

Oksana Karpiuk

ENGLISH

PUPIL'S BOOK

9



ББК 81.43.21 Я7
К 26

*Рекомендовано Міністерством освіти і науки України
(Наказ про надання грифу навчальній літературі № 56 від 2.02.2009 р.)*

Видано для вільного продажу.



Карп'юк О.Д.

К 26 Англійська мова: Підручник для 9-го класу загальноосвітніх навчальних закладів. — Тернопіль: "Видавництво "Астон", 2009. — 240 с.: іл.
ISBN 978-966-308-289-9

ISBN 978-966-308-289-9

© О.Карп'юк, 2009

© ТзОВ "Видавництво "Астон", 2009

CONTENTS

Introduction	pp.4-13	
Unit 1	pp.14-43	WE THE YOUNG GENERATION...
	pp.44-45	Country Studies Corner: LONDON
Unit 2	pp.46-75	WHAT IS ON?
	pp.76-77	Country Studies Corner: MANCHESTER
Unit 3	pp.78-105	SCIENCE AND INVENTIONS
	pp.106-109	Country Studies Corner: BIRMINGHAM. GLASGOW
Unit 4	pp.110-137	CARE ABOUT THE ENVIRONMENT!
	pp.138-141	Country Studies Corner: EDINBURGH. CARDIFF
Unit 5	pp.142-171	AMBITIONS AND PLANS
	pp.172-173	Country Studies Corner: LIVERPOOL
Time to Revise	pp.174-177	
Appendix	pp.178-180	SELF-ASSESSMENT GRID
	pp.181-212	GRAMMAR PLUS
	pp.213-220	TIPS FOR PUPILS
	pp.221-224	TAPESCRIPTS
	pp.225-237	VOCABULARY
	pp.238-239	IRREGULAR VERBS

INTRODUCTION

Lesson 1



1. Listen and act out in pairs.

Lilly: Hi, Chris!

Chris: Lilly! Lovely to see you again. You haven't been here for more than two months.

Lilly: Come along...

Chris: Where have you been?

Has your brother entered the university? Have your parents bought a new flat?

Lilly: Oh! So many questions.

I need some time to answer them all.

Chris: Sorry, I haven't seen you since June 5 and I've got so many questions, but I'll wait till we've sat, somewhere for some ice cream.

Lilly: Thanks, Chris. That's a good idea...



2. Read and do the task below.

Hello! Nice to meet you again!

You're happy to come back to school and meet your classmates again, aren't you?

Today we are going to speak about summer holidays, of course.

Do you know that the way you like to spend your holidays can show what kind of person you are?

To find out the answer you should do the quiz we've prepared for you!



- 1. WHAT'S THE BEST TYPE OF HOLIDAYS FOR YOU?**
 - a) abroad
 - b) at the seaside
 - c) in the mountains
- 2. WHERE DOES THE MONEY FOR YOUR HOLIDAYS COME FROM?**
 - a) your parents pay for everything
 - b) your parents pay for most of the things but you save up some pocket money
 - c) you get a job and make some money for your holidays
- 3. THE MOST IMPORTANT THING ON HOLIDAYS FOR YOU IS:**
 - a) to see new places
 - b) to have a lot of fun
 - c) to get a good rest
- 4. WHICH OF THESE ACTIVITIES DO YOU LIKE BEST WHEN YOU'RE ON HOLIDAYS?**
 - a) sightseeing
 - b) lying on the beach
 - c) walking and swimming
- 5. WHAT OF THESE IS NUMBER ONE FOR YOU?**
 - a) good weather
 - b) friendly people
 - c) beautiful countryside
- 6. WHERE DO YOU ENJOY SPENDING TIME?**
 - a) at museums and art galleries
 - b) in discos
 - c) outdoors
- 7. HOW DO YOU RELAX ON HOLIDAYS?**
 - a) you go to the cinema or theatre
 - b) you play cards
 - c) you read a book
- 8. IF YOU HAVE SOME EXTRA MONEY, YOU LIKE TO SPEND IT ON:**
 - a) a good guidebook
 - b) shopping
 - c) postcards and souvenirs
- 9. YOUR IDEAL TYPE OF HOLIDAYS WOULD BE:**
 - a) with your family
 - b) with a group of friends
 - c) with your best friend
- 10. WHICH OF THESE WOULD YOU CHOOSE FOR YOUR NEXT HOLIDAYS?**
 - a) a language course in England
 - b) a summer camp for teenagers at the seaside
 - c) a stay in the country with your family

Look at your answers and find out what kind of person you are.

Most A answers: You like travelling and learning about new places. You think holidays shouldn't be just fun but also time to learn about new places and people.

Most B answers: You believe holidays should be fun and nothing but fun. You like going out and spending time with your friends.

Most C answers: You like to get a good rest on your holidays. You don't like crowded places. You prefer peaceful, quiet and beautiful nature.

3. Look at the quiz again and find the words for:

1. something you buy to remind yourself of a place where you spent your holiday s ...
2. away from your own country a ...
3. visiting places of interest as a tourist s ...

4. a) Work in pairs. Look at the words below. Check with your partner if you understand them. Ask your teacher for help if you have a problem.

water skiing
a big city
sunbathing
countryside
tennis
swimming
windsurfing

mountains
diving
a seaside resort
dancing
camping
hiking
cycling

the beach
fishing
visiting museums
photographing
writing postcards
volleyball

b) Sort out the words from the words above in your exercise book into two columns.



PLACE	ACTIVITIES

5. a) Work in pairs. Make up a conversation about your summer holidays. Use the questions below.

Where were you? Who were you with?

How long have you been? What did you do?

Did you go | swimming / fishing / diving / dancing / hiking / windsurfing?

Did you play | tennis / football / volleyball / cards?

Did you take | photographs / long walks?

Did you | sunbathe / visit any museums / write postcards / meet anybody?

Did anything unusual happen to you?

b) Report back to the class what you remember about your partner's holiday.

Lesson 2



Let's talk about our families and friends!

They are the dearest and most important people for you, aren't they?



1. Read and guess the meaning of the words in bold.

Lilly has just got home from holidays. Before going away she sent her address to the youth magazine called *Sugar*. When she got back home she was very surprised to find a letter. Read the letter and name all the people in June's life.

Sydney, 2nd September

Dear Lilly,

While I was reading 'Sugar', I **came across** your address so I decided to write to you because we seem to have a lot in common. At least we both like reading the same magazine.

I'm 15 years old and I live with my brother and parents in Sydney. You could say that I live with my parents but I don't see them very often. My Mum works for an advertising agency. I think her job is much more interesting than my Dad's. I get on very well with her, but sometimes she worries too much.

My father is a bit of a **workaholic**. He works for a big publishing company. He works late hours, even weekends. He's nice, but when I go out he wants me to be back by 10 o'clock.

I like drawing a lot, I'd like to be a designer or maybe illustrate children's books. I've **taken up** extra painting classes and it's a lot of fun. My brother thinks I'm not talented at all but that's my brother. He's a bit of a **weirdo**, anyway. He is 18, but still spends most of the time on his skateboard. He has a **bunch** of friends who are all crazy about it. They all think they are cool. He hopes to become a famous musician. He spends hours practising. The rest of the time he teases me. He's taking exams at the moment. He pretends to be studying, but he is playing computer games or watching videos.

My best mate is called Eve. She's a real friend. She never lets me down. We go to the same school. When school is over, we go to the beach to watch windsurfers. I like one of the boys there a lot. Eve says he is a real joker. His name is Pete, but he doesn't even notice me.

This weekend I'm going birdwatching with my parents. We go into the **bush** with **binoculars**, sleep in tents and have a lot of fun. Eve's coming with us and we have to **catch up** with all the news. That's all for now! I hope to hear from you soon.

Love,
June



2. a) In the letter find the words that have the following meanings and write them in your notebook.



- a person who can't stop working hard — a w...
- a strange person — a w...
- a group of friends — a b... of friends
- an area of wild land in Australia — the b...
- an instrument that makes objects that are far away seem nearer — b...

b) Find the missing words.

- You come ... someone's address or an old photo.
- You take ... painting classes or some hobby.
- You catch ... with the gossip or with others after missing a week at school.



NEW VOCABULARY

- advertising ['ædvətaɪzɪŋ]
- an agency ['eɪdʒənsi]
- a bunch [bʌnts]
- a weirdo ['wiədəʊ]
- a workaholic

[,wɜ:kə'hɒlɪk]

to pretend [prɪ'tend]

- to come across
- to take up
- to catch up (with)

3. a) Write out all the sentences where June talks about important people in her life. Using some adjectives from the box below describe what they are like. Use a dictionary if necessary.



reliable, understanding, sociable, jealous, ambitious, honest, lazy, pessimistic, strict, complaining, fair, friendly, amusing, overprotective, kind, helpful

b) Work in pairs to check what you have done. Try to find out about characters from June's letter. Use the model below.

Pupil A: What is ... like?

Pupil B: He/she is (Use some words from the box in a)

Pupil A: How do you know?

Pupil B: June says that he/she

4. a) Brush up your knowledge on a letter to a friend (an informal letter). Then look back at the information in June's letter and put the topics below in the proper order.

A Letter to a Friend

A letter to a friend is a kind of letter that is called 'informal'. You start it with *Dear Ann*, and usually end it with *Yours/Love/Best wishes*, etc. Don't forget to use paragraphs to organise the information in the letter.

- Her family
- Reasons for writing a letter
- Her interests
- Her best friend
- Her plans for the weekend
(notice that she uses the Present Continuous for plans in the future)



b) Look at the expressions below and say which of them you'd put at the beginning and which at the end of an informal letter.

Write back soon.

I'm sorry I haven't written sooner.

I was very happy to receive your letter.

Keep in touch.

Thanks a lot for your letter I got two weeks ago.

Give my love to your



5. You'd like to have a pen pal¹. Write a letter about yourself. Follow June's outline and use some of the expressions above.



Homework

Pupil's Book ex.5 - p.9

¹a pen pal (Amer.) = a pen friend

Lesson 3



1. Listen, then read and do Terry's task.

It's high time to speak about our learning English, I think.

By the way, according to the European Language Framework¹ our language skills this year should reach level A2+...

And in four years it must be B1+ level! We have to be able to demonstrate it at our final tests.

This is the reason why it is so important to start working at it just now, I suppose.

I hope we'll do our best!

Read the words I've got here. Remember what they mean and match them with their explanations below.

- the way of writing a word
- all the words someone knows or all the words in a language
- one's native language
- the language that is spoken in another country
- the rules of a language
- the way you pronounce the words of a language

FOREIGN LANGUAGE
MOTHER TONGUE
PRONUNCIATION
VOCABULARY
GRAMMAR
SPELLING

¹European Language Framework [ˌjʊərəˈpiːən ˈlæŋɡwɪdʒ ˈfreɪmwɜːk] —

2. a) Read what the teenagers at international language school tell about their difficulties with English.

I really want to say something but when I speak I get stuck because I don't know the word. The teacher keeps telling us to write down a sentence with a new word we have learnt but I don't feel like doing it.

The teacher usually writes down the pronunciation symbols after a new word. I think the sound symbols are too difficult to copy. I don't understand why we have to learn them.

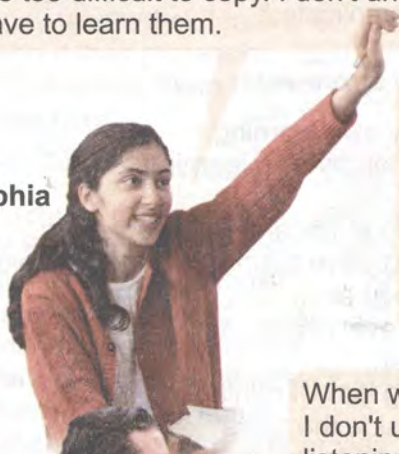


Tanya



Diego

Sophia



I like reading in English but when I'm speaking, I translate word by word what I'm saying, so I speak very slowly.

When we listen to the cassette I don't understand a lot. During listening I look up the words in the dictionary.

Hans



I like grammar exercises and listening. I'm not much of a talker because I'm very shy.

Oksana



Yannick

I think writing is very boring. It takes up a lot of time. I don't need it. I prefer speaking.



NEW VOCABULARY

- a reason [ri:zn]
- a responsibility [rɪˌspɒnsɪ'bɪlɪtɪ]
- complicated ['kɒmplɪkeɪtɪd]
- perfect ['pɜ:fɪkt]
- responsible [rɪ'spɒnsəbl]
- to get stuck
- to keep doing smth
- to feel like doing smth
- to look up smth in the dictionary
- to make smb's best

b) Make true sentences.

Tanya		speaking.
Sophia	like	doing grammar exercises.
Diego	likes	copying pronunciation symbols.
Oksana	don't like	learning vocabulary.
Hans	doesn't like	listening.
Yannick		writing.
		reading.

c) Work in groups of three-four. Speak about the activities you like doing in the process of learning English. Is there anything you don't like? Say why! Use expressions like: interesting, boring, it takes up too much of your time, easy, difficult, too complicated.

3. a) Read and choose the statement you agree with.

1. a) I have to take responsibility for my own learning.
b) I don't have to take responsibility for my own learning — that's my teacher's job.
2. a) When reading and listening, I have to understand every word.
b) When reading and listening, I don't have to understand every word.
3. a) My teacher has to know everything I ask.
b) My teacher doesn't have to know everything I ask.
4. a) I translate everything into Ukrainian.
b) I don't need to translate everything into Ukrainian.
5. a) I should try to use my English outside the class.
b) It's not important to use English outside the class.
6. a) You have to be very talkative to speak English well.
b) You don't have to be very talkative to speak English well.
7. a) You have to visit an English speaking country to learn English well.
b) You don't have to visit an English speaking country to learn English well.

**b) Compare your answers with other classmates.
Explain why you have chosen a) or b).**

4. a) Read the commentaries.

Did you choose the same statements in task 3?

① If you are willing to learn something you'll learn faster. Your teacher can't do all the work. Your success depends on you. Maybe you don't like English and you would say that you have no choice. That's one more reason why you should try to make the best of your time in the class.

You don't have to worry about understanding every word — especially if you are reading or listening for the first time. In many cases you can guess the meaning from the context. ②

3 Teachers are not superbeings who know everything. In each lesson they learn as well. They learn English because they might look up something you asked and they weren't able to answer. They learn from you because you know some things better than them. When they teach, they learn a lot about their profession, too. That makes them better teachers.

4 Your first language can help you a lot when learning a foreign language. You can translate a word into your mother tongue. But you usually meet a new word together with some other words. It's useful to remember words in groups. It's important to learn phrases that consist of several words because you don't learn a language word by word. If you try to translate an expression word by word into Ukrainian, you will see it doesn't work.

5 You can learn a lot of English by watching films, listening to music, reading books and magazines in English or having a pen friend. Maybe you have picked up some English while playing computer or video games. When going to school, look around and think how many objects that you see you can name in English. It might sound silly, but it's a lot of fun.

6 Maybe you are very talkative in Ukrainian and not in English. Maybe you are afraid of mistakes. You can't learn anything without making mistakes. You might say that your friends laugh at your mistakes. Yes, they do and that's OK as long as they don't make fun of you. Talk about such situations with your teacher and classmates and decide what's OK and what isn't.

7 Spending some time in an English speaking country is a great idea, but it's not that important. A great number of people have never been abroad and they speak English perfectly.

b) Divide into groups of three-four and discuss the commentaries. Make notes if you find them useful in your learning English.



Unit 1

WE THE YOUNG GENERATION...

Lesson 1



1. Listen and answer the questions below.

Terry: Hello, everybody!

Mary: Hi, Terry, you look very good. You're sun-burned, healthy and even grown up a little.

Terry: Oh, really?..

Chris: What did you do in summer?

Terry: Well, you won't believe it, but as one of Plast leaders I had ten children of eight and nine years old to look after.

Lilly: You've never told us you're a Plast member.

Terry: You've never asked me about it. But, frankly speaking, I joined Plast not long time ago — at the end of last school year.

Chris: Was it easy or difficult to be busy with bringing up children?

Terry: Well, I hadn't had any experience of working with children before...

Mary: ...And you're the only child in your family, spoiled by your parents.

Chris: Take it easy, Terry, she's just teasing you. Go on telling us about what you did.

Terry: I taught them putting up a tent, making a campfire, getting a meal ready...

Lilly: You had to teach them swimming, didn't you?

Terry: Yes, I did. There was a river. I am fond of swimming, as you know, and, of course, it was one of the activities. I could be a good teacher of...

John: Hello, guys! Terry can't stop boasting about his new records in swimming, can he?

Terry: Nothing of the kind! I'm telling about summer — that's it. By the way, what have you got there? Photos? Show them to us, please.

John: Here are some photos that I took at my uncle's farm while I worked there with my cousins.

Mary: What a handsome young man you're here! What is that unfinished building in the background of the photo?

John: That's the cultural centre we were building.

Lilly: But you say you were at the farm.

John: Yes, I was. My uncle Pavlo starts a new business. He plans opening up a cultural centre to make the life of young people in his village more interesting.



Chris: What's he going to arrange there?..

John: He's got plans to have a great variety of activities there: a drama society, a choir, a folk ensemble, a teenage pop group, an aerobics class and lots of other things.

Terry: Will he show films there?

John: No, there is no need to use the building as a cinema hall. They have a good cinema in another place. But my uncle has always been interested in doing something new. This week he is opening up an Internet café.

Lilly: The village is not far from Kyiv and you can go on visiting your uncle once a week to work as a computer consultant, can't you?

John: Well, I haven't thought about it yet... But I guess, we all can be of great help. As my uncle says, he needs producing new ideas with the help of young generation.



- When does the conversation take place?
- Where did Terry spend his summer?
- What way does Mary tease Terry?
- What was John busy with in summer?
- What did you learn about John's uncle?
- Is John ready to work as a computer technologies consultant?
- Who can help in producing new ideas?



REMEMBER!

The Gerund

Reading is my hobby.

I'm fond of **reading**.

I enjoy **reading**.

He thinks of **reading** this book.

She stopped **reading**.

They prefer **reading** adventure books.



NEW VOCABULARY

a background ['bækgraʊnd]

a generation [ˌdʒenə'reɪʃn]

a variety of [və'raɪəti]

to spoil [spɔɪl]

to tease [ti:z]

part-time [ˌpɑ:t'taɪm]

- to get smth ready
- to go on doing smth
- Frankly speaking...
- Nothing of the kind!

2. Complete the sentences based on the conversation.

- John's uncle starts ... a new business.
- Uncle Pavlo plans ... a cultural centre in the village.
- John's uncle has always been interested in ... something new.
- Terry was busy with ... children of 8 and 9 years old.
- Terry taught young Plast members ... a tent, ... a campfire, ... a meal ready.
- Terry is fond of ...
- John thinks Terry can't stop ... about his new sports records.
- Lilly thinks John can go on ... his uncle once a week because the village is not far from Kyiv.
- John hasn't thought about ... yet.
- John's uncle needs ... new ideas.

3. Read and fill in the words from the box.

outdoor, making a fire, part-time, arranged, getting, activities, skills, look after, variety, experience, growing, arts, leaders

THE LIFE OF YOUTH IN THE USA



Statue of a girl scout planting a tree (Edmond, Oklahoma).

Young people in the United States have a great (1)... of interests apart from their school. They play sports and have fun in many (2)... activities.

Youth organisations give young people a chance to get (3)... in working with others. Among these groups are the Boy Scouts and Girl Scouts, who are training in (4)..., putting up tents, (5)... meal ready as well as in developing their character.

In farm areas boys and girls learn to work together and compete for prizes in raising farm animals and (6)... crops¹.



¹a crop [krop] — урожай

Many young people have (7)... jobs after school hours. They deliver¹ news-papers or help to (8)... children (babysit) in private homes. For several weeks during the summer holidays about 5 million school-age children go to camps where they get plenty of (9)... and learn various (10)... and crafts, and sometimes even computer (11)... . There are more than 10 000 camps (12)... by private Americans and organisations. College students often work as (13)... at these camps.



4. Role-play the situation in pairs. Use the 'Conversation Guide' below and the words from the 'New Vocabulary'.

A, you've been to one of American summer camps. You are going to answer the questions of your Ukrainian classmate.

B, you're interested in the life of youth in the USA. You ask your classmate (**A**) a lot of questions about it.



CONVERSATIONAL GUIDE

How to Get More Information?

When you ask people questions, they often don't give you enough information right away. You may have to ask them for additional information — you may want further details or you may not be satisfied with the answers given. Here are some techniques for getting the extra information you want:

- *Could you tell me a bit more about the history of money?*
- *Sorry, but I'd like to know some more about your trip to Britain.*
- *Sorry, that's not quite what I meant, what I really wanted to know was when exactly you'd be back.*
- *I didn't quite follow what you said about his sister.*
- *Sorry, I don't quite understand.*

How to Ask for Clarification?²

Clarifications are a typical feature of all conversations.

The most helpful ways of asking for explanations are:

- *What do you mean?*
- *Can you explain it in more detail, please?*
- *What exactly do you mean?*



Workbook ex.2 - p.6

¹to deliver [di'livə] — розносити

²clarification [ˌklærɪfɪ'keɪʃən] — уточнення

Lesson 2

GRAMMAR POINT

The Gerund (Герундій)

The Gerund is a **non-finite form** (безособова форма) of the verb combining the features of a verb and those of a noun.

There are four forms of the Gerund:

Forms of the Gerund	Active	Passive
Simple	writing	being written
Perfect	having written	having been written

The Gerund can be the subject (підмет) in the sentence.

E.g. **Swimming** is my hobby.

The Gerund can be the object (додаток) too. E.g. She is fond of **singing**. She enjoys **singing**.

NOTE!



There are some verbs which we use only with the gerund.

to enjoy
to finish
to dislike
to go on
to give up
can't stand
don't mind
to be worth

doing something

Typical mistake:

Olga enjoys ~~to travel~~.

Correct structure:

Olga enjoys **travelling**.

You can use the gerund as well as the infinitive with the following verbs:

to begin
to start
to like
to hate
to prefer
to love
to stop
to continue

doing something
to do something

Example:

Alison likes **reading**. (Взагалі)

Alison likes **to read**.

(В конкретному випадку)

1. Read and write about your (your mum's, your friend's, etc) hobbies as in the example below.

Nearly everyone has a hobby of some kind: stamp collecting, reading, painting, solving crossword puzzles, bird-watching, knitting, listening to music, growing roses, playing the piano, guitar or accordion, embroidering¹, woodcarving², playing chess, dominoes or billiard, collecting postcards, horseback riding, or gardening.

Example: My hobby is picking mushrooms.

My mum's hobbies are knitting and cooking.

My father's hobby is collecting coins.

¹embroidering [ɪm'brɔɪdərɪŋ] — вишивання

²woodcarving ['wɒdkɑːvɪŋ] — різьба по дереву

GRAMMAR POINT

The Gerund is used after some **phrasal verbs**
(дієслів з прийменниками):

- to depend on** — залежати від
- to rely on** — покладатися на
- to insist on** — наполягати на
- to agree to** — погоджуватися з
- to hear of** — чути про
- to think of** — думати про
- to be fond of** — любити
- to be sure of** — бути впевненим в чомусь
- to be pleased at** або **with** — бути задоволеним чимось або кимось
- to be surprised at** — дивуватися чомусь
- to be interested in** — цікавитися чимось
- to be afraid of** — боятися чогось
- to look forward to** — чекати з нетерпінням

Typical mistake: I look forward to ~~hear~~ from you.

Correct structure: I look forward to **hearing** from you.

2. Read and write a few true sentences of what you like and don't like doing.

My favourite sport is ice-skating. I enjoy dancing to the music. Skating is also a very good way of keeping fit. What about you? What is your favourite sport? Say what you think about these leisure activities: watching films on TV, dancing, swimming in the river, going out with friends, fishing, cycling, climbing, picking up mushrooms, jogging, boating, skiing, camping, etc. I often go swimming, fishing, sailing and riding. How often do you go skating?

Example: I like getting presents.

I hate getting up early.

My favourite leisure time activity is ...

I don't enjoy ...

I (really/very much) like/enjoy/love ...

I (don't) like ...

3. Answer the questions.

1. What films do you think are worth seeing?
2. Do you enjoy travelling by plane? Why?
3. What do you do after coming home from school?
4. Which do you enjoy more, going to the theatre or going to the cinema?
5. Do you like or dislike travelling long distance by train?
6. When do you expect to stop studying English?
7. What places are worth visiting in your town?

4. Fill in the gaps using the gerund or the infinitive.

Mr Brown likes *(sit)* ... at home and *(read)* ... the newspapers in the evening. Joan, his wife, enjoys *(read)* ... novels. Natalie likes *(to go)* ... for a walk in the evening. Alison's hobby is *(listen)* ... to classical music.

5. Be a polite person, beginning the following commands with 'Would you mind...?'

Example: Wait in the hall.

Would you mind **waiting** in the hall?

- | | |
|-----------------------------------|---------------------------------------|
| 1. Come back later. | 8. Hold my bag. |
| 2. Sit in the second row. | 9. Read your question again. |
| 3. Open the window. | 10. Write what you said on the board. |
| 4. Close the door. | 11. Sit in the next row. |
| 5. Give this message to Mr Brown. | 12. Learn the vocabulary on page 5. |
| 6. Give this book to Alison. | 13. Complete exercise 6 on page 23. |
| 7. Explain it again. | 14. Go and sit next to George. |

6. Make up one sentence instead of two.

Use the perfect form of the gerund. Explain its use.

Example: I have read this book. I am sure.

I am sure of having read this book.

He entered the room. Nobody noticed him.

Nobody noticed his having entered the room.

1. They have shown me the letter. I remember.
2. I have given her the magazine. I remember.
3. He has been so rude. He is sorry.
4. We have seen this play. We are sure.
5. They have asked me about it. I remember.

7. Work in pairs. Make up your dialogue using the expressions below.



- Excuse me for interrupting you.
- Do you mind my reading here?
- I'm afraid of going there.
- I'm looking forward to seeing you.



8. Write out all sentences with the gerund form from the conversation in task 1 of Lesson 1 (pages 14-15).



Lesson 3

1. Read the statements and say if they are true or false.

1. Youth cultures are connected with fashion and music tastes.
2. Youth cultures don't influence the society.
3. Rap fashion is big business today.
4. Hippies are violent people.
5. Being a punk or a rapper is a silly thing.

2. a) Before reading the article get to know what 'international words' mean and find the Ukrainian equivalents to the words in italics'. Use a dictionary if necessary.

There are words that are called 'international' because they sound similar and mean the same things in different languages. Very often you can look at them and understand well enough (without any dictionary) their meanings and even the way how to pronounce them. Usually these words are used in mass media and mean the things which are common in many societies. Here are some of them: *manner, result, orientation, market, materialistic, protest, second-hand, to shock, aspect, video, lyric, business, slang, analysis, to form, reaction, product, style.*

b) Read the article and check your answers in task 1.

YOUTH CULTURES

The term 'culture' can be defined as language, dress, beliefs, manners and tastes in food or music of a particular² group.

The concept³ of **youth culture** appeared in America in the 1950s and spread to Britain in the 1960s. It was a result of the improvement in Western economics, which meant that teenagers had money to spend.

There was the development of music and fashion industries with the



NEW VOCABULARY

a belief [bɪ'li:f]

a conclusion [kən'klu:ʒn]

an image ['ɪmɪdʒ]

a movement ['mu:vmənt]

an opportunity [ˌɒpə'tju:nɪti]

unemployment [ˌʌnɪm'plɔɪmənt]

values ['vælju:z]

wealth [welθ]

violent ['vaɪələnt]

to consume [kən'sju:m]

to enable [ɪ'neɪbl]

to express [ɪk'spres]

to influence ['ɪnfluəns]

¹in italics [ɪ'tælɪks] — виділений курсивом

²particular [pə'tɪkjələ] — окремий

³a concept ['kɒnsept] — поняття



orientation to the youth market. New groups of young people dressed in Italian-style and leather¹ clothes appeared. They were called Mods. But there were young people who were against the materialistic wealth and stressed on spiritual² values. They tried to show their protest in wearing unusual clothes, hair dress or in other ways. Thus in the 1960s and 1970s Hippies appeared. These young people usually had long hair and wore second-hand clothes. They liked to say, 'Make love, not war.' Hippies were against the Vietnam War and showed their peaceful feelings in their rock songs. Some of them are still popular — 'Give Peace a Chance' and 'All You Need is Love'.

In the mid 1970s punk rock appeared. Punks were not peace loving, but full of hate. There was a great unemployment (especially among young people) at that time. Many teenagers blamed³ the society and in punk movement they expressed their negative feelings. Punks often had brightly coloured hair and wore clothes that could shock people. Later these movements influenced some other aspects of life. For example, Punk became a clothes design style and punk magazines 'fanzines', fan clubs, posters appeared.

As a large number of teens today watch music videos, these influence their minds. Teens watch cool Rappers, who are looking and sounding unusual and they want a piece of that image. They wear the same clothes, sing violent lyrics and feel very cool.

Rap and hip-hop were born in the ghettos ['getəʊz] of New York over 30 years ago. Rap fashion is big business today. The clothes, sometimes very expensive from Prada and Gucci, Ralph Louren and Polo, express a lack⁴ of respect to tradition and authority⁵. Rappers wear huge gold necklaces and drive costly cars. There is also a rap language or rather a slang, used by many teens. Such artists as Justin Timberlake and Eminem use it in their songs. Many rap songs make teenagers believe that

¹leather ['leðə] — шкіряний

²spiritual [spiritʃu:əl] — духовний

³to blame [bleim] — звинувачувати

⁴a lack [læk] — нестача; відсутність

⁵authority [ɔ:'θɒrɪti] — влада

money is the most important thing in the world.

Analysis of different youth cultures which appear and change each other helps to make some conclusions. Here they are.

- Youth cultures are formed in reaction to society's values.
- Youth cultures help young people become independent of their families.
- They are consumer products sold to the young.
- These cultures give young people the opportunity to be something different before they agree and accept society's values.
- Youth cultures enable young people to express themselves by choosing the style that suits them.
- The values of a youth culture do not matter¹ — just have to be different from those of the older generation.

Are they good or bad? No one can say. But it's quite clear that youth cultures can bring change to a society and help young people in their search for identity².



3. a) Read the text again, copy the chart below and complete it.

Youth group	When	Clothes	Music
Mods	1950s and 1960s		
Hippies			
Punks			
Rappers			

b) Look through your chart and match the youth groups with the photos 1-4.



¹to matter ['mætə] — мати значення

²a search for identity [aɪ'dentɪti] — (тум) пошук шляхів самовираження

4. Complete the sentences using the words from the box.

musical, influenced, tongue, hairstyle, youth, express, youth culture, styles, life, decoration

(1)... is a smaller culture that exists within a large one. For example, youth subcultures, centering around such (2)... preferences as rap, heavy-metal, or hip-hop, may spot somewhat particular (3)... of dress, language, and behaviour, while accepting other aspects of the dominant culture. There are many trends in (4)... fashion and styles, too. For example, Graffiti, which became a way of (5)... for some young people. Graffiti style was (6)... by the hip-hop culture that has started in New York in the 60s. Hip-hop with its rapping, breakdancing and graffiti became a way to (7)... anger and humour.

Today young people like to use body modification. Tattoos can be found on everyone from Robbie Williams to Angelina Jolie, and even Princess Anne of England's daughter has her (8)... pierced. These days most people use body art simply as (9)... . It has become a fashion statement, in the same way that an item of clothing or (10)... might be.



5. Discuss the questions in groups.

- Why do youth cultures exist?
- What are their functions?
- What are the youth cultures of today?

6. Choose one of the youth cultures and speak about it. Describe the language, beliefs, manners, tastes in music and clothes of its young representatives¹.



Pupil's Book ex.6 - p.24

¹a representative [ˌreprɪˈzentətɪv] — представитель

Lesson 4

1. Read the teens' attitudes towards fashion and answer the questions below.

DELETE PRINT FORWARD REPLY DONE

To: English Bridge
From: Katherine (Norway)
Subject: Fashion

I don't care what other people wear. More than that I don't care what I wear. My mum buys clothes for me in a 'chain' store or at a car boot sale¹. She says that only the rich can afford following fashion and wearing trendy clothes. I prefer casual things — jeans, T-shirts and homemade sweaters. And it's a problem for me to get out of jeans into something more stylish but I don't care. My elder brother's friends have cut their hair into strange shapes, pierced their ears and wear a lot of cheap jewellery².

They say they show off their independence, feelings and values. I don't know if they are right.



NEW VOCABULARY

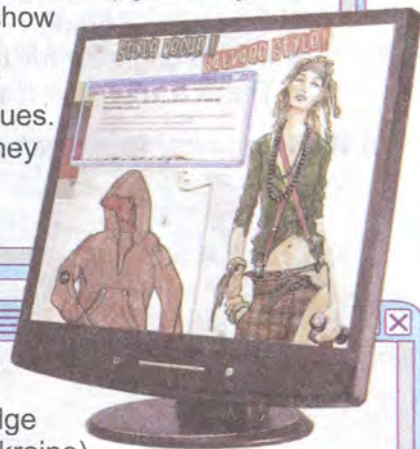
a make-up ['meɪkʌp]
 a passion ['pæʃn]
 a shape [ʃeɪp]
 a trend [trend]
 to care [keə]
 attractive [ə'træktɪv]
 casual ['kæʒuəl]
 horrible ['hɒrɪbl]
 trendy ['trendi]

RD REPLY DONE

To: English Bridge
From: Philip (Ukraine)
Subject: Fashion

All my classmates say that I'm trendy. I enjoy wearing stylish clothes. I like to look smart and attractive. We can't go through life with the same hairstyle or make-up. It's very important to follow fashion. I hate when people dress alike, because they buy clothes in 'chain' stores. I prefer hand-made or design clothes. My classmates say that I'm materialistic, but it's not a sin³, is it?

Sometimes I turn up in something really stylish. When you are up with fashion you feel you're an individual.



¹a car boot sale — продаж речей, що були у вжитку

²cheap jewellery ['dʒu:əlri] — біжутерія

³a sin [sɪn] — рпик

- What clothes does Philip like to wear?
- What does Philip like about clothing?
- Why is fashion important to Philip?
- What clothes does Katherine prefer?
- What is Katherine's mum's attitude towards fashion?
- What group does Katherine's brother most probably belong to?



2. a) Read the expressions used to show one's attitude towards people and fashion. Write out the compliments.

- They are out of fashion.
- What a pretty shirt! It suits you.
- I wouldn't be seen dead in that.
- Would you put on something else?
- It doesn't fit you at all. It's too tight.
- Nobody wears things like that!
- You have a good sense of humour!
- It's absolutely horrible!
- You have a beautiful smile!
- Your mum's great!
- It's too bright for my taste.
- That's a very smart jacket. It matches your skirt.

b) Work in pairs. Make a short dialogue like the one below. Don't forget to make a compliment. You may use some expressions above.

Rose: What a pretty dress, Fiona!
 Fiona: Thank you!
 Do you like it?
 Rose: Yes, you look wonderful in it! Is it new?
 Fiona: Yes, my mum made it for me.
 Rose: Oh, how clever of her!



REMEMBER!

Don't Mix Up!

to suit — to look well, be appropriate¹
to match — to correspond in quality, colour, design, etc
to fit — to be the right shape and size

¹appropriate [ə'prəʊprɪət] — відповідний, підходящий

3. Read, think and express your opinion.

- Which of these viewpoints on fashion is closer to yours? Why?

a Fashion is my passion.	b Clothes do not make the man, but...	c I don't care what I wear.
I enjoy... I hate it when... I prefer... It's not a sin... If I had... When... I'm sure...	I like if people... My friends... But frankly speaking... Fashion... To follow fashion... If I had... It's more important... To be honest...	I don't care... More than that... I think... It's not a problem... Besides... If I had... Who cares if...



4. Write down your opinions, exchange them with your classmates and read out your classmates' opinions to guess the 'authors'. Give your reasons.

5. Look through recent fashion magazines and your family photos. Tell what clothes your family members used to wear during their lifetime.



6. Work in groups. Think of your classmates, friends or neighbours in terms of clothing. Discuss the following questions:

- Who of them follows fashion?
- What do they wear on different occasions?
- Who of them thinks fashion is not very important?
- What's your teachers' (parents') attitude towards what you wear on different occasions?
- What are the present trends in teenage fashion? Do you care?



Pupil's Book ex.5 - p.27, Workbook ex.1 - pp.9-10

Lesson 5

1. a) Before listening answer the questions.

- What does the word 'club' mean?
- Have you ever been a member of any club?
- Are there any clubs in your school?

b) You are going to listen to the radio advertisements of some after-school clubs for teens. Here are the names of these clubs. Put them in the order they'll be represented.



- ☐ Basketball Club
- ☐ English Language Club
- ☐ Computer Club
- ☐ Aerobics
- ☐ Handicraft and Handiwork Club



NEW VOCABULARY


- an atmosphere ['ætmosfɪə]
- a creativity [ˌkri:etɪvɪti]
- a membership ['membəʃɪp]
- to impress [ɪm'pres]
- to share [ʃeə]
- modern ['mɒdən]

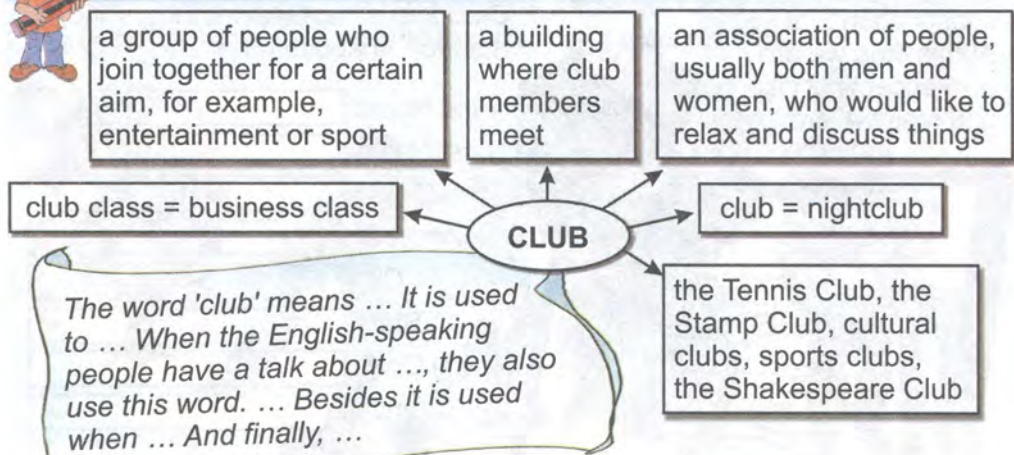
2. Listen again, make notes and complete the sentences below.



1. In Computer Club you can improve your ...
2. You can join English Language Club if you need ...
3. You can get ... out of talks with native speakers.
4. Basketball club for sure suits your ...
5. At Our Aerobics Club you can shape your ... and ...!
6. Our club is the one ...
7. Aerobics is not only sport, it's ...!
8. Meet new people with the close interests to ...
9. The Club welcomes on ...
10. Enlarge you creativity to ...



 **3. Examine the graph and write about the cultural meaning of the word 'club' in English. You may use the scheme below.**



4. a) Read the official Leonardo DiCaprio Homepage information and do the task below.

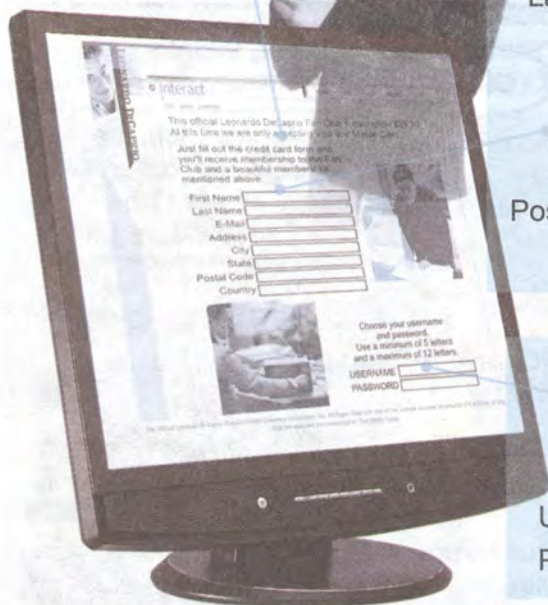
JOIN... AND HERE'S WHAT YOU GET:

- **Official Fan Club ID:** Identifies you as a card carrying member.
 - **Signature Colour Photo:** A full colour portrait photo from 'Titanic' with Leonardo's signature in the corner.
 - **Movie Postcard Collection:** Nine different pictures showing some of Leo's personal favourite character roles in full colour.
 - **Fan Club Logo Sticker:** This multicolour, high quality sticker shows the world that you're an official fan club member.
 - **Member Certificate:** Your high class, framed document certifies you're in the club for a period of one year.
 - **Mini Poster:** This poster is signed by Leo himself. It is a classical full colour photo of Leonardo standing tall in a long black coat with arms folded. 'Leonardo' is written out against a black vertical bar to his left.
- 



This official Leonardo DiCaprio Fan Club subscription \$29.95. At this time we are only accepting Visa and MasterCard.

Just fill out the credit card form and you'll receive membership to the Fan Club and a beautiful members' kit mentioned above.



First Name

Last Name

E-Mail

Address

City

State

Postal Code

Country

Choose your username and password.
Use a minimum of 5 letters and a maximum of 12 letters.

USERNAME

PASSWORD

b) In groups of three answer the questions.

- What kind of club is advertised in the reading materials?
- Why is it being advertised?
- Whom is this club organised for?
- Do members of the Leonardo DiCaprio — (LC) Club have anything that non-members of the club don't have and even can't have?
- What are the advantages of being a member of the LC club?
- Do you think it is a non-profitable organisation? Why do you think so?



5. Work in a group of four. Think about the club you are going to advertise. Design the text of your advertisement. Take the points below into consideration.

- the club title
- the activities
- the advantages
- the invitation for young people to join it
- the time and place



Workbook ex.1 - p.10

¹non-profitable [ˌnɒnˈprɒfɪtəbl] — неприбытковий

Lesson 6

1. a) Before reading look at the photos and say if it is easy to guess the countries the kids on photos are from. Explain why.



b) Listen to and read the article. What is the main idea of it?

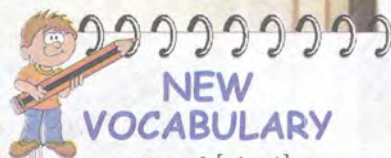
A GLOBAL TEENAGER

Music, television and movies do not respect national boundaries¹. Today one can hear rock-and-roll in the Chinese metropolis of Shanghai [ʃæŋ'haɪ]. It is common to find people wearing Levi jeans or T-shirts in every place of the world. Japanese television shows MTV from London. US films are popular worldwide. American painters are influenced by European artists. Mexican-style fast-food restaurants or Japanese sushi bars can be found in different corners of the planet.

What about a teenager? Everyone can see that English plays an important part in a teenager's world. It is the dominant language in youth style. English is a way in which teenagers across the world communicate with each other and share a common culture. The example of this is the existence of graffiti written in English in many different countries.

Teens are more ready to learn English on the streets of cyberspace than in the classroom. Young people learn English from their pen pals and friends on the Internet and it is not always the same as the English they learn in the classroom.

In fact, teenagers in Ukraine may feel he/she has more in common with Internet friend in Norway than with other young people in their own country. Teens these days can chat online



- an appeal [ə'pi:l]
- an existence [ɪg'zɪstəns]
- the globe [gləʊb]
- a message ['mesɪdʒ]
- dominant ['dɒmɪnənt]
- global ['gləʊbl]
- universal [ju:nɪ'vɜ:səl]
- to appeal [ə'pi:l]
- online ['ɒnlaɪn]

¹a boundary ['baʊndəri] — межа; кордон

with their friends thousands of kilometres away. Young people around the globe are beginning to hang around together on the Internet as they used to on the street. The effect of the Internet on a teenage boy enables him to find thousands of people around the world whose preferences in music or reading are similar to his own.

The strongest force in international youth culture today is pop music. Music has universal appeal. The popularity of the satellite TV channel MTV is the example of this: their pop videos play in every place of the planet, from Dallas to Stockholm, from Rome to Kyiv, and since most of the songs are in English, kids from all over the world learn to sing in English, too.

A Ukrainian teenager knows that he may live in a small town of Horlivka but he is right in the centre of the main trend, he feels he is exactly in tune with all his/her unseen friends from the Internet. Though, young people are individuals and must be encouraged to celebrate together their individual and cultural differences. They express themselves, for example, in Weblish, the new shorthand English used in text messaging and in the Internet chat rooms. Weblish is a kind of 'slang' — idiomatic English which often breaks the rules of correct English. For example, capital letters are not used. Here is a glossary¹ of some of the key expressions and symbols used in chat rooms.



インターネット英会話
WEBLISH
Global Language Network

- u — you
- c — see
- 2 — to
- r — are
- b — be
- 4 — for
- thanx — thanks
- nite — night
- wanna — do you want to
- yup — yes
- cos — because
- dumbo — stupid
- just thought — I just thought
- cheer him — it'll cheer him up
- best — best wishes
- u bet — you bet (this means a strong 'Yes!')

¹a glossary ['glɒsəri] — глосарій, невеликий словник

2. Say if it is true or false.

- a) You can see Levi jeans or T-shirts everywhere in the world.
- b) US films are not popular today.
- c) Graffiti is a universal language of a teenager today.
- d) Global teenager should know English well.
- e) The Internet enables a modern teenager in Ukraine to feel himself in a centre of a trend.
- f) Young people are not individuals on the Internet.
- g) Weblish is a kind of English.

3. Find words in the text that have a similar meaning to the following. The first letter of each word is given to help you.

1. the world — the *g*...
2. to say or do something that helps somebody have a courage to do something — *e*...
3. a spoken or written piece of information that you send to another person — *m*...
4. a request for something important (e.g., for help) — *a*...
5. understood by everyone in the world — *u*...
6. more powerful, or more noticeable than other people or things — *d*...
7. the state of existing — *e*...

4. a) Try to read a message from Kate's phone (on the right). What is it about?

- b) Work in pairs. Use the glossary on page 32 and rewrite the dialogue below in Weblish. Each of you should write only one part, either Sally or Al.**

Sally: Hey! How are you today?

Al: Great. Thanks. Good to see you here again.

Sally: Me too.

Al: I had a few things to do for school but I will have finished them by Friday.

Sally: Did you do well in that test on Monday?

Al: Yes! I worked like mad on it.

Sally: So what are you doing on the Friday night then?



Al: Well, I'll be going to Linda's party. Would you like to go?

Sally: Yes, of course.

Al: Great! I'll pick you up at nine at our usual place.

Sally: Thanks. Hey, will you be free to come to the club on Saturday?

Al: Sure.

Sally: With me, I hope.

Al: Who else, you stupid? But I'll visit Mike on the way because he will be operated on in the hospital.

Sally: You didn't say. Do you mean he'll be really operated on? Ugh!

Al: Yes, he will. That's right. Not much fun.

Sally: I agree. When will you be going?

Al: Saturday morning. Hey, have you got the latest Kilie CD?

Sally: Yes, I have.

Al: Can you lend it to me because I want to make a copy for Mike to cheer him up. Thanks.

You may start like this.

Sally: hey, how r u today?

Al: great, thanx, gd 2 c u here again

インターネット英会話
WEBLISH
Global Language Network

5. Discuss in groups of three.

- Do you agree that music, television and movies cross the boundaries? Why?
- Does a new generation appear on the world scene? Prove your opinion.
- Do computers create a new kind of neighbourhood? Why?
- What are the new ways of learning English?
- Do teenagers like to be different?
- What is Weblish? Why did it appear?

Lessons 7-8

1. a) Answer the questionnaire to find out if you are music mad (crazy).

1. HOW OFTEN DO YOU BUY NEW CDs/ALBUMS/CASSETTES?

- ☐ a) once a week
☐ b) once a month
☐ c) once a year
☐ d) never

3. DO YOU READ MUSIC MAGAZINES?

- ☐ a) often
☐ b) regularly
☐ c) rarely
☐ d) never

5. DO YOU SING IN A CHOIR OR PLAY IN A BAND?

- ☐ a) Yes, often.
☐ b) Yes, regularly.
☐ c) Yes, but rarely.
☐ d) No, never.

7. DO YOU LISTEN TO MUSIC OUTSIDE THE HOME, e.g., ON A PERSONAL STEREO?

- ☐ a) often
☐ b) regularly
☐ c) rarely
☐ d) never

2. HOW OFTEN DO YOU GO TO LIVE CONCERTS?

- ☐ a) once a week
☐ b) once a month
☐ c) once a year
☐ d) never

4. DO YOU PLAY A MUSICAL INSTRUMENT?

- ☐ a) Yes, often.
☐ b) Yes, regularly.
☐ c) Yes, but rarely.
☐ d) No, never.

6. HOW OFTEN DO YOU LISTEN TO MUSIC AT HOME?

- ☐ a) often
☐ b) regularly
☐ c) rarely
☐ d) never

8. DO YOU LISTEN TO MUSIC...

- ☐ a) when you are working/studying?
☐ b) in the bath?
☐ c) on the way to school?
☐ d) in bed?

YOUR RESULTS:

If you scored 40 or more, you are completely music mad. You live and breathe for music. You are probably a musician yourself!

