (famous).

Exercise 16. Choose the correct sentence ending:

e.g. Who is the *author* / *gift*?

1. The cover attracted my *chapter / attention*.
2. The author was *well known / well written*.
3. I read the second *title / chapter*.
4. The book looked very *readable / well informed*.
5. I wanted the cheaper one, so I bought *the hardback/ paperback*.
6. I was in a bookshop the other day, just *attracting / browsing*.

Exercise 17. Complete the text. The first letters are given.

My cousin has just written a reference book. He's not *w...* known, but he's a good *a...* His book might attract a lot of *a...* because it's called 'How to make a lot of money by doing a little' – isn't that great *t...*! It's being published in hardback and *p...* I read the first *c...* about selling things on the internet, and it's really *f...* – I couldn't put it down. On the front *c...* there's a picture of my cousin in bed with his laptop; it's a bit silly. But it's a funny book and it's well *w...* .

Exercise 18. Fill in the necessary word:

1. A ... often contains photos and articles about famous people.
2. A uses pictures and speech bubbles to tell stories.
3. A ... contains words and their definitions.
4. A ... tells you how to cook particular dishes.
5. A ... is a book about a person's life, written by another person.
6. A ... gives information about recent events in the world.
7. An ... is a book of maps.
8. A ... is a long, fictional story.
9. An ... contains information about lots of different subjects.
10. A ... provides information about a place you are visiting.
11. An ... is a person's story of his/her own life.
12. A ... tells you how to use something.

Exercise 19. Give the definitions of the different parts of a book:

Author, hard back, paper back, front cover, spine, binding, back cover, title page, contents page, preface, chapter, epilogue, page number, glossary, index, bibliography or references, publisher, copyright page, bookmark.

Exercise 20. Read the mini-dialogues. Pay attention on how to use new words and phrases in everyday speech.

1. A: Hi Emily, have you read the latest book by that new author?

B: Yes, I have. It's only available in hardback at the moment.

2. A: Hey James, I prefer paperbacks to hardbacks.

B: So do I. They're easier to carry around.

3. A: Look at this book's front cover. It's so eye-catching!

B: I know, it really grabs your attention.

4. A: Can you pass me the book by the spine, please?

B: Here you go. Be careful not to bend the pages.

5. A: This book's binding is starting to come loose.

B: I'll fix it for you.

6. A: Have you read the blurb on the back cover?

B: Yes, it sounds like an interesting read.

7. A: Let's take a look at the title page to see who the author is.

B: Good idea. It's important to know who wrote the book.

8. A: Did you check the contents page to see what's included?

B: Yes, it looks like there's a preface and some chapters. I always like to read the preface before starting a book. It gives you some background information.

9. A: Which chapter are you on?

B: I just finished chapter 5.

10. A: Have you reached the epilogue yet?

B: Not yet, I'm still a few chapters away.

11. A: I can't find the page number for this chapter.

B: It's usually at the bottom of the page.

12. A: I had to refer to the glossary to understand that term.
B: It's helpful to have explanations for unfamiliar words.
13. A: Let me check the index to find that specific topic.
B: It's a useful tool for locating information.
14. A: The bibliography lists all the sources the author used.
B: It's important for academic books.
15. A: Do you know who the publisher of this book is?
B: It's usually mentioned on the copyright page.
16. A: I always like to read the copyright page to see when the book was published.
B: So do I. It's interesting to know the history of the book.
17. A: I need a bookmark to keep my place.
B: I have an extra one you can use.

Exercise 21. Read the text. Copy out and learn the collocations. Ask questions on the text.

Talking about books

1. When a new book comes out, newspapers and websites, like BookLikes, will *review* it. The people who review the book are called *book reviewers* and they write *book reviews*. If they don't like a book they give it a bad review. We can say that a novel *is based on* a true story. We say that a book *captures an atmosphere* or that a book *deals with a topic*. We talk about the *opening/closing chapters* of a book. We talk about *the beginning and end of a book* (NOT start and finish). If everything works out well for the central characters, we say that the book has a happy ending. You may *recommend* a book that you enjoyed to a friend. If a lot of people have enjoyed it, it is highly recommended.

Exercise 22. Use collocations instead of the underlined words in this conversation.

1. I'd like to download that new e-book that has just appeared about Ukraine.
2. He often visits websites with articles discussing new books.

3. The book concerns the Russian-Ukrainian War.
4. The story manages to give the atmosphere of the civil volunteer movement in our country.
5. The main people are a married couple who have different opinions about the war. and this divides their family.
6. In the first chapters they're happy and do everything together, but by the last chapters they have become enemies.
7. The book doesn't finish in a happy way, but I liked it,
8. It's recommended very much by all the critics.

PART TWO. BOOK COLLOCATIONS AND IDIOMS RELATED TO BOOKS

Exercise 23. Read the text. Copy out and learn the collocations.

BOOK COLLOCATIONS AND THEIR USAGE

- *be engrossed/absorbed in a book*

She was so engrossed in the thrilling mystery novel that she lost track of time and didn't even notice when her friends arrived.

As the rain poured outside, she found herself completely absorbed in the pages of her favorite fantasy novel, transported to a world of magic and adventure.

- *compulsive reading*

Her compulsive reading habit often led her to stay up late into the night, absorbed in one book after another until the early hours of the morning. [so interesting you can't stop reading]

- *bedtime reading*

Every night, before drifting off to sleep, Sarah enjoys her favorite bedtime reading ritual, escaping into the pages of a captivating novel.

- *an easy read*

For a relaxing weekend, Tom chose an easy read, opting for a light-hearted romance novel to unwind after a busy week at work.

- *read something from cover to cover*

After receiving the latest bestseller as a gift, Tom was so engrossed that he read it from cover to cover in just one sitting.

- *download an audiobook*

John decided to download an audiobook for his daily commute to work, making the most of his time stuck in traffic.

- *an e-book reader app*

My mother prefers reading on her e-book reader app because she can carry hundreds of books in her pocket wherever she goes.

- *flick/skim through a book*

During her visit to the bookstore, Emily decided to flick through a few cookbooks to find inspiration for her next culinary adventure.

- *read between the lines*

When you're reading a mystery novel, it's important to pay attention to the details and try to read between the lines to solve the case alongside the detective.

- *beautifully written*

The novel she picked up from the library was beautifully written, captivating her with its elegant prose and vivid descriptions.

- *thought-provoking*

That thought-provoking book about history made me think differently about the past and its impact on the present.

- *heartbreaking*

The story in that heartbreaking book about love and loss moved me to tears and made me appreciate the importance of cherishing the moments we have with our loved ones.

- *dreary*

The students felt uneasy after reading the dreary and creepy book about abandoned places and mysterious disappearances, as it gave them chills and made them jump at every creak in the hallway.

- *page turner*

Sarah couldn't put down the suspense thriller; it was such a page-turner that she finished it in a single night.

- *heavy-going*

Despite its acclaim, the heavy-going book on quantum mechanics left most of the students scratching their heads in confusion.

- *avid reader*

As an avid reader, Emily spent her weekends scouring bookstores for new titles to add to her ever-growing collection.

- *don't judge a book by its cover*

SPOTLIGHT! When it comes to choosing friends, remember, don't judge a book by its cover; sometimes the quiet ones surprise you the most with their kindness and wisdom. Critics **review** books and films, NOT ~~criticise~~ them. To *criticise* a book means to say negative things about it.

Exercise 24. Complete the sentences using the collocations from the provided word bank:

Avid reader, download an audiobook, read my lips, beautifully written, read something from cover to cover, flick/skim through a book, compulsive reading, bedtime reading, don't judge a book by its cover, read between the lines, thought-provoking, heartbreaking, page turner, an easy read, an e-book reader app, heavy-going.

1. Her _____ habit often led her to stay up late into the night, absorbed in one book after another until the early hours of the morning.
2. Every night, before drifting off to sleep, Sarah enjoys her favourite _____ ritual, escaping into the pages of a captivating novel.
3. For a relaxing weekend, Tom chose _____, opting for a light-hearted romance novel to unwind after a busy week at work.
4. After receiving the latest bestseller as a gift, Tom was so engrossed that he _____ in just one sitting.
5. John decided to _____ for his daily commute to work, making the most of his time stuck in traffic.
6. My mother prefers reading on her _____ because she can carry hundreds of books in her pocket wherever she goes.
7. During her visit to the bookstore, Emily decided to _____ a few cookbooks to find inspiration for her next culinary adventure.
8. When you're reading a mystery novel, it's important to pay attention to the details and try to _____ to solve the case alongside the detective.

9. The novel she picked up from the library was _____, captivating her with its elegant prose and vivid descriptions.
10. That _____ book about history made me think differently about the past and its impact on the present.
11. The story in that _____ book about love and loss moved me to tears and made me appreciate the importance of cherishing the moments we have with our loved ones.
12. Sarah couldn't put down the suspense thriller; it was such a _____ that she finished it in a single night.
13. Despite its acclaim, the _____ book on quantum mechanics left most of the students scratching their heads in confusion.
14. As an _____, Emily spent her weekends scouring bookstores for new titles to add to her ever-growing collection.
15. When it comes to choosing friends, remember, _____; sometimes the quiet ones surprise you the most with their kindness and wisdom.
16. " _____," said the teacher sternly, "there will be no extensions on the assignment deadline."

INTERACTIVE TECHNOLOGY

E-book Reader Exploration: explore an e-book reader app and discuss its features using the topical vocabulary.

IDIOMS RELATED TO BOOKS

Exercise 25. Match the halves of these idioms:

1. To be in someone's good books	a. To make a fresh start or change for the better.
2. To turn over a new leaf	b. To be easy to understand or transparent in one's thoughts and feelings.
3. To hit the books	c. To imitate or learn from someone else's behavior or example.

4. To be on the same page	d. To understand the hidden meaning in something written or spoken.
5. To be a closed book	e. To be in favour with someone or to have their approval.
6. To judge a book by its cover	f. To impose severe penalties or punishments on someone.
7. To take a leaf out of someone's book	g. To be difficult to understand or mysterious.
8. To be an open book	h. To form an opinion about someone or something based solely on appearance.
9. To throw the book at someone	i. To study intensively or to start studying seriously.
10. To read between the line	j. To have a shared understanding or agreement about something.

Exercise 26. Do the same with these ones:

1. To buy the book	a. To follow the rules or procedures strictly.
2. To bring someone to book	b. To hold someone accountable for their actions; to make them face consequences.
3. To be booked solid	c. To be in someone's favour; to have their approval.
4. To be in one's good books	d. To be easily understood; to reveal one's true intentions or feelings clearly.
5. To know something like the back of one's hand	e. To be very familiar with something; to know it thoroughly.
6. To be in someone's book	f. To be on someone's list of those favoured or disfavoured.
7. To read like a book	g. To end or conclude a matter.
8. To be an open book	h. To apply rules or laws strictly or harshly.
9. To throw the book at someone	i. To have all available appointments or time slots filled.
10. To close the book on something	j. To be honest and straightforward; to reveal one's thoughts and feelings freely.

Exercise 27. Do the Test

1. If someone is in your good books, what does it mean?

- a) you are pleased with the way they have been behaving
- b) you are secretly in love with them
- c) you have arranged to meet them in the library
- d) you want to borrow some money from them
- e) you want to go on holiday with them

2. If someone is in your bad books, what does it mean?

- a) you are afraid of them
- b) you are annoyed about the way they have been behaving
- c) you are writing a story about them
- d) you don't like their style in clothes
- e) you want to invite them out

3. It's not always a good idea to judge a person based on their appearance. In other words, you shouldn't judge a book by its _____.

- a) coat
- b) colour
- c) counter
- d) cover
- e) customer

4. If someone deceives you with an often-used strategy, it can be described as the oldest _____ in the book.

- a) track
- b) trace
- c) treat
- d) trek

e) trick

f) truck

5. If you do something by the book, what does that mean?

a) you ask someone to help you with it

b) you do it according to the rules

c) you do it as quickly as possible

d) you do it in your local library

e) you don't bother to do it

f) you get someone else to do it for you

6. If you can read someone like a book, what does that mean?

a) you are afraid of them

b) you are secretly in love with them

c) you can tell how their mind works

d) you don't like them

e) you don't understand them

f) you think they are strange

7. If you know an honest person who always tells the truth and doesn't hide anything, you could say that their life is an _____ book.

a) often

b) open

c) oral

d) other

e) oval

8. If you know someone who doesn't reveal much about themselves, and appears to be rather secretive, you could say that their life is a _____ book.

a) cloaked

- b) cloned
- c) close
- d) closed
- e) clothed

9. If someone is cooking the books, what are they doing?

- a) burning books
- b) falsifying financial accounts
- c) giving books to a charity shop
- d) tearing pages out of books
- e) throwing books away
- f) using a recipe in a cookery book to prepare a meal

10. If you take a leaf out of someone's book, what does that mean?

- a) you press a flower between the pages of their book
- b) you steal their book
- c) you tear a page out of their book
- d) you think something they do is good, and decide to do the same
- e) you throw their book away

WRITTEN PRACTICE

Exercise 28. Pick up an idiom from above and illustrate it in a story (150-200 words) of your own.

Let's illustrate the idiom "*Read between the lines*" in a story:

As the rain poured outside, Emily sat by the window, lost in thought. Her best friend, Sarah, had been acting strangely lately, cancelling plans and avoiding her calls. Concerned, Emily decided to confront Sarah during their next meeting.

When they finally met for coffee, Sarah seemed distant, offering vague explanations for her recent behaviour. Sensing something was amiss; Emily carefully

observed Sarah's body language and tone of voice. Despite Sarah's reassurances, Emily couldn't shake the feeling that there was more to the story.

Later that evening, Emily reflected on their conversation, determined to uncover the truth. She decided to read between the lines of Sarah's words, searching for hidden meanings or unspoken truths. As she analysed their interactions, Emily realized that Sarah's evasiveness hinted at deeper issues she was reluctant to discuss. Armed with this insight, Emily resolved to support her friend through whatever challenges she was facing, knowing that sometimes, the most meaningful conversations happen between the lines.

PART THREE. AT THE LIBRARY

Exercise 29. Find the definitions of the following words in the dictionary. Translate them into Ukrainian.

AT THE LIBRARY

Audiobook, Borrower, Call number, Catalogue, Checkout, Circulation desk, Dewey Decimal System, Due date, Fine, Hold, Interlibrary loan, Late fee, Librarian, Library card, Loan period, Magazine, Non-fiction, Overdue, Reference book, Renew, Reserve, Return, Stacks, Study area, Study room, Subject heading, Thriller, Collection, E-book, Public library, Academic library, Research, Periodical, Reference desk, Photocopy, Microfilm, Microfiche, Reserve desk, Special collections, Thesis, Interdisciplinary, Bibliography, Citation, Peer-reviewed, Plagiarism, Intellectual property, Digital collection, Online database, Interlibrary cooperation.