If you scored 20-39, you take an active interest in music. You probably choose your friends according to whether they like the same type of music as you do.

If you scored 10-19, then music is not your main leisure interest. You probably prefer sport or reading, for example.

If you scored 9 or less, you are musically brain dead. You probably don't know the difference between Mozart and Madonna!

YOUR SCORE:

6 points each for every a) answer
 4 points each for every b) answer
 2 points each for every c) answer
 0 points each for every d) answer



b) Choose one of the topics below and, in groups, make a questionnaire similar to the above 'Are you Music Mad?'. Use the questionnaire to find out about other students.

- 'Are you TV Mad?'
- 'Are you Computer Games Mad?'
- 'Are you Video Mad?'
- 'Are you Movie Mad?'

2. Open the brackets using gerunds instead of infinitives.

Example: He postponed (*make*) ... a decision.

He postponed *making* a decision.

1. I began (*read*) ... a novel yesterday.
2. We had started (*write*) ... the exercise before the teacher came in.
3. It has stopped (*rain*) ... I hate (*go*) ... out in the rain.
4. My uncle has given up (*smoke*) ... and now prefers (*eat*) ... sweets.
5. I like (*come*) ... to school by bus but I hate (*stand*) ... in the rain and (*wait*) ... for it.
6. I love (*eat*) ... oranges, but I dislike (*peel*) ... them.
7. We enjoyed (*see*) ... you and (*hear*) ... all your news.

3. Transform the sentences using gerunds instead of infinitives.

Example: We continue to study English.

We continue *studying* English.

1. She has just finished to read the article about the natural resources of Ukraine.
2. My father intends to spend his holidays in the Crimea.
3. My sister began to work in this beautiful Ukrainian city 5 years ago.
4. I have just begun to translate the text into Ukrainian.
5. We preferred to go to Kyiv by plane.

4. Read and match the names with the photographs.



Phil: I'm a punk. And all punks have crazy hair, you know. I often change the colour. Sometimes it's pink or green.

Leo: The hairdresser shaves it once a week. That's expensive, but I don't have to buy shampoo, conditioner or gel.

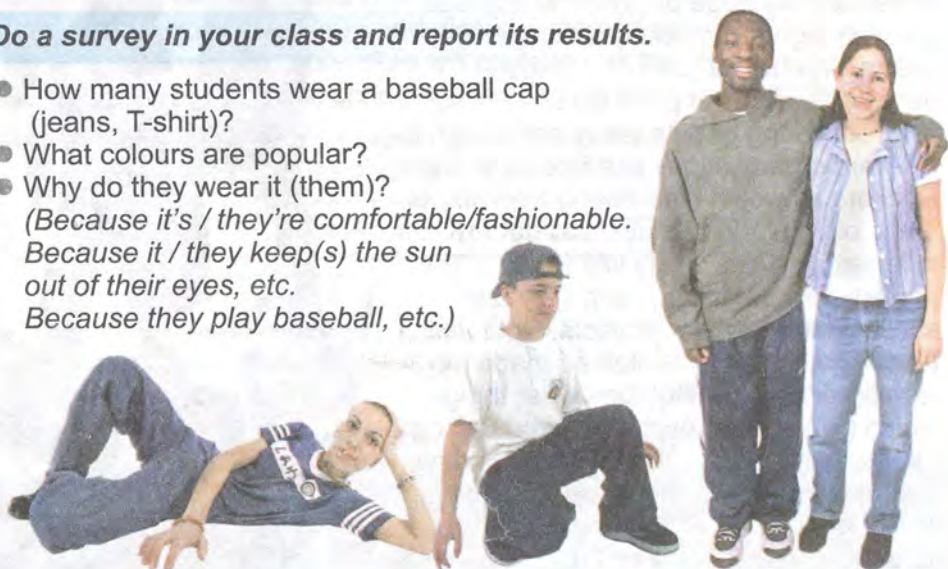
John: I don't look like a girl. Lots of men have ponytails — look at Bono in U2.

Sam: I never go to the hairdresser. I do it myself — I just cut the ends and the fringe¹ in front of a mirror.

Robin: It takes hours to do. I like it because it is traditional. African women wear their hair like this.

5. Do a survey in your class and report its results.

- How many students wear a baseball cap (jeans, T-shirt)?
- What colours are popular?
- Why do they wear it (them)?
(Because it's / they're comfortable/fashionable.
Because it / they keep(s) the sun out of their eyes, etc.
Because they play baseball, etc.)



6. In pairs, read and role-play the situation. Use the phrases below.

Parents often dislike computer games. Have a conversation.

A, you are a parent.
Your son / daughter is playing a computer game.
Express your dislike.

B, you are a teenager who tries to explain that playing computer games is not harmful.

for A	for B
<ul style="list-style-type: none"> ● waste of time; ● bad for your eyes; ● it is like a drug; ● you can't stop playing; ● boring; ● the music is terrible; ● you're not doing your homework; ● why not do something else for a change? 	<ul style="list-style-type: none"> ● exciting; ● educational; ● you learn about computers; ● your reactions get faster; ● important for me — I want to be a computer programmer; ● It's OK. I haven't got any homework tonight.

¹fringe [frɪndʒ] — чубок, чілка



7. Read and fill in the words from the box.

influence, express, beliefs, experience, unemployment, afford, impress, expressed, generation, conclusion, trends, online, creativity, society, variety, message, movement

Hippies were people who opposed the normal standards of (1) Their (2) ... in peace and love were reflected in their songs and sayings. In the mid 1970s, times were hard because of (3) ..., which was growing higher especially amongst the young. A youth culture (4) ... these negative feelings in punk (5) Present (6) ... of young people takes active part in different organisations like Scouts or Punk Rockers as well as the Young Democrats. They join a (7) ... of clubs and get (8) ... in different activities. They like to (9) ... the adults with their (10) ... and they are successful in various projects. Note all the teenagers can (11) ... clothes made by fashion designers. But they wear things which (12) ... their own ideas and feelings. They set the (13) ... themselves sending their own (14) ... to the world. The example of this is Weblish — the language of (15) ... generation. Teenagers (16) ... this world and this is the main (17) ... !



8. Work in groups of three-four. Give your opinion about the following ideas or comment on them.

1. Young people tend to unite in groups or organisations because they enjoy being together.
2. Wearing the same clothes, listening to the same music and sharing the same ideas make membership of such youth organisations or cultures more attractive, give young people a sense of belonging¹.
3. Youth cultures or cults usually annoy² adults and they have a good reason for that.
4. Some youth cultures can be dangerous for their participants³.
5. Doing part-time jobs teaches teenagers to budget their time and be self-disciplined in order to be a success in life.
6. All young people should have some work experience. It can help them in the adult world and it can help them to decide what to do in the future.

¹a sense of belonging — почуття приналежності (до чого-небудь)

²to annoy [ə'noɪ] — дратувати

³a participant [pa:'tɪsɪpənt] — учасник

PROJECT WORK

9. YOUR CULTURE CLUB

In groups, think of organising a Culture Club where you can communicate with others in English on various topics.

Step 1. Discuss the following questions:

- What sort of club would you like to organise in the class or at school?
- What activities can members do in this club?
- What may be the aim of the club? To communicate in English? To share ideas with the others? To exchange books, CDs, videos, etc? To invite guest speakers and discuss interesting topics?
- When, where and how often will members of the club meet?
- What can be done at school? What can be done out of school?

Step 2. Complete the chart below. Do it on a poster.

You can design it with pictures and photos.

IDEAS ABOUT CLUB ACTIVITIES

at school

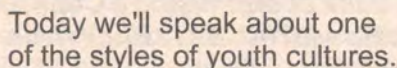
reading or performing plays
showing videos ...

out of school

going to the cinema
going to concerts ...

Step 3. Present the results of your project to the class.





Let it be a rap style.
It's popular nowadays.



1. Read to get more information about rap style.

Rap style is so fashionable nowadays. It is not only wearing oversized hoodies¹ and oversized pants that are pulled down low. It is also rap language used by many teens. Here are some rap words and expressions. Some of them you can often hear in songs:

banging — excellent, cool

eye-candy — someone who is good-looking, whose only aim is to look good and whose personality is not important

da bomb — very good

bling bling — shiny and obviously very expensive

boo — girlfriend

crib — home

Middle-class white teens growing in wealthy neighbourhoods want to get away from boring America mainstream² culture. They express the generation gap³ by listening to music which many parents find 'offensive'⁴ and use words they have never heard of.

But rap wouldn't be rap without its bad-boy image. It's well known that some rap singers used to sell drugs and did other things against society. Does it mean rap is dangerous? Some people say 'yes'. Others say 'no'. And what do you think?



¹a hoody ['hʊdi] — куртка чи светр
з капюшоном

²mainstream ['meɪnstri:m] — основной

³generation gap — проблема батьків та дітей

⁴offensive [ə'fensiv] — огидный; образливый



2. Divide into two teams to debate on the rap culture. Here are some arguments. Think of more arguments and decide if rap is to blame for teen violence.

FOR



1. If there are words 'guns' and 'money' in the songs, it doesn't mean that they call for killing.
2. Rap music can influence people's moods but it can't load a gun¹ or pull the trigger².
3. Rap music doesn't call for violence.
4. ...



AGAINST



1. Teens want to look like rap idols and behave like them. And some rappers have spent some time in prison³.
2. Rap songs influence teen attitudes towards money making them think that money is the most important thing in the world.
3. Rap music degrades⁴ women calling them bad names. Rap songs affect teen attitudes towards women.
4. ...

¹to load a gun [ɡʌn] — заряджати зброю

²a trigger ['trɪɡə] — спусковий гачок

³a prison ['prɪzn] — в'язниця

⁴to degrade [di'ɡreɪd] — (тут) принижувати

INTO MY PORTFOLIO

VOCABULARY

1. Match the words with their definitions.

- | | |
|---------------|---|
| 1. generation | a) general opinion |
| 2. membership | b) 'general tendency or direction in the way a situation is changing' or 'a fashion or style' |
| 3. movement | c) state of being a member of a club, organisation, etc |
| 4. image | d) all people of about the same age |
| 5. trend | e) general feeling, way of thinking or acting, etc, towards something new |



GRAMMAR

2. Complete these sentences using gerunds.

15 points

1. The telephone went on (*ring*)
2. Will you please stop (*read*)?
3. Would you mind (*repeat*)?
4. Your idea is worth (*consider*)
5. Excuse my (*interrupt*) you.
6. He dislikes (*deal*) with them.
7. He gave up (*learn*) French.
8. He does not feel like (*go*) into politics.
9. He couldn't help (*agree*) with them.
10. I don't mind your (*open*) the window.

10 points

COMMUNICATION

3. Complete the interview with phrases from a) to e).

- | | |
|---|--|
| ● When you look in the mirror, do you feel happy with what you see? <input type="checkbox"/> | a) A bad haircut. |
| ● How many different clothes do you try on before you decide what to wear? <input type="checkbox"/> | b) Thanks, but I need to lose a bit of weight. |
| ● What's your worst experience? <input type="checkbox"/> | c) Two-three. |
| ● How do you feel about having your photo taken? <input type="checkbox"/> | d) Sometimes. It depends if I'm having 'a bad hair day'. |
| ● A friend tells you that you're looking good. How do you reply? <input type="checkbox"/> | e) I like it most of the time. |
-
- Let's see. Well, most days you have a good body image but on the days you don't — try to remember the things that are really good in life: good health, good friends and having fun!

20 points



LISTENING

4. Listen to the information about British youth and complete the table below.

The popular British youth organisations are:

- | | |
|---------|---------|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | |

30 points

READING AND WRITING

5. Read and choose the statements according to the street styles shown on the right. Write in the appropriate number.

- ☐ They wear their hair long.
- ☐ They love extravagant dresses and hairstyles.
- ☐ They usually wear untidy clothes.
- ☐ They used to wear lots of rings, bracelets and bells.
- ☐ They preferred to be free and not to work.
- ☐ They love wearing long robes or dresses and wide trousers.
- ☐ They liked to wear their hair long with lots of colour threads in it.
- ☐ They pierce their noses and ears with pins.
- ☐ They wear sandals or walked barefoot (without shoes).
- ☐ They wore old black denim jeans.
- ☐ They have brightly dyed (painted) hair.
- ☐ They carry flowers.
- ☐ They loved wearing boots on wooden sole.
- ☐ They showed off their independence in wearing silver earrings and sometimes nose-rings.
- ☐ They were antifashion: they preferred wearing old clothes or making their clothes.



25 points

Total = 100 points

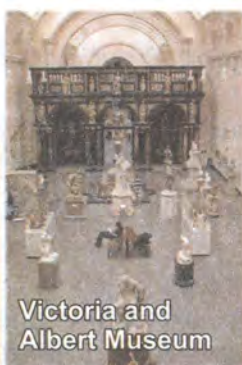
NOW I CAN...

- ☐ listen, read and understand about youth cultures and organisations
- ☐ advertise and talk about club activities
- ☐ ask and answer about summer holidays and life of youth abroad
- ☐ understand and use the gerund form of the verb
- ☐ express my attitude to fashion
- ☐ describe one's hobby
- ☐ do a project on organising a Culture Club
- ☐ write a message to a friend in Weblish

COUNTRY STUDIES CORNER



Buckingham Palace



Victoria and
Albert Museum



Madam Tussaud's

1. Read to decide whether you'd like to visit the places mentioned in the text.

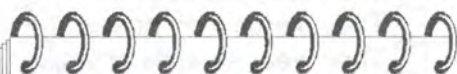
PLACES OF INTEREST IN GREAT BRITAIN

Britain is rich in its historic places which link the present with the past.

There are nearly 300 places of interest that are worth seeing in London. They range from magnificent National Gallery to Old St Thomas' Operating Theatre, and from ancient Charterhouse to modern Canary Wharf. Among numerous museums, galleries, churches, parks and gardens there are ten top tourist attractions. Everyone who arrives to London for the first time should start with St Paul's Cathedral, Hampton Court, Buckingham Palace (Changing of the Guard), the British Museum, the National Gallery, Madam Tussaud's, the Houses of

Parliament, the Tower of London, the Victoria and Albert Museum.

The oldest part of London is Lud Hill, where the city is originated. About a mile west of it there is Westminster Palace, where the king



WORD LIST

Lud Hill — Лад Хілл
frontage ['frʌntɪdʒ] — фасад
prehistoric — доісторичний
order — орден
priest — (тум) жрець
Tintagel [tɪn'tædʒl] —

Тінтейджел

Archbishop of Canterbury

[ɑ:tʃ'bɪʃəp əv 'kæntəbəri] —
 архієпископ

Кентерберійський

Cathedral [kə'ti:drəl] — собор

antiquity [æn'tɪkwɪti] —

антикваріат; стародавність

mummies — мумії

wax — віск

2. Ask and answer in pairs.

1. What is the oldest part of London?
2. What is Westminster Palace?
3. What is the largest and the richest museum in the world? What unique collections does it contain?
4. What can one see in Madam Tussaud's Museum?

5. What is called the 'city of ships'?
6. Why is Stratford-on-Avon famous?
7. What are the famous centres of learning?
8. What is Stonehenge?
9. Who is the head of the Church of England? Where is his seat?

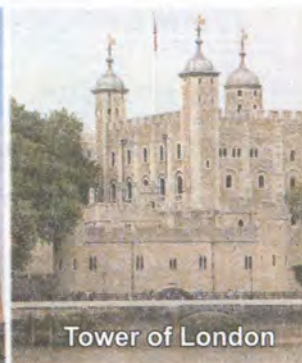




Houses of Parliament



Westminster Abbey



Tower of London

lived and the Parliament met, and there is also Westminster Abbey, the coronation church. The British Museum is the largest and richest museum in the world. It was founded in 1753 and contains one of the world's richest collections of antiquities. The Egyptian Galleries contain human and animal mummies. Madam Tussaud's Museum is an exhibition of hundreds of life-size wax models of famous people of yesterday and today. Here you can meet Marilyn Monroe, Elton John, Picasso, the Royal Family, the Beatles and many others.

Liverpool, the 'city of ships', is England's second greatest port, ranking after London. The most interesting sight in Liverpool is the docks. They occupy a river frontage

of seven miles. The University of Liverpool, established in 1903, is noted for its School of Tropical Medicine. And in the music world Liverpool is a well-known name for it's the home town of 'The Beatles'.

Stratford-on-Avon lies 93 miles north-west of London. Shakespeare was born here in 1564, and here he died in 1616.

Cambridge and Oxford Universities are famous centres of learning.

Stonehenge is a prehistoric monument, presumably built by Druids, members of an order of priests in ancient Britain.

Tintagel Castle is King Arthur's reputed birthplace. Canterbury Cathedral is the seat of the Archbishop of Canterbury, head of the Church of England.

3. Say what information about the country you found new; what other facts about places of interest in Great Britain you know.



4. a) Read about London, find the additional information in reference books or in the Internet resources and share it with your classmates.

b) Make a list of seven to ten questions to see if your classmates can answer them.

5. Imagine you've been to London. Describe your sightseeing tour to your classmates.

Unit 2

WHAT IS ON?

Lesson 1



1. Listen to the interview and answer the questions below.

John: Excuse me. I'm a reporter for a teenage newspaper called 'English Bridge'. I know you studied Business administration in London, *where* you've spent two years of your life.

Bohdan Levchuk: Exactly.

John: I want to write an article about television in London. May I ask you some questions?

Bohdan Levchuk: Oh, certainly.

John: Do the Londoners like to watch TV?

Bohdan Levchuk: Yes, very much. London television, *which* broadcast its first regular TV programmes since 1936, is one of the oldest in the world.

John: How many channels were available for you in London?

Bohdan Levchuk: Three. Two of them were broadcast by BBC and were state-financed. And one TV programme was commercial.

John: What does BBC televise?

Bohdan Levchuk: It televises foreign and home events, sport matches and competitions, musical shows and, of course, films *which* are usually old ones.

John: What channels show new films?

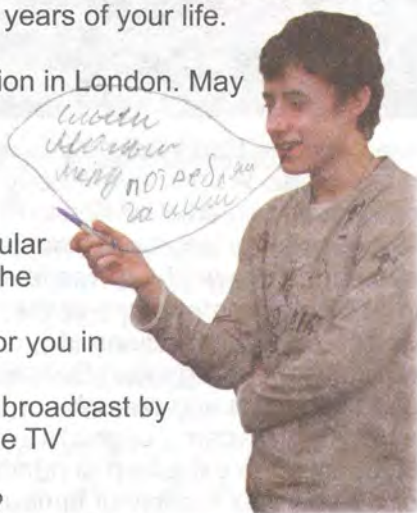
Bohdan Levchuk: Usually commercials do. You see, Londoners prefer to see new films in the cinemas. There are a lot of cinemas in the British capital.

John: And what kinds of television programmes are popular in Britain?

Bohdan Levchuk: I think the British like watching game shows with the hosts, *who* are usually comedians, and with contestants, who try to win prizes, such as holiday, money, televisions, cars and so on.

John: Can you name some of the most popular shows?

Bohdan Levchuk: Well, I think 'Wheel of Fortune' is one of them. It's a show *where* there are three contestants. They spin a large wheel which has prizes and penalties on it. Contestants have to guess the letters



NEW VOCABULARY

a contestant

[kən'testənt]

a host [həʊst]

a satellite ['sætɪlaɪt]

available [ə'veɪləbl]

commercial [kə'mɜ:ʃl]

state-financed

['steɪt faɪ'nænst]

to televise ['telɪvaɪz]

'a wheel of fortune ['wi:l əv 'fɔ:tʃn] — колесо фортуны


TELEVISION PROGRAMMES

Bohdan Levchuk: Uh, yes... I remember the one *that* is called 'Blockbusters'. In the show students are given a definition of a word and they must say what the word is. They can win prizes for themselves and for their schools.

Bohdan Levchuk: You are welcome.

- How many TV channels were available for Bohdan Levchuk in London?
- When were the first regular programmes shown on TV in London?
- What kind of films does BBC usually televise?
- What programmes are popular on television in Britain?
- How many contestants are in 'Wheel of Fortune'?
- Why does this game show have this name?
- How can a teenager become a winner in 'Blockbusters' game show?



 **2. a) Look at the boxes below and write out all the sentences with relative clauses from the conversation in task 1.**

b) Compare the sentences in both of the boxes and say which of the sentences you've written out have got defining relative clauses and which ones have got non-defining relative clauses.



REMEMBER!

Defining Relative Clauses

It's a show	where	there are three contestants.
They spin a wheel	which/that	has prizes and penalties on.
The girl	who	studied business in London.
The man	whose	dog always barks.
That was the time	when	I got bad marks at school.

SAVED FROM THE PENDING DESTRUCTION, MAY 5, 1972

9.25 "PICTURE PAGE"
(*Picture-Page's* Editors)

A Magazine Program on
General and Special Interest
Edited by GENE MANNING
Produced by ROBERT HONE

The Switchboard Club • Joyce M.

A characteristic of Great Britain
"Picture Page" that has made
distinction part of television
program has been its
accuracy. The high quality of
scholarship, while not
newspapers and eagerly
by the public, individuals
who have interesting tales to
tell their have been
This evening's edition will be
propensity to the audience, the

Wednesday

5.8 THE COGNATE PROGRESSION
Televised from the North and South of the same sort of
Glen, Hyde Park Corner
Part 1
Views of the Park, and
scenes between Brompton &
Hyde Park Corner, and
south side of Agency
Possibility in Wellington &
St. George's Hospital and
bridge
Part 2
The Manner
The Kiss and

9.0 THE FORT LAUREYN
John Maxwellfield
will read his Convocation Oration

9.1 MURDO-GALL
CAVALCADE
with
ALBERT WHIGAM
TOM CONTELLA
MARIE LLOYD, Inc.
IDA BARR
ADA CRIMM
WALTER WILLIAMS
TOM E. HUGHES

3.15 GAUMONT-BREVETEE NEWS

3.20 SOME CORONATION ARRANGEMENTS

The Director of Television is studying the means of film and glass plates, the arrangements which have been made for televising the Coronation Procession at Apollo, Gaiety, Kings Path Cinema. There will be an illustrated description of the route of the royal procession as through the cooperation of British Trust, optical glass will be also explaining the arrangements which have been made for the coronation itself in the West End of London.



1.8 Gate

**ARTHUR PHRASE
AND 'JIM'**
Conductor, FRED WILLEY
The BBC Folklore Institute
Conductor, Hywel Glynne Jones
Presentation by Harry Procter

1.20 'FUTURE PAGE'
(Fifty-Titled Edition)
A Magazine Programme of
General and Typical Interest.
Edited by Carol Morison.
Produced by Rosemary Moxley.
The Southdown Girl: Joan Moxley.

1.55 CLAUDEY DRYERY
NEWS

4.0 **Cure**

9.0 **HEIN RESEARCH**
(in the stores)

A black and white photograph showing a large crowd of people, mostly men in suits, gathered in front of a building. A sign on the building reads "FROM EAST CAMBRIDGE". The scene appears to be a formal event or a public gathering.

from a chapter last spoken at a World Academy of Sciences, the United Nations and made his last visit at a mission at St. James's Hall, 1979, giving Northumbria's Best University and Chappin's Remedy to the. Like some other first-class, the name of the institution during the war, when she was originally to be held in London at the university playing with all its leading institutions. Among a variety of important foreign organisations, the University has been based at St. James's, as well as the London University, and while the University of Northumbria's Society.



CO
These television sta
Carver, will transport wome
from East Goringa Road and

VIEWERS
WILL SEE THE
INATION PROCESSION

9.25 DIFFERENTIAL EQUATIONS

4

the camera in Agley's hands
suddenly back in the corner
for the prosecution will

of King George V in 1911. Further on page 12 of the "Radio Times



REMEMBER!

Non-Defining Relative Clauses

Bill	, who never watches TV,	likes reading books.
London television	, which broadcast since 1936,	is one of the oldest.
Mary	, whose family lives very far,	lives in London now.
In London	, where he studies,	he has spent 3 years already.

3. Look at the types of television programmes below.
Think of an example of each type on television in Ukraine.



a chat show



a quiz/game show



a news programme



a sitcom



a documentary



a live match



TV drama



a soap opera



a children programme

4. In pairs speak on the items.



- a) Ask your deskmate whether he/she thinks that watching a film at the cinema is better than watching it on TV. Let him/her give his/her reasons.
b) Ask and answer about the kinds of films that are shown on TV and which of them you prefer and why.



serials, historic epic films, comedies, musical films, thrillers, horror films, animated cartoons, documentaries, sitcoms, soap operas, TV dramas, detectives, etc

c) Share what you prefer to watch on TV and explain why opinions about TV programmes differ. You may start like this:

As for me I always try to watch interesting films, different TV games and musical programmes. A big part of time on TV is often occupied by programmes on politics, but I don't like them. As for films, I prefer thrillers or detectives. Different quiz-shows are also very popular with members of my family...

sports events; symphony concerts; the Animal World; travels and travellers; meetings and discussions between famous people; poets reading their own poems, interviews with famous people; talks on history, geography, science; old songs and new; critics talking about new books, films, plays, works of art; competitions and quizzes

5. a) Ask a small group about their TV habits. Use the questionnaire below.

1. What kind of programmes do you usually watch?
2. What kind of programmes do you enjoy most?
3. Which ones did you watch yesterday?
4. What kind of new programmes would you like to watch?
5. What programmes are good for teenagers?



news	<input type="text"/>	adventure films	<input type="text"/>
soap	<input type="text"/>	educational	<input type="text"/>
operas	<input type="text"/>	programmes	<input type="text"/>
cartoons	<input type="text"/>	music	<input type="text"/>
		programmes	<input type="text"/>
films	<input type="text"/>	wildlife films	<input type="text"/>
sport	<input type="text"/>	talk shows	<input type="text"/>

b) Compare with the rest of the class.

6. Discuss the answers to the questions in a small group.

- a) Do you like programmes made in Ukraine?
- b) How well do you know BBC World, CNN, MTV, Viva or Star TV? What do you think of them? What language are they broadcast in?
- c) What other global channels do you watch? Do you listen to any foreign radio stations? Which ones? What language do global broadcasters use today?
- d) How can satellite TV help language learners?

Lesson 2

1. Read and compare.

Defining relative clause	Non-defining relative clause
My sister who lives in England has a pet kangaroo.	My sister, who lives in England , has a pet kangaroo.
Commentary:	
<i>The speaker may have many sisters and needs to tell the listener which sister he is talking about.</i>	<i>The speaker only has one sister and is giving the listener some additional information about her.</i>

GRAMMAR POINT

Defining Relative Clauses

The information in a defining relative clause is essential and the sentence would be meaningless without it.

Compare: *A school is a place **where you study**.* *A school is a place.*
Never use commas in defining relative clauses.

Example: *The book **which I bought yesterday** is excellent.*

*The lady **who just left the shop** had a monkey in her bag.*

*The man **that is waiting for you** has a pleasant smile on his face.*

NOTE!

Use the relative pronouns.

People > *who, whose, that*

Places > *where, that*

Things > *which, whose, that*



2. a) Fill in the sentences with 'who' or 'which/that'.

- That's the shop ... sells good sports clothes.
- I'm the runner ... came first in the race.
- He's the doctor ... works in our local hospital.
- Elen is the girl ... lives next door.
- Red Cross is a charity organisation ... gives aid to countries around the world.
- Fleet Street, ... was a centre of British press, became a tourist attraction.
- Jenny likes Jim, ... is an honest guy.

b) Fill in the sentences with 'whose', 'where' or 'when'.

- I like to visit places ... nobody else goes.
- The island ... I go on holiday is a beautiful place.
- I spoke to the woman ... daughter I know.
- Linda is the student ... exam results were fantastic.
- That was the year ... I started playing the guitar.
- This is the place ... your parents met each other for the first time.

GRAMMAR POINT

Non-Defining Relative Clauses

Non-defining relative clauses give additional information about the noun. Always use commas at the beginning and end of the clause.

Example: London, *which is the capital of England*, has a population of 10 mln people.

My uncle George, *who is in hospital now*, likes to play with matches.

My office, *where I work every day*, is painted yellow.

NOTE!

Never use 'that' with a non-defining relative clause!

Typical mistake: Larry Lorry, ~~that~~ lives in London, loves lilies.

The correct sentence: Larry Lorry, who lives in London, loves lilies.



3. Copy and add commas to change these defining relative clauses to non-defining relative clauses.

- My friend who has a red bicycle wants to sign up for the Tour de France.
- The city where more than a million people live never sleeps.
- The gorilla which has ran away from the zoo is hiding somewhere in the forest.
- Bettie's boss whose girlfriend has left him has bought Bettie a bouquet of flowers.
- Cheetas which are yellow and have black spots can run up to 120 km/h.

4. Combine the three ideas to form one non-defining relative clause.

Example: Victor's sister — does ballet — loves eating peanuts.
 Victor's sister, who does ballet, loves eating peanuts.

- The statue — made of pure gold — has been stolen.
- Ottawa — capital of Canada — is very cold in wintertime.
- My uncle's farm — we go to every summer — is the best place on Earth.
- Dan — my brother-in-law — has his own successful business.
- Tina — you liked her photos so much — is coming to visit us tonight.

5. Match 1-8 with a) h) and make eight sentences.

- | | |
|------------------------------------|--|
| 1. We met your friend | a) that were popular all over the world. |
| 2. Giraffes are animals | b) who plays the violin. |
| 3. Thomas Edison was the scientist | c) that goes from Venice to Corfu. |
| 4. I've got some relatives | d) who invented the electric light. |
| 5. Vesuvius is the volcano | e) that cooks food quickly. |
| 6. The Beatles recorded songs | f) which come from Africa. |
| 7. There is a ferry | g) who were born in Turkey. |
| 8. A microwave is a machine | h) which destroyed the city of Pompeii. |

6. Put letter 'd' if the relative clause is defining or letter 'n' if it is non-defining.

- ☐ 1. The programme that I watched on TV last night was very interesting.
- ☐ 2. My dog, which I bought a year ago, has given birth to 8 puppies!
- ☐ 3. Walter's grandmother, who lives in Scotland, got married yesterday.
- ☐ 4. Jessica and John, who have moved in next door, are both dentists.
- ☐ 5. The tree we planted last month is growing nicely.
- ☐ 6. Bill Gates, who is the richest man on earth, lives in Medina, Washington.
- ☐ 7. My child who's afraid of spiders wants to go camping this weekend.
- ☐ 8. The man that I told you about has asked Minnie out on a date.
- ☐ 9. The hotel, where you can book a room, has two swimming pools and a bar.
- ☐ 10. The shop where you can buy a map is just down the road from here.

7. Complete these sentences by filling in 'who', 'which', 'that', 'where' or 'whose'.

- a) Clowns ... are really funny are hard to find.
- b) The mountains ... we have a cabin are covered by three metres of snow.
- c) The ring I gave her, ... cost a lot of money, was eaten by our dog last night.
- d) Robert, ... house has been in the market for one year, wants to travel to India.
- e) Nina and her husband, ... celebrated their 25th anniversary¹ last month, will be at the party.

8. Add relative clauses to complete the sentences so that say something true about you.

Example: I enjoy watching films which are based on love story script.

- a) I enjoy watching films...
I enjoy watching films which...
- b) I like visiting places that...
I like visiting places where...
- c) I like meeting people whose...
I like meeting people who...



¹an anniversary [ˌænɪˈvɜːsəri] — річниця

Lesson 3

1. a) **Before reading think about the things which help to keep us well-informed.**

b) **Read the article and discuss it in groups.**

RADIO AND TELEVISION IN OUR LIFE

Who can imagine his or her life without radio or TV? Sure, nobody can. As means of the mass media they are widely used in today's world. Both radio and television are the fastest means of spreading news and information. They keep us informed about current events, extend our education, allow us to follow the latest developments in science and culture. An endless number of programmes enrich our knowledge, entertain us and even influence our opinion and imagination.

It's easy and pleasant to switch on the radio while you are in a car or going about your household duties. You can choose any radio station including FM which you like.

On TV everything is much more real, of course. TV brings not only sounds but moving pictures from around the world into millions of homes. There are thousands of TV stations with channels, that can be public or commercial. Public TV usually focuses on education and culture. It also broadcasts plays, ballets, symphonies as well as news programmes or programmes about art and history.

Commercial TV stations broadcast mostly entertainment programmes because they must attract larger numbers of viewers in order to sell advertising time. Except light dramas, comedies, detectives, game shows, soap operas and cartoons commercial TV stations broadcast also documentaries and talk shows on serious issues like alcoholism, drug abuse, politics and so on. There are also sport programmes and brief summaries of local, national and international news. As advertising



NEW VOCABULARY

a channel ['tʃænl]

a commercial [kə'mɜ:ʃl]

a summary ['sʌməri]

brief [bri:f]

public ['pʌblɪk]

to attract [ə'trækt]

to enrich [ɪn'ri:tʃ]

to focus (on) ['fəʊkəs]

to include [ɪn'klud]

to spread [spred]

● except smb/smith

● in order to

REMEMBER!

spread — spread [spred] — spread [spred]



¹drug abuse ['drʌg ə,bju:s] — зловживання наркотиками

is an important part of commercial TV, commercials appear between and during most programmes.

Global television channels are the result of new satellite television technology. Without any doubt it is a kind of revolution that has changed our lives. The use of TV and World Wide Web is one more step. They say that World Wide Web is television's next incarnation¹. So called 'TV bridges', when real communication is arranged between people who are in different parts of the world, have become possible due to Web technologies. Why not to believe that it'll help to create global understanding among peoples and nations?

One thing is quite clear just now: radio, television, satellite and Web technologies have become a natural way of life of modern civilisation.

2. Complete the sentences.

- Both radio and television are the fastest means of ...
- A variety of programmes on radio and TV entertain us, ... and ...
- The Mass Media keep us informed about ..., ..., ...
- TV stations can be ... or ...
- Commercial channels broadcast mostly ...
- Commercial TV must attract ... in order to ...

3. Work in pairs. Ask and answer the questions in turns.



- When do people usually switch on the radio?
- What is your favourite radio station? Why?
- Why is everything more real on TV?
- What two main kinds of TV channels can be?
- What issues does public TV usually focus (on)?
- Are there any serious issues on Commercial TV?
- What kinds of programmes do you know?
- Why advertising is so important for commercial TV?



4. a) Fill in with the words from the box.

commercial, programmes, channel, Broadcasting, educational, commercials, owners, television, advertisements

TV IN BRITAIN

The British (1)... Corporation (BBC) has two television channels BBC1 and BBC2; the Independent Broadcasting Authority² (IBA) has one (2)... ITV. In addition, there is another independent (3)... channel — Channel 4.



¹an incarnation [ˌɪnkɑːˈneɪʃn] — втілення

²an authority [ɔːˈθɒrɪti] — керівництво

The BBC gets its funds¹ from license fee² which all (4)... of televisions must pay. There are no commercials on BBC (5)... . The IBA channels are funded by television (6)... (commercials). Commercials occur at breaks within and between (7)... . Political and religious (8)... and advertisements for tobacco are forbidden³.

Both the BBC and the IBA produce (9)... programmes for schools.



b) Look and say what sort of programmes are the most common on British TV.

c) Share the information about television in Britain with your partner.

News
13%

Films
10,5%

Drama
16%

Entertainment
15,5%

General Information
14%

Schools and Education
15,5%

Children's
7%

Sport
6,5%

Other
2%

5. Write a paragraph about the role of mass media in our life. Consider the items below.



- How do you find out what's happening in the world?
- Do you ever listen to the radio? What programmes do you like?
- How important is TV to you?
- Do you like the same TV programmes as your parents?
- What's the difference between reading the news in the newspaper and watching it on TV?
- Do you think computers will replace newspapers and TV in the future?



Homework

Pupil's Book ex.5 - p.55

¹funds [fʌndz] — фонди; кошти

²license fee ['laɪsəns ,fi:] — ліцензійна плата, плата за ліцензію

³to be forbidden [fə'bidn] — бути забороненим

Lesson 4

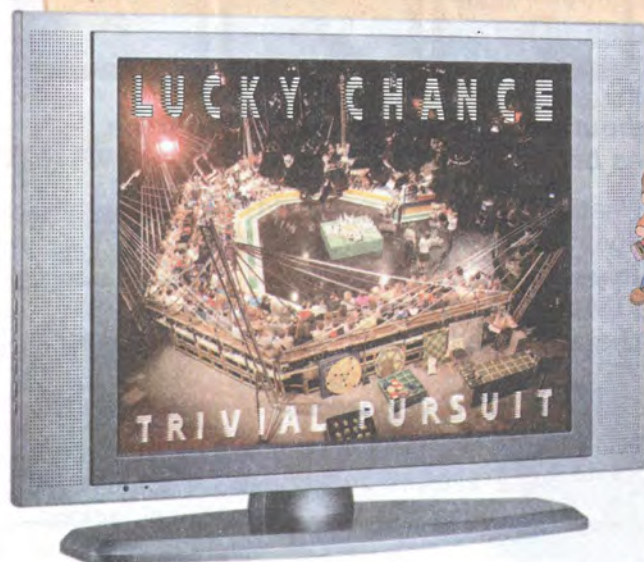
1. Read the letters and say what television preferences the Ukrainian teenagers have.

23 Shevchenko St
Chernihiv, 14000
Ukraine

As for me I always try to watch CNN news in English, some youth programmes, different talk-shows and music programmes. In addition, I like to see interesting films. I enjoy watching Walt Disney's cartoons, too. But 'Lucky Chance' is my favourite programme. It is a rather enjoyable and entertaining. It is very popular not only in our country but also in many countries in the world. It is known under the title 'Trivial Pursuit'. This week programme attracts large audience.

'Lucky Chance' is an interesting educational quiz-programme, which concerns different human activities: history, literature, music, theatre, painting, geography, biology, sport and others. It educates while entertaining. It enriches our outlook and gives us additional information, encourages us to become more educated and intelligent.

I like this TV programme very much and try not to miss it.
Oleh Rudenko



NEW VOCABULARY

- an outlook ['aʊtlʊk]
- popularity [ˌpɒpjʊ'lærɪti]
- a source [sɔ:s]
- prime time ['praɪm ˌtaɪm]
- intelligent [ɪn'telɪdʒənt]
- to concern [kən'sɜ:n]
- to miss [mɪs]
- to gain a fortune
- to use one's brains

'Trivial Pursuit [ˌtrɪviəl pɜ:'sju:t] — гра-вікторина

132 Zelena St
Lviv, 79000
Ukraine

I am a big fan of the news media, because I want to become a journalist. I think they do a fantastic job. Thanks to journalists and TV reporters the whole world is able to see events happen day by day.

I always try to watch TSN-News, different talk shows like 'I Think So...' or 'Bez Taboo' (Without Taboo) and musical programmes. A big part of the prime time on TV is often occupied by soap operas, but I don't like them.

I completely¹ agree with all TV-viewers that the TV programme 'The Most Intelligent' is great! Of course, we'll watch it first of all on Saturday. It's a source of education and pleasure. It helps us to prepare for the lessons and to learn new information because there is too little free time to read books. It is really a very useful and interesting educational quiz-programme, which gives us additional information.

In my opinion, the popularity of such programmes is in the chance to gain a fortune using your brains. People like to guess the correct answers during the programme.

As for films I prefer action films: thrillers, westerns and adventures, of course.

Mariya Bozhyk



2. a) Match to make up word combinations.

to enrich
to gain
to concern
to miss
to use
intelligent

a fortune
an interesting programme at 5 p.m.
audience²
our brains
smb's outlook
different problems

b) Compose your own sentences with the word combinations you've got.

¹completely [kəm'pli:tli] — цілком, повністю

²audience ['ɔ:diəns] — аудиторія

LETTER CORNER

3. Speak on Oleh's and Mariya's favourite TV programmes.
Explain their choice. Work in pairs.

4. a) Put the types of TV programmes in the order of your preference,
beginning with your favourite programme.



b) Compare your list with those of other students.



5. Role-play the situation. Work in pairs.

TV Satellite Guide

Saturday
October 19

Satellite Channels

BBC

Discovery
CHANNEL

Travel  channel

EUROSPORT

CNN

TNT

One of you have got a satellite TV at home and now can watch TV programmes in English, French, German, Italian and other languages on international channels such as BBC World Service, BBC Prime, CNN, Travel, Discovery, Cartoon Network, etc. You invite your classmate to come to your place and watch English programmes on some channels.

Using the pages from the TV Satellite Guide, plan exactly when and what you would like to watch together. Try to find a way out when you've chosen programmes shown at one and the same time on different channels. Use the phrases from the 'Conversation Guide' on the next page.





CONVERSATION GUIDE

Asking for Preferences

Preference is liking one thing better than another. The expressions of asking for and stating preferences may be divided into formal and those used with friends (informal). Here are some helpful phrases:

- **Which do you prefer/like better**, football or tennis?
- **What would you prefer**, to watch news or a quiz show?
- **Do you feel like** watching drama? (informal)

Possible Answers:

- Well, I'm not all that keen, actually.
- No, not really, I'd prefer to watch a quiz show.
- Oh, I don't mind watching drama.
- Well, I must say I don't really have any preferences here.
- I must say both sound equally good to me.
- No, thank you, I'd rather not watch TV.
- I'd rather watch football.



6. Do a survey.

- a) **Make a questionnaire basing on the scheme below. Write on it the names of six programmes.**

Name

How many hours do you watch TV each week?

When do you watch TV?

Do you like these programmes?



The names of the programmes	I like it	I don't like it	I don't know it

- b) **Ask five people the questions in your questionnaire.**
- c) **Make a graph to show the favourite programmes of your interviewees. Add your commentary.**



Lesson 5

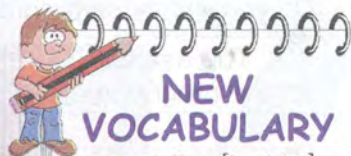
1. Interview your classmates to find out how many people in your class:

- a) never or seldom watch television
- b) watch TV from 2 to 4 hours a day
- c) watch TV more than 4 hours a day
- d) watch only their favourite programmes
- e) watch anything that is on
- f) prefer watching:
 - films • TV games • musical programmes
 - documentaries • educational programmes
 - cartoons • sports programmes
- g) like to watch TV alone
- h) prefer watching TV with their family and friends
- i) watch TV:
 - to have a good laugh • to learn something new • to relax
 - to while away the time • for other reasons
- j) think that TV is a blessing¹
- k) think that TV is a curse²

2. a) Before listening to Judy's report about the television viewing habits of pupils in her class for the school newspaper decide if the statements below are true or false.

1. Many of the pupils in Judy's class are TV addicts.
2. Teenagers prefer TV to other things.
3. Soap operas are popular with girls and boys.
4. A lot of teenagers watch videos at the weekends.
5. Half the pupils have satellite or cable TV.
6. Most pupils have a TV in their homes.

b) Listen and check if your answers in a) were correct.



NEW VOCABULARY

- an addict ['ædɪkt]
- an expert ['ekspɜ:t]
- a finding ['faɪndɪŋ]
- to view [vju:]
- although [ɔ:l'dəʊ]
- contrary ['kɒntrəri]
- to conduct a survey/an experiment, etc

¹a blessing ['blesɪŋ] — благословення

²a curse [kɜ:s] — прокляття

Some young people in Britain spend too much time watching TV and not enough time taking exercise in their free time. They stay at home watching TV or videos instead of going out. Such people are usually called 'couch [kaʊtʃ] potatoes'.



- Who is called a 'couch potato'?

3. Read three kid's attitudes to television and answer the questions below.

Well, let's put it this way. I watch TV or video in the comfort of my home, when the weather's bad and people are inside anyway. I'm a 'couch potato', and I like watching nature programmes, cartoons, thrillers and sports programmes all day long. It's fun, if you have nothing else to do.

Well, TV is great! It's a source of education and pleasure. There are often programmes for teens, which are dramatized for TV. Such programmes help me very much to prepare for lessons, because I don't have enough time to read all the textbooks.



I think it's a waste of time and after you have been watching TV for 3 hours your eyes start hurting. And if you do watch TV every day you could soon be wearing glasses. I like documentaries, but in general there's quite a lot of rubbish on TV. That's why I prefer reading in my free time.



Betty



Ronald



Julie

LISTEN AND DISCUSS

- Why does Ronald like to watch TV?
- What TV programmes does he prefer?
- Are you interested in such programmes?
- What programmes does Julie watch with pleasure?
- Does TV help you to prepare for the lessons?
- What programmes are of great help? Why?
- What does Betty think is 'rubbish' on TV?
- Why is watching TV unhealthy?
- Why does Betty like reading most?
- Do you agree with Betty?
- What will you do instead of watching TV if there is something wrong with your TV? Why?

4. Work in small groups. Write a report on television viewing habits for your school newspaper. Use the steps below.



Step 1. Decide on the questions you want answers to and decide how you are going to get the information. Interview as many people as you can.

Step 2. Listen to Judy's report again and look at the guidelines¹ below to help you plan your work.

- Start off with your main findings.

Example: *It seems that many of today's young teenagers can't get enough television. Almost all students watch television every day.*

- You also need to say:

- a) when and where the survey was carried out;
- b) who took part;
- c) what you think they showed.

Step 3. Write your report and be ready to share your findings with the class.



Workbook ex.1 - pp.18-19

¹guidelines ['gaɪdlaɪnz] — інструкція, керівництво

Lesson 6

1. Read the sentences and try to guess the meaning of the words in bold.

The **floor** is the people attending a public meeting or the public meeting place where people sit. The **studio floor** is the place where we can see studio **audiences**. The **floor manager** organises the work on the studio floor following the instructions of the director of a programme. He or she gets the director's instructions through the **headphones** which he or she has on his ears. The floor manager doesn't use a **microphone**. He or she uses gestures or signs.



2. Listen, then read the article and match its seven paragraphs to the topics from a) to g) noted after the text.

TV MOZAIC

(1) Some of us are ready to spend hours in front of the blue screens of our home cinema theatres, which sometimes demonstrate new and unusual shows. One of them is called *Who Wants to Be a Millionaire?*

(2) The show is a worldwide hit. The contestants are ordinary people chosen from those who ring a special telephone number. The programme makers don't meet the contestants until they arrive at the station. To win the jackpot a contestant has to answer 15 questions correctly. For each of these, they are shown the questions and four possible answers before deciding whether to play on or not. Then the contestant chooses an answer. If it is correct, they can stay in the game.

(3) The programme is very popular because viewers like to see ordinary people making decisions. When a contestant thinks he



NEW VOCABULARY

- an announcer [ə'naʊnsə]
- confidence ['kɒnfɪdəns]
- a majority [mə'dʒɔrɪti]
- a personality [ˌpɜːsə'nælɪti]
- a representative [ˌreprɪ'zentətɪv]
- a technician [tek'nɪʃn]
- a vision ['vɪʒn]
- ordinary ['ɔːdəneri]
- worldwide ['wɜːld,wɑɪd]
- at ease
- to go on air
- to make decisions

knows the answer but isn't sure there is an excitement in the studio. The music becomes louder and the cold blue lights become darker. Some contestants take up to 15 minutes to answer a question, but we only see their worst moments. The fact that we can see the answers on the screen makes the game seem easier. All the time, the cameras take lots of pictures of the contestant struggling with the decision. This is a part of the appeal.

(4) For the viewers the show offers a chance to feel that they could do better than any of the players, for the contestant — a chance to win a lot of money and to be a star for a short moment.

(5) What does it take to make a top programme on TV? Lots of imagination, lots of energy, and lots of people. Who are these people? Here you are.

The director is responsible for the programme. From the control room, the director decides which images to use at each stage.

It's a very tiring job. The director must discuss the programme with the presenters before the show goes on air.

The floor manager is the director's representative on the studio floor. He/she doesn't have to make many decisions: the director's instructions come through headphones. The floor manager must follow the director's instructions and orders.

The camera operators must follow the director's instructions on where to take the camera. They should have enough technical expertise¹ to change camera lenses².

The sound engineers control everything from microphones to mixing



- a) a face of a TV channel ☐
- b) the effect the viewers of the show feel ☐
- c) in front of the blue screen ☐
- d) what makes a successful announcer ☐
- e) the rules for contestants ☐
- f) the people who make a top programme ☐
- g) what makes the show successful ☐

¹expertise [ˌɛkspɜːˈtiːz] — экспертиза

²lenses [ˈlenzɪz] — лінзи

desks with a thousand lights and buttons. They are technical experts but they shouldn't ignore the director's instructions.

The presenters or the talk show hosts all have to arrive at the studios early enough for the make-up session. All presenters, male and female¹, have to wear make-up because the cameras can make people look funny. Presenters don't have to learn their lines because they can read them from the autocue².

There are many other people: **the vision manager, the production secretary**, several **technicians**, and many others. It really takes a crowd to make a TV show!

(6) Everyone mentioned above is necessary but a face of any TV channel greatly depends on its announcers.

(7) What is the right personality to give a face to TV programme? There are several answers. A good appearance (an attractive face and a reasonably good figure) and the ability to hold himself/herself

well. Next comes intelligence and a good memory. Then you should have a friendly and likeable manner. The right kind of voice is important. And in this connection confidence is the most important thing of all, the ability to be posed and at ease before the cameras. If you have this gift by nature, you've gained a fortune: not too many have it. The majority of people start thinking about it when they face a microphone or a camera.