Exercise 30. Read the text.

A DAY AT THE LIBRARY

Libraries are more than just buildings filled with books. They are also a place of quiet study, contemplation, and discovery. A day at the library can be a rewarding experience, whether you are seeking knowledge, inspiration, or simply a place to relax.

When you enter a library, the first thing you notice is the quiet. Unlike many other public places, libraries are designed to be peaceful and serene. People come here to read, study, and work, and they expect an environment that is conducive to concentration. It is important to respect this atmosphere by speaking softly, turning off your phone, and avoiding any other activities that might be disruptive.

Once you have found a comfortable place to sit, it's time to start exploring the resources that the library has to offer. If you're a student, you may want to start by searching for textbooks or other materials related to your coursework. Alternatively,

you might be interested in browsing the library's fiction section, which can be a great source of entertainment and inspiration. You can also search for magazines, newspapers, and other periodicals to keep up with the latest news and trends.

One of the most important resources that libraries offer is access to databases and other online resources. These can include academic journals, newspapers, and other publications that might be difficult to access otherwise. By logging into the library's website, you can access these resources from anywhere in the library or even from your own computer at home.

Another valuable service that libraries offer is interlibrary loan. This allows you to request books, articles, and other materials from other libraries that may not be available in your own library. This can be a great way to access resources that are specific to your research topic or that might be out of print.

Finally, the library is also a great place to meet people with similar interests. Many libraries offer programs and events that cater to specific groups, such as book clubs, writing workshops, and lectures. By participating in these events, you can broaden your horizons and make new friends.

In conclusion, a day at the library can be a valuable and rewarding experience for anyone who is interested in learning, discovery, and personal growth. By taking advantage of the library's resources and services, you can broaden your knowledge, expand your horizons, and gain new insights into the world around you.

Exercise 31. Answer the following questions:

1. What is the atmosphere like in a library compared to other public places?
2. How can students benefit from visiting a library?
3. What types of materials can be found in a library's fiction section?
4. Why are databases and online resources important for library users?
5. How does interlibrary loan service work, and what does it allow users to access?
6. Besides books and resources, what other services do libraries offer to visitors?
7. How can participating in library programs and events benefit individuals who visit the library?

Exercise 32. Pick the right answer:

1. What is the primary purpose of a library, according to the passage?
 - a To provide a quiet and serene environment for study and concentration
 - b To offer a wide selection of books and other resources for entertainment
 - c To serve as a community hub for various programs and events
 - d All of the above
2. What specific resource does the passage mention that libraries provide access to?
 - a Academic journals and newspapers
 - b Cooking recipes and celebrity magazines
 - c Children's picture books
 - d None of the above
3. Which activity does the passage suggest is not appropriate in a library?
 - a Browsing the fiction section
 - b Searching for textbooks and course materials
 - c Playing games or listening to music on your phone
 - d Participating in book clubs and writing workshops
4. What benefit does the passage highlight about using the library's interlibrary loan service?
 - a It allows you to borrow books from your local library
 - b It enables you to access resources that are not available in your own library
 - c It is a convenient way to purchase books online
 - d It helps you make new friends with similar interests
5. According to the passage, what is one reason people come to the library?
 - a To relax and unwind
 - b To meet new people with similar interests
 - c To gain knowledge and expand their horizons
 - d All of the above
6. Which of the following is not mentioned in the passage as an important aspect of library etiquette?

- a Speaking softly
 - b Turning off your phone
 - c Avoiding disruptive activities
 - d Engaging in loud discussions
7. What does the passage suggest is one of the most valuable resources that libraries offer?
- a Textbooks and course materials
 - b Access to online databases and publications
 - c A wide selection of fiction and non-fiction books
 - d Community programs and events

Exercise 33. Can You Tell which Sentences are True and which are False?

- 1 Libraries offer more than just books.
- 2 The first thing you notice when entering a library is the noise.
- 3 Students are not advised to look for textbooks in the library.
- 4 You can also look for magazines and newspapers to stay updated.
- 5 Accessing resources from the library's website is only possible within the library.
- 6 Libraries provide activities like book clubs and writing workshops.
- 7 Participating in library events does not lead to making new friends.

Exercise 34. Complete the sentences:

- 1. Newspapers and magazines are published daily,
- 2. In the reference department there are dictionaries,
- 3. On the cover or a jacket (super cover) you can read
- 4. When you finish reading you should use ... so that you can easily find the place again.
- 5. Never ... the pages which means folded down the corner of a page.
- 6. If you don't know which book to take...
- 7. It doesn't cost anything to...
- 8. At the lending department we may...

9. When I was a child I liked... .
10. You may borrow not more than

MAKE UP PRESENTATIONS ON THE TOPICS:

1. The Library of the British Museum
2. The British Library
3. The Library Of Congress
4. Bodleian Library (Oxford, United Kingdom).
5. Vatican Library (Vatican City, Rome).
6. Yale University Beinecke Rare Book And Manuscript Library (New Haven, Connecticut, USA).
7. National Library of St. Mark's (Venice, Italy).
8. Boston Public Library (Boston, Massachusetts, USA).
9. Library of Strahov Monastery (Prague, Czech Republic).
10. Old Library of Trinity College (Dublin, Ireland).

Exercise 35. Create a text on the topic “Drohobych University Library”. Use the following expressions and collocations in your text:

a subscriber to the library, a reader of the library, loan books to students, renew books, exchange books, a reading hall, a reference department, a collection, a stack room, a rare book collection, produce an reader’s ticket/an admission card, fill in a book card, date due of the book.

READING ACTIVITIES

Exercise 36. Before reading. Answer the questions:

1. Do you enjoy going to the library?
2. Have you ever had trouble finding a book at the library?
3. How often do you borrow books from the library?
4. Do you prefer physical books or e-books when reading?
5. Have you ever had a memorable experience at a library?

Exercise 37. While Reading. Read the Dialogues:

Borrowing a Book

A: I want to borrow a book. Could you please tell me the procedure for that?

B: Take the book to the librarian. She'll check it out for you.

A: Where does the librarian sit?

B: There's a desk on the extreme left of this wing. You'll find her there.

A: Do I need to hand in anything to get the book checked out?

B: Yes. You'll have to submit a photo identification and proof of residence.

A: Alright. Thank you.

Returning a Book

A: I'd like to return this book.

B: When did you check it out?

A: A couple of weeks ago.

B: Alright. Just sign here and leave the book with me.

A: Sure. Is that all?

B: Yes. You can look for more books if you want to.

A: Thank you. I will.

Asking for a Specific Book

A: I'm looking for a book titled "The Revolution: 1842". I'm afraid I couldn't find it anywhere in the history section.

B: Give me a moment, please. Let me check it here.

A: Thanks, I saw it on a shelf last week.

B: Sure. It's listed in our database, but someone has checked it out.

A: Do you have another copy of it?

B: No. We only have one copy.

A: Okay. When can I expect it to be available?

B: Well, the person has taken it for 7 days. You can check again on Monday.

A: Alright. Thank you.

Coming Back for the Same Book

A: Hey. I came here a couple of days ago. I wanted to get "The revolution: 1842" which was checked out already.

B: Yes, I remember you.

A: So, is it available now?

B: Yes. I must say you are quite lucky. The person returned it just a couple of minutes ago.

A: I didn't want to miss it. I urgently need this book for my assignment.