3. Ask and answer in pairs.



- What is the director responsible for?
- What is the floor manager? What are his duties?
- Must the camera operator have technical expertise?
- What does the sound engineer do?
- Is it necessary for the presenters to learn their lines?
- What other people are in the process of making a show?



¹male and female ['meɪl ænd 'fi:meɪl] — чоловіки і жінки

²autocue ['ɔ:teokju:] — телевізійний суфлер

4. Work in groups. Discuss the following items.



- Which of the qualities of a TV announcer mentioned in the article you consider really very important and which ones, in your opinion, do not matter a lot?
- Are there any other qualities to be considered in addition to those mentioned in the text?
- Name a successful host of some TV programme. Explain your choice.
- Express your opinion about the role of the talk-show host.
- Do you agree that television created many popular personalities?
- Name a well-known TV announcer, a famous singer, a TV sporting reporter who enjoys popularity, a popular TV journalist and say what made these people so popular. What attracts the TV-viewers?

5. Read and role-play the situation in pairs.



It's easy to visit a TV studio in the UK, because a lot of programmes have studio audiences. If you phone the local TV station, they'll tell you when to visit, and which programmes you can see. Imagine you are telling your friend about your visit to the studio. Your friend is asking questions. You may start like this:

A: First they told us to wait in a queue.

B: Oh, yeah? (Really?)

A: And then...



6. Write a paragraph about a TV programme which appeals to you most.



Lessons 7-8



1. Read the description of a game show and sort out all the relative clauses into defining and non-defining ones.

The *Generation Game*, which is on television on Saturday evenings, is a very popular game show. The host of the programme is Bruce Forsyth, who is a well-known comedian. The contestants are pairs of people who are from different generations of the same family, for example, father and daughter or aunt and nephew. The contestants have to do funny activities, like dancing activity and making models. Experts who have shown the contestants how to do the activities then give them scores. In the first round two pairs play each other. The pair that gets the higher score goes through to the last round. In the second round another two pairs play against each other. In the last round the two pairs who won the first two rounds play each other. At the end a lot of different prizes are shown to the winning pair. The prizes, which include televisions, holidays, toys, vases, sports equipment, etc, pass in front of the pair on a conveyor belt. Then the pair of contestants has to remember as many of the prizes as possible in one minute. They get all the ones that they remember.

2. Fill in the words from the box and decide if the statements after the text are true or false.

commercial, source (*twice*), majority, soap operas, society, television, however, viewers, advertisings

The (1)... of American homes have over 50 TV channels. One channel plays cartoons 24 hours a day, another shows nothing but episodes of old (2)... . Often the same programmes are shown over and over again at the same times. As a result, many (3)... just switch from channel to channel to see what else is on.

The first television (4)... in the world appeared on a New York television station in 1941. The station interrupted their programme to show a ticking Bulova watch. The watch ticked away for sixty seconds. Today, most channels have a commercial break about every five or six minutes. It isn't unusual to have about 20 commercials in one half-hour show.

One (5)... says that children are exposed¹ to 20 000 TV commercials a year. The channel that provides 'free' educational programmes pays for children by showing (6)... aimed at young people.

Some American mothers are very worried about the effect of (7)... on young people and family life. Television also influences family life and conversation. People have no time to talk to each other.

(8)... it hasn't been proven that there is a connection between the violence² on TV and violence in American (9)... .

Finally, television is the main (10)... of news for most Americans.

¹to be exposed (to) [ɪk'spəʊzd] — піддаватися дії

²violence ['vaɪələns] — насилля

- a) American homes have lots of TV channels.
- b) There are five or six commercials an hour.
- c) There are commercials on educational TV.
- d) American mothers are happy about the effect of TV on their children.
- e) Many Americans have enough time for conversation at home.
- f) TV is responsible for the violence in American society.
- g) Americans get most of their news from TV.

3. Read the opinions about television. Agree or disagree. Give your reasons.

I hate television.
I hate it as much as
peanuts. But I can't
stop eating peanuts.
Orson Welles

*When television is good,
nothing ... is better.
But when television is
bad, nothing is worse.*
Newton Minow

Some television
programmes are
so much chewing
gum for the eyes.
John Masan
Brown

4. In pairs, talk about a programme on TV that you saw last week. Use the plan below.

1. Type of programme.

Choose one of these types: a soap opera, an adventure series, a film, etc.



2. Main events.

What were the names of the characters?

What were they?

What happened?

What was happening while something happened?

What happened in the end?



3. Close up.

Give a detailed description of a short part of the programme.

5. Work in groups.

- a) Exchange opinions about the latest musical or educational TV programme. Make sure you can give reasons for your opinions.
- b) Discuss a new kind of TV (radio) programme which you think is interesting for teenagers. Try to interest your friends and to persuade¹ them that your idea is very attractive and should be accepted.



6. Work in groups. Do a survey. Find out a profile of the most popular TV programme. Use the plan below.

a) Interview ten people about the following:

- Can you name five most popular current programmes on TV?
- What channels are they on?

¹to persuade [pə'sweɪd] — переконувати

- What is the duration¹ of each programme?
- What day and time is each of the programme shown?
- What are the reasons for their popularity?

b) **Make a survey form as in the example on the right. Then complete it for 5 TV programmes and write your conclusions.**

- What types of shows are popular?

Name of show: **WHO WANTS TO BE A MILLIONAIRE?**

Name of host: **Chris Tarrant**

Day and time: _____

Duration: _____

Appeal: **Quiz-programme with big prizes, played by ordinary people.**



7. Role-play the situation in pairs. Imagine that your friend and you were offered to run a youth channel on local television and you agreed.

Decide on the following:

- What would you call your channel?
- How are you going to make it different from the existing adult's and children's channels?
- What kind of programmes do you want to have on your channel?
- When will the programmes on your channel begin and finish?
- What programmes are you going to show in prime time?
- Will there be any commercials? If yes, what kind?
- What kind of films (if any) would you show on your channel?

Make a 3 minute presentation about the channel you are going to run.

PROJECT



8. Create a new show for television in Ukraine.

Step 1. Choose the type of your programme.

Is it going to be a quiz show? A dating programme?
A game show?
Or something else?

Step 2. Think about the name for your show and write a script. Describe its rules.

Step 3. Prepare a four minutes presentation of your show. Illustrate it with a poster about your new show programme.

Step 4. Do presentation in class.

Type of programme:
The Game Quiz Programme

Name of programme:
'WHAT'S THE JOB?'

Rules: There are three contestants. Contestants have to answer questions about some jobs.

.....



Homework

Workbook ex.1 - p.20

¹a duration [dʒo'reɪʃn] — тривалість

Lesson 9



Different people have different opinions about television in our life. What about you?

Exchanging Opinions

- I can see your point of view...
- Well, I'm not entirely convinced¹ that...
- Why do you think...?
- That may be so, but...

1. Sort out the statements into good and bad points of television. Find other classmates who agree with you.

- a) The commercials are annoying.
- b) Lots of the programmes are foreign.
- c) It gives you information about the world.
- d) You can hear all the latest music.
- e) It stops you doing interesting things.
- f) It passes the time.
- g) You become a 'couch potato'.
- h) It's better than the cinema.
- i) It entertains you.
- j) It makes you think.
- k) It's always the same.
- l) You can watch lots of sport programmes.



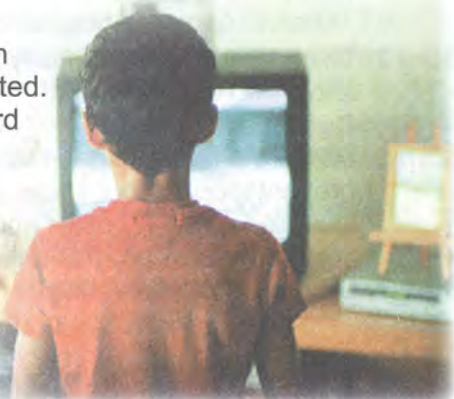
2. In two teams, debate on the question if TV brings more harm than good.

Team 1 stands for the opinion that television gives us more useful things.

Team 2 has got an opposite point of view.

Use the arguments below.

- Many people do not concentrate when viewing — so their time is largely wasted.
- Television helps us to relax after a hard day's work. We can then cope better with the next day's work.
- We become better informed by watching documentaries, science programmes, discussions and by learning about the most important economic, social and political issues of the day.



¹to convince [kən'vins] — переконувати

- Some pupils do their homework in front of the television screen. Others rush¹ their homework so they can watch television. In both cases, the quality of the work is affected. Some pupils are so attracted by television that they do not do their homework at all.
- Many children no longer read books. This will seriously affect their performance in higher forms, for reading is the key to all higher study, and needs constant² practice.
- Television brings the world to our living-room. We see people in our country and in other lands, and learn of their customs, occupations, opinions and problems.
- Television may lead to poor health, through rushed meals, lack of sleep, lack of exercise and eyestrain³.
- Many boys and girls watch TV on Sunday afternoon, when outside activities would do them so much good.
- Television programmes gather big audiences. Apart from⁴ their entertainment value, they provide useful topics of conversation.
- We see great events which will pass into history. We can see famous people.
- Some children have made watching TV their main leisure activity and they are not enriching their personalities by developing hobbies and belonging to clubs.
- We become more cultured people by learning more of the arts.



Homework

Pupil's Book p.75

¹to rush [rʌʃ] — виконувати надто поспішно

²constant ['kɒnstənt] — постійний

³eyestrain ['aɪstreɪn] — очний біль

⁴apart from [ə'pɑ:t] — окрім



VOCABULARY

1. Match the words with their definitions.

- | | |
|---------------------|--|
| 1. a summary | a) someone who spends too much time doing something he/she likes |
| 2. brief | b) continuing for a short time |
| 3. to focus | c) quality of a picture that you can see on a television |
| 4. intelligence | d) to make someone or something part of a larger group or set |
| 5. prime time | e) a short statement that gives the main information about something, without giving all the details |
| 6. an addict | f) ability to learn, understand and think about things |
| 7. a confidence | g) belief that you have the ability to do things well or deal with situations successfully |
| 8. a vision | h) time in the evening when the greatest number of people are watching television |
| 9. a representative | i) a person who has been chosen to speak, vote or make decisions for someone else |
| 10. to include | g) to pay special attention to a particular ¹ person or thing instead of others |

15 points

GRAMMAR

2. Rewrite these sentences. Change the relative pronouns to 'that' where possible and put in the correct punctuation².

a) Michael's manager who is called Frank Dileo says Michael is just shy.

.....

b) The stories which people tell about Michael Jackson are just fantasies.

.....

c) Our reporter visited the ranch which Michael Jackson has just bought.

.....

d) People who visit the ranch stay in guest houses.

.....

e) The ranch which cost £50,000 has got 3 rooms.

.....

¹particular [pə'tɪkjələ] — особливий; окремий

²punctuation [ˌpʌŋktʃu'eɪʃn] — пунктуація

f) The first operation which Jackson had was on his nose.

.....

.....

g) Jackson who doesn't like crowds usually travels by helicopter.

.....

.....

h) Jackson spends a lot of time with the animals which he keeps in his private zoo.

.....

.....

i) Jackson's father who was a driver formed *The Jackson Five*.

.....

.....

j) *Thriller* which is the biggest selling album of all time has sold over 56 million copies.

.....

.....



10 points

READING AND COMMUNICATION

3. Read the information, then read instructions and complete the conversation.

You are the host of a quiz show called *The Travel Quiz*. There are two contestants: Colin Porter, a taxi driver from Birmingham, and Sally Brown, a secretary from London. The second prize this week is a *Weekend for Two in Venice* and the star prize is a two-week holiday for four in the Bahamas.

1. Welcome people back to the last part of the show.

.....

.....

.....

2. Remind people who you are and who this week's contestants are.

.....

.....

.....

3. Tell the audience that Colin won the last round and so you have to say 'goodbye' to Sally. Ask her if she's enjoyed herself.

.....

.....

.....

Sally: Oh, yes, I've had a wonderful time.

4. Thank Sally for being on the show and tell her what she has won.

.....

.....

.....

5. Introduce the final round. Tell Colin that you're going to ask him two questions about New York and that he has ten seconds to answer them. Ask him if he understands. <i>Colin: Yes</i>
6. Ask Colin what the name of the island is that New York stands on. <i>Colin: Manhattan.</i>
7. Tell him that's correct and ask him what the original name of New York was. <i>Colin: Oh, it was... oh, er...</i>
8. Remind him that he has only got three seconds left. <i>Colin: New Amsterdam!</i>
9. Congratulate Colin and tell him what he has won.
10. End the programme.

25 points

LISTENING



4. Listen to the short story where Stacey and Charlotte are main characters and choose the correct answer to each question below.

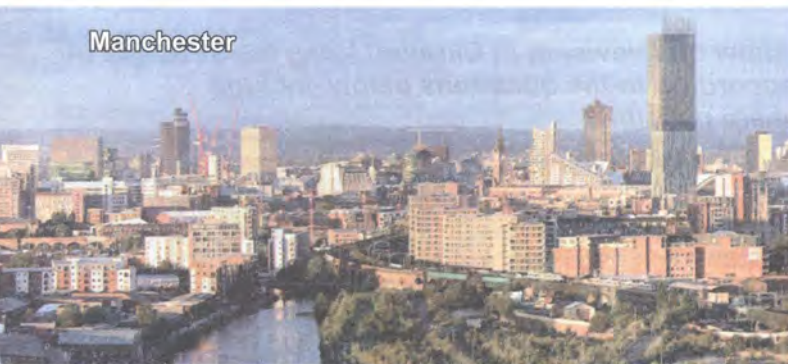
- What did Stacey and Charlotte decide to watch?
a) an interview
b) a cooking show
c) a new programme
- They switched on:
a) channel 47
b) MTV
c) CNN
- That day the girls watched:
a) a science fiction programme
b) a western
c) a ghost story



25 points

COUNTRY STUDIES CORNER

Manchester



Civil Justice Centre

1. Read and find out what happened to the city in the twentieth century.

MANCHESTER

Manchester began when a wooden fort was built by the Roman army on a plateau about 80 AD. The fort was rebuilt in stone about 200 AD. Soon a civilian settlement grew up around the fort.

In the 7th century the Saxons created a new village, but it was tiny. The surrounding area was thinly populated and was mostly forest. The Saxons called any Roman town or fort a *caester*. They called the old fort at Manchester *Mamm caester*. The village nearby took its name from the fort. By 1086 the settlement was called *Mamecester*. In time the name changed to *Manchester*. In 919 the

king repaired the old Roman fort as a defence against the Danes.

In the early 19th century Manchester became world famous as a manufacturing centre. Wool, silk and cotton were manufactured and vast numbers of working people worked 12 hour days in the mills. There was also a paper making industry and iron foundries.

WORD LIST

- wooden fort** — дерев'яний форт
plateau ['plætəʊ] — плато, плоско-гір'я, пласка височина
tiny — малюсінкий
linen ['lɪnɪn] — льон, полотнина; парусина, полотно
the Danes [deɪnz] — датчани
defence — захист
wool — вовна
cotton — бавовна

2. Ask and answer in pairs.

1. When was Manchester founded?
2. When was the fort rebuilt in stone?
3. When was the village of Manchester made into a town?
4. When did Manchester become world famous as a manufacturing centre?
5. Why do we call the city 'the phoenix'?
6. Is Manchester a big city?
7. Where does it stand?
8. What is it famous for?



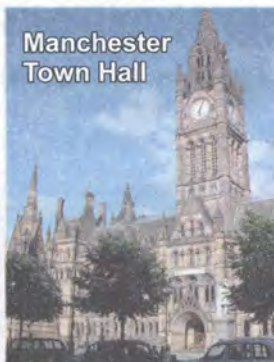
3. Explain the origin of the city's name.



Manchester Crest



Manchester Ship Canal

Manchester
Town HallThe Manchester
Metropolitan University

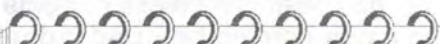
Manchester University was founded in 1903. The central library was built in 1934.

Today Manchester is a large city and it is situated in the Northwest of England. It stands on the River Irwell, which is a tributary of the Mersey River. Manchester is one of the major ports in England. It was famous for its wool and cotton industries but now it is the financial and business centre. When Britain was an Empire, Manchester was called a *Cottonpolis* for its cotton mills in the city and in the small towns around it.

Manchester can also be proud of its Business School, which is the best in Britain. Music industry also develops in Manchester, many pop and rock bands play in nightclubs.

Everybody knows Manchester's two football teams — *Manchester United* and *Manchester City*.

In general Manchester forms the opinion of a beautiful city, but unfortunately many of its old buildings were destroyed by the Irish Republican Army bombing in 1996. It was an illegal military organisation which wanted Northern Ireland to leave the UK and become part of the Irish Republic. In 1996 the city centre was ruined by IRA bombs but it was rebuilt. The phoenix rose from the ashes.



WORD LIST

silk — шовк

coal — вугілля

IRA — IPA (Ірландська республіканська армія)

the phoenix ['fi:niks] **rose from**

the ashes — ідіом. висл.

фенікс повстав із попелу

tributary ['tribjotəri] — притока

illegal [i'li:gəl] — незаконний



4. a) Find the additional information about Manchester and share it with your classmates.

- b) Make a list of five questions to see if your classmates can answer them.



5. Role-play the situation in a group of three.

A, you've got a pen friend from Manchester. He/she told you about his/her city. Answer your classmate's questions.

B, C, you are interested in where **A**'s pen friend lives. Ask **A** questions.

Unit 3

SCIENCE AND INVENTIONS

Lesson 1



1. Listen and act out in pairs.

Terry: Hello, Mum. I'm home!

Mother: Hello, Terry.

Terry: Where's Dad?

Mother: Unfortunately he's out. Fishing somewhere as usual.

Terry: What are you reading, Mum?

Mother: Don't you see? I'm reading a book on physics.

Terry: On physics? Why?

Mother: You are surprised, aren't you?

Terry: I certainly am. You've never shown any interest in the subject.

Mother: I haven't read books on physics since my schooldays.

Terry: I can well imagine!

Mother: So now it's a bit difficult. I don't remember a lot of things!

Terry: But why are you reading that book on physics now?

Mother: My electric iron is out of order. I have to repair it, and my desk lamp as well. That's why I've decided to catch up on physics, on electricity in particular... All these currents and plugs and fuses¹...

Terry: Why don't you ask Dad to do it?

Mother: Dad? Have you ever seen him doing anything about the house these days?

Terry: Well...

Mother: He's never repaired or mended any electrical appliance in his life!

Terry: Have you ever done it?

Mother: No, but it's never too late to begin. Besides someone must do it.

Terry: Oh, mummy! Let me repair your lamp and your electric iron... I learned at school how to do it.

Mother: Oh, thank you, Terry. You've just come in time. It's so good. They teach young people all these practical things at school now... I'm so proud of you. Here's my lamp, and this is the iron.



NEW VOCABULARY

an appliance [ə'plaiəns]

current ['kʌrənt]

electricity [ɪ'lek'trɪsɪti]

humanities [hju:'mænɪtɪz]

to mend [mend]

to plug (in) [plʌg]

to repair [rɪ'peə]

to unplug [ʌn'plʌg]

● a branch of science

● to be out of order

¹a fuse [fju:z] — запобіжник

2. Match the sciences with their definitions.

chemistry
biology
physics
botany
geology

- science about the earth, including the origin and history of rocks
- science about the structure of substances¹ and how they react when they are combined²
- science about plants and their structure
- science about the life of plants and animals
- science about matter and energy such as heat, light, sound, etc



3. Speak of the natural sciences you study at school.

- What does each of them study?
- Which one is your favourite?
- Which one don't you like?



REMEMBER!

a subject or studies	a person who is an expert in the studies
science	scientist
biology	biologist
chemistry	chemist
physics	physicist
botany	botanist
geology	geologist
psychology	psychologist
linguistics	linguist
physiology	physiologist
history	historian
politics	politician
mathematics	mathematician
music	musician

4. Look at the definitions of sciences in task 2 and say what each of the scientists studies.

Note

A *chemist* is also a person who prepares and sells medicines and sometimes cosmetics. This person is also called a *pharmacist*. A *physicist* is not the same as a *physician*. A *physician* is another word for a doctor.

¹a substance ['sʌbstəns] — речовина

²to combine [kəm'baɪn] — об'єднувати(ся); сполучати



5. a) Tell about what scientists these people were.

Charles Darwin was a...
 Isaak Newton was a...
 Dmitry Mendeleyev was a...
 Nicola Copernic was an...
 Ivan Pavlov was a...
 Michael Faraday was a...



Nicola Copernic



Ivan Pavlov



Charles Darwin



Isaak Newton



Michael Faraday



Dmitry Mendeleyev

b) Start the sentences with the words from the box.

- 1) ... is the study of the way in which language works.
- 2) ... is the science of the stars. It deals with the Earth, its Moon, the Sun, the other planets.
- 3) ... is the science of mental life which studies human and animal behaviour.
- 4) ... deals with the scientific observation and study of the phenomena of weather and climate.
- 5) ... is the science of life. It deals with the great diversity of life forms.

biology, astronomy,
 meteorology, linguistics,
 psychology

6. Say what subjects belong to the branches of science below.

natural sciences	physical sciences	social sciences	humanities
...
...



7. Comment on the words and continue this description in written.

Science is understanding what makes a clock tick and what makes a car purr¹, what makes the sun rise and what makes the moon look so large on the horizon sometimes during the year...



Homework

Pupil's Book ex.7 - p.80

¹to purr [pз:] — гурчати

Lesson 2

WORD BUILDING

Noun

physics
science

Noun

physicist
scientist

Verb

to sleep
to help
to create
to pollute
to invent
to train
to recycle
to believe
to live
to discover
to develop

Noun

sleep
help
creation
pollution
invention
training
recycling
belief
life
discovery
development

Noun

atom
volcano
danger
fame
person
origin
power
peace

Adjective

atomic
volcanic
dangerous
famous
personal
original
powerful
peaceful

Adjective

usual
popular

Adjective

unusual
unpopular



NEW VOCABULARY

an invention [ɪn'venʃn]
an inventor [ɪn'ventə]
a theory ['θiəri]
to construct [kən'strʌkt]
to discover [dɪs'kʌvə]
to invent [ɪn'vent]
to launch [lɔːntʃ]

1. Look at the 'Word Building' table and say what suffixes and prefixes are used to change one part of speech to the other. Explain the meanings of made up words using the origins.

Example: A physicist is a person who deals with physics.

2. Solve the quiz to find out how much you know about inventions and inventors.

- The theory of relativity¹ was developed by ...
(Isaac Newton / Albert Einstein)
- The first step on the Moon was made by ... (Neil Armstrong / Yuri Gagarin)
- The first bicycle was built in ... (1839 / 1920)
- The radioactive elements radium and polonium were discovered by ...
(Marie Curie / William Röntgen)
- Television was invented in ... (1930 / 1926)
- The steam engine² was constructed by ...
(James Watt / George Stephenson)
- The first rocket was launched by ...
(Robert Goddard in 1926 / Enrico Fermi in 1932)
- Hot baths and central heating were first used by ...
(the Greeks / the Romans)

¹relativity [ˌrelə'tɪvɪti] — відносність

²a steam engine ['stiːm ˌendʒɪn] — паровий двигун

3. Make sentences using the Past Passive.

The first computer	was were	developed	in 1848 in Britain.
The first telescope		made	in 1608 in Holland.
The first skyscrapers		built	in 1884 in Chicago.
Some laws on volume ¹		discovered	by Archimedes.
The thermometer		invented	in 1714.
The first bridge		constructed	in the city of Babylon.
Anaesthetics ²		used	in 2200 BC ³ .



4. Write using the Past Passive of the verbs in brackets.



- The first plastic (*make*) ... in 1855 in England.
- Penicillin (*discover*) ... by Alexander Fleming.
- 'The Origin of Species' (*write*) ... by Charles Darwin.
- The helicopter (*invent*) ... by Ihor Ivanovych Sikorsky in 1939.
- The dishwasher (*design*) ... by Mrs W. A. Cockran.

5. a) Read and guess the objects.



- It is made of plastic.
It is used for talking to other people.
If it is kept in the house, it is called a t.....e.
If it is carried around with you, it is called a m....e p...e.
- It is made of plastic, glass and metal.
It is used for telling the time.
It is important that it is accurate or precise⁴.
If it is kept on the wall, it is called a c...k.
If it is worn on your wrist⁵, it is called a w...h.



b) Work in pairs and using Present Passive forms make up the riddles to guess for each other.

¹volume ['vɒlju:m] — маса

²anaesthetics [ˌænis'θetiks] — анестезуючі (знеболюючі) засоби

³BC [ˌbi:'si:] — до нашої ери

⁴precise [pri'saɪs] — точний

⁵a wrist [rɪst] — зап'ясток

Lesson 3

1. Read and guess the meaning of the words. Remember how to use them.

research [rɪ'sɜ:tʃ] research work; a research laboratory, space research; to carry out research work. Modern research is carried out in such subjects as the use of computers. Are these projects based on scientific research? Are you still doing research into linguistics?

to engage, to be engaged in Many scientists are engaged in research to discover the cause of some dangerous diseases.

to involve, to be involved in They continue to involve themselves deeply in community affairs. Did you have to involve me in this. More people should be involved in decision making. Do you have any idea of what is involved in making a television programme? The new system involves new technology.

to investigate, investigation to carry on an investigation; to carry out an investigation; to contribute to the investigation of something. Scientists of the world contribute to the investigation of the laws of the Universe.

phenomenon, phenomena a city phenomenon; a rare phenomenon; natural phenomena. He was a phenomenon, a titanic force in the history of modern art. *The Beatles* were a phenomenon — nobody had heard anything like them before.



NEW VOCABULARY

an advance [æd'vɑ:ns]

a benefit ['benɪfɪt]

an investigation [ɪn'vestɪ'geɪʃn]

a phenomenon [fɪ'nɒmɪnən]
(phenomena pl.)

a research [rɪ'sɜ:tʃ]

a search [sɜ:tʃ]

essential [ɪ'senʃl]

to contribute [kən'trɪbjʊ:t]

to engage [ɪn'geɪdʒ]

to investigate [ɪn'vestɪgeɪt]

to involve [ɪn'vɒlv]

● in particular

2. Read and give a brief summary of the text in your exercise book. Use 'Helpful Tips' on page 85.

Science

1. Science is important for most people living in the modern world for a number of reasons. In particular, science is important for world peace and understanding, for our understanding of technology and (for understanding of) the world.

Science is important to world peace in many ways. On the one hand, scientists have helped to develop many of the modern tools of war. On the other hand, they have also helped to keep peace



through research, which has improved people's lifestyle. Scientists have helped us understand the problem of supplying the world with enough energy; they have begun to develop a number of solutions to the energy problem — for example, using energy from the sun and the atom. Scientists have also analysed the world's resources. Science studies the Universe and how to use its possibilities for the benefit of men.

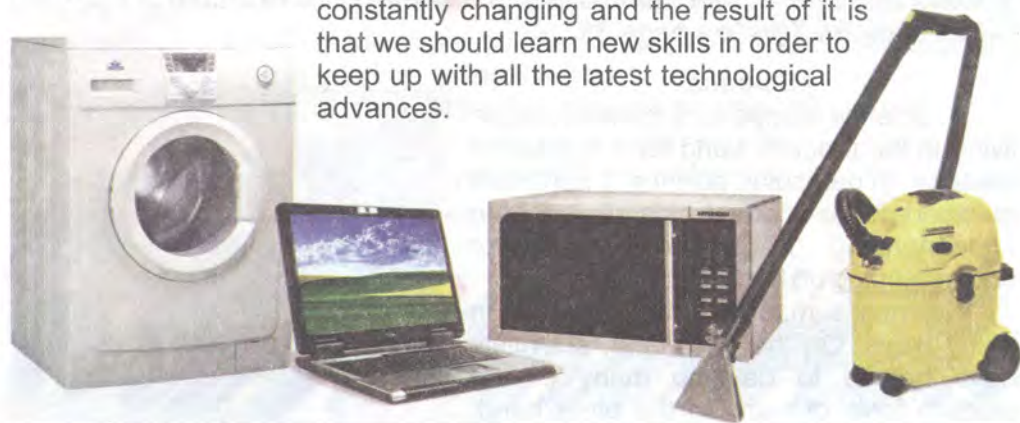
2. The study of science also provides people with some knowledge of the natural world. Scientists are learning to predict earthquakes¹, continuing to study many other natural events, such as storms. Scientists are also studying various aspects of human biology and the origin and development of the human race. The study of the natural world may help improve life for many people all over the world.

A basic knowledge of science is essential for everyone. It helps people to find their way in the changing world. That's why it's important to get a basic knowledge of different sciences even at the stage of primary school.

3. Science is also important for everyone who is affected by modern technology. Many of the things that make our lives easier and better are the results of advances in technology and, if the present patterns continue, technology will affect us even more in the future than it does now. In some cases, such as technology for taking salt out of ocean water, technology may be essential for our lives on Earth.

4. Both in the home and at work we can feel a great effect of modern technology on our lives. Washing machines, dishwashers, microwaves have made our life much easier. Less time we need to spend doing things like washing and cleaning.

In the office, computers, emails, and photocopiers have revolutionized the way we work. People in different parts of the world communicate with each other easily, and business can be done much more quickly. The business world is constantly changing and the result of it is that we should learn new skills in order to keep up with all the latest technological advances.



¹to predict earthquakes ['z:θkweɪks] — провіщати землетруси

HELPFUL TIPS

A Summary

A summary is a short statement that gives the main information about something without giving all the details. To give the summary of the text you should find the main idea of it. Support the main idea with some important statements from the text. Don't go into details.



REMEMBER!

to invent

to create something new

Example: Nobody knows who invented the wheel.

to discover

to find, see or learn of something no one knew before

Example: Galileo discovered the planet Jupiter ['dʒu:pɪtə].

3. Complete the sentences.

- Science is important for ...
- Research has improved ...
- Scientists have analysed ...
- The study of science provides people with ...
- The study of the natural world may help ...
- We can feel a great affect of ...
- The business world is constantly changing and the result of it is ...



4. Do a science survey. In groups, ask each other the questions below. Write down the answers. Report the results in class.

- Do you like science lessons?
- Which is your favourite scientific subject: biology, chemistry or physics?
- Are you good at Maths?
- Would you like to do more science experiments in school?
- Have you ever used a computer?
- Have you ever bought a science book or magazine?

REMEMBER!

TECHNOLOGY

технологія

People have a special technology to do this. Our laboratory uses the very latest technology.

техніка

science and technology; agricultural technology; a high level of technology



5. Look at the word map and try to add some words according to the word groups.



experiments

rocket
hovercraft
...

inventions

computer
telephone
...

SCIENCE

discoveries

solar system
theory of evolution
...

subjects

chemistry
physics
...



6. Work in small groups. Discuss the predictions about the future below.

- People will use their TVs to control their lives. For example, you will be able to do your shopping, use your bank account and control the lights and heating in the house through the TV.
- Robots will do all the boring jobs.
- People will have fewer diseases and health problems.

- Do you think it will happen? Why/why not?
- Will it be a good thing or not?



Lesson 4

1. a) Work in pairs following the tasks in items a) and b).

Task for pupil A. Read the first letter and then answer your partner's questions.

Task for pupil B. Read the second letter and then answer your partner's questions.



A

Dear 'English Bridge',

I'd like to tell about the invention of telephone. It was invented by Alexander Bell in 1875. Alexander Bell was born in Edinburgh, Scotland. When his family went to America, he was given a teaching position with deaf people¹ and he became interested in speech. His work was financed by the father of one of his pupils. The story goes that Bell invented the telephone by accident. At that time he was experimenting with the telegraph. He spilled some acid² and called his assistant. "Come here, Mr Watson, I want to see you." Watson was in the other room and he heard Bell through apparatus³. The first telephone exchange which connected 21 people was opened in 1878. The first communication satellite was launched in 1962.

With best regards,

Peter

Hi, everybody!

I think that one of the most important inventions for the mankind⁴ is the first accurate clock which was designed by Christian Huygens in 1657. Christian Huygens was born in the Hague, Holland.

Mechanical clocks were made in the 14th century but they were too inaccurate to have minute hands⁵.



B

¹deaf people — глухі люди

²acid ['æsid] — кислота

³an apparatus [ˌæpə'reɪtəs] — апарат, прилад

⁴mankind [ˌmæn'kaɪnd] — людство

⁵a hand [hænd] — (рум) стрілка годинника

Shadow clocks¹ or sundials are the oldest instruments for telling the time. They were developed more than 4,000 years ago. Water clocks were used in ancient Egypt. Time was measured² by how long it took water to flow out of holes in a container. Sand clocks were used in the Middle Ages. If they took an hour to empty they were called hourglasses³. Today they are still often used as kitchen egg-timers⁴.

Pocket watches were invented in about 1500 and wristwatches started to get popular around 1900 when they were made mainly in France and Switzerland.

*With my best wishes,
Julia*

b) Ask each other questions and after your partner's answer circle the right option.

Pupil **A** asks pupil **B** about the invention of the clock.

- When was the first accurate clock designed?
a) in 1657 b) in 1637 c) in 1700
- Where was Christian Huygens, who invented it, born?
a) in Holland b) in France c) in Belgium
- When were shadow clocks first used?
a) 3000 years ago b) 4000 years ago c) 2000 year ago
- When were mechanical clocks made?
a) in the 13th century b) in the 15th century c) in the 14th century
- What kind of clock were used in ancient Egypt?
a) hourglasses b) water clocks
- When were sand glasses used?
a) in the Middle Ages b) after 1700
- Where were the first wristwatches made?
a) in England and Germany b) in France and Switzerland

Pupil **B** asks pupil **A** about the invention of the telephone.

- When was the telephone invented?
a) in 1895 b) in 1901 c) in 1875
- Where was Alexander Bell born?
a) in England b) in Scotland c) in Wales

¹a shadow clock ['ʃædəʊ] — сонячний годинник

²to measure ['meʒə] — вимірювати

³an hourglass ['aʊəglɑ:s] — пісковий годинник

⁴an egg-timer ['eg.taɪmə] — годинник для варки яєць

3. What kind of job was he given when he got to America?
 - a) a teaching position with blind people
 - b) a teaching position with deaf people
4. Who was his work financed by?
 - a) his father
 - b) his best friend
 - c) his pupil's father
5. What were the first words spoken over the telephone?
 - a) "Hello, Bell speaking. Can I speak to Mr Watson, please?"
 - b) "Come here, Mr Watson, I want to see you."
6. When was the first transatlantic telephone cable laid?
 - a) in 1966
 - b) in 1946
 - c) in 1956
7. When was the first communication satellite launched?
 - a) in 1962
 - b) in 1958
 - c) in 1968

2. In your notebooks give full answers to the questions above.



3. a) Match the pictures of the inventions of recent years with their names.

1. a play station
2. a digital camera
3. a mountain bike

4. roller skates
5. a portable CD player
6. a cellular phone



b) Answer the questions.

Which inventions are fun?

Which ones are fashionable?

Do all of them appeal only to young people?

Which of them is the best invention in recent years? Why?

4. Read the word map with the word 'discovery' in the centre.



NEW VOCABULARY

an explorer [ɪk'splɔːrə]
exploration [ˌeksplə'reɪʃn]
an observer [əb'zɜːvə]
observation [ˌɒbzə'veɪʃn]
to explore [ɪk'splɔː]
to observe [əb'zɜːv]
 • **to succeed in**

a) Classify the words into groups that:

- tell about discoveries
- name the kinds of discoverers
- tell how discoveries are made

b) Think of new words you can add to the map.

c) Use these words and words of your own to answer the questions.

- What can these words tell you about discoveries? For example, can a detective make a discovery?
- When a person invents something, does he or she make a discovery?
- Can you think of any other words that could be added to the list above?

5. Read the table of contents of the 'New Scientist' magazine and discuss the items below in pairs.



- What problems are raised in the magazine articles? What branches of science do they refer to?
- Can the magazine be of any interest to you? Explain why or why not.



Contents

Science12

Are we at the centre of the Universe?

Ants grow their own

Species-hopping virus

Quark Stars

Bat-insect arms race

Emotions

Technology20

Artificial blood

Long-distance wind

Brain tumour treatment

Web growth

Cover *When the great bell broke*.....35

John Hammar

Mending the clapper that gives the great bell of St Paul's Cathedral in London its distinctive sound has turned out to have interesting implications for nuclear power stations...

Activities of people when
spacecraft returns to
Earth's atmosphere

Specialist measures to
avoid following capsule
into atmosphere

Capsule reaches Earth's
atmosphere after 4-hour coast

Push heating and
deceleration (40 g)

Dragon chute deployed

Dragon chute deploys
main parachute then
disappears at 3000
metres altitude

Chute collar engine
and burning fuel
switched on

Chute collar activated and
main chute reopens. Sample
return capsule lands and is
recovered by helicopter hoist

6. Write your letter to 'English Bridge'.
You should tell about any invention
or discovery you like. See task 1 on
pages 87-88 as an example.



Homework

Pupil's Book ex.6 - p.91



Lesson 5



1. a) *Before listening think about Eugene Paton and say what you have heard of him.*
- b) *Look through the Word List and listen to the biography of Eugene Paton. Explain why Eugene Paton changed his profession when he was 60.*



WORD LIST

consul ['kɒnsəl] — консул
Nice [ni:s] — м. Ніцца
to his credit — на його рахунку
electric welding — електро-
 зварювання
boltless — без кріплень
Soviet — радянський



NEW VOCABULARY

an award [ə'wɔ:d]
a degree [di'ɡri:]
a graduate ['grædʒuət]
an occupation [ˌɒkjə'peɪʃn]
a title ['taɪtl]
honourable ['ɒnərəbl]
to award [ə'wɔ:d]
to design [di'zeɪn]
to graduate (from) ['grædʒueɪt]
to serve [sɜ:v]
 • to get a degree
 • to award the title

2. Say if the statements are true or false.

- a) Eugene Paton was born in St Petersburg in 1870.
- b) His father was Russian Consul in Nice, France.
- c) Paton had graduated from Dresden Polytechnic Institute and later became a famous engineer.
- d) Eugene Paton graduated from St Petersburg University and then had a project of the Dresden railway station.
- e) He got a degree of a railway engineer at St Petersburg University.
- f) Paton was a bridge-building founder.
- g) At the age of 60 he took up the electric welding.
- h) He headed the construction of the first wooden bridge in Kyiv.
- i) The bridge is 900 metres long.
- j) The name of Paton has been given to the bridge and Research Institute in Kyiv.

3. Listen to the biography of Paton again and answer the questions.

- Where was Eugene Paton born?
- What higher educational institutions did he study in?
- What project did he have to his credit when he became a student of St Petersburg University?
- What institution did he found?
- How old was Eugene Paton when he headed the design and construction of the first boltless bridge in Kyiv?

4. a) Read and find out the main idea of the poem.



The world is so full
of a number of things,
I'm sure we should all
be as happy as kings.

from 'Happy Thought'
by Robert Louis
Stevenson

b) Read and discuss in small groups.

- When you think of discoveries, what ideas come to your mind?
- Everywhere you look, there are discoveries to be made. Each day we learn a little more about the world around us. What discoveries of your own have you made?

5. a) Fill in with the words from the box.



rocket, tested, engineering, scientist, developing,
industry, graduated, space, founders, research



S. P. Korolyov

Academician Serhiy Pavlovych Korolyov, the famous (1)... and designer of space-rocket systems, was born in the city of Zhytomyr in the family of a teacher. From 1927 he worked in the aircraft (2)... In 1930, without leaving his job, he (3)... from Moscow Bauman Higher Technical School and finished a flying school in Zhytomyr in the same year.

After a meeting with Tsiolkovsky and studying his ideas Korolyov became a (4)... enthusiast. He was one of the (5)... of modern space-rocket engineering¹.

¹engineering [ˌendʒɪˈnɪərɪŋ] — машинобудування; інженерна майстерність



In 1933, when the Group for Studying Jet Propulsion¹ was organised, and the first experimental rockets were made and (6)..., Korolyov took part in its work. Since then on Korolyov devoted himself to (7)... space-rocket engineering. In 1957 the first Earth



satellites in the world were put into orbit with the help of the systems he had designed² and the far side of the Moon was photographed.

He controlled the spaceships, in which man first flew into (8)... and from which he walked out into space.

Korolyov trained many scientists and engineers who are now leading the work in (9)... institutes and design offices which specialise in the sphere of space-rocket (10)...

b) Answer the questions.

1. How old was Korolyov when he began to work in the aircraft industry?
2. When did Korolyov graduated from Moscow Bauman Higher Technical School?
3. What connection with aviation did Korolyov have before he became interested in cosmonautics [ˌkɒzməˈnɔːtɪks]?
4. What was the result of Korolyov's meeting with Tsiolkovsky?
5. What was done in space research under Korolyov's control?

PROJECT



WORK

6. **Work individually.** You are going to prepare part of an exhibition about the work of a famous scientist or inventor. This could take the form of pictures, things they have said, their great ideas, etc. Start with a biography chart.

Example:



MARIA SKŁODOWSKA — CURIE (1867–1934)

1867 — born in Warsaw, Poland

1891 — started studies at Sorbonne University in Paris

1895 — married Pierre Curie

1898 — discovered polonium³

1903 — won the Nobel Prize in physics for the discovery of radioactivity

1906 — became the first woman-professor

1911 — won the Nobel Prize in chemistry

for her studies on radium⁴

1934 — died of leukemia⁵



Homework

Pupil's Book ex.6 - p.94

¹Jet Propulsion [prəˈpʌlʃn] — реактивний рух

²to design [diˈzaɪn] — проектувати, конструювати

³polonium [pəˈləʊniəm] — полоній

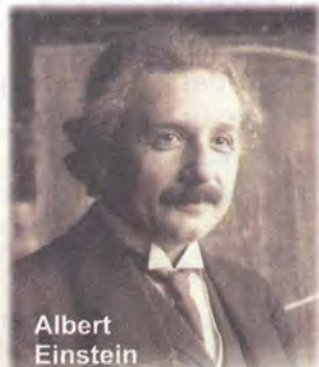
⁴radium [ˈreɪdʒəm] — радій

⁵leukemia [luːˈkiːmiə] — лейкемія



1. Listen, then read the text and put the number of the text's paragraph next to the appropriate headline after the text.

A Gentle Genius



Albert Einstein

1. If someone calls you an 'Einstein' ['aɪnstain], consider it a compliment. It means that you are compared to one of the greatest minds of the twentieth century. Actually, many people believe that he was one of the most intelligent people ever born. He had the IQ (intelligence quotient) of a genius.

2. Albert Einstein was not only a genius but also a gentle man. He loved music, children and sailing. He wore his shoes without socks and he rarely had a haircut.

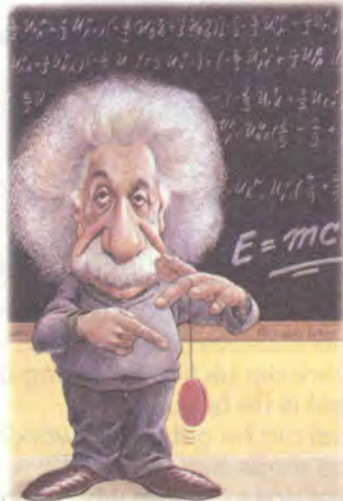
He is called a genius because many of his scientific discoveries were far ahead of their time. He is remembered as a gentle person because he believed that all nations should live without war. He often spoke for peace.

3. Albert was born in Ulm, Germany. He was an unusual child. He seemed to be very slow and dreamy and his parents were worried about him. He started to talk later than most children did. As a schoolboy, he thought a long time before answering questions. But he was far from being stupid. He learned mathematics and loved to use it in thinking about science.

4. He studied physics in Switzerland where he got his first job. In his spare time, he wrote out some of his original ideas on physics. In 1905 he published an article on his special theory of relativity. It caused a sensation among scientists. In the article he said that the basic qualities of objects (mass, length and time) changed when they moved at high speeds, closer to the speed of light.

5. In 1914 Einstein moved to Germany. He got a teaching job at the Royal Prussian Academy of Sciences. Four months later, Germany went to war. World War I started. Einstein made himself very unpopular because he was against the war.

In 1921 he got the Nobel Prize in physics. He became very famous, almost like a movie star.



His picture was in many newspapers but he was a shy man and didn't like the publicity much. However, when Hitler came to power in Germany, Einstein decided to speak for peace. He said it was wrong for one person to kill another and that all men should refuse to be soldiers. Hitler didn't like any of his beliefs. There was another problem. Einstein was Jewish and Hitler hated Jews.

Einstein's life was in danger and that was why he and his wife moved to the United States.

6. During World War II Einstein was worried that German scientists, controlled by Hitler, would create the atomic bomb which would help Germany win the war. Even though Einstein never took any part in the creation of the bomb, it was partly his ideas that helped scientists make it. He knew very well how dangerous such a bomb would be.

Close to the end of World War II American scientists developed the bomb first. When Einstein found out about it he wrote to the American President asking him not to use the bomb because it was very, very dangerous. It made him very sad when the bomb was actually dropped on Hiroshima, Japan, in 1945. He wrote once: "Science is a powerful instrument. How it is used depends on man himself, not on the instrument. A knife is useful for the lives of human beings, but it can also be used to kill."

7. After World War II Einstein continued to work both for science and for peace. In 1955, he died in his sleep at the age of seventy-six.



NEW VOCABULARY

a genius ['dʒiːniəs]
a quotient ['kwəʊʃənt]
publicity [pʌ'blɪsɪti]
relativity [ˌrelə'tɪvɪti]
to cause [kɔːz]

- | | |
|--|---|
| <input type="checkbox"/> His childhood | <input type="checkbox"/> A young scientist |
| <input type="checkbox"/> The atomic bomb | <input type="checkbox"/> Einstein as a person |
| <input type="checkbox"/> An 'Einstein' | <input type="checkbox"/> The end of his life |
| <input type="checkbox"/> Life in Germany | |

2. Answer the following questions.

- Who was Albert Einstein?
- Where was he born?
- Where did he live for a long time?
- What is he famous for?
- What did he get for his work?
- What made him very sad?
- What does it mean when someone calls you an 'Einstein'?
- What does IQ stand for?

3. In pairs, ask and answer about Albert Einstein following the order of the headlines above.



4. Look at the text and find the words for:



kind, not violent — g...
 an extremely clever person — g...
 free time — s... t...
 a piece of writing — a...
 make something happen — c...
 great interest or surprise — s...
 a person of the Hebrew religion — j...
 be involved in something — t... p...

5. Write down the questions to which the following statements are the answers.



1. In Ulm, Germany.
2. Because he was a slow, dreamy boy.
3. Physics in Switzerland.
4. His article on the theory of relativity.
5. To Germany.
6. Because he was against the war.
7. In 1921.
8. Because his life was in danger.
9. He was very worried.
10. To tell American President.
11. He was very sad.
12. He was 76.



6. Role-play the interview in pairs. One of you is a person who knows Einstein and the other — a reporter who wants to write a book about his life. The questions from the previous task can help you.



Lessons 7-8

1. Say if it's true or false.

1. The television was invented in the 19th century.
2. Worms¹ have tiny legs that can be seen only under the microscope.
3. Neptune is the closest planet to the Sun.
4. American astronauts landed on the Moon in 1982.
5. The Earth is a huge natural magnet.
6. Leopards often hunt from trees, lying in wait on a branch.
7. Leonardo da Vinci thought of such modern things as a helicopter, a flying machine and a machine gun, and made drawings of them.
8. The human nervous system includes brain, nerves and stomach.

2. Complete the sentences using 'discover', 'discovery' or 'invent', 'invention' in the right form.

- a) Writing was probably the most revolutionary of all human ...
- b) The 15th-17th centuries were the time of great geographic ...
- c) Who ... the computer?
- d) Penicillin was ... by Alexander Fleming.
- e) In what country was money first ...?
- f) When did they ...oil in the North Sea?
- g) The ... of the atom meant the beginning of a new era in physics.
- h) Australia was ... for Europeans by James Cook.
- i) The mobile telephone is a wonderful ...

3. Fill in with the words from the box.



1. Let's go to ... the caves.
2. Jane ... his actions with interest.
3. When was the telegraph ... ?
4. Scientists have ... a new virus.
5. The country became very rich following the ... of oil.
6. The oceans have not yet been fully ...
7. William is in hospital under ...
8. She made some interesting scientific ...
9. The ... of the telephone was the beginning of the new era of communication.
10. The ... of adrenalin came about through a mistake.
11. Printing depended on the much earlier Chinese ... of paper making.
12. We soon ... the truth.
13. One ... something that did not exist before.

discovery (2 times),
discoveries, discovered,
explore, explored,
invention (2 times),
invented (2 times),
observation (2 times),
observed

¹a worm [wɜ:m] — xpo6ak

4. Ask and answer in pairs.



- a) What discoveries in the history of mankind do you regard as the most important?
- b) What inventions in the history of mankind do you regard as the most important?
- c) Which of the centuries in your opinion saw the greatest inventions and discoveries?
- d) What things can you describe as wonders of modern science? And why are they such?
- e) Can you remember any outstanding names of well-known scientists, explorers, inventors and discoverers in Ukraine, Western Europe and the USA?
- f) How do you understand the terms 'high technology' and 'new technology'? Do they describe absolutely the same thing?
- g) What makes the work of a scientist do? Give an example.
- h) Would you like to become a scientist? If you would, what field of research would you choose?



5. Comment on the statements and say what moves a man to discover the world.

"If you never thought of asking a question, you are not interested in having the answer."

"Great explorers went overseas because they were curious people."

"Scientific work must have no object except to find out the truth."

6. Say what subjects belong to various branches of science, such as the natural sciences, the physical and social sciences; what subjects are called the humanities.

7. Work in pairs. Make a list of examples to show that you are able to apply the knowledge and skills you got at school in different situations.



What qualities do you think are needed to succeed in scientific research? Do you think you will be able to carry out a scientific research? If you chose a scientific career, what would you like to become and why?

8. Speak about the life of a scientist who interests you very much. You may use the words from the box.



to graduate from
to get interested in
to study
to experiment
to do the research [rɪ'sɜ:tʃ] work
to publish
successful [sək'sesfəl]
to put a theory [ˈθiəri] into practice



9. LET'S MAKE AN EXPLORATION!

Think of the exploration you want to make and present it on a poster. You need to consider:

- what you like/dislike;
- what could go wrong;
- how useful this area of exploration is.

Step 1. Work in small groups. Choose one of the explorations below and explain your choice.

- a trip to Mars
- an expedition to the bottom of the Atlantic or Pacific Ocean
- a trip to the centre of the Amazon rainforest to look for rare plants and animals
- a colony on the Moon to carry out scientific experiments
- a search for oil, energy and minerals in the Antarctic
- an exploration of the Sahara Desert



Step 2. Agree on one of the projects above and brainstorm your ideas.

Step 3. Present your ideas to the class.



Lesson 9

1. Read to get some information and answer the questions below.



Charles Darwin

About 120 years ago Charles Darwin published his famous book 'On the Origin of Species'¹. In his book Darwin put forward his idea that species of animals and plants develop under the influence of the environment. At that time this idea met with strong opposition. Even today some people do not accept evolution as the major factor of formation of plants, animals — and even mankind.

- Do you agree with this idea?
- Do you intuitively support it or not?
- Can you give any arguments either to support or to reject² the idea of evolution as the major factor of formation of plants, animals and mankind?



2. Divide into two teams: **Darwinists** and those, who have got opposite opinion.

Darwinists believe in the theory of evolutionary development. They are absolutely sure that human beings originated from the monkey.



The team with opposite opinion keeps to the point of view that human beings appeared on Earth as the creation of the Higher Mind and have always existed as human beings.

Debate on this scientific point and don't forget to respect your opponents' point of view!



Homework

Pupil's Book p.105

¹On the Origin of Species ['spi:ʃi:z] — Про походження видів

²to reject [ri'dʒekt] — відхиляти



VOCABULARY

1. Put a name to each of these sciences.

- a) is the study of things that occur naturally such as heat, light, sound, electricity, magnetism, etc.
- b) is the science of living things.
- c) is the science dealing with measurements, numbers and quantities.
- d) is the scientific study of the Earth through its rocks, soil¹, etc.
- e) is the scientific planning of a machine, road, bridge, etc.
- f) is the scientific study of the planets, stars, the Sun, etc of outer space.
- g) is the science that deals with the nature of substances and the ways in which they act on, or combine with each other.
- h) is the scientific study of plants.
- i) is the scientific study of animals.
- j) is the branch of biology that deals with the study of microorganisms.

15 points

GRAMMAR

2. Match the inventions and discoveries with the people and dates and write sentences about inventions/discoveries using the Passive Voice.

Example: radium / discover

Radium was discovered by Marie Curie in 1911.



Michael
Faraday
in 1825



Thomas
Edison
in 1879



Charles
Babbage
in 1812



Isaac
Newton
in 1665



Karl
Benz
in 1885

1. the first calculating machine / invent

¹soil [sɔɪl] — 'rpyʊnt

2. electric current / discover

3. a petrol-driven car / build

4. the law of gravitation / discover

5. the electric light bulb / invent

10 points

COMMUNICATION

3. Number the sentences to make up a dialogue.

- ☐ A Yes, I think so, but I'm not sure how it works.
- ☐ B Have you connected it to the TV?
- ☐ C I've bought a DVD player yesterday.
- ☐ D Yes, I've done that. Look!
- ☐ E Have you looked at the instructions?
- ☐ F Is it OK?
- ☐ G Of course I have!
- ☐ H Have you plugged it in?
- ☐ I Wait a minute! You haven't turned the TV on!
- ☐ J No, I don't think so.
- ☐ K Oh no! How stupid of me!
- ☐ L Have you forgotten anything?

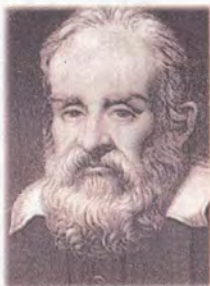


20 points

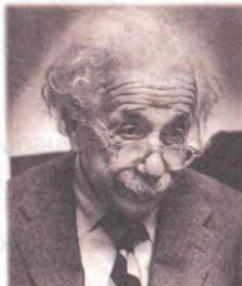
LISTENING



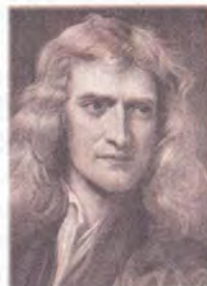
4. Listen about the three scientists. Note with 'T' if the statement is true, and with 'F' if it is false.



Galileo Galilei



Albert Einstein



Isaac Newton

INTO MY PORTFOLIO

- ☐ 1. Galileo Galilei made his first scientific discovery at the age of 19.
- ☐ 2. He became Professor of Mathematics at the university when he was 60.
- ☐ 3. As a boy Isaac Newton built a model of a telescope.
- ☐ 4. The sails of the model could turn only when there was a wind.
- ☐ 5. Albert Einstein was very hard-working and attentive at the lessons in school.
- ☐ 6. Einstein is a founder of 'The Theory of Relativity'.

15 points

READING

5. Read the text and match paragraphs 1-5 with the headings A-F. There is one extra heading.

Ihor Sikorsky (1889–1972)

- ☐ 1. Ihor Sikorsky was born in Kiev in 1889. He was a pioneer of aviation who designed the first four-engine aeroplanes and the first successful single main rotor with tail rotor helicopter.
- ☐ 2. Sikorsky studied at the Naval War College in St Petersburg and in Kiev Polytechnic Institute but he didn't finish his formal studies. His work included the construction of the first four motor aircrafts, the S-22 Sikorsky's planes were used by Russia as bombers in World War I.
- ☐ 3. After emigrating to the USA in 1919, he worked as a school teacher and a lecturer until he formed the Sikorsky Aero Engineering Company. In 1928 he became a citizen of the USA.
- ☐ 4. Sikorsky had experimented with helicopter-type flying machines before going to the US. He eventually produced the Vought-Sikorsky 300, a machine with a single three-blade rotor powered by a 75 horsepower engine. It was to become the most popular helicopter.

A A wonderful invention

B Studies

C Sikorsky's legacy

D A great man

E Early years

F New life





Birmingham Town Hall



The Queens Arms Pub



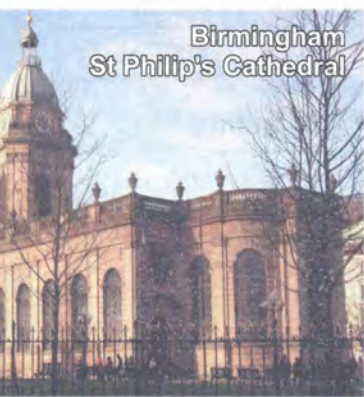
The EAST PR

1. Read the texts on pages 106-109. What is the importance of the cities?

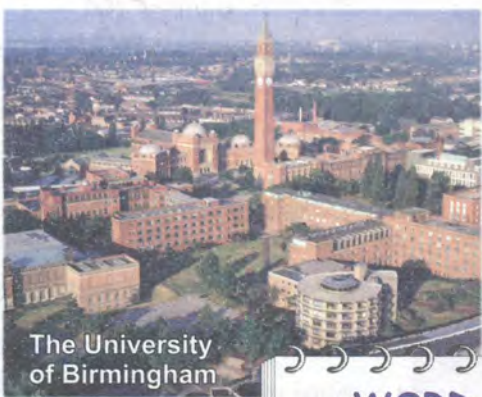
BIRMINGHAM

It is well known that Birmingham is the biggest provincial town in Great Britain. It is situated in the centre of the upland area in the valleys of three small rivers — the Tame, the Cole and the Rea. These rivers flow into the Trent, a big navigable river. Birmingham is considered a country borough of Warwickshire and a market centre of the Black County. Birmingham is younger than the major part of

British cities. People do not know the exact date of birth of their town but it is known for sure that it did not exist before Anglo-Saxon times. In the 13th century the Midland coal fields influenced its development and growth. In the 19th century the Black County was called Birmingham, it was all due to the intensive activity of the heavy industry. Today, its coal is almost worked out, iron ore is no longer



Birmingham St Philip's Cathedral



The University of Birmingham



2. Ask and answer in pairs.



- 1. Is Birmingham a provincial town?
- 2. Where is it situated?
- 3. Is Birmingham an old city?
- 4. When did it get its name?

WORD LIST

- upland — височина
- navigable — судноплавний
- county — графство
- borough ['bʌrə] — містечко
- iron ore [ɔ:] — залізна руда
- brassware — латунні вироби

CT of BIRMINGHAM.



Nelson Statue



The Bull Ring is a major commercial area

melted and on the old quarries grow green grass and wild flowers.

Birmingham is an industrial city, but it is rich in numerous pleasant residential suburbs and open spaces. The cultural life is centred there. There are departments of science, arts, medicine, commerce and law at the University of Birmingham. And of course it is an important research centre.

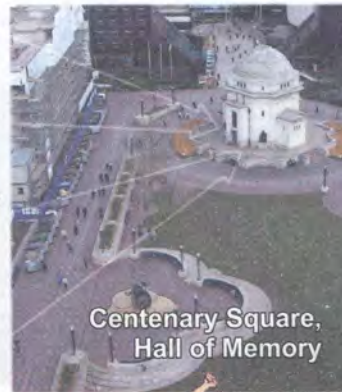
There are many modern factories, but its industrial pattern is mostly based on small firms. Birmingham produces brassware, silverware,

motor vehicles, electrical equipment, machine tools, metal goods, jewellery, small arms and plastics.

Guests of Birmingham should visit the Birmingham Museum and Art Gallery, which are very famous in the city. They include a good collection of work by the Pre-Raphaelite Brotherhood. Among popular places of interest in Birmingham are the Barber Institute of Fine Arts, St Philip and St Martin Cathedrals, a popular attraction for fans of J. R. Tolkien, the concert hall, Victoria Square and others.



Birmingham



Centenary Square, Hall of Memory

5. What does Birmingham produce?
6. Is Glasgow a big city?
7. When was the city founded?
8. What made it an important educational centre?
9. What made Glasgow a successful city?
10. What are the leading industries of Glasgow?
11. What museums are there in the city?



Birmingham Crest

COUNTRY STUDIES CORNER



People's Palace



People's Palace

GLASGOW

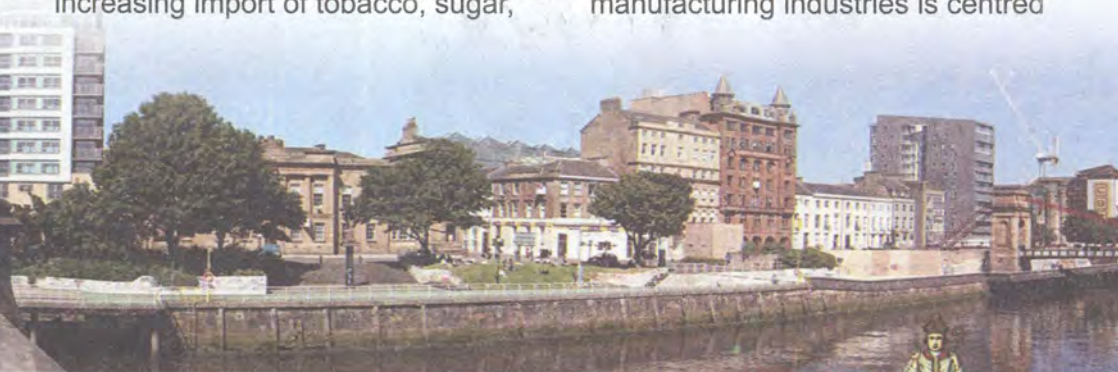
Glasgow is the largest city of Scotland, almost 1 million of people live there. It is situated 50 miles from Edinburgh near the western coast of Scotland.

The city was founded in the 6th century. For a long time it was not more than a cluster of cottages built on the river Clyde. Then the city began to develop, there was built the second university in Scotland, and it made Glasgow an important educational centre. When America was discovered it led to the increasing import of tobacco, sugar,

cotton, and a shipbuilding industry also began to grow. Soon Glasgow was one of the richest and most successful cities in Britain.

However, in the 20th century, things went wrong with the city. The city's heavy industry was destroyed under depression of the 1930s and many people lost their jobs.

Glasgow and its closest industrial towns stand on the Lancashire coal field. It dominates the whole region and every day many people go there to work. A great number of manufacturing industries is centred



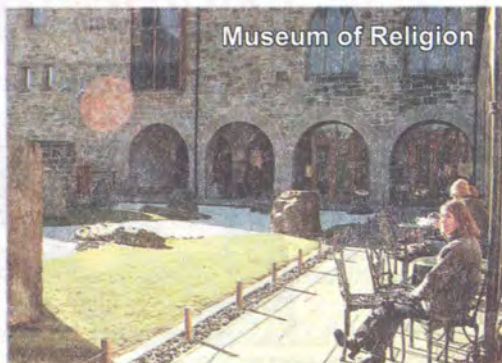
3. Say what city you'd like to visit and explain why.



4. a) Find the additional information about one of the cities and share it with your classmates.



Glasgow Crest



there. In the 18th century Glasgow was already a great port and manufacturing centre. Shipbuilding, iron, steel, machinery, chemicals, textile, clothing, marine and aero engines, road vehicles and machine tools are the leading industries in Glasgow.

WORD LIST

cluster — група

increasing — збільшення

went wrong — йшли не так

to destroy — руйнувати

marine engine [mə'ri:n 'endʒɪn] — морський двигун

vehicle — транспорт

sociable ['səʊʃəbl] — товариський

Glasgow is also a cultural centre. There are many interesting museums and art galleries. The People's Palace tells about the history of Glasgow, the Museum of Comparative Religion explores the world's different faiths through art, Glasgow Cathedral is a wonderful example of Gothic architecture.

People of Glasgow are very friendly and sociable. The immigrants of previous centuries from Ireland and Highland have added their charm and wit to the city.



View of River Clyde from Glasgow (or Jamaica Street) Bridge looking east

b) Make a list of five questions and see if your classmates can answer them.

5. Role-play the situation in pairs.



A, you've been to Birmingham (Glasgow). Answer **B**'s questions.

B, you're interested in getting information about the city. You ask **A** questions.

Unit 4

CARE ABOUT THE ENVIRONMENT!

Lesson 1



1. Listen, then read the interview.

Lilly: Let me introduce Fiona Brown, an American biology student. She is a member of a Whale Watch Group. Fiona is in Ukraine now. She kindly agreed to come to our school.

Lilly: What does your organisation do?

Fiona: We help stranded whales.

As you know, when whales strand themselves on the shore, it's important to get them back to the sea as soon as possible. So, when we spot them swimming too close to the shore, we call the scientists from the New England Aquarium.

Lilly: Why do whales strand themselves?

Fiona: Scientists don't know. Some believe the changes in the earth's magnetic field cause their loss of direction. Sometimes, when whales are feeding in shallow water, the tide can trap¹ them. In the case of mass stranding, the whole group follows one of the whales that is ill or disoriented.

Lilly: How do you save stranded whales?

Fiona: We roll them onto a stretcher² and cover them with wet towels — so we keep them wet. It's also important to rock them gently to help circulation [ˌsɜːkjʊˈleɪʃn].

Lilly: How do you get them back to the sea?

Fiona: If the calves are too young, the scientists take them to the New England Aquarium. The experts examine them. They keep them there until they recover. They feed them with fish and squids. When they get big enough the experts put them on a big research ship that has big soft boxes. Then they lower them gently into the sea hoping that they will be adopted by other whales.

Lilly: How do you know that they are adopted?

Fiona: Scientists can track them down because they usually put radio tags on their fins.



NEW VOCABULARY

a calf [kɑːf] (calves *pl*)

a fin [fɪn]

a loss [lɒs]

a mammal ['mæml]

a shore [ʃɔː]

a squid [skwɪd]

a whale [weɪl]

shallow ['ʃæləʊ]

to spot [spɒt]

to strand [strænd]

¹to trap [træp] — заманювати в пастку

²a stretcher ['stretʃə] — носилки

2. Put the sentences in the proper order.

- ☐ They keep the whales wet.
- ☐ They call the scientists from the New England Aquarium.
- ☐ They put radio tags on their fins.
- ☐ They get the calves back to the sea.
- ☐ They take the calves to the Aquarium.

3. Match the words with their meanings.

- | | |
|--------------|---|
| 1. stranded | a) the opposite of deep |
| 2. shore | b) a change in the sea level |
| 3. shallow | c) a thing used for carrying an injured person |
| 4. tide | d) unable to get away |
| 5. stretcher | e) a sea animal with a soft body and ten long parts |
| 6. squid | f) the land along the ocean or lake |

4. Make up the sentences and guess the animals.



1. the largest / mammal / It's / the world / in /
2. a calf / Its / baby / is called
3. three tons / When / the calf / is born / it / weighs
4. their meat / oil / and / are hunted / They / for
5. habitat / natural / is polluted / Their

5. Help Susan write the report. Use the Present Passive.



When whales (*spot*) are spotted too close to the shore, the scientists from the New England Aquarium (*call*) It ... still not (*know*) ... why whales get stranded. It (*believe*) that their loss of direction (*cause*) by changes in the earth's magnetic field. Sometimes they (*trap*) by tides. In the case of mass stranding, an ill or disoriented whale (*follow*) by the whole group. How (*save*) ... stranded whales ...? They (*roll*) onto a stretcher and (*cover*) ... with towels.

They ... also gently (*rock*) ... to improve circulation. If the calves are too young, they (*take*) to the New England Aquarium where they (*examine*) by experts.

They (*keep*) there until they recover. They (*feed*) with fish and squids. When they get big enough they (*put*) on a big research ship. Then they ... gently (*lower*) ... into the sea. Before that, a radio tag (*put*) on their fins, so they can be tracked down later.



Lesson 2

1. Read and explain the functions of the modal verbs you are going to come across in both letters.



I don't really know what will happen. We might all live on the Moon or we might live under the sea. I think the bad things like pollution and war will continue and if there is another big war, we will all die. I'm not very optimistic about the future really.

Steve

I think the future probably won't be better. We should stop killing animals and help our world now, then it will be a much better place in the future. The seas and the air will become more and more polluted and we will become ill. The future might be wonderful or it might be terrible — it's our choice.

Lucy



2. Read and match.

May/Might
Can
Ought
Should
Must

- a) expresses advice or can be used in formal notices
- b) means 'it is possible' and expresses occasional possibility
- c) expresses possibility in the present or future
- d) is used to express obligation or duty
- e) expresses the strong obligation



3. Write a word from the box in each gap to complete the sentences.

can, could, has to, had to, must, should

1. Mark can also dance really well to pop music.
2. Ron ... miss two competitions when he stretched his ankle last year.
3. You ... be very dedicated if you have a hobby like dancing.
4. I think he ... buy a new costume if he gets into the final.
5. Mary ... dance really well when she was a baby, too.
6. Bob ... pay for the ticket to London as his dancing club will pay.

GRAMMAR POINT

Obligation (Modal Verbs)

You can use 'must', 'have to', 'don't have to', 'must not (mustn't)' to express obligation.

Example: You **must** decide if you are a nature friend.

You **have to** protect nature if you are a nature friend.

You **don't have to** be the participant of the parade,
but you should do all your best to save the planet.

After the picnic you **mustn't** forget to clean the place.



REMEMBER!

- **must** can only be used in the Present Tense
- **must** is more for personal obligation and **have to** is often an order from someone else

4. Match the sentences (1-5) with the correct functions (a-e).

- | | |
|---|---|
| 1. They had to continue the race with sore feet. | a) it's necessary not to do something |
| 2. You're going to have to eat a healthy diet if you want to get fit. | b) a personal obligation, when something is necessary |
| 3. She doesn't have to do sport every day. | c) a past obligation |
| 4. I must build up my muscle strength. | d) no obligation |
| 5. You mustn't stop now when you're doing so well. | e) future obligation |

5. Choose the correct form to complete the sentences.

1. Jessica (had to) /must get up at 6 a.m. when she was training for the race.
2. You *mustn't/don't have to* get angry with your trainer. He's only trying to help.
3. The players *will have to/will* do well tonight or they will be out of the competition.
4. You *don't have to/have to* buy special equipment, but it can make the race easier.
5. He *doesn't have to/hasn't to* run every day but he says it's addictive.
6. We *must/mustn't* go to the gym more often, it's good for us.
7. I know I *don't have to/have to* eat more fruit, but I only like grapes.
8. She didn't know she *must/had to* buy a ticket for the race.



Lesson 3

1. Look at the pictures of these animals. Speak on what you know about them.



1



2



3



4

2. a) Before reading the text, guess the meaning of the words in bold.

When a plant or animal is gone forever, we say it is **extinct**. The **natural habitat** is a place where an animal or plant is normally found. **Endangered species** are groups of plants or animals that are in danger of becoming extinct.

b) Now read the text and write the number of the picture in task 1 next to each paragraph below.

Every day there are more and more animals and plants which are in danger of becoming extinct. Their natural habitats are destroyed by human activity. Forests are cleared for farming or housing. Oceans and rivers are polluted. Animals are hunted for different reasons. The WWF (World Wide Fund for Nature) has made a list of endangered species. Here are some of them.



NEW VOCABULARY

- a habitat ['hæbitæt]
- a herd [hɜ:d]
- a horn [hɔ:n]
- ivory ['aɪvəri]
- species ['spi:ʃi:z]
- a tusk [tʌsk]
- endangered [ɪn'deɪndʒəd]
- illegal [ɪ'li:gl]
- to damage ['dæmɪdʒ]
- to import [ɪm'pɔ:t]
- to become extinct
- to lay eggs

- ☐ There are 5 different species of rhinoceros [raɪ'nɒsərəs]. Two of them live in Africa and three in Asia. There are only 11 000 rhinos left in the world. They are killed for sport. They are also hunted for their horns. In some countries it is believed that rhinos' horn has magical powers. Their horn is also used in Asian medicine. In Yemen, horn is traditionally used for decorating knives.
- ☐ Pandas live in the south-west of China. They are recognised by their black and white coats but when they are born, they don't have any hair. They eat bamboo and spend about 16 hours a day feeding. Bamboo forests in China are cleared for farming, so there is less bamboo for pandas. They are also killed for their coats. This is illegal but high prices are paid — so poachers¹ are willing to take a risk. It is believed there are only about 2 000 pandas left in the world.
- ☐ Sea turtles are found in the warm oceans of the world. They are hunted for their shells and meat. They live in the sea but they breathe air and lay eggs on the beach. The eggs are often damaged. Baby turtles have just a few hours to reach the sea. They are often eaten by other animals.
- ☐ The African elephant is the largest mammal on earth. Elephants are killed for their ivory tusks². The tusks are sold on the illegal market. They are exported and used for making jewellery. The countries where ivory is illegally imported or exported must work hard to stop the trade. Even if the ivory trade is stopped, the future of the African elephant is not good. The growing population of Africa makes it difficult for elephant herds³ to find the large areas of land they need.

3. Match and explain the meanings of these pairs.

natural human magical bamboo high ivory illegal growing

tusks powers forests prices market habitat population activity

4. Make sentences.

The African elephant	is are		for sport.
Panda		used	for its tusks.
Rhinos		killed	for their horns.
Sea turtles		hunted	by water pollution.
Horn		caught	for their shell and meat.
Ivory tusks		eaten	by other animals.
		endangered	by the disappearance of bamboo.
			by the growing population of Africa.
			as a medicine.
			for making jewellery.

¹a poacher ['pəʊtʃə] — браконьер

³a herd [hɜ:d] — стадо

²an ivory tusk ['aɪvəri 'tʌsk] — слонове кікло

5. Read the quotations. Explain how you understand them.

"The frog doesn't drink up the pond in which he lives."

Indian Proverb

"The deer, the horse, the great eagle, these are our brothers... The Earth is our Mother... all things are connected like the blood which unites the family."

Franklin Pierce

6. In small groups read the information and do the tasks below. Some species of flora and fauna are endangered to become extinct.

- a) Imagine that you're a member of a team that is working to save the 8 endangered species below. Look over the list carefully and then number the animals in the order in which you will try to save them, from 1 (the most important species to save) to 8 (the least important).



buffalo



elephant



chameleon



cheetah



leopard



zebra



peacock



tree frog

b) Discuss the questions.

1. What basis did you decide your ranking on: usefulness to humans? beauty? size? species that live in your country?
2. Why are most people more interested in saving larger and more beautiful animals than smaller and less beautiful ones?

Lesson 4

1. Read the letters and speak on kids' opinions about saving the Earth.

I think there are a lot of ways we can help to save the Earth. One way is to remember the three Rs. I save the plastic bags we get at the grocery store and use them again. I save plastic food containers. They make good toys to play in sand and water. Before I buy something, I ask myself the following questions, "Do I really need this? Is it recyclable? If I have to throw it away, will it harm the environment?" I have a bird feeder that I fill by myself. I want to be the kid who saves the Earth!

Jackie

The problem of the environment is much spoken about on TV, radio, and in the newspapers. But my friends and I don't really talk about it. I know Greenpeace and Friends of the Earth. But in our school we don't have an environmental programme. There are special magazines about nature. But my favourite magazine is the Sport News. I'm in the school football team. We play football twice a week. I'm going to be a football star.

Nick

2. Look at the charts below and explain the following:

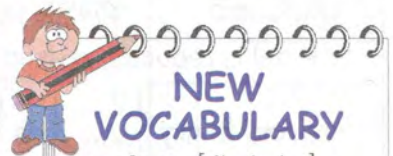
● What is the ENVIRONMENT?



● What do THE THREE Rs stand for?



If you care about the environment, always remember THE THREE Rs!



NEW VOCABULARY

- ecology [i'kɒlədʒi]
 energy ['enədʒi]
 garbage ['gɑːbɪdʒ]
 to reduce [rɪ'djuːs]
 recyclable [rɪ:'saɪkləbl]
 ● to be in danger

LETTER CORNER

3. Read and answer. Work in pairs.

British children learn a lot about the Earth at school. They celebrate Earth Day. They get special environmental education. Even though they are children, and they can't do much about pollution or energy waste, there are a lot of ways in which they can help to save the Earth. One way is to remember the three Rs:



1. What can we reduce? reuse? recycle?



energy



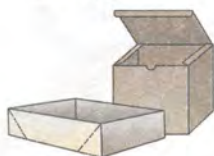
newspapers



glass bottles



water



cardboard



plastic containers



cans/tins



paper

2. What is reduced, reused and recycled in your family?

In our family	...	is reduced. is reused. is recycled.	It helps	to save ... to protect ... not to pollute ...
---------------	-----	---	----------	---

4. Ask and answer.

- Do you think Jackie is a person who is saving the Earth? Why?
- Which of the three Rs does she remember about? How does she reuse things?
- Does Nick follow the three Rs rules? Why doesn't he help to keep the world healthy?



**5. Read what some very wise people said.
Then say what each of the sentences means.**

"The greatness of a nation
can be judged by the way
its animals are treated."

Mahatma Gandhi



This means that...



"The earth does not
belong to man; man
belongs to the earth."

Chief Seattle



This means that...

"To take care of the planet is to
take care of our own house."

The Dalai Lama



This means that...

**6. a) Read the following explanations and
match them with the words from the box.**



ecology, pollution, energy, cars, the Earth, rainforest, nuclear
testing, garbage, environmental problems, animals in danger

1. It is rubbish, waste or other things we throw away.
2. It is a thick forest in tropical parts of the world, like in Amazon area.
3. It is our planet.
4. We have so many of them, like air, sea, and land pollution, holes in the ozone layer and so on.
5. They are experiments with nuclear weapons (like bombs).
6. It is the process of making our environment dirty and unhealthy for living.
7. It can come from nuclear, electrical, solar or wind power.
8. It is a very big problem of our time. If we don't protect them, they will disappear forever.
9. A great deal of pollution comes from the fumes (gases) they give off. We should walk or use bikes instead, whenever we can.
10. It is the science that studies the relations of plants, animals and people to each other and to their environment.

1	g	garbage
2		
3		
4		
5		
6		
7		
8		
9		
10		

The first letters of the words give you a name of a very important international organisation which works to protect the environment.

- b) How many definitions can you learn by heart in two minutes?
Tell them to your group.**



Lesson 5



1. Listen about the environment protection programme and explain what a 'green school' is.



2. Answer the questions.

1. What is Dee West?
2. Where does she work?
3. How long has she worked there?
4. What is her responsibility?
5. How many children attend the Green Schools?
6. What do they learn at school?
7. Why do you think they call them 'Green Schools'?
8. What kind of things can be recycled?
9. How do American children protect trees?
10. How can you help to protect the environment?



a container

[kən'teɪnə]

oxygen ['ɒksɪdʒən]

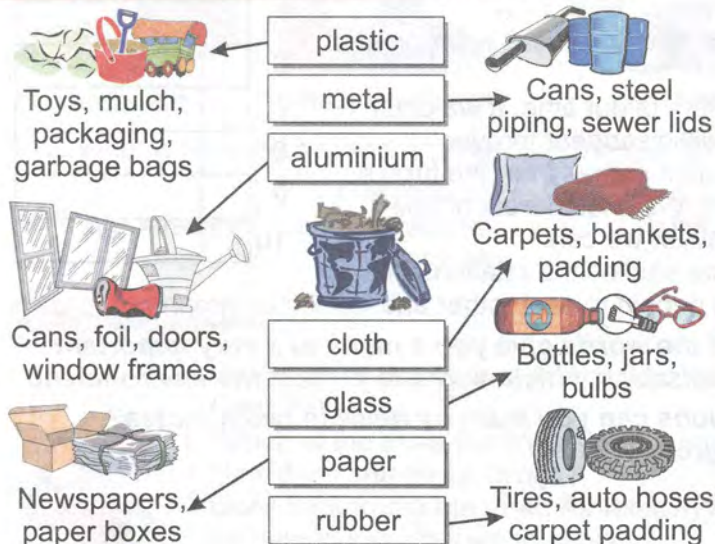
a surface ['sɜ:fɪs]

a survival [sə'vaɪvl]

waste [weɪst]

coastal ['kəʊstl]

3. Examine the scheme and explain what way one can keep the three Rs rules.



- Buy recycled and recyclable items when purchasing new products.
- This bag is not a toy — keep away from children.
- This bag is reusable.
- This bag is recyclable.
- This bag can be reused and it is recyclable.
- Do not litter after use.

This logo indicates the item is made from recycled materials.



This logo indicates the item can be recycled.

4. Read the information and agree or disagree with the statements below.



Every person produces about 650 tons of garbage during his/her lifetime.

Some scientists say that one species of plant, animal or insect becomes extinct every day. In the next 20 years, one-fifth of all species could become extinct.

Forests cover 30% of the Earth's land. They produce oxygen. Protecting all the forests is the key to our survival.

We are running out of space in which we can get rid of garbage. One solution to this problem is recycling.

Eight million tons of oil are spilled into the Earth's oceans every year.

One ton of recycled paper can save 17 trees.

Glass produced from recycled glass reduces related air pollution by 20% and water pollution by 50%.



Oceans cover more than 70% of the Earth's surface. Life began in the oceans. Today, coastal waters have become very polluted, and whales and dolphins are killed in great numbers.

1. It is important to recycle old paper.
2. Forests are not terribly important for us.
3. Oceans and sea life are in danger.
4. Oil spills are a great source of pollution.
5. Not very many species are in danger of becoming extinct.
6. We still have enough space for garbage.
7. It is environmentally friendly to produce glass from recycled glass.

No 1. I agree. It is important to recycle old paper in order to save woods and forests on the planet.



LISTEN AND DISCUSS

**5. Speak in groups about the environmental problems in our country.
What can you say about the environmental problems in your country?**

In my country	the forests the rivers the seas the animals the birds	are	cut down. polluted. destroyed. killed. captured and sold in pet stores.
---------------	---	-----	---

6. Read the tips and report what they want you to do. Work in pairs.



- a) Put glass bottles to a bottle bank.
- b) Don't buy products in plastic containers (use bottles, boxes, bags).
- c) Take paper bags into shops.
- d) Don't throw away plastic bags. Make sure you use them more than once.
- e) Collect and recycle newspapers.
- f) Don't replace a notebook until it is completely filled out.
- g) Plant trees and flowers.
- h) Don't take baths. Take quick showers.
- i) Don't leave the water running while brushing your teeth.
- j) Give away old clothes to someone who may need them.
- k) Walk, use your bike or public transport instead of a car.
- l) Don't leave the light on when you leave the room.



Example: They ask me to take glass bottles to a bottle bank.

They ask me not to buy products in plastic containers.

Report on all the hints.

7. Discuss in groups about how you treat the environment.

Is it ours? Do we have the right to destroy it?

What have we been doing to it? Have we been making it better or worse?

What are the results of that?



Lesson 6

1. Get to know about the author.

Gerald Durrell (1925-1995) is a well-known British zoologist and writer of travel books and books about the natural world. He was also known for his work as the Director of Jersey Zoo. The success of his books helped finance many expeditions to exotic lands in search of¹ colourful characters and rare breeds². His television series *The Amateur³ Naturalist, A Practical Guide to the Natural Worlds* did much to awaken many people's interest in the wildlife on everyone's doorstep. His latest publication *Ourselves and Other Animals* was a wonderful study of nature. In our technological age, Gerald Durrell used his knowledge and enthusiasm in order to save rare and dying-out species of animals.



Gerald Durrell with his wife.



Gerald Durrell Statue in Jersey Zoo.

2. a) Before reading the story look at the words and guess their meanings.

-tion (-sion)	inform — information, discuss — discussion, observe — observation
-an	library — librarian, history — historian
-y	health — healthy, fur — furry
-ly	delighted — delightedly, patient — patiently

b) Read the names which you will come across in the text.

Gerald ['dʒərəld] Durrell
 Leslie ['leɪzli]
 Larry ['læri]

George [dʒɔ:dʒ]
 Corfu ['kɒrfu]

¹in search of — в пошуках
²rare breeds — рідкі породи

³amateur ['æmətə] — любительський; любитель



3. Listen and read the text 'How I Learned' and answer the questions.

- What was the boy's main interest?
- What subjects did George teach the boy?

HOW I LEARNED

(from 'My Family and Other Animals' after Gerald Durrell)

As soon as we came to live on Corfu, Mother decided that I was running wild and that it was necessary for me to have some sort of education. But where to find one on a Greek island? Each member of the family had his or her own idea of what was the best for me.

"He seems to have only one interest," said Larry, "and that's to fill things with animal life. I don't think he ought to be encouraged in that... I went to light a cigarette this morning and a great bumble-bee¹ flew on the box."

"It was a grasshopper² with me," said Leslie.

"He doesn't mean any harm, poor little boy," said Mother, "he's so interested in all these things."

"Well, if you think this useless information is important to him, I think George may teach him," said Larry.

"That's a wonderful idea," said Mother delightedly. "Will you go over and see him? I think the sooner he starts the better."

Soon George came to the villa to discuss my education with Mother. He was a very tall and extremely thin man who moved like a puppet. His thin face was covered with a brown beard³ and a pair of large tortoise-shell spectacles⁴.

George was very serious in his new role of a teacher. There were no schoolbooks on the island and George took some from his own library. Patiently he taught me geography from the maps in the back

of an ancient copy of Encyclopedia [en,saɪkləʊ'pi:dʒə], English and French from books of different authors, and mathematics from memory. From my point of view, however, the most important thing was that we devoted some of our time to



The first Corfu villa lived in by the Durrell family.

¹a bumblebee ['bʌmblbi:] — джміль

²a grasshopper ['grɑ:s,hɒpə] — коник (к'омаха)

³a beard ['biəd] — борода

⁴tortoise-shell ['tɔ:təsʃəl] spectacles — окуляри в черепаховій оправі

natural history, and George carefully taught me how to observe and how to write down observations in a diary. I found that when I wrote things down I could learn and remember more.

"Let us see if we can make the problem more exciting." And he explained the problem in a fresh way.

"If it takes two caterpillars¹ a week to eat eight leaves, how long would four caterpillars take to eat the same number? Now try to think about that."

And I began to struggle with the problem of the caterpillars' appetites ['æpitaits].

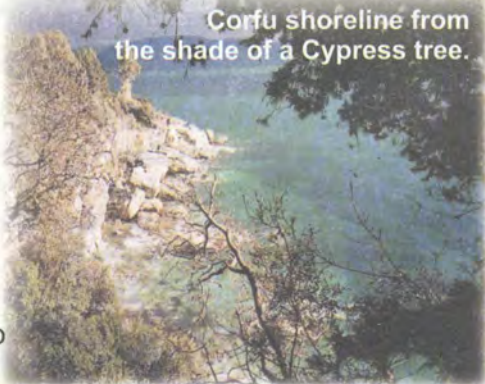
Mathematics was not one of our more successful subjects.

In geography we made better progress, for George was able to make our lessons more zoological. We drew great maps with mountains and rivers, and then filled in the different places of interest, together with drawings of the more exciting fauna ['fə:nə]. We drew oceans that were full of life with whales, albatrosses ['ælbətrɒsɪz], sharks, polar bears and penguins ['peŋɡwɪnz]. There were a lot of camelhumps and pyramids ['pɪrəmidz] in our brown deserts and a lot of jaguars ['dʒæɡjʊəz], snakes and gorillas [gə'rɪləz] in our tropical forests. Our rivers were wide, and blue as forget-me-nots with crocodiles in them. They were maps that lived, maps that one could study, maps that really meant something.

Our lessons in history were not, at first, successful, until George discovered that when he added some facts from zoology or some unimportant details, that were interesting to me. One fact that no one can



Corfu shoreline from the shade of a Cypress tree.



¹a caterpillar ['kætə,pɪlə] — гуси́нь

ever find in most history books was that Columbus's first words when he landed the new continent were: "Look... a jaguar!" With such facts and details how could one not be interested in the continent's history? So George, without special textbooks and with a pupil who had only one interest, an interest in animal life, did his best to make his teaching interesting.

Roger ['rɒdʒə], my dog, of course, thought that I was simply wasting my mornings. However, he didn't leave me, but lay under the table asleep when I was busy with my work. For a short time Quasimodo [ˌkwɑːzɪ'mæʊdəʊ], my pigeon¹, also joined us for lessons and behaved very well. But one day he upset a bottle of ink in the exact centre of a large and very beautiful map that we had just drawn. Achilles [ə'kɪliːz], my tortoise, also came to one lesson, but

4. Find in the text and read aloud the sentences which prove the facts below.

- Gerry's only interest was in animal life.
- George was very serious in his new role as a teacher and did his best to help the boy to learn and remember more.
- George did his best to make mathematics more exciting to a boy whose only interest was in animals and animal life.
- the maps George made were maps that lived, maps that really meant something.
- George was very wise and thought of a clever way to teach history and so helped the boy to get interested in the subject.

5. Answer the questions about the story in groups.

1. What was Leslie's idea of an education for Gerry?
2. What was his mother's idea of a good education for him?
3. What did Larry think was best for Gerry?
4. What did the boy's mother and Larry think of Gerry's interest in animal life? Did they think the same or differently?
5. What kind of books did George use to teach Gerry?
6. What new things did George teach Gerry to do that helped him to remember more about what he observed?
7. How did George try to help the boy to do problems in mathematics?
8. What kind of maps did George and Gerry draw?
9. Do you think George used his own imagination to get Gerry interested in history? How did he use it?
10. Why did George use a system of outdoor lessons?

¹a pigeon ['pɪdʒɪn] — голуб

he didn't like to stay inside the house. So George said that... he thought Achilles would be happier in the garden.

George wisely tried to use a system of outdoor lessons. Some mornings he arrived with a towel over his arm, and together we went down along the road to the sea. From the top of the little cliff¹ the water looked so still and transparent² that it was hard to believe there was any at all. Through clear water you could see rocks on which crabs moved, with their homes on their backs.

We hunted for new shells for my collection and discussed the other fauna we had found; then George suddenly thought that though I enjoyed the outdoor lessons greatly, one could not describe them as education. So we had to go back and the lessons went on the villa.

6. Agree or disagree. Explain your answer.

1. Gerry loved animals and animal life.
2. Gerry was a bright pupil. He was good at mathematics.
3. It took Gerry a long time to solve problems in arithmetic.
4. Gerry was eager to learn history and geography.

7. Say what facts show that Gerry really loved animals and animal life.

8. Speak on the points.

- In what different ways did George do his best to get his pupil interested in geography and history?
- What did he do to help him to understand problems in arithmetic and make them easier?
- How did he make his lessons more interesting to Gerry?



9. Describe Gerry as a pupil.

- Do you think it was easy to teach Gerry? Why or why not? Give your reasons.

10. a) *Imagine the maps that George and Gerry drew. Try to draw similar maps. Then show your maps to the class and describe them.*
b) *Discuss your maps. Then decide which is the most successful.*

11. *Choose an episode from the text 'How I Learned' that you like the best and retell it.*



Pupil's Book ex.11 - p.127

¹a cliff [klɪf] — скаля

²transparent [træn'spærənt] — прозорий

Lessons 7-8

1. a) Get some information and answer the questions.



Do you know this holiday?
Do you think this holiday is for all people all over the world?



There are over 300 nature centres in British cities and more than 30 in London. Children go there with their teachers to study and enjoy nature. There are a lot of environment groups in Britain: *Friends of the Earth*, *Greenpeace*, *London Wildlife Trust*, etc. These activities are suggested by *Liverpool Ecology Group*.



Friends of the Earth



LIVERPOOL ECOLOGY GROUP
Activities (January - May)

Jan. 12 *How to help Wild Birds in Winter?* is explained by Sally Harkness.

Jan. 26 *How to Build a Bird Table?* is explained by Bob Hopkins.

Mar. 8 Water pollution is discussed.

May 3 *Wild Flowers:* the situation in the countryside is reported on by Janet Symens.

May 17 *How to Plant a Tree?* The report is made by Ann Smales from the World Wildlife Fund.

May 31 *How We Can Collect Old Newspaper?* is discussed.



b) Speak on the activities you would like to take part in. Explain why.

I'd like to take part in...
... to listen to...
Because I'm interested in...
I can...
It's important (not) to...

I don't like any of these activities.
Because I'm not interested in...
I don't think it's important.
It's better to...



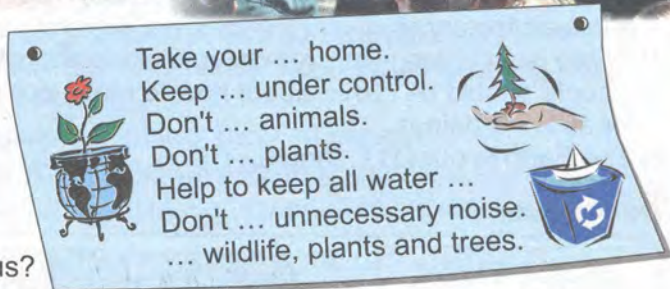
2. Imagine the situation and answer the question. Work in pairs.

In London Zoo there is a problem now. It is very expensive to keep animals. The animals are given to those who can take care of them. What animal would you adopt? Why?



3. a) Complete these environmental rules and speak on the content of an environmental poster.

- Have you ever made environmental posters?
- What were they about?
- What do they usually advise us?



b) Make your own environmental poster and write the rules you would like to have on it.

4. a) Say how you think everyone can show his/her concern with the cleanliness and beauty of the place in which he/she lives.

You may use the following:

- plant greenery;
- protect trees in parks and yards;
- take care of;
- preserve a healthy and clean environment;
- keep the greenery fresh;
- not to pollute with;
- keep clean;
- collect rubbish.

b) Speak on your contribution.

What do you do to keep your city clean?



REMEMBER!

A **cause** is that which produces an effect, which makes a thing happen.

A **reason** is a fact which is put forward as a motive or explanation, or in order to justify some conclusion.

5. Match the words with the following definitions.

- | | |
|----------------|---|
| 1. to pollute | a) surroundings, circumstances, influences |
| 2. to reduce | b) substance causing death or harm if taken by a living thing |
| 3. to cause | c) no longer of use |
| 4. waste | d) to make happen |
| 5. poison | e) to make smaller in size |
| 6. environment | f) to make dirty |



6. Fill in the blanks, using the words from the box.

mutual, concerned, demand, waste, polluted, urgent,
ecology, generations, habitat, environment, benefit

- 1) A human being is closely connected with nature, its vegetation and fauna, with towns and people and other things which surround and influence him with his (1)...
- 2) The science that studies the conditions of the (2)... of man, animals and plants for the (3)... of the present and future (4)... is called (5)...
- 3) Our country is rich in water resources but the problem of pure water is (6)... nowadays. The water of rivers, lakes, must not be (7)... by slicks or released factory (8)...
- 4) There is a growing (9)... for water in cities and villages.
- 5) People should be (10)... about how to make our planet a healthful place for all living beings.
- 6) The Earth is our (11)... home.

7. Do the quiz.

DO YOU WORRY ABOUT THE ENVIRONMENT?

1. IMAGINE YOU ARE ON HOLIDAY ABROAD. YOU EAT LOTS OF CHOCOLATE-COVERED SWEETS BUT THERE AREN'T ANY RUBBISH BINS TO PUT THEIR WRAPPERS IN. WHAT DO YOU DO?

- ☐ a) Keep the wrappers in your pocket until you see a bin.
- ☐ b) Throw them on the ground. It's not your fault there aren't enough rubbish bins.
- ☐ c) It depends. If there's a lot of rubbish on the floor, you might drop some accidentally.

2. ON THE WAY HOME YOU ARE VERY THIRSTY. WHAT DO YOU BUY?

- ☐ a) Something in a non-recyclable plastic bottle.
- ☐ b) Something in a glass bottle or aluminium can.
- ☐ c) Something in a carton.

3. YOUR PERSONAL STEREO ALWAYS NEEDS NEW BATTERIES. WHAT DO YOU DO?

- ☐ a) Buy rechargeable batteries.
- ☐ b) Put the old batteries in the bin and buy new ones.
- ☐ c) Buy new ones and take the old ones to a recycling centre.

4. IF YOU LIVED NEAR A BEACH, HOW WOULD YOU REACT IF A FAST FOOD RESTAURANT OPENED NEAR THE BEACH?

- ☐ a) Be pleased but also worried about more rubbish on the beach.
- ☐ b) Be pleased. Now you can eat burgers on the beach.
- ☐ c) You never eat at fast food places because there's too much packaging.

5. YOU BUY A COUPLE OF THINGS IN A SHOP. WHEN YOU PAY, THE CASHIER IS ABOUT TO PUT THE THINGS IN A PLASTIC BAG. WHAT DO YOU SAY?

- ☐ a) "No, thank you." (You have brought your own bag from home.)
- ☐ b) Nothing.
- ☐ c) It depends if you can carry the things easily without a bag.

6. THERE IS A COUPLE OF FLIES IN YOUR BEDROOM. THEY ARE ANNOYING YOU. WHAT DO YOU DO?

- ☐ a) Try to kill them with a newspaper.
- ☐ b) Try to kill them with a horrible-smelling aerosol.
- ☐ c) Hit the air with a newspaper so that they leave you alone.

7. YOU ARE WRITING A LETTER TO A GOOD FRIEND. YOU HAVE MADE SEVERAL MISTAKES AND NEED TO CROSS THINGS OUT. WHAT DO YOU DO?

- ☐ a) Start the letter again on another piece of paper.
- ☐ b) Continue writing; your friend will excuse your mistakes.
- ☐ c) Continue to write but if you make any more mistakes start again.

RESULTS

7-10: You do not worry about the environment at all! You think pollution is someone else's problem, not yours. You think recycling and saving resources are too time-consuming.

11-17: You take care of the environment and you have some good habits which help save it. However, there are probably a few other things you could do.

18-21: You definitely care for the environment. You think about it when you make everyday decisions. If more people in the world were as good as you are, the planet would have fewer problems.

YOUR SCORE:

- 1. a) 3; b) 1; c) 2;
- 2. a) 1; b) 3; c) 2;
- 3. a) 3; b) 1; c) 2;
- 4. a) 2; b) 1; c) 3;
- 5. a) 3; b) 1; c) 2;
- 6. a) 2; b) 1; c) 3;
- 7. a) 1; b) 3; c) 3

8. a) Work in groups. Sum up the ecological problems and mention their reasons.



PROBLEMS:

REASONS:

b) Play an Ecology Problems Game. Make a list of practical ways to help our planet. Use the words mentioned in the Word Bank below.

Example: 1. We shouldn't leave lights on and waste electricity.

2. We should always write on both sides of the paper to save it.

- c) What are your suggestions of the ways out? The winner is the group whose list is the longest.