B: That might've been the case. Someone else came asking for this book yesterday as well.

A: Here's my library card.

B: Thank you.

Exercise 38. After reading tasks. Find the expressions in the dialogues:

позичити книгу, розповісти мені про процедуру, стіл крайній зліва, посвідчення особи з фотографією, підтвердження місця проживання, залишити собі книгу, шукати книгу під назвою, у розділі історії, дозвольте мені перевірити, бути внесеним до нашої бази даних, очікувати, що вона буде доступна, прийти сюди через кілька днів, терміново потрібна ця книга, для мого завдання, ось у чому річ

Exercise 39. Can you tell which sentences are true and which are false? Add short description.

1. The librarian will check out the book for you at the front desk.
2. A photo ID and proof of residence are required for book checkout.
3. You cannot look for more books after returning one.
4. The book is in our database, but it's currently checked out.
5. The library has multiple copies available.

6. The book was returned a few minutes ago.

7. No one else has asked for this book recently.

Exercise 40. Fill in the Gaps

Procedure for borrowing a book: Take book to _____(1), submit _____(2)

Return book by _____(3)

Looking for book titled " _____(4)" but only _____(5)

Book checked out for _____(6), check back on _____(7)

Another person returned book just in time for _____(8)

_____ (9)

Librarian sits at desk on _____(10)

Exercise 41. Read the texts. For the following questions (1-3) choose the answer (A-C).

Text 1. The festival is organised especially for

A experienced writers.

B young authors.

C book publishers.

1. I'd like to take this opportunity to invite you all to the book festival which is taking place this Saturday in the Main Exhibition Centre. The festival always attracts a lot of famous book authors, so you'll have the chance to meet them and get their autographs. However, the main idea behind the festival is to discover new talents among school and university students. If you feel ready to write a short story, come to the festival and take part in our competition. If you win, your story will be published by all major publishers. Don't miss this golden opportunity to become famous!

Text 2. Barbara

A prefers e-books to paper books.

B likes both e-books and paper books.

C reads paper books.

Man: So, Barbara, what types of books do you read most often?

Barbara: Well, I read everything and anything. I couldn't imagine my life without books! I read every day and everywhere, even on the way to school or during school break. I don't mind any types of stories, but what I dislike are books available only electronically. Some authors only publish their books like that and then I don't read them no matter how good they might be. Call me old-fashioned but that's what I do!

Text 3. Which books will be the most popular among young adults in the future?

A thrillers

B fairy tales

C vampire stories

3. Some people say that young people will only be interested in easy-to-read stories full of action, like thrillers. It's true of some youngsters, but I think that the majority of young readers will be looking for something fresh. The vampire craze will eventually disappear and I believe it will be replaced by some new trends. Although thrillers and vampire stories will still appeal to some readers, most young people will be reading new versions of children's stories. The stories will be retold to suit a more adult-like audience. Anyway, books won't lose their appeal, which is the most important thing.

Exercise 42. Read four texts talking about the reading experience. For the questions (1-4) choose the correct answer (A-E). There is one answer that you do not need to use.

The person

A recommends a book.

B is free from real-life anxieties when reading.

C offers some solutions to a problem.

D presents a negative aspect of reading too much.

E took up reading after a certain event.

1. When I think of myself now, it's hard to believe I read so many books. When I was younger, I would refuse to read anything, not to mention any novels or even short stories. My parents would keep buying books for me to read and I would avoid reading them like the plague. I considered reading terribly dull and time-consuming. None of my friends were keen on books either, so it just reinforced my belief that books weren't for young people. And then, one day, I bumped into a friend of mine who was going to a meeting with a famous book author. He told me to come along if I had nothing better to do, so I did. I sat in the audience and listened to the writer read parts of his latest novel. I was mesmerized by what he read and I wanted to find out what happened in the story and how it ended. I got the book and guess what... I read it in one sitting. It was so exciting. Since then, I've been a very regular visitor to my local bookshop.

2. Books have always been part and parcel of my life. My parents worked as teachers of English literature at the University, so our house was always full of books and people discussing the most recent novels, short stories or poems. So it isn't surprising that reading books means so much to me. Every time I open a book, I feel like I'm entering a new reality inhabited by fascinating characters. Books develop my imagination, help me understand the world and, what's most important, they allow me to forget about my everyday worries which vanish as soon as I get into the story. I read all the time and everywhere I go. I meet other bookworms and we go on talking about what we've read for hours on end. It's just my life!

3. I feel indebted to my English teacher for introducing me to the world of books. I was very lucky to have Ms Thompson as my English teacher for over six years. She was the most incredible person, very knowledgeable and absolutely passionate about literature. She would recommend books, encourage us to read as much as possible, organise meetings with famous authors and run our theatre group twice a week. Her love for books was infectious and I remember that she managed to get everybody involved in her ideas and actions. The only trouble was that reading took up most of our time, so we had little of it left for the other subjects and I often

lagged behind with maths or sciences. I even once failed my biology exam because of my rehearsals!

4. I don't understand why so many people don't read books and say that books are boring. There are millions of books and everybody is bound to find one that will interest them. I think the problem with people not liking books starts at school when children and teenagers are forced to read set books they find completely uninteresting. With time, they totally lose interest and give up on books, which is a shame. Something must be done to stop that or people will never discover the beauty of reading. Maybe instead of wading through the set texts, every student should read five or six books of their own choice and present them to the rest of the class? Or maybe some extracts of the books should be read aloud in the classroom to promote reading as such? Any solution will be a good one in fact as long as it prevents books from disappearing from our lives!

WRITTEN PRACTICE

Exercise 43. Write your answers.

1. What kind of books do you find most fascinating?
2. What kind of reference books do you use most often?
3. Do you enjoy browsing in bookshops?
4. Are you ever attracted to a book just by the cover?
5. Do you have more paperbacks or hardbacks? Why?
6. If you were going to see a film or show based on a book, would you like to read the book before or after seeing it, or not at all? Why?

WRITING A FOR AND AGAINST ESSAY

Exercise 44. Write an essay on one of the topics below:

1. Many people think that classic literature should not be on the compulsory reading list at school. Write a for and against essay presenting pros and cons of removing these books from the list.

2. Many people believe that film adaptations of classic literature never match the written work on which they are based. Write a for and against essay presenting the pros and cons of making films from classic literature.

3. Some people think that classic literature should be edited and its language modernized to enable modern readers to fully understand its contents. Write a for and against essay presenting the pros and cons of such a solution.

Useful expressions and linking words/phrases

• Firstly, First of all, To begin/start with, Secondly, Thirdly, Finally, Last but not least,

• One/Another/A further/An additional (major) advantage of ... is ...

The main/greatest/first advantage of ... is ...

• One/Another/A further/An additional (major) disadvantage/ drawback of... is
Another negative aspect of...

• One (very convincing) point/argument in favour of... / against...

• In addition (to this), furthermore, moreover, besides, apart from, what is more,

• On the other hand, it may be said that, ...

However, still, yet, others/ oppose this viewpoint

but, nonetheless, nevertheless, even so, although, though, despite/in spite of (the fact that), regardless

• In conclusion, all things considered, I (firmly) believe/feel/think that...

Taking everything into account/ I am convinced that...

To sum up,

All in all,

PART FOUR. BRITISH AND AMERICAN LITERATURE

Exercise 45. Find the definitions of the following words in the dictionary. Translate them into Ukrainian.