WAYS OUT:



Word Bank

gardens
pets
trees
rivers
the sea
paper
electricity
tins
bottles
petrol
animals
birds
food
shopping

9. a) Learn how to introduce suggestions:

Let's ...	We could ...
For a start we could ...	Do you think we should ...
Why don't we ...	Do you think we might ...
We might ...	It might be an idea ...

- b) Read the following reactions to suggestions. Divide them into 3 groups: positive, negative and neutral.

Why not?	That's a good idea!
I suppose you're right.	Now you're talking.
What good would that do?	Do you really think that would work?

- c) Work in small groups. Use these expressions in a discussion about an environmental issue you are interested in.

PROJECT

10. EARTH DAY POSTER



Make the 'Earth Day Poster'. Work in groups.

Step 1. Discuss your ideas about how ecological education for people of different age groups can be organised. How can ecological education be organised at school?

Step 2. Devise a questionnaire to interview school teachers (members of the school administration, your schoolmates) in order to find out their views on the importance of environmental protection.

Step 3. Interview your schoolmates and your teachers to collect suggestions on what practical steps the school can take in order to make the school environment clean, tidy and pleasant.

Step 4. Discuss the suggestions made by the interviewees.

Decide which of them can be effectively realised.

Step 5. Design and produce posters to be placed in the school building which call upon the students to treat their environment with respect and care.

Step 6. Arrange a display of the posters and select the best.



Homework

Workbook ex.1 - p.37

Lesson 9



Some people think that zoos are out-of-date and cruel institutions that should be closed down. Do you agree?

1. Read the following letters with answers to the question above. Give your own answer to this question.

I do not agree that zoos are out-of-date and cruel institutions or that they should be closed down.

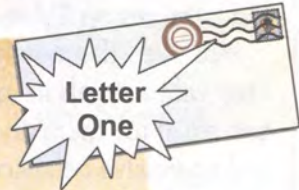
In the first place, zoos are obviously educational. While children today can learn a lot about wild animals from nature books and natural history programmes on TV, this is not the same as actually seeing an animal. You cannot get a feeling of the massive beauty of an elephant from pictures in a book or on a TV screen.

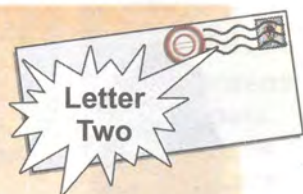
What's more, zoos are important centres of conservation. Without zoos, many species would have become extinct. However, as a result of zoo programmes, many species can now be returned to their native habitat.

Although some people argue that it's cruel to keep animals in zoos, this is not the case. Generally, zoos have modern buildings and animals are well cared for.

In my view, zoos perform a useful and necessary role in today's society and should not be closed down.

Edna Kurb





I agree that zoos are out-of-date and cruel institutions and that they should be closed down.

When the first zoos were opened, they had an educational purpose. They gave people a unique opportunity to see wildlife. Nowadays, with TV and modern photographic techniques, this educational role isn't important any more. People can learn about wild animals from natural history programmes on TV and magazines. They do not need to visit zoos.

However, the main reason I'm against zoos is that I believe it's cruel to keep wild animals in captivity. Many animals are kept in cages which are too small for them and they obviously suffer. This can result in boredom and aggressive behaviour.

In addition, many animals' lifestyles are turned upside-down. Animals which normally hunt for their food are fed, and most have to live in a climate very different from that of their natural habitat.

To conclude, zoos have no place in modern-day society.

Seimon Elleb



2. Divide into two teams according to your answers to the question Mary asked. Use phrases below.

- to do harm/good
- in safari parks
- in uncomfortable cages
- to be in the open
- cruel conditions
- to preserve wildlife
- to be born non-free
- to protect rare specimens
- to suffer from boredom
- to feel a lack of freedom and physical activity
- to reproduce natural conditions
- to provide educational programmes
- to take part in survival projects
- to live under the lack of healthy food
- the conservation of endangered wildlife
- to change people's destructive attitudes towards nature
- to break a natural animal's lifestyle



VOCABULARY

1. Match the words with their definitions.

- | | |
|----------------|---|
| 1. environment | a) the way in which plants, animals and people are related to each other and to the environment |
| 2. to reduce | b) no longer exists |
| 3. ecology | c) the air, the water, and land in which people, animals and plants live |
| 4. to reuse | d) to use something again |
| 5. extinct | e) to make something smaller or less in size, amount or price |

10 points

GRAMMAR

2. Choose the correct form of the verb.

- Sam has decided he *mustn't* / *doesn't have to* eat so many crisps if he wants to get fit.
- You don't *have to* / *mustn't* eat too much before you go for a run or you'll get stomachache.
- He said he *must* / *had to* write a letter to his mum.
- You *mustn't* / *don't have to* buy any special clothes — you can just wear something comfortable.
- They *must* / *mustn't* use their bikes more instead of going on the bus.

15 points

COMMUNICATION

3. Complete the dialogue.

- A: Are you a friend of the Earth?
 B: I think so...
 A: OK. Answer my questions. When you have a bad cold, do you blow your nose with paper tissues or a handkerchief?
 B:
 A: You are walking along the street. Suddenly you see someone collecting money for *Friends of the Earth*. Do you cross the road quickly?
 B:
 A: What do you do with old magazines and newspapers?
 B:
 A: What is your favourite kind of transport?
 B:
 A: Good. You know about the problems of the planet. But you should be more concerned with the environment.
 Then you can do more.

20 points

LISTENING



4. Listen about elephants and put a tick (V) if the sentence is true or cross (X) if the sentence is false.



- ☐ 1. The elephants don't have enough food in national parks.
- ☐ 2. A lot of hunters are killed by elephants every year.
- ☐ 3. Elephants are killed for their meat.
- ☐ 4. Twenty hours are spent by elephants on eating.

20 points

READING

5. Read about one of the environmental international organisations and answer the questions in written form.

Every ten minutes one kind of animals, plants or insects disappears. If nothing is done about it, over one million species will disappear in twenty years from now.

The seas are in danger. They are filled with poison: industrial and nuclear waste. The Mediterranean is already nearly dead; the North Sea is following. If nothing is done about it, one day nothing will be able to live in the seas.

The tropical rain forests, which are the home of half the Earth's living things, are being destroyed. If nothing is done about it, they will disappear in twenty years.

Fortunately, there are people who are trying to do something about it. In 1961, the *World Wildlife Fund* (WWF) was founded by a small group of people who wanted to raise money to save animals and plants. Today, the *World Wildlife Fund* is a large international organisation.

It has raised over £35 million for conservation projects, and has created or given support to National Parks in five continents. It has helped 30 mammals and birds to survive. Perhaps this is not much, but it is a start. If more people give more money and if more governments think of what is happening — perhaps the *World Wildlife Fund* will be able to help us to protect the natural world and all of us with it.



1. What organisation is this text about?
2. What is the aim of the WWF?
3. Where does the WWF get its money from?

15 points

WRITING

6. **Write a letter to your pen friend. Share your opinions about the protection of nature. Write about your school and what you and your classmates do to make the world a better place. Ask about their activities.**

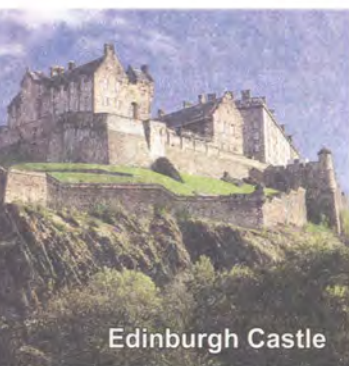
20 points

Total = 100 points

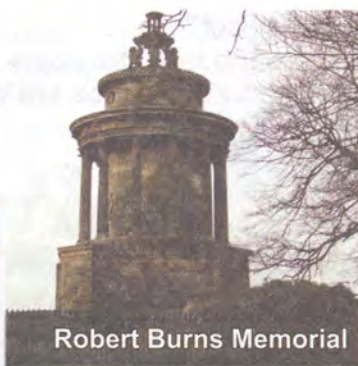
NOW I CAN...

- ☐ listen and read about environmental problems
- ☐ express my opinion as to the ways to protect the environment
- ☐ talk about endangered species
- ☐ present the environmental organisations and their programmes
- ☐ explain environmental rules
- ☐ write a short report on my or my school's contribution to the protection of nature

COUNTRY STUDIES CORNER



Edinburgh Castle



Robert Burns Memorial



Holyrood Palace

1. Read about the cities on pages 138-141 and say what places of interest attract your attention.

EDINBURGH

Edinburgh is the capital of Scotland and one of the most beautiful cities in Europe. It lies on seven hills and goes down those hills to the sea. The highest hill is three hundred metres above the sea. From the street in the centre of the city you can see ships coming to Edinburgh from different countries of the world.

In the 'old town' the streets are narrow. The tall houses with narrow windows go up the hills to

Edinburgh castle, which is one thousand years old. The modern town lies at the foot of the hills. The streets are straight and well planned, so it is easy to walk in the city when you go sightseeing in Edinburgh. Many great men have lived and worked in Edinburgh. Robert Burns, the great Scottish poet, published his first book of poems in Edinburgh. There is a monument to him in the city. Edinburgh is also proud of

Edinburgh Panorama



WORD LIST

- mouth — гирло
- traces — сліди
- dignified — шляхетний
- thriving — процвітаючий
- dockland — пристань
- mediocrity [ˌmiːdiˈɒkrəti] — посередність
- mansion — житло, дім
- arcade [ɑːˈkeɪd] — пасаж
- to brew [bruː] — варити

2. Ask and answer in pairs.



1. Where does Edinburgh lie?
2. What is the 'old town' like?
3. Where is the modern town situated?
4. What famous people lived in Edinburgh?
5. What museums are there in Edinburgh?



Holyrood Palace



Princes Street



Museum of Childhood

Walter Scott, the father of the historical novel in world literature, and Robert Louis Stevenson, a famous English writer.

This city is a great educational centre, it has three universities. Such scientists as John Napier who invented logarithms, Adam Smith, the father of political economy, Alexander Bell, the inventor of the telephone also lived and worked in Edinburgh.

The Holyrood Palace in Edinburgh is another official residence of the Queen besides Buckingham Palace. This Palace is

a big museum with a number of smaller museums inside it. There are the Museum of Childhood with its unique collection of toys and games, the Writer's Museum, the People's Story Museum, which tells the story of ordinary people.

It seems that past and present live in Edinburgh side by side, and it gives a special charm to the city. But, in fact, Edinburgh is a busy town. People are employed in manufacturing industry: electrical and electronics engineering, paper printing and publishing, food and drink industry.



6. What gives a special charm to the city?
7. Where is Cardiff situated?
8. When was it occupied by Romans?
9. What country is Cardiff the capital of?
10. What thing catches the visitor's eye first?
11. What is there in the National Museum of Cardiff?
12. Is Cardiff an ancient city?

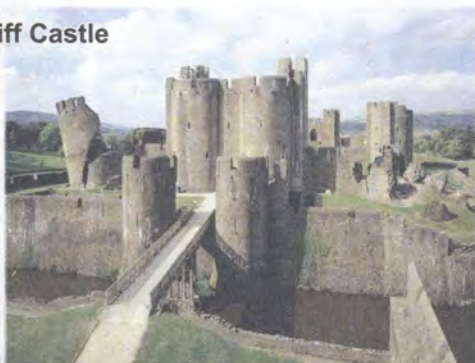


Edinburgh Crest

COUNTRY STUDIES CORNER



Cardiff Castle



CARDIFF

It is a well-known fact that Cardiff is the capital of Wales. It lies near the mouth of the river Taff, which flows into the English Channel. Romans first occupied this place about 75 BC, they built a fort there. In the 3rd-4th centuries they built a massive wall around it. Nowadays people can still observe its traces. When Roman forces left Britain, all the people followed their example. Only 700 years later with the coming of Normans, they came back to live there again.

For some people today Cardiff seems too Victorian, too formal and too dignified. But in fact it is not really so. Cardiff is a relaxed city with a thriving cultural life. The New Theatre of Cardiff performs all kinds of music and entertainment.

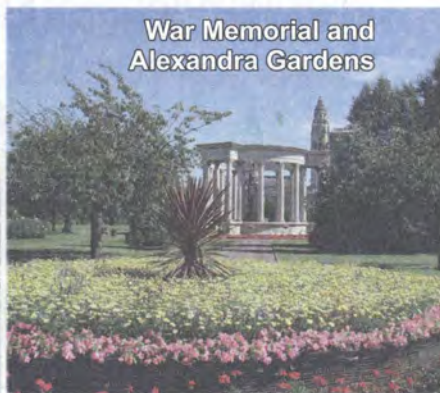
You won't see dirty docklands and provincial mediocrity in Cardiff. The Castle is the first thing that catches visitor's eye. It is situated in the heart of the city and parkland and acres of greenery surround it. The Castle with its Roman foundation,



National Museum Cardiff



Cardiff Bay Old



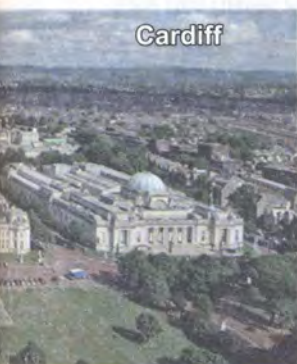
War Memorial and Alexandra Gardens



3. a) Find the additional information in reference books or in the Internet and share it with your classmates.

b) Make a list of ten questions to see if your classmates can answer them.

4. Imagine you're a guide. Make an excursion around Cardiff (Edinburgh).



Cardiff



Cardiff University



Museum Avenue

medieval core and rich Victorian mansion represents itself the best jewel in Cardiff's crown. Splendid neoclassical white-stoned architectural ensemble of the Civic Centre, the City Hall, National Museum, Law Courts and University buildings are wonderful sights of the city.

National Museum of Cardiff contains a world-class collection of impressionist paintings, it is considered one of the greatest collections outside Paris and St Petersburg.

Cardiff is quite an ancient town, but only in the 19th century it became a centre of export trade in coal. The First and the Second World Wars stopped the demand for the Welsh coal both at home and abroad, and the growth of the city almost went down.

Cardiff today is not like that it was earlier. There are many shopping malls, Victorian shopping arcades, cafés, bistros and many places where one can taste the locally brewed beer.

Welcome to Cardiff!



Shopping is Cardiff's prime industry



Millennium Stadium on river Taff



5. Role-play the situation in pairs.

- A**, you're going to visit Britain. Ask **B** for recommendations what places of interest are worth seeing there.
- B**, you have been to some British cities last summer. You liked Edinburgh the most. Persuade **A** to visit the city.

Unit 5

AMBITIONS AND PLANS

Lesson 1



1. Listen, then read and choose the best answer in the task below.



Mary: Meet the guest of our Radio Studio Today — Ruslan

Puhalsky. Ruslan is 16 now. He studies at Technical College but he works as well. Where do you work Ruslan?

Ruslan: I work on my dad's farm in village and I love it.

Mary: Oh, it's interesting. Why do you like to work there?

Ruslan: Well, I'm always outdoors, and I never am under pressure like lots of other people in their jobs.

Mary: Don't you feel lonely?

Ruslan: I can always talk to the animals when I feel like that. Do you know pigs are as intelligent as humans? What I find really difficult is getting up early every morning, especially in winter. I'm really bad at it and dad has to help me get out of bed in different ways.

Mary: How do you spend your leisure time? Have you got some?

Ruslan: During the week I haven't got much time for leisure, but things are different at the weekends. My college friends all live and work in the city about half an hour away and I visit them at weekends. We go clubbing because I love music and dancing. I'm fond of dancing very much and love my Saturday nights out. As you can imagine, it's very different from my life during the week.

Mary: Yes, I see... So, you're good at farming and you don't think about doing something different...

Ruslan: Oh, the things are not exactly like this. Frankly speaking, I often think that



NEW VOCABULARY

a challenge ['tʃælɪndʒ]

talented ['tæləntɪd]

- to be expert on smth
- to be under pressure
- to go well
- to work on smb's own

I've got other skills that I don't know about. I'm not bored with farming at all but I love learning new things and I learn fast. I've heard many stories and seen TV programmes about people who changed their lives completely.

Mary: Would you like to change yours?

Ruslan: Well, I don't tell many people about this, but do you know what I want to become?

Mary: Sorry, no idea... Well, what would you like to be?

Ruslan: A professional dancer!

Mary: Wow! It's a challenge!



1. Why does Ruslan like his job?
 - a) *Because it's challenging.*
 - b) *Because he likes talking to animals.*
 - c) *Because it's not stressful.*
 - d) *Because he doesn't feel lonely when he's at work.*
2. What does he find hard about his job?
 - a) *Sometimes he's lonely.*
 - b) *His dad is angry at him.*
 - c) *He doesn't like being a farmer in winter.*
 - d) *He doesn't like getting up early in the mornings.*
3. Why are weekends special for him?
 - a) *Because he listens to music.*
 - b) *Because he loves going to the city.*
 - c) *Because he doesn't have to go to bed early.*
 - d) *Because he sees his friends.*
4. Why does Ruslan want to learn something else?
 - a) *Because he doesn't have any skills.*
 - b) *Because he learns fast.*
 - c) *Because he's bored being a farmer.*
 - d) *Because he wants to do something different.*
5. What is Ruslan's dream?
 - a) *To change his life.*
 - b) *To learn how to dance.*
 - c) *To be on TV.*
 - d) *To do something different.*



REMEMBER!

do (your) best/well/badly
get smth right/wrong
find smth hard/easy/possible

2. Say if the statements are true or false.

1. Ruslan works on his dad's farm.
2. Ruslan thinks animals are more intelligent than humans.
3. A good social life is important for Ruslan.
4. The city is a long way from where Ruslan lives.
5. Ruslan isn't very interested in farming.
6. Ruslan doesn't like trying new things.

3. Match the phrases with the sentences.

1. be a success
2. like a challenge
3. look right
4. (be) under pressure
5. find (smth) difficult
6. learn fast
7. work on (my/his/their, etc) own
8. do (smth) like a professional

- a) someone who doesn't work with other people
- b) someone who wants to do well in his/her job
- c) someone who enjoys doing something new and exciting
- d) someone who has a lot of work and no time to relax
- e) someone who wears the right clothes for his/her job
- f) someone who has problems doing it
- g) someone who doesn't take long to learn to do something
- h) someone who does it in experienced way



4. Look at the phrases in the 'Remember!' box and complete the sentences with the correct form of the verb 'do', 'get' or 'find'.

1. She's enjoying the course and ... well in the test.
2. They are ... the new exercises impossible.
3. Every time I try to put an adverb in the sentence I ... it wrong.
4. He's a good football manager but his team is ... badly at the moment.
5. The contestants are ... their best to win the competition.

5. Choose a) or b) to complete each sentence best.

1. A farmer ...
a) works well with animals.
b) is good at listening to people.
2. A web designer ...
a) knows how to solve problems.
b) knows how to make people happy.
3. A manager ...
a) is good at making decisions.
b) works with animals.
4. A chef (cook) ...
a) works well with his/her hands.
b) knows how to talk to people.



5. A DJ ...

- a) works well in a team.
- b) knows how to make people happy.

6. A rock singer ...

- a) is good at making money.
- b) is good at singing to people.



6. Work in pairs. Think of a job and three skills which the person needs to do it well. Tell your partner what the person does and the skills they need. Your partner tries to guess the job.



7. Work in pairs.

a) Tell your partner five important things about yourself.



I have a lot of energy.

I like talking about things with friends.



b) Ask and answer to find out more.



Do you stay calm under pressure?

Are you interested in trying new things?



c) Give your partner advice about his/her future profession.

Lesson 2

VOCABULARY POINT

A Phrasal Verb

A phrasal verb is a verb with one or more prepositions and/or adverbs.

Example: **keep on** (means 'continue')

put on (clothes) (means 'get dressed')

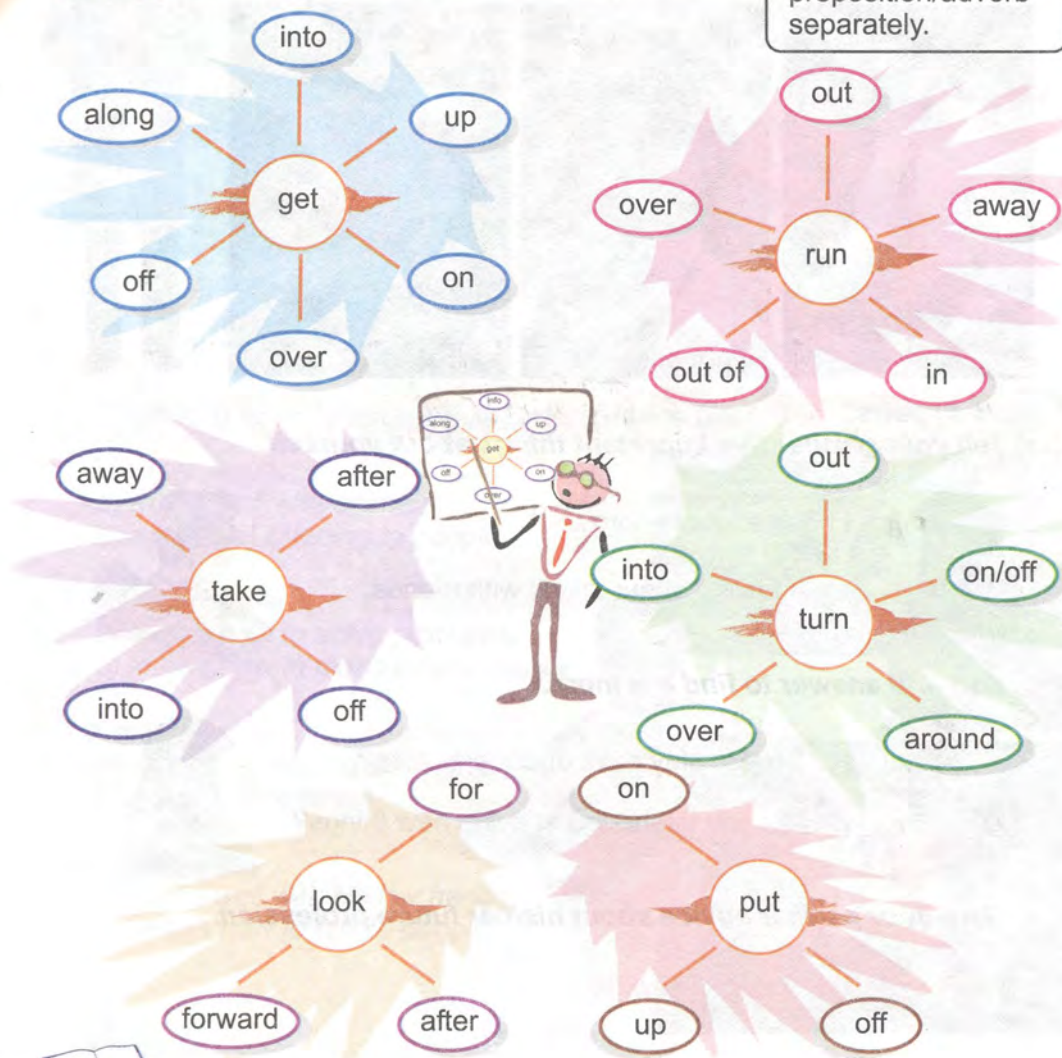
take off (clothes) (means 'remove')

make for (means 'move towards')

Note

The meaning of the phrasal verb may be different from the meaning of the verb and the preposition/adverb separately.

1. Remember the meanings of the phrasal verbs you've studied in your English lessons and give examples to show how to use them.



2. Choose the phrasal verb in each pair.

- take up / take care of
- make sure / make up
- keep up with / keep a record of
- put up with / put your heart into



3. Complete the sentences with the phrasal verbs from the box.

- We had to ... every lesson.
- We didn't always behave well, but they ... teaching.
- The students ... some new punishments.
- The students ... our bad behaviour by making us listen to loud music for half an hour.
- We begged them to ... the music, but they refused.

take part in, dealt with,
turn off, made up,
carried on

GRAMMAR POINT

GOING TO + INFINITIVE for future plans

Example: He **is going to travel** around Scandinavia this summer.
She **is going to learn** Chinese in China this summer.

WOULD LIKE + INFINITIVE for ambitions

Example: He **would like to travel** all over the world on his bike.
She **would like to learn** as many languages as possible.

4. Choose the correct forms and read the sentences.

- Sarah has got a plane ticket to Sydney. She *is going to* / *would like to* fly to Australia.
- He's *going to* / *He'd like to* buy a new car, but it's too expensive.
- Steve has got a job with a company in Paris. *He's going to* / *He'd like to* move to France.
- She's *going to* / *She'd like to* write a book but she hasn't got any imagination.
- We've just bought a house in London. *We'd like to* / *We're going to* live there.

5. Complete the sentences with 'I'd like to' or 'I'm going to'.

- ... travel this summer.
- ... go to the seaside this summer.
- ... get some new clothes this month.
- ... get a summer job.
- ... brush my teeth tonight.
- ... watch a film on TV tonight.



- What idea has become old-fashioned?
- Where will many people work in the future?
- Which skills have become very important?

As a teenager today, you can expect to work for approximately 40 years. During this time, you may have several jobs. Changes in the world will affect the jobs available. The idea of a 'job for life' has already become old-fashioned. In the future most people will work for several companies instead of just for one. A lot of people already work from home, connected to the Internet, and there will be many more in the years to come.

Choosing a career is not easy. A lot of people are encouraged by their teachers, parents and friends. Some people change their minds many times or follow in



an aptitude ['æptɪtʃu:d]
a career [kə'riə]
employment [ɪm'plɔɪmənt]
certain ['sɜ:tn]
(un)employed [(,ʌn)ɪm'plɔɪd]
to affect [ə'fekt]
to require [rɪ'kwaɪə]
available [ə'veɪləbl]
 ● **in smb's footsteps**



someone's footsteps. Others are influenced by certain people or certain events. When you look for a career, you should look carefully at all aspects of the job. You must also take a good look at yourself.

Firstly, it is important to consider your interests. You may enjoy working with people, or you may enjoy working with your hands. You may like reading, using words, and writing. Numbers and solving problems may hold a special appeal to you.

Secondly, you should find out what your aptitudes are. Your aptitudes are your natural abilities or talents. An aptitude means it is easy for you to learn certain things. One way to focus on your aptitudes is to ask yourself some questions:

- In what school subjects do I get the highest marks?
- What talents or natural abilities do I seem to have? (talking, writing, singing, painting or taking objects apart and putting them back together)
- What do I think I could learn to do well?
- What do other people think I could do?

Besides, there are special aptitude tests you can take. Careers officers can help and advise young people to get good training in order to have some skills.

Thirdly, different people are good at different skills. A skill is the learnt capacity for doing something. For example, you can possess skills in typing, drafting, cooking, sewing and auto repair. It's useful to learn the skills like leadership skills, teamwork skills, critical thinking, writing and reading skills, etc.

Communication skills, in general, should be at the top of the list. Communicating with people, especially from other cultures, understanding their minds and culture, will be even more important in the future. English has become the international language of communication. Millions of people use it in their jobs every day. In the future most people will need English for their jobs.

We live in the computer age. There are about 100 million computers in the world at the moment. You don't need to be a computer genius to work with a computer but your computer skills need to be good and you have to work on them all the time.

Education is important in your future career prospects. A high school graduate has a better chance. Specialised training opens up even more job opportunities. You can get this training in vocational high school, in a college, in vocational-technical school, or through on-the-job training.



REMEMBER!

A **career** is a professional growth a person does in his or her life, usually in one field.

A **job** is the work that a person does regularly in order to earn money.

A **profession** is a job that requires special training, often a university education.

An **occupation** is a job or profession.





2. Complete the sentences based on the article.

- It's never too early to begin ...
- Changes in the world will ...
- We often speak of full-time jobs or ...
- People may lose their jobs and ...
- Some jobs require ...
- In their career choices some people are influenced by ... and a lot of people are encouraged by ..., some follow ...
- Your aptitudes are ...
- Skills are ...
- Specialised training opens up ...

3. Answer the questions.

- What is one of the most important decisions in life of any personality?
- Is choosing a career easy?
- What does the phrase 'to take a good look at yourself' mean?
- What questions can help to focus on aptitudes?
- Who can help young people to get good training?
- What are the examples of skills that can be useful?
- Why is education important?
- Where can you get specialised training?

4. Fill in with the words 'job', 'profession', 'occupation' or 'career'.

- How long had Linda been unemployed? — She's been looking for a ... for two months.
- Please write your ... on this form and hand it in.
- His ... as a boxer came to an end after that fight.
- My mother is a doctor. I like this ... and I may follow her in her footsteps.

5. In groups, read the list of some important jobs and explain what people in those jobs do.

- accountant [ə'kaʊntənt]
- architect ['ɑ:kitekt]
- carpenter ['kɑ:pəntə]
- chef [ʃef]
- computer operator
- dentist



- designer [di'zainə]
- editor
- electrician [i,lek'triʃn]
- engineer [endʒi'nɪə]
- estate [i'steit] agent
- fashion designer



- fireman
- hairdresser
- interpreter / translator
- interior [in'tiəriə] decorator
- journalist
- lawyer ['lɔ:jə]
- machine [mə'ʃi:n] operator
- model (fashion model)
- musician [mju:'ziʃn]
- photographer [fə'tɒgrəfə]



- physician [fɪ'zɪʃn]
- physicist ['fɪzɪsɪst]
- receptionist
- social worker
- sports instructor
- surgeon ['sɜ:dʒən]
- travel agent
- vet (veterinarian)
- pharmacist ['fɑ:məsɪst]

b) Refer the jobs above to the characteristics below.

1. dangerous jobs
2. jobs which require a university degree
3. jobs which are primarily done by men
4. jobs which are primarily done by women
5. jobs which are most prestigious
6. jobs which are least prestigious
7. jobs which are well paid
8. jobs which are low paid



6. Choose the adjectives from the box to complete the sentences and characterise the occupations.

1. — You are not going to tell me that the life of an engineer is not as ... as the life of an architect.
— Well, I spend a lot of time travelling. Sometimes 5 or 6 hours a day in my car. It's very ...
2. Can you agree that the jobs of photographers, writers and journalists are ...?
3. Mary says that teaching is very ... and ... profession.
4. Jobs of plumbers and carpenters can be characterised as ...
5. Last year John gave up a really ... business career and came to some remote area to become a farmer.
6. I have always thought that any job in the theatre is very ...
7. People who work as firemen should be brave as their job is very ...
8. Careers of fashion models are very ... nowadays.
9. People who work as accountants love numbers but I think that working with numbers is very ...

exhausting
interesting
pleasant
tiring
skilful
dangerous
exciting
monotonous
creative
popular
rewarding

7. Describe two possible career choices for you. Explain how these choices are influenced by your skills and aptitudes.



Lesson 4

1. Read and speak on what some young people say in their letters about their ambitions and plans for the summer.

This hasn't been a good year for me. I'm sick and tired of school, teachers and marks. This summer I'd like to sleep a lot and forget about everything. I have a feeling I'm not going to do it, though. My parents are very unhappy with my marks so I'm probably going to take some summer courses to improve my marks.

Pete



I've always been interested in foreign languages. I can speak French and German and recently I've taken up Italian. I'd like to learn as many languages as possible. This summer I'm going to spend some time in Italy. I've just got a babysitting job with a family in Rome. I'm really excited about it.

Amy

I'm crazy about travelling. Every summer I try to see a new country. I've already been to many places. On my bike, of course. I'd like to travel all over the world on it. This summer we're going to spend 5 weeks touring Scandinavia. It's going to be fun, I'm sure.

Chris



My friends say I'm weird but I don't care. All I care about is the environment. I'd like to be an ecologist one day. I've taken part in many campaigns. My first one was against the fast food industry. I was only 9 years old at the time.

This summer I'm going to lead a campaign against the local supermarket chain. They want to build a shopping centre on an area of woodland near my home.

Sarah



Football is number one for me. I don't like school. I'm going to leave school as soon as possible. I'd like to be a professional footballer and get a place in the national team. Football is everything: money, fame and travelling. This summer I'm going to spend 3 weeks in the camp for talented young footballers. I'm going to work hard, I know, but some important people are going to be there and who knows? Maybe I won't have to go back to school ever again.

Paul



NEW VOCABULARY

babysitting ['beɪbɪsɪtɪŋ]

a campaign [kæm'peɪn]

fame [feɪm]

a volunteer [ˌvɒlən'tiə]

a weird [wiəd]

to improve [ɪm'pru:v]

to take up ['teɪk 'ʌp]

● to be excited about smth

● to work hard



2. Fill in the grid based on the information from the letters above.

Name	Ambition would like to	Plan is going to

3. Ask and answer in pairs, then report back to the class.

- Are you interested in foreign languages? How many can you speak?
- Would you like to get a babysitting job in a foreign country?
- Are you crazy about travelling? What are you crazy about?
- Have you ever taken part in a campaign against or for something? What was it?
- Have you ever won a competition?
- Have you taken up any new activities or sports recently? What are they?
- Are you sick and tired of school and marks?
- Are you going to take any courses this summer?
- Do you need to improve your marks?
- What do you often volunteer to do at home or at school?



4. Do the quiz to find out if you are an ambitious person.
Give 'yes' or 'no' answer to each question.

HOW AMBITIOUS ARE YOU?

- ☐ ☐ 1. Would you like to be rich and successful one day?
- ☐ ☐ 2. Are you going to stay on at school for as long as possible?
- ☐ ☐ 3. Are you going to study at university?
- ☐ ☐ 4. Do you always try to do your best at everything?
- ☐ ☐ 5. Do you take games seriously and want to win, even when they are just for fun?
- ☐ ☐ 6. Would you like to learn another foreign language?
- ☐ ☐ 7. Would you like to have more computer classes at school?
- ☐ ☐ 8. Would you like to win a competition in one of the school subjects?
- ☐ ☐ 9. Do you do extra reading about the things you find interesting at school?
- ☐ ☐ 10. Are you going to take up any new sports or activities soon?
- ☐ ☐ 11. Do you enjoy learning and trying out new things?
- ☐ ☐ 12. Do you volunteer to work on different projects and reports in your school?

YOUR SCORE:

1-4 YES answers:

You are not very ambitious.
You like to take things easy.
That's OK sometimes, but not always. Think about it.

5-9 YES answers:

You are ambitious, but your ambition doesn't rule your life.
You don't want the impossible.

10-12 YES answers:

You are very ambitious. You shouldn't take everything so seriously. You need some fun, too.

5. Look at the quiz and the texts of the letters again and find the words or expressions below. Then match them with the correct definition.

to improve
to take up
to volunteer
a campaign
to take part in

- a) to learn or start doing something
- b) to offer to do something
- c) a series of planned activities with a special purpose
- d) to become better
- e) to be involved in something



6. Role-play in pairs.

A, choose one of the people from the letters and write five questions to him/her.

B, imagine you are the one who is asked. Answer the questions.

Change the roles.



Lesson 5



1. Listen to the interview with Bruno for 'Active Teenagers', a school magazine, and find out what his summer plans are.



2. a) Write about Bruno. Put the verbs into the correct form.

What happened last summer?

Last summer Bruno *(have)* ... a job. He *(not like)* ... it at first. He *(have to)* ... get up early. After two weeks he *(start)* ... enjoying it. He *(meet)* ... a lot of people, *(earn)* ... some money and *(have)* ... a good time. The job *(be)* ... his mum's idea. She *(think)* ... Bruno *(need)* ... some action.

What is going to happen this summer?

This summer Bruno *(work)* ... in a pizzeria. He *(deliver)* ... pizzas. He *(earn)* ... some money. Then he *(visit)* ... his friend Anita in Sweden. He *(take)* ... a bus. He *(stay)* ... in Stockholm most of the time.

b) In pairs agree or disagree. Explain why.

Bruno is too young to travel abroad alone.

3. a) Read the text below and guess the missing word and the job which is described.

I work six days from seven in the morning till half past two in the afternoon. I really like my job. I take ... to 250 addresses. I really like it when I give somebody a ... and it makes them happy. It means my job is important to many people. However, I don't like rainy and snowy days and I can't stand dogs.

LISTEN AND DISCUSS

b) In pairs, think and write down as many jobs as you can during one minute.

How many jobs can you and your friend think of in one minute?

Compare your results with the class.



4. Read and match the description with the right job in the word snake below.

architect spy nurse housekeeper programmer bodyguard car mechanic plumber hairdresser

a ... travels with someone important and protects them from attack

a ... repairs toilets, baths and sinks

a ... cuts and does ladies' hair

a ... operates and controls a plane

a ... tries to get secret information about another country

a ... helps a doctor to look after sick people

a ... repairs cars

a ... shops, cooks and cleans the house for someone

an ... designs houses and buildings

a ... writes programmes for computers

5. a) Read a career officer's point of view as for career choices of the British.



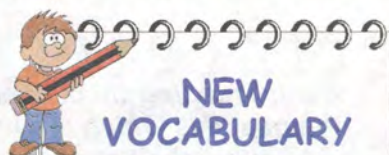
**HELEN HUNT
IS A CAREER OFFICER
IN MANCHESTER**

Career choices are certainly changing. Traditionally, girls used to choose jobs like working in shops, nursing or teaching. Nowadays, they are more interested in other jobs, like advertising, the computer industry and even some unusual jobs

like car mechanics. Boys are also interested in all kinds of jobs. We try to make them aware of all job possibilities.

Take housekeeping, for example. We have had some boys who have chosen it as their career and they are doing fine. The important thing, of

course, is to judge somebody's work by how a person does it, not by what sex a person is. We have visited a lot of schools and talked to many pupils and parents. We have noticed that in families where boys and girls share the housework equally, children are more open to different careers and jobs. Everything begins at home, I would say.



to judge [dʒʌdʒ]
equally ['iːkwəli]
 ● **to make smb aware of smth**

b) Complete the sentences.

1. Helen works in ...
2. Career choices are ...
3. Girls are more interested in ...
4. Some boys are interested in ...
5. We should judge somebody's work by ...
6. Everything begins at ...
7. In families where boys and girls share the housework, children are ...

6. Match the words with their definitions.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. career officer 2. make someone aware of something 3. judge 4. old-fashioned 5. equally 6. skill | <ol style="list-style-type: none"> a) form an opinion b) in the same way c) the ability to do well d) a person who gives information about jobs e) make somebody know something f) not modern |
|---|---|

7. Discuss in groups. Which of the jobs are traditional career choices for men and which are traditional choices for women in Ukraine? Don't forget the jobs you wrote down before.



Lesson 6

1. a) Before reading think over the profession of a doctor and speak on the qualities which are important to possess if you'd like to be one.
b) Listen, then read the story. Think of its main idea.



WHAT MAKES A GOOD DOCTOR?

At one of the hospitals in a certain town there worked two young doctors. Let's call them Dr P. and Dr Q. They were very good friends — these doctors, P. and Q., and they had been good friends for a long time. They had studied at the same medical school under the same professors, and, what was even more important in strengthening their friendship, they had lived in the same room during their course of studies.



Now they worked at the same hospital and always discussed what was most interesting to both of them — how to treat¹ their patients.

Their approaches to the problem were quite different, though they had studied under the same professors.

Dr P. was for a thorough investigation² of the patients' health and condition, for a set of thorough analyses before the patient's illness could be diagnosed. He was against chance taking any part in diagnosis.



As for Dr Q., he said that a thorough investigation and sets of analyses were important, but could sometimes be wrong, and it was just as important for a doctor to use his talent, experience, and intuition when diagnosing a patient's illness, all the more so³, since sometimes

¹to treat [tri:t] — (мум) лікувати

²a thorough investigation ['θʌrə ɪn'vesti'geɪʃən] — ретельне розслідування

³all the more so — тим більше



NEW VOCABULARY

- an accident** ['æksɪdənt]
- a condition** [kən'dɪʃn]
- a diagnosis** [daɪəg'nəʊsɪs]
- an intuition** [ɪntju'ɪʃn]
- to diagnose** ['daɪəgnəʊz]
- decisive** [dɪ'saɪsɪv]
- thorough** ['θʌrə]
- **under the conditions**
- **to take upon oneself responsibility**

there was no time for a thorough investigation and analyses — something had to be done quickly to save the patient's life.

The nurses at the hospital thought Dr P. to be a better doctor than his friend, for whatever he did, he always did it thoroughly. 'One feels sure with him,' they said. As for Dr Q., some of the nurses thought that he took the treatment of his patients too lightly¹, because he sometimes diagnosed their illnesses at once, before making a thorough investigation. It was true that he always diagnosed them correctly, but people thought that he was sometimes too quick in his decisions.

One day a worker was brought to the hospital. He had suddenly fallen ill at the plant where he worked. There hadn't been any accident. He had just fallen ill, and fallen seriously ill.

The doctors examined the man but could not diagnose his illness for sure². It was clear that the man was suffering greatly and that he took his suffering bravely. But what did he suffer from? — that was the question.

Dr P. ordered a thorough investigation of the patient; but when Dr Q. examined him, he thought that the man must be operated on at once. It seemed to him that he knew the man's illness. But how could the man be operated on before all the analyses were made, before one knew³ for sure what was wrong with him?

Later that night the man's condition became much worse, and he nearly died. It was Dr Q. and the nurse on duty, who were with him all the time, who managed to save the man's life.

Next day, when the results of the analysed came, it became quite clear that an operation was absolutely necessary, and that valuable time had been lost.

After the operation the man felt better and was later able to go back to his work at the plant. Nothing terrible had happened. The man was well again.

¹to take smth too lightly — легковажно ставитись до чогось

²for sure — точно

³before one knew — (тум) якщо невідомо

2. Answer the questions.

1. How long had Dr P. and Dr Q. known each other?
2. What did they like discussing?
3. Did they have the same approach to the treatment of their patients?
4. What did nurses think of the doctors?
5. What happened one day?
6. Could the doctors diagnose the patient's illness at once?
7. What was Dr P.'s opinion?
8. What did Dr Q. think?
9. What became clear the next day?
10. Did the patient die?

3. Find out and read the following passages.

- a) Dr P. and Dr Q. had much in common.
- b) Dr P.'s way of diagnosing his patients.
- c) Dr Q.'s approach to the problem of treatment.
- d) The people who saved the man's life.



4. Make up the sentences as in the example.

- a) ● under the conditions

Example: Mary / pleasant / in the hotel

Mary was under pleasant conditions in the hotel.

1. Mrs Brown / horrible / in her flat
2. The patient / safe / in the hospital
3. Their daughter / comfortable / at her aunt's
4. Captain / dangerous / for three days

- b) ● to take upon oneself responsibility

Example: George / feed those poor animals

George took upon himself the responsibility to feed those poor animals.

1. Bank / save money
2. Mother / bring up her children
3. School / give secondary education
4. Mr Blyton / tell Bob the truth
5. The doctor / give right treatment to his patients



5. Write out sentences in which the words from the 'New Vocabulary' are used. Use them in the sentences of your own.

6. Prove the fact that Dr Q. was a brave and decisive person.

7. In pairs, ask and answer the questions.

- a) Must a man be born a good doctor or can he learn to become one?
- b) What is more important in a good doctor: knowledge, talent or experience?
- c) Which man do you think was right: Dr P. or Dr Q.? What makes you think so?
- d) Can a doctor diagnose his patient's illness before he gets the results of all the analyses? If you think so, under what conditions can it be done?
- e) Can a person get used to seeing people suffer?
- f) Must a person be really brave and decisive to become a doctor or nurse? What makes you think so?
- g) Do you want to be a doctor or nurse? Why (why not)? Is there anyone in your class who wants to become a medical student?
- h) Which character in the story is your ideal of a doctor?
- i) If you become a doctor, will you go to see your patients in any weather, at any place, at any time of the day or night? What will you be able to do? What will you not be able to do?
- j) What qualities must a person have to make a really good doctor?
- k) Is it possible to charge money for medical aid? In what case?
- l) Must medical aid be private or state controlled?

8. In groups, make a discussion on the items.

- The qualities a person must have to make a really good doctor. (Is knowledge and experience enough to make a really good specialist?)
- Must a man's life depend upon money he has in his pocket?
- To be effective medical aid must be private.

9. Write a paragraph about the importance and nobility of the work of a doctor or nurse.



Lessons 7-8



1. a) Match to make phrases.

take part
earn
win
take up
live
leave
get
study

aboard
another foreign language
at university
in a campaign
a summer job
a lot of money
a competition
school at 15

b) Write down which of the things in a) you would like to do and which you wouldn't. Use the scheme below and explain why.

I'd like to ... because ...

I wouldn't like to ... because ...



2. Rewrite the sentences in the interrogative form.

Example: He is good at singing.

Is he good at singing?

1. They look very smart.
2. The job's going well.
3. We like working on our own.
4. He is learning very fast.
5. You like being a football manager.
6. He wants to be a web designer.

3. Give names to the descriptions of these jobs:

- a) a person whose job is to help people with the law or talk for them in court
- b) a person whose business is to buy, sell or look after houses/land for people;
- c) a person who works to improve bad social conditions and help people in need;
- d) a person who welcomes or deals with people arriving at a hotel, at a place of business, visiting a doctor;
- e) a person trained to look after sick animals;
- f) a person whose job is to work with electricity;
- g) a person who prepares or organises a newspaper, periodical or book;
- h) a person who studies chemistry or a scientist who specialises in chemistry;
- i) a person who makes and sells medicines;
- j) a person who owns a travel agency or works there and whose business is to arrange travels.

4. Say what qualities these jobs require:

an accountant
a journalist
a nurse
a shop assistant

an estate agent
an architect
a carpenter
a police officer

a lawyer
a dentist
a plumber
a judge



5. Imagine you are being interviewed by a career officer. Complete the conversation and act it out with your partner.

Career officer: Please, take a seat.

You: ...

Career officer: Now, what's your name?

You: ...

Career officer: Where do you go to school?

You: ...

Career officer: What kind of a pupil are you?

You: ...

Career officer: Which are your favourite school subjects?

You: ...

Career officer: Do you have good marks in those subjects?

You: ...

Career officer: Which subjects are you really good at?

You: ...

Career officer: Which subjects are you not so good at?

You: ...

Career officer: Do you have any hobbies? Something you like doing?

You: ...

Career officer: What sort of job would you like to do one day?

You: ...

Career officer: Why do you think you'd like doing that?

You: ...

Career officer: Thank you very much. I'd like you to take this test now...

6. Ask and answer in pairs.



- a) Can men and women really do any job they like?
- b) What may be some of the problems?
- c) What are you good at? What subjects at school?
- d) What subjects are you really interested in?
- e) What subjects are you not interested in?
- f) What jobs do you do at home?
- g) Which of them do you like doing and which of them do you hate doing? Why?



7. In groups, speak on the items.

- Four factors that influence career choices.
- How do hobbies and interests affect career choices?
- The difference between an aptitude and a skill.
- How does education influence career advancement¹?



8. Role-play the situation in a group of three.

- A, imagine that you are an employer² interviewing teens for a part-time job. Think of a kind of job and list five qualities that you would look for in the employee. Take them into account while interviewing the candidates and decide which candidate more suits the job.
- B, C, you are candidates to have a part-time job. You are interviewed by an employer, so be ready to answer his/her questions.



¹an advancement [əd'vɑ:nsmənt] — просування вперед; успіх; (тум) ріст

²an employer [ɪm'plɔɪə] — роботодавець

9. Complete the questionnaire for yourself. Find out if you would make a good DJ.



QUESTIONNAIRE

MAKE ME A DJ

I really agree +++
I agree ++
I don't know 0
I disagree --
I really disagree ---

1. I have a lot of energy.
2. I'm interested in trying new things.
3. I like speaking in front of my class.
4. I enjoy competition.
5. I like talking about things with friends.
6. I stay calm under pressure.
7. I'm good at most things I try.
8. I have a good sense of humour.
9. I enjoy being the centre of attention.
10. I listen to different kinds of music.



10. Do an individual research work.

- a) List three of your interests.
- b) Next, list two skills you have that match your interests.
- c) Do a research paper on a career that calls for your interest and skills.
- d) At the end of your paper state whether this career would suit you.

PROJECT



WORK

11. A BABYSITTING JOB QUESTIONNAIRE

Work in groups of four.

- Step 1. Think about some qualities of a good babysitter.
- Step 2. Brainstorm your ideas about the questions in your questionnaire.
- Step 3. Make up a questionnaire.
- Step 4. Demonstrate a job interview for a babysitting job in class.



Lesson 9



A part-time job for summer is a good idea, isn't it?



We've prepared some useful ideas in 'English Bridge' for you.



You can add your own ideas about jobs you can do and who might need your services.



Don't forget to keep notes on your jobs for future job searches.

1. a) Read some hints the 'English Bridge' Group have done for you and discuss them.

DEVELOP YOUR INTERESTS AND ABILITIES WITH PART-TIME JOBS AND VOLUNTEER WORK!



Part-time jobs can be a great way to earn extra money for that special something. Volunteer work — work without pay — develops your skills and confidence, lets others know you are a good and dependable worker, and may lead to a paying job in the future. It's also a great way to find out about yourself: what you like, what you don't like, what you're good at, and if you prefer working indoors or outdoors.



Some things will change as you grow older, gain maturity, and learn new skills. However, you can start exploring careers now in a very simplified way. Some jobs are just waiting for you. Below is a list of job possibilities:

- Deliver papers.
- Feed animals when owners are away.
- Babysit.
- Clean yards.
- Wash cars.
- Read stories to young children at your neighborhood library.
- Be an assistant at a neighborhood hospital.



- Volunteer to help at your neighborhood community centre — cleaning, helping out with games on the playground, reading to the elderly.
- Finding people who need your service can be a challenge. You will need to seek them out. You might try:*
- Talking to neighbors and friends.
 - Reading the want ads.
 - Placing an ad in your newspaper listing the type of work you can do.
 - Making posters and placing them in grocery stores or the neighborhood community centre. (Remember to get permission.)

b) Do you agree that part-time jobs and volunteer work are considered as work experience when you start looking for a full time job?

2. Divide into two teams to debate on the statements below.



Success means doing something that makes you happy!

Success means having a well-paid job.



INTO MY PORTFOLIO



VOCABULARY

1. Complete the sentences with the correct job.

chef
musician

DJ
rock singer

farmer
surfer

(football) manager
web designer

1. A organises and trains professional people (in sport, business, etc).
2. A prepares and cooks food.
3. A chooses music for people to listen to/dance.
4. A works outdoors with animals and/or plants.
5. A sings to entertain people.
6. A plays an instrument to entertain people.
7. A creates information for the Internet.
8. A stands on a board and rides on waves.

10 points

GRAMMAR

2. Answer about yourself.

1. What would you like to do this weekend?
.....
What are you probably going to do?
.....
2. What would you really like to do this summer?
.....
What are you probably going to do?
.....
3. What would you like to have for dinner tonight?
.....
What are you probably going to have?
.....

10 points

COMMUNICATION

3. Complete the interview with the questions.

Career officer:
Meg: Meg Morton.

Career officer:
Meg: In Bristol.

Career officer:
Meg: I'm a very good pupil.

Career officer:
Meg: I like History and Geography.

Career officer:
Meg: I've got an A in Geography and B in History.

Career officer:
Meg: I have problems with Maths. I hate Maths.

Career officer:
Meg: I collect stamps. I really enjoy looking at my collection. You can learn so much from stamps.

Career officer:
Meg: I don't know for sure. Something like a travel agent or a tourist guide, I guess.

Career officer:
Meg: Because I'd like to travel and meet interesting people.

Career officer: Thank you very much. I'd like you to

LISTENING

15 points



4. Listen what Claire says about her job and report five things she mentioned about.



20 points

READING

5. Read the text and choose the correct word for each space to fill in.

BECOMING A COSTUME DESIGNER

It is difficult to find a job in costume design as it is very (1) But (2) you work hard and you are good (3) it, you'll do well. Costume designers research, design and prepare costumes, mainly for theatres but also for film and TV productions. To be a costume designer, you have to be (4) in theatre, film and drama and have a knowledge of fashion and art. You will (5) meetings with directors and managers to (6) the costumes and how much it will be (7) on them. You (8) to be able to draw and work hard because costumes are often produced in a very short time.

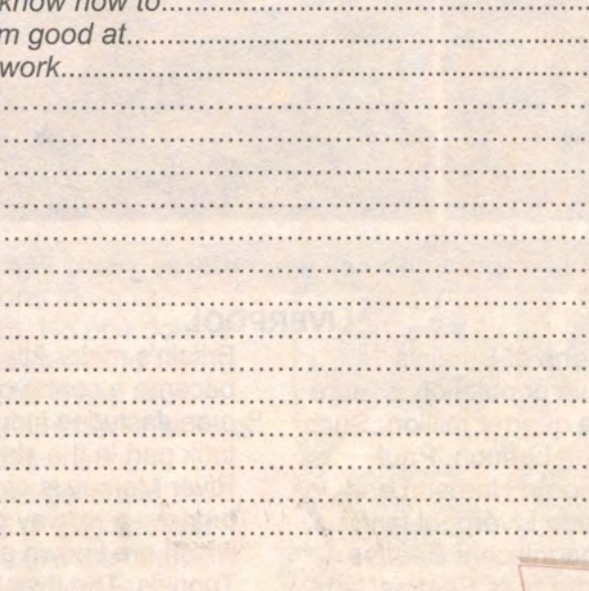
There are (9) ways of learning how to be a costume designer. Some people (10) a job with a company and learn while they are working. Others do a course at an art school.

1. a) popular b) liked c) satisfied d) known
2. a) although b) if c) while d) unless
3. a) to b) by c) from d) at
4. a) excited b) keen c) interested d) pleased
5. a) go b) stay c) attend d) come
6. a) discuss b) talk c) argue d) chat
7. a) paid b) charged c) bought d) spent
8. a) need b) should c) must d) can
9. a) lots b) plenty c) much d) several
10. a) search b) get c) become d) look

20 points



6. Write the sentences that describe your skills.



I know how to.....

I'm good at.....

I work.....

25

25 points

Total = 100 points

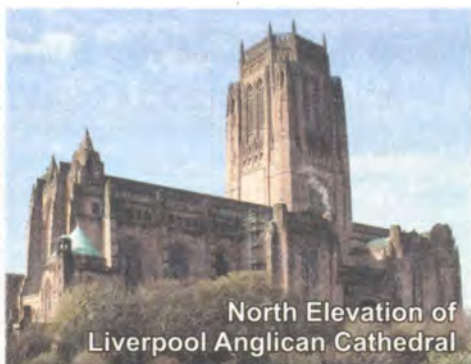
NOW I CAN...

- ☐ listen and read about different professions, jobs and occupations
- ☐ talk about career choices
- ☐ ask and answer about plans and ambitions
- ☐ write about qualities that make good specialists in different careers
- ☐ to take part in the interview with a career officer
- ☐ to discuss part-time jobs for teenagers or work as a volunteer
- ☐ make a questionnaire to check if a person suits to this or that job or profession

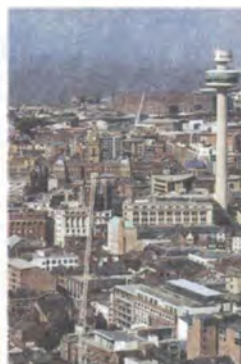
COUNTRY STUDIES CORNER



The Beatles Story Museum



North Elevation of
Liverpool Anglican Cathedral



1. Read about Liverpool and say what places you'd like to visit there.

LIVERPOOL

Liverpool is one of Britain's biggest cities. Its population is more than one and a quarter million. Such persons as John Lennon, Paul McCartney, George Harrison and Ringo Starr made Liverpool famous. Now it has a magnificent *Beatles museum*. Hundreds of *Beatles'* fans visit it every day. Liverpool is also known for its football teams. Its football Club is one of the most successful European Teams of the late 70s and early 90s. It was the Champion of Britain many times.



But, however, just music and football do not limit Liverpool. In the 18th and 19th it was developing as

Britain's major Atlantic port. It became a centre of cotton trade and manufacturing industry, its ships even took part in the slave trade. The River Mersey is crossed by two tunnels: a railway and a road tunnels, which are known as the Mersey Tunnels. The river had no bridges at this point and for a long time ferries were the main way to cross the river.

Shipbuilding, engineering, food processing and sugar refining are the leading industries in Liverpool.

Liverpool is proud of its sights, especially of the two 20th century cathedrals. One cathedral is the property of the Church of England and startling modern paintings decorate its interior. The other one belongs to the Roman Catholic

2. Ask and answer in pairs.

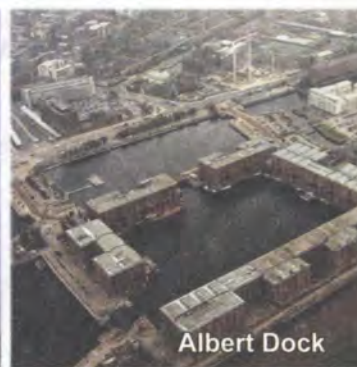
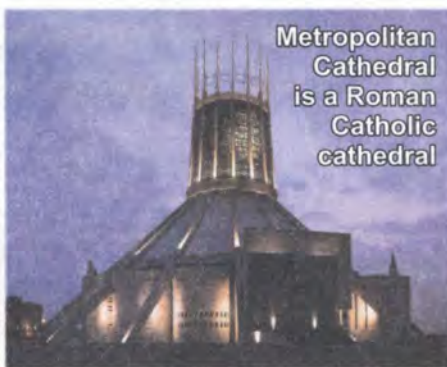


1. Is Liverpool a big city?
2. What is it famous for?
3. What are the leading industries in Liverpool?
4. Is Liverpool a cultural centre?
5. Why is it called the capital of Wales and Ireland?
6. What is the general opinion of a person from Liverpool?



3. Find some additional information about the city and present it in class.





Church, its architecture is unique in its way, and the cathedral looks like a huge Indian wigwam. No one doubts that Liverpool is a cultural and educational centre, for it has two universities, a great number of famous schools and many fascinating museums and picture galleries.

Liverpool is a city of England but sometimes people call it the capital of Ireland and the capital of Wales because there are many people of Irish and Welsh descent in the city. People are friendly, witty and humorous. The general opinion of a person from Liverpool is that he is of working class, socialist political beliefs, and he is good at jokes.

Not long ago the docklands of the Mersy-side were converted into a leisure area of parks and museums so that many people could have a rest there.



Liverpool Theatres and Halls

4. Say what information about Liverpool you found new.



5. Role-play the situation in pairs.

A, you've just arrived to Liverpool.
You came to tourist agency to
choose an excursion.

B, you're a travel agent. Give short information about the city and tell **A** about different sightseeing tours around Liverpool.

WORD LIST

slave trade — работоргівля
ferry — пором
refining — очищення
property — володіння, власність
startling — різкий
descent [di'sent] — походження

TIME TO REVISE!

Lessons 1-2



1. Listen, then read.

The English Bridge Group has been with you since the fifth form. Together we've come up to the end of your middle school.



In a month you're going to finish your ninth year of study and be ready to take exams. Would you like to take an exam in English? For being successful you should revise your grammar and vocabulary, activate your listening, reading, writing and speaking skills.

Just for these purposes we've prepared many useful tips, references and memory notes for you.



You can use the *Grammar Plus* supplement to support your English grammar knowledge and remind all the grammar you've been learning for previous years of your English Study. Then you are going to summarise all those *Helpful Tips* that you came across in your textbooks. They are in the supplement the *Tips for Pupils*.

And, as usual, you'll be able to use the *Vocabulary* as well as the *Irregular Verbs* list at the end of your book.



2. Describe your feelings and thoughts at the end of this school year.

- How do you feel before taking exams?
- Have you learnt much during this year?
- What were the most exciting things you had at your English lessons?
- Have you noticed any of your and your classmates progress in English Language Study?

3. a) *Before reading the text speak on how you feel when you hear the word 'exams'. What feelings does this word evoke?*

You can start this way:

I feel ...

It makes me think of ...

I am ...

It sounds like ...

I feel as if ...

It reminds me of ...

b) *Read the text and pay attention to the words in bold.*
Guess their meanings or use the dictionary if necessary.

EXAMS

Exams are for many of us a real challenge. They are usually accompanied by **uncertainty** and a feeling of lack of the situation control. We **have a sigh of relief** when everything is over.

Exams are considered to be a great stress. Students know that the fact of **passing or failing exams** has a great influence on their whole future.

How to overcome the feeling of **fear** or panic before an exam? If we cannot avoid the stress, we can at least make it work for us. Stress does not have to be bad if we only know how to **handle** it. In fact, it can even be positive because it is a kind of energy, which can help us to concentrate better, think more clearly under pressure and work more creatively.

The **question arises**, however, how to turn negative stress reactions into positive actions. Instead of thinking "I can't", we should rather think about what we can do right then and there.

We should also try to **visualise** the exam situation and ask ourselves: "What is the worst that could happen in this situation?" Then, "How likely is that to happen?" We will almost always find that the worst is not that bad, and that the **examiners** are not **monsters** but merely friendly people who wish us well.

We should work towards **achieving success**. Most of us forget how good we really are. We forget our past successes and remember only the **failures** and losses. Such a **negative attitude** **diminishes** our **confidence** in what we know and what we are able to do. When we are in the midst of a **stressful**



situation, we often forget that we have been in similar situations in the past and have done well.

How to prepare for the exams? Here are a few obvious principles:

- If possible, you should study in a group. This enables you to compare your state of knowledge with others.
- You should not study in the evening but rather during the day. The best time for learning is from 10 a.m. to 12 p.m., and from 2 p.m. to 4 p.m. **Long term memory** is best then and the ability to absorb new information peaks.



- You should not overload your memory before the exam. If you do not stop repeating constantly what you already know, your ability to reflect on old knowledge becomes weaker.

- In the evening you should relax, go for a long walk or read a book.

- On the day of the exam you should not hurry up but eat a regular breakfast, take all the necessary things and leave home.

- During a **written exam** you should first read the instructions carefully. It is also advisable to begin with the easiest tasks and then continue with the more difficult ones.

- When you take an **oral exam**, you should establish closer **mutual contact** with the examiner. For this you should avoid the moments of silence and even if you do not know a correct answer, you should **think aloud** because in this way the examiner becomes convinced that you think over a question. Sometimes you feel that your knowledge is not enough to pass the exam. In such cases it is **desirable** to be more creative in order to make the examiner satisfied.

c) Answer the questions.

- a) What is most people's reaction to exams?
- b) Are exams an inseparable part of our lives? Quote the text to prove your point.
- c) Is stress always bad for a person?
- d) What is the first step in turning negative stress into positive actions?
- e) Should people be critical of themselves before an exam? Why? Why not?

4. Say if these sentences are true or false.

1. One should study on one's own because other people disturb one's attention.
2. We should not study late in the evening.

3. The day before the exam is the best time for studying.
4. We should take a rest in the evening before the exam.
5. It is better not to eat before the exam.
6. During a written exam one should start with a more difficult task.
7. Even when we do not know the correct answer during the exam, we should try to answer the question.



5. Complete the sentences basing on the text.

- 1) If we cannot avoid the stress, we can...
- 2) Instead of thinking 'I can't', we should...
- 3) Exams are considered to be...
- 4) We should understand that examiners are...
- 5) We should work towards...
- 6) Before the exam you shouldn't...
- 7) During a written exam you should...
- 8) When you take an oral exam, try to...
- 9) When you feel that your knowledge is not enough it is desirable to...

6. Discuss the items in groups.

1. Do you feel particularly quiet when the exam starts?
2. How do you overcome a stressful exam situation?
3. How should one prepare for the exams?
4. How do you prepare for the exams?
5. What should you do on the eve of your exam?
6. Are exams necessary? Prove.
7. Do you think that exams are unfair? Why? Why not?



Try to evaluate¹ your skills according to the European Language Framework. You can use the *Self-Assessment Grid* on the next pages. You can also check and see what you really know and are able to do in English while working with the tables on pages 50-56 of your *Workbook*.

We really hope you are a confident and successful person. We wish you good luck!



Workbook ex.5 - pp.49-50

¹to evaluate [i'væljuet] — оцінювати

SELF-ASSESSMENT GRID

Self-Assessment Grid

(according to European Language Framework)

	listening	reading
B2	I can understand extended speech and lectures and follow even complex lines of argument provided if the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
B1+	I can understand speech with requests and problems explanations. I can understand contents of conversations, discussions, lectures and reports on familiar topics, although cannot recognise some phrases and expressions.	I can understand simple familiar information in letters, leaflets, directions, newspaper articles. I can understand the gist of specialised simple structured texts within my own field.
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
A2+	I can understand everyday speech when the delivery is standard and clear. I can understand the main point of TV shows, films, where visual reception plays important role. I can understand the gist of short lectures, familiar stories, when speech is relatively slow and clear.	I can read simple texts about things I'm interested in, leaflets, short official documents, simple and clear instructions, short descriptions of events.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
A1+	I can understand and follow simple directions. I can understand simple questions concerning my experience, as well as simple everyday dialogues, supported with mimic and gestures.	I can understand simple illustrated texts, guides, game directions, instruction for the use of familiar things. I can find relevant information in simple and familiar texts.
A1	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example, on notices and posters or in catalogues.

spoken interaction	spoken production
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
I can hold a conversation on familiar topics without delays and pauses, using simple language tools. I can explain my attitude and respond to the questions. I can summarise and synthesise information.	I can talk about my own experience, describe my attitude to the events. I can make short presentations and reports, followed by my comments and conclusions.
I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
I can exchange opinions and information on familiar topics in predicted everyday situations. I can ask another person to help when I need it.	I can express myself in monologue to talk about my feelings, everyday aspects of my environment (people, local area, study) using simple language tools.
I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent school.
I can greet other people and introduce myself. I can respond to the greeting and ask how someone feels. I can order food and drinks. I can do everyday shopping.	I can express myself with simple connected sentences to give a short simple description of myself and my environment. I can talk about what I can see in a picture and describe other people.
I can interact in a simple way if the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can use simple phrases and sentences to describe where I live and people I know.

SELF-ASSESSMENT GRID

writing	
B2	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.
B1+	I can write short reports and explanations with simple structure within field of my direct charge. I can write simple clearly structured texts, make a summary, argumentation of my doing or views.
B1	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
A2+	I can write short simple texts, create messages to describe the topic, problem, etc. I can describe my dreams, hopes and expectations.
A2	I can write short, simple notes and messages. I can write a very simple personal letter, for example, thanking someone for something.
A1+	I can copy words, sentences without mistakes, write names of countries, buildings and food. I can write short connected paragraph about myself, my place and my family.
A1	I can write a short, simple postcard, for example, sending holiday greetings. I can fill in forms with personal details, for example, entering my name, nationality and address on a hotel registration form.



Grammar Plus

A / AN — THE INDEFINITE ARTICLE

<ul style="list-style-type: none"> We use a before a consonant and an before a vowel. But it depends on the pronunciation of the following word, not the spelling. a cat an elephant a uniform an interesting story a one-day trip an hour 	<ul style="list-style-type: none"> We use a / an when we are talking about a person or thing for the first time. We saw a girl with a dog. We use the when we talk about it again. The girl was very little and the dog was big.
<ul style="list-style-type: none"> We use a / an only with singular countable nouns. a pencil an orange 	<ul style="list-style-type: none"> We use a in some expressions when it means 'every'. once a day (once every day) twice a year three times a week, etc
<ul style="list-style-type: none"> We use a / an with jobs / professions. She's a nurse. He's an engineer. 	<ul style="list-style-type: none"> We use a in some expressions of quantity. a lot of people a few questions a number of pupils
<ul style="list-style-type: none"> We use a in some fixed expressions. have a cold have a headache have (take) a bath / shower take a picture sleep like a log go for a walk, etc 	

THE — THE DEFINITE ARTICLE

The means 'you know which one/ones I mean'. It can be used before any noun, singular or plural.	
<ul style="list-style-type: none"> We use the when we talk about something that has been mentioned before. I bought a shirt and a sweater. The shirt is red and the sweater is blue. 	<ul style="list-style-type: none"> We use the with some time expressions. in the evening in the afternoon in the morning at the weekend
<ul style="list-style-type: none"> We use the when it is clear what we mean. Open the door! (You can see which one.) Turn on the TV! 	<ul style="list-style-type: none"> We use the with musical instruments. Can you play the piano?
<ul style="list-style-type: none"> We use the with persons or things that are unique (there's only one). When I was in Rome I saw the Pope. Don't sit in the sun. It's too hot. 	<ul style="list-style-type: none"> We use the with superlatives and ordinal numbers. She's the fastest runner in our class but today I was the first to finish the race.
<ul style="list-style-type: none"> We use the with some names. <ul style="list-style-type: none"> a) with the names of rivers, seas and oceans the Amazon the Black Sea the Pacific Ocean b) with the names of groups of islands and mountain ranges the Bahamas the Alps c) with the names of countries that include a union, a republic or a kingdom the United States the Republic of Croatia the United Kingdom but Ukraine, England, Canada d) with the names of hotels, cinemas, theatres, museums and buildings the Hilton the Broadway Cinema the National Theatre the Science Museum the Empire State Building e) with family names in the plural The Greens are coming to dinner tonight. 	

- We use **the** in some fixed expressions.

listen to **the** radio **but** watch TV
 go to **the** cinema / go to **the** theatre
 go to **the** doctor's / go to **the** dentist's
 call **the** police
 live at **the** seaside / live in **the** country
 on **the** left / on the right / in **the** middle, etc

NO ARTICLE

There are a number of situations when we use no article.

<ul style="list-style-type: none"> ● We use no article with the names of people. <i>This is Paul Smith.</i> 	<ul style="list-style-type: none"> ● We use no article with the names of languages, school subjects, sports and games. <i>Can you speak French?</i> <i>History is my favourite subject.</i> <i>He loves football and chess.</i>
<ul style="list-style-type: none"> ● In general, we use no article with the names of continents, countries and cities. <i>He's from London.</i> <i>Brazil is a country in South America.</i> 	<ul style="list-style-type: none"> ● We use no article with the names of the days and months. <i>I'll see you on Monday. The course ends in June.</i>
<ul style="list-style-type: none"> ● We use no article with the names of streets, squares, parks and bridges. <i>Tower Bridge, Hyde Park, Trafalgar Square and Oxford Street are all in London.</i> 	<ul style="list-style-type: none"> ● We use no article with the names of meals. <i>Let's have breakfast. What time is dinner?</i>
<ul style="list-style-type: none"> ● We use no article with the names of lakes, islands and mountains in the singular. <i>Lake Michigan is in the States.</i> <i>Hoverla is in Ukraine.</i> <i>Ben Nevis is a mountain in Scotland.</i> 	<ul style="list-style-type: none"> ● We use no article in a number of common expressions. <i>go to school / go to work / go to church</i> <i>go home / at home</i> <i>go to prison / be in prison (as a prisoner)</i> <i>go to hospital / be in hospital (as a patient)</i> <i>go on holiday</i> <i>go to bed</i> <i>travel by car / by plane / by bus / by train</i> <i>come on foot</i> <i>fall in love, etc</i>

PRACTICE

A. A or an?

- | | |
|----------------------|-----------------------------|
| 1. apple | 7. university |
| 2. union | 8. useful object |
| 3. accident | 9. honest person |
| 4. horse | 10. intelligent answer |
| 5. umbrella | 11. nice evening |
| 6. one-man show | 12. Italian car |

B. A, an or no article?

- In my country doctors make good money. My dad is doctor.
- They go to the cinema once month but we go every Sunday.
- Irish stories are often funny. Here's old Irish story.

4. Let's go for walk. It's good for your body.
5. I don't like football much but I'm crazy about tennis.
6. He usually takes shower before he goes to bed.
7. We'd like to go to Australia because it's unusual country.
8. I sleep like log when I'm on holiday.
9. Let's watch TV. There's good film on.
10. Where's Mary? She's at home. She has bad headache.

C. A, an or the?

1. Yesterday, I met interesting boy. boy had parrot on his shoulder. parrot was singing song. song was in French.
2. My brother found wallet in the street few days ago. There was lot of money in wallet but no name. Then he saw policeman and gave wallet to him. policeman thanked him and promised to give him reward.
3. Our neighbour Tom is very active person. In morning he jogs for hour and in evening he works out his garden. At weekend he plays football with us. You'd never say he's 75.
4. Grandma has had cold for two weeks now. I think she should go to doctor's.
5. We went to cinema last night and saw exciting film. number of famous actors were in it. Actually, I think it's best film I've seen in years.
6. most important thing for my parents is how I'm doing at school. "How was school today?" is first question they ask me when I come home.

D. The or no article?

..... Keenans are a very interesting family. Mr Keenan was born in Ireland but came to United States when he was 18. He still speaks Irish which is very different from English.

He met his wife, Gertrud, when he was working at Ritz Hotel in New York. She was German and came to America with her rich parents. They fell in love and were married soon. Together, they started a small restaurant near Central Park which became one of most popular places to eat. Life was good for Keenans then. They had three children and a nice house in country.

One night, as they were driving home from theatre, they had an accident. Gertrud was badly hurt and she was in hospital for a long time.

When she recovered, they sold restaurant and house and moved to Bahamas.

Gertrud became a writer. first book she wrote was a bestseller and second one was made into a movie. Mr Keenan started renting boats to tourists. Now he owns biggest business in Bahamas. children are all grown up. Nick, oldest son, is a painter. He lives on a small island in Pacific. His sister, Helen, works in Metropolitan Museum of Art in New York. youngest child, Patric, is a musician. He plays guitar in a rock band and travels all over world. family always gets together at Christmas.

E. A, an, the or no article?

1. Look at moon. Isn't it beautiful?
2. My sister is architect. She lives in Japan.
3. Will someone answer telephone?
4. He's been playing basketball since he was a child.
5. Let's have lunch. I'm starving.
6. This is first time that I've been to United Kingdom.
7. My birthday party is on Saturday. Bring friend if you like.
8. Could you close door, please?
9. This is best book I've ever read.
10. We usually go to work on foot.
11. Sally had accident while skiing in Alps. She crashed into tree and broke both legs.
12. All I want to do now is go home and have nice hot bath.

THE PAST SIMPLE vs THE PAST CONTINUOUS

THE PAST SIMPLE

Positive			
REGULAR VERBS		IRREGULAR VERBS	
VERB + ED		go	WENT
arrive	ARRIVED	see	SAW
play	PLAYED	meet	MET
Negative			
Put DID NOT (DIDN'T) after the subject and then use the INFINITIVE FORM			
I / You / He / She / It	DID NOT ARRIVE (DIDN'T ARRIVE)	on time yesterday.	
We / You / They	DID NOT GO (DIDN'T GO)	there last year.	
Questions			
Put DID before the subject and then use the INFINITIVE FORM			
DID I / you / he / she / it	ARRIVE	on time yesterday?	
DID we / you / they	GO	there last year?	

THE PAST CONTINUOUS

Positive	
I / He / She / It	WAS STUDYING.
You / We / They	WERE STUDYING.
Negative	
I / He / She / It	WAS NOT STUDYING (WASN'T STUDYING)
You / We / They	WERE NOT STUDYING (WEREN'T STUDYING)
Questions	
WAS	I / he / she / it STUDYING?
WERE	You / we / they STUDYING?

USE

We use the past simple :	We use the past continuous :
<ul style="list-style-type: none"> for actions completed at a definite time in the past. <i>I read a book last night. (I finished the book.)</i> 	<ul style="list-style-type: none"> for actions that were going on at a particular time in the past. <i>I was reading a book at 8 last night.</i> for two actions that were going on at the same time in the past. We connect them using WHILE. <i>WHILE I was tidying up the room, John was making breakfast.</i>
<ul style="list-style-type: none"> We often use the past continuous and the past simple together. We use the past continuous for the longer action. <i>WHILE they were playing football, they broke the school window.</i> <i>WHEN I was going to the shop, I met my best friend.</i> <i>AS I was walking down the street, I saw a broken window.</i> <p>You can also say: <i>WHEN I my best friend, I was going to the shop.</i></p> <p>You can't say: <i>WHILE I met my boyfriend, I went to the shop.</i></p>	<ul style="list-style-type: none"> We use the past simple for the shorter action, which 'interrupted' the longer action. <i>WHILE they were playing football, they broke the school window.</i> <i>WHEN I was going to the shop, I met my best friend.</i> <i>AS I was walking down the street, I saw a broken window.</i>

PRACTICE

- A. a) Imagine you are a member of a famous rock group. You have been accused of breaking the law and are being interviewed by the police. You haven't done anything wrong and you have a good alibi for each of the times mentioned. Chose 7 things from the list you were doing last week. Write sentences using the past continuous of the verbs below.

talk to the manager
listen to the recordings
make a documentary
have a charity dinner
try out a new instrument
practise with the other members
of the band

play a concert
have a photo session
record in the studio
talk to a stylist
give an interview to the TOP 10
sign a new CD

On Monday morning I was.....
On Tuesday afternoon
At 9 o'clock on Wednesday
On Thursday evening
Before dinner on Friday
At 8 o'clock on Saturday.....
On Sunday evening

- b) Write down 4 questions beginning as shown below. Use one of the time expressions from task a).

For example:

What were you doing on Monday morning?

- What?
- What.....?
- What.....?
- What.....?

c) Ask some of the students in the class these questions. Write down their answers.

.....

.....

.....

d) Look back at Task a) and c). Compare what you were doing at the particular time last week with the things your friends were doing. Write 4 sentences like the ones below.

On Monday morning WHILE I was....., he / she was

or On Monday morning we were both

.....

.....

.....

B. In each sentence below one verb is in the past simple and the other is in the past continuous. Put the verbs in the brackets in the right tense.

- 1. While I was playing the guitar, my string (break).
- 2. As we (drive) home from the party, a police car stopped in front of us.
- 3. She was painting when she (spill) water on the table.
- 4. As I was walking down the street, a little boy (ask) me for some money.
- 5. She (eat) soup when she burnt her tongue.
- 6. The children (scream) when the headmaster came into the class.
- 7. They (watch) a film at the cinema when the lights went out.
- 8. As I (sleep), someone broke into our house.

C. Write down the past simple of the verbs below.

- | | |
|-----------|------------|
| hear..... | bite..... |
| find..... | take..... |
| fall..... | ring |
| see..... | get |

D. Use the past tense of the verbs above in the sentences below. One verb in the sentence is in the past simple and the other is in the past continuous.

- 1. We / study / when / we / hear / a noise in the attic
- 2. When / I / tidy up / I / find / my old roller skates
- 3. While / she / read / an old photo / fall / out of the book
- 4. He / see / her / while / she / stay / in France

5 The dog / bite / her / when / she / ride / a bike

6. As / he / swim / in the pool / someone / take / his cell phone

7. I watch / TV / when / my best friend / ring

8. They / get married / while / they / live / in the States

E. Fill in the gaps in the conversations. Use the past continuous.

Conversation 1

"What were?"

"At 8 o'clock? I was watching a football match."

"Who.....?"

"Arsenal and Juventus."

"Was your dad.....?"

"No, he wasn't. He was in the basement."

"What.....?"

"He.....?"

"Playing with model trains?!"

"Yes, didn't I tell you? It's his hobby."

Conversation 2

"What.....?"

"At 6? I was studying."

"What.....?"

"History."

"Was your brother.....?"

"Helping me? No, way. He was at the birthday party."

F. Complete the sentences with AS, WHILE or WHEN. Write down all the correct possibilities.

1. the boys were telling jokes, the girls were laughing.

2. I met her, she was wearing a beautiful pink dress.

3. She asked me something I was passing by.

4. What was the baby doing you were telling her the story?

5. They were playing a match somebody took their clothes from the changing room.

6. Some kids were doing homework others were talking very loudly.

7. She was living in France I saw her last.

G. Circle the correct answer.

1. I *didn't see* / *wasn't seeing* him while I was walking in the park.

2. *Were you cutting* / *Did you cut* yourself while you were shaving?

3. How did you break your leg? While I *played* / *was playing* volleyball.

4. Last night I *finished* / *was finishing* reading the book you gave me.

5. What *did you do* / *were you doing* at around 6 o'clock yesterday?

6. I *went* / *was going* to a restaurant yesterday.

7. We *went* / *were going* to the restaurant when we met Jane.

8. While John *made* / *was making* a cake, I was setting the table.

9. As they *watched* / *were watching* the match, somebody threw a bottle onto the pitch.

10. The car *stopped* / *was stopping* while I was crossing the road.

THE PRESENT PERFECT

have ('ve) / has ('s) + past participle

The past participle of regular verbs is formed from the **INFINITIVE + -ED**

The past participle of irregular words should be learnt from the list of irregular verbs.

Positive

I **have finished** ('ve finished)...

You **have finished** ('ve finished)...

He / she / it **has finished** ('s finished)...

We

You **have finished** ('ve finished)...

They

I **have done** ('ve done)...

You **have done** ('ve done)...

He / she / it **has done** ('s done)...

We

You **have done** ('ve done)...

They

Negative

I **have not finished** (haven't finished)...

You **have not finished** (haven't finished)...

He / she / it **has not finished** (hasn't finished)...

We

You **have not finished** (haven't finished)...

They

I **have not done** (haven't done)...

You **have not done** (haven't done)...

He / she / **has not done** (hasn't done)...

We

You **have not done** (haven't done)...

They

Questions

Have I finished?

Have you finished?

Has he / she / it finished?

Have

we finished?

you finished?

they finished?

Have I done...?

Have you done...?

Has he / she / it done...?

Have

we done...?

you done...?

they done...?

USE

We use the present perfect:

- to talk about things that have or haven't happened in someone's life up to now. We often use **EVER** and **NEVER** in this context.

Have you EVER been to Australia?

I have NEVER played golf.

- for things that happened a short time before now. We use **JUST** in this context.

I have JUST come home.

- for an action which happened in the past and we can see its result now.
I have bought a new watch. (Look at it. Do you like it?)
- with adverbials such as: **ALREADY** and **YET**.

YET (only in questions and negative sentences)

I haven't finished my project YET.

Have you seen that film YET?

ALREADY (in positive sentences)

My best friend has ALREADY finished it.
Are you hungry? No, I've ALREADY had lunch.

ALREADY stresses that something has happened sooner than we had expected.

PRESENT PERFECT vs PAST SIMPLE

We use the present perfect:

— to talk about things that happened in the past but we don't know when or the specific time is not important.

*Ann **has had** an accident. I **have been** to Paris.*

— to talk about things that happened in the period of time that is not finished.

***Have you been** busy **today**?*

*I **have seen** my uncle only twice **this year**.*

We use the past simple:

— to talk about things that happened in the past and we know exactly when.

*She **had** an accident **yesterday evening**.*

*I **was** in Paris **last summer**.*

— to talk about things that happened in a period of time that is finished.

***Were** you busy **yesterday**?*

*I **saw** him three times **last year**.*

Remember!

Do not use time expressions which describe a finished time (*yesterday, last week, 2 years ago*) **with the present perfect**.

Always **use the simple past** when you want to ask **when** an action happened in the past.

PRACTICE

A. Put the words in the correct order to make sentences. Underline all the examples of the present perfect.

1. never met I such interesting an person have

2. already the police talked have the to witnesses

3. a job new has found she yet?

4. have this is most the delicious cake I eaten ever

5. to countries which been has she far so?

6. tried haven't yet new drink that I

7. slept have ever you in tent a?

8. has Brian learning started just Italian

B. a) Write the past participles of the verbs below. Circle the ones that are irregular. Check your work with the list of irregular verbs in your book.

buy

feed

clear

make

cook

set

do

take

empty

tidy

- b) What have they done? What haven't they done yet? Make sentences using the words from the first.

Susan's jobs:

make breakfast
feed the cat
do the shopping
water the plants
cook lunch
set the table

The twins' jobs:

tidy up the wardrobe
make the beds
clear the old toys from the garage
take the bottles to the bottle bank
buy the newspaper for an old neighbour
empty the rubbish bin

Susan has already made breakfast. The twins haven't tidied up their wardrobe yet.

.....

.....

.....

.....

.....

- c) Have you done any of those things today? Look back at the list in Task b).

.....

.....

.....

.....

C. Circle the correct sentence.

- I have been to Paris a year ago.
 - I was in Paris a year ago.
- Where have you spent your last summer holidays?
 - Where did you spend your last summer holidays?
- Have you cheated in a test when you were at school?
 - Did you cheat in a test when you were at school?
- The weather was bad last weekend.
 - The weather has been bad last weekend.
- I played golf yesterday.
 - I have played golf yesterday.
- We have met 15 years ago.
 - We met 15 years ago.
- I have done a lot of things today.
 - I did a lot of things today.
- I have been very busy last week.
 - I was very busy last week.

D. Fill in the sentences with the correct form of the verb given at the beginning. Use either the past simple or the present perfect.

- GO
 - He to the cinema **last night**.
 - He **just** to the cinema.
- BE
 - I to that cafe twice **so far**.
 - I in that cafe **yesterday morning**.
- CATCH (neg.)
 - She any fish **this year**.
 - She any fish **last year**.

4. **SEE**

- a) They their friends **last summer**.
b) They their friends **twice so far**.

5. **PLAY**

- a) How many matches you **since** you started playing tennis?
b) How many matches you **last season**?

6. **READ**

- a) I 20 pages **up to now**.
b) I 6 pages **yesterday**.

7. **WATCH**

- a) you **TV last night**?
b) you **ever** any reality show?

E. Fill in the dialogues with the present perfect simple or the past simple.

1. A: "..... you **ever** of that rock band?" (*hear*)
B: "Yes, I
I their CD **last summer**." (*buy*)
2. A: "..... you *The Jungle Book*?" (*read*)
B: "No, I , but I the film. (*see*)
I my little brother to the cinema **last week**." (*take*)
A: "How..... you it?" (*like*)
B: "It great." (*be*)
3. A: "..... you **ever** to Spain?" (*be*)
B: "Yes, I
I my last holidays there." (*spend*)
C: "How long you ?" (*stay*)
B: "For a week. It great." (*be*)
4. A: "..... your dad his keys?" (*find*)
B: "Yes, he..... them **yesterday**." (*find*)
A: "Where?"
B: "In his shoe."
A: "In his shoe? How on earth they there!?" (*get*)
B: "My baby brother them there." (*drop*)
5. A: "..... you Ann?" (*see*)
B: "No, why?"
A: "She with Tim." (*break up*)
B: "Really? When it ?" (*happen*)
A: "Last night."
6. A: "..... you your bed?" (*make*)
B: "Yes, I
I my room early **in the morning**." (*tidy*)
A: "..... Corina you?" (*help*)
B: "No, she She out before I got up." (*go*)
7. A: "..... Sarah..... (*finish*) her homework?"
B: "Yes, she She (*do*) it **an hour ago**."
8. A: "..... you TV **last night**?" (*watch*)
B: "No, I Why?"
A: "There a nice documentary about Australia. (*be*)
It was one of the most interesting documentaries I
ever" (*see*)

THE PRESENT PERFECT CONTINUOUS

Positive

I **have been** read**ing** ('ve been read**ing**)You **have been** read**ing**
('ve been read**ing**)He / she / it **has been** read**ing**
('s been read**ing**)We
You **have been** read**ing**
('ve been read**ing**)

They

Negative

I **have not been** read**ing**
(haven't been read**ing**)You **have not been** read**ing**
(haven't been read**ing**)He / she / it **has not been** read**ing**
(hasn't been read**ing**)We
You **have not been** read**ing**
(haven't been read**ing**)

They

Questions

Have I **been** read**ing**?**Have** you **been** read**ing**?**Has** he / she / it **been** read**ing**?**Have** | we
| you | **been** read**ing**?
| they |

USE

- We use the **present perfect continuous** for an action that started in the past and is still going on.

*I **have been doing** my homework.*
*My sister **has been sleeping**.*

- We use **SINCE** and **FOR** with the present perfect continuous to say how long someone has been doing something.

*She **has been playing** tennis **SINCE** 3 o'clock.*

(It's 5 o'clock now. She started playing two hours ago and she is still playing.)

*She **has been playing** tennis **FOR** two hours.*

Use **SINCE** + a point in time**since** 2 o'clock**since** this morning**since** JanuaryUse **FOR** + a period of time**for** five minutes**for** two hours**for** three days

PRESENT PERFECT CONTINUOUS

vs

PRESENT PERFECT

The **present perfect continuous** focuses on the continuation of the activity.

We use it to say

how long something has been happening.

*I **have been doing** maths exercises since 9 o'clock.*

— How long **have** you been **reading** this book?

— For an hour.

The **present perfect** focuses on the result of the activity.

We use it to say

how much someone has done.

how many things someone has done.

*I **have done** ten exercises.*

— How many pages **have** you **read**?

— Twenty.

PRACTICE

- A. Match the sentences from the two columns. Underline all the examples of the present perfect continuous.**

He's got a walkman.	They have been playing football.
The street is wet.	She has been sending messages.
Ann's holding a cell phone.	It has been raining.
Jamie and his friends are on the beach.	He has been listening to music.
My friends are in the park.	He has been doing a crossword.
He's got a pencil in his hand.	She has been writing on the blackboard.
The teacher's got a chalk in her hand.	They have been sunbathing.

- B. Complete the letter with the present perfect continuous of the verbs in brackets.**

Dear Grandma and Grandpa,
 I'm sorry I haven't written sooner. I(study)
 very hard. There's so much to do. I'm playing in a concert with the school
 orchestra next Sunday and we.....(practice) a lot.
 The house is in an awful state. Dad.....(paint)
 the doors and Stevie(help). You should see it!
 I can't tell who.....(make) a bigger mess. You can
 imagine what mum(do).
 Thank you very much for the computer game you sent me. I haven't got much time
 to play it, so Ann(win).
 I.....(think) of you a lot. Hope you can come and visit us soon.

Love,

Jamie

- C. Complete the sentences with the present perfect continuous of the verbs in brackets.**

1. They.....(travel) around the world for 3 months.
2. Tanya(play) the piano since she started school.
3. We(study) history for two hours.
4. I.....(wait) for a bus for half an hour.
5. Patrick and Lisa.....(live) in London since June.
6. They.....(make) sandwiches since 2 o'clock.
7. He.....(paint) this picture for a year.

- D. Fill in the sentences with SINCE or FOR.**

1. I have been living at my present address a month.
2. Tim has been learning French three years.
3. They have been playing football two hours.
4. Liz has been studying history 9 o'clock.
5. She hasn't been talking to him he moved to Germany.
6. They haven't been sleeping the baby was born.
7. The builders have been working on the house weeks.
8. Bruno has been training at water polo he started school.

- E. Write a sentence for each situation. Use the present perfect continuous with SINCE or FOR.**

1. I started talking on the phone 20 minutes ago. I'm still talking.

You.....

2. She felt sick after breakfast. She is still not feeling well.
She
3. John and Susan bought their interrail ticket two weeks ago. They are still ... travelling.
John and Susan
4. You started watching TV an hour ago. You are still watching it.
I
5. Mike started fixing his car at 8 o'clock in the morning. It's 4 o'clock in the afternoon and he is still in the garage.
Mike
6. We left home at 5 o'clock. We are still walking.
We
7. Eve joined the company 6 years ago. She is still working for the same company.

F. Write questions using the present perfect continuous.

1. How long?
She has been trying to pass her driving test since the beginning of the year.
2. How long?
They've been building the house for 3 years.
3. How long?
She's been collecting stamps since 1932.
4. How long?
I've been studying English for 5 years.
5. How long?
She's been working on this exercise for 5 minutes.
6. How long?
They've been living at their present address for 5 years.

G. Complete the sentences using the present perfect simple (have / has + past participle) or the present perfect continuous (have been / has been + ing form).

1. Be quiet, please. I your tests. (correct)
I only half of them.
2. How many Christmas cards you ? (write)
Only 5 and I since 8 o'clock.
3. Oh, no. I (spill) coffee all over my shirt and
I (wear) it only for an hour.
4. we yet? (arrive)
No, not yet.
But we for 8 hours. (drive)
5. She's desperate. She chocolates since
her boyfriend left her. (eat)
How many boxes of chocolates she ?
Three!
6. I for you for ages. (wait)
Where you ? (be)
7. She since 9 o'clock (shop) this
morning and she anything yet. (not
buy)

QUESTION TAGS

USE

- **Question tags** often follow sentences in speech and informal writing. We use them when we want to check if something is true. The regular statement is:
We are playing tennis this afternoon.

- If we are not sure, we can check by adding a question tag.
*We are playing tennis this afternoon, **aren't we**?*

● The meaning of a question tag is: 'Is it true?' 'Do you agree?'

FORM

- | | |
|--|--|
| <ul style="list-style-type: none"> ● We make the question tag in the same way we make an ordinary question. It consists of an auxiliary + a pronoun. But when the main sentence is positive, the question tag is negative.
<i>She is very nice, isn't she?</i>
When the main sentence is negative, the question tag is positive.
<i>You don't know the answer, do you?</i> | <ul style="list-style-type: none"> ● If there is a modal auxiliary verb (can, could, must, should, will, would, etc) in the main sentence, we repeat it in the question tag.
<i>You can't understand me, can you?</i>
<i>They should be here, shouldn't they?</i>
<i>Peter could help us, couldn't he?</i>
<i>You won't tell anyone, will you?</i> |
| <ul style="list-style-type: none"> ● If there is only the verb be in the main sentence, we repeat it in the question tag.
<i>It is a nice day, isn't it?</i>
<i>Mrs Green wasn't at home, was she?</i>
An exception:
<i>I'm very late, aren't I?</i>
The question tag for <i>I'm</i> is aren't I? | <ul style="list-style-type: none"> ● If there is an auxiliary verb (be, have, do) in the main sentence, we repeat it in the question tag.
<i>She is doing well, isn't she?</i>
<i>It was raining, wasn't it?</i>
<i>You haven't seen Jack, have you?</i>
<i>Your mum doesn't speak German, does she?</i>
<i>She didn't lose the tickets, did she?</i> |
- If there is no auxiliary verb in the main sentence, we use **do** in the question tag.
*You play the piano, **don't you**?*
*Tim gave you this book, **didn't he**?*

PRACTICE

A. Positive statement, negative tag.

Complete the sentences with question tags.

1. It's a great party,?
2. You're really tired,?
3. David and Jane are in Brazil,?
4. The show was excellent,?
5. Your parents were born in Italy,?
6. I'm right,?
7. We can do it tomorrow,?
8. I should visit my sick friend,?
9. Your father could pick us up,?
10. Anna would like to be an actress,?
11. It'll be all right,?
12. Mr Green will know what to do,?
13. She's leaving tonight,?

14. Jack has seen this film before,?
15. They're going to call the police,?
16. I've already met you,?
17. Peter works in a bank,?
18. You play tennis,?
19. Your sister studied in America,?
20. The ambulance arrived quickly,?

B. Negative statement, positive tag.

Complete the sentences with question tags.

1. You aren't scared,?
2. I'm not a baby anymore,?
3. It's not fair,?
4. Your friends weren't surprised,?
5. Steve wasn't completely honest,?
6. The book wasn't so boring,?
7. Your neighbours shouldn't be so loud,?
8. You wouldn't know the answer,?
9. The supermarket can't be open yet,?
10. Your sister won't be there,?
11. I won't be too late,?
12. Your brother couldn't give us a lift,?
13. You haven't got a dog,?
14. The doctors aren't going to hurt me,?
15. This street doesn't look very safe,?
16. Your dad hasn't seen your school report,?
17. You're not cheating,?
18. They don't speak English,?
19. Miss Jones didn't see me,?
20. We're not making a mistake,?

C. Question tags: positive and negative.

Complete the dialogue with question tags.

- Mary: You were born in Italy,?
- Grandpa: Yes, that's right.
- Mary: People don't speak English there,?
- Grandpa: Some Italians do, but when I was a boy almost no one did.
- Mary: Italy is very beautiful,?
- Grandpa: Yes, it is.
- Mary: Your family was very big,?
- Grandpa: Yes. I had six brothers and sisters.
- Mary: One of your sisters still lives in Italy,?
- Grandpa: Yes, she does. She lives in Florence.
- Mary: Florence isn't the capital,?
- Grandpa: No. Rome is the capital.
- Mary: You've been to Rome,?
- Grandpa: Actually, I haven't. I left Italy a long time ago and never went back.
- Mary: You'd like to go back,?
- Grandpa: Very much so. We could go together,?
- Mary: That's a great idea. But I should save some money first,?
- Grandpa: Don't worry about that. I'll pay for the trip.
- Mary: It won't be too expensive,?
- Grandpa: We'll work something out.

MODAL VERBS: CAN, COULD, SHOULD, MUST

FORM — BASIC RULES

<ul style="list-style-type: none"> ● Modal verbs are followed by other verbs in the infinitive. <i>She must go home.</i> 	<ul style="list-style-type: none"> ● They have no -s in the third person singular present form. <i>He can ski.</i>
<ul style="list-style-type: none"> ● They are used to make negative forms, questions, short answers and question tags. <i>We can't do it.</i> <i>Can you do it? Yes, I can.</i> <i>We can do it later, can't we?</i> 	<ul style="list-style-type: none"> ● Some of them, like must, have no past or future form. We use have to instead. <i>I must go now. (present)</i> <i>I had to go then. (past)</i> <i>I will have to go soon. (future)</i>

CAN / CAN'T / COULD

<ul style="list-style-type: none"> ● CAN is used for ability; to say that you know or don't know how to do something. Positive <i>I / you / he / she / it / we / you / they can play tennis.</i> Negative <i>I / you / he / she / it / we / you / they can't play tennis.</i> Question <i>Can I / you / he / she / it / we / you / they play tennis?</i> 	<p>Past form of can is could.</p> <p>Positive <i>I / you / he / she / it / we / you / they could read at the age of five.</i></p> <p>Negative <i>I / you / he / she / it / we / you / they couldn't write at the age of five.</i></p> <p>Question <i>Could I / you / he / she / it / we / you / they read and write at the age of five?</i></p>
<ul style="list-style-type: none"> ● CAN is used for permission; to ask if you can do something. <i>Can I go out tonight, Mum?</i> <i>No, you can't. You have a lot of homework.</i> 	<p>CAN has no future form so we use will be able to instead.</p> <p>Positive <i>I / you / he / she / it / we / you / they will be able to play tennis with Tina soon.</i></p> <p>Negative <i>I / you / he / she / it / we / you / they won't be able to play tennis with Tina soon.</i></p> <p>Question <i>Will I / you / he / she / it / we / you / they be able to play tennis with Tina soon?</i></p>
<ul style="list-style-type: none"> ● We can use COULD if we want to be very polite. — Could I use your phone, please? — Yes, of course. ● We also use be allowed to for giving permission or refusing permission (prohibition). <i>You can use a dictionary.</i> = You are allowed to use a dictionary. <i>You can't leave your bike here.</i> = You are not allowed to leave your bike here. <i>We couldn't stay out late when we were kids.</i> = We were not allowed to stay out late when we were kids. 	