BRITISH LITERATURE

Anglo-Saxon, Middle English, Chivalry, Elizabethan, Renaissance, Metaphysical Poetry, Blank Verse, Pastoral, Byronic Hero, Stream of Consciousness, Romanticism, Victorian, Gothic Novel, Realism, Naturalism, Modernism, Postcolonialism, Commonwealth Literature.

Exercise 46. Name as many famous British authors or literary works as you can in 2 minutes. Please share your knowledge and discuss the significance of these authors or works.

Exercise 47. Here are five quotes from notable British literary figures. Match the quote with a writer and his/her work.

1. "All the world's a stage, and all the men and women merely players; they have their exits and their entrances; and one man in his time plays many parts"	a. Jane Austen ' <i>Pride and Prejudice</i> '
2. "It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife."	b. Charles Dickens ' <i>A Tale of Two Cities</i> '
3. "For most of history, Anonymous was a woman."	c. William Shakespeare ' <i>As You Like It</i> '
4. "It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness..."	d. George Orwell ' <i>1984</i> '
5. "Big Brother is Watching You."	e. Virginia Woolf ' <i>A Room of One's Own</i> '

Exercise 48. Read the text. Ask 10 questions of each type to it.

BRITISH LITERATURE

The English language is one of the most widely spoken languages in the world. It has a rich and diverse literary history, encompassing a wide range of genres, styles, and themes. British literature, in particular, has produced some of the most famous and influential works of all time.

One of the earliest and most well-known works of British literature is *Beowulf*, an epic poem written in Old English. The story follows the adventures of the hero Beowulf as he battles monsters and dragons. Although the original manuscript was lost for many years, it was rediscovered in the 18th century and has since become a classic of English literature.

Another important early work is *Sir Gawain and the Green Knight*, a medieval romance set in King Arthur's court. The poem tells the story of Sir Gawain, a knight who accepts a challenge from the mysterious Green Knight and must face various trials and temptations. It explores themes of chivalry, honor, and temptation and is considered a masterpiece of Middle English poetry.

The Renaissance brought about a flowering of English drama and poetry. One of the most famous playwrights of this period was William Shakespeare, whose plays are still performed and studied today. His works include tragedies like *Hamlet*, *Macbeth*, and *Romeo and Juliet*, as well as comedies such as *A Midsummer Night's Dream* and *Much Ado About Nothing*. Alongside Shakespeare, contemporaries like Christopher Marlowe and Ben Jonson also made significant contributions.

The 17th and 18th centuries saw the rise of the novel, with authors like Daniel Defoe, Samuel Richardson, and Henry Fielding. This period also included the poetic achievements of John Milton, whose *Paradise Lost* is a monumental epic exploring themes of temptation and redemption. The Victorian era was marked by prolific novelists such as Charles Dickens, who vividly portrayed the complexities of industrial society, and the Brontë sisters, whose works explored themes of love, isolation, and morality. Poets like Alfred Tennyson and Robert Browning also left a lasting impact.

The Romantic period of the late 18th and early 19th centuries produced some of the most well-known poets in British literature. Among them were William Wordsworth, Samuel Taylor Coleridge, and Lord Byron. Their poems often focused on nature, emotion, and the individual imagination.

In the 20th century, British literature continued to thrive with the emergence of modernist writers like Virginia Woolf and James Joyce. Woolf's novel *Mrs. Dalloway* and Joyce's *Ulysses* are both celebrated for their innovative narrative techniques and exploration of the human mind.

More recent British authors include J.K. Rowling, who wrote the bestselling Harry Potter series, and Kazuo Ishiguro, whose novel *The Remains of the Day* won the Booker Prize in 1989.

From *Beowulf* to Harry Potter, British literature has a long and storied tradition that continues to captivate readers around the world. Whether through epic poems, timeless plays, or groundbreaking novels, these works have left an indelible mark on the literary landscape.

Exercise 49. Choose the best option:

1. Which literary genre saw a rise in popularity during the 17th and 18th centuries in Britain?

- A. Poetry
- B. Drama
- C. The novel
- D. Epics

2. Which literary period is associated with a focus on nature, emotion, and the individual imagination?

- A. The Renaissance
- B. The Victorian era
- C. The Romantic period
- D. The modernist period

3. Which British author is known for their exploration of the complexities of industrial society in their novels?

- A. William Shakespeare
- B. Charles Dickens
- C. Virginia Woolf
- D. Kazuo Ishiguro

4. Which literary work is considered a masterpiece of Middle English poetry?

- A. Beowulf
- B. Paradise Lost
- C. Sir Gawain and the Green Knight
- D. A Midsummer Night's Dream

5. Which of the following British authors is known for their innovative narrative techniques?

- A. J.K. Rowling
- B. Samuel Taylor Coleridge
- C. Virginia Woolf
- D. William Wordsworth

6. Which of these British authors received the Booker Prize for their novel?

- A. Charles Dickens
- B. The Brontë sisters
- C. Kazuo Ishiguro
- D. J.K. Rowling

7. Which literary period is associated with the flowering of English drama and poetry?

- A. The 17th and 18th centuries

- B. The Victorian era
- C. The Romantic period
- D. The Renaissance

Exercise 50. Read the Interesting Facts from the topic “British Literature”. Find out 2 or more new facts and add to the list.

1. Shakespeare coined over 1,700 English words.
2. Jane Austen wrote most of her novels by hand.
3. Tolkien completed "The Lord of the Rings" in 12 years.
4. Charles Dickens wrote many of his works in serial form.
5. Emily Bronte's "Wuthering Heights" was rejected several times.
6. "Alice's Adventures in Wonderland" was inspired by a boat trip.
7. Agatha Christie is the best-selling novelist in history.
8. George Orwell's "1984" coined the term "Big Brother."
9. Roald Dahl served in the Royal Air Force during World War II.
10. J.K. Rowling was a single mother struggling to make ends meet.

DISCUSSION CORNER

1. Have you ever read any British literature before?
2. What kind of stories do you enjoy reading in books?
3. Do you like reading poems or novels more?
4. Who is your favourite author from the UK?
5. Have you ever studied any British authors in school?
6. What do you think makes British literature unique?
7. Do you prefer classic British literature or modern British literature?
8. Have you ever visited places mentioned in British literature?
9. How do you feel when you read a good book from British literature?
10. Would you like to write your own story inspired by British literature?

WRITTEN PRACTICE

Exercise 51. Consider different points of view on British literature and evaluate arguments. Share your own ideas of it.

John: "I absolutely love British literature! Growing up, I remember getting lost in the enchanting worlds of Jane Austen's novels. Her characters felt so real to me, like they were my friends."

Sophie: "I'm not a fan of British literature, to be honest. I struggled through reading Shakespeare in school, and it just didn't click with me. I prefer more modern literature that I can relate to on a personal level."

Emily: "I can't make up my mind about British literature. On one hand, I appreciate the rich history and storytelling tradition. But on the other hand, some of the language can be difficult to understand, which puts me off a bit."

Mark: "British literature is my passion! The works of Charles Dickens never fail to move me to tears. His descriptions of social injustices hit me right in the heart, and I feel like I connect with his characters on a deep level."

Exercise 52. Writing tasks:

1. Write a social media post discussing your favourite British novel using at least three of the target vocabulary words.

2. Write an article comparing and contrasting the themes of romance and tragedy in two different British novels, incorporating the target vocabulary.

3. Write a review of a recent British play you watched, analysing the use of satire and irony in the performance and using the target vocabulary throughout.

Target Vocabulary:

Epic, Sonnet, Tragedy, Comedy, Novel, Allegory, Satire, Romance, Gothic, Modernism, Postmodernism, Metaphor, Imagery, Irony, Alliteration, Blank Verse, Protagonist, Antagonist, Narrator

AMERICAN LITERATURE

Exercise 53. Match each American writer with their corresponding work:

Mark Twain	a. <i>Beloved</i>
F. Scott Fitzgerald	b. <i>Moby-Dick</i>
Ernest Hemingway	c. <i>The Great Gatsby</i>
Harper Lee	d. <i>The Adventures of Huckleberry Finn</i>
Herman Melville	e. <i>The Old Man and the Sea</i>
Emily Dickinson	f. <i>To Kill a Mockingbird</i>
Toni Morrison	g. <i>Collected Poems</i>
John Steinbeck	h. <i>The Grapes of Wrath</i>
Ralph Waldo Emerson	i. <i>The Raven</i>
Edgar Allan Poe	j. <i>Self-Reliance</i>

RESEARCH WORK.

Exercise 54. Research the American author's life, influences, major works, and literary style. Present your findings to the group mates.

Exercise 55. Create a timeline of American literature, highlighting key authors, works, and movements from colonial times to the present day.

Exercise 56. Choose a specific topic related to American literature, such as the portrayal of race, gender, or social class, and conduct research to write a paper exploring that topic in depth.

Exercise 57. Select a favourite work of American literature and create a multimedia presentation explaining why you appreciate it, including excerpts from the text and visuals to enhance their presentation.

PART FIVE. SCHEME OF THE ANALYSIS OF A FICTION TEXT

1. The text / the book ... is written by....

2. The author ... is a famous / well-known / outstanding / celebrated/ prominent American / British writer / poet / dramatist / essay-writer ... (name some biographical facts about the writer).

3. The extract concerns (is devoted to, deals with) ...

- The **basic theme** is ...

- The **central idea** finds its particularization in .../is disclosed through the following collision (internal/external conflict) ...

4. The passage or story is told from the viewpoint of the writer, the main character, or someone observing the events. It's important to understand the difference between the writer, who wrote the story, and the narrator, who tells the story. The writer might choose a first-person narrative, where a character shares their own experiences. Or, in a third-person narrative, the author describes what characters think, say, and do.

For example, *from the point of view of presentation the text is:*

- *the 1st, 3rd person narrative*

- *rather a description than a narration*

- *rather a narration than a description*

- *a mixture of narration and description*

5. The passage is narrated in: a) direct speech; b) indirect speech; c) a mixture type of speech.

For example, *the predominant speech style in the analysed text is indirect. However, the author also incorporates instances of direct speech (examples).*

6. Focus on the following questions:

What is the text about?

What is the focus of author's attention?

What aspects of the topic are touched upon in the text?

Does the text have a simple, or complex, or intricate plot?

Is the setting of events realistic/historical/fantastic/exotic/rural?

You have to point out *the exposition, the development, the climax and the denouement of the action.*

The Exposition: This is where we learn about the setting (where and when the story happens) and some basic information about what the story will be about, like who the main characters are. It's usually at the beginning and doesn't have much action.

The Plot: This is the series of events that make up the story. It's all the stuff that happens, like the challenges the characters face or the adventures they go on.

The Narrative Hook: This is the part of the story that grabs your attention and gets you interested. It's usually at the beginning and introduces the main conflict or problem.

The Climax: This is the most exciting or intense part of the story. It's where the main conflict reaches its peak and everything comes to a head. This is often the most intense or exciting part of the story, where the tension is at its highest and the outcome of the conflict is decided.

The denouement: After the climax, things start to calm down. The falling action is all the events that happen as the story winds down, leading to the resolution or ending of the main conflict.

Phrases to analyse a plot:

The events presented in the story are as follows	події, представлені в історії, розгортаються наступним чином
The plot centres round	сюжет крутиться навколо
The scene is laid in	дії проходять у
The text highlights one of the vital issues	розповідь висвітлює одне із життєвих питань
The central conflict	центральний/основний конфлікт
The problem of... is the concern of the text	у тексті розглядають проблему
The scene of the extract is laid / takes place in	Сцена уривку розгортається / відбувається у

The story deals with .../ touches upon.../ dwells / describes... / shows... / depicts... / gives coverage to...	Розповідь розглядає ... / стосується ... / зачіпає ... / описує ... / показує ... / зображує ... / дає опис ...
---	---

Verbs:

to convey	передавати, виражати
to portray	зображати
to present	представляти
to achieve	досягати
to stress	наголосити
to emphasize	підкреслити

Adjectives:

dynamic	динамічний
monotonous	монотонний
energetic	енергійний
slow	повільний
lively	жвавий
tragic	трагічний
ironic	іронічний

Nouns:

atmosphere	атмосфера
events	події
actions	дії
situation	ситуація
circumstances	обставини
the description of	опис
the narration of	розповідь (що ведеться кимось)

a protagonist	головний герой
an antagonist	антагоніст
the villain	злочинець, злодій
Conflict	конфлікт
Resolution	розв'язання
Twists	повороти сюжету
Climax	кульмінація

Conclusions:

In brief	коротше кажучи
to conclude	підсумовуючи
to sum up	узагальнюючи
to summarize	підсумовуючи
What strikes me as unusual is	Що для мене було неочікуваним, то це
It's a striking example of	Це дивовижний приклад
The end of the story is suggestive enough / defeats our expectancy / leaves hope	Закінчення історії наводить на роздуми / заперечує всі припущення / залишає надію
the author gives a convincing picture (of human nature)	автор подає переконливий опис людської природи/натури
the story gives the insight into	розповідь надає уявлення про
the author proves to be a master of	автор доводить свою майстерність

6. Character Drawing: This is how the author creates and describes the characters in the story. It can be done *directly*, where the author tells you what the characters look like or what they're like, or *indirectly*, where you learn about the characters through their actions, words, and interactions with others.

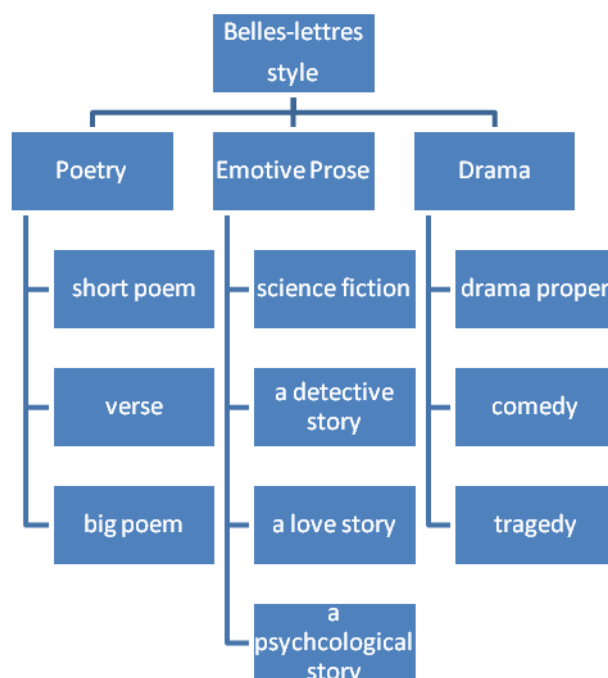
Main and Secondary Characters: *Main characters* are the ones who are most important to the story and are involved in the main conflict. *Secondary characters* are less important and often just help to develop the main characters or the story's setting.