SHOULD / SHOULDN'T

- We use **should / shouldn't** to give advice.
Should is used to say it is 'a good idea' to do something.
*You look tired. You **should** go to bed.*
Shouldn't is used to say it is 'a bad idea' to do something.
*You **shouldn't** eat so many sweets. It's bad for your teeth.*

MUST / MUSTN'T — HAVE TO / DON'T HAVE TO

- We use **must** for obligation; to say that it is necessary to do something.
*I **must** study for my test.*
- We also use **have to** for obligation. **Have to** and **must** are almost the same, but there is a slight difference.
*I **must** be at school on time. (I feel I must do it.)*
*I **have to** be at school on time. (It is the school rule that makes me do it.)*
Present obligation — positive form
*I / you **must / have to** go now.*
*He / she / it **must / has to** go now.*
*We / you / they **must / have to** go now.*

- To say that there is **no obligation** (that it is not necessary to do something) we always use **don't / doesn't have to**.
*I **must** tidy up my room, but I **don't** have to prepare my meals.*
*She **has to** work on Saturday but she **doesn't have to** work on Sunday.*

No obligation — negative form
*I / you **don't have to** go now*
*He / she / it **doesn't have to** go now.*
*We / you / they **don't have to** go now.*

- Mustn't** is the negative form of **must** but it has a special meaning. We use it for **prohibition**; to say that you are not allowed to do something.
*You **mustn't** touch that. It is very dangerous.*
*Pupils **mustn't** cheat in the test. (It is against the rules. They are not allowed to do it.)*

- We use both **must** and **have to** to ask questions about present obligations.
Present obligation — questions
***Must** I / you / he / she / it / we / you / they go now?*
***Do** I / you **have to** go now?*
***Does** he / she / it **have to** go now?*
***Do** we / you / they **have to** go now?*

- We use **had to** for past obligation.
*When I was a little girl, I **had to** go to bed at 8.*

Past obligation — positive form
*I / you / he / she / it / we / you / they **had to** go to bed at 8.*

No obligation — negative form
*I / you / he / she / it / we / you / they **didn't have to** go to bed at 8.*

- We use **will have to** for future obligation.
*If I get a bad mark, I **will have to** tell my parents.*

Future obligation

Positive
*I / you / he / she / it / we / you / they **will have to** go soon.*

Negative
*I / you / he / she / it / we / you / they **won't have to** go soon.*

Questions
*Will I / you / he / she / it / we / you / they **have to** go soon?*

Past obligation — questions
***Did** I / you / he / she / it / we / you / they **have to** go to bed at 8?*

PRACTICE

A. Fill in CAN or CAN'T.

1. Birds fly.
2. People fly like birds.
3. I read.
4. I speak Chinese.
5. I go to the cinema tonight, Dad?
No, you You have to finish your report.
6. you meet me after school? Of course I
7. Peter is very strong. He lift 50 kilos.
8. Cats see in the dark.
9. You bring in your dog. Dogs are not allowed in this restaurant.
10. My name is Robert but you call me Bob.

B. Fill in COULD or COULDN'T.

1. When he was younger he run 10 miles in an hour.
2. My grandma was very clever. She speak five languages.
3. We get in. The door was locked and we had no key.
4. you visit your friend when you were in New York?
5. Tony felt ill and go to work yesterday. He stayed in bed all day.
6. People watch TV at the beginning of the last century but they
..... listen to the radio.

C. Rewrite the following sentences using CAN or CAN'T.

1. No smoking is allowed on the train.
You
2. Customers are welcome to pay by credit card.
Customers
3. Children under 14 are not allowed in the bar.
Children under 14
4. Only hotel guests are allowed to use the pool.
Only hotel guests
5. Quiet please! No talking allowed in the library.
You

D. Fill in SHOULD or SHOULDN'T.

Your friend wants to become a model. Give her some advice how to look good.

1. You take regular exercise.
2. You eat a lot of fruit and vegetables.
3. You eat sweets.
4. You smoke.
5. You stay out late.
6. You get enough sleep.
7. You look after your hair.
8. You smile a lot.

E. Fill in the correct present form of HAVE TO.

1. I get up at 6:30 every morning.
2. you make your own breakfast?
3. Cindy is very nervous because she see her boss today.

4. Tom wear a school uniform?
5. they work every Saturday?
6. We are not in a hurry. We not go yet.
7. Why you be there so early?
8. If Mary isn't feeling well, she not come to the meeting.
9. he pay them now?
10. At school everyone obey the rules.

F. Fill in the correct past form of HAVE TO.

- A: When I was at school, we be very polite to our teachers.
 B: you wear a uniform?
 A: No, we didn't but we wear decent clothes.
 B: you study a lot?
 A: Oh yes, we did but we not take so many tests. We read a lot; one book a week.
 B: you write reports?
 A: Sometimes. More often we prepare a talk.
 B: you study Greek and Latin?
 A: Yes, we did. It was hard because we memorise a lot of words. But I liked it.
 B: I think you not work as hard as we do.
 A: Maybe.

G. Fill in MUST or MUSTN'T.

1. I see you right away.
2. You tell anyone about this.
3. I really do it?
4. We wait any longer. The storm is getting really bad.
5. You tell me the truth if you want me to help you.
6. We forget to lock all the doors before we leave.
7. Parents always know where their children are.
8. Teachers smoke in the classroom.
9. Drivers slow down when they are near a school.
10. You cross the street without looking left and right first.

H. Rewrite the sentences using DON'T HAVE TO or MUSTN'T.

MUSEUM RULES

1. Do not touch the exhibits.
You
2. Turn off your phones.
.....
3. You use
4. Speak quietly.
You be silent.
5. Food is not allowed in the museum.
You eat
5. It is not necessary to take off your coat.
You
- 6 Take your time.
You hurry.

PRACTICE

A. Complete the sentences. Choose the verbs from the box.

is eaten, is used, is played, are awarded, is worn, are ridden, is spelt

1. A floppy disk for storing a lot of information.
2. The flute..... by blowing into a long metal tube.
3. Oscars..... to actors, actresses, film directors, screenwriters and other successful people in the film industry.
4. A roast goose or turkey at Christmas.
5. Camels in desert countries.
6. The sari by women from India.
7. The word SUCCESSFUL with a double C and a double S.

B. Make present passive sentences using the following prompts.

1. Butter / make / from milk
.....
2. Polo / play / on horses
.....
3. The hotel rooms / clean / after breakfast
.....
4. Trees in rainforests / cut down / for their hardwood
.....
5. The Football World Championship / watch / all over the world
.....
6. Not much / know / about his life
.....
7. Visitors / ask / not to feed the animals
.....
8. Coffee / grow / in Brazil
.....

C. Turn these active sentences into the present passive.

1. A photographer takes photos.
.....
2. Cameramen shoot films.
.....
3. A nanny looks after children.
.....
4. Fashion designers design clothes.
.....
5. A mechanic fixes a car.
.....
6. Firefighters put out fire.
.....
7. A pilot flies a plane.
.....
8. A conductor conducts an orchestra.
.....

9. Dentists check your teeth.

10. A computer programmer makes software.

D. Complete the sentences with the past passive form of the verbs in brackets.

- I (not invite) to the party last night.
- His grandpa (kill) in the war.
- The car (not sell) last week.
- Amazonia (name) after the River Amazon.
- The house (destroy) by fire last night.
Luckily, nobody (injure).
- The trees (blow down) by a very strong wind in a storm last night.
- They (not pay) \$1000 to do the job. They got much less.

E. Active or passive? Circle the correct answer.

a) The film **was made** / **made** in Australia, but the story **was taken place** / **took place** in Africa. The story **wrote** / **was written** by one of the best American scriptwriters. The film **was shown** / **showed** to the journalists yesterday afternoon. Those who **were seen** / **saw** it liked it very much and **were written** / **wrote** very good reviews.

b) Ann **got** / **was got** a new bike for Christmas. This morning she **was taken** / **took** it to school and **was left** / **left** it in the schoolyard. When she came out of school, the bike **went** / **was gone**. **Was it stolen?** / **Did it steal?** Ann **was shocked** / **shocked**. The school principal **informed** / **was informed** about it and he **called** / **was called** the police. All the students **questioned** / **were questioned**. The next morning Ann **found** / **was found** the bike parked in front of her house. There was also a note saying: "Sorry, it **borrowed** / **was borrowed** only for a day."

F. Tom and Bob are comparing their answers from a general knowledge quiz. Use the words in brackets to make simple past passive negative and interrogative sentences. Look at the example:

- "The pyramids were n't built (build) by the Greeks."
"Who were they built by?"
"The Egyptians."
- "President Kennedy (kill) in New York."
"Where he then?"
"In Dallas."
- "The battle of Hastings (fight) in 1266."
"When it?"
"In 1066."
- "Albert Einstein (bear) in the US."
"Where he?"
"In Germany."
- "Penicillin (discover) by Charles Darwin."
"Who it by?"
"Alexander Fleming."
- "The first step on the Moon (make) by Yuri Gagarin."
"Who it by?"
"Neil Armstrong."

G. Circle the right form of the verb TO BE and underline all the past participles.

1. Tunas from the Adriatic Sea is / are / was / were exported to Japan.
2. Her room is / are / was / were painted two days ago.
3. We is / are / was / were taught by Miss Goldring last week.
4. The files is / are / was / were usually copied and saved on a floppy disk.
5. The accused is / are / was / were taken to court yesterday.
6. They is / are / was / were woken at midnight by the phone ringing.
7. Olives is / are / was / were grown in Dalmatia.
8. A kettle is / are / was / were used for boiling water.

H. Fill in the sentences with the present passive or the past passive.

1. The flag of the United Kingdom (call) the Union Jack.
2. Thanksgiving (celebrate) in November.
3. The Civil War (fight) between 1860 and 1865.
4. Bagpipes (make) of sheepskin.
They (play) in Scotland.
5. Abraham Lincoln (shoot) in the theatre.
6. The Declaration of Independence (sign) on July 4th, 1774.
7. The Washington Monument (dedicate) to the first president of the USA.
8. The World Trade Center (destroy) in a terrorist attack on September 11th, 2002.
9. The Statue of Liberty (give) to the Americans by the French.
10. The Metropolitan Museum (visit) by millions of art lovers every year.
11. Computers and silicon chips (produce) in Silicon Valley.
12. Australia (call) Down Under.
13. Hockey (invent) in Canada.
14. The Republic of Ireland (bear) in 1921.
15. Wool from Australia (export) to many countries all over the world.
16. The Olympic Games 2000 (hold) in Sydney.

I. Read the articles about two popular games. Put the verbs in the present simple passive or the past simple passive.

A JIGSAW PUZZLE

A jigsaw puzzle first (make) to help children learn geography. It (invent) in 1763 by the Englishman John Spilsbury.

The game (name) after a jigsaw (a kind of tool) which (use) for cutting out the pieces. The pieces originally (make) of wood. Jigsaw puzzles (play) all over the world today and some of the games have more than a thousand pieces.

CHESS

Chess is a kind of board game. The board (divide) into 64 squares.

Each player has an army of 16 pieces to fight the battle. They always (call) black and white. They

..... (move) about the board in a particular way. Games similar to chess first (play) in India and China a long time ago. The game, as we know it, (invent) in the 15 century and it still (play) today.

REPORTED SPEECH

USE

We use **reported speech** to say what a person says to someone, asks someone, tells someone to do, asks someone to do, etc. So, we report **statements, questions, commands, requests, etc.**

REPORTED STATEMENTS

- To report statements we use the reporting verb **say** followed by **that**.
"I'm tired," she says. (direct statement)
*She **says that** she is tired. (reported statement)*
*In spoken English we often leave out **that**.*
She says she is tired.
- We can also use the reporting verb **tell** to report statements. But we must always use a person's name or an object pronoun after **tell**.
"I'm tired," she says to Peter.
*She **tells Peter** (that) she is tired.*
*She **tells him** (that) she is tired.*
- We change the pronouns and possessive adjectives in reported speech.
*"We like **our** school," they say.*
*They say **they** like **their** school.*
 Sometimes some other words may change in reported speech because the original and the reporting situations are not the same.
*"I like it **here**." (says a boy who is away on holiday in a letter to his parents)*
*He says he likes it **there**. (report his parents to some friends)*

REPORTED QUESTIONS

- To report questions we use the reporting verb **ask**.
Steve said to Peter, "Do you like tennis?"
*Steve **asks** Peter if he likes tennis.*
- We can also use the reporting expressing **want to know** to report questions.
"Do you like tennis, Peter?"
*Steve **wants to know** if Peter likes tennis.*
- When the question is a **YES / NO question** (when it begins with a verb), we introduce the reported question with **if**.
"Can you come at 5?" the doctor asks the patient.
*The doctor asks the patient **if** he can come at five.*
"Do you have a temperature?"
*The doctor asks the patient **if** he has a temperature.*
"Did you have a temperature yesterday?"
*The doctor wants to know **if** the patient had a temperature yesterday.*

Remember!

DO / DOES / DID do not appear in reported questions.

- When we report the question, we change the question into a statement. That is why **the word order** in the reported question is the same as in a statement.

"Do you know the answer?" the teacher asks Mary.

*The teacher asks Mary if **she knows the answer**.*
 subject verb object

- When the question is a **WH-question** (when it begins with *who, what, when, why, where, how*), we introduce the reported question with the original question word.

"What is your hobby, Mark?" asks Stella.
*Stella asks Mark **what** his hobby is.*

"Where do you live?"
*Stella asks Mark **where** he lives.*

"How old are you?"
*She wants to know **how** old he is.*

- Sometimes we introduce reported questions with expressions like:

Do you know...
Can you tell me...
I don't know...

"Where is the hospital?"
Do you know where the hospital is?

Can you tell me where the hospital is?
I don't know where the hospital is.

"Where did she work before?"
Do you know where she worked before?
Can you tell me where she worked before?
I don't know where she worked before.

REPORTED COMMANDS

- To report commands we use the reporting verb **tell / told** followed by the **'to- infinitive'**.

"Go away!"
*She **told** me **to go away**.*

- When the command is negative, we use **tell / told + not + 'to infinitive'**.

"Don't touch that!"
*He **told** his little brother **not to touch** that.*

REPORTED REQUESTS

- We use the reporting verb **ask / asked** to report requests (what someone asks us to do). It is also followed by the **'to- infinitive'**.

"Help me, please!"
*She **asked** me **to help** her.*
"Don't leave me here, please!"
*She **asked** me **not to leave** her there.*

- Requests can be expressed in different ways but we always report them in the same manner.

"Could you close the door, please?"
*She **asked** him **to close** the door.*

"Would you show me the way to the museum?"
*A lady **asked** us **to show** her the way to the museum.*

"Can you help me with my Maths, please?"
*I **asked** my dad **to help** me with my Maths.*

PRACTICE

A. Report what Paul says about his new school.

1. "I've been at this school for 3 months."

Paul says

2. "I like school."

He says

3. "My favourite teacher is Miss Green."

.....

4. "I don't like school food much, but I try to eat it."

.....

5. "Sometimes we go on little trips."

.....

6. "We went to a museum yesterday."

.....

7. "My favourite place at school is the swimming pool."

.....

8. "Mr Jones is my swimming coach and I get on well with him."

.....

9. "I hope to be in the swimming team very soon."

.....

10. "I'm getting better every day."

.....

B. Complete the following reported statements with SAY(S) or TELL(S).

1. Billy me he hasn't seen Mark this week.
2. Our Maths teacher we should practise more.
3. My parents they don't understand why I play music so loudly.
4. Peter's dad him he doesn't want him to stay out late.
5. My sister me she won't help me with my homework again because I have broken her CD player.
6. Old people often things were better when they were young.

C. Put the reported statements from Task B into direct speech.

1. Peter says, "....."
2. Our Maths teacher says, "....."
3. My parents say, "....."
4. Peter's dad says, "....."
5. My sister says, "....."
6. Old people say, "....."

D. Report the following YES/NO questions.

John is having a summer job interview with a manager of a fast food restaurant. Here are the manager's questions.

1. Do you like getting up early?
2. Can you stay up late?
3. Are you usually on time?
4. Do you enjoy working with people?
5. Are you patient?
6. Do you speak any foreign languages?
7. Have you ever worked at a fast food place before?
8. Are you good at Maths?

The manager wants to know

1.
2.
3.
4.
5.
6.
7.
8.

E. Report the following WH-questions.

Here are some questions John asks the manager.

1. What time does the restaurant open?
2. When does it close?
3. What are my working hours?
4. What do I wear at work?
5. How much money can I make?
6. Who is my boss?
7. Where do I leave my bike?
8. When can I start?

John asks the manager

1.
2.
3.
4.
5.
6.
7.
8.

F. Report the following commands.

Jane is teaching her little brother how to ride a bike.

Here is what she tells him.

1. "Sit on the bike!"
She tells him.....
2. "Put your hands on the handlebar!"
She tells him.....
3. "Don't be afraid!"
.....
4. "Put your feet on the pedals!"
.....
5. "Don't worry, I'm holding the bike."
.....
6. "Start pushing the pedals!"
.....
7. "Look straight ahead!"
.....
8. "Don't look back!"
.....



G. Report the following requests.

Mr Bell is going away on holiday. He would like Mrs Smith, his neighbour, to look after his flat. Here is what he asked her to do.

1. "Would you open the windows every other day, please?"

Mr Bell asked Mrs Smith

2. "Could you water my flowers?"

He asked her.....

3. "Can you pick up my mail, please?"

.....

4. "Please don't give my key to anyone else!"

.....

5. "Don't forget to feed my cat every morning, please!"

.....

6. "Could you spend a little time with my cat so he won't be lonely?"

.....

Mrs Smith has a few requests of her own. Here is what she asked Mr Bell to do.

1. "Would you prepare enough cat food?"

She asked him

2. "Can you leave me the key of your mail box?"

.....

3. "Could you send me a postcard?"

.....

4. "Don't forget a box of those Italian chocolates, please!"

.....

PRONOUNS

Look at the table.

PERSONAL PRONOUNS		POSSESSIVE PRONOUNS	ABSOLUTE PRONOUNS
SUBJECT	OBJECT	(used with a noun)	(used without a noun)
I	me	my book	It's mine.
You	you	your cap	It's yours.
He	him	his room	It's his.
She	her	her room	It's hers.
It	it	its tail	
We	us	our house	It's ours.
You	you	your dog	It's yours.
They	them	their car	It's theirs.

PERSONAL PRONOUNS have two forms:

subject form

and

object form

I have got a book.

Where is Mary? Is **she** coming?

Where is Bruno? **He** is late.

They are lovely.

Give **me** the book, please.

Tell **her** to come.

We are waiting for **him**.

We love **them**.

GRAMMAR PLUS

We use **possessive** and **absolute pronouns** to show that something belongs to somebody.

Possessive pronouns
are followed by a noun.

That isn't **my** pencil.

Is this **your** bag?

This can't be **their** cat.

Absolute pronouns
are used without a noun.

Mine is here.

My bag is old and **yours** is new.

Theirs is black and white.

PRACTICE

A. Replace the underlined part with the object form of a pronoun.

1. Turn the light on.

2. Granny told Eve a story.

3. I've sent John the photos.

4. Bill found the book in his cupboard.

5. Hand the projects.

6. Who is it? Chris: It's Chris.

7. Did you see the snake?

8. Take your shoes off!

B. Replace the words in brackets with possessive pronouns.

1. His car is older than (my car).

2. Our son is as old as (your son).

3. My English as good as (his English).

4. His hair is longer than (her hair).

5. Our dog is more beautiful than (their dog).

6. Their scores are higher than (our scores).

C. Fill in a possessive pronoun or an absolute pronoun.

MY/MINE

A: I have lost sharpener.

B: You can use

HER/HERS

A: Is that book ?

B: You mean Iva's?

C: Yes, name is on it.

YOUR/ YOURS

A: Have you got passport, darling?

B: Yes. Oh, no, I've taken by mistake.

THEIR/THEIRS

A: Is house bigger than ours?

B: is bigger, but our home is more comfortable.

D. Circle the right form.

We met a year ago. A friend of **me / mine** introduced **I / me** to her.

She was a member of a debating club and I soon joined **it / him** too because I wanted to see **hers / her** more often. At first we saw each other just once a week because the debating club held **its / it's** meeting every Tuesday. The good thing was that I learnt a lot about **her / hers** through **our / ours** discussion. Some of **they / them** were very interesting. Of course **my / mine** speeches weren't as good as **her / hers**, but we became close friends. I'm head over heels in love now, but I'm afraid she'd turn **I / me** down if I asked **she / her** out.

E. Fill in the right form.

Teacher: Is this essay, Tim?

Tim: No, it's not handwriting is not as neat as that.

Teacher: It must be Eva's then.

Tim: Yes, I think it's I'll give it to

Teacher: Did you write about *The Lord of the Rings* and film adaptation?

Peter: No, I didn't. That was Bruno's topic. It's notebook.

Teacher: Can you read to the class, Bruno? It's really good.

REFLEXIVE PRONOUNS

Personal Pronouns	Reflexive pronouns
I	myself
You	yourself
He	himself
She	herself
It	itself
We	ourselves
You	yourselves
They	themselves

Singular pronouns end in **-self**.

The plural forms end in **-selves**.

We use reflexive pronouns after the verb when the subject and the object are the same person.

*I hurt **myself** when I fell down.*

*She made **herself** a cup of coffee.*

We often use reflexive pronouns after **behave, burn, control, cut, defend, enjoy, help, hurt, introduce, kill and teach**.

Reflexive pronouns are also used after a **verb + preposition**.

*She spoke to **herself**.*

*He looked at **himself** in the mirror.*

*Take care of **yourself**.*

*She did it by **herself** (on her own).*

Sometimes we use reflexive pronouns for emphasis.

*Prince Charles **himself** painted the pictures.*

PRACTICE

A. Fill in the missing reflexive pronoun.

1. Did she hurt when she fell?

2. Don't shout. Control !

3. We went to the cinema and then had pizza. We really enjoyed

4. They bought a new car for their 20th wedding anniversary.

5. The police have been investigating. I don't believe the man wanted to kill It was an accident.

6. My new digital camera turns off by two minutes after the photo has been taken.

7. They have just bought a DO-IT-YOURSELF book. They are going to redecorate the house

8. Don't let them sit so close to the fire. They can burn

9. The central heating turns on by before we get up.
10. Have a nice day in the countryside, children! I know you are going to enjoy
11. They are teaching to play the guitar. They'd learn faster if they took some classes.

B. Children are getting ready for the New Year's celebration. Fill the gaps with reflexive pronouns.

Pat and Tim: Nick, can you give us a hand with the table? We can't lift it by

Nick: Ouch!

Pat: Are you OK? Have you hurt ?

Nick: Not really. But two glasses are broken.

Tim: Be careful. Don't pick up the glass with your hands. You might cut

Pat: Tell Lara to buy more plastic cups. Where is Lisa?

Nick: She is sitting in the hall. She's not these days.

Pat: Why not?

Ann: She has broken up with Pete. She couldn't put up with him any more. She says he thinks only about

Pat: Oh, dear. Go out and talk to her.

Who is going to make the muffins then?

Nick: Sandy, Ann and Tim. They don't need any help. They can do it by

Sarah: Now, what's next? The decorations!

Ann: Wow! They are beautiful!

Sarah: We made them Let's hang them up.

Nick: Has the CD player been fixed?

Pat: Yes, I've fixed it

Nick: Well done! But I'd better turn it off before it stops working again.

Pat: You don't have to, it switches off by if the CD is not in.

Nick: Ok, that's it! We can enjoy now.

Where is everybody?

C. What does it mean? Match.

- | | |
|----------------------------------|-----------------------------------|
| 1. Help yourself to the muffins! | a) not to be silly or naughty |
| 2. She's not herself! | b) alone, without help |
| 3. They are enjoying themselves. | c) turn off automatically |
| 4. switch off by itself | d) not in the usual state of mind |
| 5. Behave yourself! | e) having a good time |
| 6. I did it by myself. | f) take some |

D. Discuss in class.

1. What do teachers mean by saying: 'Behave yourselves!'?
2. Do you know anybody who talks to himself / herself?
3. Do you think we see ourselves the same as others see us?
4. When did you last say 'I'm really angry at myself!'?
5. What do your parents mean by telling you 'Look after yourself!' before you go on a school trip?
6. What can little children do to themselves if their parents don't look after them?

Tips For Pupils

1. LISTENING

There are four main listening activity types:

- **note/sentence completion;**
- **matching;**
- **multiple choice;**
- **true/false.**

The listening texts should be presented twice and follow the way listening tasks are presented in exams.

A. Note/Sentence Completion

This activity focuses on listening for detail.

pre-listening

- Read through the instructions to know precisely what you have to do and to get a general idea of what the listening is about.
- Read through the questions and predict what kind of information might go in the gap.
 1. *Youth culture is not just a question of culture but also of... sex? age? race?*
 2. *Boys tend to hang around in ... gangs? groups? ... in the streets.*

By thinking about the kind of information being asked for, it will hopefully be easier for you to hear the correct answer.

NOTE: The missing words / phrases might not be identical to the words / phrases in the recording.

while-listening

- Don't panic if you don't get all the answers immediately, as you will hear the recording again.
- Use the second listening to confirm your answers.

post-listening

- Check to see that you haven't made any careless mistakes:
 - spelling mistakes;
 - grammar slips, e.g. singular or plural?
 - used more words than allowed by the instructions.

B. Matching, Multiple Choice, True / False

These activities might focus on listening for detail or for gist.

pre-listening

- Read through the instructions as with the sentence-completion tasks.
- Read through the questions, noting or underlining any key words, phrases or ideas that you should be listening out for.

E.g. (true / false)

 1. *Sex differences have a greater effect on health than social class differences do.*
 2. *At whatever age, men have a greater likelihood of dying than women do.*

NOTE: The missing words / phrases might not be identical to the words/phrases in the recording.

- Watch out for negatives.

E.g. *Shakespeare didn't have an in-depth knowledge of the court.*

 - a) *He didn't need this knowledge to write his plays.*
 - b) *He often visited the court.*
 - c) *His theatre company played at court.*

while-listening

- Follow the while-listening tips above.

2. READING

The aim of the reading tasks is to improve your skills in the techniques of:

- **skimming for general understanding;**
- **scanning for specific information;**
- **close reading for more detailed understanding.**

Skimming

- Get a general idea of what the text is about by reading any titles or headings, as well as the topic sentences of each paragraph (the initial sentence in the paragraph that tells us what it is about).
- Do not stop at unknown words but jump over them and try to get the general idea.

Scanning

- Read the question and select or underline the key words that will help locate the whereabouts of the answer.
E.g. The Beatles were important in the early 1960s...
- Scan the text to find the part that mentions 'the Beatles' and 'early 1960s' (these ideas might be phrased differently in the text itself).
- Do not stop at unknown words but jump over them and try to get the general idea.
- Having located the items in line 3, you are now ready to read closely.

Close reading

- Now read closely the part where the answer is to be found in order to answer the question.
The Beatles were important in the early 1960s...
a) *because of their music.* b) *because of their popularity.* c) *because of their clothes.* d) *because they represented different values from the mainstream culture.*
- Close reading tells us the answer is d), and this is supported by the phrase "**the Beatles ... were considered irreverent ... rebellious**", which means their values were different from the mainstream's. It can be useful to underline the phrase that supports an answer as it allows quick and easy comparison with the question.

Answering questions

1. skim the text for general understanding;
2. read the question;
3. scan the text to locate the answer;
4. read closely to find the answer;
5. repeat steps 3-5 for the next question, and so on.

3. GIVING A PRESENTATION

Your presentation should have:

A. An Introduction in which you say:

- what and who you are (your name and position)
- what the issue is
What I want to do (today / this morning) is to ...
My purpose/aim (today / this morning) is to ...
- what your topic is
I'm going to talk about... / The topic of my presentation is ...
- what points you will cover
My presentation will be in 3 parts.

First I'll talk about / deal with ...

Then / Next / Secondly, I'll consider / deal with ...

Thirdly / Finally I'll / ...

- when the listener can ask questions

If you have any questions, please feel free to interrupt me.

Finally, I'd be glad to answer any questions you may / might have.

- B.** A clear signal at the start of each part of the **Body** of the presentation:

Let me begin with ...

Right Now if we turn to ...

O.K. Let's deal next with ... + topic

So This brings me to ...

I would like to go on to ...

- C.** A clear **summary / conclusion at the end of each part** of the Body of the presentation, in which you restate your main point:

To summarise, ...

To conclude / In conclusion ...

- D.** A **Conclusion** in which you:

- repeat your main points
- give your main conclusion

- E.** An **Ending**:

Well, that's all I have to say. Thank you for your attention.

If you have any questions, I'll do my best to answer them.

4. WRITING

The writing tasks in the course are designed to reflect the kind of writing skills and text types that you might need for the school-leaving exam and for academic and work environments.

Here is a suggested procedure for writing, using the 'cause and effect' essay, for example.

Before writing

- 1. Make sure that you have understood** the task. Ask yourself questions like:

- What kind of text must I write? (A cause and effect essay.)
- What must I include in the essay? (The effects if more men stayed at home to look after children and do housework rather than going to work.)
- What kind of register should I use? (A neutral to formal style would be most suitable.)
- How many words can I write? (180-250)

- 2. Brainstorm** ideas you wish to use. This should help overcome the problem of "I can't think of anything to write about!"

- 3. Organise** your ideas into paragraphs that follow a logical sequence. For example, one paragraph could be about positive effects and another about negative ones.

- 4. Make sure you have enough supporting material.** If necessary, jot down reasons and examples for each argument.

During writing

If necessary, **follow the models** provided in the textbook for writing introductions, conclusions and the text type you are working on.

After writing

Edit your work to remove careless mistakes. Typically, you should ask yourself:

- Have I answered the question and included all the necessary points?
- Have I used paragraphs?
- Have I made any careless grammar mistakes?
- Have I made any careless spelling mistakes?
- Have I made any careless punctuation mistakes? *E.g. Have I used too many exclamation marks and also ... when I mean, etc?*

5. YOUR WRITING GUIDE

WRITING AN EMAIL

- The computer includes your email address and the date automatically.
- Write the email address of the person you're writing to.
- Write the address of the people you would like to send a copy of the letter to.
- Choose a subject
- Write the message like a short informal letter or a personal note.

DELETE PRINT FORWARD REPLY DONE

From: jack.hughes@mailstar.com **Sent:** 19/06/08
To: c_schneider@mayersoft.at
Cc: anke765@freipost.net
Subject: My Visit

Hi Colleen,
 Got your message about the weather. I'll make sure I pack my umbrella!
 My flight is arriving in Vienna tomorrow at 15:35, then I'll take a bus from the airport to the centre. I'll give you a ring from the hotel when I get there. How about meeting up later for dinner? If Anke arrives from Stuttgart, perhaps she could join us, too. It will be great to see you again soon!

Take care,
 Jack

WRITING A POSTCARD

- Put the date at the top. (You can leave this out.)
- Write *Dear* and the name of the person you're writing to.
- Write your message. Use short forms (I'll, it's, we're) and short sentences.
- Finish with a friendly phrase: *See you soon, Wish you were here! (Lots of Love, (to family members and close friends) Best wishes.*

21rd June

Dear Mum and Dad,
 I'm having a fantastic time in Austria. The weather's great. Lots of sunshine and no rain. My hotel's quite comfortable, too. We've already visited Schonbrunn Castle. It's beautiful! Next weekend we're planning to go to Salzburg. I'm really enjoying myself, but I forgot to put on suncream and now I think I've got sunburn!

Wish you were here!

Lots of love,
 Jack

Mr and Mrs P Davies
 34 Carlton Court
 Mayfield Road
 Bristol
 BS6 3QA
 UK

- Sign your name. First name is usually enough.
- Write the name and address of the person you're writing to.

INFORMAL LETTER

YOUR ADDRESS

- Street number and name
- Town/City and postcode
- Country, if foreign
- Date

*Flat 2**16 Zelena Street**Lviv, 79000**Ukraine**4th December 20 ____*

GREETINGS

- Greet your friend

Dear John,

MAIN BODY

- Give your reasons for writing

ENDING

- End your letter in a friendly way

Sign your name

*Love, / Your friend,
Victor*

FORMAL LETTER

- 1) When you write a formal letter, always put your **address** (but not your name) in the top right-hand corner.
- 2) Put the **date** below the address.
- 3) Always **start** 'Dear Sir or Madam', if you don't know the name of the person you're writing to.
- 4) End the letter with 'Yours sincerely' if you know the person's name or 'Yours faithfully' if you don't know the person's name.

INVITATION

- Choose a title to give information about the event.
- Include all the key information: date, time and place.
- Also say:
 - if there is a dress code (do people have to wear certain clothes?)
 - if the guests need to bring anything
 - if there is a charge (do people have to pay to enter?)
- Ask people to contact if it's necessary.

HALLOWEEN PARTY!



Please come to a fantastic
fancy-dress party and celebrate Halloween
with us on **Saturday 28 October**

From 7:30 p.m.
at the Student Club (44 St Michael's Hill, Bristol).

Fancy dress optimal, but recommended.
Admission free, but bring some food and drink.

Hope to see you there:

Mike and Janet

Contact us:
(Janet Bonfire, 54 Charlotte Street,
Bristol BS2 6ZX,
phone 07986 135246)



PARAGRAPH WRITING

The paragraph is created in the following ways:

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

Compare:

Separate sentences

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

Paragraph

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

AN ARTICLE

Are you writing an article? Follow this plan.

- Think about your reader. Who is your article for?
- First write down all your ideas — then organise them.
- Think of one key sentence for each paragraph and add more information.

Paragraph 1

1. Attract the attention of your reader.
2. Introduce the topic of your article.

Paragraph 2

3. Give the main information.

Paragraph 3

4. Add extra information.

Paragraph 4

5. Summarise and give your opinion.

Article: PROBLEMS AND SOLUTIONS

NOTE:

The language of an article is usually formal. You should not use short forms like: *I'm, isn't, won't, etc.*

Some useful words can be:
First of all / Secondly / Finally

INTRODUCTION 1st paragraph

Introduce the topic.
(Give a short and interesting introduction to the topic.)

MAIN BODY 2nd paragraph

Write about the first problem and its solution.

3rd paragraph

Write about the second problem and its solution.

Conclusion

Summarise and make conclusions. (Say what would be the result of solving the problem(s).)

A DESCRIPTION

Are you writing a description? Follow this plan.

- Imagine who will read your description and what information will interest them. Follow this plan.
- Think of at least key words or phrases to describe the person. Follow this plan.
- Describe one feature in each paragraph and add extra information.

Paragraph 1

1. Introduce the person you are going to describe.

4. Describe what is special about that person.

Paragraph 2

2. Describe one key feature.
3. Add extra information.

Paragraph 4

5. Finish with a personal opinion.

Paragraph 3

A STORY

Are you writing a story? Follow this plan.

- Give your story a clear beginning, middle and end.
- Think of key words to describe places / feelings, etc.
- Write three paragraphs.

Paragraph 1

1. Set the scene. Say where you were and what you were doing.
2. Describe how you felt.

Paragraph 2

3. Describe the place and give some background information.

Paragraph 3

4. Describe the main event, and the outcome.

A REVIEW

Are you writing a review? Follow this plan.

- Think about your reader. Who is your review for?
- Use descriptive language and sound enthusiastic.
- Write four paragraphs.

Paragraph 1

1. Say what you are reviewing.
2. Explain why you chose to review it.

Paragraph 3

4. Describe the story / game.

Paragraph 2

3. Describe the main characters of the book / film or the object of the game.

Paragraph 4

5. Give your personal opinion and recommendation.

A REPORT

Are you writing a report? Follow this plan.

- Think about your reader. Who is your report for?
Reports are usually for teachers / parents / somebody official.
- Use formal language and a clear structure.
- Write four paragraphs.

Paragraph 1

1. Say what the report is about.

Paragraph 2

2. Explain the advantages of the first idea.
3. Explain the consequences / result of the first idea.

Paragraph 3

4. Introduce an alternative idea and explain the advantages.
5. Explain the consequences / result of an alternative idea.

Paragraph 4

6. Summarise your arguments, give extra information.
7. Make your personal recommendation.

TAPESCRIP

Unit 1 (Lesson 5)

Recently we were the guests of one Kharkiv School. We met with five sociable pupils and visited after-school clubs for teens. They kindly shared the information about their hobbies and activities and invited everybody to join them. Listen to their club radio presentations, take a good look and choose one for yourself!

Is your dream to become a computer genius?

Our club is the one you need!

- Improve your skills or practise new ones.
- Learn about new programmes.
- Make use of your knowledge in the future.
- Meet new people with the close interests to share.

The club meets every Wednesday in computer classroom at 3 o'clock.

Shape your body, make it perfect!

It's not only sport, it's art!

- Girls' and mixed groups.
- Skilled instructors.
- Good music.
- Modern types of dancing.

Your positive mood is our care, just come and try from Monday to Friday at 4 or 5 in the Athletic Centre.

Our club for sure suits your sporty lifestyle!

- Boys and girls come and try playing.
- Learn new or special basketball tricks from experienced coaches.
- This is a real team game.

The club welcomes on Tuesday and Friday in the school gym.

Make good use of your hands!

- Learn how to create beautiful out of simple.
- Work with different materials like wood, clay, fabrics.
- Enlarge your creativity to impress somebody.

Come to us on Thursday from 3 to 5 in the Art School.

Do you want to improve your knowledge of English?

Do you need some speaking practice?

- Meet many interesting people and share the atmosphere of a good company.
- Learn how to speak and use English in different life situations.
- Get new experience out of talks with the foreigners and native speakers.
- Play games and watch films in English.

The club meet on Friday at 3 in the English classroom

Unit 1 (Into My Portfolio)
BRITISH YOUTH

For the last 30 years the economic and political changes in the society caused the appearance of different trends in youth movement such as the 'punks', the 'hippies', the 'rockers'. But a great number of traditional organisations work and these organisations are very popular with the young people of Great Britain.

The most famous of them is the Scout Association. It was founded in 1908 by Lord Baden-Powell. The idea of the Association was that young people should organise themselves into small groups of 6 or 7 under a boy leader. This should teach them to be friendly and communicative.

An organisation for girls was founded in 1910 as an equivalent to the Scout Association and was called The Girl Guides Association.

In 1922 the National Union of Students was formed. Its aim is to defend educational, social and general interests of students.

Other youth organisations in Great Britain are: the Young Men's Christian Association and the Young Women's Christian Association which are religious organisations, the Young Hostels Association, providing cheap residential hostels for young travellers; the Youth Club offering a wide choice of sporting and social activities.

The membership in these youth organisations is not compulsory. But everyone can choose the activity according to his interests.

Unit 2 (Lesson 5)

A survey conducted in our school shows that — contrary to popular belief — most of our pupils aren't television addicts and most

teenagers actually watch very little television.

We asked 50 pupils in 9th year to keep a diary of their television viewing habits for a week. Here are some of our findings:

- Three girls and two boys don't watch any television at all.
- Many of the pupils are actually doing other things when the television is on.
- Boys prefer sports programmes. Live football is especially popular.
- Soap operas are popular with girls. 'Neighbours' and 'Melrose Place' were the most popular soaps.

Experts say that teenagers watch about 20 hours of television a week. Only 3 pupils in our survey watch that much TV. Many students watch episodes of programmes such as 'Neighbours' as soon as they get home from school. After that, homework, out-of-class activities and meeting friends give them little time to watch TV. Although pupils don't watch a lot of TV, videos are popular and many pupils rent videos to watch at weekends.

At present about 40% of the pupils have satellite or cable TV at home. Four of the pupils have televisions in their rooms and over 70% of pupils have more than one television in the house.

Although television may be very popular with adults and younger children, teenagers see it as just another form of entertainment.

Unit 2 (Into My Portfolio)

"Quick, let's switch on TV," said Stacey. She and Charlotte ran into the family room. They started switching from channel to channel. They found an interview, a cooking show, and two new programmes. "Boring," said Stacey. "Let's switch on MTV. At least we could hear some good music." "What's MTV?" asked Charlotte. "Music television," Stacey replied.

They looked at all the regular channels. "Boring, boring, boring," said Stacey. "Hey, here's something." She had turned to channel 47. At the top of the screen there were the words GHOST THEATRE and under them, WATCH AT YOUR OWN RISK.

"Oh, ghosts!" said Charlotte. "Shall we try it?" asked Stacey. "It's better than anything else that's on."

"OK," agreed Charlotte. They looked at each other and giggled.

Unit 3 (Lesson 5)

One can name many outstanding scientists in Ukraine, but I'd like to tell about the man, whose name is known all over the world. This is Eugene Paton. He was born in the family of Russian Consul in Nice, France in 1870. He was a graduate of Dresden Polytechnic Institute, Germany. But when he came back to St Petersburg as a famous engineer (architect), he suddenly changed his mind as to his occupation. He became a student of St Petersburg University being a famous engineer and having the project of the Dresden railway station to his credit.

In a year, he passed all the exams and got a degree of a railway engineer. Paton was the first to found the Soviet school of bridge-building. He was awarded the title of the Honourable member of the Ukrainian Academy of Sciences. He decided to change his profession when he was 60. "The wish to serve the people made me to take up the new job — the electric welding," he said.

He became the founder of the first institute of the electric welding in the world. When he was 80, he headed the design and construction of the first boltless bridge in Kyiv. The bridge is 1150 metres long and is called after Paton. The Research Institute of Electric Welding is called after Paton too.

Unit 3 (Into My Portfolio)

We all imagine Galileo Galilei as an old man with long grey hair and fanatic eyes. That idea of him comes from his well-known portrait. But people are always surprised when they learn that Galileo Galilei made his first scientific discovery at the age of nineteen. This great Italian scientist became a Professor of Mathematics at the University of Pisa when he was only twenty-one.

As a boy Isaac Newton built a model of a windmill, the sails of which could turn even when there was no wind. All people were surprised when they saw it. They could not believe their eyes.

But the secret of this windmill was not difficult to discover: in the windmill there was a wheel as in the small cages for mice, and

there was a mouse there, too. It moved the sails as it ran.

When Albert Einstein was a young boy he thought about what light was. Whenever the rest of the class was studying history, singing or learning grammar, Albert was looking through the window daydreaming.

His teachers were angry and told him to learn to concentrate on his lessons. But he never did.

As he grew up, he passed through his teenage years and into adulthood, but he kept thinking about that question. As a result he made a number of important discoveries and became a founder of 'The Theory of Relativity'.

Unit 4 (Lesson 5)

My name is Dee West. I am a director of Environmental Services for the Clean and Beautiful Program in Alpharetta, Georgia. Alpharetta has a population of about 19,500 people. I have been the director of Environmental Services since 1989.

My responsibility is to educate the public including children about environmental issues.

We also have schools here called the Green Schools. These schools were created in 1991. Over 23,000 children attend the Green Schools. These children learn how to protect the environment, clean our lakes and rivers and how to test the quality of water. The children now know that they should not litter. That means they should not throw their trash in the streets or parks. They also learn that a lot of their trash can be recycled. Things such as tin, steel and aluminium cans, glass, some plastics, newspapers, and magazines can be made into new products. Office paper, tires, and telephone books can also be recycled. It is not only important for people to bring used products to a place where they can be recycled. It is also important to buy recycled products. For example, in the United States you can buy recycled paper. We should all look for recycled products when we go to the store.

When new homes and buildings are built, the trees that are removed are replanted in parks and on college campuses. The children from the Green Schools help replant these trees.

What can you do to protect the environment? Look at what you throw away and try to throw away less. Try to reuse products and don't litter. We all need to work together to keep our world green!

Unit 4 (Into My Portfolio)

GIANTS IN DANGER

Elephants need a lot of water. Grown-ups drink as much as 50 gallons (189 litres) a day. The animals use water in other ways as well. After they have had enough to drink, they fill their trunks (хоботи) and spray their bodies. The showers cool the elephants. Leaving the water hole, the elephants join small family groups resting under the trees. Elephants rest only during the hottest part of the day and for a few hours each night. The rest of the time, they eat. In fact, elephants spend about 16 hours a day eating.

Today, many elephants in Africa are dying because they do not have enough food to eat or to drink and because they do not have enough space to live in. Hunters kill thousands of elephants every year. Some kill them for meat. But most kill elephants for their ivory tusks.

Most of elephants have gone to national parks. There are too many animals there. As a result, the elephants do not have enough grass and leaves to eat.

All these problems have greatly reduced the number of elephants in Africa. Specialists think that only two million elephants live on the planet today. Maybe some day you will help to find a way to save them.

Unit 5 (Lesson 5)

R: You are leaving primary school in a couple of weeks. What are your plans, Bruno?

B: First of all, I hope to get into a good secondary school.

R: Which school would that be?

B: With lots of maths, I guess. I'm pretty good at maths, you know.

R: Well, good luck with that. Any other plans?

B: Sure. I'm going to get a summer job.

R: Sounds interesting. Why do you want to do that?

B: I had a job last summer. Actually, my

mum made me take one. I was feeling so lazy and she thought I needed some action. Anyway, I got a job selling ice-cream at a shopping centre. The truth is, I didn't like it at first. I had to get up early and always be on time. After two weeks it turned out to be fun and I started enjoying it. I met a lot of people, earned some money and had a good time.

R: Are you going to do the same job this summer?

B: No. This summer I'm going to work in a pizzeria. I'm going to deliver pizzas with another person.

R: How long are you going to work?

B: 4-6 weeks.

R: And then?

B: Then comes the best part. I'm going to visit my friend Anita in Sweden.

R: And are your parents OK with that?

B: They have to be. I'm going to earn the money for the trip myself.

R: I guess you're right. So, what are you going to do in Sweden?

B: I'd like to travel around and maybe visit Norway as well, but I'm probably going to stay in Stockholm most of the time.

R: Are you going to fly?

B: I'd love to, but it's far too expensive. I'm going to take a bus.

R: Thanks, Bruno. Have fun in Sweden.

B: I'm sure I will.

Unit 5 (Into My Portfolio)

My name is Claire. I'm a pediatrician and work at St Mary's Hospital. I love my job although it can be very difficult. I help and look after sick children. Sometimes I work at night. I'm usually very tired after that. But helping children makes me really happy. I often sit and talk to them because they feel so lonely and scared. The best thing about my job is when a child gets well. It's great to see a child smile again. My little patients often write to me after they leave the hospital. Some of them come for a visit too. It would never change my job because it is the only job I have ever wanted to do.