Analysing Characters: When you analyse characters, you look at things like what they look like, their background, their personality traits, what they believe in, how they talk and act, how they relate to other characters, and how they contribute to the main conflict of the story. You also consider the author's attitude towards them.

7. The setting of the events is *realistic/ historical/ fantastic/ exotic/ rural*.
8. The narrative flow is *straight/ complex/ circular/ frame-like*.
9. Since the text under consideration presents a story it belongs to *belles-lettres style, emotive prose substyle*.

SPOTLIGHT

Belles-lettres style includes poetry (the genres of short poem or verse or big poem), emotive prose (a piece of science fiction, a detective story, a love story, a psychological story) and drama (drama proper and poetical drama, comedy, tragedy).



RESEARCH WORK

Exercise 58. To gain a deeper understanding of the diverse forms and structures within the realm of poetry explore and provide examples of various poetic forms and terms from the following poetry list: blank verse, couplet, elegy, epic, limerick, poetic, poetics, poetry, rhyme, sonnet, verse

PART SIX. WRITING A BOOK REVIEW

Here's a step-by-step guide on how to write a book review:

1. **Read the Book:** Start by thoroughly reading the book you intend to review. Take notes as you read, jotting down key points, memorable quotes, and your initial impressions.
2. **Understand the Book's Context:** Consider the genre, themes, and the author's background. Understanding the context will help you evaluate the book more effectively.
3. **Summarize the Plot:** Begin your review by providing a brief summary of the book's plot without giving away any major spoilers. This helps readers understand the book's premise.
4. **Discuss the Characters:** Evaluate the characters in the book. Are they well-developed? Do they undergo significant growth or change throughout the story? Analyse their motivations and behaviours.
5. **Evaluate the Writing Style:** Assess the author's writing style. Is it engaging, descriptive, or poetic? Comment on the language, pacing, and narrative structure.
6. **Reflect on Themes and Messages:** Consider the themes explored in the book and reflect on the messages conveyed by the author. Discuss whether these themes are effectively explored and resonate with you as a reader.
7. **Highlight Strengths and Weaknesses:** Identify the book's strengths and weaknesses. What did you enjoy most about the book? Are there any aspects that could have been improved?
8. **Provide Examples:** Support your analysis with specific examples from the book. Quote passages that stood out to you or exemplify key themes and writing techniques.
9. **Share Your Personal Response:** Express your personal thoughts and feelings about the book. Did it make you laugh, cry, or reflect deeply? Your personal response adds depth to your review.
10. **Offer Recommendations:** Conclude your review by recommending the book to potential readers. Who do you think would enjoy this book? Are there any similar books you would also recommend?

11. Proofread and Revise: Before publishing your review, proofread it carefully for grammar, spelling, and clarity. Make any necessary revisions to ensure your review is well-written and concise.

12. Publish and Share: Finally, publish your review on the platform of your choice, whether it's a book review blog, Goodreads, Amazon, or social media. Share your insights with other readers who may be interested in the book.

A Book Review: "Normal People" by Sally Rooney

Sally Rooney's "Normal People" is a captivating exploration of love, friendship, and the complexities of human relationships. Set in contemporary Ireland, the novel follows the interconnected lives of Connell and Marianne as they navigate the challenges of adolescence and young adulthood.

At its core, "Normal People" is a character-driven narrative that explores the inner lives of its protagonists. Connell and Marianne are beautifully portrayed characters, each grappling with their own insecurities, desires, and vulnerabilities. Rooney's masterful character development brings them to life on the page, making them feel incredibly real and relatable.

One of the novel's greatest strengths lies in Rooney's ability to capture the nuances of human interaction. The dynamic between Connell and Marianne is both tender and turbulent, characterized by moments of intimacy and misunderstanding. Their relationship evolves and shifts over time, reflecting the complexities of young love and the power dynamics inherent in any relationship. However, some readers may find the narrative pacing to be slow at times, requiring patience to fully appreciate the unfolding story.

Rooney's prose is elegant and understated, brimming with emotional depth. Her writing is deceptively simple, yet every sentence is filled with meaning and resonance. The novel's pacing is relaxed and engaging, drawing readers in with its intimate portrayal of everyday life.

"Normal People" is also a keenly observed portrait of contemporary society, touching on themes of class, privilege, and social dynamics. Rooney explores the

impact of socioeconomic background on her characters' lives, highlighting the ways in which external factors shape their identities and aspirations.

Overall, "Normal People" is a remarkable achievement—a touching and affecting novel that remains in the mind long after the final page. Sally Rooney's exploration of love and identity marks her as one of the most exciting voices in contemporary literature. "Normal People" is a must-read for anyone who appreciates finely crafted prose and nuanced storytelling.

Exercise 59. Write a book review of a book by an English or American writer that you have recently read.

SPEAKING CORNER

Exercise 60. Answer the questions.

1. Do you do much reading? How often do you read?
2. What kind of things do you like to read about?
3. Do you read much online? Which websites do you read?
4. How many books do you own? What genres are they?
5. What was the last book that you read?
6. Do you prefer paper books or electronic reading devices? Why?
7. Have you read any books more than once? Which books?
8. Who is your favourite author? What do you know about this person?
9. Are you a member of a library? How far is the closest library from your home?
10. What do you think is the ideal environment for reading?
11. Where do you usually read when you are at home?
12. Have any books you like been made into films? Which was better?
13. What things did you like to read when you were younger?
14. Have you ever read a bad book that you couldn't finish? What was its title?
15. At what age were you able to read a book? Do you remember your first book?
16. Do you read any magazines? Which ones?
17. Do you read newspapers? At what time of day do you read them?

- 18.If you were to write a book, what would it be about?
- 19.Do you prefer male or female authors? Do you think they write differently?
- 20.Where do you usually get your books from? Do you ever borrow from friends?
- 21.What kind of non-fiction books do you like to read?
- 22.Who is the most famous author from your home country?
- 23.What do you want to read next? Why will you read it?
- 24.Do you prefer to read a book or watch television?

Exercise 61. Describe the pictures. What things can you see?

Picture 1.

1. What place do books take in your life? What book is considered to be ‘the book of all books’? Why?
2. What symbols are there in picture 1? What do they stand for?



Picture 2.

1. Who is considered to be a bookworm?
2. How often do you buy books/ borrow them from the library?



Picture 3.

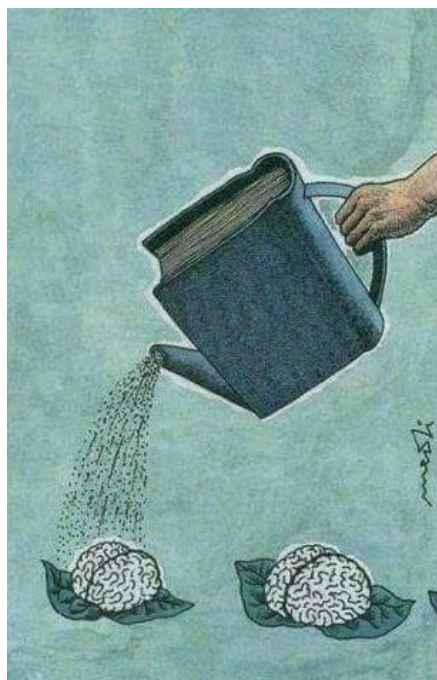
1. Comment on the quote “There is no friend as loyal as a book”.
2. How do you choose a book?



Picture 4.

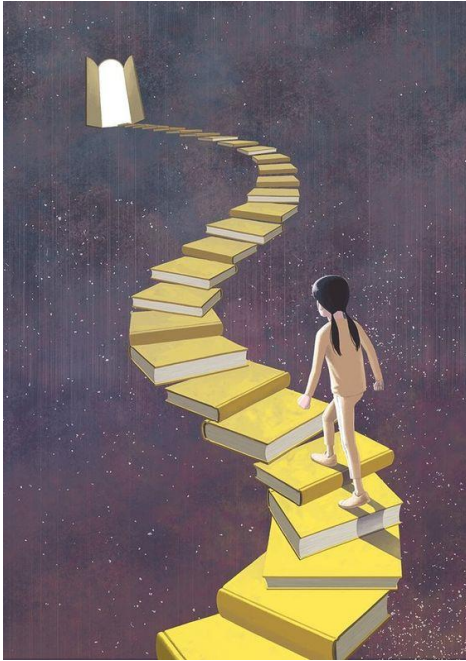
1. How do books contribute to our growth? What attributes and skill do books nurture within us?

2. The image shows a book being used as a watering can, nourishing brains like plants. Considering this metaphor for intellectual growth, what strategies would you implement to ensure that your reading habits effectively nurture your cognitive abilities, and how would you measure the progress and impact of your reading on your intellectual development?



Picture 5.

1. What opportunities can books open for individuals, both personally and professionally?
2. The image depicts a person walking up a staircase made of books, leading to a doorway of light. Considering this symbolic journey, what steps would you take to use reading as a means to achieve your personal or professional goals, and how would you prioritize the types of books to read along the way?



Picture 6.

The image depicts two people holding hands while each reading a book, symbolizing a shared literary experience. How can couples or friends integrate reading into their relationship to strengthen their bond, and what specific activities or discussions would you recommend to enhance mutual understanding and enjoyment of books?



ANSWER KEYS to the exercises:

- Exercise 1.** 1. An autobiography is a book about someone's life written by that person, while a biography is a book about someone's life written by another person.
2. On the back of a book, you can find a short description called a blurb that tells you what the story is about.
3. Characters are the people or animals in a book who do things and make the story exciting.
4. A cliffhanger is an exciting ending in a story that leaves the reader wanting to know what happens next.
5. The purpose of a dedication in a book is to thank someone special before the story begins.
6. Authors use words to create amazing stories.
7. Books can make us feel sad, happy, or excited, and they often teach us important lessons about life.

Exercise 2. 1. B; 2. C; 3. C; 4. B; 5. A; 6. B; 7. C.

Exercise 3.

1. True
2. False (Exaggerates the role of characters in books, misrepresenting the factual data.)
3. False (This statement contradicts the factual information provided in the text - the text praises authors as creative individuals.)
4. True
5. False (Exaggerates the skills of authors in writing, misrepresenting the factual data.)
6. False (This statement contradicts the factual information provided in the text - the text mentions that some books tell true stories.)
7. True

Exercise 24. : 1.Compulsive Reading, 2.Bedtime Reading, 3.An Easy Read, 4.Read Something from Cover to Cover, 5.Download an Audiobook, 6.An E-Book Reader App, 7. Flick/Skim Through a Book, 8.Read Between the Lines, 9. Beautifully Written, 10.Thought-Provoking, 11.Heartbreaking, 12. Page Turner, 13.Heavy-Going, 14. Avid Reader, 15. Don't Judge a Book by Its Cover, 16. Read My Lips.

Exercise 25. 1. e, 2. a, 3. I, 4. j, 5. g, 6. h, 7. c, 8. b, 9. f, 10. d

Exercise 26. 1. a, 2. b, 3. I, 4. c, 5. e, 6. f, 7. d, 8. j,9. h,10. g

Exercise 27. 1a, 2b, 3d, 4e, 5b, 6c, 7b, 8d, 9b, 10d

Exercise 32. 1d, 2a, 3c, 4b, 5d, 6d, 7b

Exercise 33.

1 True

2 False - Exaggerates the situation mentioned in the text, misrepresenting the factual data.

3 False - This statement contradicts the factual information provided in the text - the text suggests that students should search for textbooks.

4 True

5 False - Exaggerates the situation mentioned in the text, misrepresenting the factual data.

6 True

7 False - This statement contradicts the factual information provided in the text - the text suggests that participating in events can help make new friends.

Exercise 39.

1 False - This statement contradicts the text as it implies the librarian checks out books at the front desk, not where the book is taken.

2 True

3 False - This statement contradicts the text as it implies that looking for more books is not allowed after returning one.

4 True

5 False - This statement contradicts the text as it implies there are multiple copies available, not just one.

6 True

7 False - This statement contradicts the text as it implies no one else has asked for the book recently.

Exercise 40.

1. librarian

2. photo ID and proof of residence

3. signing and leaving it with librarian

4. The Revolution 1842

5. one copy available

6. 7 days

7. Monday
8. assignment
9. Library card required for borrowing
10. extreme left of wing

Exercise 47. 1c, 2a, 3e, 4b, 5d

Exercise 49. 1. C, 2. C, 3. B, 4. C, 5. C, 6. C, 7. D

Exercise 53. 1d, 2 c, 3 e, 4 f, 5 b, 6 g, 7 a, 8 h, 9 j, 10 i

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APPENDIX

READING GOALS FOR ENGLISH LANGUAGE LEARNERS

Setting reading goals is crucial for English language learners to develop their language skills, foster a love for literature, and achieve academic success. Here are some suggested reading goals tailored for first-year English students:

1. Read a Variety of Genres

Goal: Explore at least five different genres (e.g., fiction, non-fiction, poetry, drama, and short stories) during the academic year.

Purpose: To expose students to different writing styles and broaden their literary horizons.

2. Weekly Reading Habit

Goal: Read for at least 30 minutes every day.

Purpose: To build a consistent reading habit that enhances comprehension and vocabulary over time.

3. Expand Vocabulary

Goal: Learn and use at least five new words from each reading session.

Purpose: To improve language proficiency and enhance expressive abilities.

4. Engage with Classic Literature

Goal: Read at least three classic works of English literature by the end of the year (e.g., "Pride and Prejudice" by Jane Austen, "To Kill a Mockingbird" by Harper Lee, "1984" by George Orwell).

Purpose: To understand foundational texts that have shaped English literature and culture.

5. Participate in a Reading Group

Goal: Join or form a reading group and participate in monthly discussions about the chosen book.

Purpose: To develop critical thinking and analytical skills through discussion and debate.

6. Write Book Reviews

Goal: Write a review for each book read, summarizing the plot, analysing the themes, and reflecting on personal insights.

Purpose: To enhance writing skills and the ability to articulate thoughts and opinions.

7. Read Contemporary Works

Goal: Read at least two contemporary novels or non-fiction books by living authors.

Purpose: To stay updated with current literary trends and issues.

8. Explore Diverse Perspectives

Goal: Read books by authors from diverse backgrounds and cultures, including at least one book by a non-Western author.

Purpose: To foster empathy and global awareness by understanding different cultural perspectives.

9. Engage with Literary Criticism

Goal: Read and analyse at least three literary criticism essays related to the books studied in class.

Purpose: To develop an understanding of different critical approaches and enhance analytical skills.

10. Reflect on Reading Progress

Goal: Keep a reading journal to record thoughts, questions, and reflections after each reading session.

Purpose: To track progress, deepen comprehension, and encourage reflective thinking.

Set and achieve your own reading goals, and you will not only improve your language skills but also develop a deeper appreciation for literature and critical thinking.

Навчально-методичне видання

Галина Пристай

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