A

absolutely [ˌæbsəˈluːtli] цілком;
безумовно; абсолютно

absorbing [əbˈsɔːbɪŋ] захоплюючий;
поглинальний

accept [əkˈsept] приймати

accident [ˈæksɪdənt] (нещасний)
випадок

according to відповідно до, згідно з

ache [eɪk] біль

achieve [əˈtʃiːv] досягати; добиватися

achievement [əˈtʃiːvmənt] досягнення

acquaintance [əˈkweɪntəns]
1. *n.* знайомство; 2. *adj.* знайомий

make an acquaintance
познайомитися

act [ækt] діяти; (*театр.*) виконувати
(роль), грати

action film бойовик

activity [ækˈtɪvɪti] діяльність

addict [ˈædɪkt] наркоман

advance [ədˈvɑːns] просування уперед;
успіх

adventure [ədˈventʃə] пригода

advertising [ˈædvɛtaɪzɪŋ] реклама

affect [əˈfekt] впливати

afford [əˈfɔːd] мати змогу, бути
спроможним; дозволяти собі

agency [ˈeɪdʒənsi] агенція

aid [eɪd] допомога

alike [əˈlaɪk] схожий, подібний

allow [əˈlaʊ] дозволяти

along [əˈlɒŋ] вздовж

get along жити в злагоді, уживатися

although [ɔːlˈðəʊ] хоч

amazing [əˈmeɪzɪŋ] дивовижний

amount [əˈmaʊnt] кількість

a good amount of велика кількість

amusing [əˈmjuzɪŋ] кумедний; смішний

ancestor [ˈænsəstə] предок, прабатько

announcer [əˈnaʊnsə] диктор

appeal [əˈpiːl] 1. *n.* звернення; прохання;
привабливість; 2. *v.* апелювати,
звертатися із закликом;
посилатися

appearance [əˈpiərəns] зовнішній вигляд,
зовнішність

applaud [əˈplɔːd] аплодувати, плескати
(в долоні)

appliance [əˈplaɪəns] прилад, пристрій

application [ˌæplɪˈkeɪʃn] заява; заявка

apply [əˈplai] застосовувати;
прикладати

appointment [əˈpɔɪntmənt] призначення,
зустріч

make an appointment призначити
зустріч

aptitude [ˈæptɪtjuːd] схильність;
здібність

arrange [əˈreɪndʒ] упорядковувати;
домовлятися

attend [əˈtend] бути присутнім,
відвідувати; приділяти увагу;
піклуватися, турбуватися

attitude [ˈætɪtjuːd] ставлення

attract [əˈtrækt] приваблювати

attractive [əˈtræktɪv] привабливий

audience [ˈɔːdiəns] аудиторія; публіка,
слухачі

available [əˈveɪləbl] наявний

average [ˈævərɪdʒ] 1. *n.* середнє число;
2. *adj.* середній

avoid [əˈvɔɪd] уникати

award [əˈwɔːd] 1. *n.* нагорода;
2. *v.* нагороджувати;
присуджувати

award the title присуджувати титул

awful [ˈɔːfəl] жахливий

B

babysitting [ˈbeɪbɪsɪtɪŋ] робота по
догляду за дітьми

background [ˈbækgraʊnd] задній план,
фон

bad (good)-tempered [ˌbæd ˈtempəd] з
поганим (добрим) характером

bargain [ˈbɑːɡɪn] торговельна угода;
вигідна покупка

be [biː] (**was/were, been**) бути; існувати

be off вирушати, йти (*геть*)

be on бути включеним;
демонструватися (*про фільм*)

be over закінчитися

be well-equipped бути добре
оснащеним

behave [biˈheɪv] поводитися

behaviour [biˈheɪvjə] поведінка

belief [biˈliːf] віра; вірування

believe [biˈliːv] вірити

benefit [ˈbenɪfɪt] перевага; користь

best [best] найкращий

do one's best зробити все можливе
blanket ['blæŋkɪt] шерстяна (вовняна) ковдра
bleed [bli:d] кровоточити
blood [blʌd] кров
border (on) ['bɔ:də] 1. *n.* кордон, межа;
 2. *v.* межувати
bother ['bʊðə] набридати; турбувати(ся)
bottom ['bɒtəm] дно; низ
at the bottom (of) внизу
bowl [bəʊl] миска; ваза
branch [brɑ:ntʃ] гілка; галузь
a branch of science галузь науки
breathe [bri:ð] дихати
brief [bri:f] короткий
bring [brɪŋ] (**brought, brought**)
 приносити, приводити; привозити
be brought up [brɔ:t] бути
 вихованим, виховуватись
broadcast ['brɔ:dkɑ:st] (**broadcast, broadcast**) 1. *n.* радіомовлення;
 радіопередача; 2. *v.* передавати
 по радіо; вести радіопередачу;
 транслявати
bunch [bʌntʃ] в'язка, пучок; група
bury ['beri] ховати (*мертвих*); заривати
 в землю
be buried бути похованим

C

calf [kɑ:f] (**calves pl.**) теля
campaign [kæm'peɪn] кампанія
care [keə] турбуватися, піклуватися
care about somebody піклуватися
 про когось
career [kə'riə] кар'єра
careful ['keəfəl] обережний; уважний
caring ['keərɪŋ] турботливий
carton ['kɑ:tən] картон, картонна
 коробка
cash [kæʃ] готівка
cashier [kæ'ʃiə] касир
cast [kɑ:st] склад виконавців,
 акторський склад
casual ['kæʒuəl] випадковий; недбалий
catch [kætʃ] (**caught, caught**) ловити;
 збагнути
catch up (with) наздоганяти
cater ['keɪtə] обслуговувати; догоджати,
 намагатися догодити

cause [kɔ:z] 1. *n.* причина;
 2. *v.* спричиняти
caving ['keɪvɪŋ] відвідування чи огляд
 печер
certain ['sɜ:tɪn] певний; упевнений
challenge ['tʃælɪndʒ] виклик
championship ['tʃæmpɪənʃɪp] чемпіонат
channel ['tʃænl] канал
charter ['tʃɑ:tə] грамота; привілей;
 статут
chat [tʃæt] балакати; теревенити
check (up) ['tʃeklʌp] перевіряти
cheer [tʃiə] підбадьорювати; тішити
cheer smb up підбадьорювати
 когось
chemist ['kemɪst] аптекар
at the chemist's в аптеці
chest [tʃest] ящик, скриня; грудна клітка
choice [tʃɔɪs] вибір
chore [tʃɔ:] (*амер.*) хатня робота
do chores займатися хатньою
 роботою
coach [kəʊtʃ] карета; репетитор
coastal ['kəʊstl] береговий
come [kʌm] (**came, come**) приходити,
 приїжджати
come across наштовхнутися
 (*на щось*); випадково зустрітись
 (*з кимось*)
commercial [kə'mɜ:ʃl] 1. *n.* реклама;
 2. *adj.* комерційний
common ['kɒmən] звичайний; спільний
have in common мати щось спільне
communicate [kə'mju:nikeɪt]
 спілкуватися; передавати;
 повідомляти
communication [kə,mju:nɪ'keɪʃn]
 спілкування
communicator [kə'mju:nikeɪtə]
 комунікатор
compare [kəm'peə] порівнювати
compete [kəm'pi:t] змагатися
competition [kəm'pi:tɪʃn] змагання
complicated ['kɒmplɪkeɪtɪd] складний
compose [kəm'pəʊz] створювати,
 складати
composition [kəm'pəzɪʃn] твір
computer animation film фільм з
 комп'ютерними спецефектами
concern [kən'sɜ:n] стосуватися, мати
 відношення; турбувати(ся)

conclusion [kən'klu:ʒn] завершення;
висновок

condition [kən'diʃn] стан; умова
under the conditions за умов
conduct [kən'dʌkt] вести; проводити
(збори тощо)

conduct a survey / an experiment,
etc проводити дослідження /
експеримент тощо

conductor [kən'dʌktə] кондуктор

confidence ['kɒnfɪdəns] довіра

consist [kən'sɪst] складатися

construct [kən'strʌkt] будувати,
споруджувати

consult [kən'sʌlt] радитися,
консультуватися

consume [kən'sju:m] споживати

contain [kən'teɪn] містити (мати)
в собі; вміщати

container [kən'teɪnə] контейнер;
резервуар

contents ['kɒntents] зміст; вміст
table of contents зміст (видання)

contestant [kən'testənt] суперник

contrary ['kɒntrəri] протилежний

contribute [kən'trɪbjʊt] робити внесок;
сприяти

convenient [kən'vi:niənt] зручний

cope ['kəʊp] справитися, упоратися
cope with someone's problem

упоратися з чієюсь
проблемою

cosy ['kəʊzi] затишний

couple ['kʌpl] пара

course [kɔ:s] курс; шлях

of course [kɔ:s] звичайно,
безперечно

cover ['kʌvə] 1. *n.* обкладинка;
2. *v.* покривати; накривати

create [kri'eɪt] створювати

creative [kri'eɪtɪv] творчий

creativity [kri'eɪtɪvɪti] творчість

credit card ['kredit kɑ:d] кредитна
картка

cultivation [ˌkʌltɪ'veɪʃn] культивування

current ['kʌrənt] 1. *n.* (електричний)
струм; 2. *adj.* поточний

curriculum [kə'kɪkjələm] курс навчання;
навчальний план; розклад

custom ['kʌstəm] звичай

cycling ['saɪklɪŋ] велоспорт

D

dairy ['deəri] маслоробня; сироварня;
молочарня

damage ['dæmɪdʒ] завдавати збитків;
пошкоджувати

danger ['deɪndʒə] небезпека
be in danger перебувати у
небезпеці

decide [dɪ'saɪd] вирішувати

decisive [dɪ'saɪsɪv] вирішальний;
рішучий

degree [dɪ'ɡri:] ступінь; градус
get a degree отримати ступінь

delicious [dɪ'lɪʃəs] чудовий; дуже
смачний

deliver [dɪ'lɪvə] доставляти, постачати

depend (on, upon) [dɪ'pend] залежати
(від)

desert ['dezət] пустеля

design [dɪ'zaɪn] задумувати; планувати;
проектувати; конструювати

designer shop студія дизайну

destroy [dɪ'strɔɪ] руйнувати

develop [dɪ'veləp] розвивати(ся)

devote [dɪ'vəʊt] присвячувати

devoted [dɪ'vəʊtɪd] відданий

diagnose [daɪəgnəʊz] ставити діагноз,
діагностувати

diagnosis [daɪəgnəʊsɪs] діагноз

die [daɪ] вмирати

direction [dɪ'rekʃn] напрямок

disadvantage [ˌdɪsəd'vɑ:ntɪdʒ] недолік

disappoint [ˌdɪsə'pɔɪnt] розчаровувати

disappointing [ˌdɪsə'pɔɪntɪŋ] невтішний;
що викликає розчарування

disaster [dɪ'zɑ:stə] лихо, біда

disciplined ['dɪsɪplɪnd] дисциплінований

discover [dɪs'kʌvə] відкривати;
виявляти

disease [dɪ'zi:z] хвороба

display [dɪ'spleɪ] показувати,
виставляти напоказ

divorce [dɪ'vɔ:s] 1. *n.* розлучення;
2. *v.* розлучатися

do [du:] (**did, done**) робити

do harm (good) to робити шкоду
(добро)

dominant ['dɒmɪnənt] переважаючий,
основний

doubt [daʊt] сумнів

draw [drɔ:] 1. *n.* нічия; 2. *v.* тягнути

VOCABULARY

end in a draw завершуватися
вничію
dry [draɪ] 1. *adj.* сухий; 2. *v.* сушити(ся),
висушувати
due [dju:] належний; гідний
due to smth завдяки чомусь

E

each [i:tʃ] кожний
each other [i:tʃ 'ʌðə] один одного
earn [ɜ:n] заробляти
earn money заробляти гроші
earn somebody's living заробляти
на чиєсь прожиття
easy ['i:zi] зручний, легкий
take something easy не брати
близько до серця
at ease вільно
easy-going [i:zi'gəʊɪŋ] добродушно-
веселий; безтурботний
ecology [i'kɒlədʒi] екологія
economy [i'kɒnəmi] економіка
edition [i'diʃn] видання; випуск
educated ['edʒəkəɪtɪd] освічений
education [ˌedʒu'keɪʃn] освіта
effect [i'fekt] дія, вплив; наслідок,
результат
electricity [iˌlek'trɪsɪti] електрика
embrace [ɪm'breɪs] охоплювати,
оточувати; включати,
містити (в собі)
emotion [i'məʊʃn] душевне
хвилювання; емоція, почуття
emotional [i'məʊʃnəl] емоційний
employment [ɪm'plɔɪmənt] праця,
робота (за наймом); служба
enable [i'neɪbl] давати змогу
(можливість)
encourage [ɪn'kʌrɪdʒ] підбадьорювати;
заохочувати
endangered [ɪn'deɪndʒəd] підданий
небезпеці
engage [ɪn'geɪdʒ] займатися; бути
зайнятим
be engaged in бути зайнятим
чимось
enrich [ɪn'ri:tʃ] збагачувати
entertain [ˌentə'teɪn] розважати,
забавляти
entertaining [ˌentə'teɪnɪŋ] забавний,
розважальний

entertainment [ˌentə'teɪnmənt] розвага,
забава
entry ['entri] вхід
environment [ɪn'vaɪrənmənt]
навколишнє середовище
equally ['i:kwəli] порівну; рівно,
однаково
equipment [i'kwɪpmənt] устаткування,
обладнання
be well equipped бути добре
оснащеним
essay ['eseɪ] нарис, есе
essential [ɪ'senʃl] істотний, важливий
establish [ɪ'stæblɪʃ] засновувати;
установлювати
even ['i:vən] навіть
ever ['evə] коли-небудь
examine [ɪg'zæmɪn] екзаменувати;
оглядати
excellent [ˈeksələnt] відмінний
exchange [ɪks'tʃeɪndʒ] обмінювати(ся)
exciting [ɪk'saɪtɪŋ] хвилюючий
be excited about smth бути
зворушеним (схвилюваним)
через щось
exist [ɪg'zɪst] існувати
existence [ɪg'zɪstəns] існування
expensive [ɪk'spensɪv] дорогий
experience [ɪk'spɪəriəns] переживати;
відчувати
expert [ˈekspɜ:t] фахівець; експерт
be expert (on smth) бути експертом
(з чогось)
explain (to) [ɪk'spleɪn] пояснювати
exploration [ˌeksplə'reɪʃn] дослідження
explore [ɪk'splɔ:] досліджувати
explorer [ɪk'splɔ:rə] дослідник;
мандрівник
express [ɪk'spres] висловлювати
extend [ɪk'stend] протягувати(ся),
тягти(ся); простягати(ся)
extinct [ɪk'stɪŋkt] вимерлий; зниклий
become extinct вимирати, щезати
extinction [ɪk'stɪŋkʃən] вимирання;
зникнення

F

facility [fə'sɪlɪti] легкість; здатність;
уміння; доступність
factory ['fæktəri] фабрика; завод

fall [fɔ:l] (**fell, fallen**) падати
fall ill захворіти
fame [feim] слава, популярність
far [fɑ:] 1. *adj.* далекий; 2. *adv.* далеко
as far as I know наскільки мені відомо...
fashion ['fæʃn] фасон; форма; мода, стиль
fashionable ['fæʃnəbl] модний; світський
feel [fi:l] (**felt, felt**) відчувати
feel like doing smth бути схильним до виконання чогось
festive ['festɪv] святковий; веселий
fiction ['fɪkʃn] белетристика; художня література
fin [fɪn] плавець (*риби*)
finance ['faɪnæns] 1. *n.* фінанси; 2. *v.* фінансувати
finding ['faɪndɪŋ] знахідка
fit [fɪt] 1. *v.* відповідати (*чомусь*); годитися; пасувати (*до чогось*); 2. *adj.* здоровий, у добрій формі
flat [flæt] 1. *n.* квартира; 2. *adj.* плоский, рівний
floor manager помічник режисера
flow [fləʊ] текти; протікати
focus (on) ['fəʊkəs] зосереджувати(ся) (на)
footstep ['fɒtstep] крок; слід
in smb's footsteps по чийхось слідах
formal ['fɔ:ml] формальний; офіційний
frankly speaking відверто кажучи
fry [fraɪ] смажити(ся)
full [fʊl] повний; наповнений
be full of smth бути наповненим чимось
future ['fju:tʃə] 1. *n.* майбутнє; 2. *adj.* майбутній

G

gadget ['gædʒɪt] пристрій; технічна новинка
gain [geɪn] одержувати, здобувати
gain a fortune досягти удачі
garbage ['gɑ:bɪdʒ] сміття
general ['dʒenərəl] загальний
in general взагалі, загалом
generation [ˌdʒenə'reɪʃn] покоління
generous ['dʒenərəs] великодушний; благородний; щедрий

genius ['dʒi:niəs] геній, геніальна людина
genre ['ʒɒnrə] манера, стиль; літературний жанр
get [get] (**got, got**) одержувати; ставати
get on (well/badly) поживати (добре/погано); просуватися (добре/погано)
get smth ready приготувати щось
get stuck застрягати
get sunburned засмагнути
get together збиратися разом
get to know дізнатися
get worse погіршуватися
give [gɪv] (**gave, given**) давати
give a hand надавати допомогу
give up [ˌgɪv'ʌp] покинути; відмовитися (*від звички*)
global ['gləʊbl] глобальний
globe [gləʊb] земна куля
go [gəʊ] (**went, gone**) іти, ходити
go on air виступати по радіо, телебаченні
go on doing smth продовжувати робити щось
go well іти добре
go wrong іти неправильним шляхом
goods [ɡɒdz] товар, товари
graduate ['grædʒueɪt] (*амер.*) 1. *n.* випускник вищого навчального закладу; той, що закінчив будь-який навчальний заклад; 2. *v.* ['grædʒueɪt] закінчувати (вищий) навчальний заклад
greedy ['ɡri:di] жадібний
guarantee [ˌɡærən'ti:] гарантувати; ручатися

H

habit ['hæbɪt] звичка
habitat ['hæbɪtæt] батьківщина, місце поширення (*тварин, рослин*); природне середовище
natural habitat природне середовище
harmful ['hɑ:mfəl] шкідливий
headphones ['hedfəʊnz] навушники
heading ['hedɪŋ] заголовок; рубрика
headline ['hedlaɪn] газетний заголовок
hedge [hedʒ] живопліт; огорожа

herd [hɜ:d] стадо, череда
hereditary [hi'reditəri] спадковий;
 успадкований
highlands ['haɪləndz] узгір'я
hold [həʊld] (**held, held**) тримати
hold smb's attention (interest, etc)
 привертати чиюсь увагу (інтерес
 тощо)
honourable ['ɒnərəbl] чесний,
 благородний; почесний
horn [hɔ:n] ріг
horrible ['hɒrɪbl] жахливий
horror film фільм жахів
hospitable ['hɒspɪtəbl] гостинний
host [həʊst] ведучий; господар
humanities [hju:'mænɪtiz] гуманітарні
 науки

I

illegal [ɪ'li:gl] незаконний, нелегальний
image ['ɪmɪdʒ] образ
imagination [ɪ,mædʒɪ'neɪʃn] уява
immense [ɪ'mens] величезний,
 здоровенний
import [ɪ'mpɔ:t] імпортувати, ввозити
impossible [ɪm'pɒsɪbl] неможливий
impress [ɪm'pres] вражати
impression [ɪm'preʃn] враження
make an impression on smb
 справити враження на когось
improve [ɪm'pru:v] покращувати,
 удосконалювати
include [ɪn'klu:d] містити в собі;
 включати
increase [ɪn'kri:s] збільшувати(ся);
 зростати
independence [ɪndɪ'pendəns]
 незалежність
independent [ɪndɪ'pendənt] незалежний
industrial [ɪn'dʌstriəl] промисловий
industry ['ɪndəstri] промисловість
influence ['ɪnfluəns] 1. *n.* вплив;
 2. *v.* справляти вплив; впливати
information [ɪnfə'meɪʃn] інформація
inhabit [ɪn'hæbɪt] жити, мешкати;
 населяти
inhabitant [ɪn'hæbɪtənt] (постійний)
 мешканець, житель
inherit [ɪn'herɪt] успадковувати;
 переймати, запозичувати

injection [ɪn'dʒekʃn] упорскування;
 ін'єкція
inspiration [ɪnspɪ'reɪʃn] натхнення
inspire [ɪn'spaɪə] надихати
instead (of) [ɪn'sted] замість
intelligent [ɪn'telɪdʒənt] розумний
interschool [ɪntə'sku:l] міжшкільний
introduce [ɪntrə'dju:s] запроваджувати;
 знайомити
introduction [ɪntrə'dʌkʃn] вступ;
 знайомство
intuition [ɪntju:'ɪʃn] інтуїція
invent [ɪn'vent] винаходити;
 придумувати
invention [ɪn'ventʃn] винахід, відкриття
inventor [ɪn'ventə] винахідник
investigate [ɪn'vestigeɪt] досліджувати;
 розслідувати
investigation [ɪn'vesti'geɪʃn]
 дослідження; розслідування
invitation [ɪnvi'teɪʃn] запрошення
invite [ɪn'vaɪt] запрошувати
involve [ɪn'vɒlv] втягувати, вмішувати;
 містити в собі
be involved in бути вплутаним в,
 бути залученим до
iron ['aɪən] 1. *n.* праска; 2. *v.* прасувати
irregular [ɪ'regjələ] неправильний
item ['aɪtəm] пункт, параграф;
 питання; окремий предмет;
 повідомлення, замітка (в газеті)
ivory ['aɪvəri] слонова кістка

J

judge [dʒʌdʒ] судити

K

keep [ki:p] (**kept, kept**) тримати,
 берегти
keep doing smth продовжувати
 робити щось
kill [kɪl] убивати
kin [kɪn] рідня, родичі; близькість
knowledge ['nɒlɪdʒ] знання

L

launch [lɔ:ntʃ] запускати
lay [leɪ] (**laid, laid**) класти, покласти
lay eggs нестися, класти яйця
leaflet ['li:flɪt] листок; листівка

lean [li:n] **over** згинатися над
least, the [li:st] 1. *adj.* найменший;
 2. *adv.* найменш
leave [li:v] (**left, left**) залишати; піти,
 поїхати
leave for school виходити з дому до
 школи
lie [lai] брехня, неправда
lonely ['ləʊnli] самотній, одинокий
look [lok] дивитися
look around оглядати(ся)
look at подивитися
look for шукати
look happy (ill, tired, etc) мати
 щасливий (*хворий, змучений і*
т.д.) вигляд
look out виглядати (з чогось)
look like бути схожим
look through дивитися у (*вікно*);
 переглядати
look up smth in the dictionary
 шукати щось у словнику
loss [lɒs] втрата
loving care [ˌlʌvɪŋ 'keə] турбота з
 любов'ю
lowlands ['ləʊləndz] низина

M

made-up stories вигадані оповідання
major ['meɪdʒə] більший; головний;
 старший
majority [mə'dʒɔrɪti] більшість
make [meɪk] (**made, made**) робити
make a living заробляти на
 прожиття
make decisions приймати рішення
make peace помиритися
make smb angry розсердити
 когось
make smb aware of smth давати
 комусь знати про щось
make-up ['meɪkʌp] грим; косметика
mammal ['mæml] ссавець
market stall [ˌmɑ:kɪt 'stɔ:l] прилавок,
 місце, лоток на ринку
match [mætʃ] підходити під пару,
 відповідати
matter ['mætə] справа
It doesn't matter! Це не має
 значення!
meadow ['medəʊ] луг

mean [mi:n] (**meant, meant**) означати;
 мати на увазі
meaning ['mi:nɪŋ] значення
medicine ['medsɪn] ліки
take medicine приймати ліки
member ['membə] член
membership ['membəʃɪp] членство
memorial [mɪ'mɔ:riəl] пам'ятник,
 меморіал
memorise ['meməraɪz] запам'ятовувати;
 заучувати напам'ять
mend [mend] лагодити; ремонтувати
message ['mesɪdʒ] послання
method ['meθəd] метод
microphone ['maɪkrəfəʊn] мікрофон
mild [maɪld] м'який; помірний
mind [maɪnd] розум; думка
miss [mɪs] промахнутися; пропустити
mix [mɪks] змішувати, мішати
modern ['mɒdn] сучасний
mood [mu:d] настрій
mountainous ['maʊntɪnəs] гористий,
 гірський
move [mu:v] рухати(ся);
 переміщати(ся)
move away віддалятися;
 відсуватися; від'їжджати
movement ['mu:vmənt] рух
mysterious [mɪ'stɪəriəs] таємничий;
 незбагненний

N

narrator [nə'reɪtə] оповідач
native ['neɪtɪv] рідний (*мова, місто*);
 місцевий (*житель*)
natural ['nætʃrəl] природний
natural resources [ri:'sɔ:sɪz]
 природні ресурси
nearly ['niəli] майже
necessary ['nesəsəri] необхідний
needle [ni:dl] голка
net [net] сітка
New Zealand [nju: 'zi:lənd] Нова
 Зеландія
nickname ['nɪkneɪm] прізвисько
noble ['nəʊbl] благородний; знатний
noisy ['nɔɪzi] шумний
non-fiction [ˌnɒn'fɪkʃn] документальна
 (наукова) література; нехудожня
 література

north ['nɔ:θ] північ

in the north на півночі

northern ['nɔ:ðən] північний

nothing ['nʌθɪŋ] ніщо, нічого

Nothing of the kind! Нічого подібного!

novel ['nɒvəl] роман

novelist ['nɒvəlɪst] письменник-романіст

nowadays ['naʊədeɪz] сьогодні

nuclear ['nju:kliə] ядерний

nuclear weapon ядерна зброя

nuclear weapon test ['wepən ,test] випробовування ядерної зброї

O

observation [ˌɒbzə'veɪʃən] спостереження

observe [əb'zɜ:v] спостерігати

observer [əb'zɜ:və] спостерігач

occupation [ˌɒkjʊ'reɪʃən] заняття, рід занять; професія

occupy [ˌɒkjʊpaɪ] займати

ocean ['eɪʃən] океан

Pacific Ocean [prə'sɪfɪk 'eɪʃən] Тихий океан

off [ɒf] *прислівник, що вказує на віддаленість у часі, "відбуття"*

official [ə'fɪʃl] чиновник; службовець

often [ɒfn] часто

oil [ɔɪl] олія

once [wʌns] одного разу, колись

at once відразу

once upon a time колись, одного разу (*на початку казки*), давним-давно

there once was був собі якось

online ['ɒnlaɪn] неавтономний, що підключений до сітки

opinion [ə'pɪnjən] думка; погляд

opportunity [ˌɒpə'tju:nɪti] нагода, можливість

order ['ɔ:də] порядок

be out of order вийти з ладу

in order у порядку

in order to для того, щоб

ordinary ['ɔ:dənəri] звичайний

origin ['ɒrɪdʒɪn] походження

original [ə'rɪdʒɪnəl] 1. *n.* оригінал;

2. *adj.* оригінальний, вихідний

originate (from) [ə'rɪdʒɪneɪt] брати

початок, походити; давати

початок; породжувати

other ['ʌðə] інший

the other day іншого дня

outcome ['aʊtkʌm] наслідок, результат

outlook ['aʊtlʊk] вид; кругозір

oxygen ['ɒksɪdʒən] кисень

P

pain [peɪn] біль

paradise ['pærədaɪs] рай

part [pɑ:t] частина; роль (*театр.*)

take part (in) брати участь (у)

participate [pɑ:'tɪsɪpeɪt] брати участь

particular [pə'tɪkjʊlə] особливий

in particular особливо, зокрема

part-time [pɑ:t'taɪm] 1. *n.* неповний робочий день; 2. *adj.* не повністю зайнятий

passion ['pæʃən] пристрасть

patient ['peɪʃnt] 1. *n.* пацієнт;

2. *adj.* терплячий; наполегливий

pattern ['pætən] взірець

pay [peɪ] (**paid, paid**) платити

penalty ['penltɪ] покарання, кара

per cent [pə'sent] відсоток, процент

perfect ['pɜ:fɪkt] досконалий

perform [pə'fɔ:m] виконувати; здійснювати

performance [pə'fɔ:məns] виконання; вистава

performer [pə'fɔ:mə] виконавець

perhaps [pə'hæps] можливо

periodical [ˌpɪəri'ɒdɪkəl] періодичне видання, журнал

permission [pə'mɪʃən] дозвіл

permit [pə'mɪt] дозволяти

person [pɜ:sn] людина, особистість

personal ['pɜ:sənəl] особистий

personality [ˌpɜ:sə'nælɪti] особистість

phenomenon [fɪ'nɒmɪnən] (**phenomena** *pl.*) феномен

pile [paɪl] купа

piling ['paɪlɪŋ] збирання (звалювання) в купу

plot [plɒt] змова; сюжет, фабула

plug (in) [plʌg] включати, втикати

poetry ['pəʊtri] поезія

point [pɔɪnt] указувати

polite [pə'laɪt] ввічливий

politeness [pə'laɪtnɪs] ввічливість

politics ['pɒlɪtiks] політика
pollute [pə'lu:t] забруднювати
pollution [pə'lu:ʃən] забруднення
popularity [ˌpɒpjə'lærɪti] популярність
population [ˌpɒpjə'leɪʃn] населення
possibility [ˌpɒsɪ'bɪləti] можливість
possible ['pɒsɪbl] можливий

as much as possible наскільки
можливо

pour [pɔ:] лити(ся)

practise (in) ['præktɪs]
практикувати(ся)

prefer [prɪ'fɜ:] віддавати перевагу

preparation [ˌpreɪ'reɪʃn]
приготування

prepare for smth [prɪ'preə] готуватися
до чогось

preposition ['prepə'zɪʃn] прийменник

prescribe [prɪ'skraɪb] прописувати
prescribe some medicine

прописувати деякі ліки

pressure ['presə] тиск

be under pressure перебувати під
тиском

pretend [prɪ'tend] прикидатися,
удавати

primary ['praɪməri] первинний;
початковий

prime time ['praɪm ,taɪm] кращий
ефірний час

private ['praɪvɪt] приватний;
особистий

produce [prə'dju:s] виробляти;
ставити (п'єсу)

promise ['prɒmɪs] обіцяти

pronoun ['prəʊnəʊn] займенник

pronounce [prə'naʊns] вимовляти

pronunciation [prə'nʌnsi'eɪʃn] вимова
proper ['prɒpə] відповідний;

правильний

protect [prə'tekt] захищати

proud [praʊd] гордий; з почуттям
гідності

be proud of пишатися (кимось /
чимось)

prove [pru:v] доводити, засвідчувати

proverb ['prɒvɜ:b] прислів'я

provide [prə'vaɪd] постачати;
надавати

provide material about надавати
матеріал про

public ['pʌblɪk] 1. *n.* публіка;
громадськість; 2. *adj.* публічний,
громадський

publicity [pʌ'blɪsɪti] публічність,
гласність; слава, популярність

publish ['pʌblɪʃ] видавати, публікувати

pudding ['pʊdɪŋ] пудинг

pull [pʊl] тягнути (на себе)

punish ['pʌnɪʃ] карати

punishment ['pʌnɪʃmənt] покарання

puppet ['pʌpɪt] маріонетка; лялька

push [pʊʃ] штовхати (від себе)

Q

quality ['kwɒləti] якість

quarrel ['kwɒrəl] 1. *n.* сварка;

2. *v.* сваритися

have a quarrel посваритися

queue [kju:] 1. *n.* черга;

2. *v.* стояти в черзі

quotient ['kwɒʃənt] частка

R

rainforest ['reɪn,fɒrɪst] тропічний ліс

range [reɪndʒ] ряд, низка; пасмо

rare [reə] рідкий; рідкісний

ready-made clothes [ˌredi 'meɪd]
готовий одяг

reason ['ri:zn] 1. *n.* причина; розум;

2. *v.* міркувати, обмірковувати

receive [rɪ'si:v] одержувати,
отримувати

recently ['ri:sntli] недавно

recover [rɪ'kʌvə] відужувати

recyclable [ˌri:'saɪkləbl] повторно
використаний

recycle [ˌri:'saɪkəl] переробляти
вторинну сировину,
рециркулювати

reduce [rɪ'dju:s] знижувати,
зменшувати; послаблювати

regular ['regjələ] правильний;
регулярний

regular verbs ['vɜ:zbz] правильні
дієслова

regularly ['regjələli] правильно;
регулярно

rehearsal [rɪ'hɜ:səl] репетиція

relation [rɪ'leɪʃn] зв'язок; стосунки

relations [rɪ'leɪʃnz] стосунки, взаємини

relationship [rɪ'leɪʃənʃɪp] родинний зв'язок; стосунки
relative ['relatɪv] родич
relativity [ˌrelə'tɪvɪti] відносність; теорія відносності
relax [rɪ'læks] розслаблятися; відпочивати
relaxing [rɪ'læksɪŋ] розслаблюючий
release [rɪ'li:s] випускати; звільняти
relieve [rɪ'li:v] полегшувати
remember [rɪ'membə] пам'ятати
remind [rɪ'maɪnd] нагадувати
repair [rɪ'peə] ремонтувати, лагодити
report [rɪ'pɔ:t] 1. *n.* повідомлення; 2. *v.* передавати; повідомляти
reported [rɪ'pɔ:tɪd] переданий, повідомлений
representative [ˌreprɪ'zentətɪv] представник
request [rɪ'kwest] прохання
require [rɪ'kwaɪə] вимагати; потребувати (чогось)
research [rɪ'sɜ:tʃ] дослідження, вивчення
reserved [rɪ'zɜ:vɪd] стриманий, нетовариський
resource [rɪ'sɔ:s] ресурс
respect [rɪ'spekt] 1. *n.* повага; 2. *v.* поважати
responsibility [rɪˌspɒnsɪ'bɪlɪti] відповідальність
responsible [rɪ'spɒnsɪbl] відповідальний
rest [rest] 1. *n.* відпочинок; 2. *v.* відпочивати
retell [rɪ'tel] переказувати
return [rɪ'tʃ:n] повертатися
reuse [ˌri:'ju:z] повторно використовувати
review [rɪ'vju:] повторювати (*material*)
rubbish ['rʌbɪʃ] сміття, мотлох

S

sadly ['sædli] сумно
safe [seɪf] безпечний
sail [seɪl] плавати
sailor ['seɪlə] моряк
sale [seɪl] продаж
in the sale у продажу
saint [seɪnt] святий
St [snt] (*скор.*) святий
salad ['sæləd] салат
salesman ['seɪlzmən] продавець

same [seɪm] такий же, однаковий
at the same time тоді ж; у той самий час
the same той самий
satellite ['sætəlaɪt] супутник
Saturday ['sætədi] субота
save [seɪv] рятувати; зберігати; заощаджувати
science ['saɪəns] наука
scold [skəʊld] сварити(ся), лаяти(ся)
screen [skri:n] екран
script [skript] почерк; рукописний шрифт; сценарій
scuba diving підводне плавання
secondary ['sekəndəri] другий; середній
secret ['si:krit] секрет, таємниця
section ['sekʃn] секція; розділ
see [si:] (**saw, seen**) бачити
See you later. Побачимося пізніше.
Let me see. Дайте подумати.
seem [si:m] здаватися
seldom ['seldəm] рідко
selection [sɪ'lekʃn] відбір, набір
sense [sens] почуття, відчуття; значення
sentence ['sentəns] речення
separate ['sepəreɪt] 1. *v.* відокремлювати, відділяти; 2. *adj.* ['seprɪt] окремий
set [set] 1. *n.* набір; 2. *v.* (**set, set**) ставити; поміщати; встановлювати (*час, правило*); заходити (*про сонце*)
set a table накривати стіл
setting ['setɪŋ] оточення, навколишня обстановка; постановка (*фільму*)
sew [səʊ] шити
shake [ʃeɪk] (**shook, shaken**) трясти
shake / hold hands потиснути руки
shall [ʃæl] буду, будемо, будуть
Shall I do it? Мені це зробити?
shallow ['ʃæləʊ] неглибокий, мілкий
shape [ʃeɪp] форма
share [ʃeə] ділитися
share impressions ділитися враженнями
shark [ʃɑ:k] акула
sheet [ʃi:t] простирадло; аркуш

a sheet of paper аркуш паперу
shoplifter ['ʃɒp,lɪftə] крамничний злодій
shore [ʃɔ:] берег
shout (at smb) [ʃaʊt] кричати (на когось)
shy [ʃaɪ] соромливий, сором'язливий
sick [sɪk] хворий
side [saɪd] бік
sightseeing ['saɪt,sɪ:ɪŋ] огляд визначних місць
do / go sightseeing оглядати визначні місця
sightseeing tour ['saɪt,sɪ:ɪŋ 'tuə] екскурсія визначними місцями
sign [saɪn] 1. *n.* знак; сигнал;
2. *v.* підписувати
silly ['sɪli] дурний; нерозумний
silver ['sɪlvə] срібний
simple ['sɪmpl] простий
since [sɪns] відтоді, з того часу як
single ticket ['sɪŋgl 'tɪkɪt] квиток в один кінець
skill [skɪl] уміння, здатність; досвід, майстерність; здібності
skin [skɪn] шкіра
slice [slaɪs] 1. *n.* скибочка; 2. *v.* різати тонкими скибочками
slim [slɪm] тонкий, стрункий, тендітний
slow [sləʊ] повільний
smart [smɑ:t] розумний; кмітливий; нарядний
smell [smel] 1. *n.* запах;
2. *v.* (smelt, smelt) нюхати
smile [smaɪl] усміхатися
smile at somebody посміхнутися комусь
snake [sneɪk] змія
sneeze [sni:z] чхати
so [səʊ] таким чином, так
So many countries in the world! Так багато країн у світі!
society [sə'saɪəti] суспільство; товариство; об'єднання
solve [sɒlv] вирішувати, розв'язувати
soon [su:n] скоро; незабаром
as soon as щойно, як тільки
soul [səʊl] душа
sound producer ['saʊnd ,prə'dju:sə] звукорежисер
source [sɔ:s] джерело
south [saʊθ] південь
southern ['sʌðən] південний

space [speɪs] космос
spaceship ['speɪs,ʃɪp] космічний корабель
Spain [speɪn] Іспанія
Spanish ['spænɪʃ] іспанський
spare [speə] вільний
speak [spi:k] (spoke, spoken) розмовляти
special ['speʃəl] особливий; спеціальний
species ['spi:ʃi:z] вид; рід, різновид
specimen ['spesi:mən] зразок, взірць
specious ['spi:ʃəs] правдоподібний; пристойний
spectator [spek'teɪtə] глядач
spell [spel] (spelt, spelt) писати/вимовляти по літерах
spelling ['spelɪŋ] написання, правопис, орфографія
spin [spɪn] (span, spun; spun) вертити, крутити; прясти
spoil [spɔɪl] (spoilt, spoilt) псувати
spot [spɒt] (розм.) помітити, відмічати
spread [spred] (spread, spread) розстилати; простягати(ся); поширювати, розповсюджувати
spread the table cloth розстилати скатертину
square [skweə] *n.* 1. квадрат; площа;
2. *adj.* квадратний
in the square на площі
squid [skwɪd] наживка (для ловлі риби)
stage [steɪdʒ] 1. *n.* сцена; естрада;
2. *v.* ставити (п'єсу)
state-financed ['steɪt faɪ'nænst] фінансований державою
stay [steɪ] зупинятися, перебувати
stay at a hotel зупинитися в готелі
stay with smb залишитися в когось
stay in bed лежати в ліжку, хворіти
stick [stɪk] 1. *n.* палиця, палка;
2. *v.* наклеювати, приклеювати
still [stɪl] все ще
stimulation [ˌstɪmjə'leɪʃn] стимуляція; спонукання
stock [stɒk] запас; асортимент; інвентар
well (badly) stocked з великим (малим) асортиментом
straight [streɪt] прямо
straight ahead прямо вперед

strait [streɪt] протока
strand [strænd] сісти на міліну;
 викидати(ся) на берег
strange [streɪndʒ] незнайомий;
 дивний; чужий
straw [strɔː] солома; соломинка
stressful ['stresfəl] стресовий
stretch [stretʃ] простягатися; тягтися
strict [strikt] суворий
string [striŋ] струна
strong [strɒŋ] сильний
studio floor ['stjuːdiəʊ 'floː] кінознімальний павільйон
subscribe to (periodicals) передплачувати (періодичні видання)
succeed (in doing smth) досягати мети (у чомусь); мати успіх (у чомусь)
success [sək'ses] успіх
suddenly ['sʌdnli] раптом
suffer ['sʌfə] терпіти; страждати
suit [suːt] задовольняти; влаштовувати; годитися, пасувати
summary ['sʌməri] короткий виклад, резюме
suntan ['sʌntæn] засмага
support [sə'pɔːt] підтримувати
surface ['sɜːfɪs] поверхня
surfing ['sɜːfɪŋ] серфінг
surgeon ['sɜːdʒən] хірург
surround [sə'raʊnd] оточувати
survival [sə'vaɪvl] виживання
synonym ['sɪnɒnɪm] синонім
system ['sɪstəm] система

T

tag [tæg] ярлик, етикетка
take ['teɪk] (**took, taken**) брати
take an exam складати іспит
take care (of) піклуватися
take up ['teɪk 'ʌp] займатися (чимось); братися (до чогось)
take upon oneself responsibility брати на себе відповідальність
talented ['tæləntɪd] талановитий
tape [teɪp] стрічка; магнітофонна стрічка
tease [tiːz] дражнити

technician [tek'nɪʃn] технік
technology [tek'nɒlədʒi] техніка; технологія
teen [tiːn] (розм.) підліток
teenager ['tiːneɪdʒə] підліток
televisе ['telɪvaɪz] передавати телевізійну програму
temper ['tempə] натура; характер; настрій
terrible ['terəbl] жахливий
theory ['θiəri] теорія
thorough ['θɒrə] ретельний; ґрунтовний
thriller ['θrɪlə] трилер, бойовик
title ['taɪtl] заголовок; титул
tower ['taʊə] башта, вежа
trade [treɪd] заняття, ремесло; професія; торгівля
train [treɪn] виховувати; навчати; тренувати(ся)
training ['treɪnɪŋ] виховання; навчання; тренування
trait [treɪt] характерна риса; особливість; властивість
treat [tri:t] поводитися, ставитися; лікувати
treatment ['tri:tmənt] лікування
trend [trend] напрям; тенденція
trendy ['trendi] брендовий
tributary ['trɪbjətəri] притока
trouble ['trʌb(ə)l] біда, проблема, халепа
be in trouble бути в біді
give trouble завдавати неприємностей
true-to-life [truː tə 'laɪf] реалістичний, життєво правдивий
truthful ['truːθfəl] правдивий
turned-up задертий догори, кирпатий
tusk [tʌsk] ікло

U

unemployed [(ʌn)ɪm'plɔɪd] що, не має роботу, незайнятий
unemployment [ʌnɪm'plɔɪmənt] безробіття
universal [juːnɪ'vɜːsl] загальний; всесвітній
unplug [ʌn'plʌɡ] виключати, витягати
upset [ʌp'set] засмучений



use [ju:z] уживати, використовувати
use one's brains використовувати
 чийсь розум; мізкувати
used up (розм.) виснажений, зморений

V

valley ['væli] долина
variety [və'raɪəti] різноманітність
value ['vælju:] вартість; цінність
venture ['ventʃə] 1. *n.* ризикована,
 смілива справа; ризикований
 намір; 2. *v.* ризикувати;
 наважуватися
view [vju:] 1. *n.* вигляд; погляд, думка;
 2. *v.* оглядати
violent ['vaɪələnt] несамолюбивий,
 шалений; лютий
violin [vaɪə'lin] скрипка
vision ['vɪʒn] зір; бачення
voice [vɔɪs] голос
volunteer [ˌvɒləntɪə] доброволець,
 волонтер

W

walk [wɔ:k] ходити; йти (пішки)
walk out виходити
waste [weɪst] 1. *n.* розтрощання;
 марнування; відходи;
 2. *v.* марнувати, марно витратити
be a waste of time марно гаяти час
wealth [welθ] багатство
weird [wɪəd] (розм.) дивний,
 чудернацький
weirdo ['wɪədəʊ] (розм.) дивакувата
 людина
western ['westən] 1. *n.* (амер.) вестерн,
 ковбойський фільм;
 2. *adj.* західний
whale [weɪl] кит
wildlife ['waɪldlaɪf] (амер.) жива
 природа; тварини (птахи, риби) у
 природі, заповіднику
wonder ['wʌndə] цікавитися, бажати
 знати; запитувати себе
wool [wʊl] вовна, шерсть
work [wɜ:k] працювати, робити
work hard важко працювати
work on smb's own працювати
 самостійно
workaholic [ˌwɜ:kə'hɒlɪk] трудоголік
workshop ['wɜ:kʃɒp] майстерня

worldwide [ˌwɜ:ld'waɪd] всесвітній;
 поширений по всьому світу

X

X-ray ['eks'reɪ] рентгенівське
 проміння; рентгенівський
 знімок

Z

zero ['ziərəʊ] нуль

IRREGULAR VERBS

I	II	III	
be [bi:]	was [wɒz], were [wɜ:]	been [bi:n]	бути; існувати
beat [bi:t]	beat [bi:t]	beaten ['bi:tən]	бити
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	стати; робитися
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]	починати(ся)
bite [baɪt]	bit [bɪt]	bitten ['bɪtən]	кусати(ся)
blow [bləʊ]	blew [blu:]	blown [bləʊn]	дути
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	ламати(ся)
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити; збагнути
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	вибирати
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cost [kɒst]	cost [kɒst]	cost [kɒst]	коштувати
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
do [du:]	did [dɪd]	done [dʌn]	робити
draw [draʊ]	drew [dru:]	drawn [draʊn]	малювати; тягти
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пити
drive [draɪv]	drove [drəʊv]	driven ['drɪvən]	везти, їхати
eat [i:t]	ate [eɪt]	eaten ['i:tən]	їсти
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падати
feel [fi:l]	felt [felt]	felt [felt]	відчувати
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	боротися
find [faɪnd]	found [faʊnd]	found [faʊnd]	знаходити
fly [flaɪ]	flew [flu:]	flown [fləʊn]	літати
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtən]	забувати
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvən]	прощати
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzn]	заморожувати
get [get]	got [gɒt]	got [gɒt]	одержувати; ставати
give [gɪv]	gave [geɪv]	given ['gɪvən]	давати
go [gəʊ]	went [went]	gone [gɒn]	іти, ходити
grow [grəʊ]	grew [gru:]	grown [grəʊn]	рости
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вішати, висіти
have [hæv]	had [hæd]	had [hæd]	мати
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	чути
hit [hɪt]	hit [hɪt]	hit [hɪt]	ударити; влучати
hold [həʊld]	held [held]	held [held]	тримати
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	завдати болю; ударити
keep [ki:p]	kept [kept]	kept [kept]	тримати, берегти
know [nəʊ]	knew [nju:]	known [nəʊn]	знати
lay [leɪ]	laid [leɪd]	laid [leɪd]	класти
lead [li:d]	led [led]	led [led]	вести
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учити, засвоювати
leave [li:v]	left [left]	left [left]	залишати; піти, поїхати
lend [lend]	lent [lent]	lent [lent]	позичати (комусь)
let [let]	let [let]	let [let]	дозволяти
lie [laɪ]	lay [leɪ]	lain [leɪn]	лежати
light [laɪt]	lit [lɪt]	lit [lɪt]	освітлювати(ся)
lose [lu:z]	lost [lɒst]	lost [lɒst]	губити
make [meɪk]	made [meɪd]	made [meɪd]	робити
mean [mi:n]	meant [ment]	meant [ment]	означати



I	II	III	
meet [mi:t].....	met [met]	met [met]	зустрічати
pay [peɪ]	paid [peɪd]	paid [peɪd]	платити
put [pʊt].....	put [pʊt]	put [pʊt]	класти
read [ri:d].....	read [red]	read [red]	читати
retell [ri:'tel].....	retold [ri:'təʊld]	retold [ri:'təʊld]	переказати
ride [raɪd].....	rode [rəʊd]	ridden ['rɪdn]	їздити верхи
ring [rɪŋ].....	rang [ræŋ]	rung [rʌŋ]	дзвонити
rise [raɪz]	rose [rəʊz]	risen ['rɪzn]	підніматися
run [rʌn]	ran [ræn]	run [rʌn]	бігти
say [seɪ]	said [sed]	said [sed]	сказати, говорити
see [si:].....	saw [sɔ:]	seen [si:n]	бачити
sell [sel]	sold [səʊld]	sold [səʊld]	продавати
send [send]	sent [sent]	sent [sent]	посилати; передавати
set [set]	set [set]	set [set]	поміщати; заходити (про сонце)
shake [ʃeɪk].....	shook [ʃʊk]	shaken ['ʃeɪkən]	трясти
shine [ʃaɪn].....	shone [ʃɒn]	shone [ʃɒn]	сяяти, світити
shoot [ʃu:t].....	shot [ʃɒt]	shot [ʃɒt]	стріляти
show [ʃəʊ].....	showed [ʃəʊd]	shown [ʃəʊn]	показувати
shut [ʃʌt].....	shut [ʃʌt]	shut [ʃʌt]	закривати
sing [sɪŋ].....	sang [sæŋ]	sung [sʌŋ]	співати
sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
sleep [sli:p]	slept [slept]	slept [slept]	спати
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]	говорити
spell [spel]	spelt [spelt]	spelt [spelt]	вимовляти (слово) по літерах
spend [spend]	spent [spent]	spent [spent]	витрачати (гроші)
spread [spred].....	spread [spred]	spread [spred]	розповсюджувати
stand [stænd].....	stood [stʊd]	stood [stʊd]	стояти
stick [stɪk]	stuck [stʌk]	stuck [stʌk]	встромляти, колоти
strike [straɪk]	struck [strʌk]	struck [strʌk]	ударяти
sweep [swi:p]	swept [swept]	swept [swept]	мести, змити
swim [swɪm]	swam [swæm]	swum [swʌm]	плавати
take [teɪk]	took [tʊk]	taken ['teɪkən]	брати
teach [ti:tʃ].....	taught [tɔ:t]	taught [tɔ:t]	навчати
tell [tel]	told [təʊld]	told [təʊld]	сказати, розповідати
think [θɪŋk].....	thought [θɔ:t]	thought [θɔ:t]	думати
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	кидати
understand	understood	understood	розуміти
[ˌʌndə'stænd]	[ˌʌndə'stʊd]	[ˌʌndə'stʊd]	
wake [weɪk]	woke [wəʊk]	woken ['wəʊkən]	прокидатися
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носити (одяг)
weep [wi:p]	wept [wept]	wept [wept]	плакати
win [wɪn]	won [wʌn]	won [wʌn]	вигравати, перемагати
write [raɪt]	wrote [rəʊt]	written ['rɪtn]	писати

Навчальне видання

Карп'юк Оксана Дмитрівна

Англійська мова

Підручник для 9 класу загальноосвітніх навчальних закладів

Рекомендовано Міністерством освіти і науки України
Видано для вільного продажу.

Англійською та українською мовами

Редактори *Ігор Миколів, Наталія Батрин*
Художники *Любомир Бейгер, Інна Малявська*
Дизайн і комп'ютерна верстка *Андрій Костишин, Мар'яна Тераз*

Здано до набору 11.11.2008. Підписано до друку 14.05.2009
Формат 70х100 1/16. Гарнітура Аріал. Папір офсетний. Друк офсетний.
Умовн. друк. арк. 19,5. Умовн. фарбо-відб. 67,6. Обл.-вид.арк. 19,73
Тираж 20 000 прим.
Зам. №154-9

Видано ПП Карп'юк А. Т. за ліцензією ТзОВ "Видавництво "Астон"

ТзОВ "Видавництво "Астон", 46006, м. Тернопіль, вул. Гайова, 8.
Свідоцтво про внесення до Державного реєстру суб'єктів
видавничої справи ТР №28 від 9.06.2005 р.

БАТ "Львівська книжкова фабрика "Атлас",
79005, м. Львів, вул. Зелена, 20.

Свідоцтво: серія ДК №1110 від 08.11.2002 р.